



Evaluation of the project
"Accompaniment of
adolescents and young people
in their transition from
adolescence to adulthood"

May 2025

LAUNCH REPORT

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Technical sheet of the project "Supporting adolescents and young people in their transition from adolescence to adulthood"

Beneficiary country	Morocco
Project leader	UNICEF Morocco
Geographical coverage	<ul style="list-style-type: none"> ▪ Marrakech Safi- ▪ Tangier Tetouan Hoceima
Budget	650,000 Euros
Implementation period	January 2022- December 2024
<i>Period covered by the evaluation report</i>	January 2022- December 2024
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Abbreviations

AREF	: Regional Academy of Education and Training
CCC	: Core Commitments for Children
CDE	: Convention on the Rights of the Child
CEDAW	: Convention on the Elimination of All Forms of Discrimination Against Women
CPAJ	: Participatory Committee of Adolescents and Young People
E2C	: Second Chance School
NLOB	: Leaving no one behind
MENPS	: Ministry of National Education, Preschool and Sports
OECD	: Organisation for Economic Co-operation and Development
NGO	: Non-governmental organizations
TTA	: Tangier- Tetouan-Al Hoceima
UNEG	: United Nations Evaluation Group

I. PURPOSE OF THE LAUNCH REPORT

This inception report serves as a declaration of consent between the evaluator and UNICEF Morocco on the management of the evaluation, its approach and its timeline. It addresses the key points of the evaluation of the project "Supporting adolescents and young people in their transition from adolescence to adulthood", covering the period January 2022 - December 2024, including:

- An overview of the country's context and project outline;
- The methodological approach to evaluation;
- Potential ethical issues and strategies to address them, as well as processes for ethics review and control of the evaluation process;
- The evaluation design matrix;
- Stakeholder mapping;
- The format of the evaluation report in accordance with the UNEG standards for UNICEF-adapted evaluation reports (June 2017 version);
- The detailed timeline for the field data collection, reporting and dissemination phases;
- References to the use of a rights-based framework, the Convention on the Rights of the Child (CRC), *Core Commitments for Children (CCC)*, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and other rights-related benchmarks in the evaluation design.

1. The context of the country

II. THE CONTEXT OF THE COUNTRY AND PRESENTATION OF THE PROJECT

Morocco has made significant progress in school enrolment. In primary education, the enrolment rate has reached 99 per cent, and Girls represent 48.7% of the total number of students enrolled in public and private education across all three levels of schooling¹. Furthermore, according to the 2024 census, the enrollment rate for rural girls aged 6 to 11 reached 95.1%. Similarly, the pre-primary education coverage rate in Morocco reached 83% during the 2024–2025 school year². This performance reflects the government's efforts to expand access to education and reduce regional and social disparities. However, despite this success, the Moroccan education system faces major challenges, particularly at the middle and high school levels, where student enrolment and retention

¹ Report of the Department of National Education and Preschool in figures and indicators for the 2022/2023 school year - May 2023

² Statement by the Minister of National Education, Preschool and Sports before the House of Representatives, November 2024.

remain problematic. The total number of students enrolled in public and private education across the three levels (primary, lower secondary, and upper secondary) reached 8,003,806 for the 2023-2024 school year³. The enrollment rate at the primary level stands at 91.1%, while it is 54.5% at the lower secondary level (High Commission for Planning, 2017).

Every year, around 260,000 students leave the school system, which is a critical issue in the fight against early school leaving. The drop-out rates in middle school (9.7%) and high school (7.4%) reflect a persistent difficulty in keeping students in the education system, thus compromising their prospects⁴. Official statistics (2023) indicate that no fewer than 129,594 girls dropped out of school, representing a national dropout rate of 4%. Of these, 36,804 were at the primary level, 62,748 at the lower secondary level, and 30,042 at the upper secondary level. According to the Ministry of National Education, Preschool and Sports (2022), the average dropout rate in the public sector stood at 5.3%. This phenomenon is even more pronounced in rural areas, where the rate is estimated at 5.9%. By 2025, this number had slightly decreased to around 280,000 students dropping out annually, with the majority, nearly 160,000, leaving school at the lower secondary level.

In addition, the quality of learning remains a central issue: only 10%⁵ of students master the skills expected at the end of middle school, with a significant gap between students in public and private schools, which raises questions about the effectiveness of teaching methods and the relevance of teaching programs in the public sector. A comparative study of the 2022 baccalaureate in Morocco has highlighted significant disparities between public and private education. Private schools tend to achieve higher success rates, primarily due to more substantial resources and stronger academic support. Public schools, despite their central role in promoting access to education, face material limitations and marked regional disparities. Nevertheless, these differences are also attributable to students' socio-economic backgrounds, which have a considerable influence on academic performance (Chachah, 2024)⁶.

These challenges are exacerbated by several structural and socio-economic factors, including:

³ Report of the Department of National Education and Preschool in figures and indicators for the 2022/2023 school year - May 2023

⁴ Report of the Ministry of National Education for the year 2020-2021

⁵ Statement by the Minister of National Education, Preschool and Sports during the presentation of the 2022-2026 Roadmap for Education Reform, to the Higher Council for Education, Training and Scientific Research

⁶ Amina CHACHAH, 2024, Analyse Comparative de l'Enseignement Secondaire Qualifiant au Maroc : Public vs Privé, Global Scientific journals: 12(4), ISSN 2320-9186

- Territorial inequalities: Gaps in the quality of and access to education between urban and rural areas remain marked, with limited access to school infrastructure and qualified teachers in some regions.
- Socio-economic conditions of families: Many students from disadvantaged backgrounds leave school for financial reasons, to support their families or because they lack the means to continue their studies.
- Lack of relevance of teaching: A mismatch between school curricula and the needs of the labour market or students' aspirations can also contribute to early school leaving.
- The quality of pedagogical supervision: The lack of in-service training for teachers and the limited use of innovative learning methods reduce the effectiveness of the education system.

Aware of these challenges, the Ministry of National Education, Preschool and Sports (MENPS) has included in its 2022-2026 roadmap a series of reforms aimed at improving the education system and ensuring more inclusive and better-quality education. This roadmap is part of the strategic vision for the reform of education, training and scientific research 2015-2030, based essentially on the establishment of a modern school based on equity and equal opportunities and good governance

In short, Morocco has made progress in terms of access to education, but challenges remain in terms of student retention and the quality of learning. The success of the reforms under way will depend on the implementation of effective education policies, better support for students, especially girls in rural areas, and the mobilization of the various actors in the education sector.

In this context, the project “Supporting Adolescents and Youth in Their Transition from Adolescence to Adulthood” seeks to address some structural limitations of the Moroccan education system. Specifically, it targets critical issues such as school dropout, gender and territorial disparities, and the insufficient quality of learning outcomes. By strengthening the transition between educational cycles, enhancing the quality of training provided in Second Chance Schools (E2C), and fostering a safe and inclusive environment for adolescents, the project contributes to a more equitable and effective educational landscape. Furthermore, it engages communities and institutional stakeholders to ensure the long-term integration of its approaches into national education policies and reforms.

2. Presentation of the project

The project "Supporting adolescents and young people in their transition from adolescence to adulthood", implemented from January 2022 to December 2024 in two pilot regions (Marrakech-

Safi and Tangier-Tetouan-Al Hoceima (TTA)), is co-financed by UNICEF (50%) and the Prince's Government of Monaco (50%). The project is implemented through a partnership between UNICEF Morocco and the MENPS. It aims to address the challenges of school dropout, gender inequalities, and the lack of opportunities for vulnerable young people.

The project aims to overcome the low quality of education, the problem of inequality of opportunity linked to gender and environment (Rural/Urban) and the difficulty of the socio-professional integration of adolescents and young people. The objective is to empower vulnerable adolescents, especially rural girls, by developing an effective response to act on the various obstacles that hinder the realization of the right to education and socio-professional integration. The direct beneficiaries of the project are 1600 adolescents and young people (900 girls, 700 boys) and 800 adults (200 parents, 600 teachers and educators) in the two pilot regions.

To this end, the project mobilizes several levers of action: it strengthens the bridges between the 6th year of primary school and middle school or the E2C, improves the quality of education in middle school as well as that of vocational training within the E2C, and ensures the establishment of a protective environment for girls and boys, both in schools and in reception structures such as boarding schools and Dar Taliba. In addition, it raises awareness in the community about the fight against gender stereotypes.

Thanks to an integrated approach, the project also relies on community involvement, active participation of young people, strengthening networks between NGOs involved in the E2C, opening to the Mediterranean network, as well as mobilizing decision-makers to integrate the approaches developed in the project into the public policies of the MENPS.

The project is primarily aligned with Sustainable Development Goal (SDG) 4 on quality education. It also contributes to other SDGs, including SDG 1 (No Poverty), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities).

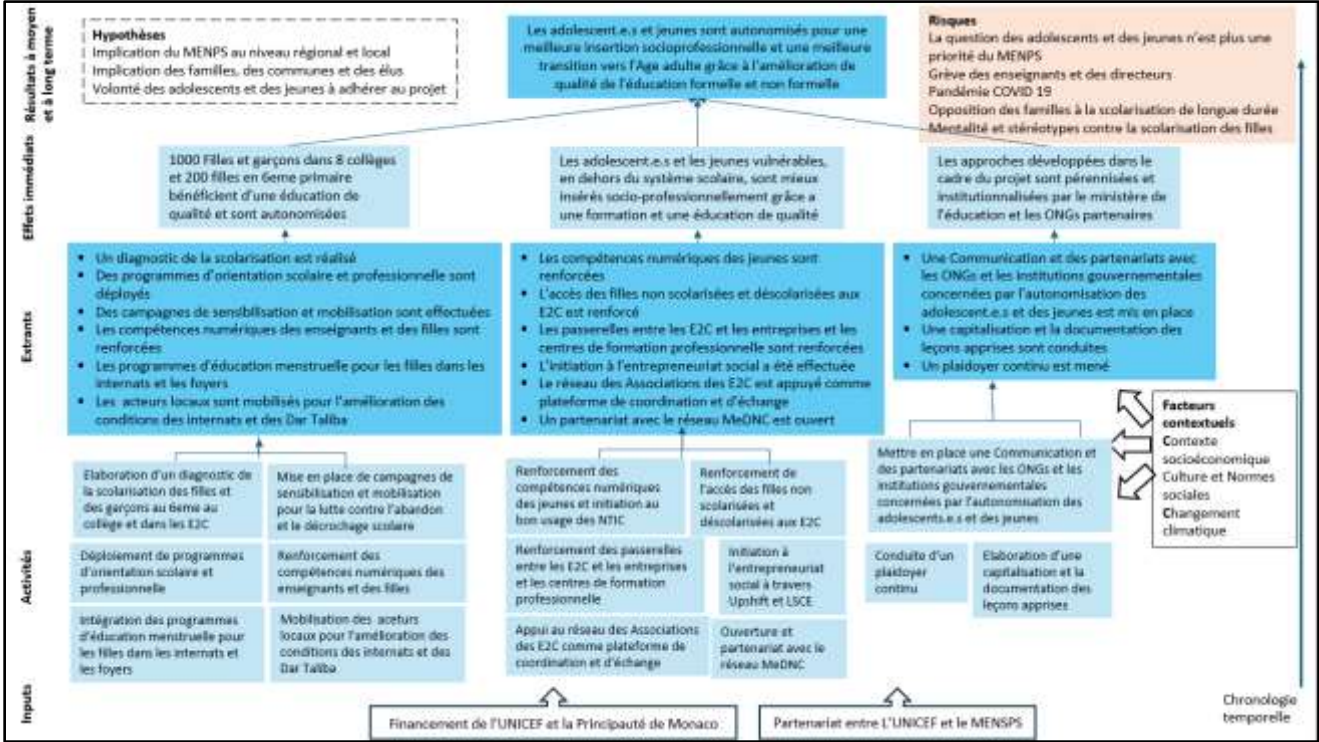
In terms of evaluability, the UNICEF team ensures the technical, administrative, and financial monitoring of the project. It is responsible for drafting mission reports, organizing training workshops, and supporting the implementation of activities. The evaluation will partly rely on this monitoring system, which contains data to complement the primary data to be collected. This monitoring framework thus provides a solid foundation to assess the project's progress and inform the evaluation findings.

The rightsholders of the project are primarily vulnerable adolescents and young people, especially rural girls, who are entitled to quality education and socio-professional opportunities. Secondary rightsholders include parents, teachers, and educators. The duty bearers are the MENPS, responsible for ensuring the right to education and integration; UNICEF, which provides technical, administrative, and financial support; local NGOs and E2C centers implementing activities; and local authorities supporting community mobilization and policy alignment.

3. Theory of Change

The project's theory of change was developed and included in this evaluation inception report (Figure 1). Its design was based on the document review and exchanges with the UNICEF team.

Figure 1: Project Theory of Change



4. Stakeholder mapping

The project "Supporting Adolescents and Youth in their Transition from Adolescence to Adulthood" involves multiple stakeholders, particularly the implementing partner at central, regional, and local levels, civil society organizations, beneficiaries and communities, as well as other institutional partners. The table below summarizes all the stakeholders involved.

The Ministry of National Education, Preschool and Sports (MENPS), as the key partner, intervenes at various levels.

At the central level, the Directorate of Cooperation ensures political and institutional coordination; the Directorate of Non-Formal Education oversees the Second Chance Schools (E2C); and the Directorate of Curricula is responsible for integrating life skills into school programs.

At the regional level, the Regional Academies for Education and Training (AREF) and provincial directorates oversee implementing and monitoring the project’s activities.

Local governments and elected officials play a vital role in community mobilization and in integrating the project's priorities into local development plans. At the local level, several technical departments contribute to the project's implementation:

- Pedagogical services manage scholarships and the Tayssir cash transfer program;
- Planning services monitor school enrollment indicators and contribute to inclusive school mapping;
- Non-formal education services supervise the Second Chance Schools (E2C);
- Provincial focal points ensure the coordination and follow-up of project activities.

In addition, other institutional partners—such as the Ministry of Endowments and Islamic Affairs, the Public Prosecutor's Office, the Ministry of the Interior, the Ministry of Health and Social Protection, and Entraide Nationale—also contribute to project implementation.

Civil society organizations and NGOs, notably the Network of Associations of Second Chance Schools (RAE2C-Morocco) and Parents and Guardians Associations, play a key role in social mobilization, sharing of best practices, and raising community awareness, particularly on gender issues and girls’ education.

Table 1 : Stakeholder Mapping

Stakeholders	Role
ADOLESCENTS AND YOUNG PEOPLE AND ADULTS (PARENTS, TEACHERS AND EDUCATORS AND PEDAGOGICAL AND ADMINISTRATIVE STAFF) FROM THE 8 RURAL AND PERI-URBAN MUNICIPALITIES IN THE TWO PILOT REGIONS	Direct beneficiaries
UNICEF Morocco	Implementation (project leader) and donor
Monegasque cooperation department	Donor

MENPS (CENTRAL LEVEL) (DIRECTORATES FOR COOPERATION, NON-FORMAL EDUCATION, CURRICULA AND COMMUNICATION, THE CENTeR FOR EXECUTIVE TRAINING)	Implementing Partner
AREF AND PROVINCIAL DIRECTORATES (BOTH REGIONS)	Implementing partners
MUNICIPALITIES AND ELECTED OFFICIALS (BOTH REGIONS)	Implementing partners
TECHNICAL PARTNERS AT THE LOCAL LEVEL (MENPS SERVICES AND PROVINCIAL FOCAL POINTS)	Implementing partners
ASSOCIATIONS/NGOs (NETWORK OF E2C ASSOCIATIONS, ASSOCIATIONS OF PARENTS AND GUARDIANS OF STUDENTS, THE Amane FOUNDATION AND THE ASSOCIATION "LES CITOYENS" AND THE MEDNC NETWORK)	Implementing partners
MINISTRY OF Endowments AND Islamic Affairs	Stakeholder
Public prosecutor	Stakeholder
Ministry of the Interior	Stakeholder
MINISTRY OF HEALTH AND SOCIAL WELFARE	Stakeholder
NATIONAL Mutual Aid	Stakeholder

III. THE METHODOLOGICAL APPROACH TO THE EVALUATION AND JUSTIFICATION FOR THE METHODOLOGICAL CHOICE

1. Evaluation Purpose and Objective

The final evaluation of the project is a summative evaluation aimed at strengthening UNICEF Morocco's accountability to governmental and non-governmental partners, project stakeholders including the target population and the donor. The evaluation will take into account aspects of children's rights, gender and equity in a cross-cutting manner, in line with the United Nations Evaluation Group (UNEG) norms and standards on the integration of human rights and gender equality in evaluation. The specific objectives of the evaluation are:

- Evaluate the positioning of the project and the interventions in terms of support for vulnerable young people, particularly in terms of responding to the specific needs of girls in rural areas.
- Guide UNICEF Morocco and partners to scale up and scale up successful interventions in other similar contexts.
- Strengthen the engagement of partners and stakeholders around the issue of the socio-professional integration of adolescents and young people, and in particular girls in rural areas, and establish a basis for the necessary adjustments, if necessary.

The objective of this summative evaluation is twofold: first, to strengthen accountability, and second, to support learning and informed decision-making by guiding UNICEF Morocco and its partners in identifying successful interventions that could be scaled up or adapted to similar contexts, while also providing a basis for potential adjustments. The evaluation also aims to reinforce stakeholder engagement around the issue of adolescents' and youth inclusion, with a particular focus on girls in rural areas.

2. Scope of the Evaluation

The scope of the evaluation encompasses all interventions, achievements, and results of the project supporting adolescents and youth—particularly girls in rural settings—in their transition to active life. The evaluation will adopt an analytical approach, examining the design and implementation processes, while also considering the social, political, cultural, and economic contexts.

It will focus on the project's intervention regions, specifically:

- Tanger-Tétouan-Al Hoceima (Larache and Ksar El Kebir),
- Marrakech-Safi (Al Haouz and Chichaoua).

The evaluation will primarily target adolescents, young girls, and educators and teachers from Second Chance Schools (E2C), as well as indirectly the local communities and institutional and civil society partners. The evaluation will cover the period from March 2022 to December 2024.

3. Use of the Evaluation

The evaluation results will be used for both accountability and learning purposes. They will:

- Demonstrate the results achieved,
- Identify good practices and lessons learned,

- Generate evidence-based knowledge to inform future interventions by UNICEF Morocco and its partners targeting vulnerable youth.

Furthermore, the evaluation may serve as a tool for advocacy, helping to strengthen public policies or scale up effective project approaches. The primary users of the evaluation include UNICEF Morocco, its institutional and civil society partners, as well as other stakeholders interested in youth inclusion.

4. Evaluation Criteria and Questions

To address the questions raised in the Terms of Reference (ToR), an evaluation matrix (Annex 1) has been developed, structured around the seven evaluation criteria described below. The evaluation questions will cover the project’s design, implementation, and achievements. These questions will be further developed in the evaluation matrix as well as in the various data collection tools, including interview guides and questionnaires.

The evaluation matrix is based on the 2023 OECD evaluation criteria, with a focus on human rights and gender equality, and draws on the 2024 UNEG guidelines for integrating human rights and gender equality into evaluation. Given that the project aims to bring about transformational changes—such as empowerment, improved quality of education, gender equality, and socio-professional integration—the evaluation will analyze the plausibility of the project achieving its intended outcomes, as well as any early signs of change. Due to the relatively short time since implementation began, it is not yet possible to directly measure impact.

Cross-cutting issues have been integrated throughout the key questions and sub-questions of the evaluation. For instance, gender equality has been explicitly addressed through a sub-question under the effectiveness criterion: To what extent has the intervention addressed discriminatory gender norms and practices, as well as structural barriers to gender equality, to achieve its objectives?

A selection of key questions is presented below for each criterion. For more detailed questions, please refer to the evaluation matrix.

Relevance

Are interventions to support adolescents and vulnerable young people consistent with national priorities and do they meet the needs and rights of adolescent youth, especially girls in rural areas?

Efficiency

To what extent have UNICEF Morocco and implementing partners been effective in achieving expected results? Which components of the project were the most effective, and which ones encountered difficulties?

Efficiency

To what extent have the stakeholders involved in the implementation of interventions to support adolescents and vulnerable young people made good use of financial, human, material and technical resources to achieve the expected results?

Durability

How sustainable are the benefits of the project after closing?

Coherence

Are the interventions carried out by UNICEF Morocco and implementing partners in the context of supporting adolescents and vulnerable young people compatible, coherent and complementary with other interventions carried out by other actors in the educational and socio-professional sector?

Impact

To what extent is the project likely to contribute to the empowerment of vulnerable adolescents, especially rural girls?

Equity

To what extent have vulnerable young people, especially rural girls and adolescents and young people with disabilities, benefited equitably from the results achieved through the project's interventions?

Gender equality

Did the intervention promote equal access for girls and boys to the benefits of the project, particularly in terms of access to resources, educational services and socio-professional opportunities?

5. Participation and inclusion

To ensure that all voices are heard – especially those of young people such as girls, adolescents with disabilities or vulnerable situations – the following steps are taken:

- Identification and inclusive engagement of stakeholders considering gender, disability, socio-economic status, and geographic area (rural/peri-urban)
- Organization of participatory workshops with groups of young people to collect their perceptions and expectations by adapting data collection tools and methods
- Hiring facilitators or trusted people close to the young people by adopting an active listening and ensuring the psychological and physical safety of the participants during the interviews.
- Inequalities-sensitive analysis through the disaggregation of data according to gender, disability, age, etc. criteria and by highlighting inequalities in access, participation and project effects, to formulate recommendations oriented towards better inclusion.

6. Methodology

The evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood" will adopt a resolutely participatory and summative approach. Based on the theory of change, it will aim to assess the implementation and results of the project against the evaluation criteria selected, to draw key lessons and to formulate both strategic and operational recommendations. The evaluation will also incorporate programmatic analysis, as well as an analysis of the equity and gender dimensions, based on the principles of human rights and children's rights.

The methodology will be based on the process *tracing* method to provide a clear analysis of the achievement of the project's results. Focusing on understanding causal chains, this method will also examine the contextual factors that influenced the achievement of the results. This method is recommended for pilot interventions requiring in-depth exploration of mechanisms before possible scale-up. It is also relevant in contexts of uncertainty, where multiple factors interact and influence the achievement of outcomes.

The evaluation will be based on a mixed methodology with a non-experimental design. Data triangulation will be deployed to consolidate the different analytical results while adhering to UNICEF's procedure on ethical standards for data collection and analysis, research and evaluation.

The evaluation process will be divided into four stages: Design, Field Data Collection, Analysis and Reporting and Dissemination and Monitoring, and will be based on ethical evidence generation.

6.1 Phase 1: Design

This phase was marked by a document review and exchanges with the UNICEF-Morocco team, in this case the implementation managers and the evaluation manager. Boundaries were discussed and a stakeholder matrix was developed. Finally, this inception report is produced in accordance with UNICEF guidelines, detailing the methodology, tools, evaluation design matrix, work plan and timeline for the evaluation. It will serve as a reference during the evaluation process.

6.2 Phase 2: Field Data Collection

The collection of secondary data will be done through the review of documents, such as project documentation, activity reports provided by project partners, reports to the donor, relevant documentation on educational and socio-professional integration programs in Morocco, studies and surveys, as well as those related to the normative framework related to education and youth integration. In addition to the documents already identified, other relevant documents will be reviewed to ensure that all necessary information is accessible. During the data collection phase, additional documents may also be consulted as needed to further explore specific evaluation questions or to deepen the understanding of themes.

As for the primary data sources, they consist of semi-structured interviews, focus groups, and online questionnaires. These will be disseminated via the U-Report youth engagement platform with more than 41,000 engaged adolescents and young people, including in the project's target areas and selected in the sample, which will promote the broad participation of adolescents and young people in this evaluation. To ensure the relevance of the data collected through U-Report, responses will be geographically filtered to include only those from the project's implementation area: the Tangier-Tetouan-Al Hoceima region. The survey will begin with a screening question asking whether the respondent has participated in or directly benefited from the project. This will enable the evaluation team to distinguish and analyze responses from project beneficiaries separately from those of the general youth population. In recognition of the limitations of online

survey, face-to-face qualitative data collection will also be conducted with direct beneficiaries through FGDs.

The data collected through U-Report will be used as a complementary data source to triangulate with other evaluation tools such as interviews with stakeholders, FGDs, and document review. The questions proposed for the U-Report survey are included in the annex of the inception report

The diversity of data collection instruments will reduce potential limitations in the availability of secondary data, including statistics on vulnerable youth in targeted areas. The data collection instruments will be tested, the results of which will be submitted to the UNICEF Morocco team for possible adjustments. In addition, prior to data collection, respondents will be asked to sign informed consent forms in accordance with UNICEF's ethical procedure. Finally, particular attention will be dedicated to verifying the validity of the data collected, through the verification of sources and the use of triangulation using different and independent sources.

The sampling will reach all stakeholders in the centre and pilot regions, including vulnerable youth, especially girls, and their families. Representativeness will be ensured through non-probabilistic purposive sampling, a methodological choice justified by several considerations. On the one hand, this type of sampling makes it possible to deepen the specific experiences of beneficiaries in the context of a pilot project. On the other hand, the diversity of the target population – in terms of gender, disability, background or vulnerability – requires an intentional selection of key subgroups to ensure equitable representation. Finally, methodological and contextual constraints limit the feasibility of random sampling. The profile of the stakeholders to be met in each of the regions visited will be systematized to promote a triangulation of information and to establish comparisons between regions. The sample (Annex 2) and the provisional schedule for the collection phase were designed in consultation with the UNICEF Morocco team.

All stakeholders, except for rights holders, will be involved in the SSI. Within each organization, participants will be chosen based on their knowledge of the project and their level of involvement in its implementation or oversight. Efforts will be made to ensure that individuals from central, regional, and local levels are represented where relevant. To strengthen the reliability and depth of the information collected, the evaluator will aim for diversity in participants' roles, institutional positions, and levels of independence. When possible, gender balance will also be considered in the selection process.

The sequencing of data collection methods will begin with interviews conducted with key stakeholders to inform and refine the data collection tools and to deepen the understanding of the

project context. This will be followed by the U-Report survey, which will gather quantitative data from a large group of adolescents and youth. Finally, focus group discussions will be conducted to explore emerging findings in greater depth, validate the survey data, and capture nuanced perspectives from direct beneficiaries.

In short, about twenty interviews will be conducted with stakeholders, about eight focus groups will be organized with participants, and a questionnaire will be distributed via the U-Report platform. Other interviews can be scheduled if saturation is not reached or if there is a need to deepen certain emerging elements.

In addition, **predispositions for sampling and data collection with a view to respecting human rights, children's rights, the gender dimension and equity** have been made. With this in mind, the following measures have been taken:

- Prior ethical review: a review of specialized documents, in particular, the Orientation Document Integration of Human Rights and Gender Equality in Evaluations - UNEG was conducted to ensure that the methodological aspects respect human rights, children's rights, the gender dimension and equity;
- Considering the socio-cultural characteristics of the sampled population in the design of the interview guides (adolescents and young people from rural and peri-urban areas, NGOs and institutional partners of the project at the national and local levels);
- Inclusion and diversity of the sample: The sample has been designed to adequately reflect the target population, including all stakeholders such as institutional partners, UN agencies, CSOs and beneficiaries. It covers all the targeted regions and considers the gender dimension. It will be complemented by the participation of adolescents and young people through the U-Report platform, which is considered an innovation for this evaluation.
- Gender considerations: the choice of sample and the design of data collection tools allow for the collection of relevant information on specific gender-related experiences;
- Equity in data collection: the choice of the sample is designed in such a way that there is no discrimination so that all voices are heard equally, including adolescents and young people with disabilities;
- Ethics approval: An external review will be conducted to identify ethical considerations as well as any unintended risks or biases related to ethics. The methodology, including the sampling strategy and data collection tools, will be reviewed by the Evaluation Manager and the Evaluation Reference Group to strengthen external validity before formal submission to UNICEF's Ethics Review and Approval Committee.

- Feedback from participants: Throughout the evaluation, mainly during the data collection phase, the evaluator will maintain close contact with the evaluation manager to integrate any feedback from respondents on issues related to respect for human rights, children's rights, gender and equity and to adjust the methodology accordingly. The evaluator will summarize the key points and share an initial interpretation at the end of each FGD, allowing participants to correct any misunderstandings and provide additional insights. This will enhance data validity and ensure accurate representation of participants' perspectives, promoting a more collaborative and transparent evaluation process.

This phase will end with the presentation of the preliminary results to the Evaluation Reference Group, the Evaluation Manager and the Education team of UNICEF-Morocco.

6.3 Phase 3: Analysis and Reporting

Data analysis will involve the triangulation of primary and secondary, quantitative and qualitative data. This will be concluded by cross-validation of the data to identify trends, similarities or discrepancies.

The analysis will cover different aspects such as project design, implementation, results and partnerships established. It will mobilize descriptive analysis for quantitative data and content analysis for qualitative data, such as document reviews, interview transcripts and focus groups.

The process tracing method will be used as a qualitative approach to assess the project's contribution to the observed results. It will be embedded within a broader non-experimental evaluation framework, complementing other qualitative and descriptive analyses. This approach will test specific causal hypotheses derived from the project's Theory of Change and key causal pathways. For example: “If pathways between primary school and lower secondary or E2Cs are strengthened, and if teaching quality and community support are improved, then school retention and the socio-professional integration of vulnerable adolescents, particularly rural girls, will improve.”

To ensure analytical robustness, alternative explanations, such as the influence of other unrelated local initiatives, will also be considered. Data will be analyzed using causal inference tests to assess the strength of evidence supporting or refuting each hypothesis. This analysis will help determine whether the project's change mechanisms operated as intended, and what effects they produced.

This phase will result in a draft final report and a revised version before the final report is developed.

6.4 Phase 4: Dissemination and monitoring

The dissemination of the evaluation report will be done through a workshop to share the results. In addition, the evaluation report will be widely disseminated within and outside UNICEF. The follow-up of the implementation of the recommendations will be carried out by UNICEF Morocco and the UNICEF Regional Office for North Africa and the Middle East.

7. Presentation of the final report

The final report (40 to 60 pages maximum including the 5-page summary and excluding annexes) will comply with the UNEG standards for UNICEF-adapted evaluation reports (2017).⁷ The assessment report will be clear, concise and to the point and will include the following:

- Title page (key information)
- Executive Summary
- Appendices (terms of reference, list of interviewees and sites visited, list of documents consulted, evaluation matrix, etc.)
- Focus of the evaluation
- Evaluation objective(s) and scope
- Evaluation Methodology
- Results
- Conclusions and Lessons Learned
- Recommendations
- Gender equality and human rights, including the rights of the child

8. Main limitations

7

[https://www.unicef.org/evaldatabase/files/UNICEF_adapated_reporting_standards_updated_June_2017_FINAL\(1\).pdf](https://www.unicef.org/evaldatabase/files/UNICEF_adapated_reporting_standards_updated_June_2017_FINAL(1).pdf)

The initial literature review highlighted five potential limitations. First, there are constraints related to UNICEF's financial reporting model, which could affect the availability and reliability of financial data by component and by activity (allocations, commitments and expenditures). Second, the lack of statistical data disaggregated by sex, age group and geographical area, both before and after the intervention. Reference data will be requested from the partner at central, regional and local level. The objective is to identify indicators that could provide information on the change generated, evolution and transformation, by the project to the beneficiaries. Another limitation concerns the difficulty of assessing the efficiency criterion for certain project activities: the analysis of the cost/benefit ratio is not always obvious. This criterion will therefore be mainly addressed in a qualitative way, by examining the budget planning and the resources mobilized with regard to the programmed duration of implementation.

In addition, the theory of change was not conceived during the design. In order to overcome this limitation, a theory of change has been developed in this report. Finally, the deployment of the project at differentiated rates between the two targeted regions, particularly a slowed implementation in the Marrakech-Safi region, which was strongly impacted by the 2023 earthquake – is likely to introduce biases in the analysis of the overall performance of the project.

9. Ethical considerations

This evaluation involves the collection of primary data from children and adults. To this end, data collection will be conducted in accordance with "*the UNICEF Procedure on Ethical Standards for Data Collection and Analysis, Research and Evaluation*". These standards explicitly recognise the Declaration of Helsinki (1964) and its related amendments, reflecting its spirit and intent, stressing the importance of respect for and protection of fundamental rights.

Specifically, with regard to the priority participation of children in data collection and analysis, research and evaluation, these standards seek to apply the principles of the best interests of the child, non-discrimination and the CRC. In this process, the requirements and principles for evidence generation apply to the four central ethical issues:

- The advantages and disadvantages;
- Informed consent;
- Respect for privacy;
- Confidentiality;
- Payment and compensation.

The data, involving adolescents, will be anonymous and processed/stored in accordance with the UNICEF procedures in force. Thus, the data collected and the reports of the interviews, focus

groups... will be anonymous without any indication, likely to make it easy to identify the subjects a posteriori. The said minutes and transcripts of the discussions will be destroyed once the final report of the evaluation is approved.

In addition, the presence of a representative of schools at the discussion group helps to ensure that children's rights are protected and that their participation is taken care of ethically and responsibly. Presence aims to maintain a safe and conducive environment for children, allowing them to feel more comfortable and relaxed during the discussion, thus promoting trust. Prior to conducting the focus group, the assessor will ask the school representative, who will be participating in the focus group with children, to sign a non-interference and confidentiality agreement (Appendix 3).

To ensure data security, access controls to the collected data will be restricted to the evaluator, and anonymous identifiers will be used for subjects. In addition, no cloud services will be used for storage, and only the data necessary for the assessment will be collected to minimize the potential consequences of a security breach. Finally, all raw data will be permanently deleted upon approval of the final evaluation report.

To this end, the evaluator undertakes, first to UNICEF, and then to the persons surveyed, to respect UNICEF's ethical norms and standards, by adopting the document templates, namely:

- An **individual commitment** by the evaluator to comply with UNICEF ethical norms and standards for data collection and analysis (Annex 4). It will be a question of making an express commitment:
 - Respect for the dignity and diversity of the people surveyed;
 - To guarantee the anonymity of the interlocutors;
 - The confidentiality of the answers and information collected;
 - To protect the personal data of respondents in accordance with the laws in force on the protection of data and personal information.
- For children, a **parent/guardian no-objection form** will be written in different languages spoken by the sampled subjects (Appendix 5), containing relevant information and serving as oral informed consent. The assessor will verify the non-participation of children whose parents or guardians have not signed the No Objection form and will keep the signed forms that have been given to him/her. Unsigned forms will be left in the possession of other parents, guardians or care facility managers.
- In addition to the non-objection obtained from the parents or guardians, each school official will undertake, through written consent, to:
 - Confirm their understanding of the purpose and framework of the evaluation and the ethical considerations associated with it;

- Allow children to participate in this survey;
 - Report to UNICEF any incidents or objections expressed by participating children or their parents or guardians before, during, or after data collection.
- For the collection of data from adults, taking into account the subject of this evaluation and in order to guarantee complete anonymity, any adult (parents of children, NGO leaders, school staff, implementation managers or others) invited to participate in the evaluation, will be exempted from signing a written consent act (Appendix 6) if it considers that this could lead to a risk that it will be identified. At the beginning of the data collection, the user will be informed that the decision to participate or not in this survey is a matter of his or her free will. The evaluator, having signed an undertaking with UNICEF to guarantee anonymity, undertakes to obtain the evaluator's **informed verbal consent**. The evaluator will also inform him/her that he/she is free to suspend his/her participation at any time and that he/she may refuse to answer any question without any justification being provided. It will also be made clear to the Claimant at the outset that none of the Claimant's anonymous responses will be shared with any party. Finally, the assessor will provide a copy of the informed consent to all subjects as well as the children's parents/guardians.

Given that Morocco does not have an officially recognized entity for the review of ethical considerations relating to studies, evaluations and any other data collection and analysis operations involving human subjects or the analysis of sensitive secondary data, the review of ethical considerations will be carried out by UNICEF through the "INSTITUTIONAL REVIEW BOARD - ETHICS REVIEW BOARD".

The transition to the field data collection phase is subject to the formal approval of this inception report.

In addition, a formal correspondence (Appendix 7), informing the conduct of the evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood", will be sent by UNICEF Morocco to all respondents with a view to preparing interviews or discussion groups. As far as children are concerned, the letter will be addressed to schools.

For focus groups, the letter should mention that the discussions will take place in accordance with the standards and procedures for respecting children's rights. While stressing that their participation is essential in order to involve them in this process. The aim is to obtain the children's assessment of the activities offered to them, to discuss the services to which they have had access, any requirements required, the usefulness of the support or accompaniment received, and the

complements or changes they would like to see made. Discussion points will focus exclusively on the activities and services offered to children.

It should also be noted that adolescents and young people must be identified on a voluntary basis. Emphasis will be placed on the participation of all profiles, considering the representativeness of girls. The information shared is confidential. The identity of adolescents and young people will not be mentioned in the report and note-taking will be carried out for the purposes of a faithful transcription of the ideas and information retained without citing their sources. The discussion will last approximately one hour and will be facilitated by the evaluator who will inform the teens and youth that they can withdraw from the discussion at any time if they wish. The presence of a trusted adult is desirable without his or her presence influencing the words of adolescents and young people.

A written return signed and dated by the recipient must clearly mention both the understanding of the objective of the project evaluation process and the acceptance of the conduct of focus groups with adolescents and young people on a voluntary basis. For communities, informed consent will be verbal prior to the group discussion, the signature of participants is not required.

In addition, as with any research involving data collection, this assessment was subject to an ethical risk analysis and adopted mitigation measures accordingly (Table 2). The risk assessment was qualitative in nature, based on the assessment of impact and probability of occurrence.

Table 2: Ethical Risk Analysis and Mitigation Measures

Identified risks	Mitigation measures
The possibility of exclusion or discrimination that some adolescents and young people may experience	All profiles of adolescents and young people, the subject of this evaluation, will be included in the sampling plan without any discrimination in accordance with the <i>Leaving no one behind (LNOB) principle</i>
Presenting the results of the evaluation may compromise the confidentiality of participants	The results will be presented in an aggregated manner to avoid individual identification
Participants may feel compelled to respond in a certain way depending on the power/influence dynamic between the evaluator and the participant.	The evaluator will work to build trust with participants and create an environment where they feel comfortable sharing their opinions while taking a neutral and objective approach to formulating questions.

Subjects may be vulnerable to psychological risks during interviews or focus groups.	The evaluator will ensure that participants are protected by avoiding sensitive topics and that the focus is on the intervention
The possibility that the participation of adolescents or young people in the assessment will deprive them of a class session, participation in an activity or their rest time	Participants have the right to discontinue their participation at any time. The timing of the meetings will be carefully selected to avoid any disruption to their daily lives
Inviting some members of the public to meetings to the detriment of others can probably create a feeling of inclusion or exclusion.	The evaluator will make sure to explain to partners and participants the logic behind the choices, in full transparency, in order to reduce the feeling of inclusion or exclusion.
The risk that participants will be forced against their will to participate in data collection during the evaluation.	Participants will be informed by the evaluator that their participation is voluntary, and that they have the right to abstain from participating and to withdraw at any time.
Social norms in the project's areas of intervention could hinder the participation of adolescent girls and girls	Data collection will be done in close collaboration with the project focal points who have already established trusting relationships with the girls' parents, to facilitate their mobilization to participate in interviews and focus groups. The use of female investigators may also be considered, if necessary. These interviewers will be trained and made aware of ethical considerations, and will be required to sign an ethics charter before proceeding with data collection

10. Cross-cutting considerations

In accordance with the evaluation standards and requirements, the evaluator will analyse the extent to which the project "Accompanying adolescents and young people in their transition from adolescence to adulthood" has integrated the law approach into its design, implementation and monitoring strategy. It will also analyse the extent to which it has taken into account the main provisions and conventions on the rights of the child (CRC), the main commitments for children (CCC), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD). Consequently, the evaluator will analyze the extent to which the project has considered the specificities of children with special needs.

11. Quality Assurance

The evaluation will be guided by the UNICEF Evaluation Policy and the UNEG Evaluation Guide, which are based on the UNEG and OECD Evaluation Principles. The evaluator will ensure compliance with these standards and procedures throughout the production of the various deliverables, ensuring the quality of the data collected (validity, consistency and accuracy) during the analysis and production phases. The deliverables generated as part of this evaluation will also be submitted for validation by the UNICEF Regional Office, an external review office, as well as the members of the Evaluation Reference Group. Finally, the UNICEF team will be continuously informed of the progress of the evaluation and will be able to recommend corrective actions if necessary.

The evaluation will examine how gender equality and disability inclusion have been integrated into the project's theory of change, expected outcomes, and implementation mechanisms. These cross-cutting themes are reflected in the evaluation matrix through specific questions and indicators that assess the extent to which the project has adopted gender-responsive and disability-inclusive strategies and achieved related outcomes.

For data collection, the evaluation tools (including interview guides and focus group protocols) include targeted questions to capture differences in access, participation, experiences, and results between girls and boys, adolescents with and without disabilities, and between rural and urban areas. The sampling strategy ensures the inclusion of vulnerable and marginalized groups, particularly adolescents with special needs. The evaluation will also assess the extent to which the specific needs of children and adolescents with disabilities were considered in the project's design and implementation, and whether these considerations led to inclusive and effective interventions.

Finally, the evaluation report will feature dedicated sections on gender equality and disability inclusion, highlighting good practices, identifying gaps, and offering actionable recommendations to strengthen equity and inclusion in future programming.

12. Role and responsibility

1. Evaluator (Consultant)

- Leads the evaluation design, data collection, and analysis of the evaluation.
- Manages the logistics of interviews with partners and conducts fieldwork.
- Presents preliminary findings to UNICEF, the Reference Group, and partners.
- Drafts the reports (inception and final), ensures their quality, and complies with UNICEF's ethical standards.

- Presents the final results during the national dissemination workshop.

2. Evaluation Manager (UNICEF Morocco)

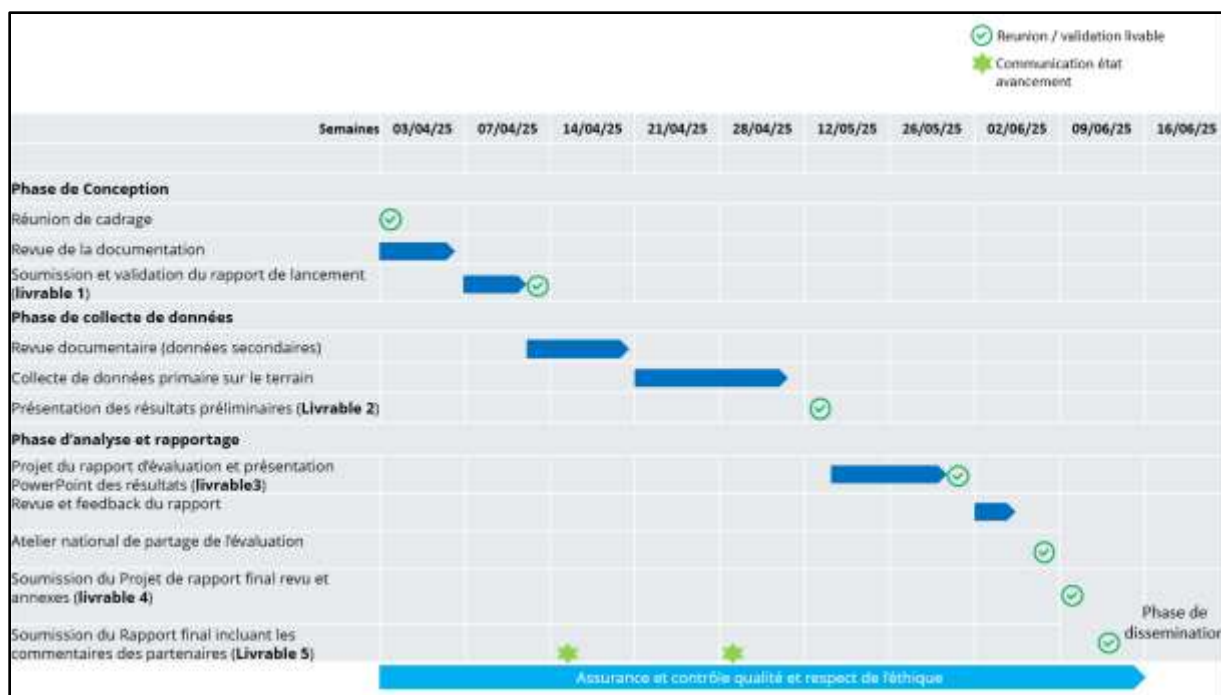
- Drafts the Terms of Reference and coordinates their validation with UNICEF offices.
- Chairs the Evaluation Reference Group and manages the evaluation's budget and overall supervision.
- Coordinates communication among stakeholders and ensures the quality of deliverables.
- Oversees the report's publication and the follow-up on recommendations (Management Response).

3. Evaluation Reference Group

- Provides strategic guidance and technical support to the evaluation.
- Facilitates access to data and relevant stakeholders.
- Participates in the review of deliverables and ensures stakeholder perspectives are reflected.
- Promotes the use of participatory tools and ensures the inclusion of beneficiaries throughout the evaluation process.

IV. DELIVERABLES AND PROVISIONAL TIMETABLE

Figure 3: The provisional timetable for the conduct of the evaluation



Deliverables :

- Deliverable 1: **Launch Report**
- Deliverable 2: **Presentation of preliminary results, analyses and conclusions**
- Deliverable 3: **Draft Final Evaluation Report**
- Deliverable 4: **Revised Final Report and Appendices**
- Deliverable 5: **Final Report Including Partner Comments and Appendices**

The final version of the report will be subject to a quality review by the UNDP Independent Evaluation Office via an external independent company under the Global *Evaluation Reports Oversight System* (GEROS).

V. ANNEXES

Appendix 1 : The Evaluation Matrix⁸

General and specific questions	Indicators or measures	Data sources	Data Collection Tools/Methods	Target stakeholders group/key	Data analysis methods	Comment
Relevance criterion: Did the project meet the needs of stakeholders (government, institutions, CSOs and beneficiaries)?						
<p>To what extent are the interventions aimed at supporting vulnerable adolescents and youth coherent with national priorities and the priorities of rights holders?</p> <p>To what extent was the project consistent with national priorities, in particular Morocco's educational and socio-professional integration policies?</p> <p>Do they meet the needs and rights of young adolescents, especially girls in rural areas?</p> <p>To what extent is the project design responsive to the specific educational and psychosocial needs of</p>	<p>Degree of alignment of the project's objectives with national priorities for supporting vulnerable adolescents and young people</p> <p>Degree of involvement of stakeholders (government, institutions, CSOs and beneficiaries) in identifying needs and validating proposed solutions</p> <p>Existence of participatory diagnostics, upstream of interventions, for the definition of needs?</p> <p>Perceptions of institutional partners and civil society of the relevance of the component to national priorities</p> <p>Existence of a Theory of Change, Logical Framework, and Causal Pathway: Cause-Effect Relationships</p> <p>Degree of alignment of the project objectives with the UNICEF mandate and the</p>	<p>UNICEF Strategic Plan 2022-2025</p> <p>National Education Policies and Strategies: Roadmap 22-26, Strategic Vision 2015-2030</p> <p>Educational and socio-professional integration programmes in Morocco</p> <p>Project reports</p> <p>Mid-term review of the project</p> <p>Interviewees</p>	<p>Key Stakeholder Interviews</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Representatives of ministries at central level (Education (Directorate of Non-Formal Education and Cooperation), Public, Endowments and Interior)</p> <p>Representative of the Monegasque Cooperation Department</p> <p>AREF and provincial directorates (both regions)</p> <p>Representatives of the Municipalities and elected representatives (both regions)</p> <p>Technical partners at the local level</p> <p>Partner associations</p> <p>Beneficiaries: Adolescents and youth and adults (parents, teachers and educators)</p>	<p>Content analysis</p>	

⁸ All five OECD criteria are guided by questions to assess whether and how interventions contribute to the realization of human rights and gender equality according to "Application of a Human Rights and Gender Perspective to the OECD Assessment Criteria" © OECD 2023

<p>vulnerable adolescents, especially rural girls?</p> <p>To what extent are the project's interventions in line with UNICEF's mandate, the priorities of the UNICEF-MOROCCO country programme and international commitments, in particular the Convention on the Rights of the Child?</p>	<p>priorities of the UNICEF-MOROCCO country programme and international commitments, including the Convention on the Rights of the Child</p>					
<p>Have interventions to support vulnerable young people been adjusted during implementation to adapt to emerging needs and changes in the socio-economic and educational environment?</p>	<p>Number of adjustments during implementation to adapt to emerging needs and changes in the socio-economic and educational environment</p>	<p>Project reports Mid-term review of the project Interviewees</p>	<p>Key Stakeholder Interviews Document review</p>	<p>Ditto</p>	<p>Content analysis</p>	
<p>Are the vocational and educational pathways supported by the project responsive to the needs and aspirations of out-of-school youth?</p> <p>How relevant are the skills and training offered in addressing structural barriers to employability?</p>	<p>Existence of a country- and sector-specific analysis of the human rights and gender situation</p> <p>Degree of alignment between change assumptions and initial assessments</p> <p>Consistency between activities and the specific needs (e.g., rural girls, school dropouts, etc.)</p>	<p>Respondents' comments Project documents Initial diagnosis</p>	<p>Key Stakeholder Interviews Document review</p>	<p>Ditto</p>	<p>Content analysis</p>	

<p>Is the Theory of Change (ToC) based on a sound understanding of the context, needs, and barriers faced by vulnerable adolescents?</p> <p>To what extent has the intervention been designed to contribute to the promotion of human rights and gender equality?</p>						
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Criterion Effectiveness: Has the project achieved its objectives? To what extent? And what are the direct and indirect effects?						
<p>Are the results achieved in line with the expected results? In what aspects has the project been effective and on which has it not been successful?</p>	<p>Activity completion rate</p> <p>Perception of beneficiaries and implementing partners on the extent to which activities are being delivered</p>	<p>Project documents</p> <p>Respondents' comments</p> <p>Observations</p>	<p>Key Stakeholder Interviews</p> <p>Questionnaire U-Report</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Representatives of ministries at central level (Education (Directorate of Non-Formal Education and Cooperation), Public, Endowments and Interior)</p> <p>Representative of the Monegasque Cooperation Department</p> <p>AREF and provincial directorates (both regions)</p> <p>Representatives of the Municipalities and elected representatives (both regions)</p> <p>Technical partners at the local level</p> <p>Partner associations</p> <p>Beneficiaries: Adolescents and youth and adults (parents, teachers and educators)</p>	<p>Quantitative analysis</p> <p>Content analysis</p>	
<p>To what extent did contextual factors impact the achievement of expected results?</p> <p>How were the obstacles encountered managed and how did the lessons learned incorporate throughout the project lifecycle?</p>	<p>The number and nature of constraining factors</p>	<p>Project documents</p> <p>Respondents' comments</p>	<p>Key Stakeholder Interviews</p> <p>Questionnaires U-Report</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	

<p>To what extent did the intervention foster meaningful participation and enable rights holders to be aware of and claim their rights?</p> <p>How have newly acquired skills influenced the way actors support adolescents and young people?</p>	<p>Participation rate of rights holders in the activities</p> <p>Proportion of rights holders involved in the design, implementation, or monitoring of the intervention</p> <p>Number and type of participation mechanisms established (committees, consultations, participatory surveys, etc.)</p> <p>Change in the level of rights awareness before and after the intervention</p> <p>Number of documented cases in which rights holders claimed their rights (administrative appeals, collective mobilization, local advocacy, etc.)</p> <p>Existence and accessibility of grievance and redress mechanisms (and their use by beneficiaries)</p> <p>Appreciation by the actors of the added value of the skills acquired that have generated a concrete change in the support of adolescents and young people?</p>	<p>Project documents</p> <p>Respondents' comments</p>	<p>Key Stakeholder Interviews</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	
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	Existence of an assessment of the technical capacities of implementing partners					
<p>Has the steering committee fully fulfilled its role in monitoring the implementation of the project?</p> <p>Have the institutional bodies set up at the central and local levels fully fulfilled their role in monitoring the implementation and implementation of the project's interventions?</p>	<p>Frequency of follow-up/coordination meetings</p> <p>Number and nature of coordination mechanisms (steering committee and technical committee)</p> <p>Degree of development and maturity of the partnerships put in place</p> <p>Appreciation of key stakeholders on the effectiveness of the experimental design</p>	<p>Project documents</p> <p>Respondents' comments</p>	<p>Stakeholder interviews</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Analysis of the monitoring and evaluation mechanism</p> <p>Content analysis</p> <p>Quantitative analysis</p> <p>Coordination Analysis</p>	
<p>What are the success and blocking factors in the 4 target provinces?</p> <p>What innovations have been developed in the field as a result of the dynamics created by the project?</p> <p>To what extent have the targeted girls and boys benefited from improved quality of education in the schools supported by the project?</p> <p>How has the project contributed to the empowerment of adolescents, particularly</p>	<p>Number and nature of success and blocking factors in the 4 target provinces</p> <p>Number and nature of innovations developed in the field within the framework of the experimental model?</p> <p>Proportion of students (girls/boys) reporting a perceived improvement in the quality of teaching in their school, compared to a baseline situation</p> <p>Rate of improvement in academic performance</p>	<p>Project documents</p> <p>Respondents' comments</p>	<p>Key Stakeholder Interviews</p> <p>Questionnaires U-Report</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	

<p>in terms of agency, self-esteem, and decision-making, especially for rural youth?</p> <p>What concrete improvements have been observed in teaching practices, school climate, and student engagement because of the project's interventions?</p> <p>Have the Second Chance Centers (E2C) provided training aligned with labor market needs and young people's aspirations?</p> <p>What progress has been made in the adoption and integration of the project's approaches (e.g., educational bridges, protection mechanisms, anti-stereotype campaigns) by the MENPS and partner NGOs?</p> <p>Have any components of the project been formally integrated into public policies, institutional frameworks, or practice guidelines?</p>	<p>Percentage of adolescents (disaggregated by sex and setting) reporting a high level of agency, self-esteem, and participation in decisions affecting them, as measured by a validated psychometric tool (Youth Empowerment Scale)</p> <p>Percentage of teachers adopting active, inclusive, and learner-centered teaching practices</p> <p>Percentage of youth trained in Second Chance Centers (E2C) who accessed a job, internship, or certified training within six months of completing the program</p> <p>Youth satisfaction rate regarding the relevance of the training received</p> <p>Number of project approaches or tools officially integrated into the practices or action plans of institutional partners (MENPS) and NGOs</p> <p>Percentage of partner institutions/structures that have operationalized at least one approach promoted by the project</p>					
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<p>To what extent did the intervention address discriminatory gender-related norms and practices, as well as structural barriers to gender equality, to achieve its goals?</p> <p>To what extent have cross-cutting issues related to youth rights, equity and gender equality been considered in the implementation of interventions?</p> <p>To what extent has the intervention contributed to concrete human rights and gender equality outcomes?</p> <p>What mechanisms have been put in place to monitor and measure the effects of the intervention on vulnerable populations, particularly in relation to DH&EG?</p> <p>Have any adjustments been made during implementation to strengthen the impact of the intervention on human rights and gender equality?</p> <p>To what extent have targeted girls and boys benefited from improved</p>	<p>Existence of actions that act on discriminatory gender-related norms and practices, as well as on structural barriers to gender equality</p> <p>Extent to which cross-cutting issues related to youth rights, equity and gender equality have been considered in implementation</p> <p>Number and nature of mechanisms in place to monitor and measure the impact of the intervention on vulnerable populations, particularly in relation to DH&EG</p>	<p>Project documents</p> <p>Respondents' comments</p>	<p>Interviews with implementation stakeholders</p> <p>Document review</p>	<p>Unicef-Morocco Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	
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<p>quality of education in the supported schools?</p> <p>How has the project contributed to the empowerment (e.g., agency, self-esteem, decision-making) of adolescent girls and boys, especially those in rural areas?</p> <p>What concrete improvements in teaching practices, school climate, and student engagement have occurred due to project interventions?</p> <p>Have the E2C centers delivered training aligned with labor market needs and young people's aspirations?</p> <p>What progress has been made toward the adoption and integration of project approaches (e.g., educational bridges, protection mechanisms, anti-stereotype campaigns) by the MENPS and partner NGOs?</p> <p>Have any elements of the project been formally incorporated into public policy, institutional frameworks, or practice guidelines?</p>						
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Efficiency criterion: Have resources been used optimally?						
<p>Have resources been used optimally?</p> <p>Are the resources mobilized in relation to the objectives achieved adapted to the project?</p> <p>To what extent did the stakeholders involved in the implementation of the project use an appropriate combination of tools and approaches to achieve the expected results? Have these results been achieved within the timeframe set out in the initial planning?</p>	<p>Appreciation of key stakeholders on the coherence of strategy and implementation modalities vs. results</p> <p>Degree of compliance with the planned schedule, budget</p> <p>Rate of completion of the work compared to the initial budget</p>	<p>Project documents including financial reports</p> <p>Respondents' comments</p>	<p>Interviews with key implementation stakeholders and the donor</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Analysis of disbursements</p> <p>Budget Analysis</p>	
<p>What is the weight of the costs related to administration and implementation staff in relation to the overall cost?</p> <p>Does the budget monitoring include information on the allocation of resources to all rights-holders, including women and girls?</p> <p>To what extent have gender-sensitive (or human rights-sensitive)</p>	<p>% of the budget related to administration, personnel, studies, evaluations, etc. in relation to the overall budget</p> <p>Existence of gender-responsive (or human rights-sensitive) budgeting tools</p>	<p>Project documents including financial reports</p> <p>Respondents' comments</p>	<p>Interviews with UNICEF and implementing partners</p> <p>Document review</p>	<p>UNICEF Team</p>	<p>Quantitative analysis</p>	

budgeting tools been used?						
<p>To what extent has the use of inputs and resources benefited from synergies in supporting vulnerable youth?</p> <p>To what extent were the financial and human resources strategically aligned with the outcomes achieved?</p> <p>What is the cost per key output (e.g., retained student, trained adolescent), and how does it compare to benchmarks or similar programs?</p> <p>Have the investments related to gender equality and disability inclusion yielded demonstrable benefits, and were they proportional to the expected outcomes?</p>	<p>Assessment of key stakeholders on the effectiveness of the synergies put in place</p> <p>Unit cost analysis,</p> <p>The proportion of resources reaching final beneficiaries versus overhead,</p> <p>The perceived added value of investments targeting gender, equity, and human rights.</p>	<p>Project documents including financial reports</p> <p>Respondents' comments</p>	<p>Interviews with UNICEF and implementing partners</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Mixed analysis</p>	
<p>Have the human, technical, and financial resources mobilized to integrate human rights and gender equality into the intervention been sufficient and used efficiently?</p>	<p>Share of the total budget explicitly allocated to the integration of human rights and gender equality</p> <p>Comparison of the unit cost of "gender and rights" actions with the results achieved</p>	<p>Project documents including financial reports</p> <p>Respondents' comments</p>	<p>Interviews with UNICEF and implementing partners</p> <p>Document review</p>	<p>Unicef-Morocco Team</p> <p>Key stakeholders</p>	<p>Mixed analysis</p>	
<p>Sustainability criterion: Are the benefits of the project sustainable?</p>						

<p>Are the benefits of the project sustainable?</p> <p>To what extent have the project's interventions been appropriated by national partners, both at the central level and in the targeted geographical areas?</p> <p>To what extent has UNICEF Morocco been able to support implementing partners in terms of capacity development and support in establishing mechanisms to ensure the sustainability of benefits after the closure of the intervention?</p>	<p>Degree of ownership by stakeholders</p> <p>Level of community involvement</p> <p>Main factors influencing (non-)sustainability</p> <p>Degree of improvement in the behaviour of actors in the support of adolescents and young people</p>	<p>Respondents' comments</p>	<p>Interviews with UNICEF and key partners</p> <p>Document review</p>	<p>Unicef-Morocco Team</p> <p>Key stakeholders (institutional partners, Associations involved in implementation)</p>	<p>Content analysis</p>	
<p>To what extent could the models developed in the project and tested in the target areas be replicated and scaled up? What lessons can we learn from this?</p>	<p>Perception of key stakeholders as to the degree to which the mechanisms initiated by the project are continued in the support of adolescents and young people</p> <p>Existence of mechanisms that ensure the sustainability of the project's achievements</p>	<p>Respondents' comments</p> <p>Project documentation</p>	<p>Interviews with UNICEF and key partners</p> <p>Document review</p>	<p>Unicef-Morocco Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	
<p>Has the project contributed to sustainable changes in laws, social</p>	<p>Number of lasting changes in laws, social norms and values,</p>	<p>Respondents' comments</p>	<p>Interviews with UNICEF and key partners</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	

<p>norms and values, attitudes and behaviours towards rights holders?</p> <p>What instruments and support mechanisms are appropriate to support strategies and approaches based on human rights, gender equality and inclusion in the long term?</p> <p>Does the design of the intervention include an exit strategy? Was its design participatory?</p>	<p>attitudes and behaviours towards rights-holders</p> <p>Many appropriate instruments and/or support mechanisms to support strategies and approaches based on human rights, gender equality and long-term inclusion have been put in place by the interventions</p> <p>Existence of an exit strategy</p>	<p>Project documents</p>	<p>Document review</p>			
<p>To what extent have communication and advocacy interventions influenced decision-makers to replicate the models developed and sustain the benefits resulting from the interventions?</p>	<p>Existence and content of an advocacy strategy</p> <p>Existence of initiatives or reflections that aim to duplicate the models developed within the framework of the project</p>	<p>Respondents' comments</p> <p>Project documentation</p>	<p>Interviews with UNICEF and key partners</p> <p>Document review</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	
<p>To what extent has the intervention contributed to the creation of an enabling or adaptable environment for sustainable changes in human rights and gender equality?</p> <p>Have institutional changes been initiated or consolidated to</p>	<p>Number and quality of policies, plans or regulatory frameworks adopted or amended incorporating HR&GE</p> <p>Number of institutions that have adopted internal mechanisms for the systematic consideration of HR&GE (gender-sensitive budgeting, gender units, etc.).</p>	<p>Respondents' comments</p> <p>Project documentation</p>	<p>Interviews with UNICEF and key partners</p> <p>Document review</p> <p>Inquiry</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p> <p>Quantitative analysis</p>	

<p>systematically integrate H&E concerns?</p> <p>To what extent have the capacities of rights-holders to claim their rights, and those of duty-bearers to respect and implement them, been strengthened in a sustainable manner?</p> <p>Does the ToC incorporate realistic strategies for institutionalization and sustainability of the approaches?</p>	<p>Degree of institutionalization of gender and human rights tools and approaches (guides, procedures, checklists, etc.).</p> <p>Percentage of beneficiaries reporting a better knowledge of their rights.</p> <p>Rate of participation of beneficiaries in community activities (meetings, consultations, etc.).</p> <p>Number and quality of partnerships with MENPS, MeDNC, and local NGOs</p> <p>Formal adoption or integration of project elements into public policies or institutional frameworks</p>					
<p>Coherence criterion: Does the project fit with other initiatives in the target regions?</p>						
<p>Are the interventions carried out by UNICEF Morocco and implementing partners in the context of supporting vulnerable adolescents and young people compatible, coherent and complementary with other interventions carried out by other actors in the educational and socio-professional sector?</p>	<p>Perception of key stakeholders on the degree of coherence of projects with other interventions carried out by other actors</p>	<p>Respondents' comments</p>	<p>Interviews with UNICEF and key partners</p> <p>Literature review, including relevant national policies and strategies</p>	<p>UNICEF Team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	

<p>To what extent are the components of the project coherent (internal coherence)?</p>	<p>Level of convergence and complementarity between project activities</p>	<p>Respondents' comments Project documentation</p>	<p>Interviews with UNICEF and key partners Document review</p>	<p>UNICEF Team Key stakeholders</p>	<p>Content analysis</p>	
<p>Are the coordination mechanisms put in place coherent in terms of support for adolescents and vulnerable young people?</p> <p>To what extent is the intervention compatible and coherent with existing human rights and gender equality policies and initiatives at the national, sectoral or institutional level?</p>	<p>Perception of key stakeholders on the degree of coherence of activities carried out in the context of the protection and care of children on the move</p> <p>The degree of compliance of the intervention and its effects with national human rights and gender equality strategies?</p>	<p>Respondents' comments Project documentation</p>	<p>Interviews with UNICEF and key partners Document review</p>	<p>Unicef-Morocco Team Key stakeholders</p>	<p>Content analysis</p>	
<p>To what extent have national programmes and strategies for youth education and inclusion promoted or hindered the achievement of the project's expected results?</p> <p>Are the links between activities, outputs, outcomes, and impact logical, coherent, and verifiable?</p>	<p>Convergence between project objectives and national strategies</p> <p>The degree of conformity of the intervention and its effects with national strategies for the education and integration of young people?</p> <p>Complete results chain with no logical gaps</p> <p>Existence of validated intermediate outcomes</p> <p>Evidence of contribution to the intended impact</p>	<p>Respondents' comments Project documentation Theory of Change</p>	<p>Interviews with UNICEF and key partners Document review</p>	<p>UNICEF Team Key stakeholders</p>	<p>Content analysis</p>	

Impact Criterion: What difference does the intervention make ?						
<p>To what extent is the project likely to contribute to the empowerment of vulnerable adolescents, especially rural girls?</p> <p>Are there early indications that girls and other vulnerable adolescents feel more confident, aware of their rights, or involved in decisions affecting their education and life paths?</p> <p>What changes (if any) are reported by adolescents in terms of self-esteem, agency, or aspirations?</p>	<p>% of adolescents, especially girls, reporting improved self-confidence or decision-making capacity</p> <p>Examples of adolescents taking initiative or leadership roles</p> <p>Perceived change in agency or aspiration levels</p>	<p>Adolescents (beneficiaries)</p> <p>Teachers and facilitators</p> <p>Parents</p> <p>Project staff</p>	<p>Focus group discussions with adolescents</p> <p>In-depth interviews with key stakeholders</p>	<p>UNICEF team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	
<p>What are the early signs that the project has contributed to reducing barriers to school retention and socio-professional integration?</p> <p>Are there observable trends or stakeholder perceptions regarding the reduction in school dropout or improved transitions (e.g., from primary to middle school,</p>	<p>% of adolescents enrolled in middle school or E2C after primary</p> <p>% of adolescents aware of vocational options and aspirations</p> <p>Stakeholder perception of change in dropout risk</p> <p>Early success cases of integration (qualitative)</p>	<p>School records (administrative data)</p> <p>Adolescents</p> <p>Teachers and E2C staff</p> <p>Parents</p> <p>MENPS focal points</p>	<p>Desk review of enrollment</p> <p>Focus group with adolescents in E2C</p> <p>Key Informant Interviews (KIIs) with school heads, E2C directors, and MENPS representatives</p> <p>Case studies</p>	<p>UNICEF team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	

<p>or entry into Second Chance Schools)?</p> <p>Are young people better informed or more motivated about vocational or educational pathways?</p>						
<p>What evidence suggests that community attitudes toward gender stereotypes and girls' education are beginning to shift?</p> <p>Have awareness-raising efforts influenced parents, educators, or community leaders?</p> <p>Are there indications of change in behaviors (e.g., support for girls staying in school or joining E2C programs)?</p>	<p>% of parents or community members reporting increased acceptance of girls' education or work aspirations</p> <p>Examples of changed attitudes or behaviors (qualitative)</p> <p>Participation in community dialogues or sensitization activities</p>	<p>Parents</p> <p>Community leaders</p> <p>Teachers</p> <p>Project implementing partners</p>	<p>FGDs with parents</p> <p>KIIs with local leaders, school staff</p>	<p>UNICEF team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	
<p>How likely is it that the improved quality of education and protective environments will have a sustainable positive impact on learning and wellbeing?</p> <p>Are there initial changes in the quality of educational experiences reported by students or teachers?</p>	<p>Perception of improved learning environments (safety, gender responsiveness, support)</p> <p>Teachers using improved pedagogical or psychosocial methods</p> <p>Student satisfaction or feeling of being protected/respected</p>	<p>Students</p> <p>Teachers and school heads</p> <p>Dar Taliba and boarding school staff</p> <p>Project staff</p>	<p>FGDs with students</p> <p>KIIs with teachers, pedagogical supervisors</p> <p>Survey conducted through U-Report</p>	<p>UNICEF team</p> <p>Key stakeholders</p>	<p>Content analysis</p>	

<p>Are schools and boarding facilities becoming more gender-sensitive and protective, according to observations or testimonies?</p>						
<p>To what extent are the project's strategies and mechanisms (e.g. partnerships, networks, advocacy) influencing policy and institutional practices?</p> <p>Are there early signs of interest or uptake by the MENPS or regional authorities?</p> <p>Has the project generated models or tools that are being discussed for scaling or integration?</p>	<p>Examples of tools, models, or practices adopted by MENPS or other stakeholders - Degree of involvement of public officials in project activities - Stakeholder perception of potential for scale-up or policy uptake</p>	<p>MENPS representatives (central and regional) UNICEF staff Local NGOs and network members Project documentation</p>	<p>KIIs with MENPS officials and UNICEF staff Document review (policy briefs, training materials, meeting minutes) FGDs with NGO network and community actors</p>	<p>UNICEF team Key stakeholders</p>	<p>Content analysis</p>	
<p>Equity Criterion: To what extent has the implementation of the project been equitable?</p>						
<p>To what extent have vulnerable youth, especially rural girls, benefited equitably from the results achieved through the project's interventions?</p>	<p>Number of children, nature of their profile, who have benefited from the project's activities (proportion of girls and boys) Existence of equity, gender and child rights strategies Number of Fairness Incidents (Claims)</p>	<p>Respondents' comments Project documentation</p>	<p>Interviews with the UNICEF team and key partners (mainly those involved in implementation) Document review</p>	<p>The UNICEF-Morocco team Key partners (mainly those involved in implementation)</p>	<p>Content analysis</p>	

<p>Has the diversity of adolescents' needs been taken into account, including children with disabilities?</p> <p>To what extent have equity and human rights-based objectives and processes been integrated into the design, planning and implementation of project interventions?</p>	<p>Existence of action plans for the care of children with disabilities</p> <p>Number of children, nature of their profile, who have benefited from the project's activities (proportion of children with disabilities)</p> <p>Existence of prose measures to integrate equity and the human rights-based approach in the design, planning and implementation of project interventions</p>	<p>Respondents' comments</p> <p>Project documentation</p>	<p>Interviews with the UNICEF team and key partners (mainly those involved in implementation)</p> <p>Document review</p>	<p>The UNICEF team</p> <p>Key partners (mainly those involved in implementation)</p>	<p>Content analysis</p>	
<p>Have the interventions been designed to ensure the equal participation of all relevant groups?</p> <p>To what extent did rights holders participate in the different stages of the intervention (design, implementation, monitoring, evaluation) in an active, free and meaningful way?</p>	<p>Existence and adequacy of equity and child rights strategies in the project</p> <p>Degree of implementation of strategies</p> <p>Number of children, nature of their profile, who have benefited from the project's activities (proportion of girls and boys)</p>	<p>Respondents' comments</p> <p>Project documentation</p>	<p>Interviews with the UNICEF team and key partners (mainly those involved in the design and implementation)</p> <p>Document review</p>	<p>The UNICEF team</p> <p>Key partners (mainly those involved in design and implementation)</p>	<p>Content analysis</p>	
<p>Which stakeholder groups were involved in the intervention? Have any important groups been excluded or insufficiently represented?</p> <p>Have specific measures been integrated to ensure the participation of</p>	<p>Degree of integration of equity considerations into the project</p> <p>Number and nature of measures taken to ensure the participation of girls, as well as marginalized and/or</p>	<p>Respondents' comments</p> <p>Project documentation</p>	<p>Interviews with the UNICEF team and key partners (mainly those involved in implementation)</p> <p>Document review</p>	<p>The UNICEF team</p> <p>Key partners (mainly those involved in implementation)</p>	<p>Content analysis</p>	

<p>women, as well as marginalized and/or discriminated individuals or groups?</p> <p>Have the modalities of participation implemented made it possible to balance the power relations between the different stakeholders, between bondholders and rights holders?</p> <p>Does the ToC function equitably for the different groups of beneficiaries?</p>	<p>discriminated individuals or groups</p> <p>Outcome disparities by gender, age, and geographic area</p> <p>Differentiated perception of impact by young people</p>					
<p>Gender Equality Criterion: To what extent is the equal rights of women and girls promoted?</p>						
<p>Did the intervention promote equal access for girls and boys to the benefits of the project, particularly in terms of access to resources, educational services and socio-professional opportunities?</p>	<p>Number of adolescents and young people, nature of their profile, who have benefited from the project's offer and proportion of girls to boys</p> <p>Perceptions of beneficiaries and implementing partners regarding the participation of boys and girls</p>	<p>Respondents' comments</p>	<p>Interviews with UNICEF and key implementing partners</p> <p>Document review</p>	<p>The UNICEF team</p> <p>Key implementing partners</p>	<p>Content analysis</p>	
<p>To what extent has gender been taken into account in the design and implementation of projects?</p> <p>Does the intervention include an inclusive stakeholder analysis as</p>	<p>Existence of provisions in the logical framework of the project aimed at gender mainstreaming</p> <p>Existence of the gender indicator in project reports</p>	<p>Project, evaluation and capitalization reports</p>	<p>Document review</p>	<p>Document review</p>	<p>Content analysis</p>	

<p>well as a specific human rights and gender analysis? Are the data disaggregated by sex, age, locality, etc.?</p>	<p>and the monitoring and evaluation system Degree of data disaggregation</p>					
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Appendix 2: The Sample

Population	Sample	Data Collection Instrument	Place
Institutional partners			
Ministry of National Education, Preschool and Sports (Directorate of Cooperation and Non-Formal Education)	2 representatives	SSI	Rabat
The Public Prosecutor's Office	1 representative	SSI SSI	Larache
The Ministry of Endowments and Islamic Affairs	1 representative	SSI	Rabat or region
Ministry of the Interior	1 representative	SSI	Rabat or region
The Ministry of Health	1 representative	SSI	Rabat or region
Regional Academies of Education and Training (focal points)	2 representatives	SSI	To be specified
Provincial Branches (both regions)	4 representatives	SSI	4 provinces in both regions
Technical partners at the local level (MENPS services and provincial focal points)	4 representatives	SSI	4 provinces in both regions
National Mutual Aid	1 representative	SSI	Larache
UNICEF Morocco			
Education Section	2 representatives	SSI	Rabat
PME Specialist	1 representative	SSI	Rabat
National Capitalization Expert	National expert	SSI	To be specified
Monitoring Consultant	Consultant	SSI	To be specified
Section communication	1 representative	SSI	Rabat
Donor			
Monegasque Cooperation Department	1 representative	SSI	A distance
Civil society organizations and elected officials			
Moroccan E2C Network	1 representative	SSI	To be specified
The Amane Foundation and the association "Les Citoyens"	2 représentantes	SSI	To be specified
The MeDNC Network	1 representative	SSI	To be specified
Parents' and Guardians' Associations	4 representatives	SSI or FG	4 provinces in both regions
Municipalities and elected officials	4 representatives	SSI	4 provinces in both regions
Beneficiaries			

Teenagers and young people	Max about ten people per group - parity between girls and boys as far as possible	6FG (2FG girls in 6th grade, 2FG girls and boys in middle schools and 2FG girls and boys in E2C) (as far as possible include members of advocacy committees and CPAJ (participatory committee for adolescents and youth))	4 provinces in both regions
Teenagers and young people	Survey respondents via the U-Report platform	Questionnaire	U-Report
Parents or guardians (girls' families)	6 to 7 people per FG	4FG	4 provinces in both regions
Teachers, educators, pedagogical and administrative executives	6 to 7 people per FG	4FG	4 provinces in both regions
Morchidates and Imams	6 to 7 people	1FG	One province
E2C facilitators and managers	6 to 7 people per FG	2FG	2 provinces in both regions

SSI: semi-structured interview; FG: focus group

Appendix 3: Commitment to non-intervention and confidentiality for participation in a focus group of adolescents

I, the undersigned, [Name of the person], undertake to assist as a supervisor during the focus group of children organized as part of the evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood". My role is to facilitate the smooth running of the session while ensuring the well-being of the participating teenagers.

I understand and agree to the following terms:

1. Non-Intervention: I agree not to intervene or influence the adolescents' responses, opinions or discussions during the focus group. My role is limited to observation and logistical facilitation.
2. Confidentiality: I agree not to disclose any information, discussion or opinion expressed by the children during the focus group. All information collected will be kept confidential.
3. Discretion and Anonymity: I undertake to preserve the discretion and anonymity of the participating children. No information that could identify a teenager will be disclosed.

I understand that this commitment is intended to ensure the protection of participating teens and to ensure the integrity of the assessment. By signing this pledge, I am fully committed to respecting these principles.

Date: _____

Signature : _____

Name: _____

Appendix 4: Protocol and Code of Conduct for Working with Adolescents (Individual Commitment of the Evaluator)

In line with the ethical considerations of the inception report and UNICEF's procedure on ethical standards for data collection and analysis, research and evaluation, the data collection for the evaluation of the project "Supporting adolescents and young people in their transition from adolescence to adulthood", will depend on the informed consent of the adolescents or their caregivers. Similarly, the consent and presence of the parent/guardian will be sought in the event that the teenager is interviewed at the school level. The confidentiality of stakeholder responses and the anonymity of respondents will be ensured by secure administrative and technical safeguards with regard to the collection, entry and management of databases.

To this end, several standardized ethical principles will underpin the evaluation protocol, including:

- Respect for people: commitment to protect people from exploitation of their vulnerability.
- Dignity: ensuring that people are not used simply as a means to achieve the objectives of the evaluation.
- Charity: commitment to minimize the risks associated with data collection, including psychological and social risks, and to maximize benefits to informants.
- Justice: Commitment to fair and equitable treatment.
- Respect for communities: a commitment to respect the values and interests of the community in research.

The external evaluator is committed to protecting the rights of girls and boys, regardless of their gender, social status, language, religion, political beliefs, marital status, disability, sexual orientation, ethnic or national origin. The external evaluator's work with girls and boys is based on the United Nations Convention on the Rights of the Child.

The External Evaluator's commitment to child protection is based on the four "general principles" defined by the United Nations Committee on the Rights of the Child. The assessor is committed to the guiding principles of the Convention, which include non-discrimination, respect for the best interests of the child, the right to life, survival and development, and the right to be heard and to participate. They represent the underlying requirements for the realization of all rights. These

principles underpin the protocol and code of conduct for working with girls and boys⁹. In addition, the evaluator undertakes to:

- Treat all girls and boys with respect, regardless of gender, social status, language, religion, political beliefs, marital status, disability, sexual orientation, ethnic or national origin.
- Protect and promote the rights of girls and boys during data collection processes through informed consent, ensuring the confidentiality of all responses and respectful treatment.
- Ensure that girls and boys are treated fairly, appropriately and equitably.
- Avoid using or reinforcing gender bias and gender stereotypes in my words or actions.
- Providing a welcoming, inclusive and safe environment for all boys and girls
- To encourage girls and boys to speak out on issues that affect them.
- Always ensure that an adult is present and/or nearby when working with girls and boys.
- Comply with local, national and international child protection laws.
- Inform UNICEF of any child protection issues that arise during data collection or when there is a situation that may bring the organization into disrepute in child protection matters.
- Treat any information disclosed by a child as confidential unless the child's safety is at risk, to which the UNICEF team must be informed.

I agree not to:

- Communicate the data collected. The data collected and the results are intended only for the use of UNICEF-MOROCCO and its partners, who remain alone to decide on the modalities of their dissemination.
- Using inappropriate language – whether offensive, discriminatory, humiliating, abusive or sexual – when speaking with or in the presence of a child.
- Engaging in behaviour intended to humiliate, belittle, punish or degrade a child, or otherwise abuse a child, emotionally or physically.
- Acting in a sexually provocative manner or engaging girls and boys in any form of sexual activity, including paying for sexual services.
- Holding, kissing, cuddling, or touching a child in an inappropriate, unnecessary, or culturally insensitive way.
- Condemning or participating in illegal, dangerous or abusive behaviour towards girls and boys.
- To discriminate against or in favour of particular girls and boys to the exclusion of others.

⁹ UNICEF. 2015. Rights under the Convention on the Rights of the Child. Retrieved Online: http://www.unicef.org/crc/index_30177.html

- Hire girls and boys for domestic work or any other work that is not appropriate for their age or development, that interferes with their education or play, or that puts them at risk of injury.
- Access or create images of sexually abused girls and boys and take pictures of girls and boys
- Using computers, mobile phones, video or digital cameras or any other technology for the purpose of exploiting or harassing girls and boys.

I also pledge to report any child protection violations during data collection activities. I have an obligation to inform UNICEF immediately when I witness or receive a formal complaint of an alleged child protection violation. The provisions of this protocol and the code of conduct apply to the external evaluator in the context of the evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood".

By signing below, I agree to comply with the provisions of this Memorandum and the Code of Conduct during the external evaluation process. I, Salah Bouyousfi, have read, understood and agree to respect the External Evaluator Protocol and the Code of Conduct for Working with Girls and Boys. I understand that such support is a condition of my assignment with regard to the evaluation process of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood". I agree to uphold the values of the External Evaluator and adhere to the standards of behaviour outlined in the protocol and code of conduct above. I understand that a violation of the Protocol and Code of Conduct may result in disciplinary action, including suspension of the contract and possible criminal prosecution.

Date

Signature

Appendix 5: Parents/guardians of teens no objection form

Dear Parents and Guardians,

The school your child attends is chosen to participate in an evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood". This assessment, which is completely anonymous (no names are required), aims to gather your child's opinions about the facility, the services received as part of the project, and any difficulties he or she may have encountered. The overall and anonymous results of this evaluation will be used to propose ways to improve the support of adolescents and young people in their transition from adolescence to adulthood. These results are communicated only to UNICEF-Morocco and its partners.

The focus group, which lasts 45 minutes, does not present any danger to your child. It will take place in the presence of a representative of the institution with an independent evaluator mandated by UNICEF-Morocco. Your child will be integrated into a group of 10 children.

All exchanges will be confidential; No children will be named by name. Similarly, children participating in the discussion group can withdraw from the discussion at any time if they wish or ask at the end to withdraw their statement/statement.

For any further information, you can contact the external evaluator who coordinates the conduct of the focus group: Salah Bouyousfi, evaluator in charge of the field survey (bouyousfisalah@gmail.com).

Please indicate below, if you do not allow your child to participate in this survey; You then entrust him with this signed document to give to the head of the establishment.

Thank you.

Notification of parental authorization to participate in the evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood"

I do not allow my child to participate in this assessment

Despite your permission, your child may refuse to participate in this survey and his or her wishes will be respected without any consequences.

Child's first and last name:

Parent/Guardian Signature:

First and last name Parent/Guardian: Date:.....

Appendix 6: The Respondent Informed Consent Model

Purpose : Participation in an interview as part of the project evaluation process

We would like to request your agreement to participate in an interview regarding your participation in the activities of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood". At the end of this project, UNICEF mandated me, Salah Bouyousfi, evaluator, to assess the project "Supporting adolescents and young people in their transition from adolescence to adulthood", to draw lessons learned and to propose recommendations. Indeed, it is important to involve you in our process in order to obtain your assessment of the activities in which you have participated, to discuss their progress and their usefulness.

Your participation is voluntary. The duration of the discussion is one hour. The information shared is confidential, and your identity will not be mentioned in the report. Note-taking is carried out with the aim of a faithful transcription of the ideas and information retained, without citing their sources. We also ask that you treat the content of the exchanges with discretion and confidentiality. In addition, you can withdraw from the interview at any time if you wish and ask at the end to withdraw your comments. Your participation or refusal will not affect your employment or your existing relationship with the project. Finally, there is no risk associated with your participation, and no benefits are offered.

We invite you to confirm your agreement by signing this document and remind you that you can decide to withdraw from the discussion at any time.

I hereby confirm that I understand the objective of the evaluation process of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood" carried out under the aegis of UNICEF and agree to participate in the discussion on a voluntary basis.

Signature

date

First and last name

Annex 7: Correspondence from UNICEF Morocco to partners to facilitate data collection

Date:

First and last name:

Function:Organization:

Address:

Object: Evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood"

Dear Madam, Sir,

As part of UNICEF's evaluation policy, the UNICEF Office in Morocco launched in April 2025 the evaluation of the project "Accompaniment of adolescents and young people in their transition from adolescence to adulthood".

The purpose of this evaluation is to improve UNICEF Morocco's learning and accountability regarding the relevance and performance of the project "Supporting adolescents and young people in their transition from adolescence to adulthood" towards governmental and non-governmental partners, stakeholders, including the target population and the donor.

Also, I am pleased to inform you that the field data collection phase of this evaluation will be conducted between **April and May 2025** and will focus on the organization of interviews with stakeholders and implementing partners of the project and focus groups/interviews with beneficiaries. Data collection will be conducted in accordance with UNICEF's Ethical Standards for Data Collection and Analysis, Research and Evaluation Procedure.

In this context, and considering the crucial role of your *organisation/institution* in the implementation of the project, I would be grateful if you would facilitate the mission of the assessor mandated to conduct this evaluation.

Mr. Salah BOUYOUSFI, the evaluator selected for this evaluation, as well as the UNICEF programme officers will contact the *department concerned* to agree on the dates of the meetings during the above-mentioned period.

In thanking you for your continued interest and support, please take the assurance, Madam/Sir, of my distinguished consideration.

UNICEF Representative in Morocco