



# Program Information Documents (PID)

Appraisal Stage | Date Prepared/Updated: 01-Feb-2023 | Report No: PIDA275738

**BASIC INFORMATION****A. Basic Program Data**

Country Morocco	Project ID P179637	Program Name Morocco Education Support Program Additional Financing	Parent Project ID (if any) P167619
Region MIDDLE EAST AND NORTH AFRICA	Estimated Appraisal Date 23-Jan-2023	Estimated Board Date 17-Mar-2023	Practice Area (Lead) Education
Financing Instrument Program-for-Results Financing	Borrower(s) Kingdom of Morocco	Implementing Agency Ministry of Education, Minister of Economy and Finance	

## Program Development Objective(s)

To establish an enabling environment for quality Early Childhood Education service delivery, support improved teaching practices in primary and secondary education, and strengthen management capacity and accountability along the education service delivery chain in the Program Areas.

**COST & FINANCING****SUMMARY (USD Millions)**

<b>Government program Cost</b>	1,150.00
<b>Total Operation Cost</b>	200.00
Total Program Cost	185.00
IPF Component	15.00
<b>Total Financing</b>	200.00
<b>Financing Gap</b>	0.00

**FINANCING (USD Millions)**

<b>Total World Bank Group Financing</b>	200.00
World Bank Lending	200.00



## B. Introduction and Context

1. An Additional Financing (AF) in the amount of US\$200 million to the Morocco Education Support Program (*Programme d'Appui au Secteur de l'Education* (PASE) - P167619) is proposed, bringing the full allocation of the operation to US\$700 million. In addition, a restructuring of key Disbursement Linked Indicator results (targets as) well as the extension of the Program from September 1, 2024 to July 30, 2026 is proposed. The AF will also introduce an Investment Project Financing (IPF) component for technical assistance (TA) needed to advance implementation of more challenging reforms support monitoring and evaluation of results, and foster evidence-based policy making.
2. The restructuring, extension, and additional financing (AF) allow the PASE to put more emphasis on teacher qualifications, measuring the quality of early childhood education services, and introducing multi-layered group learning (Teaching at the Right Level or TARL) which are intended to bring out stronger practices in the sector. All these efforts are strategically aligned with the Global Crises Response Framework in as much as they support resilience in the education system and its governance (pillar 3) and strengthen policies, (pillar 4).

### Country Context

Morocco has made significant social and economic progress in the past two decades, thanks to political stability, large public investments, and political, institutional, and sector reforms. This has led to a sharp decline in the national poverty rate,<sup>1</sup> increased life expectancy, greater access to basic public services, and significant public infrastructure development. Yet despite these achievements, heightened aspirations by Moroccans, especially youth, remain unmet. Job creation remains insufficient resulting in a large inactive population, and the labor force participation rate, particularly of females, is low. Pockets of poverty remain across the country and territorial disparities reflect deep social and economic inequalities. Morocco's Human Capital Index (HCI) last updated in 2022, remains 0.50, lower than the average for the Middle East & North Africa (MENA) region (but higher than the average for lower-middle income countries).

3. The Government of Morocco recognizes weak human capital as a binding constraint to economic growth, and the *New Development Model* (NDM), introduced in 2021, seeks to accelerate progress. It lays out a way forward in addressing persisting challenges to sustainable growth and is anticipated to focus heavily on strengthening human capital. Its four top priorities include: i) a productive and diversified economy; ii) enhanced human capital that is better prepared for the future; iii) opportunities for inclusion for all; and iv) resilient territories. The NDM thus places improvements in human capital front and center of the new development paradigm for the country.<sup>2</sup>

### Sectoral and Institutional Context

4. Morocco's approach to strengthening education has been largely holistic and multi-faceted. Over the past decade, it has included expanding early childhood education (ECE), basic education, enhancing infrastructure, improving teaching, and providing (limited in some areas) remote learning opportunities during the COVID-19-induced lockdowns of 2020 and 2021. Additionally, the Government has increased funding to the sector and supported a

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<sup>1</sup> With an average economic growth rate of 4.2 percent during the period 2007-2015, poverty has reduced significantly (from 15.3 percent in 2001 to 4.8 percent in 2014). Life expectancy increased from 68.7 to 75.8 between 2010 and 2016.

<sup>2</sup> La commission spéciale sur le modèle de développement, 2021. « Le nouveau modèle de développement : libérer les énergies et restaurer la confiance pour accélérer la marche vers le progrès et la prospérité pour tous ».



decentralization agenda that has been shaping the sector since the adoption of the National Charter for Education and Training<sup>1</sup> in 2000 and the creation of regional academies for education and training (AREFs). As a result, the country has seen significant progress in key areas. Enrollment rate for children aged 4 and 5 increased from 45 percent in 2018 to 71 percent for the 2020-2021 school year<sup>2</sup>. Access to basic education is now universal with full gender parity. Evaluation of initiatives introduced to mitigate the impact of COVID-19 learning losses and accelerate catch up on learning recovery have shown initial positive results and a promise of an education system that is better able to withstand shocks.

5. But while education coverage has improved immensely, quality has not. Morocco's human capital index (HCI)<sup>4</sup> continues to hover at 0.5, hindered largely by learning outcomes. The Learning Adjusted Years of Schooling (LAYS) stands at 6.3 years, meaning that students could spend 12 years in schools but only learn about 6 years' worth. Lastly, the learning poverty remains a major issue, with an estimated 66 percent of 10-year-olds having been designated as "learning poor", even before the COVID-19 schooling disruptions.<sup>5</sup> Additionally, there is increasing vulnerability resulting from the country's multi-dimensional challenges. For example, changes in Morocco's weather trends are projected to amplify, with large impacts on future socio-economic development. For education, this could mean less schooling and/or lower scores on standardized tests particularly for the already disadvantaged populations in rural and poorer areas who are impacted by floods, droughts, or coastal shifts that impede accessibility to schools.
6. The "New Development Model (NDM)" is focused heavily on strengthening human capital and has given new impetus to education reform. Most relevant to education, the NDM aims to increase the proportion of students that complete their compulsory education and obtain a general or vocational diploma (from 50 to 90 percent). To operationalize the NMD, the Ministry of Education and Sports (MENPS) developed a Strategic Roadmap "*Douze Engagements pour une école publique de qualité*" using a tri-partate approach (pedagogical triangle) of students, teachers, and schools to deliver ambitious reforms that deliver "tangible impact". The Additional Financing and Restructuring of the PASE will allow the Project to be more closely aligned with this Strategic Roadmap and support the delivery of higher-level education quality results.

### PForR Program Scope

7. The proposed restructuring does not impact the Project Development Objectives (PDOs) of the original PForR. Also, changes to the original program are within the boundaries of the government Program boundaries and results areas. The additional and modified DLRs instead are intended to better align the PASE to support the Government's latest reforms and ambitious agenda. In doing so, the operation will support scale up of results towards more accessible quality ECE, better teaching, greater efficiency in governance, and ultimately higher learning outcomes.
8. The changes proposed for the PASE through the AF and restructuring include: :
  - The **addition of US\$200 million** to the original Program, bringing the full allocation to US\$700 million. US\$90 million is expected to support results (PforR) while US\$10 will finance technical assistance to be introduced through IPF instrument.
  - **Extension** of closing date from September 1, 2024 to July 30, 2026 to allow for new and revised targets to be met and TA activities to be completed.
  - **Modifications of select Disbursement Linked Results** to allow for greater alignment with the MENPS Strategic Roadmap (see table 2)



- **Introduction of additional DLRs** under Results Area 3 to strengthen the performance-based management approach at territorial and school level, and introduce schools and classrooms' technics to enhance learning,
- **Technical Assistance** through an **Investment Project Financing (IPF) Component** to support the implementation of more challenging reforms and foster evidence-based policy making.

### C. Program Development Objective(s)

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9. The PDO aims to: *establish an enabling environment for quality Early Childhood Education service delivery, support improved teaching practices in primary and secondary education, and strengthen management capacity and accountability along the education service delivery chain in the Program Areas.*
10. The Morocco Education Support Program represents about 40 percent of the Government's Strategic Vision for Reform Program. The Project is instrumental in supporting the Government's agenda, particularly in establishing early childhood education, advancing the teachers professional development's agenda as well as governance of the sector. Financed through an IBRD loan of US\$500 million, and using the program for results (PforR) instrument, PASE has been contributing to the Government's efforts in transforming education by achieving results in three key areas:
  - Results Area 1: Establish an enabling environment for the delivery of quality early childhood education services
  - Results Area 2: Supporting the improvement of teaching practices in primary and secondary education
  - Results Area 3: Strengthen management capacity and accountability along the education service delivery chain

### D. Environmental and Social Effects

11. The anticipated adverse environmental effects of the AF are not expected to be significant. The lack of construction or physical rehabilitation of any kind means that **environmental risks are rated Low**, according to Core Principles 1, 2, 3, and 4 of the World Bank Policy: Results-Based Program Financing (Policy) and the Bank Directive: Results-Based Program Financing (Directive). Indeed, none of the activities of the AF are likely to impact Sites of Biological and Ecological Interest (SIBE) in Morocco or significantly transform natural habitats or significantly alter biodiversity areas and/or cultural resources.
12. However, there are some environmental and social (E&S) risks and adverse impacts associated with the AF to be considered and mitigated. Given the Bank's own evolution towards a deeper commitment to social inclusion, non-discrimination and the prevention and response to sexual exploitation and abuse and sexual harassment<sup>23</sup>, the AF's **social risks are rated Moderate**. Specifically, the following social risks have been identified (i) the risk of exclusion of teachers with disabilities directly and children with special needs and/or disabilities indirectly, if proactive measures are not taken to emphasize inclusive education; and (ii) the Substantial risk related to sexual exploitation and abuse (SEA) of project beneficiaries (teachers, administrators) or community members as well as sexual harassment (SH) of workers in the workplace and (iii) the difficulties encountered by the E&S focal point in drafting and implementing the parent program's GRM system.



13. Moreover, given the Project’s financial instrument as a hybrid PForR with an IPF component, the Bank has prepared an Environmental and Social Systems Assessment (ESSA) for Component 1 (the IPF), based on due diligence meetings with the Ministry of Education. Consultations took place on January 23rd, 2023 on the Stakeholder Engagement Plan (SEP). The labor management measures, and the SEA/SH Prevention and Response Plan are to be included as part of the Operations Manual during early stages of implementation.

**E. Financing**

**Program Financing**

Sources	Amount (USD Million)	% of Total
International Bank for Reconstruction and Development (IBRD)	200.00	100.00
<b>Total Program Financing</b>	<b>200.00</b>	

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