

Royaume du Maroc



Ministère de l'Éducation Nationale,  
du Préscolaire & des Sports



MILLENNIUM CHALLENGE ACCOUNT MOROCCO  
وكالة حساب تحوّل الألفية-المغرب



MILLENNIUM  
CHALLENGE CORPORATION  
UNITED STATES OF AMERICA

## COMPACT II

### "SECONDARY EDUCATION" ACTIVITY

The "Secondary Education" Activity, with a budget of approximately \$114.3 million, aims to improve the quality and relevance of secondary education programs (lower and upper secondary education) and to ensure equity access to this education. Perfectly aligned with the 2015-2030 Strategic vision for the education and training system reform in Morocco, the "Secondary Education" Activity is developed and implemented in close cooperation with the Ministry of National Education and the concerned Education and Training Regional Academies (AREF). This activity is structured around three main components:

114.3  
MILLIONS USD



**The development of an Integrated School Improvement Model called "Lycée Attahadi" to improve the efficiency and performance of Schools**, using the lever of the "School Improvement Plan", as a tool developed in a participatory process and aimed at improving learnings and school results. This model is implemented in 90 lower and upper secondary education schools across three regions: Tangier-Tetouan-Al Hoceïma, Fez-Meknes and Marrakech-Safi. Each target school will receive, under a contractual approach, integrated support that will focus on strengthening its autonomous management, promoting student-centred learning and improving the physical learning environment through adequate rehabilitation of school infrastructure and the provision of the necessary equipment for pedagogical innovation.

To strengthen and sustain the interventions planned under this component, an "Education for Employability Partnership Fund", with a budget of approximately \$4.6 million, co-finance innovative activities (tutoring, soft skills training, extracurricular activities, etc.) contributing significantly to the improvement of learning, through the implementation of partnerships between civil society, the private sector and schools.

In addition, the enhancement capacity of the Education and Training Regional Academies (AREF) and the Provincial Directorates involved is also planned to ensure better steering and coordination of the "Secondary Education" activity implementation.



**The strengthening of the Student Learning Assessment System and of the Education Management Information System "MASSAR":**

The sub-component "Strengthening of the Student Learning Assessment System" aims to support the Ministry of National Education and the Higher Council for Education, Training and Scientific Research to develop, plan and conduct rigorous national assessments of student learning, including the Learning Assessment National Program (PNEA), and to prepare Morocco's participation in international assessments, particularly in the OECD's PISA (Program for International Student Assessment). This sub-component consists on the development of tools for formative assessment (remediation), and the implementation of mechanisms for exploiting results of the various assessments in the decision-making process and the operational one.

**The sub-component "Strengthening of the Education Management Information System - MASSAR"** consists on providing a support to the Ministry of National Education to enhance the capabilities of this existing system so that it is truly integrated and better implemented on different levels (central, regional, provincial and local). This support aims also to optimize and improve the system in functional, technical and governance terms, with a view to ensuring effective management of the educational system.



**The support for the Ministry of National Education in the development of a new approach for the School Infrastructure and Equipment Operations and Maintenance:** This approach will integrate new forms of partnerships with the private sector, as well as better planning in this area, and should clearly define the roles and responsibilities of the actors involved. This approach, which will integrate the concept of maintenance in its dual preventive and curative dimension, could be expanded forward after its experimentation in Schools benefiting from the implementation of the "Lycée Attahadi" Model.