



CALL FOR PROJECTS

SECOND COMPACT BETWEEN THE
GOVERNMENT OF MOROCCO AND
MCC

SECONDARY EDUCATION ACTIVITY

EDUCATION FOR EMPLOYABILITY
PARTNERSHIP FUND

THIS DOCUMENT IS AN UNOFFICIAL ENGLISH TRANSLATION. IN CASE OF ANY DISPUTE BETWEEN THE
ENGLISH AND FRENCH VERSIONS OF THIS DOCUMENT, THE FRENCH VERSION PREVAILS.

Acronym List

AREF : *Académie Régionale d'Education et de Formation* (Regional Academic Education and Training Authority)

GOM : Government of Morocco

MCA-Morocco: Millennium Challenge Account-Morocco

MCC : Millennium Challenge Corporation

MENFPESRS : *Ministère de l'Education nationale, de la Formation professionnelle, de l'Enseignement supérieur et de la Recherche scientifique* (Ministry of National Education, Professional Training, Higher Education and Scientific Research)

MIAES : *Modèle intégré d'amélioration des établissements de l'enseignement secondaire* (Integrated School Improvement Model)

SIP: School Improvement Plan

GEP: Grant Evaluation Panel

ICT: Information and Communication Technology

Introduction

On November 30, 2015, the Government of Morocco (the “Government” or “GOM”) signed a second compact (Compact II) with the United States Government, represented by the Millennium Challenge Corporation (MCC), with the aim of enhancing the quality of human capital and improving land productivity.

The budget of the Compact, which kicked off on June 30, 2017, is \$450 million USD, which will be augmented by a contribution by the Moroccan government of at least 15% of the American contribution. Over a period of five years, the Compact will finance two projects, namely "Education and Training for Employability" and "Land Productivity". The Compact will be implemented by the Millennium Challenge Account -Morocco (“MCA-Morocco”).

MCA-Morocco is a public institution under Moroccan law, a legal entity with financial autonomy. It is managed by a Strategic Advisory Council with members from the public and private sectors and from civil society.

The "**Education and Training for Employability**" Project aims to improve the quality of **secondary education** and **vocational training** and their relevancy to the needs of the private sector, through the implementation of three activities: "Secondary Education", "Workforce Development" and "Employment".

MCA-Morocco is soliciting partnership proposals that complement or contribute directly to the achievement of the **Secondary Education Activity** through the Education for Employability Partnership Fund. Interested parties will have from **February 13 to April 13 2018** to submit proposals for partnerships in the field of education.

It should be noted that a first call for projects, launched from December 6, 2016 to February 6, 2017 resulted in the selection of three partnership projects that will benefit students from the first pilot region of Tangier-Tetouan-Al Hoceima, and, more specifically those of the 34 schools selected for the Secondary Education activity.

This **second call for projects** aims to select and co-finance up to 50% of partnership projects with private, public and civil society actors. These partnerships will be fully integrated into the Secondary Education Activity and will be implemented in nearly 60 secondary schools (middle and high schools) in two regions of Morocco: **Marrakech-Safi and Fès-Meknes**.

It should be noted that all activities carried out under Compact II are subject to MCC's general policies and standards, particularly in terms of integration of environmental standards, as well as gender and social inclusion factors.

I- SECONDARY EDUCATION ACTIVITY

The objective of the Secondary Education Activity is to increase the employability of young Moroccans by improving the quality, access and relevance of learning.

This activity is structured around three fundamental components: (i) the implementation of an Integrated School Improvement Model in secondary schools (*MIAES*, in French) through increased

autonomy and responsibility for school performance, the strengthening of management capacity at the school and regional levels, a focus on student-centered pedagogical approaches, and rehabilitation of school infrastructure; (ii) strengthening of the school assessment, information and learning achievement system; and (iii) the development of a new approach for the operations and maintenance of infrastructure and school equipment.

The MIAES component of the Secondary Education Activity aims to establish a new model for innovative, efficient, sustainable and replicable public secondary education institutions to provide quality secondary education that is relevant and focused on the skills required for employability.

In the selected regions, MIAES will support a participatory process through which all actors in the school community, including administrators, teachers, parents, students (girls and boys), and economic and community partners of the schools will take greater responsibility in identifying and addressing the particular needs of their school, with a focus on issues of access, retention and academic success.

Based on this participatory process, each school will develop its own multi-year Integrated School Improvement Plan (SIP) with specific goals and measurable results.

Main Components of the Integrated School Improvement Model

1- Effective School Leadership and Management

The objective of this sub-component is to promote school autonomy, while building leadership capacity to ensure strong performance-based management, and the values of equality and respect.

Effective school leadership and management should establish a safe, healthy and inclusive learning environment that enables all students to reach their full potential, regardless of gender or socio-economic background. School leadership and autonomy will be achieved through specific interventions in targeted policy reform, support for the provision of an autonomous budget, technical assistance, introduction of new management tools, and the provision of training and for school administrators.

School autonomy will also be enhanced through the SIPs. The Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MENFPESRS) and the Regional Academies for Education and Training (AREF) will provide schools with an annual budget that will allow them to finance specific items as determined in their SIPs. The SIPs will include specific and measurable results and objectives and will be linked to performance agreements between schools and regional and provincial authorities (AREF and Provincial Directorates).

2- Pedagogical Reform and Innovation for Student-Centered Learning

This sub-component will focus on both academic and social learning, primarily the interaction between students and teachers, with a goal of shifting pedagogy towards active, student-centered learning, including the use of technology inside and outside the classroom as well as the development of “soft” skills.

To achieve this objective, this component will design and implement a training program for teachers with the aim of increasing educational innovation, fostering higher interactivity with students, and improving the use of new information and communication technologies.

Pedagogical training will be given to teachers of mathematics, sciences, languages and information and communication technologies (ICT). Equipment and resources for pedagogical improvement, including the use of information and communication technologies, will also be provided.

Finally, through this component, schools will provide students with quality career orientation through exposure to a variety of professions, diversification of teaching methods and strengthened links between the education system and the professional world.

3- School Infrastructure Improvement

Targeted improvements to school infrastructure aim to bring the selected schools to a common minimum standard of infrastructure needed to ensure an inclusive, safe, hygienic and high-functioning learning environment, a key factor in improving performance and retention.

Specific renovations to each of the selected schools will be prioritized according to the available budget and the adopted SIP and may include the construction of new learning spaces, libraries and multimedia rooms or a possible renovation of dormitories and boarding schools. This component also aims to ensure connectivity and internet access for all schools.

Long-term vision

The Secondary Education Activity is embedded in the Government of Morocco's Strategic Vision for the reform of the education and training system 2015-2030. Thus, the success of this project in the pilot schools (especially the MIAES model), could be adapted and expanded to other schools and regions by the GOM.

Social Inclusion and Gender Integration:

The Secondary Education Activity and the MIAES model will be implemented with a special attention to social and gender considerations. The activities will be implemented in such a way as to facilitate the access of all students to education and to enable them to participate fully in school life.

Inclusion is envisaged as a process that aims to take into account and meet the diversity of needs through the autonomous management of schools, the deployment of training modules for teachers, the rehabilitation of infrastructure, and the promotion of school life through new multidisciplinary approaches.

Environmental and Social Standards:

MCA-Morocco is committed to promoting a healthy and sustainable development of all projects and activities of the Compact in accordance with the Environmental and Social Management System of the Compact (SGES), which defines the key elements of environmental and social performance across the Compact, as well as the methods and processes for managing the environmental and social performance of each project and activity.

Implementation Approach

The MIAES model will be piloted in up to 100 secondary schools (middle and high schools) in three regions of Morocco: Tangier-Tetouan-Al Hoceima, Marrakech-Safi and Fes-Meknes. During the first phase, this model will be deployed in Tangier-Tetouan-Al Hoceima, and later it will be extended to the other two regions: **Marrakech-Safi and Fes-Meknes**.

II- THE EDUCATION FOR EMPLOYABILITY PARTNERSHIP FUND

1- Introduction and Objectives

The \$ 4.6 million Education for Employability Partnership Fund aims to promote new multi-disciplinary approaches that will complement, strengthen and sustain the actions to be carried out under the MIAES activity by in partnership with the Ministry of Education.

This Partnership Fund aims to encourage proposals for innovative projects related to school life and pedagogical approaches that represent a real added value to the support already contemplated to be provided under the MIAES activity. The Fund employs partnership approach, involving the private sector and/or civil society actors who share a common vision of improving the quality of Moroccan education and its relevance to the needs of the labor market.

It should be noted that three organizations were already selected in 2017 to partner with the MIAES activity in the Tangier-Tetouan-Al Hoceima region. This **second cycle** of the Education for Employment Partnership Fund is focused specifically on the other two regions: **Fes-Meknes and Marrakech-Safi**.

2- Structure

The Partnership Fund is based on three key principles:

- *Integration into the MIAES activity:* The partnership activities selected and co-financed by the Fund should be fully integrated into the MIAES activity and will be deployed in nearly 60 secondary schools to be selected in the **Marrakech-Safi and Fes-Meknes** regions. A random lottery will be used to select the schools in the coming weeks.
- *50% Match and Funding Mechanism:* The Partnership Fund targets two types of partners, technical and financial: technical partners are entities that submit proposals to implement specific activities under the partnership (also called the applicant).

Technical partners will typically have significant experience/expertise in Morocco implementing programs similar to the one they propose. They will be required to contribute at least 50% of the cost of the partnership project, either through a financial or in-kind contribution, which can be solicited from other financial partners who will support the technical partners to honor their financial commitment. MCA-Morocco will provide funds to cover the remaining 50% of the cost of the project.

Financial partners are public or private entities that choose to support a technical partner's proposal. These partners could include regional government entities, local communities, public establishments, foundations, or private entities that choose to provide the full 50% contribution required to match the MCA-Morocco contribution, or that may choose to provide a smaller percentage of funding to help a technical partner that has additional sources of financing to meet the 50% match.

Financial partners will not be involved in the day-to-day implementation of the activity they support, but will be invited to sign a memorandum of understanding with MCA-Morocco, the Ministry of Education and the technical partner that will specify the commitments of each party and the common objectives of the project.

This partnership model aims to capitalize on and strengthen the impact of the technical and financial partners who work to achieve the same objectives of promoting quality education in Morocco. The model also aims to promote the sustainability of selected partnership activities, by building strong collaboration between technical and financial partners and the Ministry of Education that will continue beyond the Compact.

Throughout the evaluation and selection process, applicants should make every effort to provide a reasonable assessment of the in-kind contributions they propose to include in the 50% contribution. MCA-Morocco will then be responsible for evaluating the value of in-kind contribution proposals, which could include one of the eligible cost categories mentioned in the sections below.

The application must include a prior estimate of the tenderer's 50% contribution. A detailed accounting of the 50% contribution will be required for the preparation of Partnership Agreements (expected in August and September 2018).

- *Capacity and scale:* Partners are required to demonstrate their ability to implement their project in at least one entire beneficiary region of the MIAES component (~ 30 institutions). Partners who have the capacity to work in the two regions, Fes-Meknes and Marrakech-Safi (~60 institutions) will be favored. Partners are strongly encouraged to collaborate with local actors and build local and regional partnerships for the implementation of their projects.

3- Focus Themes

Five focus themes for the Partnership Fund were selected based on their complementarity with the objectives of the MIAES activity and their compliance with the above-mentioned standards and approaches (including Gender, Social Inclusion and Environmental and Social Protection). Proposals that focus on one of these themes are encouraged. Proposals that do not directly address the themes may also be considered if they present innovative ideas that align with the objectives of MIAES.

The five focus themes are:

1. Career Counseling and Exposure

- Interventions to promote career orientation for girls, particularly careers in economically promising sectors;
- Provision of career guidance (student forums, job fairs, etc.);
- Exposing secondary school students to the professional world (internships, conferences, coaching, meetings, company visits, etc.);
- Programs that inspire students to achieve educational goals associated with career plans;
- Promoting the understanding of and opportunities for careers in science and engineering by encouraging the orientation of young people towards scientific and technical careers, and by promoting, in particular, the development of networks of engineers and scientists.

2. Information and Communication Technology

- Connectivity, including internet access
- Content such as videos, pedagogical content for science, math and languages
- Basic pedagogical ICT training for teachers and students
- Equipment such as computers, tablets, etc.

3. Extracurricular activities

- Organization of extracurricular activities, including sports, artistic, social and cultural activities;
- School support programs and strengthening of scientific and linguistic skills;
- Creation of student clubs that encourage entrepreneurial culture, financial education, soft skills, gender equality, violence prevention in schools, civic engagement, environmental protection, etc.

4. School Libraries and Multipurpose Rooms

- Innovative use of school libraries (media libraries, digital resources, etc.);
- Equipment and management of multipurpose spaces, etc.

5. Language Reinforcement

- Interventions that aim to improve the quality of language learning, such as extracurricular activities, tutoring, specific linguistic modules, teacher training, etc.

4- Eligibility: Applicants and Activities

These guidelines set out the rules for the application, selection and implementation of the actions to be financed by MCA-Morocco under the Education for Employability Partnership Fund.

Eligible Applicants

Any private for-profit, non-profit, or public sector entity that:

- Has the technical capacity and experience to implement the proposed activity, as evidenced in the Partnership Proposal Application Form
- Has secured a 50% financial contribution (cash or in-kind) from independent resources (their own or a financial partner), as evidenced in Section 5 of the Application Form - (Financial Summary Statement, Partnership Statement if relevant)
- Completes in full the Eligibility Statement as required in Section 5: Supporting Documentation, of the Partnership Proposal Application Form, and cooperates with MCA-Morocco to provide any further information as requested
- Has an authorized bank account in Morocco
- In the case of foreign-based Applicants, collaborative partnerships with Moroccan entities are strongly encouraged
- In the case of consortiums, Applicants should clearly identify the entity that will function as lead partner for the purposes of the Grant Agreement and for compliance with all requirements. In addition, consortiums must ensure that the Partnership Statement requested as part of the

Supplemental Information section of the Application is completed in full and signed by each participant

Ineligible Applicants

- Individuals
- Unregistered groups (unless teamed up with a registered organization)
- Political parties, groups or institutions, or their subsidiaries and affiliates
- Organizations that advocate, promote or espouse anti-democratic policies or illegal activities
- Any person or entity that has been blacklisted from participation in procurements funded with World Bank assistance, debarred, or suspended from participation in procurements funded by the US Federal Government, or otherwise prohibited by applicable US law or Executive Order or US policies, including under any then-existing anti-terrorist policies. Without limiting the foregoing, this would remove from eligibility any entity from a country or from a firm that is organized in, or has its principal place of, business in, or a significant portion of its operations, in any country that is subject to sanction or restriction by US law or policy (an “Ineligible Country”). At the time of publication of this Manual, this list included Cuba, Iran, North Korea, Sudan and Syria. (Refer to the MCC website, www.mcc.gov, for further information in this regard.)

Eligible Activities

- To be eligible for funding, the proposed activity must address one of the objectives of the Fund. Only activities that fall under the five central themes or that are closely related to the other activities foreseen by the MIAES activity are eligible for funding.
- The proposed activities must be economically viable in that the projected benefits must exceed the expected costs of the activity. A simple quantitative analysis of costs (as budgeted) and benefits (as requested under Section 3 of the Partnership Proposal Form) is a required element of the application process.

Ineligible Activities

The following activities will not be eligible for funding through the Education for Employability Partnership Fund:

- Activities that are inconsistent with international standards of human rights, in conformity with the national constants of the Kingdom of Morocco as defined by its constitution;
- Activities likely to cause a significant social, environmental, health or safety hazard, as defined by the MCC Environmental Guidelines, www.mcc.gov;
- Any individual sponsorships for participation in workshops, seminars, conferences or congresses; (outside the scope of the program beneficiaries)
- Any individual scholarships for studies or training courses; (outside the scope of the program beneficiaries)

- Any other Activities that would violate the restriction on the use of MCA-Morocco funding set forth in Section 2.7 of the Compact (text included below).

Section 2.7 Limitations on the Use of MCC Funding. The Government will ensure that MCC Funding is not used for any purpose that would violate United States law or policy, as specified in this Compact or as further notified to the Government in writing, including but not limited to the following purposes:

- a) for assistance to, or training of, the military, police, militia, national guard or other quasi-military organization or unit;
- b) for any activity that is likely to cause a substantial loss of United States jobs or a substantial displacement of United States production;
- c) to undertake, fund or otherwise support any activity that is likely to cause a significant environmental, health, or safety hazard, as further described in MCC's *Environmental Guidelines* and any guidance documents issued in connection with such guidelines (collectively, the "*MCC Environmental Guidelines*"); or
- d) to pay for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions, to pay for the performance of involuntary sterilizations as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations or to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning.

Allowable Costs:

- Professional materials, non-periodical publications and data;
- Labor of project staff as per an approved work plan;
- Transportation costs and per diem, if applicable;
- Communications costs related to the proposed activity, including the use of the internet;
- Printing, publishing and distribution costs;
- Indirect costs, including the rental of office space, office supplies and other specifically defined administrative costs.

Non-Allowable Costs:

- Creation of endowments;
- Bad debts of Applicants;
- Fines imposed on Applicants;
- Penalties imposed on Applicants;
- Ceremonies, parties, celebrations or "representation" expenses (outside the scope of the program beneficiaries)
- Purchases of goods or services that have their origin in countries that may be identified by the US Government consolidated list of debarred, suspended or ineligible contractors;
- Profit, i.e. Partnership Fund grants may not be used to generate profit for the Applicant
- Labor costs for state-funded employees;
- Any expenses related to goods or activities that are illegal under Moroccan or US law;
- Any purchases or activities that are not necessary for accomplishing the Grant purpose as determined by MCA-Morocco;
- Any item already financed through a separate mechanism.

As part of the Partnership Application Form (attached- French version only), applicants must provide a cost estimate that details the total anticipated cost of the proposed activity.

These costs must be based on itemized real costs; lump sums will not be accepted, except for eligible in the case of Allowable Indirect Costs. It should be noted that the funding allocation recommendations will be subject to the condition that a price reasonableness verification process, which precedes the signing of the Partnership Agreement, does not reveal any problems requiring changes to the budget. This can delay the process or lead to MCA-Morocco imposing budget reductions to the proposed grant.

It is therefore vitally important that the candidate provide a realistic and cost effective budget after the presentation of the budget provided in the Partnership Application Form. Only the eligible costs detailed below can be considered for funding under the Education for Employability Partnership Fund.

III- APPLICATION PROCESS

1. Submission of Applications

Proposals must be drafted according to the attached Submission Form (See French Version), submitted in a sealed envelope, and addressed no later than **13 April 2018 at 4:00pm (Rabat time)**. They should be sent directly to MCA-Morocco at the following address:

*Complexe Administratif et Culturel de la Fondation Mohamed VI de Promotion des Œuvres
Sociales de l'Education-Formation,
Annexe de la Présidence du Gouvernement,
Avenue Allal El Fassi- Madinat Al Irfane,
Hay Riad, Rabat- Maroc.*

Submissions must be written in French or English and submitted in **seven copies**.

In addition, proposals **must also be submitted online at:** www.mcamorocco.ma/appel-partenariat.

The deadline for the online submissions is the same as the mailed submissions noted above.

An applicant may submit more than one application under this Call for Proposals. However, applicants must clearly demonstrate their ability to be able to undertake more than one activity simultaneously.

If files are incomplete, the applicants will be asked to complete them within **two working days**. Beyond this deadline, incomplete applications will be rejected.

3. Evaluation and Selection Process

After receiving the partnership proposals, an initial review of all applications received will be conducted by MCA-Morocco on the basis of the following criteria:

- Does the Applicant Meet the Basic Eligibility Requirements as set forth in Section 3 of this document of the Call for Partnership Proposals? (Eligible Entities and Eligible Costs)
- Does the proposed Activity integrate well into the MIAES activity and larger goals of the Employability project?

- Does the Applicant demonstrate capacity to implement their proposed project in the two identified regions?
- Does the proposed Activity fit into one of the five Focus Themes or a related innovative theme?
- If there is an environmental impact associated with the proposed activity, does the Applicant propose well thought out, appropriate mitigation measures?

After this initial review, the Grant Evaluation Panel (GEP) – a technical panel composed of qualified members representing the Ministry of Education, MCA-Morocco and other technical experts- will meet to evaluate proposals based on the criteria listed below in order to select a shortlist of promising candidates.

Items		Weight
Technical Approach	How well does the proposed Activity integrate into the MIAES sub-Activity? How well does the proposed Activity respond to the stated goal of the Compact, the MIAES sub-Activity, and more specifically the objective of the Partnership Fund?	40
Methodology	How coherent is the overall design of the Activity?	
Impact	Have needs of target beneficiaries been clearly identified, and does the proposal address them appropriately? Is the analysis of costs and benefits reasonable, and how well does it indicate sustainability beyond the Compact? How strong is the potential impact on quality, retention, access to secondary school	
Partnerships	How well integrated is the approach into the local context? If working with local partners is proposed, are they already identified and have they demonstrated commitment to participate? IF RELEVANT: How well thought out are arrangements with Financial Partners?	5
Gender and Social Inclusion	How well does the proposed Activity incorporate social and gender considerations? Is the proposed methodology appropriate to promote the full participation of girls and boys and socially disadvantaged populations and achieve the expected social and gender outcomes?	10
Learning Potential	Will the proposed Activity result in valuable learning potential for expansion/future GoM initiatives in secondary education? Does the proposed Activity use innovative/creative approaches to maximize impact?	10
Sustainability	Are the expected results institutionally and financially sustainable? How much potential to scale does the Activity show? Does this seem viable/well thought out?	10

Relevant Experience	Does the Applicant demonstrate success designing and implementing other similar programs in Morocco or similar context? How well qualified are the proposed key staff?	25
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3. Selection Phases

The selection of partnership projects will take place in four phases:

Phase 1: Shortlist

Short-listed applicants will be informed of their status and may be invited by the GEP to make changes or additions to their proposals.

Phase 2: Selection

Shortlisted candidates will then have to resubmit modified proposals to the GEP for a final selection decision. The GEP will review the updated proposals and select the grant recipients.

Phase 3: Portfolio Evaluation

In the final phase of the selection process, the GEP will conduct a portfolio-wide review of the highest-ranked proposals. The GEP will consider the geographic and thematic coverage of the best proposals in making its final decision. This phase will ensure balanced coverage of themes and target regions.

Phase 4: Partnership Agreement and Memorandum of Understanding

MCA-Morocco will then work with the selected candidates to draft Partnership Agreements, which will be signed by both parties (MCA-Morocco and the technical partner). In addition, a Memorandum of Understanding can be signed between all parties concerned (MCA-Morocco, technical partner, financial partners and MENFPESRS) to ensure alignment of objectives.



IV. CALENDAR

Date	Step
February 13, 2018	Call for Partnerships launched
April 13, 2018	Application Deadline
Avril 2018	GEP meetings to select shortlist
End of April 2018	GEP finalizes shortlist selection
May 2018	Work with shortlisted candidates to refine proposals
June 2018	Submission of final proposals
June 2018	GEP meeting to select final partners