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USAID/MOROCCO GENDER ANALYSIS

FINAL REPORT 2020

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ACRONYMS

ACCES	Academy for Safe Truck Driving
AFEM	Moroccan Association of Women Business Executives
AGEVEC	Training Academy for Heavy Duty Equipment and Commercial Vehicles
APALD	Authority for Parity and the Fight Against Discrimination
BCIJ	Central Bureau of Judicial Investigations
CDCS	Country Development Cooperation Strategy
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CNRST	National Centre for Scientific and Technical Research
CNSS	National Social Security Fund
COPA	Community-oriented Policing Activity
CRMEF	Regional Center for Education and Training Professions
CSEFRS	Superior Council for Education, Training and Scientific Research
CSO	civil society organization
CSSF	Rural Girls School Support Committee
CVE	countering violent extremism
DFID	UK Department for International Development
DGCT	General Directorate of Territorial Communities
EFA	Education for All Morocco
EMF	multifunctional women’s centers
EU	European Union
ESEC	Economic, Social and Environmental Council
FGD	focus group discussion
FORSATY	Favorable Opportunities to Reinforce Self-Advancement for Today’s Youth
FTP _s	financial and technical partners
GBV	gender-based violence
GOM	Government of Morocco
GSB	gender-sensitive budgeting
HCP	Morocco High Commission for Planning
HEP-M	USAID Higher Education Partnership-Morocco
ICRAM	Concerted Initiative for the Strengthening of Moroccan Women’s Advances
IDC	Interactive Digital Center
INGO	international non-governmental organization
IR	Intermediate Result
ISO	intermediate support organization
MCA	Millennium Challenge Account-Morocco
MCC	U.S. Millennium Challenge Corporation
MCRA	Morocco Community Resilience Activity
MENA II	Middle East and North Africa Investment Initiative
MOE	Ministry of National Education, Vocational Training, Higher Education and Scientific Research
MSDSEF	Ministry of Solidarity, Social Development, Equality and Family
M&E	monitoring and evaluation
NGO	non-governmental organization
NHRC	National Human Rights Council
PGE	Governmental Equality Plan
PWD	persons with disabilities
RFS-NPR	Reading for Success – National Program for Reading
USAID	United States Agency for International Development

VAW
YET

violence against women
Youth Electronic Transfers

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EXECUTIVE SUMMARY

The United States Agency for International Development (USAID) Morocco commissioned TALM in collaboration with MRA Mobilising for Rights Associates to conduct a gender analysis in Morocco from August 6 to October 5, 2020. The goal of this country-level analysis was to update and revalidate the previous findings of the Gender Analysis that was conducted in March 2018,¹ which identified key gender issues, inequalities, constraints, and opportunities, and offered conclusions and specific recommendations on how USAID can achieve greater gender integration in its strategic planning and activities in Morocco. This updated analysis also aims to provide insights about gender gaps and identify entry points and opportunities for improving gender equality programming in the future CDCS.

The previous gender analysis concentrated on two development objectives and two cross-cutting themes in the USAID/Morocco portfolio: political inclusion and socioeconomic inclusion; and gender-based violence (GBV) and countering violent extremism (CVE). The revised analysis was expanded to include a third development objective that covers basic and higher education. The multifaceted research consists of an extensive literature review, as well as a series of interviews and focus group discussions with representatives from the United States Government (USG), Government of Morocco (GOM), international non-governmental organizations (INGOs), financial and technical partners (FTPs), and civil society organizations (CSOs). Per the Statement of Work, special focus was placed on reaching national actors as well as actors in the three regions of Beni Mellal-Khenifra, Marrakesh-Safi, and Tangier-Tetouan-Al Hoceima, although a diversity of CSOs from other regions across the country also participated. Due to COVID-19 restrictions, focus group discussions and the majority of interviews were carried out remotely.

The structure of the report is designed to clarify the shape of the studied phenomena in light of the most recently available information and to highlight dynamics and solutions that are highly relevant to the work of USAID and its partners. Under each theme, the section Updated Data and Statistics summarizes trends quantifying the extent of issues under each theme. The section Advances, Challenges and Gaps gathers observations from stakeholders qualitatively describing continuing and emergent factors that affect the theme positively or negatively. The section Best Practices and Opportunities summarizes successful approaches by actors in the field with particular attention to areas that are relevant to or adjacent to USAID's work under the theme. The final section, Findings and Recommendations, synthesizes the trends, challenges, and approaches and connects them with USAID's ongoing and planned activities in cooperation with the GOM related to the theme. Annex A (U.S. Government and GOM Legal and Strategic Framework) summarizes the strategies and policies that provide guidance for the response of the GOM and USG in addressing the theme. Annex I (International, National, CSO, Financial and Technical Partners' Activities in Gender) summarizes current interventions related to the themes supported by institutional stakeholders including the GOM, civil society, foreign governments, and multilaterals.

In Morocco, gender equality occupies an increasingly important place in public debates among diverse stakeholders, including civil society activists, academicians, researchers, government officials, the private sector and employees. In the run-up to the 2021 legislative elections, women's groups are taking the lead on advocacy for "parity now."²

¹ Bordat and Kouzzi/Banyan Global, USAID/Morocco Gender Analysis 2018, https://pdf.usaid.gov/pdf_docs/PA00SWQ6.pdf.

² Parity Now is an initiative led by the NGO Joussour that includes NGOs, influencers, academicians, and activists.

The COVID-19 pandemic has exposed women to increased gender-based violence (GBV) and economic vulnerability. The High Commission for Planning (HCP) revealed that female heads of household represented 18.4 percent, 7 out of 10 of them are widowed or divorced, 65.6 percent are illiterate, and the majority of women (75 percent) are considered inactive. In a recent report, the HCP found that 57 percent of Moroccan women had been subjected to GBV during the 12 months preceding the survey. Local NGOs confirmed that while such violence increased during the pandemic, women faced challenges reporting it due to lockdown restrictions.

Aware of the importance of gender for the development of the country, Morocco has launched several projects aimed at promoting equality between men and women, through the adoption of several structural reforms. The 2011 Constitution established the principle of equality between men and women and the equal enjoyment of civil, political, economic, social, cultural and environmental rights and freedoms, according to conventions and international covenants duly ratified by Morocco. It also established the principle of parity and the fight against all forms of discrimination. Several initiatives have been launched since the 1990s with the objective of integrating gender into public policies, including:

- Strategies and plans launched by the Ministry of Solidarity, Social Development, Equality and the Family;
- Gender-sensitive budgeting launched in 2002 by the Ministry of Finance, with the aim of mainstreaming gender into all stages of the budget cycle, including planning, executing, monitoring and auditing public policies and their associated budgets;
- Maternity leave of 14 weeks at full salary introduced in 2004;
- Creation of the Authority for Parity and the Fight Against Discrimination provided for in Article 19 of the Constitution, with the mission to present recommendations and make proposals “likely to strengthen, disseminate and materialize the values of equality, parity and non-discrimination”;
- Establishment of a quota for women in Parliament and territorial collectivities;
- Entry in force of Law 103-13 to combat violence against women in September 2018;
- Creation of advisory bodies specialized in gender in the territorial collectivities.

Despite these legislative and structural advances, inequalities between men and women and stigma and discrimination still persist, both in laws and in the economic, social, cultural, political, and sexual domains. Such disparities favor poverty and the exclusion of women. Additionally, they negatively impact women’s enjoyment of civil, political, economic, social, and cultural rights and limit their participation in the management of public affairs.

According to the World Economic Forum (WEF) 2020 Global Gender Gap Report, Morocco ranks 143 out of 153 countries and scores 0.605 where 0 indicates total imparity and 1 indicates total parity. The evolution of women’s status in Morocco from 2006 to 2020 is shown in Table 1. To bridge these gaps, there is a need for an integrated and explicit policy for gender gap closure that includes:

1. Effective implementation of gender-sensitive budgeting in both national and local budgets, strengthened by an inclusive monitoring and evaluation (M&E) system;
2. Mainstreaming parity as an overarching policy within central, regional, and local governments that leads, *inter alia*, to increased access for women to decision making positions, including within the executive branch, Parliament and territorial collectivities;

TABLE 1: MOROCCO RANK AND SCORE, GLOBAL GENDER GAP				
Index Sub index	2006		2020	
	Rank	Score	Rank	Score
Global Gender Gap Index	107	0.583	143	0.605
<i>Economic Participation and Opportunity</i>	102	0.461	146	0.405
<i>Educational Attainment</i>	99	0.848	115	0.956
<i>Health and Survival</i>	90	0.968	138	0.963
<i>Political Empowerment</i>	92	0.053	123	0.095

Rank: Out of 153 countries. Score: Women’s scores divided by men’s.
Source: Global Gender Gap Report 2020, World Economic Forum

3. Strengthening gender-based communication throughout national policies; and
4. Establishing M&E mechanisms at the national, regional, and local levels.

The 2020 update of USAID/Morocco’s gender analysis found signs of steps towards improvements, as well as both new and persisting challenges to progress in the thematic areas under study: political inclusion, economic inclusion, basic and higher education, gender-based violence, and countering violent extremism. In conversations with a broad array of stakeholders, the gender analysis exercise identified recommendations for policy actions and development interventions which hold the potential to catalyze progress. Those findings and recommendations are summarized by the thematic area in tables 2 through 6.

TABLE 2: POLITICAL INCLUSION KEY FINDINGS AND RECOMMENDATIONS	
GOAL	MECHANISM
Strengthen the capacities of women for equal access to an effective presence in the national, regional, and local elected and administrative institutions	<ul style="list-style-type: none"> ● Support integrated programs to promote leadership and empowerment of women at national, regional, and local levels. ● Adopt innovative approaches based on needs assessments and territorial specificities and focus on strengthening leadership skills and learning by doing.
Ensure the effectiveness of constitutional provisions, laws, and public policies on political inclusion.	<ul style="list-style-type: none"> ● Ensure the consistency of the laws to be in harmony with Morocco’s Constitution, in particular provisions relating to political inclusion and access to decision-making positions in public service. ● Operationalize the governance mechanisms provided for in the Constitution. ● Review selection and promotion mechanisms, establish positive discrimination mechanisms, and promote access to decision-making.
Strengthen the localization of women’s political inclusion and access to positions.	<ul style="list-style-type: none"> ● Support gender-based programming within the process of advanced regionalization. ● Strengthen the application of organic laws at the level of territorial authorities, particularly clauses related to governance and gender. ● Create or strengthen coaching programs for consultative bodies in parity, equal opportunity and the gender approach at the local level in coordination with the national level, thus influencing the reform agenda and providing tools and models.. ● Strengthen the capacities of regional and communal councils for inclusion of women and facilitate their access to decision-making. ● Strengthen partnerships between CSOs and local collectivities.
Promote a positive culture of women’s political inclusion and access to decision-making positions.	<ul style="list-style-type: none"> ● Establish programs to fight against discrimination and exclusion of women. ● Strengthen the media’s capacity to promote positive images of women leaders. ● Set up capacity-building programs for women.
Strengthen the governance of women’s political inclusion programs.	<ul style="list-style-type: none"> ● Support the implementation of M&E systems; capitalize on experiences; and assure technical and budgetary planning of programs based on human rights. ● Carry out perception research and impact studies to inform the design of actionable actions and measures and enhance the capacities of universities to engage in this process. ● Support existing, and promote the creation of, coordination initiatives, particularly at the regional and local levels.
Support initiatives by women’s groups and other CSO movements.	<ul style="list-style-type: none"> ● Raise awareness among CSOs of mechanisms for women’s political inclusion in the process of promoting women’s rights. ● Build the capacities of movements and CSOs in terms of leadership, local governance, human rights, and advocacy.

	<ul style="list-style-type: none"> ● Share impact studies and qualitative research with movements and CSOs to support their advocacy campaigns. ● Involve universities in research programs.
Build the capacities of political parties.	<ul style="list-style-type: none"> ● Support the revision of political parties' organic laws to ensure parity. ● Strengthen links between political parties and the media to promote women's political activism and leadership. ● Raise awareness among male leaders of political parties about the inclusion of women and access to positions of responsibility. ● Promote a culture of positive masculinity and human rights, and combat discrimination within political parties.
Change perceptions vis-à-vis the political inclusion of women.	<ul style="list-style-type: none"> ● Strengthen the media's capacity to promote women's rights and positive messages about women's political inclusion. ● Promote success stories of women engaging successfully in politics.
Ensure coordinated monitoring and evaluation and accountability mechanisms.	<ul style="list-style-type: none"> ● Carry out impact studies and research, and promote coordination platforms at regional and local levels. ● Promote holistic M&E systems to support the efficiency of policies designed to narrow the gender gap, and ensure accountability and effectiveness of gender mainstreaming within programs.

TABLE 3: ECONOMIC INCLUSION KEY FINDINGS AND RECOMMENDATIONS	
GOAL	MECHANISM
Increase opportunities for women to join and remain in the workforce.	<ul style="list-style-type: none"> ● Remove barriers to female employment related to social pressure, work conditions, and logistics.
Improve success and growth rates of female entrepreneurs.	<ul style="list-style-type: none"> ● Build women's capacity to access existing entrepreneurship funding and technical assistance, and make more support, financing, and opportunities available for female entrepreneurs.
Increase the number of women reaching leadership positions in the workplace.	<ul style="list-style-type: none"> ● Engage the private sector by disseminating best practices existing in Morocco, publicizing the business case for gender balance, particularly on leadership teams, sharing practical changes that support gender equality, and encouraging continued development of the Gender Equality Prize.

TABLE 4: BASIC AND HIGHER EDUCATION KEY FINDINGS AND RECOMMENDATIONS	
GOAL	MECHANISM
Strengthen successful initiatives by the GOM and civil society to help girls thrive in school and reduce dropout.	<ul style="list-style-type: none"> ● Research the successes, challenges and possible funding of boarding houses/boarding schools for female students. ● Facilitate cooperation between local schools and CSOs with successful interventions. ● Support increased recruitment of women to overcome their underrepresentation as teachers in secondary schools.
Strengthen teachers' ability to support girls including during the transition from primary to secondary.	<ul style="list-style-type: none"> ● Train teachers to recognize and address factors pressuring individual students to drop out; build girls' self-esteem; and advise parents what students need to thrive. ● Broaden support for gender-inclusive content in instructional materials. Propose content countering dropout. Study gender content in textbooks in many subjects. ● Advocate for schools to enforce anti-harassment policies to promote a welcoming environment for female students and teachers. ● Study the connection between quality of instruction and dropout.
Respond comprehensively to the complex factors including cultural attitudes that discourage girls from continuing school.	<ul style="list-style-type: none"> ● Engage stakeholders from all sectors including schools, community associations, religious and local leaders, journalists, and the private sector in a communication campaign reinforcing the value of girls' educational attainment for communities' well-being. ● Amplify the voices of outstanding female students and female teachers who can act as role models.

	<ul style="list-style-type: none"> Promote images of women succeeding in non-traditional vocations. Recognize communities with high attainment in girls' education to reinforce community pride.
Urgently repair the disruption in learning caused by COVID-19	<ul style="list-style-type: none"> Subsidize Internet access for all families including rural and remote. Support interventions combating GBV and early marriage which threaten girls more during lockdown. Communicate the importance of girls resuming school in person when safe. Equip and train schools to minimize infection risk.
Identify and address factors behind women's lower representation in postgraduate programs and senior positions in higher education	<ul style="list-style-type: none"> Map and highlight the informal professional networks that may favor men over women in academia. Increase recruitment of women as postsecondary instructors and consider implementing hiring quotas. Enact gender-sensitive budgeting in higher education. Support associations of professional women academics in highlighting and addressing overt and covert discrimination.

TABLE 5: GENDER-BASED VIOLENCE AGAINST WOMEN KEY FINDINGS AND RECOMMENDATIONS	
GOAL	MECHANISM
Focus on men as targets of change in GBV efforts.	<ul style="list-style-type: none"> Ensure that projects addressing GBV engage men and are based on an understanding that combating GBV requires behavior changes by men.
Ensure effective institutional responses to GBV.	<ul style="list-style-type: none"> Support efforts by all public and private sector partners to develop and implement structures, procedures, and policies related to GBV in their respective institutions or communities.
Promote local efforts to address GBV.	<ul style="list-style-type: none"> Support decentralized public and private actors and NGOs addressing GBV through innovative pilot approaches.
Encourage a systems approach to addressing GBV.	<ul style="list-style-type: none"> Strengthen community-level multisectoral efforts to address GBV that unite public and private actors and NGOs. Complement existing entry-level inclusion efforts that focus on increasing women's access to economic resources, education, employment, and civic participation with initiatives to improve conditions for women and prevent attrition due to GBV.
Enhance monitoring, evaluation, and learning.	<ul style="list-style-type: none"> Develop more meaningful qualitative indicators at the outcome and impact level to better assess changes in men's behavior and the conditions of women's lives as a result of GBV efforts.

TABLE 6: COUNTERING VIOLENT EXTREMISM KEY FINDINGS AND RECOMMENDATIONS	
GOAL	MECHANISM
Establish coordination among CVE programs in Morocco	<ul style="list-style-type: none"> Establish a CVE working group between international organizations and the GOM to coordinate among actors, avoid duplication, build on other's efforts, and enable holistic M&E.
Strengthen political parties' openness to youth and women.	<ul style="list-style-type: none"> Strengthen political parties by developing their capacities in youth recruitment, thus providing an option for peaceful and positive engagement. Political parties can explore engaging youth in "people's universities" (<i>universités populaires</i>) open to people of all ages and educational attainment.
Empower women through political and economic inclusion.	<ul style="list-style-type: none"> Reduce women's vulnerability to violent extremist groups by empowering women through income-generating activities, enhancing women's skills to open businesses and find jobs.
Enhance critical thinking within target groups.	<ul style="list-style-type: none"> Provide training on critical thinking to reduce vulnerability to violent extremist movements.
Adopt a localized approach in CVE programs.	<ul style="list-style-type: none"> Design CVE approaches to reflect the local incidence of extremism recruiting, based on assessment and inclusive program design, and adjusted to local cultural sensitivities and language.

I. INTRODUCTION

I.1. Gender Analysis Background and Objectives

The United States Agency for International Development (USAID) Morocco commissioned TALM, in collaboration with MRA Mobilising for Rights Associates, to conduct a gender analysis in Morocco from August to October 2020. The goal of this country-level analysis to refresh and revalidate the previous findings of the Gender Analysis that was conducted in March 2018,³ which identified key gender issues, inequalities, constraints and opportunities, and offered conclusions and specific recommendations on how USAID can achieve greater gender integration in its strategic planning and activities in Morocco.

This updated analysis also aims to provide insights about gender gaps and identify entry points and opportunities for improving gender equality programming in USAID/Morocco's future Country Development Cooperation Strategy (CDCS). The 2018 gender analysis concentrated on two development objectives in the USAID/Morocco portfolio, political inclusion and socioeconomic inclusion, as well as two cross-cutting themes, gender-based violence (GBV) and countering violent extremism (CVE). This revised analysis has been expanded to include a third development objective, basic and higher education.

This revised gender analysis aims to enable the Mission to address explicitly how the future country strategy will contribute to the three outcomes specified in USAID's 2012 Gender Equality and Female Empowerment Policy, namely:

1. Reductions in gaps between males and females in access to/control over economic, political, and social resources;
2. Reductions in the prevalence of gender-based violence; and
3. Reductions in constraints that prevent women and girls from leading, participating fully in, and influencing decisions in their societies.

The report describes:

- Key gender issues and gender-based constraints in Morocco related to USAID/Morocco's current and future strategic plan and program portfolio and manageable interest.
- An analysis of the most binding constraints to promoting gender equality, including additional analysis on how these constraints vary within Morocco.
- Specific and significant gender issues that need to be addressed at the strategic level for USAID/Morocco technical areas (Democracy and Governance, Economic Growth and Youth Employability, and Education).
- Specific recommendations on how USAID/Morocco can better address gender-related gaps and relevant gender norms, incorporate gender equality and women's empowerment objectives at the strategic level, and make use of opportunities for collaboration between USAID and the GOM, other donors, and other relevant actors.
- Up-to-date analysis on other donors' work on gender equality and recommendations on how USAID/Morocco can leverage its own comparative advantage to maximize the impact of this collective work.

Special geographic focus was placed on reaching actors in the regions of Beni Mellal-Khenifra, Marrakesh-Safi, and Tetouan-AI Hoceima.

This revised report provides two new annexes:

³ Bordat and Kouzzi (2018), https://pdf.usaid.gov/pdf_docs/PA00SWQ6.pdf.

- A Gender Learning Agenda (Annex D) that proposes a set of questions that address critical knowledge gaps as well as a set of associated activities to answer them. These questions are designed to enable the Mission to work more effectively and efficiently, particularly pertaining to evaluation, evidence, and decision-making.
- A GBV and Gender Resilience Outline (Annex E) that identifies triggers and drivers of GBV as well as potential context indicators that could allow a monitoring system to be put in place for the early detection and subsequent monitoring of increases in violence.

I.2. Research Strategy

This USAID/Morocco gender analysis was based on a multi-pronged approach combining secondary sources obtained through a literature review with primary sources gathered through a series of in-depth interviews and focus group discussions (FGDs) with diverse key stakeholders.

The researchers conducted a literature review of diverse Arabic, English, and French-language sources, including international indices on human rights and gender equality; Moroccan laws, policies, and data on gender equality; academic studies on political and economic inclusion, basic and higher education, GBV, CVE, and gender equality; and USAID/Morocco project and activity documents, including activity-specific gender analyses. The research team also reviewed relevant strategies and policies of USAID and the United States Government (USG); namely, USAID's 2012 Gender Equality and Female Empowerment Policy, the 2012 United States Strategy to Prevent and Respond to Gender-based Violence Globally, USAID/Morocco's 2013-2020 CDCS, the USG's 2019 United States Strategy on Women, Peace, and Security, the USG's 2019 Women's Global Development and Prosperity Initiative, the 2019 USAID Policy Framework Ending the Need for Foreign Assistance; and, with specific regard to CVE, USAID's 2011 Development Response to Violent Extremism and Insurgency Policy, the 2016 U.S. State Department/USAID Joint Strategy on Countering Violent Extremism, and USAID's 2019 Countering Violent Extremism through Development Assistance policy.

The research team held six online discussions with invited stakeholders, one on each theme and a cross-cutting discussion on overall gender gaps. These served as FGDs during which participants elaborated on obstacles to gender equality and proposed approaches. A description of the participants and discussions is included as Annex H. That input has been incorporated into the best practices, findings, and recommendations of this study.

In addition, numerous interviews were held with stakeholders from different fields including international organizations, GOM, CSOs, and academics. The types and institutions of interviewees included representatives of five USG agencies, embassies and agencies of six foreign governments, the EU, and four UN agencies. In addition to four Moroccan government ministries, representatives were consulted from five Moroccan official commissions and councils, the Millennium Challenge Account-Morocco Agency, the regional councils of Beni Mellal-Khenifra, Marrakesh-Safi, and Tangier-Tetouan-Al Hoceima, and their advisory bodies (*instances consultatives*); members of Parliament; and representatives of five political parties. In addition to six INGOs, researchers consulted local Moroccan CSOs working in cities, towns, and villages across Morocco on gender inclusion, political inclusion, economic development, girls' education, and disability rights. Interviews included women entrepreneurs and faculty from seven universities.

I.3. Limitations to Analysis

This revised gender analysis was conducted in an extremely short timeframe of two months, including the month of August when a good majority of government, FTP and CSO actors alike are away and unavailable.

COVID-19 restrictions prevented the team from conducting in-person interviews or discussion groups, or travelling outside of Rabat. Sufficient time allotted for the gender analysis would have permitted more thorough stakeholder consultations, as well as interviews with GOM officials. It would also have allowed for the necessary triangulation and verification of data and statistics, as well as greater coordination and development of the report at the team level rather than individual level.

2. POLITICAL INCLUSION

The consecration of gender parity in Morocco's 2011 Constitution represented a significant step in the ongoing political transition process with the potential to reshape the relationship between gender and politics. However, the informal and non-binding nature of the implementation of the principle and the difficulties shaping the post-constitutional context, notably declining parity in laws and legal frameworks, make parity a fragile undertaking. The United States seeks to help the GOM achieve its stated reform goals and respond to the needs of Moroccan citizens by advancing Moroccan initiatives for peaceful reform.

2.1. Updated Data and Statistics

Morocco lags far behind many similar countries in terms of women's parliamentary representation. It is ranked 103rd out of 190 countries for women's representation in Parliament, with women holding 20.5 percent of seats in the lower house and 11.7 percent of seats in the upper house.⁴

Representativeness at the level of elected institutions: In Morocco's Parliament, 81 women MPs were elected on October 7, 2016. The representation rate of women was 20.51 percent in 2016, compared to 16.96 percent in 2011 and 10.46 percent in 2007.⁵

At the regional and local level: In the 2015 municipal and regional elections, the percentage of women elected was 37.61 percent at the regional level, 4.5 percent at the level of prefectures and provinces, and 21.2 percent at the level of communes. Because of challenges in the voting system and lack of female candidates, the percentage of seats at the communal level obtained by women out of the total available seats (31,503) was below the minimum of 27 percent provided for by law. On the other hand, at the regional level the percentage exceeded the 30 percent minimum quota for women.⁶

Representation in the Cabinet: In the Inter-Parliamentary Union's ranking, Morocco ranks 113th out of 190 countries for women's representation as ministers, with only 15.8 percent of Morocco's ministerial positions.⁷ Only four women out of a total of 24 members are members of the Phase 2 government appointed in October 2019.⁸ As a result, the rate of female representation in the government does not even exceed 5 percent after the succession of three governments since constitutional revisions.

Position of women in civil service: The Ministry of Economy, Finance, and Administrative Reform has emphasized promoting gender equality in the civil service including in the 2021 plan for administrative reform.

- In 2018, women's representation in the civil service was 39.8 percent, compared to 60.2 percent for men, a slight increase from 38.5 percent in 2012. Women managers in public administration are mainly concentrated in the lowest positions of responsibility (head of department) at 25.99 percent. Women's

⁴ Inter-Parliamentary Union (2020).

⁵ Kingdom of Morocco Ministry of Solidarity, Social Development, Equality, and Family, Equality Bulletin (2020).

⁶ Ibid.

⁷ Inter-Parliamentary Union (2020).

⁸ O.L., Finances News Hebdo (2019).

presence decreases moving higher up in the administrative hierarchy. Additionally, women managers are concentrated in the central services – 31 percent as compared to 18 percent in the decentralized departments, which constitute 94 percent of the Moroccan administration.⁹

- A high percentage of women employees are found in the Ministry of Health (60.54 percent) with fewer in the ministries of, Justice (43.8 percent), Economy and Finance (37.98 percent), Education (39.43 percent), Islamic Affairs (33.58 percent), and Interior (23.58 percent).
- In the field of diplomacy, in 2019 more than 35 percent of diplomats were women, including 556 posted abroad, 18 women ambassadors, and 10 consuls general.¹⁰

Women in positions of responsibility and decision-making: Women remain under-represented in decision-making positions, 23 percent against 77 percent for men. This is more evident in fields such as science and technology and education where the rate of women in decision-making positions is below 8 percent.¹¹

2.2. Advances, Challenges and Gaps

Despite achievements and accumulated expertise, the political inclusion of women and their access to decision-making positions face several challenges.

Advances

Constitutional and legal reform: The 2011 Constitution enshrines the principle of parity (articles 19 and 164), promotes affirmative action in the electoral sphere, and encourages women’s participation in public institutions and bodies (articles 30, 115, and 146). In addition, the Government Plan for Equality (ICRAM II) for 2017-2021 includes Axis 3 prioritizing “Women’s Participation in Decision-Making”) as does the National Plan of Action for Democracy and Human Rights.

Gender-sensitive budgeting: The GOM launched gender-sensitive budgeting in 2002. Since then, important progress has been made. In 2019, the Ministry of the Economy’s “Report on the Results-Based Budget Taking into Account the Gender Aspect” presented to Parliament during budget discussions in 2019 indicated that 13 departments out of 18 led gender analysis exercises with support from the French Development Agency (AFD) and UN Women.¹² The exercises proved to be a useful tool for advocacy: Member of Parliament (MP) A member of the Istiklal Party and leader of the Parity Committee in Morocco’s House of Representatives said that since 2018, women MPs from all political parties included coordinated discussion of the gender analyses in committees. The member said that the discussions led the government to adopt a more professional report in 2019 and 2020, adding that the report is a tool for promoting results-based and gender-sensitive budgeting in Morocco.¹³

The Ministry of Economy, Finance, and Administration Reform through the **Center of Excellence for Gender-responsive Budgeting**, ensures support to other ministries in gender mainstreaming in sectors’ budgets. In discussions with ministries’ gender focal points, some of whom preferred to remain anonymous, many said that the focal points need capacity-building including training and establishing procedures that make the gender approach mandatory in the budget-drafting process.

⁹ Kingdom of Morocco, Ministry of Administration Reform and Public Service (2018).

¹⁰ Le Matin (March 11, 2019).

¹¹ Kingdom of Morocco Ministry of Administrative Reform and Public Service (2018).

¹² Kingdom of Morocco Ministry of Economy...Results-Based Budget Taking into Account the Gender Aspect (2019).

¹³ TALM interview.

Capacity-building and skills development includes the creation of the **Support Fund for the Encouragement of Women's Political Representation**, and the organization of programs and activities adopted by political parties and civil society at the local level, in addition to the regional and national levels, in order to broaden participation at the local level.

Challenges and Gaps

Parity: Women's CSOs are examining whether parity should be considered in a global way (establishing a framework law imposing parity in all areas and ensuring its effectiveness) or selectively (targeting a few priority areas in an incremental step-by-step manner so as not to upset the social order), and examining what legal mechanisms should be used to make parity binding.

The electoral system: The proportional or majority voting system is a parameter that favors the gradual feminization of the political scene, but only if it is combined with other measures of positive action such as alternating lists of men and women.

Quota system: Since its adoption in 2002, the quota system has allowed a significant increase in the representation of women in the political arena. Today this system is under discussion. It appears that the quota, as a transitional measure to familiarize voters with the values of equality and parity, has been exhausted, especially since it relieves political parties of their democratic responsibilities towards women.

Financing measures: Financing is key to electoral participation and success. Due to a lack of financial and economic empowerment, few women are able to campaign at the local constituency level.

Accountability of political parties: Election laws are first sent by the Ministry of the Interior to political parties, who are required to state their position on political parity in debates on election laws. For several reasons, the reactions of the political parties are torn between hesitation and reticence or even hostility. Interests and ideological and political stakes prevail over the promotion of the principle of parity as a *sine qua non* condition for democracy.

Access to media: Women are less likely to be interviewed and quoted in the news media, both state-controlled and independent. Although the demands of feminist coalitions regarding parity have been reported on, the media have not taken the initiative to press decisionmakers to address those demands, instead remaining in a wait-and-see stance that echoes the media's usual reluctance to challenge the government's stances.

Political inclusion and access to power, gender and social norms: Women's representation in political institutions, government, and public office remains very low. This is explained by several factors, including the persistence of sexist stereotypes, discrimination in access to financial resources, and the weakness of social structures that could remedy the difficulties women face in reconciling public and private life.¹⁴

Coordination, monitoring and evaluation: This remains one of the major challenges in ensuring the effectiveness and efficiency of interventions relating to political inclusion. Several stakeholders sometimes overlap and fund the same actions in the same regions.

Regarding impact, interviews with several actors highlighted the following points¹⁵:

- The inadequacy of the assessment of impact. Morocco suffers from the inadequacy of qualitative studies to assess the real impact of the various strategies and programs implemented.

¹⁴ Zirari (2010).

¹⁵ TALM interview.

- Lack of political will for the political inclusion of women and their access to decision-making positions at the level of political parties, public institutions, and the executive branch. The main responsibility lies with the political parties because they are the key actors in the elections.
- Programs targeting the empowerment of women must be understood holistically by acting on several aspects: access to education, gender-based violence, and economic empowerment. It is difficult to have women political leaders without access to resources, to education and protection from violence and moral, psychological and physical harassment.
- Political inclusion is a human rights issue. Without taking this into consideration, political inclusion will remain a project without real impact. The design and implementation approach of political inclusion programs must be based on human rights.
- Women's capacity development programs must be innovative and integrate a diversity of aspects, including knowledge, skills, attitudes and leadership skills.
- Although accountability is a principle enshrined in the Constitution, this principle is far from real. This explains the multitude of strategies and programs without a monitoring and evaluation system, concrete mechanisms for operationalization and without coordination between the various actors.

2.3. Best Practices and Opportunities

This section summarizes dynamics in Morocco, driven by national and international initiatives, which provide positive momentum for gender parity.

The UN's Sustainable Development Goal 5: is to achieve gender equality and empower all women and girls. Morocco made a clear commitment in 2015 to implement the 2030 Program. As such, it enjoys the support of UN agencies in Morocco. This provides an enabling framework for achieving MDG 5.5 - Ensure women's full and effective participation and equal access to leadership positions at all levels of decision-making in political, economic, and public life.¹⁶

Advanced regionalization: The regionalization model is based on several guidelines aimed at consolidating representative democracy, promoting gender equity, broadening citizen participation, increasing partnerships with civil society organizations and the private sector, and strengthening the decision-making and executive powers of elected councils. With regard to the provision on gender equality, the consultative commission on regionalization proposes strengthening the broad participation of women in the management of regional and local affairs through "a constitutional provision authorizing the legislature to promote equal access of women and men to elective office, appropriate voting methods."¹⁷

International cooperation: Several technical and financial partners support Morocco in operationalizing provisions of the 2011 Constitution including support for gender equality and women's empowerment. Thus, for example, Spain, Belgium, France and UN Women have developed their future strategies in the light of the benchmarks developed in the Gender Equality Action Plan 2016-2020 (European countries) and the UN Agenda 2030 (SDG 5 on gender equality and women's empowerment).

2021 elections: Political parties and feminist movements have presented memoranda for political and electoral reforms. In the memoranda, the parties and civil society actors advocate for the equitable participation of women and men in political life and the activation of the constitutional right to parity.¹⁸ The memoranda assert that this would require revising the electoral code, the organic law of Parliament, and political party rules, reinstating quotas for women among parliamentary seats and local slates and

¹⁶ UN Morocco, <https://morocco.un.org/fr/sdgs/5> (n.d.)

¹⁷ Kingdom of Morocco. Regionalization Advisory Commission (2010).

¹⁸ EcoActu (September 2020).

establishing measures and mechanisms to support women during elections in financial resources and access to the media. The Parity Now movement also calls for the establishment of a framework law on equality and parity to provide guidance for policies implementing the principles.

Political parties: In preparation for the 2021 elections, several political parties have launched their general future vision, including the representation of women. These include:

- **The Independence Party, the Authenticity and Modernity Party (PAM), and the Progress and Socialism Party:**¹⁹ The three political parties propose the adoption of regional lists instead of the national list. The aim is to increase the number of seats reserved for women. The three parties also propose to provide a list of women in municipalities with a first-past-the-post system, where voters cast their vote for a candidate of their choice, and the candidate who receives the most votes wins. Female representativeness must be ensured at the level of provincial councils and professional chambers. At the municipal level, representativeness must be at least one third of seats.
- **Constitutional Union Party (UC):** This party proposes the abolition of the electoral threshold in legislative elections and regional constituencies for women and young people. It also proposes the establishment of regional lists of women and youth, while increasing the number of dedicated seats in the national list to 144 seats divided into 96 for women and 48 for youth.²⁰
- **Socialist Union of Popular Forces Party (USFP):** This party proposes expanding women and youth representation by creating dedicated regional lists, and adding 30 seats for women under 40 years old, while establishing, in a territorial manner, lists with equal representation of women and youth.²¹
- **Justice and Development Party (PJD):** This party proposes maintaining the national lists in their current configuration, while encouraging the candidacies of women and young people in the local lists through “financial support and access to public media.”²²
- **Activism by women’s groups:** Several memoranda have been launched by women’s rights associations such as the aforementioned memoranda issued by the *Mounassafa Daba* (Parity Now) coalition and Azzahrae Forum for Moroccan Women. In addition, representatives from women’s organizations within political parties discussed with the Minister of the Interior the issue of “ways to ensure a significant and equitable representation of women in the bodies elected in the legislative and communal elections of 2021” and the revision of electoral laws for parity.²³

2.4. Findings and Recommendations

TABLE 7: FINDINGS AND RECOMMENDATIONS, GENDER EQUALITY IN POLITICAL INCLUSION	
Key Findings	Priority Programming Recommendations
Revision, Harmonization, Operationalization and Promulgation of Laws	
The legal arsenal needs to be reviewed and strengthened so it is in harmony with constitutional provisions. The establishment of the principle of parity necessitates the promulgation of legal texts which enshrine and apply this principle, as well as the activation of the mechanisms established by the Constitution. It also requires operationalizing	<ul style="list-style-type: none"> ● Revise laws regarding Parliament and political parties’ rules to reflect constitutional provisions, mandating quotas and allowing women to seek a second term on national slates. ● Enact a new framework law on parity. ● Activate the creation and/or implementation of all regulatory mechanisms provided for in the Constitution to ensure accountability such as Authority for Parity and the Fight Against Discrimination (APALD).

¹⁹ Al Aoual (2020).

²⁰ A.E.H. (2020).

²¹ Ibid.

²² Ibid.

²³ Mrabi (2020).

existing mechanisms.	<ul style="list-style-type: none"> Empower APALD with financial autonomy and the authority to evaluate public policies.
Women's Capacities and Leadership	
Factors contributing to women's low participation in the political sphere include low levels of education, poor access to resources, discriminatory behaviors and stereotypes.	<ul style="list-style-type: none"> Accelerate women's qualification programs and their leadership for quality participation; primarily at the regional and local levels. Promote women's access to education and resources.
The Electoral System and Support to Political Parties	
Political parties are the bearers of change because they are the key actors in the electoral system. Their effective commitment to women's participation is an opportunity for the political inclusion of women. Programs targeting political parties must target both men and women.	<ul style="list-style-type: none"> Revise Organic Law 29-11 on Political Parties so that public aid to political parties is conditional on parity in electoral candidacies, that women constitute at least 20 percent of the constituent members of political parties, and that the presentation of women at the top of local lists of political parties is a criterion for the granting of public funding. Revise the electoral code to incorporate concrete measures for increasing the participation of women. Generalize the quota system for elections of members of political parties. Hold political parties accountable for internal democracy, especially with regard to parity in their own bodies.
Perceptions of Women's Political Inclusion	
Culture and stereotypes are a source of discrimination against women. It is important to understand the factors underlying these perceptions in order to be able to carry out actions targeting the public, including men, political parties, institutions, CSOs, and the media.	<ul style="list-style-type: none"> Carry out an assessment by region to understand the stereotypes and social norms that exclude women from politics and to understand the specificities of each region. Implement programs related to political culture, capacity-building and economic empowerment of women. Involve the media in awareness-raising activities and in the fight against sexist stereotypes regarding women's political participation.
Support to Civil Society	
CSOs implement few programs that promote the political inclusion of women.	<ul style="list-style-type: none"> Support the activities of CSOs that advocate for equality and parity, and encourage associations to use legal remedies for unconstitutionality of laws deemed unequal. Plan specific measures such as training, financial support, and networking to encourage women to participate in political life and stand as candidates at the local and national level.
Cross-cutting Actions Related to Political Inclusion Programs	
The public has little awareness of current women leaders who could inspire other women and demonstrate women's capability.	<ul style="list-style-type: none"> Capitalize on women's experiences and popularize the "success stories" of women leaders in politics and decision-making positions.
One of the limitations of public policies and development programs on gender gap-narrowing is the inadequacy of the M&E system to inform programming.	<ul style="list-style-type: none"> Establish and support the operationalization of holistic M&E systems and mechanisms for informing programs relative to gender, accountability and effectiveness at the national, regional and local levels. Carry out impact studies including the impact on gender equality of the laws promulgated to date, the public policies put in place, civil society programs, and bilateral cooperation programs. Support the establishment of coordination platforms, especially at the local level.
Current interventions do not emphasize the human rights approach as an entry point for promoting political inclusion.	<ul style="list-style-type: none"> Support the various actors to use the human rights approach while programming. Focus on both men and women in the promotion of women's rights to access to decision-making positions.

3. ECONOMIC INCLUSION

The Moroccan government is working to extend access to economic opportunity and advancement to as many women as possible through efforts directed at the informal sector and work-life balance, and by embedding gender equality into national programs focused on entrepreneurship, employment, and financing. The government is also working to mitigate the tremendously gender-imbalanced impacts of COVID-19. Economic opportunity for women is critically important in its own right in support of the holistic wellbeing of all Moroccans, including women. When women are financially independent and advance into leadership positions, they become less vulnerable to exploitation, their families become more stable, the national economy grows, and women are able to exert important influence across all spheres of society.

Women’s economic inclusion aims to:

- Ensure women's economic rights, as outlined in the Moroccan Constitution and charters.
- Fight discrimination in professional environments and ensure equal opportunity in employment.
- Promote equal economic opportunities through equal representation in decision-making positions (land, property, financing), employment rates, training opportunities, and entrepreneurship.
- Ensure equal economic and administrative opportunity through pay equality, as well as equal access to resources and technology.
- Guarantee decent work conditions.
- Promote work-life balance.

3.1. Updated Data and Statistics

Morocco has developed numerous programs and initiatives during the past two decades to reduce disparities related to access to education, health, decent housing and infrastructure. However, these efforts have not been sufficient to increase women’s economic participation. While Morocco has improved its score in some components of the World Economic Forum’s Global Gender Gap Index (see Table 1), the country’s score for women’s economic participation and opportunity declined from 0.4612 in 2006 to .0405 in 2020 (See score components, Table 8).²⁴

TABLE 8: ECONOMIC GLOBAL GENDER GAP, MOROCCO		
<i>Economic Participation and Opportunity Components</i>	2006	2020
Labor Force Participation Rate	27%	23.1%
Wage Equality for Similar Work (0=unequal, 1=equal)	0.65	0.656
Women Legislators, Senior Officials and Managers	26%	12.8%
Women Professional and Technical Workers	31%	35.6%
<i>Source: WEF Global Gender Gap Reports 2006 and 2020.</i>		

²⁴ World Economic Forum (2020).

Low female activity rates. Morocco has one of the lowest female employment rates in the world, ranked 146 out of 153 countries. This rate has generally been decreasing for the past two decades and now stands at just 16.2 percent in 2020.²⁵

Gender gaps in employment status. Women represent 57 percent of domestic workers, 20 percent of salaried employees, 12.2 percent of independent workers, 8.7 percent of members of cooperatives, 10.2 percent of apprentices, 6.9 percent of employers, and 44.4 percent of “other” employment status.²⁶

Gender-based horizontal segmentation by sector. Women’s labor force participation is concentrated in lower productivity sectors, primarily in the textile and clothing industry (46.4 percent), community social services (46.2 percent), personal and domestic services (37.3 percent), and agriculture, forestry and fishing sectors (33.6 percent).²⁷

Gender-based vertical segregation: 13 percent of over 46,033 enterprises²⁸ are led by women, with low representation of women in executive positions. Just 3.5 percent of companies have female majority ownership,²⁹ and just 18 percent of the corporations on the Casablanca stock exchange have one or more female board members.³⁰ In the private and public sectors combined, women represent 22.7 percent of employees but just 4.3 percent of top managers.³¹

Women’s cooperatives: In 2019, 16.6 percent of 27,262 cooperatives were led by women, vs. 15 percent of 15,735 cooperatives in 2015. Women represented 35 percent of 563,776 cooperative members in 2019, an increase from the 8 percent of 483,520 in 2015.³²

3.2. Advances, Challenges and Gaps

Social and economic impact of COVID-19: The current health crisis threatens gender equality in multiple ways. Women are over-represented in the sectors that have been most impacted by the crisis – tourism, health care, textiles, civil society, and the informal sectors – and therefore were disproportionately affected by income and job loss. Because of the overrepresentation of women in informal or unpaid work (65 percent of women compared with 37 percent of men) with no access to CNSS, initial COVID-19 assistance cash payments that were first made to those who receive CNSS bypassed many women who needed the economic support.³³ Women continued to take responsibility by default for their households which now included children doing distance learning, leaving women with less time to devote to work or obliging them to leave the workforce altogether. Many husbands withheld financial support from their wives on the pretext of the economic hardship linked with COVID-19.³⁴ Increases in harassment and violence in workplaces linked to COVID-19 were also reported as supervisors abused women’s desperation to maintain their employment in a time of national economic crisis.³⁵ These factors and more are exacerbating the existing economic inequalities between men and women. With the scale of the global recession and rising unemployment, it is important for national economic policies to

²⁵ Ibid.

²⁶ HCP, La femme marocaine en chiffres 2019.

²⁷ Ibid.

²⁸ Ministry of Solidarity (2020).

²⁹ World Economic Forum (2020).

³⁰ Diouf (2020).

³¹ Ministry of Solidarity (2020).

³² Ibid.

³³ Ibid.

³⁴ Mobilising for Rights Associates (2020).

³⁵ Ibid.

protect employment and promote inclusion in national programs of socioeconomic integration.³⁶

The MCC is in the process of conducting analyses related to the impact of COVID-19, particularly in the area of employment. These analyses will focus on both the impact of the current health and economic crisis on women's participation in the workforce and on initiatives within the private sector related to improving gender equality. Once these analyses are complete, the MCA plans to use these results to help the private sector implement strategies to maintain women in the workforce to the highest degree possible. The project will also work to help companies continue their efforts related to gender equality in the workplace and help the Ministry of Labor adapt their approach to their Gender Equality Prize to the current context.

SME financing with tailored terms and services for female (including female low-wealth) business owners: In the economic sphere, women face multiple barriers to accessing financial resources and facilities. Promoting financial services to women is an important factor in improving women's access to entrepreneurship. In addition to the economic benefits of female entrepreneurship, women business owners have been shown to be more likely to build "green" business infrastructure that limit environmental damage as well. Despite Morocco's ranking as a leader in the MENA region in terms of access to bank loans for SMEs, as many public and private programs and initiatives to promote generic financing for SMEs are carried out, no distinction has been made between practical needs and strategic interests of women and men entrepreneurs, and there are hardly any specific financing products and instruments to respond to gender barriers and promote women's access to guarantees, venture capital, financial training and education, and financial mentoring and coaching.³⁷

One entrepreneur and member of the CGEM noted that it is difficult for entrepreneurs to get access to loans or other funding schemes. The means of financing are generally limited to the contributions of owned funds, state interventions in the form of grants, or of onerous financing mechanisms such as microcredit or even via bank credit for fairly structured organizations that can meet their requirements. In addition, banks tend to focus on large projects rather than small ones. They often ask for collateral and guarantees that a young entrepreneur cannot afford (he/she will not put his/her house as collateral for an investment project, supposing they own one).

Under King Mohammed VI's initiative, the government's new program, *Intilaka* (Startup), aims to address these barriers. It is the first of its kind of program that offers low- or no-interest, no-collateral loans for business, particularly small businesses. It also offers coaching and support services to participating companies. The vision is for the fund to particularly support informal microenterprises, starts-ups, and SMEs, with a partial focus on those that export to other African countries.³⁸ It still needs some adjustments as it is in its early stages, but after being launched in February 2020, the project had provided loans to more than 1,000 microenterprises³⁹ before closing applications from mid-March through June due to COVID-19 lockdown.⁴⁰ The program aims to support 13,500 companies and create 27,000 new jobs annually. It is part of the national government's broader goal to encourage self-employed people and other entrepreneurs to become part of the formal economy. However, there is no gender mainstreaming approach to this project and it will be important both to add a component that addresses the female-specific needs mentioned above and also to see research that monitors and evaluates participation and success of female entrepreneurs in the program.

³⁶ HCP, Impact Social and Economique de la Crise du Covid (July 2020).

³⁷ International Labor Organization (2016).

³⁸ EcoActu (February 2020).

³⁹ ConsoNews (March 2020).

⁴⁰ Ibrahimi (2020).

In general, many of the current entrepreneurship programs are too short in duration or too sporadic in their activities. Support services are often generic and not properly tailored to the background of the entrepreneurs⁴¹ and not properly balanced between training and coaching services. Entrepreneurs need consistent and long-term support (training, networking, and coaching) in order to build and maintain momentum and succeed in their businesses.

Implementation of the legal framework for equality and the labor code continues to be a challenge. The legal framework for gender equality is strong and improving, but limited enforcement leaves most people outside the law's reach. With limited resources allocated to enforcing the labor code, limited labor inspectors, and limited recourse against offending companies, it is difficult to enforce even the most basic elements uniformly.

Declining employment rates and slow rates of advancement for women in the workplace: The rates of women who are active in the workforce have been declining for the past two decades. Challenges related to logistics (transportation and child care) as well as cultural obstacles among some more conservative families mean that Moroccan companies are missing out on the tremendous benefits of gender equality in the workplace. In addition, the fact that women do not have “a seat at the table” in most companies constitutes an important obstacle to the advancement of women. The fact that women usually do not see female role models in top management represents a psychological challenge for them to seek economic inclusion and opportunities.

3.3. Best Practices and Opportunities

The MCC Land Usage project provides openings for improving land ownership for women, transforming family relations, and improving the working conditions for female industrial workers. Additionally, the compact's integrated approach is strong and should be used as a model. When gender is integrated in a transversal manner, there are better results and larger impact.

Capitalizing on international organizations' initiatives in Morocco: There have been and continue to be significant programs introduced by international entities. While some of the initiatives have been able to continue with their Moroccan institutional partners (e.g. the Gender Equality Prize led by the Ministry of Labor), many efforts come and go without continuing the momentum that builds up during the course of the projects. Particularly in the case of the MCC projects, it could be useful to double down on efforts to ensure sustainability where appropriate and possible. In order for these change efforts to be successful in the long-term, they need to continue for generations.

In addition, one MCA representative notes that the impact assessment used by international organizations could add a lot of value to the projects done by national Moroccan entities. Moroccan projects tend to rely too heavily, in her view, on quantitative data without enough focus on the qualitative feedback that is necessary for relevant learning conclusions from the implemented projects.

Engaging and equipping private-sector actors: Much work remains to be done by companies and private sector associations themselves. The Econowin (GIZ) and Wad3éyati (U.S. Department of Labor) projects created some excellent tools and started working with a handful of companies, but they were only able to scratch the surface. Companies need to be made aware of the benefits that gender equality brings to the company as a whole, as well as of the practical barriers to gender equality. They also need to be equipped with tools to help them assess their level of gender equality plus take concrete next steps in the right direction.

⁴¹ WeCount (2020).

High return on investment: In Morocco, the financing needs of businesses headed by women represent a potential market for 862 million euros in business loans and 195 million euros in revenue per year.⁴² Businesses run by women would be more reliable borrowers, ensuring better profitability loans. Studies show a lower probability of non-repayment of loans by this clientele of 3.5%, even in the event of difficulties.⁴³

3.4. Findings and Recommendations

TABLE 9: FINDINGS AND RECOMMENDATIONS, GENDER EQUALITY IN ECONOMIC INCLUSION	
Key Findings	Priority Programming Recommendations
Women’s participation in Morocco’s labor force remains low and is a key factor in driving gender inequality.	<ul style="list-style-type: none"> ● Address the logistical barriers to employment faced by women face, particularly childcare and transportation. ● Implement vocational education and skills training programs for women to ensure high levels of participation of women in jobs with higher added value. ● Push companies to improve workplace conditions by programs for labor inspectors of broad awareness campaigns related to the importance of women economic inclusion and gender equality. ● Promote positive examples of women succeeding in “nontraditional” roles and professions. ● Build on the success of Oxfam’s holistic program with berry workers by working with women and companies to ensure decent labor conditions. ● Conduct ongoing qualitative research methods to better understand barriers women face entering into and remaining in employment. ● Address cultural barriers that limit gender equality in the economic realms. For example, broadly share existing social media campaigns that encourage men to take on more household responsibilities so that women are relieved of the “double burden” of formal employment along with the vast majority of household work. Examples include the current “Hit Ana Rajel” campaign conducted by UN Women that encourage men to pitch in more during the difficult times of COVID-19 and beyond.
Female entrepreneurs are still rare. Female entrepreneurship and cooperatives alike need to be promoted and supported.	<ul style="list-style-type: none"> ● Integrate a gender mainstreaming component into the Intilaka program. ● Conduct research to monitor and evaluate the participation and success of female entrepreneurs in the Intilaka program. ● Build the capacity of would-be female entrepreneurs to access funding through Intilaka and other financing programs. ● Work through structures such as AFEM and the CGEM to develop tailored, consistent, and long-term programming that is targeted to female entrepreneurs and their needs identified in research. Develop programs that will create momentum, facilitate networking, and provide the right balance of training and coaching support. Ensure that existing entrepreneurship programming has these same characteristics and are sharing best practices.
Women continue to be underrepresented leadership positions in private sector entities. Companies need to be incentivized and equipped to make gender equality a priority.	<ul style="list-style-type: none"> ● Develop and widely disseminate the best practices that have already been collected through the Ministry of Labor’s Gender Equality Prize. ● Disseminate the business case for gender equality through media, education, and professional organizations. ● Make use of the assessment tools and action guides for gender equality that were developed by Econowin and Wad3éyati. ● Make coaching and consulting available to companies that want to make progress, possibly using the consultants that were trained and certified by the Econowin program.

⁴² EBRD, Banking for women in Morocco: An overlooked business opportunity (March 2018).

⁴³ Ibid.

4. BASIC AND HIGHER EDUCATION

4.1. Updated Data and Statistics

Illiteracy among urban women has increased, and girls' enrollment still declines sharply after primary school, especially in rural areas. However, recent statistics suggest that Morocco is continuing to improve girls' literacy and enrollment. The gender gap in illiteracy and enrollment narrowed over a recent three-year period: rural girls almost caught up to rural boys in middle school enrollment, with about 40 percent of the middle school-aged population enrolled in the 2017/2018 school year; and girls' enrollment in high school in rural areas surpassed that of boys, while still low at 12.5 percent in 2017/2018.⁴⁴ (See Table 27, Annex B.) Thus, girls' enrollment in secondary education (middle school and high school) now equals or exceeds that of boys, in part because boys' enrollment declines more sharply after primary.

Women complete undergraduate programs in proportion to their representation in the population but below their proportion for advanced degrees. Women are well represented among preschool teachers, but their percentage declines to less than half of middle school teachers and about a third of high school teachers. The small percentage of the rural female population of all ages that had completed high school or postsecondary education grew slightly, to 2 percent in 2018, but was still below males (2.7 percent).⁴⁵ Women were 48.6 percent of graduates from postsecondary education in 2017, about the same portion as since 2014,⁴⁶ slightly below their proportion in the population.⁴⁷ In the Global Gender Gap ranking of 153 countries released in late 2019, Morocco ranked 115th for the Educational Attainment component, which calculates female literacy and enrollment rates as 0.956 in proportion to those rates among males, an improvement from 112nd and 0.920 in the report released in 2017 (See Table 24, Annex B).⁴⁸

Illiteracy: Women remain less likely to be able to read and write than men. Illiteracy increased slightly among women nationwide, from 41.9 percent in 2014 to 42.9 percent in 2018, while illiteracy among men was 22.1 percent in 2014 and 24.1 percent in 2018.⁴⁹ Illiteracy increased among women in urban areas, from 30.5 percent in 2014 to 33.5 percent in 2018, and slightly decreased among rural women, from 60.4 percent in 2014 to 59.8 percent in 2018. (See Table 25, Annex B.) Among 15- to 24-year-olds in all areas, the gender gap in literacy narrowed from 2012 to 2018.⁵⁰ The ratio of females to males who could read or write was 0.928 in 2012 and increased to 0.993, near parity, in 2018.⁵¹ (See Table 26, Annex B.)

School enrollment: In its most recent statistics, the GOM reported that the gender gap in school enrollment had been narrowed and even reversed:

- The HCP reported that only 26.8 percent of girls in rural areas were enrolled in middle school in the 2014/2015 school year, lower than rural boys, of whom 29.4 percent were enrolled. The most recent update reported a narrowed gap, with 39.8 percent of rural girls enrolled in middle school in the 2017/2018 school year, close to the 40.4 percent rate for rural boys.⁵² (See Table 27, Annex B.)
- Rural girls' high school enrollment, which was only 8.4 percent in 2014/2015, remained low in

⁴⁴ HCP, *La femme marocaine en chiffres*, 2016 and 2019.

⁴⁵ *Ibid.* Comparing the active population employed or seeking work.

⁴⁶ World Bank, DataBank Education Statistics, <https://databank.worldbank.org>, Graduates from tertiary education.

⁴⁷ Women 20 to 24 were 50.1 percent of the overall population in 2017; 51 percent in urban areas (HCP 2018).

⁴⁸ WEF Global Gender Gap Report 2017 and 2020.

⁴⁹ 2014 figures in HCP *La femme marocaine en chiffres* 2016 ; 2018 figures in 2019 edition.

⁵⁰ data.worldbank.org/indicator/SE.ADT.I524.LT.MA.ZS?locations=MA and [SE.ADT.I524.LT.FE.ZS?locations=MA](https://data.worldbank.org/indicator/SE.ADT.I524.LT.FE.ZS?locations=MA).

⁵¹ data.worldbank.org/indicator/SE.ADT.I524.LT.FM.ZS?locations=MA.

⁵² HCP, *La femme marocaine en chiffres*, 2016 and 2019.

2017/2018 at 12.5 percent but surpassed that of rural boys, whose high school enrollment remained about the same from 2014/2015 (9.7 percent) to 2017/2018 (9.6 percent) (See Table 27, Annex B).

- The ratio of girls to boys enrolled in secondary education (middle school or high school) in 2018 in all areas of the country was 0.915, an increase from 0.895 in 2017.⁵³ That was below girls' proportion of the population: The ratio of girls to boys of middle and high school age in 2017 was 0.964.⁵⁴
- The GOM reported near-universal primary school enrollment. In the 2014/2015 school year, 87.8 percent of rural girls were enrolled in primary, lower than rural boys, of whom 90 percent were enrolled. In 2017/2018, the GOM reported that enrollment for boys and girls in rural areas exceeded the estimated population size⁵⁵ (See Table 27, Annex B). The ratio of girls to boys enrolled at primary level was 0.96 in 2018, about the same as since 2014 (0.956),⁵⁶ proportional to the population.⁵⁷
- Girls were less likely to be enrolled in pre-primary education (preschool) (44 percent) than boys (51 percent) in 2018.⁵⁸
- Among primary school-age children who are not enrolled in school, slightly more girls (2.56 percent in 2017) were out of school than boys (2.25 percent). (See Table 28, Annex B.)

Completion: The percentage of the population in the last grade of primary education decreased for both boys and girls from 2014 to 2017 but more sharply for boys (97.13 percent to 92.37 percent) than girls (95.45 percent to 93.52 percent),⁵⁹ such that the gender gap was reversed. Among students in the last grade of primary, a smaller proportion of girls (88.28 percent) than boys (92.65 percent) progressed to secondary school in 2017, although that gender gap narrowed since 2014 (when only 83.9 percent of girls progressed from primary to secondary compared to 90.27 percent of boys).⁶⁰ Similarly, the percentage of the population in the last grade of lower secondary (middle school) decreased for boys and girls but more sharply for boys (from 70.47 percent in 2014 to 62.35 percent in 2017) than for girls (from 66.41 percent in 2014 to 67.8 percent in 2017) such that the gender gap was reversed.⁶¹ (See Table 29, Annex B.)

Among those 15 or older employed or seeking work, men were more likely than women to have completed middle school or higher. Only 8.6 percent of rural females in the workforce had completed middle school or professional certification in 2018.⁶² That was a decrease from 9.4 percent in 2015,⁶³ while rural males with that attainment level increased slightly to 25.5 percent. In the urban workforce, 27.8 percent of females had completed middle school or professional certification. The portion of urban women in the workforce in 2018 who completed high school or postsecondary still exceeded that of men, but the rate among rural women (2 percent) remained below that of rural men (2.7 percent). (See Table 30, Annex B.)

Proficiency: The 2016 Progress in International Reading Literacy Study found fourth-grade girls scored significantly better than boys in reading.⁶⁴ An OECD survey of academic proficiency among 15-year-old students in Morocco in 2018 suggested that girls acquire academic knowledge and skills as well as or better than boys do, finding that girls scored similar to boys in math, slightly outperformed boys in science, and

⁵³ data.worldbank.org/indicator/SE.ENR.SECO.FM.ZS?locations=MA.

⁵⁴ Based on populations aged 10 to 14 and 15 to 19, urban and rural, reported in HCP 2018.

⁵⁵ The figures in HCP 2019 for rural primary school enrollment exceed 100 percent, an aberration that can reflect inconsistencies in data per UNESCO (See Limitations, <http://uis.unesco.org/en/glossary-term/net-enrolment-rate>).

⁵⁶ data.worldbank.org/indicator/SE.ENR.PRIM.FM.ZS?locations=MA.

⁵⁷ The ratios of girls to boys aged 5 to 9 and 10 to 14 in 2017, urban and rural, were 0.958 (HCP 2018).

⁵⁸ World Bank, <http://datatopics.worldbank.org/education/country/morocco>, net pre-primary enrollment rate. The GOM announced overall preschool enrollment increased to 72.5 percent in 2019.

⁵⁹ data.worldbank.org/indicator/SE.PRM.CMPT.MA.ZS?locations=MA and [SE.PRM.CMPT.FE.ZS?locations=MA](http://data.worldbank.org/indicator/SE.PRM.CMPT.FE.ZS?locations=MA).

⁶⁰ data.worldbank.org/indicator/SE.SEC.PROG.FE.ZS?locations=MA and [SE.SEC.PROG.MA.ZS?locations=MA](http://data.worldbank.org/indicator/SE.SEC.PROG.MA.ZS?locations=MA).

⁶¹ data.worldbank.org/indicator/SE.SEC.CMPT.LO.MA.ZS?locations=MA and [SE.SEC.CMPT.LO.FE.ZS?locations=MA](http://data.worldbank.org/indicator/SE.SEC.CMPT.LO.FE.ZS?locations=MA).

⁶² HCP 2019, Structure de la population âgée de 15 ans et plus selon niveau de diplôme.

⁶³ HCP 2016, Structure de la population active âgée de 15 ans et plus selon le niveau de diplôme.

⁶⁴ World Bank (2019).

significantly outperformed boys in reading. In a cultural factor, the OECD added: “Girls expressed greater fear of failure than boys, and this gender gap was considerably wider amongst top-performing students.”⁶⁵

Dropout: Girls are more likely to leave primary school before completion, with a 3.9 percent dropout rate nationally and 5.6 percent in rural areas, than are boys, who incur a dropout rate of 3.4 percent nationally and 4 percent in rural areas. Most of that attrition occurs in the final year of primary school (sixth grade), when 14.6 percent of girls nationally drop out, and 23.4 percent in rural areas, compared to 10.4 percent of boys nationally and 13.6 percent in rural areas. The Superior Council for Education, Training and Scientific Research concluded that this gap “further confirms the difficult transition of rural girls between elementary and middle school compared to boys.”⁶⁶

- Once girls reach secondary school, they are less likely to drop out than boys: 11.6 percent of girls in middle school dropped out in 2018 (13.8 percent in rural areas) compared to 16.6 percent of boys (19 percent in rural areas).⁶⁷ Most of the attrition occurs in the final year of middle school, when 20.1 percent of girls in rural areas dropped out compared to 24.6 percent of boys. Despite higher female retention in middle school, the total of girls who dropped out of or never enrolled in primary and middle school exceeded that of boys: 13.25 percent of the population of lower secondary school-age girls were out of school in 2018 compared to 8.32 percent of boys.⁶⁸ That gender gap narrowed since 2012, when more than 19 percent of girls were out of school vs. more than 9 percent of boys. (See Table 31, Annex B.)
- Girls who reach high school are less likely to drop out than boys: 8.8 percent of girls dropped out of high school in 2018 compared to 11.9 percent of boys.⁶⁹
- The regions of Marrakesh-Safi, Tangier-Tetouan-Al Hoceima, and Beni Mellal-Khenifra had Morocco’s highest dropout rates in 2018: 7.86 percent, 7.78 percent, and 7.53 percent, respectively.

Disabilities: Among children with disabilities, girls were less likely to be in school than boys. A 2014 national survey found that among children ages 6 to 11 with disabilities, only 29.1 percent of girls were in school compared to 49.2 percent of boys.⁷⁰ Enrollment was lower among children of those ages with disabilities in rural areas (32.9 percent) than urban (49.5 percent).⁷¹ Those who do attend school are usually taught separately from children without disabilities.⁷² In 2016, only 10 percent of students with disabilities were taught in the same classroom or school as children without disabilities, although the government hoped to double that figure by the 2019-2020 school year; of those mainstreamed children, only 37 percent were girls.⁷³ People with disabilities were almost twice as likely (66.5 percent) to have received no schooling as people without disabilities (35.3 percent), and females with disabilities were more likely (79.5 percent) to have no schooling than males with disabilities (53.4 percent).⁷⁴

- Among blind people of all ages, Morocco’s 2014 census found that 86.9 percent of females had received no schooling compared to 61.6 percent of males; 7.6 percent of females and 16.5 percent of males had completed primary education; 2.4 percent of females and 5.4 percent of males had completed middle school; 1.5 percent of females and 3.6 percent of males had completed high school; and only 0.8

⁶⁵ OECD (2018).

⁶⁶ CSEFRS Atlas territorial de l’abandon scolaire (2019).

⁶⁷ Ibid.

⁶⁸ World Bank, <https://data.worldbank.org/indicator/SE.SEC.UNER.LO.FE.ZS?locations=MA>

⁶⁹ CSEFRS Atlas territorial de l’abandon scolaire (2019).

⁷⁰ Ibid. Primary and secondary combined.

⁷¹ CSEFRS Annual Report (2019).

⁷² USAID/RTI (2016).

⁷³ Aujourd’hui Le Maroc (2019).

⁷⁴ HCP, Les personnes à besoins spécifiques au Maroc d’après les données du Recensement Général (2016).

percent of females and 2.4 percent of males had gone on to higher education.⁷⁵ At primary schools for the blind operated by the Organization for Promotion of the Blind in Morocco, only 22 percent were girls.⁷⁶

- The prevalence of disabilities was higher than the national average (5.1 percent) in the regions of Beni Mellal-Khenifra (5.4 percent) and Marrakesh-Safi (5.2 percent) and the province of Ouezzane in Tangier-Tetouan-Al Hoceima Region (6.8 percent).⁷⁷

Higher education enrollment: Recent statistics indicate that women are now more than half of university students, i.e., higher than their portion of the general population.⁷⁸ In the 2017/2018 academic year, women represented 48.6 percent of students enrolled in all types of postsecondary education⁷⁹ including 48.8 percent of public university students, a slight increase from 48.2 percent in 2014/2015.⁸⁰ At private postsecondary institutions, 45.9 percent of students were women in 2017/2018, an increase from 39.7 percent in 2014/2015. A greater percentage of students, 60 percent, were women at public institutes and higher schools (*écoles supérieures*) in 2017/2018, an increase from 55.2 percent in 2014/2015. The ratio of women to men enrolled in postsecondary institutions was 0.987 in 2018, an increase from 0.958 in 2015.⁸¹ (See Table 32, Annex B.) Among new enrollment in higher education in 2019/2020, women were 51.9 percent, outnumbering men with a ratio of 1.08.⁸² (See Table 32, Annex B.)

Undergraduate completion: Women represented 52.69 percent of students who completed undergraduate programs in the 2018/2019 academic year,⁸³ an increase from about 50 percent in 2016/2017 and 2013/2014.⁸⁴

- Women are represented above their proportion in the population in most undergraduate programs, especially in healthcare and business tracks (See Table 33, Annex B). Women increased their numbers to well more than half of those completing undergraduate degrees in science and technology and about 46 percent in engineering.⁸⁵
- At public institutes and higher schools (*écoles supérieures*), where programs are generally vocationally oriented and shorter than universities, women were half of all graduates in the 2016/2017 academic year, concentrated in health and social protection, representing 79 percent of graduates.⁸⁶ In other fields, women represented under half of graduates in services (49 percent); sciences (48 percent); and social science, business and law (47 percent) in 2016/2017; and a minority in arts and letters (32 percent), agriculture (40 percent), education (42 percent), and engineering (46 percent). New enrollment during 2019/2020 showed a higher than average increase in female students in health fields (dental and paramedical), law and economics.⁸⁷

Postgraduate completion: Women had lower representation among higher postsecondary degrees but are gradually increasing their presence. Women represented 44.14 percent of students who completed

⁷⁵ HCP, Les incapacités et le handicap au Maroc, 2017.

⁷⁶ USAID/RTI (2016).

⁷⁷ HCP, Les personnes à besoins spécifiques au Maroc d'après les données du Recensement Général (2016).

⁷⁸ Women 20 to 24 were 50.1 percent of the overall population in 2017; 51 percent in urban areas (HCP 2018).

⁷⁹ World Bank, <https://databank.worldbank.org/indicator>, Enrollment in tertiary education, all programs.

⁸⁰ HCP 2019 and 2016.

⁸¹ World Bank, data.worldbank.org/indicator/SE.ENR.TERT.FM.ZS?locations=MA.

⁸² MOE, L'Enseignement Supérieur en chiffres 2019-2020.

⁸³ Ibid.

⁸⁴ HCP 2019 and HCP 2016.

⁸⁵ HCP 2017.

⁸⁶ HCP 2019.

⁸⁷ MOE, L'Enseignement Supérieur en chiffres 2019-2020.

master's or doctoral degrees in the 2018/2019 academic year,⁸⁸ up from 42.2 percent in 2015/2016 and 43.64 percent in 2016/2017.⁸⁹ Women were strongly represented in dentistry, business, and translation in 2018/2019. Women were under 40 percent of those completing postgraduate degrees in engineering, but that was a steady increase in the preceding three years; their representation in science and technology was under 50 percent but slowly increasing. (See Table 34, Annex B.)

Women in education professions: Women are well represented among those completing undergraduate programs in education, where the percentage of women has surged from 33 percent in 2013/2014 to 43 percent in 2016/2017 to 55 percent in 2018/2019 (See Table 34, Annex B). Similarly women appear to have caught up among those completing master's or doctoral degrees in education, from 36.6 percent in 2015/2016 to 48.79 percent in 2018/2019 (See Table 34, Annex B). The GOM's drive to recruit teachers seems effective, as new enrollment in education degree programs increased 53 percent from 2018/2019 to 2019/2020 including 61 percent among female students.⁹⁰

In the workforce, women's representation on teaching staff decreases as the level of schooling increases. In preschools, women were more than 76 percent of teachers in the 2018/2019 school year (an increase from about 71 percent in 2014/2015). At the primary school level, women were about 59 percent of teachers in 2018/2019 (an increase from 55 percent in 2014/2015). At the lower secondary level, women were only 43 percent of teachers (an increase from 31 percent four years earlier). And at the upper secondary level, women were 33.6 percent of teachers, an up from 31.4 percent four years earlier. (See tables 35 and 36, Annex B).

The decreasing presence of women teachers in upper grades is sharper in rural schools and private schools. Women represented 45.7 percent of primary school teachers in rural areas in 2018/2019, an increase from 38.3 percent in 2014/2015. Women teachers in rural middle schools remained below 35 percent in 2018/2019, and women teachers in rural high schools remained about the same, 30 percent, about the same levels as in 2014/2015. (See Table 37, Annex B.) In private schools in 2018/2019, women represented 86 percent of primary school teachers, 38 percent of lower secondary teachers, and 25 percent of high school teachers, levels little changed from four years earlier (See Table 38, Annex B).

In higher education, women represented 28 percent of instructional staff during the academic year 2019/2020, an increase from 26.3 percent in 2015/2016. Women represented 45 percent of administrative staff (including 50.3 percent of senior administrative staff) in 2019/2020, an increase from 41.7 percent in 2015/2016 (including 45.35 percent of senior administrative staff).⁹¹

4.2. Advances, Challenges and Gaps

Enrollment improvement: Interviewees in civil society and academia acknowledged the government of Morocco's success in increasing primary enrollment including in rural areas. Interviewees said they believe the government's Tayssir program of cash transfers to low-income families to keep their children in school has had a successful impact on increasing enrollment including among girls especially in primary school.⁹² However given the drop-off in girls' enrollment at the level of lower secondary school, some

⁸⁸ Ibid.

⁸⁹ HCP 2016 and HCP 2019.

⁹⁰ MOE, L'Enseignement Supérieur en chiffres 2019-2020.

⁹¹ Ministry of Education, L'Enseignement Supérieur en chiffres 2019-2020 and Statistiques Universitaire 2015-2016.

⁹² In 2019/2020, 75 percent of Tayssir beneficiaries were rural; 47.2 percent were girls. (World Bank, May 26, 2020).

participants recommended that the government should expand the Tayssir program to cover low-income families' costs of lower secondary school (*collège*).

Norms shifting: NGOs and academics working to prevent dropout among rural girls say they have observed a positive shift in cultural norms such that parents are more likely to want to keep their daughters enrolled in school. “When you communicate with the parents, you feel they have a perception that school is the future for their children, that they will be saved by the school,” said an associate professor in Beni-Mellal who studies dropout.⁹³ “Twenty years ago, we encountered parents who didn’t want to send their girls to school. Today, everyone wants to send their girls to school,” said a leader of an NGO that has promoted girls’ schooling in rural areas around Morocco since 1998.⁹⁴

Teachers conveying sexism: Moroccan university students told researchers that many of their instructors implicitly or explicitly communicated that men are intellectually superior to women.⁹⁵ Male students stated: “Professors...male or female...always have this implication that boys are smarter than girls,” and “If you tell students [women] are inferior, they will believe so.” The researchers concluded: “Gender inequalities are commonly consolidated at schools through the teachers’ stereotypical language.”

Barriers in academia: Cultural factors such as the aforementioned messaging about male superiority may discourage women from senior or leadership positions in higher education institutions. “Many women have become unmotivated and show no interest in seeking decision-making positions,” wrote Professor Soumia Boutkhil of Mohamed I University, Oujda, adding that the paucity of women in high-ranking positions suggests a “pattern of discrimination and barriers to advancement that women face as university professors.”⁹⁶ Women’s ability to work is burdened by norms that expect them to bear the majority of family obligations, while norms facilitate men engaging in professional activities outside the workplace.⁹⁷

Immediate impact of COVID-19 closures: The disruption of in-person instruction in reaction to the novel coronavirus pandemic has greatly increased girls’ barriers to learning. Predicting that only one in three students worldwide would attend classes in fall 2020 because of the pandemic, UNESCO noted: “This situation poses important problems given the persistent inequalities associated with distance learning, which affect vulnerable populations in particular” and “the many obstacles [girls] face outside education, including adolescent pregnancy, early and forced marriage, and violence.”⁹⁸ The closure of schools sends girls home where they are more susceptible to social norms that hinder studying and facilitate dropout. After the GOM closed schools nationwide in spring 2020 amid the coronavirus crisis, women’s rights NGOs gathered accounts from girls who reported that male relatives prevented them from studying by forcing them to assume housekeeping tasks amid mentalities more traditional than they found at school.⁹⁹ “Families having their girls at home will feel more of a temptation to get them married, as they have many children at home to provide for,” said a representative of the INGO Education for All Morocco (EFA). NGO representatives said another effect of COVID-19 was that students’ families lost income, placing stress on fathers who became more likely to commit violence. “Child welfare will suffer, given that levels of GBV are high in Morocco and corporal punishment is socially accepted,” DFID predicted.¹⁰⁰ Social distancing and the closure of group facilities significantly disrupted NGOs’ interventions. EFA was obliged to close its boarding houses for girls in Marrakesh-Safi Region, sending beneficiaries back to their villages

⁹³ Translated from French by TALM.

⁹⁴ Translated from French by TALM.

⁹⁵ Slaoui and Belghiti (2018).

⁹⁶ Boutkhil (2020).

⁹⁷ Llorent-Bedmar and Navarro-Granados (2017).

⁹⁸ UNESCO (August 31, 2020).

⁹⁹ Mobilising for Rights Associates (2020).

¹⁰⁰ DFID’s Education Programmes and Activity in Morocco (2020).

where they had little or no access to education.

Long-term impact of closures: The disruption of in-person education related to the coronavirus crisis could drive students to seek options that never lead back to school. “The longer that schools are closed, the less likely children will be to return,” DFID stated.¹⁰¹ Predicting the long-term impact on education, World Bank analysts estimated that school closures caused by COVID-19 could increase the number of students below proficiency worldwide by 25 percent,¹⁰² reduce the amount of basic schooling students worldwide achieve in their lifetimes by 0.3 years to 0.9 years, and reduce their lifelong earning potential.

Virtual learning gap: The switch to online learning because of coronavirus effectively cut off schooling for rural children who lack technology. Shifting from in-person instruction to online is not feasible in many parts of Morocco lacking Internet connectivity and for low-income households without computers. EFA reported that its low-income beneficiaries lacked means to get online and were less likely to pass their baccalaureate exam, with 72 percent passing in spring 2020 compared to 100 percent the previous year. Few girls had access to online learning in their home villages. If a family has a smartphone, multiple members are sharing it. “The mom needs the smartphone. The dad needs the smartphone. For the girl to be able to study, she needs her own point of access,” said an EFA representative: “If you’re an 18-year-old and you’ve got your baccalaureate exams coming up, you need to study” for more time than is possible on a shared phone.¹⁰³ Even for those who can get online, the instructional materials posted by the Ministry of National Education (MOE) during the spring 2020 lockdown were low in quality.¹⁰⁴

4.3. Best Practices and Opportunities

Understanding dropout factors: Researchers said many factors contribute to pressuring students to drop out of school, and the combination can differ significantly among individuals even in the same community. A research project at Sultan Moulay Slimane University in Beni Mellal funded by Morocco’s National Centre for Scientific and Technical Research (CNRST) aims to identify factors leading to dropout including economic, social, psychological, and cultural factors in the school, family, and community. The quality of education can also affect dropout rates, one of the researchers noted: Students who complete primary school but find they are not prepared to do well in secondary school may opt to quit, and given Morocco’s high rate of unemployment, a girl may foresee that completing education will not help her secure her future, so she may opt for early marriage. The CNRST project was scheduled to pilot a training in late 2020 to help teachers identify such factors affecting individual students and help them overcome them. A regional supervisor of teachers (*inspecteur d’orientation scolaire et professionnelle*) proposed a paradigm for viewing the problem of rural girls’ dropout holistically encompassing economic, social, and cultural factors: “how to help girls to better manage the transitional phase between primary and secondary.”¹⁰⁵

Supportive environment to reduce dropout: NGO representatives said they believe boarding houses and boarding schools can be an effective format for providing support that results in higher educational attainment. They added that publicly funded boarding houses/schools are underfunded, with few staff for many students.

- The Rural Girls School Support Committee (CSSF) funds girls’ group homes near middle schools. While some publicly funded boarding houses may lodge 300 girls with two supervisors, a CSSF home

¹⁰¹ DFID (2020).

¹⁰² From 40 percent of all students to 50 percent. (World Bank, June 2020).

¹⁰³ TALM interview.

¹⁰⁴ DFID (2020).

¹⁰⁵ TALM Consulting focus group discussion (2020).

holds no more than 20 girls with a teacher and housekeeper. A local CSO manages the home and provides awareness sessions on citizenship, hygiene, and health. In the 2020-2021 school year CSSF operates seven homes with 140 beneficiaries including in Tighassaline, Beni Mellal-Khenifra Region; Laararcha, Marrakesh-Safi Region; and Tatoft, Tangier-Tetouan-Al Hoceima Region. CSSF says its beneficiaries have a very high graduation rate and that participants have gone on to high-earning professions.

- EFA maintains boarding houses to provide a supportive environment for girls aged 12 to 18 whose home communities are far from middle schools and high schools with insufficient transport. EFA in early 2020 operated six boarding houses for 30 to 50 girls each in the towns of Asni, Ouirgane, and Talat N'Yaaqoub in Marrakesh-Safi Region, hosting 250 girls in the 2019-2020 school year. Girls live in the boarding houses during the school week and return to their family homes during weekends and breaks. The boarding houses provide meals, a library, computer room, and yoga classes. A house mother is on site so families are reassured about their children's well-being. In 2019, 25 beneficiaries went to university, two on full scholarship.

Self-esteem: NGOs said strengthening girls' sense of their worth and potential is crucial to keep them in school.

- The Moroccan NGO Project Soar aims to build self-confidence and life skills in girls aged 13 to 19 in difficult circumstances. The project is diffused through a curriculum kit that guides facilitators in forming leadership clubs and presenting workshops including on public speaking and negotiation. The NGO said the curriculum has been used by 174 facilitators working with more than 2,250 girls in 43 locations in Morocco including Ait Bougmez, El Kebab, and Sidi Jaber in Beni Mellal-Khenifra Region; Douar Laadam, Safi, and the Marrakesh neighborhoods of Bab Doukal and Kasbah in Marrakesh-Safi Region; and Ourtzagh and Tangier's Masnana neighborhood in Tangier-Tetouan-Al Hoceima Region. The NGO works in partnership with the Moroccan Ministry of Youth and Sports, Dar Shebab youth centers, Dar Taliba boarding schools, and local associations. According to a leader of the NGO, "It's not enough to take a marginalized girl and put her in school. She's not going to have the homework support at home. In fact, she might be really getting the wrong messaging because of this generational gap. That's why it's really important to offer her the full self-mastery [and] empowerment skills that make them very committed to their education, make them feel good about themselves, believe that they have potential, believe that nothing is going to stop them from having an education." The NGO reported that 90 percent of beneficiaries passed high school entrance exams and 95 percent passed the baccalaureate.
- EFA arranges visits by foreign students and professionals to serve as role models and demonstrate life in other countries. "It has come to be clear that this is so important for building these girls' confidence and skills," a representative of the NGO said. "The education system on its own doesn't necessarily provide that."

Pledge against early marriage: NGO representatives said cultural norms condoning early marriage remain a significant factor in girls leaving school. When accepting girls into its boarding houses, EFA requires their parents to commit to allowing their daughter to finish high school. Sometimes girls drive the decision to leave: An NGO representative recounted that a 17-year-old beneficiary decided to leave school and the NGO's boarding house in 2018 because early marriage would enable her to leave the limitations of her familiar village for an exciting city and the romantic concept of marriage.

Teaching gender equality early: In a survey, Moroccan university students said children should receive anti-sexist lessons at an impressionable age. "When asked about the level at which gender courses should be introduced, the majority of the respondents opted for the primary level of education" because "the deconstruction of gender stereotypes [at] the early age is easier," researchers wrote. "We should deconstruct the idea that Ali is by his desk and Amina is in the kitchen; the child should learn to consider a woman as [an] equal human being," a female university student said. Another suggested that equality can

be taught through role-playing: “We should teach them...activities by involving girls in things that boys do and vice-versa. We should teach them how to be equal to each other.”¹⁰⁶ Academic researchers believe that promoting positive gender norms early in life has a far-reaching impact on improving the environment for equality in all domains that children will later enter: Given that “the education that Moroccan girls and boys both receive within and outside school [affects] their future,...an education which raises awareness of gender equality and equity among future generations would be a driving force for change.”¹⁰⁷ USAID’s Reading for Success – National Program for Reading (RFS-NPR) reviews instructional materials to ensure they are gender- and disability-inclusive and avoid promoting restrictive gender roles.¹⁰⁸

Virtual learning support: The use of online technology for instruction is vital during a pandemic but out of reach for many poor families. Even if a student has sufficient access to an Internet-enabled device, the community may have a poor Internet connection. This suggests a need to provide equitable Internet connectivity in rural areas, an NGO representative said: “If there are going to be more school closures, the school system needs to really consider these remote villages that have young people that all need to access to the Internet.”

- Two NGOs interviewed organized campaigns to provide Internet access for beneficiaries during lockdown in spring 2020. EFA raised funds to provide 25 basic tablet computers and sim cards to beneficiaries.¹⁰⁹ EFA is raising funds to provide more tablets to girls in remote areas so they are not excluded from digital learning during lockdowns. Project Soar bought Internet credit for 657 girls so they could complete the program online and for 454 girls preparing for end-of-year exams in nine regions including Beni Mellal-Khenifra, Marrakesh-Safi, and Tangier-Tetouan-Al Hoceima.
- NGO representatives suggested the GOM and donors could consider providing such aid at large scale presuming that lockdowns will recur. “If Morocco does decide to prioritize online learning, I think it would be good to consider how to either provide tablets or subsidize [them] greatly. There would need to be some way to deal with the affordability of the devices,” an NGO representative said. Smartphones are less expensive than tablets, but their small screens are difficult to study on, interviewees said; basic tablets with minimal functionality are more useful. An alternative would be creating community computer rooms, provided that social distancing could be maintained.

Mapping professional barriers: USAID’s Higher Education Partnership-Morocco (HEP-M) program (2019-2024) is expected to illuminate the informal systems of professional support that are customarily more accessible to men. As an initial step in strengthening the MOE’s system for training primary school teachers, HEP-M is scheduled to analyze teachers’ social networks to map dynamics such as inclusion in or exclusion from decision-making and support. HEP-M will also examine the system of formal support that ensures primary school teachers are equipped to teach in reality as they were trained to including in settings with protections against sexual violence.¹¹⁰ This focus on the well-being of teachers to help her succeed as a professional can be applied to other inventions. A thriving teacher serves as a positive role model for students, observed one professor and analyst of education reform, who asserted: “Empowering women as teachers is critical to ensuring that the experience of being a teacher is a positive one for them and that their work has a sustained impact on gender relations in the community. We need to encourage women to be effective and inspiring teachers for girls and boys.”¹¹¹

¹⁰⁶ Slaoui and Belghiti (2018).

¹⁰⁷ Llorent-Bedmar and Navarro-Granados (2017).

¹⁰⁸ TALM interview with RFS-NPR team

¹⁰⁹ Travel Courier, <http://travelcourier.ca/project-tablets-sparks-learning-in-rural-morocco>.

¹¹⁰ TALM interview with HEP-M team.

¹¹¹ TALM interview.

4.4. Findings and Recommendations

The foregoing discussions of girls’ challenges in educational attainment and interviewees’ suggested approaches are directly relevant to USAID/Morocco’s ongoing activities in cooperation with the MOE, HEP-M and RFS-NPR. Interventions in teacher training will provide an opportunity to influence the gender-related messaging conveyed to the teachers during their training and conveyed by the teachers as they provide instruction to students. USAID can continue to seek opportunities to ensure that academic materials support principles of gender equality and self-esteem. Trained teachers can spot dropout risks and advise parents on how to equip their children to stay in school. Moreover, interactions with teacher trainees and their trainers allow an opportunity to examine professional norms and networks with an eye toward dynamics that may disadvantage female teachers.

The discussion of approaches to supporting girls in primary and secondary education is also relevant to USAID/Morocco’s programming in employment and livelihoods. When asked how girls and young women could be encouraged to launch enterprises or pursue employment in male-dominated fields, interviewees evoked the premise that notions of equality and self-esteem are most effectively instilled at a young age. If primary school teachers build girls’ sense of agency and confidence and avoid conveying that certain professional paths are closed to them because of their gender, then girls are more likely to pursue the paths of their choosing later in life, interviewees said. Such messages from teachers would need to be reinforced and not undercut by other actors in the children’s lives in the school, community, family, and media. This suggests the need for a campaign in behavior change communication engaging all sectors of society, an approach that would be in tune with the message of Framework Law 51-17, Article 6, that education reform should be seen as a shared responsibility of all actors in society.

Thus, USAID/Morocco’s input into strengthening primary education through NPR and HEP-M can lay the groundwork of confidence and community support that will better enable young women to later take part in the economic opportunities promoted by USAID’s activities in entrepreneurship, i.e., Youth Electronic Transfers (YET) and the Middle East and North Africa Investment Initiative (MENA II); and in vocational training in augmented and virtual reality technology (the Interactive Digital Center activity), water resource management (H2O Maghreb), and commercial driving (Academy for Safe Truck Driving).

The following table summarizes the findings about factors hindering gender equality in basic and higher education in Morocco with recommendations on how development actors can constructively respond.

TABLE 10: FINDINGS AND RECOMMENDATIONS, GENDER EQUALITY IN BASIC AND HIGHER EDUCATION	
Key Findings	Priority Programming Recommendations
Multi-stakeholder Response to Girls’ Dropout	
Morocco has succeeded in increasing girls’ primary education enrollment through general programs such as the Tayssir program providing cash to parents. This has also increased girls’ enrollment in secondary education. Nevertheless many girls, especially rural, do not proceed to secondary.	<ul style="list-style-type: none"> Consider programs that extend financial support like the Tayssir program to the secondary education level; and monitor statistics for girls who drop out during the first year of primary education. Training of teachers can be augmented to include recognizing and addressing factors that may be pressuring their students to drop out.
Cultural attitudes on the part of rural parents have shifted positively in the last decade such that they see the value of their daughters	<ul style="list-style-type: none"> Recognizing that factors pressuring dropout arise from the economic, social, and cultural domains, stakeholders from all sectors should cooperate with families to help girls better manage the transition phase from primary to secondary education. USAID can encourage

<p>obtaining an education. Nevertheless, facing a lack of workforce opportunities, girls still opt for early marriage. Factors pressuring students to drop out of school are complex and may vary among or within regions. Low quality instruction in primary school leaves students ill-equipped to succeed in secondary.</p>	<p>collaborations between schools and CSOs. Girls and young women can affect attitudes by demonstrating their self-improvement.</p> <ul style="list-style-type: none"> • USAID can assist the GOM in coordinating a communication campaign engaging all sectors. USAID can assist intermediate support organizations (ISOs) in orienting local CSOs to promote messages and opportunities to reduce girls' likelihood to discontinue education. Influential religious and local leaders can help families appreciate that girls' education increases the community's prosperity and thus is a duty. Radio campaigns can reach illiterate parents. National recognition of communities with improved enrollments and university acceptance would build communities' pride and reinforce enrollment. • Teacher-training programs can help teachers communicate to parents what children need to succeed in school. • Interventions can reinforce girls' sense of agency and self-esteem and promote images of successful women. For example, promotional materials for USAID's vocational programs that depict women in non-traditional careers can be shared with teachers through USAID teacher training programs to show to their students.
<p>Boarding houses and boarding schools that lodge girls near secondary schools can provide an effective format for higher educational attainment. Some public boarding houses/schools are underfunded and often cannot provide the necessary environment. Girls represent a third of public boarding students.</p>	<ul style="list-style-type: none"> • Consider supporting programs increasing funding for boarding houses/schools, encouraging more such facilities operated by NGOs, and increasing the portion of girls in boarding schools/houses. • USAID can support a study the effect of boarding schools/houses on girls' educational attainment and possible funding mechanisms.
<p>Wide Impact of Early Lessons in Equality and Self-Esteem</p>	
<p>Stakeholders agreed that teaching gender equality to boys and girls at a young age can improve the environment in later phases of life.</p>	<ul style="list-style-type: none"> • RFS-NPR, which advises publishers on gender and social inclusion in content in instructional materials, can expand this component to propose content to publishers including combating causes of dropout and underscoring the value of girls' schooling. USAID and the MOE could cooperate on a broad study of gender aspects in textbooks in many subjects and levels. • The gender sensitivity component of teacher training should convey the societal-wide benefits of gender equality and equal opportunity; and should familiarize teachers with MOE/school policies on sexual harassment, appropriate behavior, and bullying. • Teachers should be trained to convey respect, encourage self-respect and self-esteem, and recognize overt and covert gender-based exclusion, sexism, and injustice. • As the effectiveness of gender training depends on the competence of the trainer and the effective design of the training, care should be taken in the preparation of the trainers, program, and materials. • Gender equality should also be reflected in the policies and practices of the educational system. The MOE and schools should mandate enforcement of policies on sexual harassment, appropriate behavior, and bullying, including accountability mechanisms. USAID can assist ISOs in coordinating advocacy for such policies.
<p>Closing the Digital Gap During COVID Closures</p>	
<p>School closures pressured by novel coronavirus had a damaging effect on interventions that use in-person</p>	<ul style="list-style-type: none"> • Cooperate with public and private stakeholders to ensure virtual instruction is accessible to all families. That would simultaneously aid the continuation of supportive services for girls such as tutoring.

<p>support to reduce girls' dropout. Virtual instruction is not accessible for poor and rural families that lack sufficient Internet access. Girls sent home during lockdown face obstacles such as domestic violence and a disproportionate share of housework.</p>	<ul style="list-style-type: none"> • Support interventions to improve rural livelihoods and combat GBV in order to improve conditions for girls' education. • So that lockdown does not become dropout, awareness campaigns should build community support for girls' resuming in-person instruction when safe.¹¹² • Support initiatives that ensure teachers and school staff have the knowledge and supplies needed to minimize infection during in-person instruction.
Understanding Women's Dropoff in Postgraduate and Teaching	
<p>Women teachers are less common in lower secondary and even less so in upper secondary. Women make up almost half of undergraduate students, but their presence declines at the graduate and doctoral level. No comprehensive study exists to explain this underrepresentation.¹¹³ Women are sharply underrepresented in high-ranking university teaching positions and research projects.¹¹⁴</p>	<ul style="list-style-type: none"> • Research is needed into factors, such as the burden of domestic tasks, that may discourage women from pursuing higher teaching positions and advanced degrees. Sexual harassment should be studied as a possible factor discouraging women from teaching in upper secondary. • Women should be actively recruited as teachers at the secondary and postsecondary level. Their presence and example will encourage girls' and young women's enrollment and academic performance. Female teachers should be given sufficient professional support. • Stakeholders should support associations of women academics that call for greater recognition and representation of women in decision-making positions; and support gender equality and gender-sensitive budgeting in higher education. Discussion of measures to promote gender equality in academia could include quotas and support to help women balance work and family obligations.

5. GENDER-BASED VIOLENCE AGAINST WOMEN

Morocco is classified in the third quintile in the *2019/20 Women, Peace and Security Index* on security indicators of intimate partner violence and perceptions of community safety, with only 56.3 percent of women who feel safe walking alone at night.¹¹⁵

5.1. Updated Data and Statistics

High prevalence of violence against women in Morocco: In a recent nationwide survey,¹¹⁶ 57 percent of women ages 15 to 74 (58 percent in urban areas and 55 percent in rural areas) reported experiencing at least one act of violence in the twelve months preceding the survey. The prevalence of different forms of violence reported by women surveyed included psychological violence (49 percent), economic violence (15 percent), sexual violence (14 percent), and physical violence (13 percent).

The survey found that violence against women (VAW) was most prevalent in the domestic context (52 percent overall, 46 percent committed by the husband or other intimate partner or ex-partner), followed by educational institutions (19 percent) and public spaces (13 percent). 15 percent of active working women reported violence in the workplace, and 22 percent of students reported violence in education

¹¹² These can borrow from UNESCO's #LearningNeverStops campaign (UNESCO, August 28, 2020).

¹¹³ Boutkhil (2020).

¹¹⁴ Ibid.

¹¹⁵ Georgetown Institute for Women, Peace and Security and Peace Research Institute Oslo (2019).

¹¹⁶ Kingdom of Morocco. HCP. Second National Survey on the Prevalence of Violence Against Women (2019).

and training institutions. 14 percent of women reported experiencing technology facilitated violence via email, phone calls, or text messages.

5.2. Advances, Challenges and Gaps

Insufficient legislative advances: Law 103-13 on VAW took some important steps to address GBV, namely by expanding the scope of sexual harassment crimes in the Penal Code to include harassment in all public spaces and diverse forms of technology facilitated violence, such as online harassment and non-consensual use of images.¹¹⁷ However, the law has numerous deficiencies, including:

- It does not address or facilitate the reporting, investigation, prosecution, or trial phases of VAW cases, or create obligations and procedures for law enforcement and justice system personnel.
- It does not amend the antiquated rape and sexual assault laws. The definition of rape remains “against her will,” which is extremely difficult to prove (rather than the more appropriate and widely used “absence of consent”). Marital rape is not criminalized.
- It does not provide for any civil protection or temporary restraining orders or other civil remedies¹¹⁸ that could be available for women earlier than the prosecution phase or without involving the criminal justice system.
- It does not establish any concrete services for women survivors of violence, such as health care and treatment, legal aid, financial assistance, safe housing and shelter, or interpretation. The law also lacks a disability perspective, or any specific measures to address violence against women with disabilities and provide them with appropriate services.

Inadequate public actor response: A previous national survey found that most VAW complaints resulted in a written report (25 percent), or conciliation between spouses or withdrawal of the complaint (38 percent). Offenders were arrested only 1.3 percent of the time and indicted in 1.8 percent of cases.¹¹⁹ More recent statistics suggest a continuing trend: Out of the 92,247 women who sought help at the VAW units at courts of first instance or appeal, only 21,588 (or 23 percent) benefited from legal aid, and only 4,233 (or 4.6 percent) resulted in court hearings.¹²⁰ Another recent report focusing on technology-facilitated violence revealed only nine instances in which the perpetrator was arrested. By contrast, in eight cases, the women targeted attempted suicide and in four instances were prosecuted themselves for sexual relations outside of marriage.¹²¹

The Presidency of the Public Prosecution recently published the first ever annual report detailing public prosecution activities. The thorough information and official statistics provide an opportunity to monitor the criminal justice system policies and practices, notably a gender assessment of the application of Law 103-13. As illustrated in Table 11, there were nearly twice as many prosecutions for so-called “morality crimes” than for VAW crimes.

¹¹⁷ Articles 447-1 through 447-3 and 503-1-1 through 503-1-2.

¹¹⁸ Protective orders in the law are criminal measures available only after a criminal prosecution has been launched or the offender convicted. This is far too late in the process and leaves the majority of victims unprotected.

¹¹⁹ HCP. National Survey on the Prevalence of Violence Against Women in Morocco 2009 (2012).

¹²⁰ Presidency of the Public Prosecution (2018).

¹²¹ Over 1,800 people were surveyed for the research.

TABLE 11: CRIMINAL PROSECUTIONS, MOROCCO, 2018	
Violence Against Women Crimes	“Morality Crimes”
17,103 criminal prosecutions against 18,245 persons: <ul style="list-style-type: none"> ● 29 murder ● 1,008 rape ● 6,057 misdemeanor assault and battery ● 2,120 felony assault and battery ● 129 sexual harassment in public spaces ● 29 workplace sexual harassment ● 56 technology-facilitated harassment ● 0 prosecutions for violation of a no-contact order 	32,285 prosecutions against 36,487 persons: <ul style="list-style-type: none"> ● 12,239 prosecutions for illicit sexual relations ● 2462 prosecutions for adultery ● 147 prosecutions for homosexuality
<i>Source: Presidency of the Public Prosecution (2018).</i>	

Low reporting of GBV: As a result of the inadequate public actor response, the aforementioned recent nationwide survey found that, following the most serious incident of physical or sexual violence suffered by women in the past 12 months, only 10.5 percent of victims (almost 18 percent for physical violence and less than 3 percent for sexual violence) filed a complaint with the police or another competent authority. Less than 8 percent report spousal violence, compared to 11.3 percent for non-spousal violence.¹²² The recent technology-facilitated violence study likewise found that only 10 percent of women reported such violence to the authorities.¹²³

Women participants in individual interviews and FGDs in three recent action research studies on GBV cited several reasons for not reporting violence to public actors, combining issues of knowledge, of feelings and of action. These included lack of information that such violence was illegal or of the procedures for reporting; fear of being blamed, considered at fault or arrested for sexual relations outside of marriage; pessimism and skepticism about the usefulness of reporting to the authorities; lengthy, expensive and complicated procedures; difficulties proving violence and inadequate evidence collection; lack of effective protection measures; and lack of confidence in public actors.¹²⁴ The criminalization of sexual relations outside of marriage prevents many women from reporting any form of violence committed against her, especially if she knew her aggressor.¹²⁵

Structural, material and human resources challenges to responding to GBV: Additional obstacles that prevent women from seeking assistance from public services include costs related to transportation and paperwork, and corruption and bribery. Existing public services for GBV are particularly inadequate for meeting the needs of rural women, Amazigh-speaking women, illiterate women, and women with disabilities. Public actors lack the infrastructure, and material and human resources to do their jobs. There is a lack of communication, coordination, and access to and sharing of information among different public-actor stakeholders.

Lack of appropriate M&E tools: A good majority of GOM indicators for the public institutional performance in responding to GBV are limited output indicators. For example, the PGE indicators of effects under the five objectives of Axis 4 are primarily quantitative output indicators (degree of

¹²² HCP, Communiqué from the High Commissioner for Planning on the Occasion of the National and International Mobilization Campaign for the Elimination of Violence Against Women (2019).

¹²³ Mobilising for Rights Associates (2019).

¹²⁴ Ibid.

¹²⁵ Interviews and FGDs in the three action research projects indicate that the vast majority of aggressors are intimate partners or ex-intimate partners (husband or ex-husband, fiancé or ex-fiancé, boyfriend or ex-boyfriend).

achievement, degree of implementation of, number of “VAW harbors,”) and/or vague and difficult to assess (“competent national courts protect and respect women’s rights in all areas, prevalence rates for violence, satisfaction with public services).¹²⁶ Similarly, in the 2020 Finance Law, in the results chain for the Ministry of Justice, only one out of seven gender-sensitive indicators is related to GBV: the rate of equipped VAW units (74 percent was achieved in 2018, and the goal for 2019 was 77 percent).¹²⁷ More meaningful indicators would focus on the outcome and impact levels.

COVID-19 and GBV: In reaction to the COVID-19 pandemic and resulting lockdown in Morocco, the Presidency of the Public Prosecution issued a communiqué on April 30, 2020, reminding all prosecutors to deal “firmly and rigorously” with violence against women cases, and highlighting digital methods of filing criminal complaints via special email addresses, an online platform, and telephone and fax numbers.¹²⁸ The Presidency of the Public Prosecution also provided telephone and email directories of all of the courts and prosecutors across the country.¹²⁹ The communiqué reported a significant decrease in the number of prosecutions for GBV launched relative to the number of complaints filed -- 10 times less than usual.

Local NGOs reported increased numbers of women seeking assistance for violence during the confinement period, as well as qualitative differences in the nature of violence committed. Triggers of domestic violence included forced coexistence and economic stresses related to unemployment and loss of revenue. Women workers in factories and agricultural workers reported increased sexual abuse, harassment, threats of unlawful dismissal and non-respect of health and safety conditions related to the pandemic. Deserted public spaces made women more vulnerable to violence in the streets, and substantial use of digital tools in confinement led to an increase of technology facilitated violence.¹³⁰

During the confinement period, women faced many personal, familial, and external obstacles to seeking assistance, accessing services, and filing a complaint with authorities for violence they suffered. The confinement context meant that women had fewer opportunities to escape from the violence, lack of housing alternatives other than staying in the violent home, and economic dependence on the aggressor. Despite efforts made to publicize the existence of online public services responsible for responding to violence against women, remote and digital means for submitting complaints were not available to the good number of Moroccan women who lack the necessary reading skills or the means to purchase a computer, smart phone, and/or internet connections.¹³¹

5.3. Best Practices and Opportunities

COVID innovations: During the COVID crisis, local public actors and women’s groups alike were called upon to respond immediately and develop creative, local solutions in GBV cases. Good practices and innovations included establishing multi sectoral working groups among local actors via WhatsApp for rapid coordination, communications and responses, as well as increasing police powers to remove violent offenders from the home and do drive-by check-ins at homes known for domestic violence.¹³²

¹²⁶ Plan Gouvernemental pour l'Égalité (ICRAM II), 2017-2021.

¹²⁷ Kingdom of Morocco, Ministry of Economy...Report on the Results-Based Budget Taking into Account the Gender Aspect (2019).

¹²⁸ The communiqué in Arabic and an explanation in French can be found at <https://www.medias24.com/violences-contre-les-femmes-baisse-des-plaintes-mais-chiffres-contestables-9953.html>.

¹²⁹ Telephone and email directories of the courts and prosecutors are available at <http://www.pmp.ma> and the online criminal complaints platform at <http://www.pmp.ma:83>.

¹³⁰ Mobilising for Rights Associates (2020).

¹³¹ Ibid.

¹³² Ibid.

Local VAW units: Law 103-13 establishes support units (“cells”) for support of women victims of violence within first instance and appellate courts, central and decentralized services of sectors in charge of justice, health, youth and women, the General Directorate of National Security, and the High Command of the Royal Gendarmerie. The units are to provide services such as reception, listening, support, orientation and accompaniment. The units inside the courts are comprised of a deputy prosecutor, a juvenile affairs judge and a social worker.¹³³ Social workers have been appointed in all courts, and their number increased from 81 social workers in 2008 to 298 in 2015. There are 99 designated violence against women units in local, provincial and regional hospitals.¹³⁴

VAW committees: Law 103-13¹³⁵ establishes national, regional, and local committees responsible for violence against women. The National Committee ensures coordination and communication, provides feedback on regional and local action plans, reviews reports from the regional and local committees, monitors their work, and contributes to establishing mechanisms to improve the management of the cells and the committees. The regional and local committees are established at the level of each appellate court and first instance court judicial district respectively, and are composed of judicial officials (prosecutors and judges) and other court officers. Committees are charged with preparing regional action plans, ensuring communication and coordination at the regional or local level, harmonizing working methods, and developing solutions.

Given the latitude – or lack of guidance – provided to public actors in existing laws, good practices can and have emerged locally in communities where there are strong relationships among all of the public and CSO systems actors. This establishment of multisectoral units and committees at decentralized levels provide an opportunity to fill in the gaps in current laws by promoting innovative, responsive, and locally developed policies, procedures, practices and solutions to GBV. It also provides for the possibility of collaboration between local NGOs and public actors, as women’s groups may also attend committee meetings if they are invited.

5.4. Findings and Recommendations

TABLE 12: FINDINGS AND RECOMMENDATIONS, GENDER-BASED VIOLENCE AGAINST WOMEN	
Key Findings	Priority Programming Recommendations
Focusing on Men as Targets of Change in GBV Efforts	
The vast majority of FTP, GOM, and NGO initiatives on GBV target women for interventions and as the focus of change efforts. Even in co-ed activities, men are deemed “allies” in developing and changing the women.	<ul style="list-style-type: none"> • Ensure that efforts to address GBV by all public and private partners target men as in need of interventions, and are based on an understanding that addressing GBV requires concrete behavior changes by men. • For example, the ACCESS and the AGEVEC projects provide an excellent opportunity to engage with employers, male participants and employees, not only in terms of their behavior with the minority of female colleagues, but also on issues of GBV generally and their behavior with women in the broader public during the scope of their work.
A significant number of GBV initiatives focus on awareness raising targeting values, attitudes and beliefs.	<ul style="list-style-type: none"> • Ensure that awareness-raising initiatives on GBV include concrete and specific examples of behavior changes expected and required from men.

¹³³ Article 10.

¹³⁴ Combined fifth and sixth periodic reports submitted by Morocco, CEDAW (2020).

¹³⁵ Articles 11-16.

	<ul style="list-style-type: none"> For example, the IDC activity can include a module for all participants on new legal provisions related to technology facilitated violence against women.
A good proportion of the literature to date – surveys, studies, reports – related to GBV have focused on studying and evaluating women – their beliefs, their behaviors, and the prevalence of violence committed against them.	<ul style="list-style-type: none"> Support efforts that study and evaluate the prevalence, extent and nature of discriminatory and violent behaviors committed by men.
Ensuring an Effective Response to GBV	
Awareness-raising on GBV is not sufficient. Women have numerous, valid reasons for not reporting GBV.	<ul style="list-style-type: none"> Public and private actors must put into place appropriate structures, procedures and policies that address obstacles faced by women to reporting violence.
Public services and private institutions lack a clear chain of services or processes for women to follow to file a complaint or seek assistance for GBV.	<ul style="list-style-type: none"> Public and private actors must put into place clear procedures for GBV services and case management through all steps of the process. USAID could consider supporting the public and private partners in its different activities, including schools, companies, and employers, to develop internal sexual harassment policies and procedures.
Implementation of laws and policies related to GBV frequently depend on the individual person(s) responsible for local application and enforcement. This leads to inconsistent application of law across jurisdictions and unsustainability of outcomes with personnel changes.	<ul style="list-style-type: none"> Support efforts among public and private actor partners to institutionalize policies and practices so that they can survive staffing changes and be consistently applied and enforced.
A good number of good practices related to GBV are considered optional rather than as mandatory policies to be applied.	<ul style="list-style-type: none"> Ensure that policies and good practices to address GBV among public and private actor partners are deemed mandatory and accompanied by enforcement mechanisms.
There is a lack of internal or external accountability mechanisms holding public actors or private institutions responsible for their response to GBV cases.	<ul style="list-style-type: none"> Support should be provided for the development of internal and external accountability systems for public actors and private institutions, with effective performance monitoring mechanisms and applied sanctions for non-compliance.
Promoting Local Efforts to Address GBV	
The PMP has provided wide latitude to local authorities in GBV cases, particularly through the regional and local Committees and units on violence against women. This is consistent with the current decentralization process.	<ul style="list-style-type: none"> Support should focus on strengthening these local systems' work to develop new and innovative pilot approaches to address issues of women's access to criminal justice. Efforts should be made to include not just law enforcement, justice system and health care representatives, but also local education officials and NGOs.
Innovative, creative approaches to managing GBV are often developed locally within one community or one institution, but rarely shared more broadly with counterparts in other areas of the country or other institutions.	<ul style="list-style-type: none"> Support should be provided to GOM, NGO and private sector actors to share their locally developed strategies more broadly horizontally through information exchange to scale across and encourage emergence, in support of an eventual scaling up at the national level.
Encouraging a Systems Approach to Addressing GBV	
Coordination among public actors and across sectors within any given local community is weak.	<ul style="list-style-type: none"> Support should be provided to GOM, NGO and private sector actors to work in a community-based multisectoral approach to addressing GBV. The FORSATY MCRA project is an excellent example of local, multisectoral collaboration among CSOs, private sector partners and public actors that could fruitfully work together

	to develop policies to address GBV as a barrier to women's economic and civic participation.
A good number of gender inclusion efforts to date focus on supporting the “entry” level stage of women into political, economic and educational opportunities, for example access to financial resources, employment or positions of responsibility, or training or schooling. However, once women enter political, economic, professional, and educational spheres, they are frequently met with a hostile environment and gender-based violence, hindering their sustained and effective participation.	<ul style="list-style-type: none"> • Ensure that “entry” level efforts at inclusion are complemented by initiatives that improve conditions under which women integrate politics, workplaces, the economy and education. Measures should be taken at the institutional and administrative levels to prevent attrition by women from these spheres due to sexual harassment and other forms of GBV. • For example, the YET program that provides direct grants and the MENA II activity that provides funds and capital should ensure that women participants’ access to these financial resources does not make them more vulnerable to GBV from male family members seeking to appropriate the funds for themselves.
Improving Monitoring, Evaluation, and Learning	
The majority of MEL efforts on GBV to date tend to focus on results among women targeted by the project.	<ul style="list-style-type: none"> • Develop and share with all public and private partners indicators to observe, assess and describe changes among male participant behaviors.
MEL efforts on GBV are frequently limited to the quantitative output level, for example the numbers of women advised or the number of centers built.	<ul style="list-style-type: none"> • Support the development, sharing and use of more meaningful qualitative indicators at the outcome and impact level to better assess changes in the conditions of people’s lives as a result of efforts.

6. COUNTERING VIOLENT EXTREMISM

Movements of extremist violence continue to attract Moroccans, both women and men. Despite the lack of accurate data, the security services continue discovering cells in a number of villages and cities. This confirms that there is a continuous danger and that pull and push factors are still driving extremism.

6.1. Updated Data and Statistics

The governments of Syria and Iraq declared success in their military operations against the so-called Islamic State of Iraq and Syria (ISIS) in late 2017. Tracking of violent extremist groups continued on the border between the countries. If these operations helped to end ISIS’s rule over important areas in Iraq, the movement continued, targeting other countries. Despite the pressure against violent extremist groups in Iraq, Syria, and Libya, they continued recruiting and practicing secret tactics, according to a 2019 U.S. State Department report.¹³⁶

In Morocco, violent extremist movements continue to recruit both men and women. Public policies on terrorism address five aspects: religious, security and legal, socio-economic, strengthening human rights and the rule of law, and international cooperation. The religious, human rights and socioeconomic components are the founding pillars of national counter-extremism policies.¹³⁷ In the areas of legislation, law enforcement and border security, Morocco continues to investigate, prosecute and punish suspects under anti-terrorism legislation that was enacted in 2003 and expanded in 2015.

¹³⁶ U.S. Department of State, Country Reports on Terrorism 2019.

¹³⁷ Permanent Mission of Morocco in Geneva report to the UN High Commissioner for Human Rights (2015).

Morocco has adopted counter-violent extremism policies. Since 2019, it has continued implementing programs already in place including:

- Promoting moderate Islam through training imams on openness to other cultures and religions, and changing curricula gradually to adapt to human rights values;
- Leading deradicalization policies in prisons;
- Promoting youth employment and entrepreneurship (INDH and Intilaka).

Implemented by the Ministry of Habous and Islamic Affairs, Rabita Mohammedia of Oulemas, INDH, Foundation Mohammed V for Solidarity, these programs are implemented in partnership with USAID, the British, Netherlands, and Norwegian embassies in Rabat.

In 2019, at the direction of the Ministry of the Interior, Moroccan law enforcement authorities targeted more than 125 people and reportedly arrested more than 25 terrorist cells in the early stages of planning attacks against a range of targets, including public buildings, public figures and tourist sites. Moroccan law enforcement authorities have benefited from intelligence gathering, police work, and cooperation with international partners to conduct counterterrorism operations. Three men who killed two Scandinavian hikers in the Atlas Mountains in 2018 were sentenced to death in July 2019 (although Morocco has suspended executions since 1993), while a fourth was sentenced to life imprisonment. No terrorist event occurred in 2019, and the Moroccan authorities announced in January 2019 that they had dismantled a cell of 13 people accused of inciting terrorist crimes and undermining state security in the cities of Casablanca, Mohammedia, and Sale, seizing electronic devices, bladed weapons, and written pledges of allegiance to the so-called ISIS. In May 2019, the Moroccan authorities dismantled a cell composed of nine members that had pledged allegiance to ISIS, which had planned to carry out terrorist operations in Tangier and seized electronic devices, uniforms of paramilitary forces and rifles. In October 2019, the Moroccan authorities dismantled a cell of seven people operating in Casablanca, Chefchaouen, Morocco, and Lausanne, Switzerland, which was preparing to target sensitive infrastructure and strategic sites, and seized bladed weapons, diving equipment, and ISIS flags.¹³⁸

On September 10, 2020, the Central Bureau of Judicial Investigations (BCIJ) reported it dismantled a terrorist cell affiliated with ISIS during security operations were carried out simultaneously in the cities of Tangier, Tiflet, Temara, and Skhirat.

This confirms that the collapse of ISIS sent extremist violence movements underground. The continued recruiting in Morocco confirms the ongoing need for policies to counter violent extremism.

Women in violent extremism: On October 3, 2016, the BCIJ reported it had dismantled an all-female cell affiliated with Daesh made up of 10 young girls, including 7 minors. They were arrested in Kenitra, Tan Tan, Sidi Slimane, Sale, Tangier, Oulad Taima, Zagora, and Sidi Taibi. When arrested, they were allegedly seeking components to make explosives to target vital centers in Morocco; the brother of one of the girls had carried out a similar attack in early 2016 in Iraq and other women from Daesh who carried out suicide attacks in several other countries.¹³⁹

Extremist and violent movements attract women as well as men and children from different social groups and countries. They primarily target the economically, socially, or psychologically vulnerable. People who join such movements often suffer from marginalization and lack of participation in their societies. Consequently, the recruitment and participation of women in extremist and violent movements is partly

¹³⁸ U.S. Department of State, Country Reports on Terrorism 2019, p. 133.

¹³⁹ Medias24 (2016).

due to a desire to escape discrimination against women in the public sphere, and to seek spaces that confer power and social status.¹⁴⁰

Extremist movements present themselves as valuing women; by highlighting female leaders, they convey a message that women who join these movements can rise to such a position.¹⁴¹ However, testimony from women who have left extremist movements describes a different reality of slave-like conditions.¹⁴²

Violent extremist movements frequently target recruits via social media: peer chats in particular appear to attract significant numbers of young women. According to Moroccan government spokesman Mustafa El Khalfi, 80 percent of Moroccan youth who joined ISIS were recruited through social networks, especially Facebook and Twitter.

In terms of gender, after the collapse of ISIS, data shows that males are more able to leave armed combat zones than females are, due to the restrictions imposed on the latter, especially in conservative societies, and because women have a lower status within armed terrorist groups.¹⁴³

Drivers of violent extremism: In 2010, joining a violent extremist Islamist group was understood as driven by religious beliefs, but later the focus turned to other “push” and “pull” factors. Push factors are largely understood as the negative social, political, economic and cultural drivers of individual decision-making, while pull factors include positive characteristics or benefits offered by the violent extremist groups in exchange for participation.

Theories linking radicalization to violent extremist behavior or group membership have been under increased scrutiny. One of the challenging questions is that the commonly referenced drivers or push and pull factors were too generic to explain radicalization when applied to individuals. Although unemployment, political marginalization, and religious ideology may have driven individual cases, those phenomena are broad-reaching and so affect many individuals, the majority of whom do not react by radicalizing or behaving violently.¹⁴⁴

One answer may be found in the weakness of alternative political movements that do not effectively address marginalized citizens’ grievances or offer a road map towards inclusive governments that effectively respond to their needs. This political vacuum creates an opportunity for violent extremist groups to recruit marginalized and potentially active citizens.

Regional Distribution of Violent Extremism

Tangier-Tetouan-Al Hoceima: Documents obtained in early 2016 from a Daesh fighter who stole records before fleeing to Turkey includes 239 foreign fighters who self-identified as Moroccans. While Morocco was not the focus of the report, it nonetheless stated that out of the 239 Moroccan foreign fighters, 35 percent were from the northern region of Morocco, namely Tangier-Tetouan and Al Hoceima. This complements a study by the Moroccan NGO the Northern Observatory of Human Rights which found that out of 1,500 Moroccan foreign fighters who joined Daesh in Syria and Iraq, approximately 30 percent originated from northern Morocco. According to the director of the BCIJ, Abdelhak El Khayam, foreign fighter recruits originated primarily from Tangier, Tetouan, Fnideq, and M’diq. According to the Observatory, among 30 Moroccan foreign fighters, two of whom were women, primary motivations

¹⁴⁰ Abadi (2020), p. 18.

¹⁴¹ Omar (2020).

¹⁴² Spencer (2016), pp. 74-98.

¹⁴³ Renard (2019), p. 25 (2018 data).

¹⁴⁴ Harper (2018), pp. 11-12.

included material gain and seeking adventure and glory. Religious or ideological motivations were secondary factors.¹⁴⁵

Beni Mellal-Khenifra: On December 7, 2018, the BCIJ dismantled an alleged terrorist cell in Beni Mellal composed of six individuals suspected of preparing terrorist projects in Morocco.

Marrakesh-Safi: Since the 2011 attack on the Argana Café, two Scandinavian hikers were killed by a terrorist group in the Atlas Mountains in 2018. The terrorists were sentenced to death in July 2019. Media reports said that killers were born and lived in Marrakesh.

6.2. Advances, Challenges and Gaps

Various programs contribute to combating violent extremism by confronting its roots, especially poverty, marginalization, and lack of inclusion in public policy-making. As a result, violent extremist movements have not been able to transform into social movements.. These movements have remained with limited influence, seeking potential recruits living in vulnerable situations. Although radical religiosity is only one factor among others in encouraging violent extremism, government programs to spread the teachings of tolerant Islam greatly help make the experience of violent extremism unpopular.

USAID's CVE programs support women through economic empowerment against unemployment, which is one of the key drivers of violent extremism. FORSATY ensured this role through local partners in the Tangier-Tetouan-Al Hoceima Region.

An INGO director who led CVE programs in Morocco for the INGO Search for Common Ground emphasized that the strategies of attracting women to the movements of extremist violence are based on presenting the model of both the woman leader engaged in preaching and the women who walk in three streets freely (albeit only with other women) without being harassed. The director also said that the desire to emigrate among women, as well as men, is among the motivations to join movements of extremist violence.

A manager at Open Society Foundations who previously directed anti-violent extremism programs in Tunisia and democratic governance programs in Morocco, believes that the power of violent extremist movements lies in their strong communication capacities and their relentless follow-up through a large network of members active through social media.

Challenges: The continued recruitment of women by violent extremist movements represents a challenge, and for this reason the work of the various programs must be strengthened. The persistent social exclusion of women continues to incentivize some vulnerable women to join violent extremist movements.

Gaps: Though the violent extremist movements adopt policies for recruiting women, there is a dearth of gender-specific programs within the CVE programs and policies implemented in Morocco by national and international organizations. One exception is USAID's Morocco Community Resilience Activity (MCRA/FORSATY), which plans to address women, peace, and security, and is scheduled to design gender activities across its components. Additionally, other gaps within the CVE programs can be covered within any gender-based programming. These include:

¹⁴⁵ Abadi (2020), p. 30.

- The gap in CVE programs and policies is the lack of the promotion of critical thinking, which is the tool that makes any person question the information and/or the message he/she receives. Filling the gap can turn into an opportunity through education, media and sensitizing campaigns led by CSOs.
- The weakness of political parties is another gap, so long as they are unable to accompany citizens and be present with them in their closest circles. Political parties played an important role in limiting the influence of extremist violent movements in the 1970s in many countries. Strong, active, and efficient political parties can play this role today.

6.3. Best Practices and Opportunities

Economic empowerment of youth and women: Economic empowerment of women is a good practice to replicate based on need. The continued attraction of Moroccans to violent extremist movements requires strengthening CVE programs. After the defeat of the violent extremist movements in Iraq, they have moved underground. This is demonstrated by the number of cells dismantled by security forces in Morocco.

Promotion of critical thinking: Though economic empowerment is crucial to CVE, it is not enough. There is a need for the promotion of critical thinking, so that citizens including women can have the capacities to question the terrorist ideologies and not accept being vulnerable to recruitment.

Strengthening political parties and civil society: Political parties and civil society can play a very important role in education on counter violence culture including education on peace, tolerance and human rights. Adding to this, political parties can represent spaces of moderate criticism and peaceful change. If strengthened, they can play a role in this regard.

Strengthening GOM efforts: To strengthen the GOM’s work for the promotion of tolerant Islam, there is a need for broader promotion of tolerance and joint living by all people, regardless of their differences. The Rabita Mohammedia of Oulemas’ work is important, but it needs substantial support to include civil society and a broader effect in the whole country.

Media engagement in CVE programs: The media play an important role in democracy, inclusion, and civic education. They can play a crucial role in CVE through the promotion of peace, critical thinking and human rights. Media, including online, TV, radio, newspapers, and social media, can leverage the work of all actors within CVE programs.

Establish a coordination group for CVE: This coordination group could include international organizations, the GOM, and CSOs. Such a mechanism could support coordination and share objectives.

6.4. Findings and Recommendations

Key Findings	Priority Programming Recommendations
Economic empowerment of youth and women	<ul style="list-style-type: none"> • Strengthen youth and women economic empowerment and ensure M&E to the programs through a holistic approach.
FORSATY: A success story to expand	<ul style="list-style-type: none"> • FORSATY is a successful program with an important impact on women and youth. This is a program that needs to be duplicated in other regions of Morocco.

Deradicalized influencers	<ul style="list-style-type: none"> • Deradicalized influencers play an important role in the promotion of the culture of tolerance and by showing the extremist experience as a failure. This discourages those who may be tempted by violent extremism. The use of the deradicalized persons in programs can foster CVE programs and policies.
Insufficient CVE programs and the lack of promoting critical thinking	<ul style="list-style-type: none"> • Though a huge risk is posed by violent extremist movements that target Moroccans, including women, on daily bases, the CVE programs (most of them focused in the north of Morocco) are very limited. • A holistic program is needed that promotes tolerance, critical thinking and empowers youth and women.
Weak political parties	<ul style="list-style-type: none"> • The focus on promoting the role of political parties in CVE is one of the keys for promoting the culture of peace in the country.
Lack of media engagement in CVE policies	<ul style="list-style-type: none"> • To counter the communication strategies of extremist movements, there is a need for strengthening communication capacities of the leaders of change including civil society organizations.
Peer to Peer for Peace	<ul style="list-style-type: none"> • To strengthen the capacities of women and youth to be for peace and against violent extremism, peer to peer, can have a greater impact.
Lack of holistic M&E plan	<ul style="list-style-type: none"> • The gender sensitive CVE programs have to adopt a holistic monitoring and evaluation plan. This can be adopted by the CVE working group.

ANNEX A: LEGAL AND STRATEGIC FRAMEWORK

The following tables summarize the strategies and policies that provide guidance for the response of the GOM and USG in addressing the five themes.

TABLE 14: USG POLICIES RELEVANT TO GENDER EQUALITY IN POLITICAL INCLUSION	
U.S. Government Policy	Implication for Political Inclusion
USAID’s Country Development Cooperation Strategy CDCS (2013-2020)	Development Objective 2, Increased civic participation in governance, includes two sub-objectives: 1. More responsive and representative political parties; 2. Civil society contribution to public policy increased. In this regard, USAID has been assisting political parties in becoming more responsive and representative while supporting civil society organizations to build their management, organizational and advocacy capacity. ¹⁴⁶ The U.S. Government supports Morocco’s efforts by addressing gender as a cross-cutting issue in the above mentioned programs with a focus on increasing women’s political inclusion ¹⁴⁷

TABLE 15: GOM POLICIES RELEVANT TO GENDER EQUALITY IN POLITICAL INCLUSION	
GOM Legal and Strategic Framework, Action Plans	Implications for Political inclusion
Moroccan Constitution (2011) ¹⁴⁸	The principle of equality between women and men was enshrined in the Constitution of July 1, 2011. The preamble affirms that “The Kingdom of Morocco undertakes to combat and ban all discrimination against anyone due to sex.” Articles 19 and 164 enshrine the principle of parity. Articles 30, 115, and 146 promote positive discrimination in the electoral field, and encourage the participation of women in institutions and public bodies.
Concerted Initiative for the Strengthening of Moroccan Women’s Assets (ICRAM II) ¹⁴⁹ (2017-2021)	The Government Plan for Equality (ICRAM II) devotes Axis 3 to the participation of women in decision-making by strengthening provisions such as the quota system, exclusive lists for women with a view of greater impact at the level of representativeness and effective participation in political decision-making.
National Action Plan for Democracy and Human Rights (NAPDH) (2018-2021) ¹⁵⁰	The action plan aims to consolidate the process of political reform, to institutionalize protection of human rights, to promote human rights and encourage initiatives that contribute to the emergence of a participatory democracy. The plan has four pillars relating to democracy, governance, economic, social, cultural and environmental rights, and the protection and promotion of the rights of women and girls, in

¹⁴⁶ USAID Morocco, Country Development Cooperation Strategy, November 2013 - December 2020.

¹⁴⁷ USAID Morocco, Closing Morocco’s Gender Gap, Fact Sheet, August 28, 2019.

¹⁴⁸ Kingdom of Morocco. Dahir n° 1-11-91 du Chaabane 1432 (July, 29, 2011) Portant Promulgation du Texte de la Constitution, 2011.

¹⁴⁹ Concerted Initiative for the Strengthening of Moroccan Women’s Gains (ICRAM II).

¹⁵⁰ The National Action Plan for Democracy and Human Rights 2018-2021 (NAPDH), <https://didh.gov.ma/sites/default/files/2018-11/panddh%20FR%20corrig%C3%A9%20SITE.pdf>.

	addition to the legal and institutional framework that encompasses the rights of the targeted categories within a common frame of reference, setting out the commitments of all actors, including 81 measures related to participatory democracy,
Royal Speeches	Since his accession to the throne in 1999, King Mohammed VI has continually emphasized the need to promote the role of women and their effective participation in decision-making bodies at the international, national and local levels, as well as in representative institutions. In an August 20, 2019, speech, the King stated that he had “always considered that the major affairs of the country should be addressed in a participatory and inclusive approach to ensure the involvement of all actors of the nation.” ¹⁵¹
Access to Information Law 31-13	Article 27 of the Constitution provides for the right to access information. Law 31-13 makes information systematically accessible to women and guarantees access, in a timely manner and by all possible means, to information relating to political participation at the level of the parliament, local authorities and political parties. This right also enables women to become familiar with the organizational and functional processes for the allocation of positions of responsibility in the public administration.
The National Charter on Administrative Decentralization (December 27, 2018)¹⁵²	The World Bank encouraged Morocco to initiate the process of decentralization by effecting a real and progressive transfer of decision-making powers to enable governance at the local level, and of resources corresponding to the appropriate political subdivisions. In this context, the Decentralization Charter, which is the cornerstone of regionalization, calls for all necessary measures to be taken, including the revision of existing laws and regulations, particularly those relating to the civil service and appointments to positions of responsibility. The Decentralization Charter was published in the Official Gazette in December 2018 but is still not in effect.
New Development Model (2019)	The special commission for the New Development Model declared women to be priority actors involved in the New Development Model process. Morocco’s Economic, Social and Environmental Council (CESE) asserted that women’s equality is essential to rebuild confidence and ensure that Morocco is a country of solidarity and prosperity for all of its citizens. Asserting that “The new development dynamic must...be able to open up the field of participation in development to everyone [including] those suffering from discrimination, whatever its nature, especially women...,” the CESE said it was necessary to effectuate the strategic choice of “Autonomous women, actors in development and exercising their rights to full participation in economic, social, political and cultural life.” The Model asserts that “it is essential that all of the active forces in the country are committed to the establishment of an institutional and legal

¹⁵¹ Royal Speech of August 20, 2019.

¹⁵² National Charter on Administrative Decentralization (December 27, 2018). https://www.mmsp.gov.ma/uploads/file/Decret_Charte_Deconcentration.pdf.

	<p>framework that guarantees the effectiveness of equality between women and men, by:</p> <ul style="list-style-type: none"> • Accelerating the harmonization of legislation with the principles and provisions of the Constitution and international human rights conventions ratified by Morocco on the prevention and elimination of all forms of discrimination against women and girls; • Introducing the principle of equality between women and men into public policies, and particularly the promotion of women's participation in economic, social, political and cultural life; • Making part of public funding granted to political parties, unions and associations conditional on achieving a minimum level of 30 percent representation of women in their governing bodies; • Activating the establishment of the Authority for Parity and the Fight Against Discrimination and granting it the power to investigate, issue injunctions and take legal action against any act of discrimination against women; and • Eliminating gender discrimination and stereotypes in textbooks and the media.”¹⁵³
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TABLE 16: USG POLICIES RELEVANT TO GENDER EQUALITY IN ECONOMIC INCLUSION	
U.S. Government Policies	Implication for Economic Inclusion
USAID Gender Equality and Female Empowerment Policy (March 2012) ¹⁵⁴	One of the three aims of the policy is to “reduce gender disparities in access to, control over and benefit from resources, wealth, opportunities and services -- economic, social, political, and cultural.” “Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision--making in households, communities, and societies.”
United States Strategy on Women, Peace, and Security (June 2019) ¹⁵⁵	Line of Effort 3 of the Strategy is to “adjust United States international programs to improve outcomes in equality for, and the empowerment of, women.”
Women’s Global Development and Prosperity Initiative (W-GDP) ¹⁵⁶	W-GDP initiative, whose projects will be overseen by MCC in Morocco. It can be a real leverage to USAID initiatives related to women prospering in the workforce (such as FORSATY).

TABLE 17: GOM POLICIES RELEVANT TO GENDER EQUALITY IN ECONOMIC INCLUSION	
GOM Legal and Strategic Framework, Action Plans	Implication for Women’s Economic Inclusion and Gender Equality
National Legislation	
I. Law 62-17 related to administrative supervision over	Three laws were adopted on July 23, 2019, enabling the tribal Soualiate women to receive the same economic benefits as men when their collective lands are sold or divided.

¹⁵³ http://www.ces.ma/Documents/PDF/NMD/CESE-Nouv_Modele_de_Devt-f.pdf

¹⁵⁴ USAID Gender Equality and Female Empowerment Policy, 2012.

¹⁵⁵ United States Strategy on Women, Peace, and Security (June 2019).

¹⁵⁶ White House (2020).

<p>Soulaliyate communities and the management of their properties</p> <p>2. Law 63-17 related to the administrative delimitation of the Soulaliyate lands</p> <p>3. Law 64-17 amending and supplementing Dahir n° 1-69-30 related to collective lands located in irrigated perimeters</p>	<p>Traditionally lands of these tribes, which are excluded from modern Moroccan land tenure laws, had been passed down only to male relatives.</p> <p>The Soulaliyate ethnic communities cover an area of nearly 15 million hectares and represent 10 million people, spread over 4,563 communities represented by 8,500 delegates.</p> <p>Soulaliyate women had been protesting and advocating since 2007, and Morocco's government made the requested legal changes in 2019. This change prevents displacement of un-landed women and promotes both social and economic stability.</p>
<p>Law 19-12 Establishing working and employment conditions for domestic workers¹⁵⁷</p>	<p>An October 2018 decree regarding the social security system established a standard employment contract between domestic workers and their employers.</p> <p>The Government Council approved the inclusion of domestic workers in the CNSS in January 2019.</p>
<p>Draft Decree No. 2-19-69¹⁵⁸</p>	<p>The draft decree issued in February 2019 aims to give self-employed workers, cooperatives, and SMEs access to public contracts.¹⁵⁹</p>
<p>Circular No. 4 from the Minister of Public Administration Reform, 11 September 2019¹⁶⁰</p>	<p>The purpose of this circular from the Minister of Public Administration Reform is to help parents and employees enjoy improved work-life balance through day care centers to be established in government departments.</p>
<p>Circular No. 1 from the Minister of Public Administration Reform, 7 August 2018¹⁶¹</p>	<p>The circular from the Minister of Public Administration Reform will improve women's work-life balance by providing special authorizations for breastfeeding.</p>
<p>Circular No. 4 from the Head of Government, 2019^{162,163}</p>	<p>This circular from the Head of Government generalizes gender-sensitive budgeting to all ministerial departments.</p>
<p>Government Plans and Strategies</p>	
<p>The 3rd phase of the National Human Development Initiative (INDH) (2019-2023)</p>	<p>The INDH's third phase seeks to secure sustainable social and human development in order to ensure equality through one of its four programs that aims to improve incomes and the economic integration of youth.</p>
<p>National Action Plan for Democracy and Human Rights (2018-2021)¹⁶⁴</p>	<p>The ultimate goal of the NAPDHR is to attain further progress in terms of respect for human rights, rule of law, equality, equity, non-discrimination, equal opportunity, implementation of the gender approach, promotion of the human rights culture and values, and consolidation of national achievements in economic, social, cultural, environmental and solidarity rights.</p> <p>The measures proposed under this heading are mindful of the gender approach and are based on the principles of equality, equal opportunity, solidarity and good governance, in order to step up efforts in the fight against poverty and social exclusion and ensure their transformation into sustainable assets.</p> <p>Program measures related to economic inclusion include:</p>

¹⁵⁷ Loi 19-12 fixant les conditions de travail et d'emploi des travailleuses et travailleurs domestiques.

¹⁵⁸ Projet de décret n° 2.19.69 complétant et modifiant le décret n° 2-12-349.

¹⁵⁹ By April 2019, more than 103,000 sole proprietorship businesses had been created, 31% of them female-run.

¹⁶⁰ Circulaire du Ministre de la Réforme de l'Administration et de la Fonction Publique n° 4 du 11 septembre 2019.

¹⁶¹ Circulaire du Ministre de la Réforme de l'Administration et de la Fonction Publique n° 1 du 7 août 2018.

¹⁶² Kingdom of Morocco, Ministry of Economy...Report on the Results-Based Budget Taking into Account the Gender Aspect (2019).

¹⁶³ Circulaire de M. Le Chef du Gouvernement n° 4/2019.

¹⁶⁴ Kingdom of Morocco, National Action Plan for Democracy and Human Rights 2018-2021, December 2017.

	<p>153: Promote equity and equal opportunity in programs for training, qualification and integration in the labor market;</p> <p>154: Strengthen the role of proactive mechanisms to reduce labor disputes;</p> <p>395: Establish mechanisms to ensure women’s access to entrepreneurship.</p>
Government Plan for Equality ICRAM II (PGE, 2017-2021)¹⁶⁵	<p>The European Union has begun implementation of the PGE II. Economic Inclusion is mainly addressed in axes 1 and 3 of the plan.</p> <p>Axis 1 aims to strengthen women’s employability and economic empowerment through:</p> <ol style="list-style-type: none"> 1. Creating an environment conducive to women’s economic empowerment; 2. Promoting women’s participation in the employment market; ensuring equal access to decent work and opportunities for professional advancement; 3. Strengthening the economic position of women in rural areas; 4. Facilitating the growth and success of women’s entrepreneurship. <p>Axis 3 aims to reinforce participation of women in decision-making by strengthening the representation and participation of women in all positions of responsibility.</p>
National Plan for Administrative Reform, 2018-2021¹⁶⁶	<p>Managerial transformation, an axis of the National Plan Reform of the Administration, includes a project related to the implementation of the Strategy for Institutionalizing Gender Equality in the Public Service (2018-2021).</p>

TABLE 18: USG POLICIES RELEVANT TO GENDER EQUALITY IN BASIC AND HIGHER EDUCATION	
U.S. Government Policy	Implication for Basic and Higher Education
USAID Gender Equality and Female Empowerment Policy (2012)	<p>Elaborates on USAID Policy Framework 2011-2015 which asserted that USAID’s first operational principle is “Promote Gender Equality and Female Empowerment.”</p> <p>The Policy outlines USAID’s vision of equal access to goods including education.</p> <ul style="list-style-type: none"> ● Asserts that gender norms affect household allocation of resources among children and how they are allowed to use their time; and that gender gaps must be addressed early in life to prevent gender inequalities in education and time use from accumulating. ● Defines gender equality as “expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.” ● Defines female empowerment as “when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society.” ● Asserts that gender equality and female empowerment require the involvement of “men and boys, women and girls,” “cultures, societies, and institutions.”

¹⁶⁵ For more information, see <http://www.social.gov.ma/sites/default/files/icram%2020%20anglais.pdf>.

¹⁶⁶ Kingdom of Morocco, Ministry of Economy...Report on the Results-Based Budget Taking into Account the Gender Aspect (2019).

<p>USAID/Morocco Country Development Cooperation Strategy (CDCS) (2013-2020)</p>	<p>The CDCS' plan to promote gender equality includes reducing dropout of girls at the primary level and promoting gender-sensitive teaching.</p> <p>Under Development Objective 1 to enhance the employability of youth, the role of the educational system in equality in the workforce is recognized. The CDCS states that USAID's economic growth activities will identify and reduce barriers that prevent females from successfully transitioning from education to employment.</p> <ul style="list-style-type: none"> • Noting that “only 18 percent of young women are actively engaged in formal employment,” and stating that “male and female beneficiaries face different barriers to employment,” the CDCS states that USAID will design interventions “to ensure equal access for beneficiaries with a particular attention on the actual outcomes for young men and women benefiting from project interventions.” • Noting that graduates have difficulty finding jobs that match their education and training, the Rationale directs attention to the ability of the educational system to provide relevant skills and knowledge. The CDCS states that USAID will help Morocco adopt education and training systems that are responsive to the demands of the workforce and are aligned with industries that have high impact. • Noting that Moroccan universities lack career services and that university curricula do not integrate preparedness for employment, Intermediate Result (IR) 1.1 states that USAID will engage universities, technical institutes, the MOE, the private sector, and civil society in partnerships to develop workforce development services that are driven by the demands of the workforce and that assist “a broad range” of youth. • IR 1.2 mentions educators as among those who should be informed about labor market information. <p>Development Objective 3, to enhance primary education attainment, states:</p> <ul style="list-style-type: none"> • USAID will work with the MOE to “develop gender-sensitive reading materials and...ensure gender equity in the delivery of training programs,” including “training teachers in using gender-sensitive teaching methods in the classroom.” • Noting cultural norms that pressure girls to drop out, and noting that a small proportion of teachers and school directors are female in parts of the country, USAID will support “initiatives that address cultural barriers to continued education and encourage retention of girls in primary school.”
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<p>TABLE 19: GOM POLICIES RELEVANT TO GENDER EQUALITY IN BASIC AND HIGHER EDUCATION</p>	
<p>GOM Legal and Strategic Framework, Action Plans</p>	<p>Implications for Gender Equality and Women's Empowerment in Education</p>
<p>Charter for Education and Training (2000)</p>	<p>Aimed to combat illiteracy, upgrade quality of education, and improve school infrastructure. Emphasized compulsory nature of education in an effort to eradicate the gender gap especially in rural areas. Measures included:</p> <ul style="list-style-type: none"> • Adopted gender approach in State budget. • Revised textbooks in attempt to eliminate gender stereotypes. • Created scholarships for female and male students on equal footing. • Increased school transportation for girls in rural areas. • Built more schools, canteens, and boarding schools to increase girls' enrollment. • Distributed 1 million school bags, nearly half to girls. • Integrated human rights and citizenship in curricula and textbooks as coordinated by the central commission for human rights. <p>Major challenges to implementation included:</p>

	<ul style="list-style-type: none"> • Gender stereotypes and attitudes toward girls' education. • Low income which pressured children, especially girls, to seek jobs. • Lack of basic education infrastructure and equipment. • Increasing dropout rates. • Insufficient financial resources.¹⁶⁷
National Strategy for Gender Equality (2006)	Aimed to reduce gender disparities in all sectors and promote girls' education and women's rights to counter inequalities.
Generalization of Preschool	The National Cooperation program aimed to provide preschool facilities to children (4-5) from low-income families. By 2014, the program created about 779 preschools, mostly in rural areas, with girls more than half of students. ¹⁶⁸ The Ministry of Youth and Sports also established preschools. The Ministry of Education (MOE) announced in 2018 a 10-year program to make preschool education generally available ¹⁶⁹ and reported preschool enrollment reached 72.5% in fall 2019, 62.4% in rural areas. ¹⁷⁰
Najah Emergency Plan (2009-2012)	This strategy aimed to accelerate application of the Charter, mainstream gender in education, reduce dropout, review syllabi and textbooks, and train teachers on gender issues especially in rural areas. ¹⁷¹ <ul style="list-style-type: none"> • Built 600 boarding schools, provided 650 school buses, and increased scholarships and canteens eightfold, helping more girls attend school. • The "Million District Initiative" focused on basic education in urban and rural areas.
Constitution (2011)	Article 19 asserts: "The State works for the realization of parity between men and women." Article 31 asserts that the government "work[s] for the mobilization of all means available to facilitate equal access of female citizens and male citizens to conditions that permit their enjoyment of the right to...a modern, accessible education of quality,...professional instruction and physical and artistic education." ¹⁷²
Government Plan for Equality (ICRAM) (2012-2016)	Aimed to promote equal access to education and health services, combat gender-based discrimination, improve women's and girls' living conditions, and ensure equal opportunity in employment. Axis 1, on institutionalizing principles of equity and equality, states that the relevant ministries will remove "stereotypes in school curricula" and train administrators on incorporating the gender approach in education. Axis 3 of the plan called for upgrading the education and training system "on the basis of equity and equality." Objectives under that axis included to: 9. Generalize girls' access to all educational levels and reduce dropout by: <ul style="list-style-type: none"> • Incorporating the gender perspective in the educational and training system. • Developing an overall equality indicator between boys and girls. 10. Develop a system to encourage innovation in support of equality and the fight against gender-based violence in schools including by: <ul style="list-style-type: none"> • Training educational and administrative staff in gender equality and the fight against stereotypes and discrimination. • Incorporating equality and fairness principles in program specifications for professional master and bachelor degrees. 11. Combat illiteracy among women and promote informal education for girls in rural settings. ¹⁷³

¹⁶⁷ Ennaji (2018).

¹⁶⁸ Morocco report to UNESCO (2015).

¹⁶⁹ Ennaji (2018).

¹⁷⁰ Medias24 (2020).

¹⁷¹ Llorent-Bedmar (2014).

¹⁷² Translations by Morocco Ministry of Solidarity, http://www.social.gov.ma/sites/default/files/GPE_Ang.pdf.

¹⁷³ Ministry of Solidarity, http://www.social.gov.ma/sites/default/files/GPE_Ang.pdf

Massar program (2013)	This MOE program provides an identification number to all students ages 6 to 18 to track attendance and academic performance and thus inform policies including those related to gender disparities.
Strategic Vision for Reform 2015-2030	This MOE strategy document emphasizes parents' role in promoting education to achieve equity and quality. The strategy: <ul style="list-style-type: none"> Created the Tayssir program providing financial and material support to low-income parents to assist with schooling their children with the goal of increasing student enrollment in primary schools. Set goals of reducing dropout rates in rural primary schools to 1% and in all secondary schools to 3% by the 2024/2025 school year. Set a goal of 100% preschool enrollment of 100% by 2027-2028.¹⁷⁴
Government Plan for Equality (ICRAM 2) (2017-2021)	Axis 2 on promoting women's rights in the family content includes: <ul style="list-style-type: none"> Measure 5.2.5 integrating initiatives in primary and secondary education to instill self-confidence, particularly in girls. Axis 4 on protecting women states that indicators monitored will include GBV prevalence in schools and the expansion of schools as safe harbors from GBV. Axis 5 on disseminating principles of equality and fighting against discrimination and gender-based stereotypes includes: <ul style="list-style-type: none"> Measure 5.2.2 providing training on human rights, equality and anti-discrimination in all public and private primary, secondary, and postsecondary schools including teaching universities and training of medical professionals.
Framework Law 51-17 Relating to the Education, Training and Scientific Research System (2019)	Based on the Strategic Vision for Reform 2015-2030, the law aims to increase education access in rural, peri-urban, and underserved areas; and for girls, vulnerable children, and children with disabilities or special needs. The law: <ul style="list-style-type: none"> Plans the recruitment and training of 200,000 new teachers. Outlines measures facilitating access to vocational training for students in lower secondary and improving training for students in qualifying secondary.¹⁷⁵ Formalizes the Strategic Vision's call to strengthen teacher training including a program to professionalize primary and secondary teachers; longer training of teachers at regional centers for education and training professions (CRMEF) by adding a second year of work-study training; and a distance training platform for trainee teachers.¹⁷⁶ Calls for the engagement of all sectors in education reform as a common responsibility among the State, the family, civil society organizations and economic, social, cultural and media actors.¹⁷⁷
National inclusive education program (2019)	In June 2019, the MOE launched a national inclusive education program for children with disabilities which affirms the right of all children with disabilities to public education and to attend any school. The goal is to mainstream them into the same classrooms as children without disabilities. If children need aides, parents pay. ¹⁷⁸ The Minister of Education hoped to mainstream all children with disabilities by 2027. ¹⁷⁹
Bachelor system	The MOE has directed universities to change their undergraduate diploma from the three-year <i>licence</i> to a four-year bachelor's degree starting with the incoming class of fall 2021. The <i>licence</i> system was criticized as being ill-matched to the job market. ¹⁸⁰ Supporters say the switch will allow students more time to develop job-

¹⁷⁴ Ennaji (2018).

¹⁷⁵ Oxford Business Group, Morocco 2020.

¹⁷⁶ Medias24 (2019).

¹⁷⁷ Framework Law 51-17, Article 6 (2019)

¹⁷⁸ Shi (2020).

¹⁷⁹ Aujourd'hui Le Maroc (2019).

¹⁸⁰ Aujourd'hui Le Maroc (2020).

	specific skills and soft skills and to choose classes in science and literature. ¹⁸¹ Foreign language requirements would be increased, and some degree programs may require an internship. ¹⁸²
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TABLE 20: USG POLICIES RELEVANT TO GENDER-BASED VIOLENCE AGAINST WOMEN	
U.S. Government Policies	Implication for Gender-based Violence
USAID Gender Equality and Female Empowerment Policy (March 2012) ¹⁸³	One of the three aims of the policy is to “reduce gender-based violence and mitigate its harmful effects on individuals and communities.”
United States Strategy to Prevent and Respond to Gender-based Violence Globally (August 2012)	The strategy’s four objectives are: <ol style="list-style-type: none"> 1. To increase coordination of gender-based violence prevention and response efforts among United States Government agencies and with other stakeholders; 2. To enhance integration of gender-based violence prevention and response efforts into existing United States Government work; 3. To improve collection, analysis, and use of data and research to enhance gender-based violence prevention and response efforts; and 4. To enhance or expand United States Government programming that addresses gender- based violence.
United States Strategy on Women, Peace, and Security (June 2019) ¹⁸⁴	Line of Effort 2 of the Strategy is to “Promote the protection of women and girls’ human rights, access to aid, and safety from violence, abuse, and exploitation around the world.”

TABLE 21: GOM POLICIES RELEVANT TO GENDER-BASED VIOLENCE AGAINST WOMEN	
GOM Legal and Strategic Framework, Action Plans	Implications for Gender-based Violence
Constitution (2011) ¹⁸⁵	Article 22 of the Constitution prohibits all violations of physical and moral integrity and dignity, as well as all cruel, inhuman and degrading treatment, under any circumstances, whether committed by state or private actors.
Penal Code ¹⁸⁶	Penal Code Article 404 makes a spousal relationship an aggravating circumstance for sentencing purposes in intentional assault and battery and involuntary homicide crimes. Rape is classified as a felony, and defined as “the act whereby a man has sexual relations with a woman against her will” (Article 486). Aggravating circumstances for sentencing purposes include if the victim was pregnant or a virgin at the time of the rape (articles 486 and 488, respectively). Article 503-I criminalizes sexual harassment in the workplace when committed by a superior with the purpose of obtaining sexual favors. ¹⁸⁷ The Penal Code criminalizes sexual relations between two persons of the same sex (Article 489), sexual relations between two unmarried persons of the opposite sex (Article 490), and adultery (articles 491 and 492).

¹⁸¹ Diallo (2020).

¹⁸² Chaoui (2020).

¹⁸³ U.S. Agency for International Development. USAID Gender Equality and Female Empowerment Policy, 2012.

¹⁸⁴ The United States Strategy on Women, Peace, and Security (June 2019).

¹⁸⁵ Kingdom of Morocco. Dahir n° 1-11-91 du Chaabane 1432 (29 juillet 2011) Portant Promulgation du Texte de la Constitution, 2011.

¹⁸⁶ Kingdom of Morocco. Dahir n° 1-59-413 du 28 Joumada II 1382 (26 novembre 1962) portant promulgation du texte du Code pénal, version consolidée 2018.

¹⁸⁷ Law 103-13 later expanded the scope of sexual harassment crimes, as described below.

Code of Penal Procedure ¹⁸⁸	The Penal Procedure Code provides that the prosecutor or investigating judge may take protective measures during the preliminary investigation phase after filing of a criminal complaint, to protect the victim, their family, or their property, notably by: providing the victim with a phone number to call at any time to request protection; personal protection by law enforcement; a change of residence; non-divulgence of information about their identity; a specialized medical examinations and treatment; or any other measure considered to be an effective guarantee of protection (Article 82-5).
Law 103-13 on the Elimination of Violence Against Women ¹⁸⁹	This law introduced some minor reforms to the Penal Code and the Code of Penal Procedure. These include making certain pre-existing crimes explicitly applicable to spouses and other intimate relationships, increasing penalties for pre-existing crimes when the offender is a spouse or other relation to the victim, expanding the scope of sexual harassment crimes to include harassment in public spaces and technology-facilitated violence, expanding existing criminal protective measures, and institutionalizing units and committees at the national, regional, and local levels to address GBV.
Law 65-15 on Social Protection Establishments ¹⁹⁰	This law updated the Law on Social Protection Establishments, which include the multifunctional women's centers (<i>établissements multifonctionnels des femmes</i> or EMFs) providing diverse forms of assistance including shelter, counseling, legal assistance, and training.
Government Plan for Equality (PGE or ICRAM II), 2017-2021 ¹⁹¹	The PGE establishes the strategic and political framework for developing policies, actions, and monitoring mechanisms to implement constitutional and legislative provisions related to women's rights. Axis 4 of the Government Plan for Equality aims at the "Protection of women and strengthening of their rights," with the following objectives related to gender-based violence: 4.:1 Implement laws combating discrimination against women 4.2: Ensure effective law enforcement and regulations for women's and girls' enjoyment of their rights 4.3: Provide a framework for adequate and effective combating of GBV 4.4: Ensure the protection and care of victims of GBV 4.5: Reduce the prevalence of GBV
National Strategy to Combat Violence Against Women, 2020-2030 ¹⁹²	The National Strategy to Combat Violence Against Women establishes government strategy and actions to implement legislative provisions on Violence Against Women. The five thematic axes are: 1. Prevention of violence and discrimination, 2. Protection against all forms of violence, in all spaces and at all stages of life, 3. Prioritizing support and empowerment of victims, 4. Punishment, rehabilitation and reintegration of perpetrators of

¹⁸⁸ Kingdom of Morocco. Loi n° 22-01 relative au code de procédure pénale mise en œuvre par le décret royal n° 1.02.255 modifié du 3 octobre 2002.

¹⁸⁹ Kingdom of Morocco. Dahir n° 1-18-19 du 5 jourmada II 1439 (22 février 2018) portant promulgation de la loi n° 103-13 relative à la lutte contre les violences faites aux femmes. English translation available at <https://mrawomen.ma/wp-content/uploads/doc/VAW-Law-103-13-Morocco-Final-English-Translation-April-2018.pdf>. The law has been completed to date by Decree n° 2-18-856 of April 10, 2019, implementing Law 103-13 relating to the fight against violence against women establishing the composition and functioning of the units and committees at the national, regional and local levels. The Presidency of the Public Prosecution issued circulars nos. 31S/HPP (June 28, 2018) and 48 PGP (December 6, 2018) providing instructions to prosecutors on the law's implementation.

¹⁹⁰ Royaume du Maroc. Dahir n° 1-18-25 du 25 rejev 1439 (12 avril 2018) portant promulgation de la loi n° 65-15 relative aux établissements de protection sociale.

¹⁹¹ Royaume du Maroc. Ministère de la Famille, de la Solidarité, de L'Égalité et du Développement Social, Plan Gouvernemental pour l'Égalité ICRAM II, 2017-2021.

¹⁹² <https://social.gov.ma/wp-content/uploads/2020/07/2030-2020-الاستراتيجية-الوطنية-لمحاربة-العنف-ضد-النساء.pdf>

	violence, 5. Production and development of knowledge on the phenomenon, at national and regional levels.
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TABLE 22: USG POLICIES RELEVANT TO GENDER IN COUNTERING VIOLENT EXTREMISM	
U.S. Government Policies	Implications for Countering Violent Extremism
USAID, Development Response to Violent Extremism and Insurgency Policy (2011)	Focused Agency programming on the push and pull factors that drive extremism. Since then, through in-depth research, analysis and worldwide engagement, USAID has added significantly to its store of knowledge about how, when and why violent extremism manifests and the ways in which development assistance can have the greatest impact.
Department of State & USAID Joint Strategy on Countering Violent Extremism (May 2016)	Expand international political will, partnerships, and expertise to better understand the drivers of violent extremism and mobilize effective interventions. Encourage and assist partner governments to adopt more effective policies and approaches to prevent and counter the spread of violent extremism, including changing unhelpful practices where necessary. Employ foreign assistance tools and approaches, including development, to reduce specific political or social and economic factors that contribute to community support for violent extremism in identifiable areas or put particular segments of populations at high risk of violent extremist radicalization and recruitment to violence. Empower and amplify locally credible voices that can change the perception of violent extremist groups and their ideology among key demographic segments. Strengthen the capabilities of government and non-governmental actors to isolate, intervene with, and promote the rehabilitation and reintegration of individuals caught in the cycle of radicalization to violence.
USAID, Policy Framework: Ending the Need for Foreign Assistance (2019)	The Journey to self-reliance: USAID defines self-reliance as the capacity to plan, finance, and implement solutions to local development challenges, and a commitment to see these through effectively, inclusively, and with accountability. This definition reflects both the evidence USAID has gathered in its over 50 years of development and humanitarian assistance programming, and the values that underpin our work.
USAID, Countering Violent Extremism through Development Assistance (Draft Policy) (2019)	The purpose of USAID’s CVE programming is to foster partner countries’ self-reliance to prevent and address the violent extremist challenges that threaten to derail their development. USAID programs will be designed to: 1) reduce the risk of recruitment and radicalization to violence and 2) build the capacity and commitment of our partners in government, civil society and the private sector to prevent and counter the violent extremist threats they face. To accomplish these goals, USAID will work alongside its partners to strengthen local leadership and whole-of-society ownership.
USAID/Morocco Enhancing youth employability through Favorable Opportunities to Reinforce the Self-Advancement of Today's Youth (FORSATY)	Providing new opportunities for acquiring employment skills Creating new financing opportunities for small and medium enterprises Partnership with the private sector to create demand-driven workforce development programs Transforming lives of people at risk through neighborhood-based support networks that involve families and the larger neighborhood while also building linkages to community-based social service providers.

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TABLE 23: GOM POLICIES RELEVANT TO GENDER IN COUNTERING VIOLENT EXTREMISM

GOM Legal and Strategic Framework, Action Plans	Implications for Countering Violent Extremism
Mohammed VI Foundation for Solidarity	<ul style="list-style-type: none"> • The Foundation supports a combination of programs to support the needy, targeting women, youth and other vulnerable groups. • The Foundation invests in income-generating activities and recently began investing in vocational training, volunteering and entrepreneurship.
Rabita Mohammedia of Oulemas Deradicalization in Prisons	<ul style="list-style-type: none"> • This association leads reconciliation programs in prisons in partnership with many international organizations. Rabita targets prisoners accused of terrorism and promotes their deradicalization.
Ministry of Habous and Islamic Affairs	<ul style="list-style-type: none"> • Deradicalization efforts outside of prisons are accomplished through religious supervision carried out by authorities from the Ministry of Habous and Islamic Affairs and members of regional and local religious councils.
Imam Training Program	<ul style="list-style-type: none"> • Morocco practices and preaches the Maliki school of Sunni Islam and works to promote values of moderation and tolerance both at home and abroad through education programs, community building, and religious training. • Training of 150 Imams (men, prayers leaders) and 100 <i>morchidates</i> (women religious counselors) every year at the Mohamed VI Institute for Training Imams, Morchidines and Morchidates. In 2019-2020 and 2020-2021, the institute is training 500 imams and <i>morchidates</i> (200 are women).
Reform and Development	<ul style="list-style-type: none"> • Political reforms embraced by the latest constitutional amendments and the "Advanced Regionalization" program; steps to increase respect for human rights and the rule of law. • Development efforts to prevent the marginalization of individuals and communities.

ANNEX B: DATA TABLES

TABLE 24: RANKING OF MOROCCO EDUCATIONAL ATTAINMENT IN GLOBAL GENDER GAP

	2016	2017
Female literacy and enrollment vs. males'	0.920	0.956
Ranking out of 153 countries	122	115

Source: WEF Global Gender Gap Report 2017 and 2020 Educational Attainment sub index

TABLE 25: GENDER GAP IN LITERACY BY GEOGRAPHIC AREA, MOROCCO

Rate	2014			2018		
	Overall	Urban	Rural	Overall	Urban	Rural
Illiteracy rate	Men: 22.1%	13.7%	35.2%	Men: 24.1%	16.8%	36.4%
	Women: 41.9%	30.5%	60.4%	Women: 42.9%	33.5%	59.8%

Source: Haut Commissariat au Plan (HCP), La femme marocaine en chiffres, 2016 and 2019

TABLE 26: GENDER GAP IN YOUTH LITERACY, MOROCCO

		2012	2018
Illiteracy rate	Boys	13.27%	1.96%
	Girls	12.21%	2.6%
Gender parity index (ratio of literate females to males)		0.928	0.993

Source: UNESCO Institute for Statistics/World Bank: literacy rate, youth (ages 15-24)

TABLE 27: GENDER GAP IN ENROLLMENT BY LEVEL AND GEOGRAPHIC AREA, MOROCCO

Rate	2014/2015			2017/2018		
	Overall	Urban	Rural	Overall	Urban	Rural
Primary school enrollment	Boys: 94.6%	98.8%	90%	Boys: 99.1%	96.4%	102.6%*
	Girls: 93.1%	97.9%	87.8%	Girls: 98.4%	96.1%	101.5%*
Middle school enrollment	Boys: 51.5%	71.8%	29.4%	Boys: 58.8%	72.9%	40.4%
	Girls: 54.4%	79.3%	26.8%	Girls: 62.7%	80.2%	39.8%
	Boys: 31.5%	51%	9.7%	Boys: 28.8%	43.7%	9.6%

High school enrollment	Girls: 34.1%	56.8%	8.4%	Girls: 38.2%	57.4%	12.5%
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Percent of population enrolled. Source: HCP, *La femme marocaine en chiffres, 2016 and 2019 reports*
 *May indicate actual enrollment exceeded estimated population. For an explanation of this statistical aberration, see <http://uis.unesco.org/en/glossary-term/net-enrolment-rate>, Limitations.

TABLE 28: GENDER GAP IN CHILDREN OUT OF SCHOOL, MOROCCO

	Sex	2011	2014	2017
Percent of primary school-aged youth not enrolled in school	Boys	5.19%	5.30%	2.25%
	Girls	6.19%	5.83%	2.56%

Source: UNESCO Institute for Statistics/World Bank: Children out of school.

TABLE 29: PROGRESSION FROM PRIMARY TO SECONDARY EDUCATION, MOROCCO

	Sex	2014	2017
Percent of population enrolled in last grade of primary education	Boys	97.13%	92.37%
	Girls	95.45%	93.52%
Percent of those who progressed to secondary school	Boys	90.27%	92.65%
	Girls	83.9%	88.28%
Percent of population enrolled in last grade of lower secondary (middle school)	Boys	70.47%	62.35%
	Girls	66.41%	67.8%

Source: UNESCO Institute for Statistics/World Bank: primary completion rate, progression to secondary school, lower secondary completion rate

TABLE 30: GENDER GAP IN EDUCATIONAL ATTAINMENT BY GEOGRAPHIC AREA, MOROCCO

Level completed	2015			2018		
	Overall	Urban	Rural	Overall	Urban	Rural
No diploma	Male: 55.1%	41.9%	72.8%	Male: 53%	40.4%	71.7%
	Female: 64.6%	32%	89.1%	Female: 57%	29.3%	89.3%
Middle (Basic education* or professional certification)	Male: 33.1%	29.3%	24.7%	Male: 33.5%	38.8%	25.5%
	Female: 17.9%	29.3%	9.4%	Female: 19%	27.8%	8.6%
	Male: 11.8%	18.8%	2.4%	Male: 13.6%	20.8%	2.7%

Superior (High school or postsecondary)	Female: 17.4%	38.8%	1.5%	Female: 24%	42.9%	2.0%
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Percentages of active population 15 or older, employed or seeking work, who completed educational levels as defined on https://www.hcp.ma/downloads/Indicateurs-sociaux_t11880.html. *primary and lower secondary. Source: HCP, La femme marocaine en chiffres, 2016 and 2019 reports

TABLE 31: GENDER GAP IN ADOLESCENTS OUT OF SCHOOL, MOROCCO

	Sex	2012	2018
Percent of middle school-aged youth not enrolled in school	Boys	9.67%	8.32%
	Girls	19.43%	13.25%

Source: UNESCO Institute for Statistics/World Bank: Adolescents out of school (percentage of lower secondary school-age adolescents who are not enrolled in school). 2013-2016 data unavailable.

TABLE 32: WOMEN'S REPRESENTATION IN POSTSECONDARY INSTITUTIONS, MOROCCO

Women as percentage of all students

Type of higher education institution	2014/2015	2017/2018
Public institutes and higher schools	55.2%	60%
Public universities	48.2%	48.8%
Private institutions	39.7%	45.9%

Source: Haut Commissariat au Plan (HCP), La femme marocaine en chiffres 2016 and 2019

Ratio of female to male students

	2015	2018
Higher education enrollment gender parity index	0.958	0.987

Source: UNESCO Institute for Statistics/World Bank, School enrollment, tertiary, gender parity index

TABLE 33: WOMEN'S COMPLETION OF UNDERGRADUATE PROGRAMS, MOROCCO

Women as percentage of all students

Undergraduate program completed	2013/2014	2016/2017	2018/2019
Dental medicine	76%	76.6%	73.23%
Business and management	68.55%	64.11%	60.24%
Medicine and pharmacy	60.08%	63.5%	67.77%
Science and technology	51.61%	54.75%	59.41%

Arts and humanities	49.48%	51.63%	53.24%
Technology	54%	51.08%	53.42%
Law and economics	52.36%	50.52%	51.86%
Sciences	45.55%	45.86%	49.64%
Engineering sciences	N/A*	45.78%	45.92%
Education	33.08%	43.03%	55.46%
All	49.96%	50.60%	52.69%

Sources: HCP, *La femme marocaine en chiffres 2016 and 2019*; MOE, *L'Enseignement Supérieur en chiffres 2019-2020*.
*Not tracked in 2016 report. 2015/2016 figure was 44.5% (HCP 2017).

TABLE 34: WOMEN'S COMPLETION OF POSTGRADUATE PROGRAMS, MOROCCO

Women as percentage of all students

Postgraduate program completed (master's or doctoral)	2015/2016	2016/2017	2018/2019
Dental medicine	81.5%	67.57%	86.96%
Medicine and pharmacy	49.8%	65.3%	49.42%
Business and management	52.4%	55.3%	61.26%
Science and technology (<i>Sciences et Techniques</i>)	45.2%	48.56%	49.26%
Sciences	43.7%	46.26%	46.05%
Law and economics (<i>Sciences Juridiques, Economiques et Sociales</i>)	43%	44.51%	42.08%
Translation	40%	41.3%	59.62%
Education (<i>Sciences de l'Education, ENS et ENSET</i>)	36.6%	38.53%	48.79%
Arts and humanities	34.7%	34.77%	37.36%
Engineering sciences	24.6%	31.94%	39.22%
All	42.2%	43.64%	44.14%

Sources: HCP, *La femme marocaine en chiffres 2017 and 2019*; MOE, *L'Enseignement Supérieur en chiffres 2019-2020*.
Health sciences not available for 2015-2017.

TABLE 35: WOMEN AS TEACHERS (PRESCHOOL), MOROCCO

Women as percentage of preschool teaching staff

Level	Area	2014/2015	2018/2019
Preschool	All	71.4%	76.9%
	Urban	94.5%	93.8%
	Rural	32.2%	48.9%

Source: Ministry of Education Statistical Compendium 2018-2019

TABLE 36: WOMEN AS TEACHERS (PUBLIC AND PRIVATE), MOROCCO

Women as percentage of teaching staff (public and private schools)

Level	2014/2015	2018/2019
Primary	55.3%	59.2%
Middle School	39.1%	43.7%
High School	31.4%	33.6%
Total (Primary and Secondary)	46.1%	49.2%

Source: Ministry of Education Statistical Compendium 2018-2019

TABLE 37: WOMEN AS TEACHERS (PUBLIC), MOROCCO

Women as percentage of teaching staff (public schools)

Level	Area	2014/2015	2018/2019
Primary	All	47.7%	51.7%
	Urban	62.9%	61.7%
	Rural	38.3%	45.7%
Middle School	All	40.5%	42.2%
	Urban	43.3%	46.5%
	Rural	34.8%	34.9%
High School	All	34.1%	35.3%
	Urban	34.9%	36.8%
	Rural	30%	29.9%
Total (primary and secondary)	All	43.1%	45.9%
	Urban	48.1%	49.3%
	Rural	37.1%	42.2%

Source: Ministry of Education Statistical Compendium 2018-2019

TABLE 38: WOMEN AS TEACHERS (PRIVATE), MOROCCO

Women as percentage of teaching staff (private schools)

Level	2014/2015	2018/2019
Primary	85.1%	86.6%
Middle School	35.1%	38.4%
High School	24%	25%
Total (Primary and Secondary)	55.8%	60.6%

Source: Ministry of Education Statistical Compendium 2018-2019

ANNEX C: STATEMENT OF WORK



USAID/Morocco CDCS Gender Analysis Revised Statement of Work

I. Introduction

This is a Revised Statement of Work (SOW) for the procurement of the services of a local organization to refresh/revalidate the previous findings of the Gender Analysis that was conducted in 2018. Additionally, the analysis will address recent topics and identify learning agenda issues.

2. Background

In January 2018, USAID/Morocco commissioned a gender analysis (see https://pdf.usaid.gov/pdf_docs/PA00SWQ6.pdf) to identify key gender issues, inequalities, constraints and opportunities, and to offer conclusions and specific recommendations on how USAID can achieve greater gender integration in its strategic planning and activities in Morocco. Furthermore, in accordance with USAID ADS requirements for mandatory guidance on gender analysis for CDCS development, USAID/Morocco is required to conduct a similar strategic-level, country wide, gender analysis to provide insights about gender gaps and identify entry points and opportunities for improving gender equality programming in the future CDCS. Therefore, USAID/Morocco now seeks the services of a local organization to refresh/revalidate previous findings while expanding the scope of newly identified needs/gaps associated with recommendation to reduce or close those gaps.

The revalidated gender analysis should be developed in such a manner to enable the Mission to address explicitly how the future country strategy will contribute to the three outcomes specified in USAID's 2012 "Gender Equality and Female Empowerment Policy":

1. Reductions in gaps between males and females in access to/control over economic, political, and social resources;
2. Reductions in the prevalence of gender-based violence; and
3. Reductions in constraints that prevent women and girls from leading, participating fully in, and influencing decisions in their societies.

The Gender Equality and Female Empowerment Policy and relevant information can be found here: <https://www.usaid.gov/policy/gender-female-empowerment>.

The previous gender analysis concentrated on two development objectives and two cross-cutting themes in the USAID/Morocco portfolio: political inclusion and socioeconomic inclusion; and gender-based violence (GBV) and countering violent extremism (CVE). The new analysis will be expanded to include a third development objective that covers basic and higher education.

2.1 Journey to Self-Reliance

USAID/Morocco's overarching development goal is to continue to support efforts that build self-reliance. USAID considers self-reliance as a country's commitment and capacity to self-sustained political stability, social equality, and economic growth. Broadly, commitment and capacity are measured through a set of indicators that look at, (1) the degree to which a country's laws, policies, actions and informal governance mechanisms (cultures and norms) support progress toward self-reliance; and, (2) how far a country has come in its ability to manage its own development journey across the dimensions of political, social and economic development, including the ability to work across these sectors.

As regards gender, the Journey to Self-Reliance framework explicitly tracks the "economic gender gap" by means of five components. The Economic Gender Gap Index comprises five components: (1) wage equality between women and men for similar work; (2) the ratio of female estimated earned income to male income; (3) the ratio of female labor force participation to male participation; (4) the ratio of female legislators, senior officials, and managers to male counterparts; and (5) the ratio of female professional and technical workers to male counterparts.

The proposed assessment should take into account the Journey to Self-Reliance framework in general, and the Economic Gender Gap Index in particular, with consideration towards how USAID/Morocco's cross-cutting gender programming can more effectively contribute to Morocco's continued journey. Morocco's FY 2019 Country Roadmap for Journey to Self-Reliance can be found here: <https://selfreliance.usaid.gov/country/morocco>.

3. Purpose

The purpose of this activity is to undertake an update of the USAID/Morocco Gender Analysis report that was completed in March 2018. This rewrite of the gender report will support the development of USAID/Morocco's Country Development Cooperation Strategy (CDCS), and furthermore conforms with ADS requirements on the mandatory gender analysis as stipulated in ADS 205.3.3 and ADS 201mag.

4. Scope of Work

4.1 Literature Review & Remote Interviews

The contractor should conduct a comprehensive literature review of pertinent documents, including studies, assessments, surveys, and country-level gender analyses as described in the section below on Research Methodology / Approach. The analysis should include information gleaned from remote interviews with key individuals/groups identified in this same section.

4.2 Report submission

The contractor should submit a Final Report that synthesizes evidence around the issues related to gender as described in this SOW. The condensed format of the information synthesized should focus on the most relevant and pertinent pieces of information from the assessments, literature reviews and interviews.

The final report should be submitted to the Development Clearinghouse (DEC) as described below in the section entitled Submission to the DEC.

4.2.1 Components of the Report

The Report will succinctly describe:

- Key gender issues and gender-based constraints in Morocco related to USAID/Morocco's current and future strategic plan and program portfolio and manageable interest.
- An analysis of the most binding constraints to promoting gender equality, including additional analysis on how these constraints vary within Morocco, with a specific focus on two or three representative regions of excluded regions in Morocco.
- Specific and significant gender issues that need to be addressed at the strategic level for USAID/Morocco technical areas (Democracy and Governance, Economic Growth and Youth Employability, and Education).
- Specific recommendations on how USAID/Morocco can better address gender-related gaps, relevant gender norms, and incorporate gender equality and women's empowerment objectives at the strategic level, and opportunities for collaboration between USAID and the GOM, other donors, and/or other relevant actors.
- Up-to-date analysis on other donors' work on gender equality, and specific recommendations on how USAID/Morocco can leverage its own comparative advantage to maximize the impact of this collective work.

4.2.2 Gender Learning Agenda Annex

The contractor should develop, as an Annex, a Morocco-specific Gender Learning Agenda that proposes a set of questions that address critical knowledge gaps as well as a set of associated activities to answer them.

Per the public USAID Learning Lab platform, a learning agenda is a set of broad questions that would relate directly to the work that USAID/Morocco conducts that, when answered, enables the Mission to work more effectively and efficiently, particularly pertaining to evaluation, evidence, and decision-making. Once the questions are identified, a learning agenda also prioritizes and establishes a plan to answer short- and long-term questions of the highest value across relevant program and policy areas.

For guidance and background information visit the USAID Learning Lab's Learning Agenda portal: <https://usaidlearninglab.org/qrg/learning-agenda>.

4.2.3 GBV & Gender Resilience Outline

The contractor should develop, as an annex, an outline for a gender resilience framework that identifies triggers and/or drivers of GBV (including domestic violence) as well as potential

context indicators that could allow a monitoring system to be put in place for the early detection and subsequent monitoring of increases in violence.

It has been noted, for example, that Coronavirus and the resulting quarantines have increased domestic violence against women and children. The contractor should consider what other situations or triggers are useful to identify such as drought, economic or political strife, other crisis situations, etc.

4.2.4 Geographic Coverage

While the initial report was a country level assessment, it also included comparative analysis on previously identified excluded regions, namely the Béni Mellal-Khénifra, Marrakech-Safi, and the Drâa-Tafilalet regions. The CDCS Gender Assessment should refresh this comparative analysis, but work on a nationally representative sample that would be agreed on with USAID based on a clear set of criteria (e.g. urban/rural representation, language and ethnic representation, socio-economic levels representation).

5. Issues to be Covered in the Analysis

5.1 Gender Domains in the ADS

Per ADS 205.3, the Contractor should address each of the domains in the gender analysis.

- Laws, Policies, Regulations, and Institutional Practices that influence the context in which men and women act and make decisions
- Cultural Norms and Beliefs
- Gender Roles, Responsibilities, and Time Use
- Access to and Control over Assets and Resources
- Patterns of Power and Decision-making

5.2 Recent Events

The analysis should address more recent events, such as:

- the new royal initiative for access to funding for small entrepreneurs (Intelakaa) with a focus on gender,
- the implementation of the recently adopted GBV law,
- how the implementation of digital education will positively or negatively affect girls/women in particular,
- how the implementation of [Morocco's new Bachelor system](#) (starting September 2020) will positively or negatively affect women in particular,
- online security for women which could include online harassment or threats, cyberstalking, blackmail, etc.
- local conflict due to drought as well as other crises that may arise (e.g. COVID-19) and its effect particularly on women, and/or
- how handicap affects girls and women chances to access education and employment.

5.3 Relevance to Current Programming

USAID addresses gender as a cross-cutting issue with a focus on increasing women's political and economic inclusion in Morocco. Nearly every activity under the current strategy has a plan to address gender issues.

Therefore, the methodology, research questions, and final assessment should be structured to produce actionable information and recommendations for USAID/Morocco's full range of programming.

In particular, the report should address the following areas/sectors:

- Sub-national participatory governance and socio-economic marginalization.
- The private sector, including entrepreneurship and innovation.
- Workforce development and women's empowerment.
- Public education, in particular basic and higher education and teacher preparation and professional development training.
- Countering violent extremism and relevant drivers.

Key activities to address include:

- **Inclusive Socio-Economic Development (ISED) Activities:** The ISED activities seek to support the GOM in ensuring socio-economic inclusion through economic growth and democracy and governance programming in marginalized regions of Morocco. USAID/Morocco expects to improve and institutionalize sub-national participatory governance and enhance business and livelihood activities.
- **Morocco Community Resilience Activity (MCRA):** The MCRA activity works to foster social and economic inclusion of at-risk youth (10-24 years old) living in marginalized neighborhoods in the north of Morocco by providing youth-friendly services to help curb drop-out rates and increase employability, create stronger bonds within communities, and build the local capacity of youth-serving institutions. As part of this initiative, a community-oriented policing component aims to build mutual trust between citizens and local authorities to create safer neighborhoods through citizen-focused security initiatives.
- **Higher Education Partnership – Morocco (HEP-M):** The five-year higher education partnership with the MOE will assist the MOE in the implementation of the newly adopted law (loi cadre 51.17), which aims to improve pre-service teacher training.
- **Reading for Success – National Program for Reading (RFS-NPR):** The NPR activity aims to strengthen students' Arabic reading skills by working with the MOE to roll out new Arabic language curriculum to grades 1 to 6, training teachers on proven best practices and teaching methods, and designing and conducting Morocco-specific student reading and writing assessments.
- **Interactive Digital Center (IDC):** The IDC is a public-private partnership that provides access to state-of-the-art augmented and virtual reality (AVR) technologies and is designed to train a new generation of experts in the emerging field of Augmented and Virtual Reality (AVR) and provide technology-forward solutions for various vocational skills and professions, education providers, and industrial companies.
- **Youth Electronic Transfers (YET):** YET will provide direct grants to young people to be used as capital injections, which will allow them to grow or start a small business in their community or further build their skills to access employment.

- **Middle East and North Africa Investment Initiative (MENA II):** The MENA II activity works with incubators, angel funds, and venture capital funds to co-fund and secure necessary capital for growing early stage businesses as well as offer technical assistance to strengthen the capacities of young and innovative Moroccan entrepreneurs to sustainably build their companies.
- **H2O Maghreb:** The H2O Maghreb activity implements cutting edge solutions to urgent water needs in Morocco and the region, while improving the skills and employability of young Moroccans by providing them with a market-driven training program in a newly established water training hub
- **Academy for Safe Truck Driving (ACCES):** The ACCES activity aims to help narrow the skill shortage in the road transport sector by providing courses on safe and defensive driving, fuel efficiency for various types of trucks and buses, as well as soft skills, such as professional communication and customer service.

6. Research Methodology / Approach

The contractor’s approach should include a comprehensive literature review of pertinent documents, including studies, assessments, surveys, and country-level gender analyses conducted by donors, non-governmental organizations (NGOs), the GOM, academic communities, and USAID, including but not limited to partner annual reports and gender analyses, situation analyses, USAID Women Peace and Security studies/assessments, sector assessments, evaluations, GOM laws, regional or sectoral gender analyses, official national- and regional-level data and statistics, periodic reports to United Nations (UN) human rights committees, and shadow reports and reports by the UN, regional intergovernmental organizations, and implementers.

Given the current COVID-19 epidemic and unknown duration of resulting travel restrictions across Morocco, it is likely that any consultations with key informants, stakeholders or beneficiaries will have to be conducted remotely.

Additionally, the contractor should propose approaches to performing remote interviews with key individuals/groups:

- Representative, non-exhaustive discussions and interviews with a wide variety of key stakeholders, such as intended program beneficiaries, local academic institutions, other donors, civil society organizations, GOM officials, key USAID/Morocco representatives, relevant U.S. Embassy Rabat staff, and relevant U.S. Consulate General Casablanca staff.
- Representative, non-exhaustive meetings with USAID implementing partners (contractors, grantees, non-governmental organizations) and relevant technical teams. USAID technical teams will assist with identifying the most important partner contacts and can provide introduction letters for the contractor to set up those appointments.

The contractor is expected to develop and maintain a list of key contacts and provide the final list to USAID/Morocco as described in the section Final Report Format below.

6.1 Disaggregation

Where appropriate, applicable, and/or possible, data should be collected and analyzed with respect to the following disaggregations:

- **Gender:** Male, female
- **Age groupings:** Where possible, age disaggregates should follow USAID/State’s Standard F groupings as found in the relevant Performance Indicator Reference Sheets (PIRS).
USAID: 10-14, 15-19, 20-24, and 25-29 (Per State/USAID Standard F PIRS)
Morocco HCP: 15-19, 20-24, and 25-29, and 30-34
- **Persons with disabilities (PWD):** Should be denoted where possible/applicable.
- **Educational status:** The assessment will disaggregate by education attainment including: in-school, out-of-school but enrolled in a nonformal education or workforce training, and out-of-school (e.g., not accessing any services). The out-of-school group should be disaggregated by secondary school completers and drop-outs.
- **Employment status:** Employed (formal), employed (informal) or unemployed.
- **Geographical location:** Respondents/data should identify, where possible, the source Region.

7. Deliverables & Tasks

7.1 Period of Performance

To perform the work, the contractor will need approximately 45 working days from the date of the purchase order signature.

7.2 Contract Deliverables and Timeline

Deliverable	Estimated due date	Payment Schedule
A work plan, which includes a timeline in GANTT chart format (a template can be provided).	Within five (5) working days of the effective date of the purchase order.	25 % of total payment upon acceptance of deliverable and proper invoices.
A pre-assessment mission briefing and PowerPoint presentation held remotely (e.g. Google Meet). This briefing will include a presentation of the methodology and work plan that details data collection tools and approaches to be utilized throughout the assessment will be disseminated.	Within approximately ten (10) working days of activity start	10 % of total payment upon acceptance of deliverable and proper invoices.

<p>An initial findings and recommendations summary and presentation to Mission. (The submitted format could be PowerPoint or Word and will be negotiated during the pre-assessment mission briefing. The summary should be clearly organized to provide prioritized and actionable inputs to inform strategy development. This summary does not need to include either the Learning Agenda or the Gender Resilience components. The summary should be informed by a literature review and key informant interviews, however given the August holiday season, it is understood that some interviews may continue through September to round out the final report.)</p>	<p>No later than August 31</p>	<p>25% of total payment upon acceptance of deliverable and proper invoices.</p>
<p>A final gender analysis report, including a comprehensive, annotated bibliography, raw and analyzed data, a list of key informants, and a list of gender experts and organizations in Morocco.</p>	<p>No later than October 5</p>	<p>25 % of total payment upon acceptance of deliverable and proper invoices.</p>
<p>A professional translation in French of the Executive Summary of the report. (The translation should spell out any acronyms listed in the executive summary).</p>	<p>Within approximately 10 working days following approval of final report</p>	<p>15 % of total payment upon acceptance of deliverable and proper invoices.</p>

- All aforementioned deliverables will be reviewed, accepted and approved by the Contracting Officer’s Representative (COR) before being considered final.
- USAID/Morocco reserves the right to request weekly updates from the contractor, as needed.

8. Schedules and Logistics

The Contractor shall be responsible for the administrative support and logistics required to fulfill this task. These shall include all call/communications, appointment scheduling, secretarial services, report preparations services, printing, duplicating, and translation services.

USAID will assist the Contractor in obtaining any additional program documents and contacts necessary to fulfill the task.

The COR and/or alternate will provide strategic direction and guidance throughout the analytical process, including the development of the final work plan, any data collection tools, and gender analysis report outline, approach, and content. It is expected that many USAID/Morocco staff will be involved with the gender analysis process.

The primary focal point for the gender analysis will be the MEL Specialist in PMO and the Gender Advisor as secondary, both based at USAID/Morocco.

9. Final Report Format: Instructions for submission

The CDCS Gender Analysis Final Report should be submitted in electronic format and **must not exceed 30 pages**, excluding the cover page, table of contents, acronyms list, and annexes/attachments.

9.1 General

The report must be written in English and should include an executive summary, introduction, background on the local context, the main analytical objectives, the methodology or methodologies, limitations to the analysis, findings, conclusions, recommendations, and lessons learned (if applicable). The executive summary should be three to five pages in length.

Annexes should include the following information:

- Gender Learning Agenda;
- Outline for a gender resilience framework;
- Statement of work;
- A bibliography of sources consulted, including interviews, focus groups, and any other data collection method;
- Comprehensive annotated bibliography of all documents reviewed;
- List of sites/organizations/institutions visited, and individuals and groups interviewed, including name, title, organization and contact information;
- All data collection tools, survey instruments, and questionnaires developed for interviews and focus group discussions; and
- Electronic copy of data sets.

Data collected should adhere to the following:

- All quantitative data collected by the contractor must be provided in machine readable, nonproprietary formats as required by USAID's Open Data policy (see ADS 579).
- All project data and records will be submitted in full and should be in electronic form in non-proprietary software and machine readable format, organized and documented for use by those not fully familiar with the gender analysis.
- USAID will retain ownership of all surveys and datasets developed.

This CDCS country level gender analysis shall comply with ADS Chapter 205 requirements for gender analysis, which is available at: <https://www.usaid.gov/ads/policy/200/205>.

9.2 Submission to the DEC

The final report, upon mission approval, will be uploaded by the contractor to the Development Clearinghouse (DEC) at <https://dec.usaid.gov/>. The contractor will upload the report to the DEC within 30 calendar days of final approval of the formatted report.

Online: Instructions for submission to the DEC can be found at:
<https://dec.usaid.gov/dec/content/submit.aspx>.

9.3 Branding and Marking

The Contractor shall comply with the requirements of the policy directives and required procedures outlined in USAID Automated Directive System (ADS) 320.3.2 "Branding and Marking in USAID Direct Contracts" (version from January 8, 2007) at <https://www.usaid.gov/ads/policy/300/320>; and USAID "Graphic Standards Manual" available at: <http://www.usaid.gov/branding/>.

10. Payment Schedule per Deliverable

10.1 Invoicing Instructions

Payment will be made upon successful submission of the above deliverables and the associated acceptance and approval by the USAID/Morocco COR. To obtain payment, the Contractor shall submit an original SF-1034 voucher with an original invoice to the USAID/Morocco Controller at movouchers@usaid.gov. After approval by the controller or his designee, payment under the purchase order will be made in Moroccan Dirham by wire transfer to the firm 30 days after the approvals. Payment will be made by the USAID/Morocco Financial Management Office.

ANNEX D: GENDER LEARNING AGENDA

OBJECTIVE OF THE LEARNING AGENDA

USAID/Morocco develops a Learning Agenda, which includes key evaluation questions related to gender equality. These questions will be addressed through rigorous impact evaluations. The learning exercise maps linkages between programs/projects and their intended outcomes as they relate to the overall goal of sustainable gender equality.

The learning agenda assists in both designing effective programs/projects and measuring progress by providing a structure against which to determine strategies for country-specific programs/projects and by outlining causal pathways toward gender equality end goal.

There is evidence to support the causal relationship between planned gender equality investments and the impact pathways leading to gender equality overarching goals.

However, there remains much to learn about which interventions have the greatest impact in a given context, which interventions are most cost-effective, and what combination and or sequence of interventions/investments have the greatest impact on the multiple objectives of improving gender equality and women empowerment.

It is also necessary to develop a Learning Agenda to determine related effects of gender equality interventions on women's empowerment. The gender Learning Agenda is a set of strategic questions for which the initiative intends to produce evidence, findings, and answers primarily through impact evaluations and also through other methods, such as performance evaluations and policy analysis.

Through the Learning Agenda, the gender analysis team will contribute to the body of knowledge on gender equality to improve the design and management of interventions in equality achievement and women empowerment.

The Morocco-specific Gender Learning Agenda is proposing a set of questions that address critical knowledge gaps as well as a set of associated activities to answer them. These questions related to the work that USAID/Morocco conducts that, when answered, enables the Mission to work more effectively and efficiently, particularly pertaining to evaluation, evidence, and decision-making.

The questions are designed to lead USAID/Morocco to prioritize and establish plans to answer short- and long-term questions of the highest value across relevant program and policy areas.

DIMENSIONS OF THE AGENDA

As the Learning Agenda questions are based on the gender analysis framework, the questions have been segmented into five themes as follows:

1. Improved Political Inclusion
2. Improved Economic Inclusion
3. Basic and Higher Education
4. Gender-Based Violence
5. Countering Violent Extremism

Learning Questions: Improved Political Inclusion

1	What factors inhibit the political inclusion of women?	
	1.1	How have programs attempted to address the situation?
	1.2	What worked? (successes)
	1.3	What didn't work? (failures)
2	Were the key players targeted during the implementation processes of the programs? How? And with what result?	
	2.1	Political parties?
	2.2	Parliament?
	2.3	Territorial collectivities?
	2.4	Media?
3	Were men included in the process of change?	
	3.1	Up to 29 years
	3.2	Between 30 and 45
	3.3	Between 46 and 65
	3.4	More than 66
4	How do you proceed and use the results of monitoring and evaluation of gender equality criteria in your programs?	
	4.1	Do you limit yourself to internal use?
	4.2	Do you share the exercise of monitoring and evaluation with partners?
	4.3	Do you share results only with partners?

5	How do you measure the impact on the Moroccan society? And how do you inform your programs following that?
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Learning Questions: Improved Economic Inclusion

1	What are the main obstacles to women's economic inclusion?
1.1	How do the programs address this issue?
1.2	What are the best practices?
1.3	How can we perpetuate these practices?
2	Who are the key players that can strengthen women's participation in the workforce?
2.1	Public institutions?
2.2	Associations and confederations?
2.3	International organizations?
3	What tools can be used to monitor women's economic inclusion?
3.1	Statistic tools?
3.2	Qualitative tools and questionnaires used by inspectors?
3.3	Technical assistance?
4	What are the most impactful actions that can be implemented to counter gender stereotypes?
4.1	Reviewing educational programs to raise awareness about gender equality?
4.2	Raising awareness through professional associations?
4.3	Establishing positive discrimination criteria and indicators to respect?

5	What are the milestones, by priority order, that a program should follow to ensure a quick gender gap reduction?
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Learning Questions: Basic and Higher Education

1	What interventions by various stakeholders have been successful in increasing enrollment and reducing dropout of girls especially in rural areas?	
	1.1	What resources are needed to scale up such interventions?
	1.2	What obstacles have the interventions encountered?
	1.3	How can those obstacles be overcome?
2	How can teachers and schools be strengthened to increase girls' educational retention and reduce dropout?	
	2.1	Does the gender component of teacher training effectively prepare teachers to educate students self-respect of self and others, gender differences and sensitivity, gender-based exclusion and sexism?
	2.2	Are those lessons reinforced or undermined by instructional materials and policies in the educational system?
	2.3	Do educators, in imparting positive gender lessons, receive the necessary support within the school system and in the greater community?
3	What factors contribute to dropout?	
	3.1	e.g., cultural factors including early marriage, and gender bias
	3.2	e.g., economic factors including poverty, child labor, and unemployment
	3.3	e.g., resource distribution issues such as quality of local instruction and access to transportation
	3.4	other factors in the environment e.g. in the school, community, or home
	3.5	How can these trends be tracked and differentiated?
	3.6	What is the potential role of teachers in recognizing and responding to these factors as they manifest in their cohorts of students?
4	Given the importance of virtual learning in a pandemic, how can stakeholders close the digital gap that disadvantages low-income Moroccans especially girls and rural and remote communities?	
	4.1	How can Internet connectivity be increased swiftly to cover excluded communities?
	4.2	How can Internet access and devices be subsidized to reach low-income students?

5	What overt and covert factors explain the lower presence of women in advanced degree programs and higher education positions?	
	5.1	What factors may discourage women from pursuing master's and doctoral degrees?
	5.2	Do systems of discrimination exclude women from permanent and senior professorships, university governance bodies, and research funding?
	5.3	What approaches in policy or support could reduce such discrimination?
	5.4	How can women academic professional associations be supported in countering such discrimination?

Learning Questions: Gender-based Violence

1	What are the most effective ways of changing violent male behaviors?	
	1.1	What are the most impactful messages and mechanisms for changing violent behavior among men?
	1.2	What are the most successful entry points to engaging with men about their violent behavior?
	1.3	To what extent do experiences with law enforcement and the justice system deter or encourage future violent behavior?
	1.4	What are meaningful indicators of changes in violent male behavior?
2	What are the key tools and mechanisms that facilitate women reporting violence?	
	2.1	What are constraints faced by women reporting violence? at school? at the workplace? in civic settings?
	2.2	What are the factors that favor women reporting violence?
	2.3	What are the most successful entry points into the system for women in GBV cases?
	2.4	What are barriers to developing and implementing workplace GBV policies and procedures in institutions such as schools and private workplaces?
3	To what extent do women drop out of education, from the labor market, from grant or microfinance schemes, or from politics because of GBV? (attrition rate)	
	3.1	What approaches are used by institutional spaces with low attrition rates for women?
	3.2	Which types of internal policies and procedures have had or can have the greatest impact on preventing GBV-based attrition?

	3.3	How does increasing women's representation in leadership and decision-making at all levels influence the rates of GBV in institutional spaces?
	3.4	To what extent does increased access to finance by women make them vulnerable to GBV?
4	What are the most impactful ways of building strong multi-sectoral and multi-partner systems to respond to GBV at the community level?	
	4.1	How can diverse stakeholders most effectively and efficiently communicate and coordinate together?
	4.2	What are constraints to communication and coordination among diverse stakeholders?
	4.3	What are local approaches that successfully address GBV by effectively ensuring women's safety and perpetrator accountability?
5	What are the most meaningful approaches for conducting MEL on GBV activities?	
	5.1	What are barriers to full and transparent public actor participation in GBV assessment activities?
	5.2	What are the most meaningful outcome- and impact-level indicators for GBV activities?
	5.3	What are the most efficient and effective tools for assessing public actor performance in responding to GBV?

Learning Questions: Countering Violent Extremism

1	What has been the effective impact of CVE programs?	
	1.1	Where (in what region/s) has it been more/less successful and why?
	1.2	With whom (partner/target groups) was it more or less successful and why?
	1.3	Are the themes focused on appropriate to the needs?
2	How can you achieve better results?	
	2.1	Adjusting activities?
	2.2	Changing the partners' roles?
	2.3	Coordinating with other implementers?
	2.4	Extending the project's lifespan?
3	What are the new challenges, opportunities, and gaps within CVE programs?	

	3.1	Are there any challenges that were not considered during the project's design?
	3.2	Are there new opportunities that can be used by the project?
	3.3	Are there new gaps you discovered after launching the project?
4	How do you proceed and use the results of monitoring and evaluation of gender equality criteria in your programs?	
	4.1	Do you limit yourself to internal use of the M&E data?
	4.2	Do you share the exercise of monitoring and evaluation with partners?
	4.3	Do you share results only with partners?
5	How can CVE programs improve in the future?	
	5.1	in three years?
	5.2	in 5 years?
	5.3	What aspects of the future vision can be implemented now?

Periodicity of the Learning Exercises

The learning exercise enables USAID/Morocco and its implementers to adjust programming and reorient towards achieving the objectives.

The best period for programming these exercises is the last week before the end of the quarter. This enables project managers and implementing teams to evaluate and operate the changes needed before the start of the new quarter.

ANNEX E: GBV AND GENDER RESILIENCE OUTLINE

External Triggers and Drivers of Violence Against Women in Morocco

Objectives: As per the SOW, the goal of this annex is to provide a framework that identifies triggers and/or drivers of GBV in Morocco, including context indicators that could allow a monitoring system to be put into place for early detection and subsequent monitoring of increases of violence against women.

Methodology: This annex was researched and prepared by MRA Mobilising for Rights Associates, and is based on an initial literature review and online FGD with 19 representatives of 14 women’s groups from 11 diverse urban cities, towns and rural villages across Morocco. In preparation for the consultation, the MRA team developed an Arabic and French language “External Trigger and Drivers of Violence against Women in Morocco” worksheet with reflection questions and a matrix for participants to work on within their respective NGOs in advance.¹⁹³ Several also submitted contributions in writing. Participants were asked to share only information that was based on their direct, on-the-ground work with women experiencing violence in Morocco.¹⁹⁴

Examining GBV through a resilience lens to identify external triggers and drivers of GBV is a new and innovative approach in the Moroccan context. An initial literature review indicates a quasi-absence of any information on the topic or use of this approach to examine GBV in Morocco. The good majority of literature to date, whether produced by the government, local NGOs or academics, tends to focus on general prevalence rates, types of violence, and/or the socio-economic characteristics of women experiencing violence. Any discussion of triggers or drivers at all tends to conflate them with causes,¹⁹⁵ focus on the individuals involved,¹⁹⁶ overemphasize public morality concerns,¹⁹⁷ and/or be limited to vague discussions of “culture.” As such, there is a significant information gap on broader triggers and drivers of GBV, which this initial grassroots level consultation hopes to begin to fill.

Given that this is an innovative approach and new conceptual framework in the Moroccan context, the FGD and preparatory work went beyond a mere research activity to also be a valuable capacity-building exercise for the participating local NGOs. All of the participants were very enthusiastic about the learning and the new way of reflecting about GBV in their communities, actively engaging in the conversations for over three hours - much longer than the originally scheduled two hours.

Definitions: In order to promote conceptual clarity and a shared understanding among participants, the research used the following definitions:

Gender-based violence includes any and all acts of violence directed against women, and causing or likely to cause physical, sexual or psychological harm or suffering, including the threat of such acts, coercion or

¹⁹³ The original bilingual worksheet may be found in Data Collection Tools (Annex G).

¹⁹⁴ Rather than something they had read about, heard of, or imagined would be the case.

¹⁹⁵ For example, GOM and NGO reports alike often indicate that the majority of women seeking assistance for violence at their services were poor, and then draw the inappropriate conclusion that poverty causes violence.

¹⁹⁶ For example, the woman lacks self-confidence or the abuser has poor communication skills.

¹⁹⁷ For example, watching pornographic movies causes GBV.

arbitrary deprivation of liberty. It includes violence committed in public or private spaces - homes, streets, schools, workplaces, etc. -- by any person. Gender-based violence is a means and a tool of control to reinforce and maintain unequal and gender-based norms, practices, roles, and power relations between the sexes.

Triggers or drivers: Certain events, situations or contexts can challenge existing and unequal gender norms, practices, roles, or relationships. Such events, situations or contexts may create conflicts over control of or access to power, privileges, and resources. Gender-based violence may be used as a way to suppress resistance during these conflicts.

These drivers or triggers should not be considered as a direct cause of violence against women, but rather events, situations or contexts that trigger or are associated with a reinforcement of, challenging of or threats to current gendered relationships between the sexes based on dominance, control and privilege.

The goal is to identify external triggers and drivers for which we can identify trends at the level of groups of people, populations or communities in Morocco, and not individual factors among women, abusers or couples.

Research Questions:

1. What are the external triggers and drivers that create a risk of increased gender-based violence in Morocco? In other words, what are the events, situations or contexts that lead or could lead to an increase in violence against women?
2. What systems are currently in place to monitor these triggers and drivers and ensure early detection, prevention and response?
3. What kind of systems can we put in place to monitor these triggers and drivers in order to be more proactive and responsive to violence against women?

Initial Findings and Recommendations:

The matrix below details external drivers and triggers of GBV in Morocco as identified by participants in the consultations, with associated contributing factors for each. The drivers and triggers are grouped into broader categories. Associated contributing factors may repeat themselves across different triggers or drivers, and generally fall under one of two categories: (1) factors that increase women's vulnerability to, risk of or exposure to GBV, or (2) factors that facilitate or encourage men's violent behavior against women.

The below matrix offers a comprehensive qualitative description of triggers and drivers of GBV in Morocco, and does not pretend at this stage to draw any conclusions about the quantitative prevalence of any of them.

Consultations confirm that, given the novelty of the approach, **no systems currently exist** to monitor triggers or drivers of GBV for early detection, prevention and response. Women's groups and public services¹⁹⁸ alike are at the stage of trying to set up adequate services to receive women experiencing violence, but do not yet have the proactive systems in place for detection or prevention.

Women's groups and public services generally limit their GBV monitoring work to following up on what stage of the process an individual case they are assisting is in, rather than monitoring a set of cases on a specific issue, or any other collective variable.

¹⁹⁸ Law enforcement, the justice system, and the health care sector.

In terms of tools, local NGOs and public services alike maintain general ledgers and files on individual cases, at times handwritten, primarily to be able to file official paperwork and refer back to the archives for information on that specific case if need be. As used now, forms and registers primarily serve as an administrative archiving tool, and are not designed or used as a tool for systematic data collection. The content of the information collected and recorded tends to be mainly personal data on the individual woman, rather than information on the larger circumstances or context in which the violence occurred. In the absence of such tools, discussions of GBV among public and NGO actors alike tend to rely heavily on individual case anecdotes rather than collective analysis of statistics or patterns that could be used for detection, prevention, and more effective responses to GBV.

Potential opportunities for future systems to monitor these triggers and drivers in order to be more proactive and adaptive to violence against women could include working with the National Observatory on Violence against Women, the units for support of women victims of violence, and the newly created Committees on violence against women.

These entities – as well as local women’s groups - could fruitfully be encouraged to develop and integrate questions related to indicators of triggers and drivers of GBV into their data collection tools and client intake forms in order to gather such information more systematically and include in their diverse reports. In order to ensure the most comprehensive and accurate information, the national institutions - the Observatory, units and Committees – should take measures enabling local women’s groups to play a larger, more formal role within these fora.

Such systems would highlight the need for improvements in the protection measures currently available for women experiencing violence in Morocco. As detailed in the main Gender Analysis Report, women may only request protective measures against abusers once a criminal prosecution has been initiated or a conviction issued. A better understanding of external drivers and triggers, as well as their associated factors, illustrate the need for and would justify civil protection or temporary restraining orders or other civil measures that could be available earlier than the prosecution phase or without even involving the criminal justice system.

Categories	External Triggers and Drivers: Events, Contexts or Situations	Associated Contributing Factors
Health Crises	<ul style="list-style-type: none"> ● COVID-19 	<ul style="list-style-type: none"> ● Unemployment, layoffs, and threats of layoffs, and loss of income by women contributes to economic dependence on others and vulnerability to harassment, threats and extortion, by intimate partners, family members and employers. ● Unemployment, lay-offs and threats of layoffs, and loss of income by men causes financial stress, as well as loss of status and privileges, that can contribute to violent male behavior against women. ● Confinement at home in limited spaces ● Reduced or no access to public services for women to report or seek assistance for violence ● Women’s isolation from friends and family support networks ● Increased time online and on phones increases the risk of technology-facilitated violence ● Reduction in the number of people present in the workplace due to lockdown increases vulnerability to abuse ● Deserted public spaces during lockdown increases vulnerability to abuse ● School closures resulted in female students being sent back home, where they were at risk of abuse in the family, and of being forced to abandon studies, not engage in distance learning, and assume domestic responsibilities. ● The system of allocating COVID-19 public assistance allowances primarily to men contributes to women’s economic dependence on others, including abusers. ● At the same time, in the limited cases where women were able to obtain COVID-19 public assistance allowances directly themselves, this created vulnerability to abuse and violence by male family members seeking to appropriate the funds for themselves.
Environmental Issues	<ul style="list-style-type: none"> ● Drought ● Floods ● Earthquakes ● Reduced or no crop yields ● Diseases or pests affecting crops or animals 	<ul style="list-style-type: none"> ● Shortage of crops or poor harvest can increase pressure on female family members to compensate for lost revenue, including girls dropping out of school or women turning to sex work. ● Water shortages - whether for irrigation, grazing or drinking – mean that women may need to travel further to find water, potentially increasing their risk of violence along the way. ● Resulting male migration to the city can result in women being left behind alone and more vulnerable to violence. ● Resulting female migration to the city can contribute to vulnerability to ending up in sex work. ● Resulting female migration to the city can contribute to women living in precarious and unsafe housing conditions or homelessness.

		<ul style="list-style-type: none"> Resulting female migration to the city and subsequent difficulties obtaining employment can contribute to pressures to accept informal sector, risky, low paid and/or unsafe jobs, and/or abuse and violence at the workplace.
Access to Natural Resources	<ul style="list-style-type: none"> Access to Water 	<ul style="list-style-type: none"> Women may need to seek water from deserted, distant and remote areas. When water supplies are limited or difficult to access, additional burdens may be placed on women and girls to assume responsibility for seeking water. This may involve female students dropping out of school and returning home to assume these tasks, increasing vulnerability to family and community violence. Conflicts over ownership of lands that access water sources may contribute to violence against women between competing communities.
	<ul style="list-style-type: none"> Access to Fish 	<ul style="list-style-type: none"> In communities where fishing is an occupation traditionally reserved for men, women working in fishing – whether fishing themselves or selling fish in ports - can be vulnerable to harassment and violence. Unregulated labor conditions in fishing can render women vulnerable to harassment and violence. When fish supplies are low, competition in the fishing industry can also contribute to increased violence against women working in the sector.
	<ul style="list-style-type: none"> Access to Forests 	<ul style="list-style-type: none"> Women may need to gather firewood from deserted, distant and remote forests. Where cutting down wood from trees is forbidden and the forests closely guarded by authorities, women can be vulnerable to harassment, violence, blackmail and/or extortion, in exchange for an authorization to gather wood and/or for having firewood in her possession, and/or to escape a wrongful accusation of stealing wood.
	<ul style="list-style-type: none"> Animal Husbandry 	<ul style="list-style-type: none"> In regions that are economically dependent on traditional animal husbandry, taking livestock out to graze and guarding them is assigned to women and girls. This may take them to deserted, distant and remote areas. Loss of livestock in a herd can lead to violence against the women and girls charged with guarding them.
	<ul style="list-style-type: none"> Extractive Industries 	<ul style="list-style-type: none"> In communities where extractive professions such as mining are considered occupations traditionally reserved for men, women working in mining can be vulnerable to harassment and violence. The arrival of transient male workers in communities with extractive industries can contribute to violence against local women, such as harassment and sexual abuse. When an extractive industry is unstable or closes in an area, to compensate for lost revenue women may seek work in a nearby town or city, potentially exposing them to violence on the commute, or migrate to a large city, with all of the previously described risks and vulnerabilities that entails. Men working in extractive industries are at high risk of workplace accidents with no compensation. This may push women to migrate to a city for work, or push the

		husband to migrate elsewhere for other work, contributing to increased vulnerability of women to violence.
Access to Land	<ul style="list-style-type: none"> ● Access to Land Ownership and Use 	<ul style="list-style-type: none"> ● “Soulaliyate” women have been particularly vulnerable to violence and abuse. Conflicts over collective tribal land rights have contributed to violence used to force women to sell their shares of land, not participate in meetings where decisions are made about the land, and renounce their share of compensation from the sale of the land.
	<ul style="list-style-type: none"> ● Nomadic Populations 	<ul style="list-style-type: none"> ● Conflicts over water and grazing lands between local populations and nomadic groups place women from both populations at risk of violence from the other.
	<ul style="list-style-type: none"> ● Real Estate Development Projects 	<ul style="list-style-type: none"> ● Real estate development projects often involve renovation of or relocation of residents in slum neighborhoods. Implementation of compensation schemes for the loss of housing in these projects can place women residents at risk of violence, as male residents attempt to prevent women from benefiting from these compensation schemes. Examples include the use of violence to force women to register their residency in the slum in the name of a male relative, or men taking more than one wife in order to benefit from multiple housing compensations.
Population Movements	<ul style="list-style-type: none"> ● Arrival of seasonal agricultural workers, men or women ● Migration to cities for work, men or women ● Migration of female rural students to cities for studies ● Daily commutes by rural women to nearby cities for work in factories or private homes ● Arrival of undocumented persons from other countries, men and women ● Seasonal migration of female agricultural workers to European countries ● Arrival of nomadic groups 	<ul style="list-style-type: none"> ● Perceived competition with the local workforce generates violence against women migrant workers ● Women in host communities can be at risk of harassment and violence from transient men, particularly for sexual abuse and in sex work ● Culture shock among men migrating from rural areas to cities around gender roles can contribute to harassment and other violent male behaviors ● Women migrants with limited economic means may live in unsafe neighborhoods, or neighborhoods at a distance from their studies or work ● Insufficient public transportation drives women to use illegal and clandestine private transportation services. ● Large groups of single male seasonal workers settling in a neighborhood can create a risk of harassment and violence against local women. ● Unregistered and unrecognized “marriages” between male seasonal workers and local women can lead to groups of women with no legal rights, vulnerable to ostracism and community and family violence, for being unwed mothers and/or for having sexual relations outside of legal marriage. ● Difficulties identifying seasonal workers due to their frequent travel leads to lack of prosecution and impunity for violence against women crimes. ● Seasonal female workers often lack safe and secure housing. ● Illegal working conditions and low wages contribute to vulnerability to violence.

		<ul style="list-style-type: none"> • The seasonal and unstable nature of marriages and subsequent divorces accompanying population arrivals and departures contribute to domestic conflicts and family violence.
	<ul style="list-style-type: none"> • Clandestine Immigration Abroad 	<ul style="list-style-type: none"> • Women are often pressured through violence to cover the expenses of clandestine immigration by male family members. • Women left behind when male family members immigrate can be abandoned with debts to pay the travel, placing them at risk of violence from creditors. • Women clandestine immigrants are vulnerable to exploitation and abuse because of their undocumented status. • Women clandestine immigrants who are unsuccessful in the destination country and return home may face significant debts, placing them in a situation of vulnerability and dependence on male family members.
Political Events	<ul style="list-style-type: none"> • Elections • Political Conflicts • Strikes and Protests 	<ul style="list-style-type: none"> • Political parties rarely provide protection or support for women candidates. • "List women" in Arabic refers to women elected under the list of seats specifically reserved for women candidates. They are frequently treated with contempt, violence, denegation or harassment by men elected to office through the traditional party lists. • Male candidates reportedly may use violence to force female family members and domestic workers to campaign on their behalf during elections. • Women municipal councilors can be subjected to pressure and violence to either not attend council meetings, or to cast a vote in a certain way. • Women candidates report being subject to blackmail, defamation, harassment, and pressure to renounce their candidacy or to change their political opinion. • Political and electoral conflicts can take on a gendered tone, with the use of arms, defamation, and insults to honor directed against women in respective families. • Existence of political movements and parties that instigate and legitimize violence against women. • Presence of corruption and use of money in elections encourages extortion, harassment and violence against women.
Economic Events	<ul style="list-style-type: none"> • Economic Crises 	<ul style="list-style-type: none"> • As during the COVID-19 pandemic described above, factors associated with economic crises are associated with an increased risk of violence against women, including poverty, unemployment, vulnerability to lay-offs, low salaries, lack of stable income, and labor conditions in the informal sector. • Women's limited access to independent social assistance schemes, such as the RAMED system, increases the potential of dependence on men.

		<ul style="list-style-type: none"> • Women may face increased responsibilities and pressures to cover not only family expenses, but male family members' expenses such as cigarettes, drugs and alcohol. • Men use violent force to appropriate women's income. • Increases in family debts can lead to conflicts over responsibilities and resources. • Women may be forced to accept any job they may find, including those in unsafe working conditions.
	<ul style="list-style-type: none"> • Economic Opportunities 	<ul style="list-style-type: none"> • With financial schemes and loans available to women only, such as microcredit programs, women may be subjected to violence by male family members seeking to appropriate the funds for themselves. • Similarly, the traditional Moroccan system of "Daret" in Arabic is an informal lending circle or rotation of money among women members; male family members may use violence to appropriate the loans for themselves. • Family businesses and cooperatives are often characterized by male domination of the financial management a female labor force who do not share in the profits. • A prevailing culture of corruption, cronyism and favoritism makes women vulnerable to extortion and violence to obtain a job. • Geographic disparities in economic opportunities force women to migrate to other cities where opportunities are concentrated, with all of the unfavorable conditions of living in a city far from family and social networks that this implies.
Cultural, Religious, and Sporting Events	<ul style="list-style-type: none"> • Sporting matches, such as soccer • Month of Ramadan • Music Festivals • Eid al-Adha (Feast of the Sacrifice holiday) • Back to school time • Summer holidays • Moussems (traditional celebrations/gathering held annually locally) 	<ul style="list-style-type: none"> • Large gatherings of people without any security measures • Late-night nature of many of these events • Many of these events are held in remote and distant locations • Mass arrivals of people from outside the community who come temporarily to attend events, be with family • Creation of festive occasions attended by men who return home late at night and force themselves sexually on their wives • Families may incur debts and take out loans to meet expenses, creating conflicts and the risk of violence. • Increased expenditures lead to increased demands, criticisms and control of women over management of household resources. • Periods of increased gendered distribution of labor create a climate of increased demands on women and resorting to violence to enforce these, for example women assuming all responsibilities for cooking and other household chores while men participate in the public events and celebrations.
Criminal Activities	<ul style="list-style-type: none"> • Contraband and smuggling of goods • Forced labor • Street vendors ("Nisaa Elferachate") 	<ul style="list-style-type: none"> • The prevalence of corruption at border crossings makes women couriers vulnerable to gendered pressure, extortion, blackmail and harassment for a percentage of contraband goods or in exchange of safe passage. • Sex workers can be forced to participate in drug sales in exchange for authorization to work in a certain neighborhood controlled by a drug dealer.

	<ul style="list-style-type: none"> • Drug trafficking 	<ul style="list-style-type: none"> • Women working in illegal or unauthorized activities – i.e. without a permit – are vulnerable to gendered threats of arrest, harassment and violence.
Working Conditions, in time or in space	<ul style="list-style-type: none"> • Night work • Domestic work • Agricultural work • Work in cafes and nightclubs • Presence of private companies that serve as intermediaries to employ cleaning workers or domestic workers as subcontractors or independents • Call centers • Unregulated professions and businesses 	<ul style="list-style-type: none"> • Gendered conflicts between male unionized workers and women non-unionized workers • Women often lack social security coverage or employment contracts, or are forced to sign contracts without reading the content, creating vulnerability to abuse. • Low wages for women contribute to precarious and unsafe living conditions • Significant distances and long commutes between homes and workplaces • Lack of transportation, especially at night • Lack of public lighting in streets • Deserted streets at night • Women agricultural workers are often obliged to leave their daughters alone at home, at times for several months, without supervision or protection, making the girls vulnerable to violence. • Women out on the streets at night risk being harassed, subjected to extortion, or arrested and accused of prostitution. • The lack of regulation and inspections of certain religious activities and their personnel – such as the al-Ruqyah al-Sharia, Koranic homes in marginalized quarters or villages – means that such activities can be either a source of or instigator of others to commit violence against women.
Militarized Contexts	<ul style="list-style-type: none"> • Presence of a military base in a community 	<ul style="list-style-type: none"> • Unregistered and unrecognized “marriages” between transient military personnel and local women can lead to groups of women with no legal rights, vulnerable to ostracism and community and family violence, for being unwed mothers and/or for having sexual relations outside of legal marriage. • The presence of military bases or barracks is frequently associated with sex worker neighborhoods or brothels, and the resulting high rates of violence against the women working there and higher rates of sexual assaults and rapes against all women generally. • The frequent and seasonal arrivals and departures of military trainees – in transit and often difficult to ascertain their identity, as well as their military status which requires women who have suffered violence to go through a difficult military court process, leads to a culture of impunity. • The return home to their wives of military personnel after long periods of absence is characterized by increased domestic violence.

Recurring Seasonal Activities	<ul style="list-style-type: none"> ● Agricultural Harvests 	<ul style="list-style-type: none"> ● Arrival in communities of transient seasonal labor, male and/or female ● Agricultural fields are often located in remote and distant areas. ● Women may need to travel to the fields very early in the morning before the sun rises to arrive in time for work. ● Women may need to spend the night alone in the fields to guard the crops or continue working. ● During harvests, a good majority of the adult population in villages is out in the fields, frequently leaving girls and women alone in homes.
	<ul style="list-style-type: none"> ● Wedding Parties 	<ul style="list-style-type: none"> ● Wedding parties are most often held at night, with a substantial lack of public lighting. ● Wedding parties are often held in distant areas, without public lighting or transportation. ● Alcohol and drug use among men can be very common at wedding parties.
Life Cycles or Events	<ul style="list-style-type: none"> ● Inheritance and Division of Estates 	<ul style="list-style-type: none"> ● Customs and traditions denying women any rights to inheritance may be enforced by violence, with women pressured to renounce their rights or threatened to be evicted from the home. ● Widows may be forced – through threats to deprive her of her children or property - to remarry an heir of the deceased husband in order to preserve the family property. ● Following her husband’s death, women may be dispossessed of all of her property by her in-laws, and evicted from the home with her children. ● If the widow does not have a son, unknown distant relatives may arrive as heirs and use threats and violence to evict her from the home.
	<ul style="list-style-type: none"> ● Filing of Lawsuits for Financial Support: spousal maintenance or child support 	<ul style="list-style-type: none"> ● Men may resort to violence or increased violence to pressure wives and ex-wives to renounce lawsuits for spousal maintenance or child support. ● Non-payment of financial support by violent husbands increases women’s financial dependence and forces women to return to the abusive marital home.
	<ul style="list-style-type: none"> ● Widowhood 	<ul style="list-style-type: none"> ● Widowed women are often evicted from the home after the death of her husband. ● Widowed women may end up residing with their in-laws, increasing the risk of conflict, harassment and violence from them. ● Social restrictions places on widowed women may be enforced through violence by the deceased’s family.
	<ul style="list-style-type: none"> ● Divorce 	<ul style="list-style-type: none"> ● Social ostracism of divorced women can lead to their families placing restrictions on their behavior and enforcing them through violence. ● Divorced women risk being considered an economic burden and evicted by their own families, especially if there are children requiring financial support. Women thus abandoned are vulnerable to homelessness, precarious housing, and unsafe working conditions. ● Marital conflict can create an occasion for violent interference by in-laws in the spouses’ relationship and affairs.

	<ul style="list-style-type: none"> • Polygamy 	<ul style="list-style-type: none"> • Polygamous marriages and the resulting potential competition and conflict between the co-wives can increase pressure on the women to engage in nonconsensual sexual relations with the husband. • Polygamy reinforces both the idea - and the legal mechanism to achieve it - that men have carte blanche in intimate relationships and have the right to obtain whatever they want, even if by force. • Polygamous marriages and the resulting increased family size can contribute to and amplify domestic economic stresses and conflicts. • The prevalence of unregistered polygamous marriages can lead to groups of women with no legal rights, vulnerable to ostracism and community and family violence, for being unwed mothers and/or for having sexual relations outside of legal marriage.
	<ul style="list-style-type: none"> • Birth of a Child 	<ul style="list-style-type: none"> • The lack of hospitals in villages, lack of transportation to hospitals, and financial stresses of childbirth can lead to men and families using violence to force women to stay at home to give birth, renounce requests to travel to a hospital, take a break from domestic work for maternity leave, and renounce requests for health care.

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ANNEX G: DATA COLLECTION TOOLS

Following are the questions used by researchers during their interviews.

Political Inclusion

- How do you assess the current state of women's political participation in government, legislative bodies, municipal, provincial and regional councils? Is the current situation satisfactory in terms of constitutional, legislative and institutional advances and also in terms of the various programs and mechanisms in this area?
- In your opinion, what is the impact of the legal arsenal and the different programs implemented to promote political inclusion? At the national level? Regional and local? What are the successes and good practices?
- What are the constraints to political inclusion that still hinder the feminization of the political arena? Is it the lack of political will or is it the result of a multitude of interfering causes (socio-cultural, economic, structural causes...)?
- How has the political field reacted to the demands of quota and parity? And what are the positions of political parties and civil society organizations regarding women's political participation?
- What is your assessment of the degree of parity in the organic laws relating to elective political and constitutional institutions (such as the law on political parties, the electoral code, and APALD.) and those governing local authorities?
- Have the institutional mechanisms adopted to increase women's political participation (quota, voting system, support fund, national list, etc.) succeeded in increasing the presence of women in political life? Why ?
- What is the degree of constraint on parity enshrined in the constitutional text?
- Does the presence of women in political life and in top positions of responsibility and decision making bring about positive changes in gender relations in Moroccan society?
- What is your assessment of the coordination between the various stakeholders?
- In your opinion, what opportunities should be seized to strengthen the political inclusion of women?
- What are the GAPS in terms of gender and political inclusion?
- What are your recommendations for effective and efficient political inclusion?

Economic Inclusion

- What kind of approach do you adopt to make sure that women economic inclusion is present throughout all the steps of your project? Do you have any specific plans? Policies? Strategies? Charts? Are they transverse?
- How do you implement gender related plans?
- Evaluating and measuring impacts are systematic processes? The results are shared with public entities? Do public entities capitalize on that?
- What can you say about the changes and the impact post implementation? Do you think that the impact is sustainable? Otherwise, in your opinion how to make it sustainable?

- How can you summarize the opportunities or challenges related to your action/program implementation?
- In your opinion, as an entrepreneur or future entrepreneur, do you feel/know about governmental strategies to encourage entrepreneurship?
- How do you judge the relationship between public institutions, CSO, NGOs and donors? How is coordination between them?
- What efforts should confederation and associations or governmental departments do to enhance women inclusion? And reduce gender gaps, gender pay gap?

Basic and Higher Education: Interview Questions

Basic education:

- How can the school dropout rate of girl students be reduced?
- What are the cultural norms and beliefs that contribute to girls' dropout or hinder their educational attainment? How can those be effectively addressed?
- The government of Morocco reported that during the 2017/2018 school year, more girls (62.7percent) than boys (58.8 percent) were enrolled in lower secondary nationwide and in rural areas, girls and boys were enrolled at about the same rate, around 40percent . But girls of lower secondary school age were more likely to be out of school (13.2percent) in 2018 than boys (8.3percent) (UNESCO). What might explain this contradiction?
- How could we better detect the real dropout rate among girls?
- How can gender equality be promoted during the training of teachers?
- What are the barriers to girls' education, and how can they be addressed in teacher training?
- How have COVID-19 and the resulting school closures affected girls' education?
- Has virtual learning been effective for girls during lockdown? Why or why not?
- How can the lack of Internet access for low-income communities be overcome?

Higher education:

- Does the culture in higher education encourage or discourage women's advancement? In Morocco, women are more than 48 percent of those who receive bachelor's degrees (2017 data, World Bank) but only 43 percent of those who receive master's and Ph.D.s (2018 data, HCP).
- Women represented 28 percent of university professors in 2019-2020 ("L'enseignement supérieur en chiffres 2019-2020"). This reflects an increase from 26.1percent in 2014-2015 (3,354 instructors out of 12,820). What factors may explain this gender gap?
- How might the implementation of Morocco's new Bachelor system affect women positively or negatively?
- How can schools and universities promote women's entrepreneurship?
- How can schools and universities encourage girls' participation in male-dominated fields?

Disability:

- What factors affect girls with disabilities in particular with regard to access to education?
- Since the launch of the *Programme national de l'éducation inclusive* in June 2019, have you seen indications of an increase in educational access for girls with disabilities?

Countering Violent Extremism

- What is the gender approach adopted in your CVE program?
- What is the concrete strategy related to gender inclusion in CVE programs?
- What is your assessment of the strengths, weaknesses, opportunities (used or missed) and challenges of the programs and / or activities?
- What is the method of monitoring, evaluation and learning used?
- What are the changes and the impact achieved?
- Do you consider your impact to be sustainable? If yes, how? If not, why and how to make it sustainable?
- What is the nature of the relationships between state actors, NGOs, donors and participants in CVE programs? What are the possibilities for coordination? And how?
- Are there any other drivers of violent extremism?
- Are there specific drivers of violent extremism for women?
- How countering violent extremism can be more efficient?
- How can countering violent extremism programs target women more efficiently?
- Priorities for future efforts: How to strengthen CVE programs and how to better integrate the gender approach?

Gender-based Violence

Researchers used a worksheet (following pages, Arabic and French versions) which produced the GBV and Gender Resilience Outline (Annex E).

المحفزات والدوافع الخارجية للعنف الممارس تجاه النساء

السياق

طلبت الوكالة الأمريكية للتنمية الدولية (USAID) في المغرب مؤخرًا من منظمتي مكتب الدراسات المغربي "طالم" و **MRA Mobilising for Rights Associates** إجراء تحليل متعدد القطاعات حول موضوع النوع الاجتماعي في مناطق مختلفة في المغرب. ستكون مهمة الفريق المذكور هي (1) تحديد وتحليل التدخلات والخدمات لمختلف الجهات الفاعلة من أجل المساواة بين الجنسين، و (2) صياغة توصيات تتعلق بالمناهج البرمجية التي يجب أن تنتظر فيها الوكالة الأمريكية للتنمية الدولية ضمن برامجها المستقبلية. في هذا السياق، يقوم فريق الاستشاريين في منظمة **MRA** ، المشكل من ستيفاني ولمان بوردرات وسعيدة كوزي، بإجراء بحث عملي حول المحفزات والدوافع الخارجية للعنف الممارس تجاه النساء في المغرب، باعتماد (1) اجتماع عمل جماعية عبر الإنترنت مع مجموعة واسعة من مختلف الأطراف المعنية الرئيسية العاملين على مستوى القاعدة حول العنف الممارس ضد النساء ، و (2) استبيان عبر الإنترنت. ستكون الأسئلة والجدول أدناه بمثابة إطار للتفكير وموثر أيضا للقاء مجموعة العمل والاستبيان عبر الإنترنت. شكرا لانضمامكم إلينا في المساهمة في هذا النقاش والتحليل التشاركي والجماعي ضمن جهود مكافحة العنف ضد النساء بالمغرب. ما هي الأسئلة التي نسعى لفهمها من خلال هذا البحث؟

1. ما هي المحركات و الدوافع الخارجية التي ينتج عنها و تساهم في الرفع من خطر العنف القائم على نوع الجندي بالمغرب؟
 - بمعنى آخر، ما الأحداث أو المواقف أو السياقات التي تؤدي أو يمكن أن تؤدي إلى زيادة العنف ضد النساء؟
2. ما هي الأنظمة المتوفرة حاليا لرصد هذه الدوافع والمحرك وتضمن الكشف، الوقاية وإيجاد حلول بشكل قبلي؟
3. أي نوع من الأنظمة يمكن أن نضع لرصد هذه الدوافع والمحرك لتكون أكثر استباقية وتستجيب للعنف الممارس اتجاه النساء؟

ماذا نقصد بالدوافع والمحرك؟

العنف ضد المرأة هو وسيلة وأداة تحكم لتعزيز والمحافظة على قواعد وممارسات وأدوار وعلاقات قوة غير متكافئة بين الجنسين والقائمة على النوع الاجتماعي.

يمكن لبعض الأحداث، المواقف، السياقات أن تشكل تهديدا لأعراف، ممارسات، أدوار أو علاقات قائمة تتسم بلا تكافؤ بين الجنسين. و ذلك من خلال خلق صراعات مرتبطة بالسيطرة، الوصول إلى السلطة، امتيازات، و موارد. فالعنف القائم على النوع الجندي يمكن أن يكون وسيلة للسيطرة على أية محاولة للمقاومة خلال نزاع معين.

الأمر لا يتعلق بالنظر لهذه الدوافع والمحركات على أنها مسببات أو أسباب لهذا العنف، بل نسعى لتسليط الضوء على أحداث وضيعيات أو سياقات التي تكون خلف بروز أو تكون مرتبطة وتعزز من تهديد للعلاقات القائمة حالياً ما بين الجنسين التي تنسم بالهيمنة، التحكم والامتيازات لجهة دون الأخرى. يتعلق الأمر بالبحث والكشف عن هذه الدوافع والمحركات الخارجية، التي يمكننا نحدد لها توجهات على مستوى مجموعات الأشخاص، الساكنة، أو المجتمعات المحلية في المغرب، وليس عوامل أو خصائص فردية لدى المعتدين أو ما بين الطرفين (المعتدي والضحية). ما هي أشكال العنف القائم على نوع الجنداري التي نركز عليها خلال هذا البحث؟

- جميع أفعال العنف موجهة ضد النساء¹⁹⁹، وتسبب أو يمكن أن تسبب في أذى أو معاناة جسدية أو جنسية أو نفسية، بما في ذلك التهديد بمثل هذه الأفعال أو الإكراه أو الحرمان التعسفي من الحرية.

أفعال العنف التي ترتكب في الأماكن العامة أو خاصة – المنازل، الشوارع، المدارس، أماكن العمل، الخ. - من قبل أي شخص كان.

أسئلة للتأمل والمناقشة:

1. من خلال عملك على العنف الممارس تجاه النساء، هل لاحظت حالات، فترات/محطات، مواقف/ضيعيات، أحداث، والتي تفاقم وتزايد خلالها العنف القائم على النوع الجندراني؟

ما هي؟ يرجى كتابة أي شيء يتبادر إلى ذهنك، شريطة أن يكون شيئاً اضطلعت عليه مباشرة من خلال عملك مع النساء (وليس شيء يتهدى لك أنه وقع أو سمعت عنه) يمكن أن يتعلق الأمر بفترة محددة ولمرة واحدة - على سبيل المثال، الحجر الصحي، أو دورة متكررة من العنف - على سبيل المثال، "كل عام في نفس الوقت".

2. ما هي نتائج وعواقب هذه الفترة، هذا الوضع، هذا الحدث، الذي/التي:

1. جعل النساء أكثر هشاشة وعرضة للعنف؟
2. جعل المعتدين أكثر ميول لاستخدام العنف من أجل الحفاظ على هيمنتهم وامتيازاتهم؟

بعد قيامك بالعصف الذهني الأولي، استخدم الجدول المرفق الذي يشمل قائمة بالفئات/المجموعات المحتملة للدوافع والمحركات. الهدف من هذا الجدول هو تحفيز واستمالة المزيد من أفكاركم، كما يتضمن نموذج توضيحي.

3. هل توجد أنظمة مطبقة حالياً لرصد هذه الدوافع والمحركات وتضمن الكشف عنها، الوقاية والاستجابة المسبقة؟ ما هي؟

يمكن أن تكون هذه الأنظمة متوفرة من داخل المنظمات غير الحكومية أو لدى السلطات العمومية أو غيرها. 4. أي نوع من الأنظمة يمكننا وضعها من أجل رصد هذه الدوافع والمحركات لتكون أكثر استباقية وتستجيب للعنف الممارس اتجاه النساء؟

199 نستهدف هنا العنف الممارس تجاه النساء الراشداً، فالعنف ضد الأطفال هو شيء آخر.

المحفزات / الدوافع الخارجية للعنف ضد المرأة

العوامل المكونة و المتلازمة المحتملة 200	بعض الأمثلة التوضيحية 201	الفئات المحتملة الدوافع/المحركات الخارجية (الحدث، السياق أو الوضعية) 202
<ul style="list-style-type: none"> ● البطالة ● الطرد والتهديد بالتسريح من العمل ● فقدان الدخل ● الحجر في فضاءات صغيرة ● عدم الوصول إلى الخدمات العمومية للحصول على المساعدة ● العزلة عن الأصدقاء والعائلة ● قضاء وقت أكبر على الشبكة العنكبوتية ومواقع التواصل الاجتماعية ● انخفاض عدد العاملين في أماكن العمل. ● الفضاءات العمومية خالية ● إغلاق المدارس وإرسال الفتيات لمنزلهن ● منح المساعدات والدعم المالي للنساء 	مثال: كوفيد-19	الأزمات الصحية
	مثال: الجفاف، الفيضانات والزلازل إلخ	الظواهر البيئية
	مثال: الوصول إلى المياه وصيد الأسماك والغابات والمواد الأولية والنباتات والحيوانات والمعادن، إلخ	الوصول/الحصول على الموارد الطبيعية
	مثال: الوصول/الحصول إلى ملكية واستخدام الأراضي، مشاريع التنمية والبناء، إلخ.	الوصول/الحصول على الأرض
	مثال: حلول المهاجرين ببعض المناطق، مغادرة أفراد منطقة ما (رجالاً أو نساء) الذين يهاجرون إلى مكان آخر، إلخ	تحركات الساكنة
	مثال: الانتخابات والصراعات السياسية وما إلى ذلك.	أحداث سياسية
	مثال: الأزمات الاقتصادية، الفرص الاقتصادية، إلخ.	أحداث/ وقائع اقتصادية
	مثال: مباريات رياضية، المواسيم، وما إلى ذلك	أحداث ثقافية، دينية، رياضية
	مثال الصناعات غير القانونية والتهريب والعمل القسري وما إلى ذلك	أنشطة جرمية

²⁰⁰يتعلق الأمر بعواقب ونتائج الحدث المحرك المرتبطة بالعنف والتي تجعل من النساء أكثر هشاشة وعرضة للعنف أو تجعل المعتدين أكثر ميول للجوء للعنف من أجل الحفاظ على مكانتهم وامتيازاتهم. هذه العواقب والنتائج يمكن أن تتكرر من خلال مختلف الدوافع/المحركات من قبيل العطالة يمكنها أن تكون أيضا نتيجة لأزمة اقتصادية، أيضا العزلة عن العائلة والأصدقاء يمكن أن تكون نتيجة للهجرة إلخ.

²⁰¹هذه الأمثلة هي فقط من أجل توضيح أكثر للمطلوب و لاستمالة أفكاركم بخصوص المحركات/الدوافع التي لاحظتموها أو عايشتموها في مجتمعاتكم.

²⁰²تشجعكم على إضافة مجموعات/فئات أخرى لهذه اللائحة

	مثال: العمل الليلي والعمل في المنازل	خصوصيات العمل (في الزمن أو الفضاء)
	مثال وجود قاعدة عسكرية، نزاع مسلح، إلخ	سياق عسكري
	مثال: المحاصيل الزراعية وحفلات الزفاف وما إلى ذلك	أنشطة موسمية متكررة
	مثال توزيع الميراث، المراهقة، الطلاق، الترميل، إلخ	وقائع الحياة

Déclencheurs et moteurs externes des violences faites aux femmes

Contexte: L'Agence Américaine pour le Développement International (USAID) au Maroc a récemment sollicité les organisations TALM Consulting et MRA Mobilising for Rights Associates pour conduire une analyse intersectorielle sur la thématique du genre dans diverses régions au Maroc. La dite équipe aura pour mission 1) d'identifier et d'analyser les interventions et les services des différents acteurs en faveur de l'égalité des genres, et 2) de formuler des recommandations relatives aux approches programmatiques à envisager par l'USAID dans ses futurs programmes.

Dans ce cadre, l'équipe de consultantes de MRA, Stephanie Willman Bordat et Saida Kouzzi, mènent une recherche action sur les déclencheurs et les moteurs externes des violences faites aux femmes au Maroc et ceci à travers 1) une réunion de travail de groupe en ligne avec une grande variété de parties prenantes clés travaillant au niveau du terrain sur les violences faites aux femmes, et 2) un questionnaire en ligne.

Les questions et le tableau ci-dessous serviront de cadre de réflexion et de format pour la réunion de travail et le questionnaire en ligne.

Merci de vous joindre à nous en contribuant à cette discussion et analyse participative et collective dans les efforts de lutte contre la violence à l'égard des femmes au Maroc.

Quelles sont les questions que nous cherchons à analyser à travers cette recherche ?

1. Quelles sont les déclencheurs et les moteurs externes qui créent un risque de violences accrues basées sur le genre au Maroc ?
 - En d'autres termes, quels sont les événements, les situations ou les contextes qui mènent ou pourraient mener à une augmentation des violences faites aux femmes ?
2. Quels sont les systèmes actuellement en place pour faire du monitoring de ces déclencheurs et moteurs et assurer la détection, la prévention et une réponse à l'avance ?
3. Quel genre de systèmes pouvons-nous mettre en place pour faire du monitoring de ces déclencheurs et moteurs afin d'être plus proactif et adaptatif aux violences faites aux femmes ?

Que voulons-nous dire par déclencheurs ou moteurs ?

Les violences faites aux femmes sont un moyen et un outil de contrôle pour renforcer et maintenir en place des normes, des pratiques, des rôles, et des relations de pouvoir inégales et basées sur le genre entre les sexes.

Certains événements, situations ou contextes peuvent remettre en cause des normes, des pratiques, des rôles, ou des relations actuelles et inégales basées sur le genre. Ceci en créant des conflits relatifs au contrôle, à l'accès au pouvoir, aux privilèges, et aux ressources. Les

violences basées sur le genre peuvent être un moyen de réprimer de la résistance pendant ces conflits.

Il ne s'agit pas de considérer ces moteurs ou déclencheurs comme étant des causes des violences faites aux femmes, mais plutôt des événements, situations ou contextes qui déclenchent ou qui sont associés avec un renforcement, une remise en cause ou des menaces aux relations actuelles entre les sexes, fondées sur la dominance, le contrôle et les privilèges. Il s'agit de rechercher et d'identifier des moteurs ou des déclencheurs externes, pour lesquelles nous pouvons identifier des tendances au niveau des groupes de personnes, des populations ou des communautés au Maroc, et non pas des facteurs individuels chez les agresseurs ou au sein des couples.

Sur quelle formes de violence basée sur le genre nous concentrons-nous dans cette recherche ?

- Tous actes de violence dirigés contre les femmes²⁰³, et causant ou pouvant causer un préjudice ou des souffrances physiques, sexuelles ou psychologiques, y compris la menace de tels actes, la contrainte ou la privation arbitraire de liberté.
- Des violences commises dans des espaces publics ou privés - maisons, rues, écoles, lieux de travail, etc. – par toute personne quelconque.

Questions pour réflexion et discussion :

1. Dans votre travail avec les violences faites aux femmes, avez-vous constaté des instances, des périodes, des situations, des événements, quand les violences basées sur le genre ont été aggravées, ou ont augmenté ?

Lesquels ? Merci de noter tout ce qui vous vient à l'esprit, sous condition qu'il s'agit de quelque chose dont vous avez connaissance directement à travers votre travail avec les femmes.²⁰⁴

Il peut s'agir d'une période précise et ponctuelle - par exemple, le confinement, ou un cycle de violence récurrent - par exemple, chaque année à la même période.

2. Quels sont les résultats et les conséquences de cette période, cette situation, cet événement, qui :
 - a. rendant les femmes plus vulnérables aux violences ?
 - b. rendent les agresseurs plus susceptibles de recourir à la violence pour garder leurs positions et privilèges ?

Une fois un premier brainstorming effectué, faire un recours au tableau ci-dessous avec une liste de possibles catégories de déclencheurs et moteurs, afin de stimuler davantage la réflexion, ainsi qu'un exemple illustratif.

3. Existe-t-il des systèmes actuellement en place pour faire du monitoring de ces déclencheurs et moteurs et assurer la détection, la prévention et une réponse en avance ? Lesquels ?

²⁰³ Ici nous ciblons les violences faites aux femmes adultes ; des violences faites aux enfants est un sujet à part.

²⁰⁴ Et pas quelque chose que vous imaginez de possible, ou dont vous auriez juste entendu parler.

Il peut s'agir des systèmes au sein des ONG, des autorités publiques, ou autres.

4. Quel genre de systèmes pouvons-nous mettre en place pour faire du monitoring de ces déclencheurs et moteurs afin d'être plus proactif et adaptatif aux violences faites aux femmes ?

Déclencheurs/moteurs externes de violences faites aux femmes

Possibles catégories de déclencheurs /moteurs externes (événement, contexte ou situation) ²⁰⁵	Quelques exemples illustratifs ²⁰⁶	Possibles facteurs composants associés ²⁰⁷
Crises sanitaires	ex : COVID-19	<ul style="list-style-type: none"> ● Chômage ● Licenciements et menaces de licenciement ● Perte de revenu ● Confinement dans les petits espaces ● Manque d'accès aux services publics pour chercher de l'aide ● Isolement de la famille et des amies ● Plus de temps passé en ligne sur les réseaux sociaux ● Personnel réduit sur les lieux de travail et espaces publics déserts ● Fermeture des écoles et filles renvoyées à la maison ● Octroi des indemnités d'assistance à la femme
Phénomènes environnementaux	ex : sécheresse, inondations, tremblements de terre, etc.	
Accès aux ressources naturelles	ex : accès à l'eau, à la pêche, aux forêts, aux matières premières, au flore et faune, aux minéraux, etc.	
Accès aux terres	ex : accès à la propriété et utilisation des terres, projets de développement et construction, etc.	
Mouvements de population	ex : arrivée des migrants dans des communautés, départs des membres de la communauté (hommes ou femmes) qui migrent ailleurs, etc.	
Événements politiques	ex : élections, conflits politiques, etc.	

²⁰⁵ N'hésitez pas à ajouter d'autres catégories à cette liste.

²⁰⁶ Il ne s'agit que de quelques exemples pour illustrer la catégorie et stimuler une réflexion sur les déclencheurs/moteurs que vous avez observé ou vécu dans votre communauté.

²⁰⁷ Il s'agit des conséquences et résultats de l'événement déclencheur qui sont associées à la violence, en rendant les femmes plus vulnérables à la violence ou les agresseurs plus susceptibles de recourir à la violence pour garder leurs positions et privilèges. Ces conséquences et résultats peuvent se répéter à travers les différents déclencheurs/moteurs. Par exemple, le chômage pourrait être également un résultat d'une crise économique, l'isolement de la famille et des amies également un résultat de la migration ailleurs, etc.

Événements économiques	<i>ex : crises économiques, opportunités économiques, etc.</i>	
Événements culturels, religieux, sportifs	<i>ex : matches de foot, moussems, etc.</i>	
Activités criminelles	<i>ex : industries illégales, contrebande, travail forcé, etc.</i>	
Situations de travail (dans le temps ou dans l'espace)	<i>ex : travail de nuit, travail dans les maisons</i>	
Contextes militarisés	<i>ex : présence d'une base militaire, conflit armé, etc.</i>	
Activités saisonnières récurrentes	<i>ex. récoltes agricoles, mariages, etc.</i>	
Événements de la vie	<i>ex. partage de l'héritage, adolescence, divorce, veuvage, etc.</i>	

ANNEX I: DESCRIPTION OF FGDS

- The virtual FGD on political inclusion was held by TALM on September 16, 2020, from 2:00 to 5:30 p.m. Five participants attended: three representatives from three political parties, one participant from civil society, and one representative of the gender promotion service within the Directorate General of Territorial Collectivities. The objective of the discussion was to discuss the participants' assessment of achievements, the impact of different laws, strategies and programs, changes observed over recent years, challenges and constraints, and recommendations for the future.
- The virtual FGD on economic inclusion was held by TALM on September 16, 2020, from 4:00 to 5:30 p.m. Participants included the Gender and Economic Inclusion Director of Millennium Challenge Account agency (MCA), the Moroccan partner agency to the U.S. Millennium Challenge Corporation (MCC); as well as an entrepreneur member of the World Economic Forum's expert network and former vice president of the Moroccan Association of Women Business Executives (AFEM). The discussion addressed current programs related to economic inclusion, the approach adopted by the MCC/MCA to ensure women's inclusion and adapt to the current COVID-19 crisis, and the impact of government initiatives on women's inclusion.
- The virtual FGD on basic and higher education was conducted by TALM on September 15, 2020, from 2 p.m. to 4 p.m. The six participants included academic and civil society experts in girls' school enrollment, retention, and dropout, as well as a regional director of teacher training, and a representative of UNICEF. TALM presented statistical trends in girls' enrollment and educational attainment as well as women's representations as educators. Participants were invited to offer their analysis of the trends and their suggestions for interventions. The discussion produced insights on effective approaches to reducing dropout especially among rural girls; GOM responses that are succeeding but need expansion; and the role of teachers, families, CSOs, the MOE, and other sectors.
- The virtual FGD on gender-based violence was conducted by MRA Mobilising for Rights Associates and held on September 24, 2020, from 2 p.m. to 5:15 p.m. Nineteen representatives of 14 women's groups from 11 diverse urban cities, towns and rural villages²⁰⁸ participated. The FGD aimed to solicit participants' inputs for the GBV and Gender Resilience Outline.²⁰⁹ In preparation for the discussions, the MRA team developed a worksheet "External Trigger and Drivers of Violence against Women in Morocco" in Arabic and French with reflection questions and a matrix for participants to work on within their respective NGOs in advance.²¹⁰ The worksheet was also posted on MRA's Facebook page and sent by email to a broader contact list of 300 women's groups. Several FGD participants and women's groups submitted additional contributions in writing.
- The virtual /FGD on countering violent extremism (CVE) was hosted by TALM on September 17, 2020, from 11 a.m. to noon. Participants included experts from Morocco and Tunisia including the governmentally supported association of Moroccan Islamic scholars the Rabita Mohammedia of Oulemas. The approach was to assess existing CVE programs implemented in Morocco and Tunisia

²⁰⁸ Participants came from El Hajeb, Taza, Chichaoua, Agadir, Ouarzazate, Larache, Casablanca, Essaouira, Marrakesh, Berkane, and Guercif.

²⁰⁹ Included as Annex E to this report.

²¹⁰ Included in Annex G.

and the shortages that future programming should respond to. Participants concluded that programs should promote critical thinking and consider the desire for immigration as a factor that leads both men and women to travel abroad to join violent extremist movements in the conflict areas.

- The virtual FGD on the gender gap and recommendations was held September 25, 2020, from 11:00 a.m. to 2 p.m. with 10 participants representing territorial collectivities, the Ministry of Solidarity, Social Development, Equality and Family, CSOs, activists, university researchers, and the National Council for Human Rights. The discussion focused on the existing gender gaps and the recommendations to reduce them.

ANNEX J: PARTNER ACTIVITIES IN GENDER

This annex presents an overview of Moroccan and international institutions (government, CSOs, and financial and technical partners (FTPs)) that are implementing current interventions related to gender equality in the five studied themes.

Partner Activities in Political Inclusion

Under the **Equality/Moussawat Program**, the European Union is providing budget support to the GOM in implementing Morocco's Government Plan for Equality II (PGE II) including gender mainstreaming in public policies and gender-sensitive budgeting.

UN Women works with four ministries (Interior, Economy and Finance, Solidarity, and Communications) to **integrate the gender approach**. UN Women also supports the working group of parliamentarians for Equality and the Movement for Parity Democracy. The axes of intervention in relation to political inclusion and access to positions of responsibility in Morocco are: Leadership and political participation of women and national and local governance and planning.²¹¹

The German foundation Konrad Adenauer Stiftung supports the project **“Let's Commit to More Women in Politics in Morocco and Benin”** (2018-2021) with the objective of supporting representative democracy and political pluralism through the strengthening of the role of women in political parties. The project aims to encourage political parties to enable young women members to play an active role and have greater influence and to contribute to the creation of a more favorable cultural and legal environment and the establishment of inclusive structures leading to greater involvement and influence of women in political party decision-making in Benin and Morocco.²¹²

The German foundation Friedrich Ebert Stiftung supports the project **“The promotion of women's political representation in Morocco”** led by the NGO Jossour Moroccan Women's Forum based on an inclusive, transformational and gradual approach adapted to the local social, cultural, legal and political complexity. The project established an inventory of women's political representation in 2017.²¹³ In 2018, the project initiated a consultation on realizing the recommendations of the inventory, namely: safeguarding democratic gains; creating a broad progressive national movement, and working for the effectiveness of

²¹¹ <https://morocco.unwomen.org/fr>

²¹² <https://www.kas.de/fr/web/marokko/veranstaltungen/detail/-/content/fuer-ein-staerkeres>

²¹³ <https://www.fes.org.ma>

the constitutional right to parity. The project in 2019 produced recommendations for a framework law and the advocacy campaign Together for the effectiveness of the constitutional right to parity.”

The Spanish Agency for International Development Cooperation supports the **strengthening of democratic participation dynamics** at the communal, provincial, regional and national levels to contribute to the reduction of socio-economic inequalities in Morocco, co-implemented by Oxfam, the Movement for Peace, Disarmament, and Liberty (MPDL) and local partners. The project aims to strengthen a fair, egalitarian and sustainable decentralization process (advanced regionalization) that contributes to the reduction of inequalities affecting women and youth in Morocco. The project aims to strengthen the civic and political participation of women and youth, as well as the role of civil society advocacy, at the municipal, provincial, regional and national levels.²¹⁴

Global Affairs Canada via the Forum of Federations-Canada supports the project **Empowering Women for Leadership Roles in the Middle East and North Africa** in Morocco, Tunisia, and Jordan (2017-2026). The project aims to contribute to women’s access to decision-making positions in the economic, political, social and cultural spheres; and to influence men and women so that they can in turn influence public policies for the transversality of the gender issue. The program works with women leaders, particularly those who sit on the various mechanisms for institutionalizing parity, whether at the national level in the interministerial consultation network or with the parity, equality and gender approach at the level of local authorities.²¹⁵ The project focuses on decentralizing gender focal points and strengthening a culture of equality by working with government and CSOs and raising public awareness.

The U.S. Middle East Partnership Initiative (MEPI) provides grants to NGOs throughout Morocco training women in advocacy related to women’s rights and political participation.

Partner Activities in Economic Inclusion

The Ministry of Solidarity, Social Development, Equality and the Family, in partnership with UN Women, launched a study in 2019 to develop “an integrated national program for women’s economic empowerment” (Programme National Intégré d’Autonomisation Économique des Femmes 2019-2021, PNIAF). The study aims to integrate the gender approach in the National Employment Plan as well as in all national, regional and local development plans. One of the goals is to establish a series of legal measures and sectoral programs to create an adequate social climate for women’s empowerment and to strengthen monitoring of workplace conditions.²¹⁶

International Financial Corporation (IFC) Launches MENA Women Banking Champions Program in Maghreb to Support Female Entrepreneurs. IFC and Morocco’s Central Bank (Bank Al-Maghrib), signed a Memorandum of Understanding (Rabat, March 4, 2020) to advance Morocco’s national financial inclusion strategy and support better access to finance for women-led businesses. The collaboration will focus on enabling better data and insights on women’s access to financial services provided by banks and financial institutions.²¹⁷

European Bank for Reconstruction and Development launched the Women in Business program (WIB) in Morocco in September 2018.²¹⁸ WIB is supported by funding from the European

²¹⁴ <https://www.aecid.ma>

²¹⁵ <http://www.forumfed.org/mena-project/?lang=fr>

²¹⁶ Kingdom of Morocco, Ministry of Economy...Report on the Results-Based Budget Taking into Account the Gender Aspect (2019).

²¹⁷ Deloitte (2020).

²¹⁸ EBRD, Launch of the Morocco Women in Business Programme, <https://www.ebrd.com/news/events/launch-of-the-morocco-women-in-business-programme.html>

Union under the EU Initiative for Financial Inclusion. The Morocco Women in Business program provides a unique approach to promoting women's entrepreneurship and participation in business, combining a wide range of activities that enable SMEs led by women to access the finance and know-how they need to grow. The WIB provided the equivalent of 35 million euros in local currency to the banks BMCE and BMCI to support women-led small and medium-sized enterprises (SMEs) from across the country. The EBRD has signed a 20 million euro loan with the BMCE and a 15 million euro loan with the BMCI. The program was extended in 2019 to offer business advice to help women-led enterprises become more competitive as well as training, mentoring and networking opportunities that enable businesswomen to build networks, hone skills and share experiences with their peers.

Morocco is also one of the partner countries for the EBRD's Green Economy Transition program, which runs in partnership with the Green Climate Fund (GCF) to provide financing and technical assistance to participating financial institutions that are ready to finance high performance technologies and services supporting a green economy. The program has prioritized gender mainstreaming from its inception and includes a Gender Action Plan that outlines the gender-responsive activities to be carried out.²¹⁹

The European Union support for the implementation of the PGE II offers technical assistance to several governmental departments in order to develop their gender analyses and strategies. Assistance related to economic inclusion aims to:

- Strengthen skills and improve the efficiency of human resources management;
- Support gender equality;
- Support the elected councils of local territorial authorities;
- Increase the participation of civil society organizations, including women's CSOs, especially in the implementation of public policies that target women and girls.

The Millennium Challenge Corporation (MCC) (2017-2022) has always integrated gender into their employment and land usage programs. The Charaka vocational training fund encourages women to enter traditionally male-dominated professions (and vice-versa). The "Development of services and employment programs through Results-Based Financing (RBF) mechanisms" component is also showing good progress. The Employment Program aims to improve the employability of populations facing difficulties in entering the labor market and to facilitate their integration. It targets, in particular, women, young people with no qualifications and those with higher education or vocational training who have been unemployed for a long time.²²⁰ MCC also supports the Ministry of Labor to promote gender equality in the private sector, including the continued development of the Gender Equality Prize. The land usage component raises women's awareness of their land rights and helps them obtain legal documentation and participate in land development schemes.

The U.S. Middle East Partnership Initiative (MEPI) provides grants to NGOs throughout Morocco for their projects to support women's economic empowerment through the provision of soft skills, business skills, and technical training and support for income-generating activities and entrepreneurship.

The Belgian Government is funding three gender-related projects in Morocco.

- Min Ajliki 2.0 (2017-2021)²²¹ is implemented by the Association pour la Promotion de l'éducation et la formation à l'étranger (APEFE) and aims to promote women entrepreneurship in Morocco.
- With implementing partner Solidarité Socialiste, they have a project (2017-2021) that works on building the capacity of social and solidarity economy actors to implement income-generating activities

²¹⁹ DAI consultant (2020).

²²⁰ MCA Annual Report (2019).

²²¹ For more information, see <http://minajliki.ma>.

as well as conduct advocacy actions. The project targets mainly women cooperatives and local associations in the region of Casablanca.²²²

- The Belgian Development Agency (Enabel) is running a project that targets economic interest groups working on the production and commercialization of dates in rural areas. One of the main outcomes of this project is to strengthen women's participation and leadership in these Economic Interest Groups, cooperatives, and other professional organizations.²²³

The Danish-Arab Partnership Programme is working with Oxfam and the African Development Bank to run a Gender Equality Programme (2017-2022) to create job opportunities through training, skills matching and support to entrepreneurship and access to finance.

The U.S. Peace Corps empowers local women to create community cooperatives and associations as a source of income including in sewing, weaving, rug-making, baking, artisanal products (2018-2020). The organization provides women's cooperatives with advice, technical assistance, organizational development, grant-writing assistance, and seminars in entrepreneurship and business fundamentals.

Oxfam is building on the success of their well-regarded project which advanced the rights of women working in berry production by improving women workers' access to social security coverage (CNSS), minimum wage, national ID cards, transportation, and decent working conditions. Their projects have expanded to cover women in the broader agriculture sector.²²⁴

UNICEF and Global Affairs Canada have partnered to develop the *Forsa pour Tous* (Opportunity for All) program that targets youth employment. Their program includes an emphasis on preventing young women in the Chichaoua region from dropping out of school to become low-paid domestic workers. UNICEF and the Government of Canada also provided entrepreneurship programs in 2018 that reached 5,640 children of whom 47 percent were girls.²²⁵

The European Investment Bank signed a 3 million euro finance contract with al Amana to fund microfinance projects that target women and rural entrepreneurs. It aims to provide microfinance services to nearly 12,000 Moroccans.

Partner Activities in Education

Many Moroccan and international institutions are working in the topic area of improving education in Morocco with a gender-sensitive approach.

Pre-primary education: The World Bank in 2019 launched five-year financing for the Morocco Education Support Program to help the GOM expand access to pre-primary education. The program aims at "allowing children, particularly girls and the most vulnerable children to have equal access to quality preschool and early education." The Bank emphasizes that "[b]etter quality preschool education, with appropriate sanitation and hygienic facilities" will increase "demand for preschool education, especially for

²²² For more information, see <https://www.solsoc.be/actions/maroc.html>.

²²³ For more information see: <https://open.enabel.be/fr/MAR/2118/p/appui-et-accompagnement-des-groupements-d-intrt-conomique-pour-le-dveloppement-de-la-filire-phoenicole-au-niveau-des-oasis-marocaines.html>. Project brochure: https://issuu.com/enabel.maroc/docs/brochure_pagie_vd_issuu.

²²⁴ TALM interview with.

²²⁵ UNICEF Country Office Annual Report 2018 Morocco.

girls in rural areas.” The program will also promote “gender-sensitive materials and teacher practices.”²²⁶ UNICEF supported training of preschool teachers.²²⁷

Boarding houses: The Mohammed VI Foundation for Solidarity and the National Human Development Initiative (INDH) have assisted the MOE in establishing Dar Taliba (“home of the female student”) boarding houses with free accommodation and meals for low-income girls, with partial funding from local councils, the Ministry of Interior, the European Union, and charities.²²⁸ Minister of Education Said Amzazi told Parliament in early 2020 that the number of boarding schools (*internats*) had reached 1,000, of which 65% are in rural areas, with a total of 160,000 students of whom 49,000 (30.6%) are girls.²²⁹ INDH also funds schools, transportation, computers, uniforms and school supplies.²³⁰ Moroccan NGOs and INGOs maintain boarding houses through private fundraising, as described in the subsequent section, Best Practices and Opportunities.

Preventing and recovering from dropout: UNICEF and the UK government support the FORSA program (2018-2022) which tracks out-of-school children and conducts mobilization and advocacy to reduce dropout; and supports adding life skills and citizenship education to the secondary curriculum. UNICEF and the EU are providing technical assistance as the MOE increases second-chance schools for youths who dropped out of school but want to resume their schooling: The institutions provide vocational training, communication, and soft skills classes.²³¹

Leadership and respect clubs: The U.S. Peace Corps fosters gender equality in youth camps and clubs under the program Girls Leading Our World (GLOW) and Boys Respecting Others (BRO). Peace Corps volunteers train community gender advocates (2016-2017, 2020) to promote gender awareness by creating and facilitating the GLOW/BRO clubs. The clubs (2019-2020) have engaged participants in activities examining “gender roles, obligations, and spaces that people occupy in society based on their gender, and how those expectations impact individual behavior and thinking”; discussions during club meetings include gender issues and self-esteem. GLOW/BRO camps (2019) provided participants, boys and girls aged 12-14 with an “intentional and gender-conscious community” to strengthen life skills and prepare them to “navigate challenging cultural expectations surrounding gender roles” in adolescence.²³²

Post-literacy and female empowerment: The U.S. Middle East Partnership Initiative (MEPI) provides grants related to women’s empowerment in many spheres. For example, MEPI supported Le Nid Association in improving post-literacy skills for 360 women in the Beni Mellal region (El Ksiba, Zaouiat Cheikh, Ighram Aalam, Naour and Aghbala) who had finished basic literacy classes supported by the MOE. MEPI supported the Young Women Rights Advocacy Campaign implemented by Jossour Forum des Femmes Marocaines which used the educational system to counter the perpetuation of gender stereotypes. MEPI supported the NGO Project Soar’s girls’ empowerment program (mentioned in this report).

Disabled access: UNICEF is supporting the MOE’s vision to improve education access for children with disabilities, training 1,000 primary-school teachers in 2019 and assisting 700 schools in developing plans to implement inclusive education by 2021. UNICEF also helped develop training modules on inclusive education for teachers, heads of schools, parents, and trainers.²³³

²²⁶ World Bank (2019).

²²⁷ UNICEF Country Office Annual Report 2019.

²²⁸ Hicks (2017).

²²⁹ Maroc Diplomatie (2020).

²³⁰ UNICEF (2020).

²³¹ Le Matin (October 2019).

²³² TALM interview.

²³³ UNICEF Country Office Annual Report 2019.

Globalization: The UK Department for International Development (DFID) and the British Council in the Connecting Classrooms program train teachers and administrators to prepare students to thrive in the globalized economy and impart principles of local and global citizenship.²³⁴

School repairs: MCA-Morocco with U.S. MCC funding incorporates a gender approach in the rehabilitation of middle and high school buildings under its Secondary Education activity (2017-2022), improving sanitary facilities, ensuring recreation areas are secure and thus comfortable for girls, and responding to an evaluation of gender-based violence risk.²³⁵

Technology paths: The U.S. Embassy in Morocco supports multiple programs encouraging girls to learn about technology. The DigiGirlz Morocco mentorship program (2018-ongoing) in cooperation with Microsoft and implemented by the Moroccan NGO Association Anoual trains female university students majoring in science and technology to teach computer coding to female high school students aged 15 to 18. The students form teams to develop social entrepreneurship projects and compete at the regional and national level. The Embassy also facilitates Moroccans participating in the U.S. State Department exchange programs TechGirls for ages 15-17 and TechWomen for university graduates with at least two years' work experience in science, technology, engineering, or mathematics.

Partner Activities in GBV

The **National Observatory on Violence against Women's** primary missions consist of observation and monitoring by collecting statistical data from the different ministerial departments, building knowledge on violence against women, and generating public discussion. During its first mandate (2015-2018), the Observatory published two annual reports with data and recommendations to address violence against women. The Observatory is composed of different ministerial representatives, researchers, and civil society groups.²³⁶

The recently instituted **Presidency of the Public Prosecution**,²³⁷ as the head of the public prosecution, controls and supervises all prosecutors across the country and plays an active role in the criminal justice system response to GBV.²³⁸

The **Ministry of Solidarity, Social Development, Equality and the Family** (MSSDEF) is responsible for coordinating the Government Plan for Equality (PGE) and monitoring implementation among all implementing stakeholders – primarily Ministerial departments but also including companies and public establishments, local authorities, the private sector, civil society associations and universities. The PGE objectives related to gender-based violence center around achievement of the objectives in the 2nd "National Strategy to Combat Violence with regard to women 2020-2030, implementation and operationalization of Law 103-13, providing services for women, conducting awareness-raising, and reducing GBV.²³⁹

Under the aegis of the MSSDEF, the **National Mutual Aid** managed 46 multifunctional women's centers (*établissements multifonctionnels des femmes* or EMFs) and 25 centers for women in difficult situations

²³⁴ DFID, DFID's Education Programmes and Activity in Morocco fact sheet (2020).

²³⁵ TALM interview.

²³⁶ <https://social.gov.ma/المرأة-المرصد-الوطني-للمرأة>

²³⁷ <http://www.presidenceministerepublic.ma>. To enhance separation of powers between the executive and judicial branch, previous prerogatives of the Minister of Justice were transferred to the Presidency of the Public Prosecution (Dahir of August 30, 2017, promulgating Law 33-17 relating to the transfer of the attributions of the governmental authority in charge of justice to the PGCC in its quality of president of the prosecution as well as the statutes of this presidency). The Presidency has administrative and financial autonomy.

²³⁸ <https://youtu.be/qTVuxGMvpYg>

²³⁹ Plan Gouvernemental pour l'Égalité (ICRAM II), 2017-2021.

(*établissements pour les femmes en situations difficiles*) to provide shelter and other services for women, including women experiencing violence.²⁴⁰ The **Social Development Agency (ADS)** likewise partners with local associations to support their centers for women experiencing violence.²⁴¹

Several state institutions report implementing **training programs on gender equality and violence against women** for its personnel. For example, the Higher Institute of the Magistrature has reportedly implemented training cycles since 2014 for judges and court clerks on gender equality. The Royal Gendarmerie reports having organized training sessions for around 1,000 beneficiaries, aimed at standardizing reception of women victims of violence, as well as developing a methodical guide intended for distribution to judicial officers. Likewise, the Directorate General of National Security reports having organized 42 training sessions for 1,055 staff, from 2012 to 2017, related to violence against women.²⁴²

The law does not recognize any formal role for **local NGOs**, other than (a) to attend meetings of the VAW Commissions if invited and (b) to file a civil action upon authorization of the victim. Local women's associations in diverse urban and rural areas across the country provide a host of services related to violence against women, including psychological counseling, legal orientation and advice, assistance filling out forms, and accompaniment to public services and institutions. NGOs often serve as intermediaries between the women and public actors. Some engage in local and national advocacy efforts for reform.

The U.S. Middle East Partnership Initiative (MEPI) provides grants to NGO projects combating violence against women including awareness events by Jossour Forum des Femmes Marocaines at the Marrakesh tribunal and Cadi Ayyad University; and MRA's project Promoting Women's Rights in Morocco through Innovative Impact Assessments.

Partner Activities in CVE

Department of State and USAID Joint Strategy on Countering Violent Extremism (May 2016): This strategy is focusing on the drivers of violent extremism to mobilize effective interventions, within CVE programs; and strengthening the capabilities of government and non-governmental actors to isolate, intervene with, and promote the rehabilitation and reintegration of individuals caught in the cycle of radicalization to violence. USAID/Morocco projects are reflecting this strategy through a group of programs that weaken the effect of the drivers to violent extremism. These include democratic governance, enhancing youth employability, community resilience, civil society strengthening, community-oriented policing activity, education and other programs.

USAID programming is focused on the push and pull factors that drive extremism. Good governance, inclusion, and economic empowerment contribute to the reduction of cases recruited by violent extremist movements. USAID/Morocco's Enhancing Youth Employability Through Favorable Opportunities to Reinforce the Self-Advancement of Today's Youth (FORSATY) is one of the programs that responded to pull and push factors to violent extremism. FORSATY's focus is on:

- Providing new opportunities for acquiring employment skills
- Creating new financing opportunities for small and medium enterprises
- Partnership with the private sector to create demand-driven workforce development programs
- Transforming lives of people at risk through neighborhood-based support networks that involve families and the larger neighborhood while also building linkages to community-based social service providers.

²⁴⁰ Kingdom of Morocco, Entraide Nationale (2018).

²⁴¹ Kingdom of Morocco, Agency for Social Development (2018).

²⁴² Kingdom of Morocco, Ministry of Solidarity (2019).

EU, Neighborhood Policy Strengthened: Prevention of Radicalization Leading to Violent Extremism and Terrorism. On June 16, 2020, the European Council adopted conclusions on EU external action on Preventing and countering terrorism and violent extremism. It had reiterated its unwavering commitment to protecting EU citizens against terrorism and violent extremism in all their forms and irrespective of their origin. The conclusions highlight the threats posed by evolving forms of terrorism, and call for further strengthening of the EU's external counter-terrorism engagement and action in certain priority geographic and thematic areas.

The Council recognizes that terrorism is a global phenomenon and calls for enhanced cooperation with areas most affected by terrorist advances, including the Western Balkans, North Africa and the Middle East, the Sahel region, and the Horn of Africa. The Council's conclusions underline the important role played by the EU's counter-terrorism/security experts and the need to further strengthen this network, as well as the importance of the EU's Counter-terrorism Dialogues with third countries and international organizations, as key tools for the EU's external action on counter-terrorism. The conclusions emphasize the key principles of the EU's approach in countering terrorism, including the importance of human rights and the rule of law and a focus on prevention of radicalization leading to violent extremism and terrorism. Misuse of the internet and new technologies for terrorist purposes are specifically addressed, as well as the need to cut off sources of terrorism financing. Finally, the Council further underlines the need to foster international cooperation by strengthening its strategic partnerships and multilateral engagement.

UNESCO, Preventing Violent Extremism Through Education: UNESCO is helping Morocco deliver education programs that help build learners' resilience to violent extremism and mitigate the drivers of the phenomena. This work is being undertaken within the framework of Global Citizenship Education and supports the implementation of UNESCO Executive Board Decision 197 EX/Decision 46: "UNESCO's role in promoting education as a tool to prevent violent extremism."

UNESCO's action to prevent violent extremism through education (PVE-E) seeks to strengthen the capacities of the national education systems, including policies, teachers, and educational content, to appropriately and effectively contribute to national prevention efforts. Efforts include equipping learners, of all ages, and notably young women and men, with the knowledge, values, attitudes and behaviors which foster responsible global citizenship, critical thinking, empathy and the ability to take action against violent extremism.

UNDP, Preventing Violent Extremism: UNDP has been playing a prominent role within the UN system on PVE, where gender is mainstreamed. Based on the Secretary-General's Plan of Action to Prevent Violent Extremism and SDG 16, UNDP's comprehensive strategic framework on 'Preventing Violent Extremism through Inclusive Development and the Promotion of Tolerance and Respect for Diversity builds technical capacity of the member states to formulate and implement PVE National Action Plans and support gendered dimensions of return, reintegration and rehabilitation.

Within the framework of the Global Counter-Terrorism Coordination Compact Working Groups, UNDP co-chairs the Preventing and Countering Violent Extremism (PCVE) Working Group together with UNESCO and the UN Alliance of Civilizations. UNDP Morocco launched promoting tolerance in prisons programs in 2016, as part of the support program for the implementation of the strategy of the General Delegation for Prison Administration (DGAPR). Peer training resumed in 2018 to cover four new prisons in the north of Morocco (Tangier, Tetouan, Larache, and Nador).

TABLE 39: GENDER PROJECTS IMPLEMENTED BY FINANCIAL AND TECHNICAL PARTNERS IN MOROCCO					
Key Findings			Priority Programming Recommendations		
FTP name: Delegation of the European Union to Morocco²⁴³					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√	√			
<p>Political Inclusion: The partnership relations between Morocco and the EU are converging on the issue of gender equality, in the context of the adoption of the new Constitution of Morocco (2011). In order to capitalize on budget support as part of the implementation of the Gender Equality Action Plan 2016-2020, the general objective of the Equality/Moussawat program is to contribute, through a human rights approach, to gender equality in Morocco. Budget support supports the implementation of the Government Plan for Equality II (PGE II) by including gender mainstreaming in public policies through the dual leadership of the Ministry of the Family, Solidarity, Equality and Social Development (which coordinates the implementation of PGE II) and the Ministry of Economy and Finance for aspects related to Gender Sensitive Budgeting. This support will be complemented by the use of other financial instruments to accompany the institutional transformation process (technical assistance and twinning) and to support the dynamics of different actors, particularly for the promotion of a culture of equality and women's empowerment and employability.</p> <p>Moucharaka-Mouwatina (2018-2020) The program aims to: Improve the institutional and legal environment of Moroccan civil society organizations; Promote their involvement in the definition, implementation, monitoring and evaluation of public policies and in local development; Strengthen the EU-Morocco partnership through systematic capitalization and better communication of support to civil society. The project also aspires to decentralize support from the European Union by making it more accessible and more connected to the realities of the territories. Targeted regions: Casablanca-Settat, Oriental, Souss-Massa, Tanger-Tetouan-Al Hoceima. Partners: Civil society organizations in Morocco at the local level. The State Ministry for Human Rights and Relations with Parliament, Local Authorities and Decentralized State Services.</p>					
<p>Economic Inclusion: The Equality program is a tool for the implementation of the priorities of the Gender Equality Action Plan 2016-2020. One of the axes of this program is the strengthening of economic, social and cultural rights and economic empowerment of women.</p>					
<p>GBV: One of the objectives of the Equality program is to fight against violence against women and to promote a culture of equality, through the reinforcement of the fight against violence against women, the reinforcement of the culture of equality between men and women and the support to the realization of a state of the art in the fight against sexist stereotypes.</p>					
FTP name: Embassy of Canada to Morocco					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√				
<p>Political Inclusion: Empowering Women for Leadership Roles in the Middle East and North Africa (Jordan, Morocco and Tunisia). The program takes a strategic approach based on four elements:</p> <ol style="list-style-type: none"> 1. Provision of leadership training to increase women's capacity and confidence to take on leadership roles. 2. Facilitation of networking between the target audience of women and women leaders to enable knowledge transfer and sharing of experiences in transformative leadership, governance and policy. 3. Development and dissemination of materials that will increase awareness of women's leadership and women's empowerment among the population in the target countries. 4. Increased capacity of local organizations and actors to provide training and impart knowledge on women's leadership and women's empowerment to co-citizens. <p>The activities target four main groups of stakeholders:</p> <ol style="list-style-type: none"> 1. Women who are already leaders with a view to strengthening their leadership skills and understanding of democratic processes and governance systems. 					

²⁴³ https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/c_2019_9295_morocco_amending_aap_2017_commission_implementing_decision_merged.pdf

<ol style="list-style-type: none"> 2. Women as Leaders of the Future - Leadership training will be provided to mid-level administrators and union members to encourage women to seek leadership positions in their organizations. Local populations will be targeted to encourage more women to support political parties and become active in politics. 3. The public - The program's outreach and information activities will target the general public, as both men's and women's attitudes need to change to achieve a more inclusive society and to challenge cultural norms. 4. Institutions: An effort will be made to strengthen their capacity to positively influence policy and create programs that will help achieve inclusive governance. 					
FTP name: Spanish Agency for International Development Cooperation (AECID)					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√				
<p>Political Inclusion: Support for the consolidation of democratic participation dynamics at the communal, provincial, regional and national levels to contribute to the reduction of socio-economic inequalities in Morocco, co-executed by the <i>Mouvement pour la Paix</i> (MPDL) consortium and Oxfam in collaboration with their local partners.</p> <p>The project aims to strengthen a fair, egalitarian and sustainable decentralization process (advanced regionalization) that contributes to the reduction of inequalities affecting women and youth in Morocco. This through the consolidation of the civic and political participation of women and youth, as well as the role of civil society advocacy, at the municipal, provincial, regional and national levels, in order to ensure that they are actors in the process of advanced regionalization.</p> <p>The project targets the population of 15 urban and rural communes in the 3 intervention provinces (Larache, Al-Hoceima and Oujda). The total direct beneficiaries of the project are 959,741 people, 50% of whom are women at the territorial and national levels. The project directly targets women, youth, civil society organizations and local institutions (communes), including elected officials and civil servants.</p> <p>Axes of the project</p> <ol style="list-style-type: none"> 1. Identification of the actual situation of participation mechanisms and the strategic needs and interests of youth and women at the communal, provincial and regional levels. 2. Concertation between citizens and local communities through the strengthening of communication channels and access to information. 3. Capacity building of citizens and members of local governments, elected officials and civil servants to improve and develop the functioning of mechanisms for democratic participation. 4. Effective consolidation of mechanisms for citizen participation based on proposals that reflect the strategic interests of youth and women that contribute to reducing inequalities. 					
FTP name: World Bank					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project		√	√		
<p>Economic Inclusion: The Supporting the Economic Inclusion of Youth Project for Morocco (2019-2024) aims to support the development of skills relevant to the needs of the labor market in part to benefit rural women.²⁴⁴</p> <p>Education: The Morocco Education Support Program (2019-2024) will help the GOM expand access to preprimary education. The program aims to “allow[] children, particularly girls and the most vulnerable children to have equal access to quality preschool and early education.” It emphasizes “[b]etter quality preschool education, with appropriate sanitation and hygienic facilities” because it will “increase[] demand for preschool education, especially for girls in rural areas.” “Program activities further promote gender-sensitive materials and teacher practices.”²⁴⁵</p> <p>The Financial and Digital Inclusion Development Policy Financing program (2020) will help the GOM digitize payments including the Tayssir program.²⁴⁶</p>					

²⁴⁴ <https://projects.worldbank.org/en/projects-operations/project-detail/PI51169>

²⁴⁵ <http://documents1.worldbank.org/curated/en/908441561140203130/pdf/Morocco-Education-Support-Program-Project.pdf>

²⁴⁶ <http://documents1.worldbank.org/curated/en/699661593136885001/pdf/Morocco-First-Financial-and-Digital-Inclusion-Development-Policy-Financing.pdf>

FTP name: French Development Agency (AFD)²⁴⁷					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project		√		√	
<p>Economic Inclusion: France, through its Embassy in Morocco, supports various actions related to gender and social cohesion, women's literacy, the strengthening of women's economic and social rights, as well as the schooling of girls in rural areas.</p> <p>AFD has integrated gender into its strategy in Morocco and in its portfolio both with Ministries/public institutions and with the private sector and plans, from 2018, to support the Center of Excellence on Gender Sensitive Budgeting (budget support and technical assistance), and the promotion of women's empowerment and entrepreneurship.</p>					
<p>GBV: The AFD is deploying a capacity building program to support the appropriation of BSG and its proper application by all ministries. This program supports the work of the Center of Excellence for BSG.</p>					
FTP name: GIZ					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project		√			
<p>Economic Inclusion: The German technical cooperation (GIZ) intervenes on different levels, in particular through the regional project ECOWIN (2015-2019) for the economic empowerment and promotion of female employment within the company, in partnership with Moroccan companies and also for the integration of gender in public policies.</p>					
FTP name: UK Embassy					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√		√		√
<p>Political Inclusion:</p> <p>Supporting Open and Inclusive Democratic Institutions in Morocco implemented by Westminster Foundation for Democracy (WFD): Enhancing women leadership and participation in the Moroccan Parliament is a key priority focus of a program of support to the Working Group on Equity and Equality and women MPs from across the Parliament in raising their profiles and in fulfilling their oversight and legislative roles and working with other MPs to advance the equality and equity issues pursuant to the 2011 constitution and spirit. WFD has worked closely with the leadership of and women MPs in the Upper House to reinforce their capacities and visibility</p> <p>TASHAROC Programme/ Implemented by WFD DAI: This program supported the Regional Council (RC) of Tanger Tetouan Al Hoceima in developing a Gender and Social Inclusion strategy. This has been developed in an inclusive way using the Whole of the System in the Room whereby participants from different fields and regions expressed their views and shared their ideas. This program also supported the organization of the Regional Forum for Gender and Social Inclusion where the strategy was presented to all participants including the President of the RC, her Vice-President in charge of international cooperation, advisors and a number of elected officials along with representative of CSOs who contributed to the drafting of the strategy and guests from a number of NGOs and the private sector.</p> <p>Civil Society Capacity Development – Using Research & Knowledge to Strengthen Advocacy in Morocco/Implemented by ARK: The project aims to contribute towards the development of a stronger, more sustainable and inclusive civil society in Morocco that will operate more effectively and efficiently, generate greater understanding and evidence of key policy issues, shape the public policy debate, and strengthen links between citizens and the government. ARK is very strong on gender and rights based approach.</p>					
<p>Education:</p> <p>Supports NGO Education for All Morocco (EFA) which runs high-quality boarding houses in High Atlas area (Al Haouz, Marrakesh-Safi) to allow girls from remote villages to access secondary education. The UK helped</p>					

²⁴⁷ <https://www.afd.fr/fr/carte-des-projets/reduire-les-inegalites-femmes-hommes-au-maroc-travers-la-budgetisation-sensible-au-genre>

EFA develop a database to manage information and lessons; and did a study on best practices in safeguarding and learning support in boarding houses.

Works with UNICEF to deliver the FORSA program (2018-22) which aims to: reduce school drop-out and increase retention through tracking out-of-school children (boys and girls) and mobilization/ advocacy campaigns; improve quality and relevance of secondary education by embedding Life Skills and Citizenship Education in the national curriculum, incorporating appropriate materials in textbooks, providing career advice services, and training teachers; and expand and improve learning and training opportunities for out-of-school adolescents and youth, by extending the coverage of high-quality second chance schools to the provinces with the highest drop-out rates.

Technical assistance through the World Bank to help the Ministry of Education use their World Bank education loan effectively, and through the establishment of a joint Morocco-UK Higher Education Commission to share best practices.

CVE: The Embassy is implementing a **CVE program with the Mohammed VI Foundation Mohammed VI** for the reintegration of detainees set to reinforce and support the development of an integrated strategy for an effective reintegration into society of released terrorist offenders, in particular returning women and children, in order to prevent the spread of radicalized views and recidivism. The program works closely with UNDP and the Moroccan authorities to strengthen the government's current reintegration programs and develop a capacity building scheme including appropriate tools and frameworks to support the government's rehabilitation efforts at regional and national levels. This project has a particular focus on families of foreign terrorist fighters (women and children).

FTP name: Embassy of the Netherlands					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project				√	

GBV: Promoting Best Practices in the State Response to Sexual Violence against Women: In this three-year project (2018 - 2021) the Embassy of the Netherlands is supporting MRA Mobilising for Rights Associates to work with local NGOs to conduct action research on the law enforcement, justice sector and health sector response to sexual violence against women.

FTP name: Embassy of Belgium					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project		√		√	

Economic Inclusion:

Min Ajliki 2.0 (2017-2021): Funded by Belgium and implemented by Belgium's Association for the Promotion of Education and Training Abroad (APEFE), this project aims to promote women's entrepreneurship in Morocco. More information is available at: <http://minajliki.ma>

Training and Support Program for the Revitalization of Community Organizations (2017-2021): Funded by Belgium and implemented with Solidarité Socialiste, the project works on building the capacity of social and solidarity economy actors to implement income generating activities as well as conduct advocacy actions. The project targets mainly women cooperatives and local associations in the region of Casablanca. More information is available at: <https://www.solsoc.be/actions/maroc.html>.

Support Project for Economic Interest Groups in the Phoenicultural Sector in the Oases of Morocco (PAGIE): Funded by Belgium and implemented by the Belgian Development Agency (Enabel), this project targets Economic Interest Groups working on the production and commercialization of dates in rural areas. One of the main outcomes of this project is to strengthen women participation and leadership in Economic Interest Groups, cooperatives, and other professional organizations. More information is at <https://open.enabel.be/fr/MAR/2118/p/appui-et-accompagnement-des-groupements-d-intrt-conomique-pour-le-developpement-de-la-filire-phoenicole-au-niveau-des-oasis-marocaines.html>. The project brochure is available at https://issuu.com/enabel.maroc/docs/brochure_pagie_vd_issuu.

GBV:

Support for Strengthening the Fight Against Violence Against Women in Morocco (2017-2020): Funded by Belgium and implemented by UNFPA, this project is hosted within the Ministry of Solidarity, Social Development, Equality, and Family. It supports the development and the implementation of institutional measures meant to protect women victims of violence.

<p>Tamallouk (2017-2021): Funded by Belgium, implemented by the Belgian NGO RCN Justice & Démocratie in partnership with Association Oujda Ain Ghazal. This project intends to contribute to changing social and legal attitudes towards gender based violence in the Oriental Region. The project includes awareness campaigns as well capacity building activities with social, legal, and media actors in the region. More information is at https://www.facebook.com/Programme-Tamallouk-%D8%A8%D8%B1%D9%86%D8%A7%D9%85%D8%AC-%D8%AA%D9%85%D9%84%D9%83-325177397917568.</p> <p>Law Clinics for All (2017-2021): Funded by Belgium, implemented by Lawyers Without Borders in partnership with Association Adala. The project intends to create legal clinics to provide legal aid and orientation to vulnerable groups, in particular, women victims of violence. One legal clinic created with the project's support is currently operating in the Faculty of Law of the University of Mohammedia. More information is at https://www.facebook.com/clinique.juridique.adala.</p>					
FTP name: Embassy of Denmark					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√	√		√	
<p>Political Inclusion: As part of the Danish-Arab Partnership Programme (DAPP) 2017-2022 Gender Equality Programme, KVINFO works in collaboration with FLDF to promote equal participation of men and women in politics by integrating women in political life and decision making processes.</p> <p>Economic Inclusion: As part of the Danish-Arab Partnership Programme (DAPP) 2017-2022 Gender Equality Programme, Oxfam and the African Development Bank work to create job opportunities through training, skills matching and support to entrepreneurship and access to finance.</p> <p>GBV: As part of the Danish-Arab Partnership Programme (DAPP) 2017-2022, KVINFO works in collaboration with Droits et Justice on the prevention of child marriage; the Danish Family Planning Association in collaboration with the Moroccan Family Planning Association (AMPF) on sexual health and reproductive rights; and the Women's Council in collaboration with LDDF-Injad supports shelters.</p>					
FTP name: Embassy of Norway					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project				√	√
<p>GBV: Council of Europe Norway currently funds part of the Council of Europe's program in Morocco, including activities related to VAW. Currently, they are mainly collaborating with the newly established National Commission for the Protection of Women Victims of Violence. They also held a series of trainings aimed at the implementation by Moroccan legal professionals of human rights standards in cases of VAW, based on the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention). The dedicated module of the HELP course on violence against women was tailored to Moroccan prosecutors.</p> <p>MRA Mobilising for Rights Associates: Norway will fund a 3 year project. (2020 - 2023) <i>Promoting Freedom from Gender-Based Violence in Morocco: Accountability and Advocacy</i>. This project will address the emerging issue of Technology-Facilitated Gender-Based Violence (TFGBV), and GBV against women more broadly. Project components include (a) conduct advocacy to Moroccan Telephone and Internet service providers (TISPs) to improve their policies and procedures for responding to TFGBV; (b) monitor, document and share emerging good practices in the local public actor response to GBV to encourage widespread adoption and application; and (c) hold consultations and advocacy events to mobilize support for the decriminalization of sexual relations outside of marriage as a barrier to addressing GBV.</p> <p>Droit et justice: Norway will fund a 3 year project for reintegration of poor divorced women in their communities.</p> <p>CVE: Project: "Support for the promotion of tolerance, citizenship and civic education in schools for the prevention of risky behaviors" The project is between the Ministry of National Education, the Rabita Mohammedia of Oulemas and UNDP Morocco, and will run over a period of four years from 2018 to 2022. Norway signed a 3-year agreement with UNDP in December 2019, amounting to 9 million Norwegian krone (~U.S.\$1 million). The project is part of the steps taken by Morocco for the anchorage of citizenship and values among learners, and the UNDP's strategic document 'Preventing Violent Extremism through Inclusive Development and the Promotion of Tolerance and Respect for Diversity'. It aims to develop a structured answer for the promotion of</p>					

tolerance, civism and citizenship in schools and the prevention of risky behaviors in Morocco by providing a multidimensional, credible and structured response to the radical discourse. This approach is based on collaboration with several key services (school management) and in contact with young people in educational institutions (middle and high schools). It gives the opportunity to students, teachers and others in 3000 secondary schools to organize activities that contribute to managing the frustrations and building social links for the reinforcement of social cohesion. For this purpose, the project supports the School Life Clubs activities through the establishment of a network of coordinators. During these 4 years the project wants to create an emulation between the establishments and favor the implication of the students in the clubs. The project pays particular attention to the involvement of teachers as well as parents.

“Inspiring project – Phase 2” Filmmakers without borders is a Canadian non-profit organization that relies on cinema, audiovisual and multimedia to develop social, prevention and educational actions.

"Inspiring project" is a 1 year project funded by the Norwegian Ministry of Justice and Public Security since November 2019. This project is based on the conviction that the youth at risk of radicalization is in need of positive role models able to impart values that will give them the taste for life back and get engaged for a cause. The main purpose of the project is to make known to younger generations, and in particular to these specific profiles of young people at risk of radicalization, the path and action of exceptional people from their communities who have dedicated their lives to improve social and economic conditions of the whole population. The goal is to train 24 public or private organizations working with young people in Morocco. They are training these organizations to use film and video for educational or recreational purposes with young people, on condition that they replicate our "Inspiring" prevention program previously done in Oslo. They provide them with all the basic material to make films and train them to make the best use of the technical tools. The phase I of the project, conducted in Oslo, trained young people to use media tools before selecting inspiring leaders engaged in their communities and making a documentary about them.

Chourouk Center for Social Development in Fez. The project implemented by CCDS aims at promoting women's rights and their self-confidence through literacy seminars and general debates aimed at strengthening gender equality in marginalized neighborhoods in the city of Fez. The phase 3 of the project is currently being implemented and has an additional component to the literacy seminars: the prevention of radicalization. The seminars are now also organized in the region of Tangier-Tetouan Al Hoceima.

FTP name: UN Women²⁴⁸

Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√			√	

Political Inclusion: (and governance)

UN Women, works with four ministries to integrate the Gender Approach (Ministry of the Interior, Ministry of Economy and Finance, Ministry of Solidarity, Social Development, Equality and Family, Ministry of Communication). UN Femmes Maghreb also supports the working group of parliamentarians for Equality and the Movement for Parity Democracy for draft laws created in 2006. To promote, defend and strengthen democratic governance sensitive to gender and women's human rights in Morocco, UN Women works closely with several associations on the monitoring project: Observatory of Gender and Democratic Governance.

- In partnership with the House of Representatives and the group of Parliamentarians for Equality, UN Women in Morocco is working to harmonize the legal arsenal with constitutional provisions.
- The regional initiative “Citizenship, Leadership and Participation: New Paths for Arab Women” was developed after the Arab Spring and aims to increase women's leadership, participation and inclusion of gender equality in the political transition process in the Arab world.
- The project “Supporting the harmonization of the legal arsenal with constitutional provisions and international standards” is also part of the promotion of women's leadership and political participation.
- The Ministry of the Interior - Directorate General of Local Government (MI/DGCL) and UN Women, signed in June 2014 a Partnership Agreement aimed at consolidating and generalizing the achievements in promoting gender equality at the territorial level, through the project “Promotion of women's participation in the management of local affairs and strengthening gender-sensitive territorial governance.”

²⁴⁸ <https://morocco.unwomen.org/fr/notre-travail/maroc>

<ul style="list-style-type: none"> • The project “Promoting and strengthening the institutionalization of gender equity and equality in public policies” aims to support the institutionalization and dissemination of the principles of gender equity and equality in public policies. • In partnership with the Ministry of the Civil Service and Modernization of Administration and the Interministerial Coordination Network (RCI), UN-Women also promotes the institutionalization of gender equality in the civil service. • The joint program “Evaluation of Public Policies for Human Development” aims at joint programming between United Nations agencies and the Moroccan government with a view to sustaining and consolidating the gains made in support of new societal reforms in the area of human development. • In cooperation with the Ministry of the Economy, Finance and Administrative Reform, AFD, and EU: Project to strengthen gender-sensitive budgeting in Morocco by 2023. • In cooperation with the General Directorate of Local Authorities (DGCL), Ministry of Foreign Affairs of the Kingdom of the Netherlands: Promotion of gender-sensitive territorial governance. • In cooperation with the Department of Administrative Reform, Ministry of Economy, Finance and Administrative Reform: Promote and strengthen the institutionalization of equity and gender equality in the public service. • In cooperation with the High Commissioner for Planning, Alwaleed bin Talal Foundation, and CSOs: “Make Every Woman and Girl Count.” Adapting the Sustainable Development Goals (SDGs) to the national and local contexts, enhancing SDGs monitoring, and supporting efforts to implement gender-sensitive and evidence-based legal and policy reforms. • In cooperation with SIDA and CSOs: “Men and Women for Gender Equality.” Advocacy, research and designing awareness-raising tools. • In cooperation with the Ministry of National Land Use Planning, Urban Planning, Housing and City Policy: Integration of the gender approach in city policy projects in Morocco for inclusive and safe cities, to improve the mobility of women and girls and their access to public services. 					
<p>GBV: Prevention and Intervention in Cases of Violence Against Women in Morocco In this context, the HCP in partnership with UN Women conducted a national survey on violence against women and society’s perceptions of such violence.²⁴⁹</p> <ul style="list-style-type: none"> • In cooperation with the Directorate General of National Security (DGSN), National Mutual Aid; Ministry of Solidarity, Social Development, Equality and the Family; Public Ministry and Government of Canada: Improved prevention and response to violence against women in Morocco. • In cooperation with the Public Ministry, U.S. Department of State's Office of Democracy, Human Rights and Labor: Ending underage marriage. 					
<p>FTP Name: UNDP²⁵⁰</p>					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√				√
<p>Political Inclusion: The UNDP Strategic Plan 2018-2021 has been designed to support Morocco in achieving its sustainable development commitments including SDO 5: Achieve gender equality and empower all women and girls.</p>					
<p>CVE: UNDP, with proven international expertise in supporting prison reforms, supports the DGAPR in the implementation of certain parts of its strategy through the Support Program for the Implementation of the Strategy of the General Delegation for Penitentiary Administration and Reintegration (DGAPR). The program covers the period 2016-2020 and requires resources estimated at USD 5,000,000. In the first phase, it has received funding from the Government of Japan and technical support from the Rabita Mohammedia des Oulemas. The DGAPR is contributing significantly to the financing of this project and other partners have shown interest in supporting this ambitious program. The expected results of the program are: The humane treatment, in accordance with legislative and regulatory provisions and international human rights standards, of prisoners in general and vulnerable groups in particular is increased; Prisoners acquire a set of professional, educational and cultural skills enabling them to better reintegrate socially and economically; The DGAPR has the tools and skills</p>					

²⁴⁹ <https://morocco.unwomen.org/fr/actualites-evenements/actualites/2020/01/enquete-hcp-2019>

²⁵⁰ UNDP Morocco, Égalité entre les sexes, <https://www.ma.undp.org/content/morocco/fr/home/post-2015/sdg-overview/goal-5.html>

necessary to implement its strategy and to monitor the evolution of the prison population; The integration of environmental, gender and vulnerability considerations into the management of the DGAPR is strengthened. The program has made it possible, among other things, to train the individual, religious counselors and peer prisoners in the promotion of tolerance and the prevention of extremism.

FTP name: UNICEF

Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project			√	√	

Education: UNICEF and the EU are providing technical assistance as the MOE increases second chance schools for youths who dropped out of school but want to resume their schooling. The institutions provide vocational training, communication, and soft skills classes.²⁵¹
 UNICEF in 2019 helped the MOE scale up the “Child-to-child” program for tracking out-of-school children from three pilot regions to the national level.²⁵²

GBV: Participated in the 16 days of activism to fight violence against women and girls (2019). Helps advocate against early marriage.²⁵³

FTP name: UNFPA

Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project				√	

Promotion of Sexual and Reproductive Health Rights of Women and Girls and Gender Equality in Morocco. General objective: Guarantee the rights to sexual and reproductive health of women and girls and gender equality in Morocco.

- Project results :
1. Informed decision-making by women and girls on rights, prevention and use of sexual and reproductive health services
 2. Increased effectiveness of the national health system in terms of policies and comprehensive service delivery focusing on sexual and reproductive health rights for women and girls, non-violence and gender equality
 3. Increased mobilization of civil society organizations including men for women's rights on sexual and reproductive health and DELA reliability of public policies and services
- Governmental and non-governmental institutions for the year 2020, the partners are: MS, IPDF, CNDH, YPEER, ANARUZ, RMO, MENMCJS, AMPF, OPALS, DGAPR.

Support for strengthening the fight against violence against women in Morocco and the availability and quality of service. General objective: The rights of women and girls in Morocco are promoted and protected. Specific objective and products: The provisions of the institutional, legislative and regulatory framework for protection against violence against women in Morocco are applied and the support mechanisms are supported.

1. Communication and awareness-raising on the fight against violence against women and capacity building at national, regional and municipal levels are ensured.
2. The quality service offer for the care of women and girls victims of violence and coordination in connection with the national strategy of LVEF is institutionalized and strengthened
3. The operationalization of the National Observatory of Violence against Women and the National Observatory for the Image of Women in the Media (ONIFM) is supported.
4. Sensitization of young people, adolescents and men on the harmful practices of gender-based violence and support for knowledge management achieved.

Partner: Ministry of Solidarity, Social Development, Equality and Family.

²⁵¹ Le Matin (October 11, 2019).

²⁵² UNICEF Country Office Annual Report 2019 Morocco.

²⁵³ Ibid.

<p>Ensure the continuity of essential primary health care and hospital services for the most vulnerable populations and develop hygiene and prevention measures for essential non-health sectors during the COVID-19 pandemic. General objective: Support the Government to strengthen protective measures against COVID-19, in order to ensure the continuity of basic public services.</p> <p>Specific objectives: Ensure the continuity of services in the health sector, particularly for vulnerable populations including sexual and reproductive health services, and health services for women victims of violence).</p> <p>Partners: WHO, UNIDO, Ministry of Health, Ministry of Solidarity, Social Development, Equality and Family, Ministry of Industry, Trade, and Green and Digital Economy, Ministry of Labor, General delegation for prison administration and reintegration (DGAPR), NGOs (ANARUZ network, AMPF, OPALS), General Confederation of Businesses in Morocco (CGEM), National Federation of Food Industry (FENAGRI), National Federation of E-Commerce (FNEM), Federation of Chambers of Commerce, Industry and Services of Morocco (FCMCIS), International Labor Organization (ILO).</p>					
<p>Partnership with the “We Decide” program: Support for social inclusion, protection and management of risks and needs in SRH and GBV, among young people with mental disabilities</p> <p>Specific objectives: Provide quality services and prevention, screening and care; Promote Social Inclusion / Advocacy for the benefit of people with mental disabilities; Encourage research: documentary production and genesis of evidence on the situation of PSHM in sexual and reproductive health.</p> <p>Partners: Mohammed VI National Center for the Disabled / Mohammed V Foundation; Ministry of Health. Ministry of Solidarity, Family and Social Development; Ministry of Education; NGOs</p>					
<p>FTP name: Frederik Ebert Foundation ²⁵⁴</p>					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√				√
<p>Political Inclusion: The project "The promotion of women's political representation in Morocco" led by Jossour Forum des Femmes Marocaines in partnership with the Friedrich Ebert Foundation is based on an inclusive, transformational and gradual approach adapted to the local social, cultural, legal and political complexity. The project is divided into three stages:</p> <p>The first stage consisted in establishing an inventory of women's political representation through an action-research entitled "Evaluation of mechanisms for promoting women's political representation in Morocco" carried out in 2017. In 2018, the second stage of the project, more voluntarist but still as pluralist and inclusive as ever, initiated a very broad consultation on the strategy to be carried out for the realization of the first recommendations of the study conducted in 2017, namely: safeguarding democratic gains; creating a broad progressive national movement and working for the effectiveness of the constitutional right to parity.</p> <p>The recommendation of a framework law is in fact the first expected result of Phase III-2019 and also the advocacy action "Together for the effectiveness of the constitutional right to parity."</p>					
<p>CVE: The foundation supports the identification of paths to be followed at the national, regional and international levels for the preservation of peace and the resolution of conflicts and the fight against extremism. In this context, the FES and the Center for Studies in Human Rights and Democracy organized on November 28, 2019 the 2nd seminar on security governance in Morocco. The activity, which saw the participation of civil actors, academics and officials within the security services, aimed to highlight the track record of various institutions in the fight against violent extremism.</p>					
<p>FTP name: Konrad-Adenauer-Stiftung</p>					
Theme	Political Inclusion	Economic Inclusion	Education	GBV	CVE
Project	√				√
<p>Political Inclusion: Project: "Let's Commit to More Women in Politics in Morocco and Benin" with the objective of supporting representative democracy and political pluralism through the strengthening of the role of women in political parties.</p> <p>Coordinated by the Konrad-Adenauer-Stiftung (KAS), this three-year project (2018-2021) aims to encourage political parties to enable young women members to play an active role and have greater influence and to contribute to the creation of a more favorable cultural and legal environment and the establishment of inclusive</p>					

²⁵⁴ <https://www.fes-maroc.org/activite/lextrémisme-violent-au-maroc-bilan-et-defis>

structures leading to greater involvement and influence of women in political party decision-making in Benin and Morocco.

Co-financed by the European Union, this project targets young women members of political parties and women interested in politics (830 in Morocco and 300 in Benin) and women and men holding positions of responsibility within political parties (250 in Morocco and 40 in Benin).