Académie Engins Lourds et Véhicules Commerciaux (AGEVEC)

Lessons learnt from a Public Private Development Partnership

March 2017
Case Study on Lessons Learned:
Académie Engins Lourds et Véhicules Commerciaux (AGEVEC)

UNIDO LKDF Evaluation
Case Study on Lessons Learned: Académie Engins Lourds et Véhicules Commerciaux (AGEVEC)

Vienna, March 2017

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This document has not been formally edited.
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<th>Full Form</th>
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<tr>
<td>APLW</td>
<td>Annual Partners Learning Workshop</td>
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<tr>
<td>AGEVEC</td>
<td>Académie Engins Lourds et Véhicules Commerciaux</td>
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<tr>
<td>AMIDEAST</td>
<td>America-Mideast Educational and Training Services, Inc</td>
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<tr>
<td>EMMBTP</td>
<td>Ecole Mohamed VI de Métiers de Bâtiments et Travaux Publics</td>
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<td>FNBTP</td>
<td>Fédération Nationale du Bâtiment et Travaux Publics</td>
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<tr>
<td>HDIECV</td>
<td>Heavy-Duty Industrial Equipment and Commercial Vehicles</td>
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<td>HQ</td>
<td>Headquarters</td>
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<tr>
<td>IDEA</td>
<td>Inclusive Development and Entrepreneurship for All</td>
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<td>KPI</td>
<td>Key Performance Indicator</td>
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<tr>
<td>LKDF</td>
<td>Learning and Knowledge Development Facility</td>
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<tr>
<td>MA</td>
<td>Market Analysis</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>MoNEVT</td>
<td>Ministry of Education and Vocational Training</td>
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<tr>
<td>OCP</td>
<td>OCP Foundation (Office Chérifien des Phosphates)</td>
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<tr>
<td>OFPPT</td>
<td>Office de la Formation Professionnelle et de la Promotion du Travail</td>
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<td>PPDP</td>
<td>Public Private Development Partnership</td>
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<td>PPD</td>
<td>Public Private Partnership</td>
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<tr>
<td>SIDA</td>
<td>Swedish International Development Cooperation Agency</td>
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<td>SME</td>
<td>Small and Medium Enterprise</td>
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<tr>
<td>TCM</td>
<td>(AGEVEC) Technical Committee Meeting</td>
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<tr>
<td>TBD</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>ToB</td>
<td>Training of Beneficiaries</td>
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<tr>
<td>ToR</td>
<td>Terms of Reference</td>
</tr>
<tr>
<td>ToT</td>
<td>Training of Trainers</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
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<tr>
<td>UNIDO</td>
<td>United Nations Industrial Development Organization</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>TVET</td>
<td>Technical Vocational Education and Training</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training Centre</td>
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</tbody>
</table>
## Glossary of Evaluation-Related Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Baseline</td>
<td>The situation, prior to an intervention, against which progress can be assessed.</td>
</tr>
<tr>
<td>Effect</td>
<td>Intended or unintended change due directly or indirectly to an intervention.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>The extent to which the development intervention’s objectives were achieved, or are expected to be achieved.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.</td>
</tr>
<tr>
<td>Impact</td>
<td>Positive and negative, intended and non-intended, directly and indirectly, long term effects produced by a development intervention.</td>
</tr>
<tr>
<td>Indicator</td>
<td>Quantitative or qualitative factors that provide a means to measure the changes caused by an intervention.</td>
</tr>
<tr>
<td>Lessons learned</td>
<td>Generalizations based on evaluation experiences that abstract from the specific circumstances to broader situations.</td>
</tr>
<tr>
<td>Logframe (logical framework approach)</td>
<td>Management tool used to facilitate the planning, implementation and evaluation of an intervention. It involves identifying strategic elements (activities, outputs, outcome, and impact) and their causal relationships, indicators, and assumptions that may affect success or failure. Based on RBM (results based management) principles.</td>
</tr>
<tr>
<td>Outcome</td>
<td>The likely or achieved (short-term and/or medium-term) effects of an intervention’s outputs.</td>
</tr>
<tr>
<td>Outputs</td>
<td>The products, capital goods and services which result from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.</td>
</tr>
<tr>
<td>Relevance</td>
<td>The extent to which the objectives of an intervention are consistent with beneficiaries’ requirements, country needs, global priorities and partners’ and donors’ policies.</td>
</tr>
<tr>
<td>Risks</td>
<td>Factors, normally outside the scope of an intervention, which may affect the achievement of an intervention’s objectives.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>The continuation of benefits from an intervention, after the development assistance has been completed.</td>
</tr>
<tr>
<td>Target groups</td>
<td>The specific individuals or organizations for whose benefit an intervention is undertaken.</td>
</tr>
</tbody>
</table>
Executive Summary

While North African and West African countries have experienced rapid economic growth within recent years, unemployment nonetheless remains a serious issue, especially for young people in rural areas and for young women. A major reason for the high unemployment rates is the weaknesses of local educational systems, and in particular their failure to understand and address the real practical needs of the private sector. The Académie Engins Lourds et Véhicules Commerciaux (AGEVEC) project will contribute to the 3 African governments' (Morocco, Ivory Coast and Senegal) efforts to reduce youth unemployment by reducing the gap between supply and demand of skilled labor and by creating an adapted vocational learning program. The underlying assumption is that if young people possess the skills that are relevant to local industries’ needs they will be able to easily find profitable employment.

The agreement establishing the AGEVEC academy was signed in November 2014 in Marrakesh, and a formal opening ceremony was organized at the Academy facility with all project stakeholders. High-ranking officials, private sector managers and representatives of the Ministry of Education and Vocational Training (MoNEVT) attended the highly publicized opening ceremony.

The Academy is established within an existing vocational training center (VTC) in Morocco, Ecole Mohammed VI des Métiers de Bâtiment et Travaux Publics (EMMBTP) and is located in Settat. The academy offers vocational training in maintenance of heavy-duty industrial equipment and commercial vehicles, thereby planning to provide 450 students with the skills needed to find employment in the heavy-duty industry equipment and commercial vehicles business (HDIECV). The Academy receives trainees from Morocco, Senegal and Ivory Coast.

At the time of this case study, AGEVEC has made considerable progress towards achieving its three main objectives. Regarding the first objective, the Academy has been fully established and is fully operational, with well-endowed facilities and offering training courses in HDIECV maintenance. Training programs relevant for the HDIECV training have been designed and continuously upgraded to include additional soft skills, such as French and English language classes. Trainers have been hired and received specialized training. Trainers’ capacities were advanced in technical and pedagogical fields through coaching. The first group of trainees, comprising 20 students, was selected and joined the Academy in February 2016. In October 2016, a second intake group of trainees was selected and joined the Academy. This second group was larger, comprising 64 new trainees, bringing the current total of students who are being trained to 84. The second intake group also included 10 trainees from Senegal, 15 trainees from Ivory-Coast and 39 trainees from Morocco, and, for the first time, included 5 female students.

The second objective has also been achieved: the design and implementation of up-to-date adapted training programs relevant to business-market needs. Technical courses, English- and French-language courses and relevant soft skills have been included in the curricula, and another new program is under consideration. The third objective, to
assist young trainees access jobs within the private market, has also been progressing well, with 12 companies having taken in the first group of trainees for an internship period. Other companies were also contacted. Three career services were developed to provide assistance to trainees.

The alliance developed through the current AGEVEC project is a key achievement, bringing around the table high ranking government authorities, well known stakeholders, respected international development agencies and well-known private companies. Going beyond the successfully developed alliance, it is possible to leverage on the existing policy convergences and the existing stakeholders’ complementarities. Responsibility for impacting policies and for disseminating this successful approach lies to an extent with the MoNEVT and the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT), but the AGEVEC Steering Committee could also assist in helping to stimulate these future changes.

It appears from this evaluation and Learning and Knowledge Development Facility (LKDF) evaluation that the above organizations’ current strategies are complementary and convergent. This asset should be capitalized by developing other joint projects. The conditions are in place to leverage the complementary and distinctive competences of United States Agency for International Development (USAID), OCP Foundation (Office Chérifien des Phosphates), The Swedish International Development Cooperation Agency (SIDA)-UNIDO/LKDF and move beyond the current AGEVEC project.
1 Introduction – About the Case Study

1.1 About AGEVEC
The AGEVEC project is a Public-Private-Development-Partnership (PPDP). The project aims at creating a training academy in partnership with private and public stakeholders such as the Government of the Kingdom of Morocco, the Volvo Group, USAID, the OCP Foundation and the United Nations Industrial Development Organisation (UNIDO). The Academy offers the training and the skills needed to find employment in the HDIECV business. The Academy is located within an existing VTC in Morocco, the EMMBTP.

The Academy is designed to train students from Morocco, Ivory Coast and Senegal. The 3 countries were selected because of their common struggle with high youth unemployment. The project will contribute to the 3 African governments’ efforts to reduce youth unemployment by reducing the gap between supply and demand of skilled labor. The underlying assumption is that if young people possess the skills that are relevant for local industries they will then be able to find gainful employment, as many private sector enterprises are in need of skilled workers to expand and improve their activities in these 3 fast-growing economies.

The objectives of AGEVEC are (i) Develop a training academy supplied with modern equipment and able to perform high quality vocational training; (ii) Design and implement training programs relevant to business-market needs; (iii) Assist young trainees to access jobs in private companies.

1.2 Review Period and Team
The review was conducted between August and November 2016. The review was conducted by Mr. Said Ouattar, National Evaluation Consultant. Methodological and management support was provided by the LKDF Evaluation Team Leader, with logistics and field visit interview program and documentation support provided by UNIDO Headquarters and UNIDO Morocco. Support and information was also provided at the AGEVEC academy site by the staff and trainers.

1.3 Data Collection and Review
The evaluation was based on the Terms of Reference (ToR) attached as Annex 1 and the approach follows UNIDO guidelines. In addition to interviews of stakeholders, two surveys were implemented. The work was also based on the review of the existing documents as follows:

- Desk review of similar project documents: It was deemed important, before digging into AGEVEC project evaluation, to look at the history of the LKDF initiative, in order to understand its original roots. Thus, background key previous documents produced by the LKDF initiative were studied. The PPDP
concept, LKDF achievements, LKDF lessons learned, and produced guidelines in building similar projects, were also reviewed and taken into consideration in this evaluation.

- The desk review of the AGEVEC project involved reviewing the following provided documents provided by UNIDO:
  - First, second and third Steering Committee Meetings' minutes.
  - Market analysis (MA) and training needs assessment (TNA) HDIECV UNIDO Report.
  - AGEVEC first and second Implementation Plan.
  - First and second semi-annual performance reports.
  - Other project-related material (business plan, equipment needs lists, ToRs...).
  - Web site and Facebook pages (documents, video and communication material).

The list of documents consulted is attached in Annex 2.

1.4 Case Study Interview Program

The interview approach was based on the following pillars:

- Interviews with key stakeholder representatives involved in the AGEVEC project (MoNEVT, OFPTT, Volvo Group, USAID, the OCP Foundation and UNIDO).
- Interviews with UNIDO HQ in Rabat, as well as with local staff based at the AGEVEC Academy in Settat, Morocco.
- Conduction of two separate surveys to evaluate trainers and trainees’ status, living conditions and opinions about the project’s achievements, including available equipment and programs.
- Participation in the December 13th 2016 meeting organized in Settat, Morocco in the context of the UNIDO LKDF Annual Partners Learning Workshop (APLW), and the December 14th 2016 Steering Committee meeting organized in Casablanca, Morocco, to acquire on the spot - feedback on the project.

The list of persons contacted is attached as Annex 3.

1.5 Limitations

It should be noted that this is not a final evaluation of the AGEVEC project; rather it is a review of the AGEVEC project at this point in time and the related learning that can be distilled from AGEVEC’s implementation experience to-date. UNIDO HQ and UNIDO’s country team in Morocco provided prompt support to this evaluation, together with all necessary documents, with Mr. Maximilien Pierotti and Mr. Didier Andre at UNIDO Morocco in particular providing ever prompt and professional assistance by addressing the numerous requests from the evaluator. The two trainer and trainee field-surveys required more time to be completed and analyzed but were successfully completed. The interview program with key stakeholders has also been completed and the December 2016 Settat and Casablanca meetings helped to finalize and fine-tune the findings.
2 AGEVEC – Background Context & Objectives

In Africa, the proportion of youth among the total population is higher than in any other continent. While this high proportion of youth represents an enormous opportunity for the continent, it also poses serious challenges to policy makers. High unemployment causes poverty, social problems, and political instability; and puts the whole African economic development at risk. A major reason for the high unemployment rate is the defective educational system, and its failure to grasp and address the real practical needs of the private sector.

Building on the LKDF past experiences and achievements, the AGEVEC project was developed for the benefits of Morocco, Senegal and Ivory Coast to train well skilled technicians based on real working-world needs. As mentioned earlier, AGEVEC is a PPDP aiming at establishing a training academy, in partnership with the Government of the Kingdom of Morocco, the Volvo Group, USAID, the OCP Foundation and UNIDO. The training academy offers courses in maintenance of heavy-duty industrial equipment and commercial vehicles, with the goal to provide 450 students with the skills needed to find employment in industry. The training academy is located within an existing VTC in Morocco, EMMBTP, which is run by the OFPPT, at Settat (on the highway, between Casablanca and Marrakech), Morocco.

2.1 PPDP Background & Objectives

The UNIDO-SIDA (Swedish International Development Agency) partnership developed the basic concepts behind the PPDP and used them for project design and implementation. Using UNIDO-SIDA document sources, the PPDP background and objectives, as they are presented and conceptualized by the two agencies, are presented as follows:

• SIDA and the UNIDO are the “founding fathers” of the LKDF. Within UNIDO, the initiative has been developed and is managed by the Agri-Business Development Branch of UNIDO’s Programme Development and Technical Cooperation Division. Both organizations have joined efforts for promoting a PPDP program. The Public Private Partnership (PPP) approach, which is based on the assumption that certain public goods can be delivered more efficiently and effectively by the private sector, is not new as such but is relatively innovative in the vocational education and training (VET) sector in developing countries. However, adding the “D” (Development), thereby turning PPP into PPDP, is a relatively new and innovative concept.

• UNIDO-SIDA stated that “in a typical LKD Facility project, the private sector brings in equipment and know-how, the public sector contributes buildings and staff-time, and the development partners provide funding for the development objectives, and linkages to the government. Moreover, the development partners
act as a neutral body bringing the different parties together”.

- The SIDA and UNIDO have joined efforts to promote a PPDP program focusing on industrial skills development in Africa and elsewhere. This program aims at: (i) establishing, in partnership with global manufacturing companies, training academies for the operation and maintenance of heavy equipment in the sectors of transport, material handling, agricultural equipment construction, etc.; and (ii) expanding access of youth to job-oriented and demand-driven skills in the sectors of logistics and industrial maintenance of machinery. These PPDP projects are implemented in 7 countries, including Iraq, Ethiopia and Morocco.

This approach was used to develop the AGEVEC project in Morocco, which is evaluated in this assignment.

2.2 Overview of PPDP Implementation

A summary of the key project achievements since the launch of the project during the Global Entrepreneurship Summit in Marrakech (November 19-21, 2014) is presented below:

a. The implemented development and technical activities comprised the following:

- The inception mission was implemented and meetings were organized with local stakeholders: Volvo, USAID, OCP Foundation, MoNEVT, VTC and OFPPT in Settat. The two project objectives were addressed: academy facilities, rehabilitation and equipment needs and ongoing training programs, and prospects for new curricula development examined.
- Market Needs Assessment and Training Needs Assessment study completed.
- Procurement of Vehicle and Information Technology equipment for the Project Management Unit.
- Career Center action plan developed and arrangements for the provision of career services defined (through a contractor in Morocco and in cooperation with existing UNIDO projects and relevant counterparts in Senegal and Ivory Coast).
- Communications strategy developed and approved by partners.
- Curricula drafting started including a validation workshop at the UNIDO HQ in Vienna. The curricula were finalized and validated and are now being used.
- Contracts with equipment providers finalized; some of the equipment has been delivered (continuous activity).
- Identification and delivery of some of the equipment under Volvo’s budget allocation (continuous activity).
- Five trainers to run the technical and soft skills courses have been appointed by the OFPPT. Arrangements and organization of the Training of Trainers (ToT) took place.
• Contract issued for soft skills training and training is on-going.
• Promotional material for student recruitment for Morocco, Senegal and Cote d’Ivoire related to the Training of Beneficiaries (ToB) developed including online application forms and validated by partners.
• Reception of the OCP Foundation funds and subsequent recruitment of the project driver and assistants.
• Volvo Volunteer identified. His expected tasks were identified and carried out in January-February 2016.

b. The accomplished Governance-related undertakings were:

• Seven Technical Committee Meetings were organized. Overall, the Technical Committee was instrumental in advancing all AGEVEC issues and identifying appropriate solutions. The creation and early operationalization of the Technical Committee was an efficient way that helped gain time and efficiency. Various issues were addressed including equipment, curricula, trainees’ selection criteria, and staffing.
• The first and second Steering Committee meetings were held to validate Technical Committees’ meetings propositions. The steering Committee Meeting validated most of the management and technical matters, consolidated the project’s alliance and played a key role in making progressing on key issues.
• A draft business plan developed by the project and shared with OFPPT and the MoNEVT during a training course at the International Training Centre, International Labor Organization (ITC/ILO).
3 Case Study Findings

3.1 Relevance

The AGEVEC project is relevant in addressing market skills gap and in introducing an institutional tool that will create an institutional sustainable model for African countries (PPDP). The relevance is shown at two levels: on the one hand the project addresses youth unemployment by training young people to fit market-business needs based on MA and TNA. On the other hand, the way AGEVEC is designed and developed as a PPDP project could yield a success story that will inspire professionals and local stakeholders.

3.1.1 Tackling Market- and Business-Needed Skills

The proposed project is relevant because it aims to reduce the gap between supply and demand of skilled labor resulting from skills’ incompatibilities. Building on the concept and the achievements of the LKDF: a SIDA-UNIDO industrial skills development resource, AGEVEC was established to train well skilled technicians based on real working-business needs. The AGEVEC academy is offering courses on heavy equipment and commercial vehicles, language training, and soft skills courses. The course program is based on a MA and TNA, which was conducted during the project inception phase.

3.1.2 Introducing a New Institutional PPDP Model

The AGEVEC project is introducing a relevant partnership model: AGEVEC is designed and developed as a PPDP project. The project was successful in creating an alliance by bringing diverse and complementary private-public partners around a common platform to address participating stakeholders’ views and needs. The partners include the Moroccan Ministry of National Education and Vocation Training, OFPPT, the Volvo Group, USAID, the OCP Foundation and UNIDO. Creating such a unique partnership model is relevant for Morocco, Senegal, Ivory Coast and indeed other African countries.

3.2 Effectiveness

AGEVEC made important progress. At this stage, the implementation of the three AGEVEC main objectives is as follow:

• The first two objectives are well achieved: (i) Develop a functional training academy that is well furnished with modern equipment and able to perform high quality vocational training and (ii) Design and implement training programs relevant to business-market needs.

• The third objective (iii) Assist young trainees to access employment in the private sector is also advancing satisfactorily. Three career services were developed to provide assistance to trainees (through a contractor AMIDEAST in Morocco) an in cooperation with the IDEA-UNIDO project in Senegal and the Proforma-UNIDO project in Ivory Coast, as well as with relevant counterparts in both countries).
3.2.1 Project Outcomes

The expected outcome of the project is the establishment of a modern training academy able to provide labor-market oriented training programs in maintenance of heavy-duty vehicles, and in partnership with the Volvo Group, USAID, OCP Foundation, UNIDO and the Ministry of National Education and Vocational Training. The AGEVEC academy was indeed created and a formal opening ceremony was organized at the Academy facility in Settat, with all project stakeholders. High-ranking officials, including the MoNEVT, and private sector managers, attended a well-publicized opening ceremony.

Currently, the AGEVEC Academy is well established, with good facilities and up-to-date workshops and it is operating on a daily basis. The training academy is offering courses in HDIECV maintenance. Training programs relevant for the HDIECV training were designed and continuously upgraded to include additional soft skills, such as French and English. Trainers were hired and received specialized training. Trainers’ capacities in the technical and pedagogical fields were also strengthened through coaching. The first group of trainees was selected and joined the academy in February 2016, when 20 young Moroccan students were selected and accepted. The second group of trainees was selected and joined the Academy in October 2016. This second group was larger and composed of 64 new trainees. The group included 10 trainees from Senegal, 15 trainees from Ivory-Coast and 39 trainees from Morocco. For the first time 5 young female students were among the wider student cohort that joined the Academy in this intake.

3.2.2 Results Achieved against Objectives

In addition to the evaluation of the achieved progress based on document review and desk research and stakeholders’ interviews, a survey was carried out to assess the opinions and perceptions of the trainees as well as the instructors. We were able to interview all the students from the second intake group (64). The first trainees’ intake group was not available as the trainees were enrolled in the internship program in different private firms. The survey was sent to the first intake group and 68% of students completed correctly the survey (13/19).  

Trainees from both groups were asked to express their opinions on AGEVEC on various issues. The sections below present the findings for both trainee groups, with the tables below setting out the progress made in respect of each output, using key project indicators.

---

1 One student from the first intake group did not complete his training due to his finding employment with the Ministry of Public Works, and, therefore this student was not interviewed.
Progress on Output 1 – Establishment of the Academy

Progress on the first Output is presented in the following table as measured by activity indicators.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Current status</th>
<th>Observations</th>
</tr>
</thead>
</table>
| 1. MA/TNA finalized, including gender aspects.                   | 1 MA/TNA report available by the end of the inception phase.           | 100% Completed | • Final report of the MA/TNA was submitted and presented at the first Technical Committee Meeting (TCM), 18th March 2015.  
  • Findings and recommendations of the MA were validated at the second TCM, 14th of April 2015.  
  • Final presentation was made at the first PSC, 25th June. |
| 2. Training facilities upgraded with modern equipment.          | Facility upgraded and equipment installed within the 1st year of project implementation. | 70% Completed | • Series of equipment delivered to the Academy in Settat, through USAID funds and the Volvo contribution.  
  • Further needs identified and shared with Volvo or compiled in detailed terms of reference for future procurement of equipment. |
a) Assessment of AGEVEC equipment by trainees

The second-intake trainees’ evaluation of the AGEVEC equipment is very positive, with the survey feedback showing that some 96% of the surveyed trainees are satisfied: they ranked the equipment AGEVEC provided either as “very good” or “good” (see Fig. 1).

![Figure 1: Assessment of AGEVEC Equipment by second trainee-intake](image1)

The first trainee-intake’s evaluation of the AGEVEC equipment was even more positive. A total of 77% ranked the equipment “very good”, and the remaining 23% ranked the AGEVEC equipment as “good” (see Fig. 2).

![Figure 2: Assessment of AGEVEC Equipment by first trainee intake](image2)
Data on the number of trainees who had access to a personal computer was striking: 46 out of 62 trainees do not own a personal computer (74%). Internet access amongst AGEVEC trainees is also rather poor, with 56 out of 62 trainees not having access to internet - 90% (See Fig. 3).

Figure 3: Computer Availability and Internet Access amongst second-intake trainees

b) Perceived training facility by instructors

One third of the interviewees (a total of 5 instructors and 1 Pedagogic Coordinator) ranked the equipment “very good”, another third ranked it “good” and the last third ranked the equipment “average”. It is noticeable that instructors’ views are somewhat more diverse compared to students’ views (see Fig. 4).

Figure 4: AGEVEC Equipment as assessed by the trainers

All the instructors responded that they owned a personal computer in addition to the office computer, and all had internet access at home.
Progress on Output 2 – The training programs

Progress on the Second Output is presented in the following Table as measured by the activities’ indicators.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Current status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. VTC Business Plan developed jointly with partners.</td>
<td>A draft of the business plan developed within 6 months after project start.</td>
<td>Business plan completed (90%). Additional information needs to be collected and continuously added.</td>
<td>The draft business plan was drafted by the project and shared with counterparts. It was also discussed at a workshop in 2015. It includes all key data. Additional information is continuously required and is collected through discussions with the private sector. The plan will be continuously updated throughout the project lifecycle.</td>
</tr>
<tr>
<td>2. Gender sensitive curricula for identified course subjects developed in cooperation with the private sector.</td>
<td>5 curricula developed To Be Determined (TBD) in inception phase.</td>
<td>90% completed</td>
<td>• A full-fledged curriculum was developed on heavy-duty equipment maintenance (covering 8 modules).</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• A soft skills curriculum (3 modules) was developed (personal development, communication, job-search techniques).</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Technical French &amp; English curricula were drafted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• An additional Curricula program is being considered.</td>
</tr>
<tr>
<td>3. # trainers (%m/f) provided with skills for delivery of training to the students (ToT).</td>
<td>During the inception phase, it was determined that from 8 to 12 trainers re required.</td>
<td>Current situation 41 to 62% completed. With new selected trainers (3 additional to be hired-Dec 2016). The new situation 66 to 100% completed.</td>
<td>• 5 trainers were hired in 2015 and have been trained by the project since then. Trainers were provided with the equivalent of a 3-months ToT to improve their technical and pedagogical skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teaching heavy equipment maintenance began in February 2016.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AGEVEC drafted job descriptions for the recruitment of additional 6 trainers. 3 trainers were selected and will be hired by OFPTT soon.</td>
</tr>
<tr>
<td>4. # trainees (%m/f) successfully completed the courses</td>
<td>80% of every intake successfully completed the course (%m/f TBD in inception phase).</td>
<td>Compared to 450 target: First group = 5% and First and 2nd group= 19% completed</td>
<td>• 20 students have enrolled on the first training course (with one student leaving early to take up employment). This training will be completed in February 2017.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 64 students joined the academy and the training will be completed in July 2017.</td>
</tr>
</tbody>
</table>

The findings for the two groups (first intake in green and second intake in blue) are set out in the following pages. Trainees from both groups were asked to express their opinion on a number of aspects of the training received at AGEVEC.
a) Assessment of AGEVEC training program (curricula) by trainees

The evaluation of the training program by the second intake group is largely positive. In total, 17 trainees stated that the program is “very good”, 29 ranked it “good” and 15 ranked it “average”. Only one trainee was not satisfied (see Fig. 5. below).

![Figure 5: Assessment of AGEVEC Programs by second intake-trainees](image)

The first trainee intake’s evaluation of the AGEVEC program was more positive, with 38% ranking the programs as “very good” and 53% ranking the program as “good” (see Fig. 6). While care should be taken in reading too much into differences, it is probably reasonable to consider that the first intake is likely to have a better insight in that they have been able to assess the program from a larger/wider perspective, including longer exposure to the training program and increased greater exposure to the labor market.

![Figure 6: First Trainee Intake’s’ Assessment of AGEVEC Programs](image)
b) Assessment of AGEVEC implemented training program by instructors

1 out of 6 surveyed trainers, ranked the AGEVEC training programs as “very good”. Half of the trainers ranked the AGEVEC training programs as “good” (3/6). One third of trainers ranked the program as “average” (2/6). Trainers’ opinions are more spread compared to their students’ opinions. It would be interesting to investigate the last third of instructors to understand where and how they foresee improvement of the current AGEVEC implemented program (see Fig. 7).

<table>
<thead>
<tr>
<th>AGEVEC Programs as assessed by Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>( Very-good, Good, Average, Poor, Very-poor)</td>
</tr>
<tr>
<td>Number of Trainers</td>
</tr>
<tr>
<td>Très bien</td>
</tr>
<tr>
<td>Bien</td>
</tr>
<tr>
<td>Moyen</td>
</tr>
<tr>
<td>Faible</td>
</tr>
<tr>
<td>très Faible</td>
</tr>
</tbody>
</table>

Figure 7: Assessment of AGEVEC Programs by trainers’

c) Teaching training quality as assessed by the trainees

The evaluation is highly rewarding. 24 trainees stated that the training was “excellent” and 30 ranked it as “good”. In total 85% were well satisfied with quality of the academy training (see Fig. 8).

<table>
<thead>
<tr>
<th>Trainees's Assessement of AGEVEC Training Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>( Excellent, Good, Average, Poor, Very-poor)</td>
</tr>
<tr>
<td>Number of Trainees</td>
</tr>
<tr>
<td>Excellente</td>
</tr>
<tr>
<td>Bonne</td>
</tr>
<tr>
<td>Moyenne</td>
</tr>
<tr>
<td>Faible</td>
</tr>
<tr>
<td>très faible</td>
</tr>
</tbody>
</table>

Figure 8: Assessment of AGEVEC Training Quality by the second intake-trainees
The evaluation of the quality of AGEVEC training by the first group of trainees was highly positive. 62% ranked the training quality as “excellent”, 38% ranked the training quality as “good” (see Fig. 9). This shows that the first group is more aware, and very appreciative, of the quality of training received from the AGEVEC instructors and the AGEVEC management team.

\[ \text{Excellent: 62\%} \]  
\[ \text{Good: 38\%} \]  
\[ \text{Average: 0\%} \]  
\[ \text{Poor: 0\%} \]  
\[ \text{Very Poor: 0\%} \]

*Figure 9: First Intake-Trainees’ Assessment of AGEVEC Training Quality*

d) Training quality as assessed by AGEVEC by instructors

The results are very encouraging and the AGEVEC training quality is unanimously praised. The majority of teachers valued the training quality as “excellent” (5/6). One instructor assessed the quality as “very good” (see Fig. 10).

\[ \text{Excellent: 5\%} \]  
\[ \text{Good: 1\%} \]  
\[ \text{Average: 0\%} \]  
\[ \text{Poor: 0\%} \]  
\[ \text{Very Poor: 0\%} \]

*Figure 10: AGEVEC Training quality assessed by the Trainers*
# Progress on Output 3 – The career service points

Progress on the third Output is presented in the following Table as measured by activities’ indicators.

## Progress on Output 3 – The career service points

**Output 3**: Career service points established

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Current</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career service points established in Morocco, Côte d’Ivoire and Senegal.</td>
<td>1 career service point established in each country.</td>
<td>50% completed</td>
<td>• 3 career services were selected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Synergies on career development services are established with USAID’s Career Center Project (FHI 360).</td>
</tr>
<tr>
<td>2. % students that receive employment counseling.</td>
<td>100% of students receive counseling every year.</td>
<td>0% completed</td>
<td>The provision of career services will start before the end of training period (February 2017).</td>
</tr>
<tr>
<td>3. # private sector companies contacted.</td>
<td>Target TBD</td>
<td>Completed</td>
<td>AGEVEC has contacted numerous companies in Morocco, Senegal and Ivory Coast to i) find internship opportunities for the AGEVEC trainees and ii) better understand their recruitment capacities and iii) training needs. 12 companies were selected for the first internship period. New companies were contacted: 10 Equipment’s Companies and 15 Public Work Companies.</td>
</tr>
<tr>
<td>4. # trainees (%m/f) doing company internships every year.</td>
<td>65% of every overall yearly intake does internships every year.</td>
<td>100% (First 20 trainees/450 total AGEVEC project target).</td>
<td>All the 20 AGEVEC trainees completed their first training internship in May 2016. 64 AGEVEC trainees, second intake group, started their internship in January 2017.</td>
</tr>
<tr>
<td>5. # graduates (%m/f) having obtained a job in the HDIECV.</td>
<td>65% of graduates obtain a job within 6 months after graduation.</td>
<td>0% completed</td>
<td>The first training course is scheduled to be completed in February 2017. Before completing training 1 trainee out of 20 was able to get a job with the Ministry of Public Works.</td>
</tr>
</tbody>
</table>

---

**Key indicator**: # students receiving/using career center services (disaggregated by sex).
Progress on Output 3 – The career service points

**Output 3:** Career service points established

**Key indicator:** # students receiving/using career center services (disaggregated by sex).

<table>
<thead>
<tr>
<th>6. Performance management system in place.</th>
<th>System in place during Year 2 of the project.</th>
<th>100% Completed.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Key Performance Indicators (KPIs) agreed with USAID.
- Training on TraiNet received from USAID. The database is a monitoring & evaluation tool
- UNIDO/ LKDF. GoProve system is in place to capture KPIs.
- GoProve forms/ questionnaires translated into French.
- Data collection action plan developed (including data collection needs by USAID, OFPPT, UNIDO/LKDF). First baseline data

**a) Future job prospect as assessed by AGEVEC trainees**

It is very important to notice that the majority of trainees are either "very optimistic" or “optimistic” regarding their future job prospects. Only one was “anxious”. (see Fig. 11).

![Trainees's Assessment of Job availability](attachment:image.png)

*Figure 11: Assessment of job availability by the second intake trainees*

It is striking to notice that students’ views on job availability varied significantly, with 8% and 38%, respectively, being optimistic while 8% and 15%, respectively, were anxious. One third considered that job availability prospects post-AGEVEC to be “average” (30%). The first intake group already went through job training and, since they were at the end of their training, they were (understandably) becoming more anxious and less optimistic about the future in comparison to the second group as
their focus on finding gainful employment increases. This may also suggest that the first group is starting to look into employment prospects more seriously, and that the trainees are already beginning to plan their post-AGEVEC lives (see Fig. 12).

**Figure 12: Job availability assessment by the first trainee intake**

**b) Expected AGEVEC role to help integrate the job market**

Notwithstanding their positive and optimistic attitude, the young trainees nonetheless believe that that AGEVEC’s role in assisting and supporting them in finding employment is very important. (See Fig. 13).

**Figure 13: Assessment of the role of AGEVEC in finding jobs by the second intake trainees**
It is interesting to observe that 92% (46% and 46%) of the first intake group stated that the role of AGEVEC would be “highly important” or “important” in finding their first job, with the second intake group sharing this opinion. Both groups therefore expect that the AGEVEC will play an important role in supporting them to get their first job (see Fig. 14).

Figure 14: Assessment of AGEVEC’s role in finding jobs by first trainee intake
Progress on the Project Management Unit

Progress regarding the Project Management Unit is presented in the following table, as measured by activities’ indicators.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Current status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Inception mission conducted, involving technical coordinator and backstopping officer expert, technical coordinator and project backstopping officer</td>
<td>Mission conducted within 6 months after project start.</td>
<td>100% Completed</td>
<td>Inception mission conducted in December 2014.</td>
</tr>
</tbody>
</table>
| B. Staff recruited & engaged | Staff to be recruited within 6 months after project start. | 100% | • The new TC started in August 2015.  
• Pedagogical expert recruited in October 2015.  
• Monitoring and evaluation expert recruited in April 2016 (part-time).  
• Assistant/Driver recruited (OCP Foundation funds). |
| C. ToRs and technical specifications prepared | Necessary ToRs and technical specifications are prepared in time. | 100% Completed | Completed for the MA & TNA, Equipment for the VTC, Information and Communication Technology (ICT) equipment and project vehicle. |
| D. Project office established and functional | Project office functional within 6 months after project start. | 100% Completed | Office space has been allocated for the project in Rabat and Settat. |
3.3 Results on Cross-cutting Issues

3.3.1 Gender Dimension

Gender participation is one of the project's key objectives. The first trainee intake (20 trainees) did not include any women, while the second intake group showed progress with 5 women selected in this trainee intake (7.8% of the total intake). More effort will be needed to improve the situation as much as possible. In spite of the fact that many socio-cultural factors are hindering the achievement of this objective, maintaining this effort is important.

In this respect, it is important to note that the project continues to focus on the gender dimension; and has for example been carrying out a survey on female participation in vocational training programs in Morocco. This survey, which is to be finalized in early 2017, has been supported by the LKDF and should provide valuable insights into the wider national situation and experience.

3.3.2 Trainees’ Profile and Living Conditions

Based on the data provided by the trainee surveys, the average age for a trainee is 24.6 years old. Only 3 students out of the second-intake total of 64 were above 30 years (see Fig. 15). 65% of the selected trainees already had practical work experience before joining the Academy, which contributed to their motivation and quick adaptation to the new AGEVEC training setup.

![Second Trainees Group Ages](image)

Figure 15: Second trainee intake - Distribution by Age
The second intake of trainees was asked about the monthly income they receive from their parents. 42% receive less than 500 DH and 16% receive between 500 to 1000 DH, which means that 58% of trainees receive less than 1000 DH per month. Only 13% receive more than 2000 DH (See Fig. 16). These financial conditions are very limiting and do not allow participants to acquire any additional learning and support tools and resources that are necessary (e.g. computers, books).

![Figure 16: Second trainee intake’s monthly income received from their parents](image)

3.3.3 Private Companies’ Feedback on Student Internship Performance

The first 20 intake students were sent for internships in various business companies. The companies were asked to evaluate each student and send their feedback to AGEVEC. Receiving companies assessed eight professional trainees’ qualities.

The results are presented in the graph below (Fig. 17). The results were excellent, with all criteria being assessed as highly positive. This is very encouraging and constitutes real evidence that AGEVEC’s selection process, programs and training quality are of the requisite quality and are appreciated in the market.
3.4 Impact and Sustainability

3.4.1 Impact
At this early stage, it is difficult to envision precisely the impact of the AGEVEC project. Creating the AGEVEC academy within an existing training vocational school was a visionary approach and one that is highly relevant to Morocco’s context. The project is already creating a positive identity and increasing recognition within the wider national vocational educational system. AGEVEC is already demonstrating that, in spite of the known difficulties in organizing and building PPDPs, it is possible to achieve successes by creating mutually beneficial alliances.

3.4.2 Sustainability
Creating the AGEVEC academy within an existing training vocational school can be considered to have been a well-thought out approach. This facilitated the starting of the project and helped create a positive identity and increasing recognition of its value. Designing the academy within an existing well-known training OFPPT School, with the support of the MoNEVT, is a key condition for the continuity and sustainability of the Academy.
Lessons Learned

The case study review work and findings show that AGEVEC is bringing an education model that will help rehabilitate traditional vocational training national programs. It is also contributing to creating the know-how and the method for building a PPDP-based model of strong alliances involving well-known stakeholders from diverse organizational cultures. Building on an existing training academy has yielded many advantages and will facilitate future sustainability. While progress has been made in the gender dimension, in terms of increasing the participation of female trainees and increasing the perceived attractiveness of this career path, significant and continued effort will be required given that jobs in heavy equipment operation and maintenance have traditionally been seen as a male worker’s preserve. A gender study is underway with LKDF financial support to identify needed steps to further address the issue.

Following on from this case study review, five key lessons could be distilled:

Lesson 1: The value of LKDF goodwill
It is important to stress that the LKDF and UNIDO’s expanding experience in developing VET-based PPDPs was a big asset and helped in stimulating and supporting the AGEVEC project building process. From the beginning, LKDF’s previous success gave the needed credibility and helped attract important and well known stakeholders to support the AGEVEC project creation. Secondly, LKDF was instrumental in curricula development, in supporting a gender-related dimension and in providing a common floor for learning, methodology development, sharing knowledge, providing learning experiences through workshops. Lastly, they provided tools for online project monitoring and evaluation.

Lesson 2: Private participation and employability
A successful Internship - a step to employability: The final objective is to integrate the trainees in the job Market. At this stage two groups are receiving training. The first group, composed of 20 trainees, benefited from internships. It will graduate in February 2017. During their internship, recipient private companies evaluated the students. The evaluations were very positive as shown earlier (Cross cutting issues, 4.1.3: Private Companies’ Feedback on Students’ Internship Performance). Trainees’ host companies assessed eight professional trainees’ qualities during the internship period (Adaptation, Organization, Work speed, Job quality, Equipment knowledge, Professional knowledge, Initiative, and Timeliness). The results were generally excellent and all eight evaluated trainees were highly valued by recipient companies. This shows that involving the private sector is instrumental during curricula design as well as during internship supervision and trainees’ evaluation. This will provide further reassurance and confidence to project stakeholders that AGEVEC is achieving its objectives.
Lesson 3: AGEVEC has potential for systemic impact

AGEVEC as a model for Vocational Training Rehabilitation: It is recognized that there were tremendous efforts in developing a unique operational vocational AGEVEC academy that addresses real private HDIECV sector-specific skills needs. Vocational training in developing countries is poorly linked to market needs and it is still struggling to gain a reputation of meeting market needs. During the development of the AGEVEC training approach and offer, it was noticed that the way in which the Academy operates (private sector involvement, 80% tuition focus on practical teaching etc.) has gradually been influencing other local and national VET stakeholders and partners with regard to their own training programs. School staff from other OFPPT programs have increasingly recognized the innovation of the AGEVEC approach, such as in rigorous selection procedures for trainee selection. In addition, another distinctive AGEVEC attribute is not just training the trainers but also training counterpart staff (this is part of the project outcomes). In Luxembourg, in 2016, UNIDO and Morocco representatives, deputy- Minister of Education and Vocational Training, met and they had some dialogue on this topic. The development of such initiative on VET & VET Policy will yield great impact. The AGEVEC experience is showing that we can improve the attractiveness of a well-taught vocational training. Building on its partners’ strengths in knowledge and academy learning, combined with good collaboration practices and communication (Websites, Facebook), AGEVEC is increasing awareness and value of vocational training, usually looked at as low-class training.

Lesson 4: Building local consensus and ownership

Building local consensus and ownership requires time and commitment, but is essential for results and long-term sustainability. The case study consultation work identified the investment made by the AGEVEC project team in building consensus among a diverse range of local stakeholders. This included taking time to discuss issues in depth with stakeholders that sometimes had differing views and limited experience in working together. However, this investment has paid off through an increased sense of ownership and buy-in, and a strong esprit de corps, which could be observed during the case study interview programs and also during the December 2016 AGEVEC Steering Committee meeting.

Lesson 5: Leveraging stakeholders’ alliance for future PPDPs

Leveraging stakeholders’ convergences: The PPDP is a relevant and valuable concept in improving vocational training, addressing private sector specific needs and improving youth employability. The alliance of stakeholders fostered by AGEVEC includes high ranking government authorities, well known stakeholders, respected international development agencies and famous private companies is impressive. Going beyond this alliance, it is possible to leverage existing policy convergences and the existing stakeholders’ complementarities. It is indeed worth noting the following:

• Developing countries generally have significant needs with regard to improving vocational training and youth employability;
• USAID’s strategic program is actively working on career development and public private partnerships;
• The OCP foundation is heavily involved in implementing development activities, youth skills' facilities and programs;
• The UNIDO-SIDA LKDF initiative is addressing knowledge development management and facilities.

Each one of the above organizations is interested and looks favorably at what the others are doing. USAID is appreciative of the way in which LKDF works, and is considering financial support. USAID is currently developing two concept papers that will involve LKDF, Scania and SETO. It appears from this, that the above organizations’ on-going strategies are complementary and convergent. This asset should be capitalized by developing other joint projects. The conditions are ripe to leverage the complementary and distinctive competences of USAID, OCP Foundation, LKDF and go beyond the current AGEVEC project. All these organizations will highly advance their strategies and programs if they expand their cooperation.
5 Conclusions

• The AGEVEC project aims to reduce the gap between supply and demand of skilled labor by creating an adapted vocational learning center. Operating on the PPDP concept, a strong alliance was developed to implement the project with the partnership of the Government of the Kingdom of Morocco (Ministry of Education and Vocational Training and OFPPT), the Volvo Group, USAID, the OCP Foundation and UNIDO.

• The project achieved its outcomes in establishing a modern well-equipped training vocational academy. The Academy is providing market oriented training programs in maintenance of heavy-duty vehicles. A relevant program was designed and continuously upgraded to include additional soft skills, including French and English language skills, and a new program is also under consideration. Five instructors were hired and received specialized training. Trainers’ capacities were advanced in the technical and pedagogical fields through coaching. Currently 84 students joined the academy and have or are being trained. The group included 10 trainees from Senegal, 15 trainees from Ivory Coast and the remaining trainees from Morocco, while for the first time 5 young female students were selected to participate in this intake.

• The final objective of the project is to integrate the trainees in the job market. Three career services were identified to provide assistance to trainees (through a contractor - AMIDEAST - in Morocco, in cooperation with the IDEA-UNIDO project in Senegal and the Proforma-UNIDO project in Ivory Coast, as well as relevant counterparts in both countries). At this stage the first group, composed of 20 trainees, benefited from internships and were set to graduate in February 2017. Trainees’ recipient companies assessed trainees’ qualities during the internship period. The results were generally outstanding. This will open doors for young well-skilled trainees to be hired by recipient companies and, probably, other companies as well.

• There are good opportunities to capitalize on the existing AGEVEC formed alliance, leveraging existing stakeholders’ convergence to develop other joint PPDP projects. The conditions appear to be in place to leverage the complementary and distinctive competences of USAID, OCP Foundation, SIDA-UNIDO/LKDF and go beyond the current AGEVEC project scope.

• Special attention should be given to trainees’ difficult socio-economic and financial situation, and in particular the challenges that they face with respect to the costs of lodging, transportation and food. The consultation work has shown that the financial assistance that trainees receive from their parents is generally not sufficient to meet most trainees’ basic needs (see statistics in previous chapters). This issue needs to be addressed and discussed with local partners, and there may be scope for the Federation and OFPTT could assist via local governor authorities.
6 Recommendations

1. Recommendation 1: For the Ministry and OFPTT

The project has achieved its objective of establishing a modern well-equipped training vocational academy, and the Academy is providing market-oriented training programs in maintenance of heavy-duty vehicles. Notwithstanding this achievement, the experience to-date suggests that reaching the expected 450 trainees over the project period, will be very difficult, and it is recommended to revise this ambitious target, taking into consideration the existing human resources and facility constraints. OFPTT and the Ministry are highly encouraged to provide additional full time human resources and introduce other contracting mechanisms that will permit to hire needed part-time professors. If this is achieved by OFPTT, then this trainee target could be attained.

2. Recommendation 2: For the Federation, USAID and OCP Foundation

The project provides financial support to all trainees: Moroccan students receive support during the apprenticeships; and Ivorian and Senegalese students receive monthly stipends throughout the 11-month training program. Notwithstanding this important support, special attention should be given to trainees’ needs regarding materials and learning tools, with almost three-quarters of trainees not possessing a personal computer. While this serious limitation will be soon reduced by the opening of a new computer room, trainees’ financial situation however is very weak and most of them are from lower-income backgrounds and are receiving insufficient living subsistence from their parents. This social situation is showing, on one hand, that the project is helping poor vulnerable youth, and on the other, that special attention should be given to this critical issue. It is recommended to facilitate trainees’ lodging and transportation. The Federation could help address this issue via local governor-authorities at Settat and via private network during training in Casablanca.

3. Recommendation 3: For the Steering Committee

Tracking the Academy’s Sustainability: AGEVEC is an innovative initiative. Creating the AGEVEC Academy within an existing training vocational school was a wise and strategic approach. This facilitated the starting of the project and helped in creating a positive-identity and a quick recognition. Designing the Academy within an existing well-known training OFPPT School, with the support of the MoNEVT, will ensure the continuity of the Academy. AGEVEC is already incorporating knowledge gained previously from SAT and LKD diversified projects, and trainers’ technical and pedagogical capacity has been developed.

Future challenges include finding ways to generate further revenues, and the institution setting and management setting to best support this. For example, reflecting on what is the best independent, competitive, reactive model? How to make the management more
independent and accountable? How to help identify and develop new business opportunities? The case study findings demonstrate that the school has significant assets and that AGEVEC could generate sufficient financial resources to continue developing and maintaining quality training beyond the end of the current project.

How to secure AGEVEC’s current autonomous management and sustain current achievements? Could management be delegated to the private sector via the Federation? The experience shows that such sensitive issues are usually overlooked, but they need to be tackled well in advance of the end of the project. It is expected that the partners will be helping to address the sustainability issue, and exceptional efforts will be needed from all stakeholders. Our opinion is that there are many options to consider, including the possibility of contracting/delegating the professional-Fédération Nationale du Bâtiment et Travaux Publics (FNBTP) to manage the school under a special contract.
Annexes

Annex 1.

Terms of Reference (Job Description: National Evaluator)

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION
TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)
Budget Line: 17-00

<table>
<thead>
<tr>
<th>Title:</th>
<th>National Evaluation Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Duty Station and Location:</td>
<td>Morocco</td>
</tr>
<tr>
<td>Mission/s to:</td>
<td>Settat</td>
</tr>
<tr>
<td>Start of Contract (EOD):</td>
<td>12 October 2016</td>
</tr>
<tr>
<td>Number of Working Days:</td>
<td>When Actually Employed, 17 days</td>
</tr>
</tbody>
</table>

The National Evaluation Consultant will assist the Lead Project Evaluator in various activities related to the assignment described in the TOR.

The National Evaluation Consultant is expected to undertake the following tasks:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Concrete/measurable Outputs to be achieved</th>
<th>Work days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct desk study of the AGEVEC project document and relevant reports</td>
<td></td>
<td>5</td>
<td>Home based</td>
</tr>
<tr>
<td>Prepare an interview and mission plan for the Morocco case study</td>
<td>Interview and mission plan completed and validated by the Lead Evaluator, SIDA and UNIDO</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interview the project's main stakeholders, including beneficiaries based on questionnaire prepared by the lead evaluator</td>
<td></td>
<td>5</td>
<td>Morocco: Casablanca, Settat, Rabat</td>
</tr>
<tr>
<td>Compile summary analysis of the interviews</td>
<td>Preliminary findings</td>
<td>5</td>
<td>Home based</td>
</tr>
<tr>
<td>Attend final presentation of the results at the Annual Partners Learning Workshop of the LKDF project in Casablanca, December 14</td>
<td>Draft findings presented and feedback sought from LKDF stakeholders</td>
<td>1</td>
<td>Casablanca, Morocco</td>
</tr>
</tbody>
</table>

Total: 17
1. **REQUIRED COMPETENCIES**

- Experience in project evaluation;
- Experience from working with skills development/vocational training from an industry perspective;
- Experience from working with organizational development, capacity and institutional building;
- Knowledge of international institutions/organizations working on skills development.

2. **MINIMUM ORGANIZATIONAL REQUIREMENTS**

- Advanced university degree in social science related disciplines including development studies, development economics, political science, international relations, and peace studies, with training in social research methodologies;
- Minimum 5 years of professional experience in project evaluation;
- Proven track record in evaluation of UN projects.

3. **LANGUAGES**

- Fluency in written and spoken English, French and Arabic is required.

**Absence of Conflict of Interest:**

According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programmer/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the Evaluation Group.
Annex 2. List of Documents Reviewed


3. Annual report, AGEVEC, 1th Nov 2014-31th October 2015

4. First Steering Committee Meeting, 25th June, 2015, Rabat

5. Second Steering Committee Meeting, 16th Dec, 2015, Rabat

6. UNIDO Rapport Final HDIECV, MA and TNA, AGEVEC, May 2015


8. Third Steering Committee Meeting, 27th July, 2016, Rabat


12. Swedish academy for training, lessons learned from a Public Private Development Partnership, October 2016


## Annex 3. List of Persons Consulted

<table>
<thead>
<tr>
<th>Person</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Maximilien PIEROTI</td>
<td>Technical Coordinator, UNIDO</td>
</tr>
<tr>
<td>Mr. Didier ANDRE</td>
<td>Pedagogical Expert, UNIDO</td>
</tr>
<tr>
<td>Mrs. Nadia AMRANI</td>
<td>USAID Expert</td>
</tr>
<tr>
<td>Ms. Fedora ASSOULI</td>
<td>Academic Training Assistant, UNIDO</td>
</tr>
<tr>
<td>Mr. Abderrahim MOTADI</td>
<td>AGEVEC Instructor, Motors</td>
</tr>
<tr>
<td>Mr. Salaheddine BAHRI</td>
<td>AGEVEC Instructor, Transmission</td>
</tr>
<tr>
<td>Mr. Hicham MABROUCK</td>
<td>AGEVEC Instructor, electricity</td>
</tr>
<tr>
<td>Mr. Tariq TORABI</td>
<td>AGEVEC Instructor, Hydraulics</td>
</tr>
<tr>
<td>Mr. Mourad OTHMANI</td>
<td>AGEVEC Instructor, Mechanic Drawing</td>
</tr>
<tr>
<td>Mrs. Karima Sghiri</td>
<td>Fondation OCP</td>
</tr>
<tr>
<td>Mr. Abdellatif Lyoubi Idrissi</td>
<td>FNBTP</td>
</tr>
<tr>
<td>Ms. Souad Ouahbi</td>
<td>Ministère de l’Education Nationale et de La Formation Professionnelle</td>
</tr>
<tr>
<td>Ms. Sabri</td>
<td>Ministère de l’Education Nationale et de La Formation Professionnelle</td>
</tr>
</tbody>
</table>

- Ms. Karima Sghiri, OCP Foundation
- Ms. Souad Ouahbi, Ministry of Education
- Ms. Nadia Amrani, USAID
- Ms. Salma Kadiri, USAID
- Mr. Kurt Low, USAID
- Mr. Khalid Barouti, OFPPT
- Mr. Mohamed Benelfadla, OFPPT
- Mr. Abdelhadi El Mejdoubi, SMT
- Mr. Johan Reiman, Volvo Group
- Mr. Abdellatif Lyoubi Idrissi, FNBTP
- Ms. Virpi Stucki, UNIDO/AGEVEC
- Mr. Maximilien Pierotti, UNIDO/AGEVEC
- Mr. Felix Duterte, UNIDO/AGEVEC