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# The Literacy Assessment and Monitoring Programme (LAMP)

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The Literary Assessment and Monitoring Programme (LAMP) was established by the UNESCO Institute of Statistics (UIS) for three purposes:

- To test, in a developing country context, a new methodology for gathering data on literacy using direct measurement (see box further on);
- To produce literacy data that is reliable and comparable across countries;
- To strengthen the national capacity of developing countries to gather and use literacy data.

The project is currently being tested in 6 countries: El Salvador, Kenya, Mongolia, Morocco, Niger and Palestine (Autonomous Territories). This paper offers a closer look at LAMP's implementation in Morocco. It aims to show by example to what extent the methodology is for assessing literacy provided certain conditions are met. There are 5 sections. The first gives a brief overview of the Moroccan literacy context. The second presents the main arguments for instituting such a programme and its potential benefits. The third section reviews the project's implementation in Morocco with a focus on various adaptations introduced by the national team in order to increase LAMP's relevance and meet the expectations of political decision-makers' expectations. The fourth section describes LAMP's usefulness for evaluating low levels of literacy. Finally, the last section offers some conclusions about future prospects and the conditions needed for implementing such a project in developing country contexts.

## THE MOROCCAN LITERACY CONTEXT

Morocco still includes large numbers of illiterates. The rate has continued to drop since Independence but the current level is still very high. The most recent official statistics available from the national survey on literacy, out-of-school children and children who drop out (Enquete Nationale de l'Alphabetisme, la Non Scolarisation et la Descolarisation - ENANSD)[1], date from 2006. They estimate an illiteracy rate of 38.45% (for people aged 10 years or over) and 42.98% (for those aged 15 or over).[2] These averages mask large regional disparities that vary according to gender or place of residence. Illiteracy rates for rural women aged 10 or more rise to 64.39% compared with 21.09% for urban males.

Faced with this situation, the government has shown its determination up to the highest level to implement an aggressive literacy policy. This political commitment was transformed at the end of the 1990s into the National Charter for Education and Training (Charte Nationale d'Education et de Formation – CNEF), which explicitly integrates literacy into education policy. The Charter considers literacy to be a government obligation and sets the goal of reducing illiteracy to under 20% by 2010 with the ultimate aim of eliminating this national disgrace altogether by 2015. These targets go beyond the world targets set within the Education for All (EFA) framework.

In 2002, a national Secretariat for Literacy and Non-formal Education (Secretariat d'Etat Charge de l'Alphabetisation et de l'Education Non Formelle – SECAENF) was created to provide greater visibility to literacy programmes. It was given responsibility for drawing up a national literacy strategy and for coordinating its implementation.

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[1] For the purposes of this survey, the literacy rate was calculated according to traditional methods based on statements made by the heads of households (see Box 1: methodological aspects).

[2] In 2004, the last census and household survey showed an illiteracy rate of 43% (for those aged 10 and over) and of 47.7% (for those aged 15 years and over).

The national strategy proposed by SECAENF and approved by the government was translated into an action plan composed of 10 complementary measures – the first one being to set up an information system.[3]

It was necessary to assign the highest priority to setting up an information system because public officials have very little statistical evidence with which to support their actions. Whereas attaining the goals set by the National Charter meant intensifying their efforts, there is a serious lack of statistical indicators to help guide them in doing so.

## LAMP: RATIONALE AND ADVANTAGES

What results might be expected from a good information system?

- A better statistical overview of the literacy situation and its evolution in time and space. Such a view results on the one hand from ascertaining the actual number of people with poor literacy skills and, on the other hand, by understanding their profile both in terms of literacy services required and in terms of their socio-demographic characteristics.
- The establishment and updating of literacy data bases;
- The ability to use these data bases to produce indicators to guide public policy and to monitor and assess its results (both for internal ends and for making international comparisons).
- Strengthening of national capacity for gathering and using literacy data.

The data currently available is not adequate for the task at hand, due essentially to its inherent limitations. For example, the data provides only an indirect evaluation of illiteracy based either on statements made by heads of household or on school level as a proxy indicator for literacy. In addition, this assessment is based on a narrow and simplistic concept of literacy defined as a binary construct of literacy (either literate or not literate).

The inadequacy of existing data to respond to policy makers' urgent needs for better decision-making tools led naturally to the exploration of other evidence-producing methodologies. LAMP is the result.

It fulfils a genuine need by proposing a new methodology for gathering literacy data that goes beyond traditional approaches. Unlike these, LAMP uses direct measurement to gauge literacy levels, which it views as a continuum.

For a developing country like Morocco, LAMP is a basic building block for constructing its information system. LAMP provides the indicators needed for planning and implementing literacy policies because it offers:

- An exact picture of the adult population in terms of levels literacy. This picture can be placed in a comparative perspective of time and space. It can answer the specific question: what part of the population corresponds to each increment on the literacy/illiteracy scale?
- A detailed description of each level of literacy and the characteristics of the relevant population both in terms of socio-demographic characteristics and literacy skills;
- A detailed description of that part of the population having the lowest level of literacy. This group can be characterised according to certain pre-literacy skills, such as

[3] Arabic and French versions of the strategy may be accessed on the SECAENF site: www.alpha.gov.ma

recognition of letters, numbers, or ability to manipulate or use some words and phrases. Such information is very useful for implementing literacy policies.

Besides these direct benefits, LAMP opens the way to strengthening national capacity. The implementation of LAMP offers an opportunity for the national team to appropriate the entire set of statistical tools that have been used.

**BOX 1: Methodological aspects**

**a) A word about vocabulary**

It is important to define certain key words:

- Literacy programme: refers to training activities and strategies for teaching literacy
- Literacy: refers to those skills acquired or assumed to be acquired by an individual for using written language. These skills may result from schooling, alternative non-formal education, adult literacy programmes or self-learning.
- Literacy acquisition ("*alphabetisation*"): refers to programmes and strategies for promoting literacy.
- Functional illiteracy ("*analphabetisme*"): defined in relation to literacy and designating someone whose competence is deemed insufficient for using written language.
- Evaluate or measure: the undifferentiated use of the term "evaluate" in discussion about literacy surveys often leads to confusion. Here the verb "to evaluate" means to measure the level of literacy and not to evaluate (i.e. assess the impact) of a specific programme as for example that of a literacy programme.

**b) Definition of literacy adopted by LAMP**

- LAMP uses the following definition of literacy: "Literacy is using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential" (Kirsch, 1998).

**c) Approaches to measuring literacy levels**

Two approaches are possible: indirect and direct

*Indirect measurement*: this is the most common approach to measuring the literacy level of adults and is based on data obtained from household surveys and/or the education system. In the former case, it uses the statements made by the head of household with regard to household members. In the latter, it is the individual's highest level of educational attainment that counts. Data currently available is based on the indirect method.

*Direct measurement* (adopted by LAMP): A more recent development, this approach has been tried mostly in OECD countries. It involves testing (with paper and pen) a representative sample of the adult population in order to measure the literacy level directly. This is LAMP's approach.

Besides the differences stemming from the direct and indirect method of measurement, the two approaches also vary in the way the definition of literacy is operationalised. As long as the definitions are sufficiently generalised they correspond to those given above. Yet they are quite different in how the measurement is carried out.

In the case of indirect measurement using household surveys, assessment is based entirely on the answer to a single question about **ability to read and write a phrase.** In the context of the education system, the definition assumes that a given level of schooling provides a minimum threshold for acquiring **reading and writing skills** (often defined as 4-6 years of schooling, regardless of the quality of this schooling).

In the case of direct measurement, the definition of literacy is based on a conceptual framework that aims to measure levels of literacy using reading competence only, and not writing. It measures the capacity to use information contained in the text – a definition drawn from an approach that focuses on reading as a learning tool – rather than on learning to read as an end in itself[4] This methodology distinguishes three kinds of reading domain: prose (continuous text), documents (schematic text) and numeracy (use of numbers). The direct approach evaluates (measures) levels of literacy among the adult population in each of the three domains. **The methodology is so constructed that levels of literacy within each reading domain form a continuum from the lowest to the highest.**

Differences in how the two different definitions are operationalized leads to different results. The indirect approach provides a simplistic and unrealistic result by reducing literacy to a binary situation (either literate or illiterate). On the other hand, the direct approach results in a graduated scale where literacy levels in each domain are juxtaposed (one scale for each domain measured), thus eliminating the binary perception built into the first approach. The indirect approach focuses entirely on a single indicator (rate of literacy/illiteracy) which is simplistic, but is also attractive because it is easy to interpret. The direct approach provides indicators that are both more refined, and more complex and realistic – but which are much harder to interpret.

It is not possible to compare results from the two approaches directly because they do not share a common starting point, and especially because the conceptual framework for one cannot be applied to the results of the other.

**d) LAMP methodology**

LAMP's conceptual framework strongly mimics international literacy surveys (IALS: International Adult Literacy Survey; ALL: Adult Literacy and Life Skills) that OECD countries have been conducting using direct measurement.

LAMP works by gathering two types of data from a representative sample of the adult population (age 15 or over):

- Socio-demographic data based on a questionnaire described as a context questionnaire; and
- Data obtained by direct testing (paper and pen) of individuals. The test is intended to measure the person's ability to use written materials for different purposes ranging from the simple location of information to complex production of the same.

[4] Writing was excluded for practical reasons because it doesn't easily lend itself to direct measurement in the form of a test (answers may be expressed in different ways and it is difficult to standardize the grading).

LAMP also follows the same architecture as international surveys by integrating an important new feature. Like them, it seeks to build literacy scales that allow visualization of the distribution of literacy levels among the adult population. The specificity of LAMP vis-à-vis international surveys is its attempt also to provide a detailed description of those populations at the bottom of the scale, namely those with the lowest literacy levels. A special module (a collection of exercises) called "basic components" was developed for this purpose.

[FIN BOX]

## IMPLEMENTATION OF LAMP IN MOROCCO: ADAPTATION AND CONTEXTUALISATION

This section first presents the different stages of the LAMP survey as it was initially designed, before introducing those modifications made for the Moroccan study.

### Implementation stages of the LAMP survey

The LAMP assessment survey uses the following tools:

- A context questionnaire: to gather socio-demographic data from respondents;
- Items[5] for measuring the literacy level: these items are called PDM items if they contribute to building a literacy scale for each of the three domains studied (Prose, Document and Numeracy). They are divided into three sets: the filter module; the locator module and the B module (see Figure 1 in next section). The filter module is composed of items that serve to place the person being surveyed either in the group of "people of low literacy" or in the group showing high literacy[6] Respondents in the first group are given items from the locator and basic components modules, whereas those in the second group are given items from module B (see Figure 1 in the next section). The PSM items were either lifted from international surveys or were developed by participating countries under the technical supervision of UNESCO and its partners. The inclusion of international items is meant to ensure the link between LAMP survey results and data from international surveys in order to allow international comparisons.

As in all surveys, the LAMP study will proceed in two stages: a pilot phase and the principal enquiry.

**The pilot phase**: will be conducted using a small sampling, in order to:

- Validate the items statistically (that is, determine which ones work and which do not[7]
- Test the other survey tools (questionnaire and context)
- Test the logistical conditions of the survey (its duration; selection and transportation procedures; training of surveyors)

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[5] Each item is composed of a stimulus and a question. It is also designated by the word "task".

[6] The filter items are given to all participants in the survey and are corrected immediately. If the result is equal to or above the threshold, the person is assigned to the first group. If the contrary, the person is assigned to the second group.

[7] An item "works" if it possesses statistical properties.

In addition to testing those items that are valid and those that are not, the pilot phase provides a means to establish the cut-off threshold for assigning individuals to one category or the other (Module A or Module B).

**The main phase**: The survey is based on a representative sampling of the adult population (aged 15 or over) and uses tools that have been **validated** statistically during the pilot phase. The purpose is to:

- Build a main literacy scale that shows the distribution of different literacy levels in the adult population
- Build scales for each of the various basic competencies in order to furnish a detailed description of the **basic linguistic skills** for that part of the population at the bottom of the literacy scale
- Furnish interpretive information for the two scales by exploiting the survey's contextual questionnaire

Observation:

It is worth noting that the literacy scale itself cannot be built on the basis of data from the pilot survey. The latter shows only whether the items are statistically valid or not. Until the main survey has been carried out, it is not possible to speak either about a literacy scale or about the distribution of literacy levels in Morocco, or about international comparability.

**Specificities of LAMP's implementation in Morocco**

The Moroccan team has made the following observations regarding LAMP's measurement tools (PDN – Prose, Document and Numeracy) :

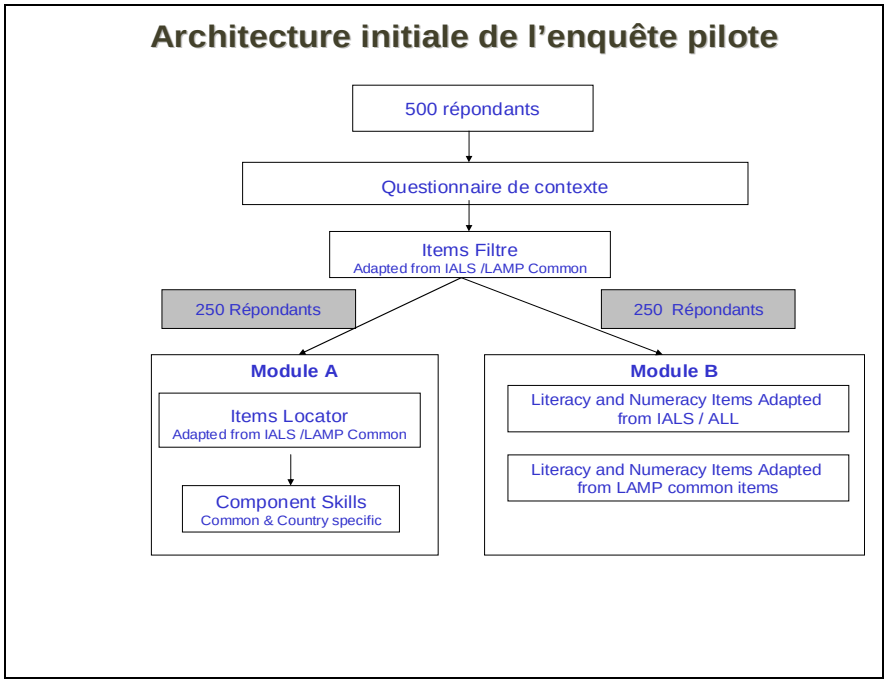
- Certain PDN items – particularly those retained from preceding international surveys, could reflect a certain cultural bias. In some cases the stimulus topic is highly culturally specific.
- The list of items proposed (the whole package) does not obviously take account of certain specific expectations linked to characteristics of the Arabic language and public policy goals. For example, very few items are targeted to the population of neo-literates.
- The items comprising basic competencies that are aimed at assessing pre-literacy skills must, by definition, be cast in terms of the local language. Greater effort is needed to adapt these items to specificities of Arabic.

These remarks made by the national team have allowed Morocco, in consultation with UIS and international experts, to adopt a new architecture for its pilot phase, which now features:

- An additional group of items (Moroccan) for the Prose (continuous text) and Document (schematic text) domains[8]. This group comprises a minimum of 15 items for each domain, for a total of 30. The additional items have been divided into two groups: 1) items developed with reference to problematic international items, and 2) items developed for purely national purposes.
- An increase in the number of surveys to be filled out from 100 to 500 or 600.

[8] This cluster contains no items on the use of numbers (numeracy) because it is assumed that numbers are less subject to contextual factors.

The following two figures show the old and the new architectures of the pilot phase:



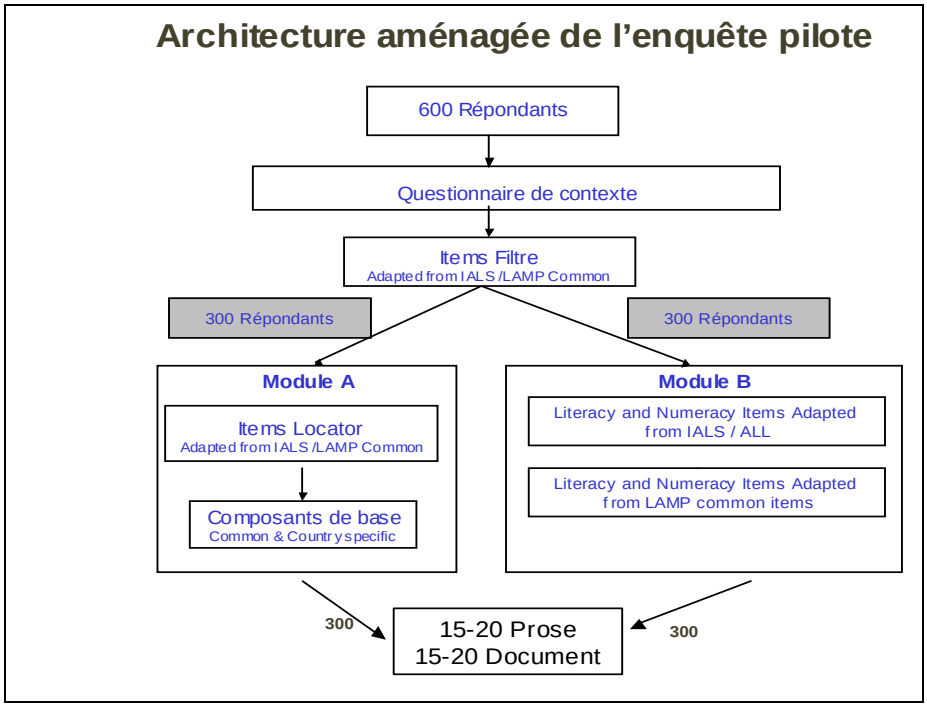




Figure 1

The original architecture of the pilot phase

500 respondents
Context questionnaire

Filter items – adapted from IALS/LAMP (Common)

250 respondents
**Module A**
Locator Items
Adapted from IALS/LAMP (Common)
Component skills
Common and country-specific

250 respondents
**Module B**
Literacy and numeracy items adapted from IALS/ALL
Literacy and numeracy items adapted from LAMP common items

Figure 2

Adjusted architecture of the pilot phase

600 respondents
Context questionnaire
Filter items
Adapted from IALS/LAMP (common)

300 respondents
**Module A**
Locator items
Basic components
Common and country-specific

300 respondents
**Module B**
Literacy and numeracy items adapted from IALS/ALL
Literacy and numeracy items adapted from LAMP common items

300
15-20 Prose
15-20 Document

Besides the three objectives mentioned above, the pilot phase of the Moroccan survey will allow the contextualisation hypothesis to be confirmed or rejected: it will provide proof of whether or not the international items suspected of carrying a cultural bias act in the same way as their Moroccan equivalents.

As for the principal survey phase, its objectives remain unchanged. Nevertheless, results from the pilot phase will determine whether the main survey can be conducted for international, or merely national, purposes. If the pilot survey in the six participating countries validates enough items, the main survey can be conducted with an eye to making cross-border comparisons between countries. On the other hand, if the number of validated items is insufficient, the main survey cannot be internationalized. In this case, Morocco will still be able to carry out the assessment as a national exercise due do having previously integrated country-specific items into its pilot phase.

**Anticipated results from LAMP and the expectations of policy decision makers in Morocco**

**What are the direct and indirect results of LAMP for Morocco?**

It is useful to distinguish between the pilot phase and the principal phase.

Pilot phase

*Direct results*

- Validation and constitution of a bank of items that can be used directly for evaluation purposes. Items in the “basic components” module, for instance, can be used upstream (positioning test), downstream (skills acquisition test) before literacy programmes.
- Appropriation of statistical techniques that offer better exploitation of data

*Indirect results*

- Constitution of national expertise in developing items and statistical techniques for using direct measurement assessments
- Advancing research on direct measurement by contributing elements from responses that address the question of contextualisation

Principal phase

*Direct results*

- Construction of a literacy scale with intermediary levels (from 1 to 5) defined according to skills associated with each. The scale can be linked to an international scale provided the principal survey includes enough international items (that have been validated in all participating countries).
- Mapping the distribution of literacy levels in the population with the intention of making either international or national comparisons (depending on the pilot phase)
- A more detailed description of the distribution thanks to information received from the supplementary pool of Moroccan-specific items (If the decision is made to focus mostly on the lowest literacy levels, the description will obviously capture a richer profile of populations in this part of the scale)
- A more detailed understanding of populations at the lowest end of the literacy scale by using the “basic components” module. This module allows construction of a separate scale for each basic component, such as recognition of letters, vocabulary, etc. The module of basic components is seen in relation to the whole literacy scale, thus highlighting the degrees of difficulty encountered within each basic competency. Different profiles will emerge among those at the low end of the scale according to their mastery of each basic component.

*Indirect results*

These results will be most evident in terms of strengthened national capacities. By conducting the main survey and using its data, the literacy assessment transfers *savoir-faire* about every aspect of the survey (designing the items, sampling techniques and conducting surveys in the field; and using and interpreting data). By the end of the exercise, Morocco should have acquired all the technology needed to be autonomous in conducting LAMP surveys the next time around and should be able to apply this methodology of direct measurement to other domains and/or specific populations. It is also intended that the Government should be the principal beneficiary of this knowledge transfer.

**What literacy data do decision-makers expect?**

The answer is best seen by reviewing three questions, each of which corresponds to a different level of analysis:

- As a general rule decision-makers need the most precise picture possible of the population with regard to its literacy level. They require a method that will get them answers to the following questions: What is the population distribution (numbers and percentages) by literacy level? What proportion of the population has poor literacy skills? What are the characteristics defining each category of population and especially those in the lower literacy levels? These indicators are extremely useful for devising literacy policies and, more generally, education policies that meet the needs of the concerned populations.
- At sectoral level, having drawn up an action plan on the basis of more information about the concerned populations (see preceding bullet point), decision-makers need indicators to guide them in implementing policy. They need a manual that gives responses to certain questions, such as: What part of the population and how many people are in the groups that benefit from such programmes? What is the trainer's profile? How many teaching hours were devoted to each type of programme? What is the budget by programme, actor and region?
- In terms of each programme implemented, decision-makers need to evaluate the impact in relation to expected outcomes. The assessment might include: the nature and quality of skills acquired by the beneficiaries, and their sustainability; the programme's internal efficiency; a cost comparison of the different programmes; their impact on the professional, personal and social lives of the beneficiaries.

**Putting these expectations into perspective alongside LAMP contributions**

Decision-makers have three levels of expectation but LAMP was originally designed to answer first-tier questions. LAMP can also help answer questions of the third kind, but it is of no use for answering the second kind of question[9].

As far as first-level information is concerned, LAMP will give rise to a new type of literacy data, one based both on direct measurement and the notion of a continuum. Because they are innovative, these statistics will shed new light on literacy in Morocco, which, in turn, will lead to better understanding of the situation.

[9] This type of question can be answered by installing some kind of tool for monitoring non-formal education programmes like the generic model (NF-MIS) developed by UNESCO.

LAMP was designed to assess the literacy skills of the adult population (aged 15 and over). These skills may result from formal, non formal or informal learning, and consequently LAMP can serve as an external evaluation (outside the curriculum) of all the learning accumulated by the adult population regardless of how it was acquired (formal, non formal or informal).

Using the different literacy scales (Prose, Document, Numeracy) LAMP can provide the needed profiles of the adult population according to each literacy level. Putting the typologies into perspective on the basis of socio-demographic information collected from the context questionnaire allows the different categories of population to be characterized. The understanding that LAMP can bring is useful for public policy in education. Two examples illustrate the point. Taking the literacy scale as a whole and comparing the relation between the distribution of population on this scale and the school level of individuals, it is possible to check the truthfulness of the assumption that there is a positive relationship between literacy level and a person's level of schooling. If, on the contrary, however, one takes the bottom of the literacy scale, building a distribution of literacy levels among the adult population makes it possible to determine the actual numbers of people lacking literacy skills. This is more or less that proportion of population found at the bottom of the literacy scale (below Level 1) It will no longer be sufficient, as now happens, to make reference only to the totally illiterate (in the sense of being unable to read or write) population. In other words, by providing better understanding of the populations concerned, LAMP data will help in designing better-targeted policies.

With regard to the third level, LAMP will lead to the production and validation of a whole suite of measuring tools (items). Some of these assessment tools, namely the exercises in the module on "basic competencies", can be given to people benefiting from one or more literacy programmes. In other words, tools developed, tested and validated during the LAMP survey can serve in conducting external evaluations of literacy programmes and especially for evaluating skills acquired by the beneficiaries, and their sustainability. Finally, LAMP should lead to strengthened national capacity to develop such tools, and to administer and exploit the resulting data.

Because it meets either completely (first level expectations) or partially (third level expectations) the concerns of decision-makers, LAMP is at the heart of the Moroccan national literacy strategy.

## SOME ANSWERS TO RECURRING QUESTIONS

At this point it is important to review the questions that have recurred throughout the discussion and work of the national team.

### The questions

Two main questions warrant review:

- Does LAMP provide sufficient information for describing the lowest levels (those populations targeted by government programmes)?
- Isn't LAMP too complex and expensive for a country like Morocco?

### By way of an answer

- *Does LAMP provide sufficient information for describing the lowest levels (those populations targeted by the government)?*

In countries like Morocco where mass illiteracy still exists, a precise determination of the exact percentage and number of people having poor literacy skills is not very helpful to those responsible for designing literacy programmes. What interests this type of decision-maker rather more is the detailed description and profile of this population.

The present architecture of LAMP offers a means of attaining a two-fold objective: 1) gaining a precise idea of the distribution of literacy levels among the total adult population (construction of a literacy scale) and 2) gaining a detailed description of the population with the lowest literacy skills ("basic components" module[10]). The two goals are sequential and complementary. Construction of a literacy scale allows the population with weak literacy skills (at the bottom of the scale) to be evaluated. This population can be described in detail using the "basic components" module.

The "basic components" module is the principle specificity that LAMP offers relative to similar international surveys (IALS, ALL). This module targets people with poor skills and aims to provide a detailed profile of this population in terms of performance on the different basic component tasks. The typology helps to focus in on special needs; in turn, it is possible to design literacy programmes that are better adapted to the needs of this population (curriculum design). The perspective gained from this profiling and the data collected from the context questionnaire allows finer tuning of literacy services in terms of place of residence and individual characteristics of the population concerned (gender, employment).

- *Isn't LAMP too complex and expensive for a country like Morocco?*

The LAMP project is testing a new methodology for collecting and analyzing literacy data in the context of developing countries. Seen from this angle, LAMP, in its current phase, is a research-action project requiring the mobilisation of many resources in terms of international expertise. It is true that Morocco (or any other developing country) cannot hope to cover the project development fees all by itself. Nonetheless, Morocco has every interest in participating actively in the pilot phase when development costs are normally borne by the international aid community and through technical assistance to participating countries. The argument that costs are very high is in fact an oversimplification and should be seen in context. The high costs only concern the initial assessment survey when intensive international expertise is needed to develop and validate the tools. Subsequent LAMP assessments would need many fewer resources: the tools will already exist by then and have been handed over by mobilising local expertise (knowledge transfer).

Another factor is that LAMP in its complete version is a statistical tool designed to be used regularly at intervals far enough apart (every 5 or 10 years) to provide a baseline reference (similar to the population census and household surveys). It was never intended for use at closer intervals, such as annually.

Arguments about the complexity of the methodology should be seen in perspective. If, in fact, the aim is to produce indicators that reflect the full complexity of reality, then a sophisticated statistical tool is clearly called for. Appropriation of this statistical package by the national team is a necessary prerequisite for being able to repeat the survey and set up lighter versions to be administered at shorter intervals.

## Conclusions

By starting with the shared recognition that the existing literacy data, by its nature and quality, does not meet policy-makers' information needs, it is difficult to call into question LAMP's potential as a decision-making tool for education policy in general and literacy in particular. LAMP's proposed

[10] These basic components refer to the basic skills needed to read, write and calculate.

methodology for producing and exploiting literacy data goes well beyond the present limitations. However, the Moroccan experiment (now underway) suggests some further observations can be made:

- It is important to demystify the discourse around LAMP. However relevant it may be, LAMP should not be considered a panacea for all questions on assessment and monitoring. By itself, it is not sufficient for building such a system. It is but a part of the system, albeit a very important one.
- In the case of developing countries like Morocco, LAMP is only of interest provided it is implemented with a strong view towards developing national capacity. There is a strong temptation to use LAMP as a quick recipe, but this would weaken its relevance in the medium and long term. By giving importance to the goal of national capacity building while retaining the necessary sense of contextualization, the Moroccan experience could, if successful, show the way forward for other countries.
- It is not obvious how to translate this concern for national capacity-building into action. Much depends on the quality and dynamism of the team. The national teams must be able to identify, to clearly describe the training needs and to find local resource people with the right profiles to receive such training.
- The national team should also be multidisciplinary and include resource people of different backgrounds and affiliation. Its vitality can be greatly strengthened by having political support that allows it to override the conditions particular to each partner institution.

The Moroccan national team meets these conditions. It has the benefit of strong political support and also includes people from different areas (State, Education, non-governmental organizations, Planning). The LAMP team is working to meet the goal of strengthening national capacity and is proposing adaptations to make the project more relevant to Morocco.