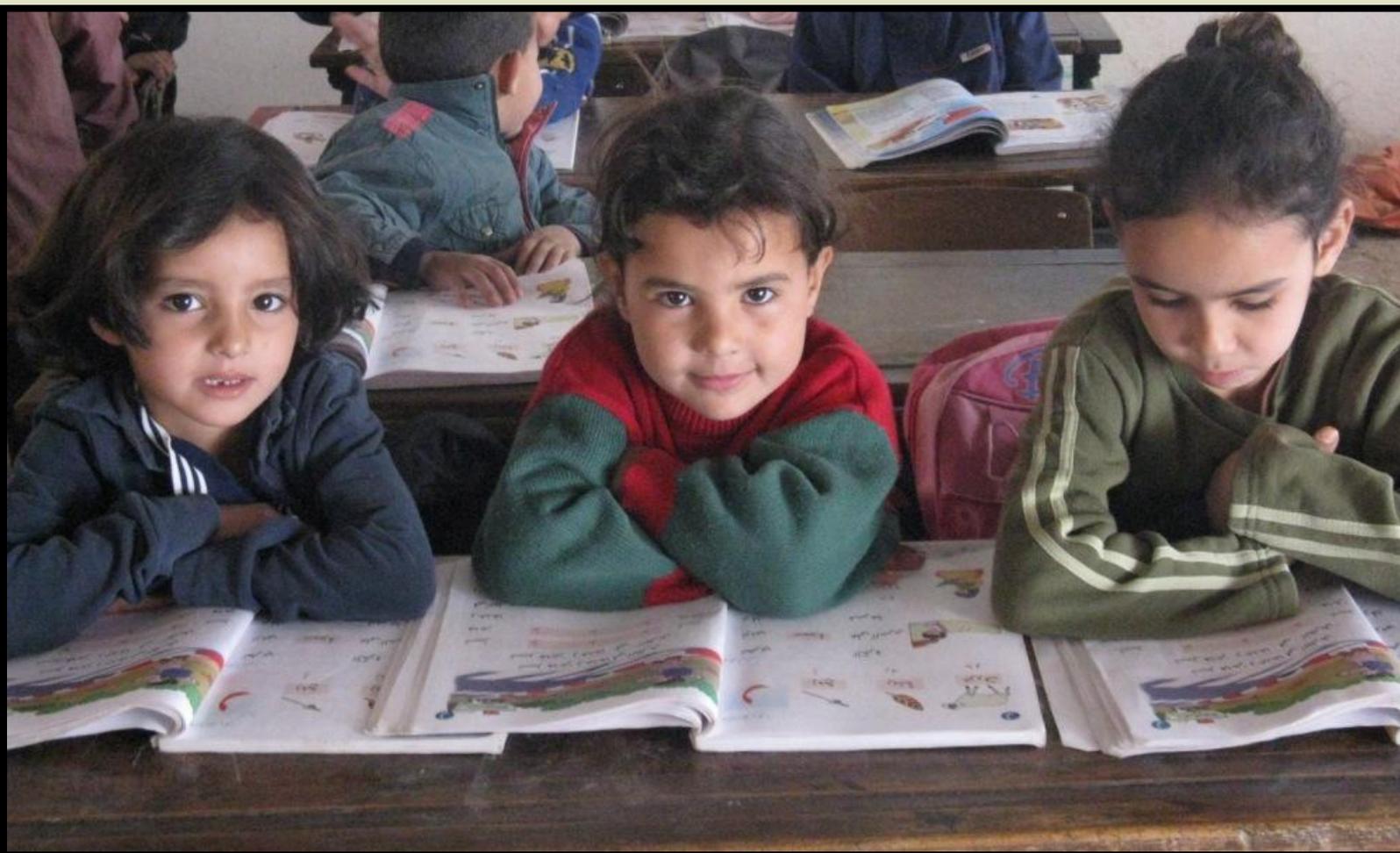


Community Involvement in Primary Education Reform

Final Report

2007-2010



A community approach to educational reform and action.



Community Involvement in Primary Education Reform

In the Regions of Souss Massa Draa & Marrakech Tensift Al Haouz
Morocco

Final Report



ABBREVIATIONS AND ACRONYMS

AREF	Regional Academy of Education and Training (Académie Régionale de l'Education et de la Formation)
AVD	Association Villageoise de Développement
CR	Commune Rurale
DMoE	Deputy Ministry of Education
IGA	Income Generating Activities
INDH	National Initiative for Human Development (Initiative Nationale pour le Développement Humain)
MEPI	Middle East Partnership Initiative
MTA	Marrakech Tensift Al Haouz Region
NEF	Near East Foundation
NGO	Non Governmental Organization
ODA	Oxford Development Abroad
PACREP	Community Involvement in Primary Education Reform (Participation de la Communauté à la Réforme de l'Enseignement Primaire)
PTA	Parent Teacher Association
SMB	School Management Board
SMD	Souss Massa Draa Region
SSA	Success School Association
UN	United Nations

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I. INTRODUCTION

The Community Involvement in Primary Education Reform¹ (PACREP) project, funded by the Middle East Partnership Initiative (MEPI) of the U.S. Department of State and implemented in partnership by the Near East Foundation (NEF) and the Regional Academy of Education and Training (AREF), worked to improve the quality of primary education in rural areas of Morocco.

The PACREP project's participatory and collaborative approach presented an innovative contribution to efforts at improving education in rural areas. Implemented between 2007 and 2010, the PACREP project expanded NEF's education reform model first implemented in the High Atlas Mountains of Morocco between 2004 and 2007. Also funded by MEPI, this earlier project worked to enhance enrollment and retention rates in rural primary schools in Ouarzazate by integrating schools within their communities—developing parent-teacher associations (PTAs), establishing partnerships between local government and the community, and creating income generating projects to ensure sustainability.

The PACREP project expanded this successful intervention to the Souss Massa Draa (SMD) and Marrakech Tensift Al Haouz (MTA) regions of Morocco, and built upon this model of rural education support. The project supported educational improvements and promoted local development by mobilizing communities to act as partners in the strengthening of the educational system. The PACREP project worked closely with the regional AREFs, delegates from the Ministry of Education (DMoE), school directors, and PTAs to mobilize communities and foster a sustainable and community-driven model for educational improvements in rural areas.

The PACREP project complemented a period of reform in Morocco's national educational system. In 2009, the Ministry of National Education instituted a four-year National Education Emergency Support Program to accelerate the pace of reforms and help the country's educational system meet its UN Millennium Development Goal objectives by 2015. In rural areas of Morocco, the challenges of education are particularly complex. Financial insecurity, high rates of illiteracy, problems retaining quality teachers, and outdated and insufficient educational infrastructure present marked difficulties in the rural environment. The Ministry of Education and other educational leaders have recognized the impact of the PACREP project's model, and promoted the approach as an example of a positive intervention.

The PACREP project furthered the U.S. government's efforts to support Moroccan educational reforms, particularly in primary education in rural areas. This final report presents the results and achievements of the project from 2007 to 2010.

II. PROJECT OVERVIEW

A. Context

Assessments conducted in 24 villages at the outset of the PACREP project highlighted a number of challenges related to schools and the education of youth. The assessments noted a divide between the school and the community, social prejudice about girls' education and the resulting low level of girls' attendance, economic factors in attendance and retention rates, the organization of grade levels given uneven school attendance, the absence of PTAs, and weak relationships with government inspectors. Schools in the targeted areas largely functioned independently of their socio-cultural environment, often not respecting the local

¹ Participation de la Communauté à la Réforme de l'Enseignement Primaire

values, traditions, religious convictions, social hierarchy or daily occupations of villagers. Based on parent interviews, it was estimated that 85% of parents had never before stepped on school grounds. This division resulted in alienation of the schools and teachers, and non-attendance and abandonment by the youth of these communities—particularly girls.

B. Goal

The PACREP project sought to establish and implement a sustainable participatory approach to ensure high quality primary education in rural areas of the Souss Massa Draâ region (with extension of the project approach to an additional region in Morocco).

C. Location of Intervention

The PACREP project worked in two regions of Morocco: Souss Massa Draa (SMD) region and Marrakech Tensift Al Haouz (MTA). In the SMD region, the project worked in 24 schools in 6 provinces: (1) Agadir Idaoutanane, (2) Inezgane Ait Melloul, (3) Tiznit, (4) Chtouka Ait Baha, (5) Taroudant, and (6) Zagora. The project expanded to the MTA region in its second year, working in 8 schools in Chichaoua and Essaouira provinces.

D. Project Objectives

- ❖ Regional education administrators and the general public adopt and implement a community-based education reform model throughout the Souss-Massa-Draa region.
- ❖ PTAs and community-based education initiatives demonstrate financially viable management.
- ❖ One additional Regional Administration in Morocco adopts community/PTA supported primary education model.

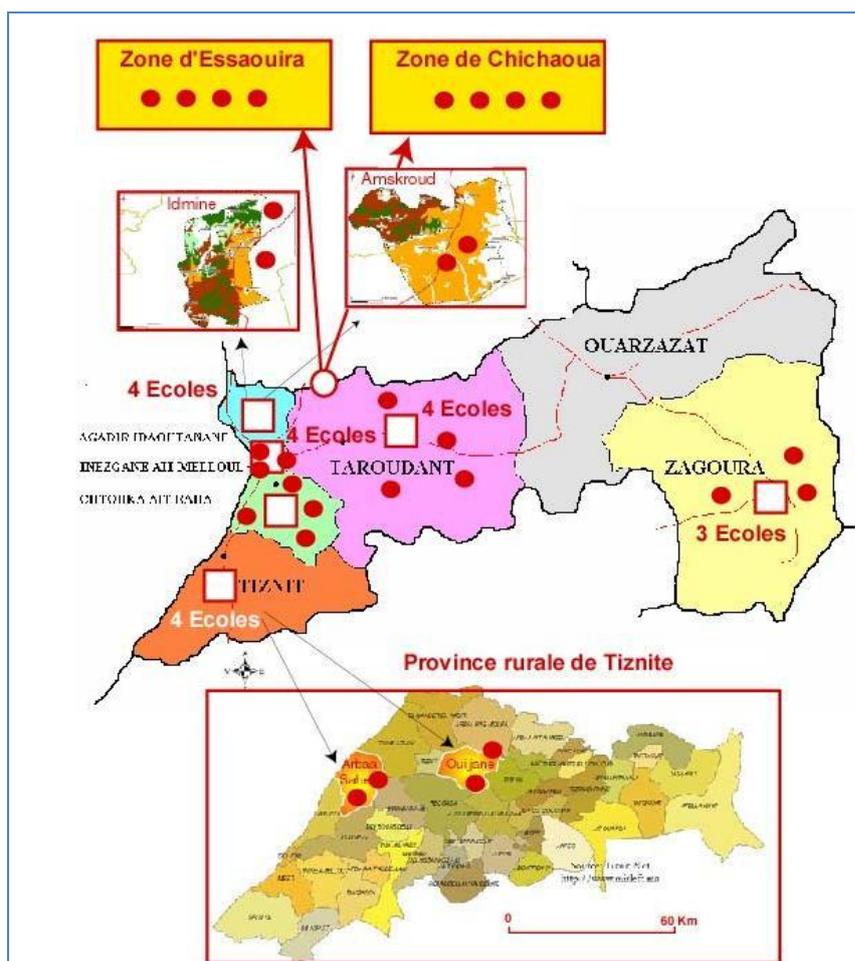


Image: PACREP Project Location Sites. Map by Dr. Mohamed Benatou.

E. Expected Results

- ❖ Parent Teacher Associations (PTAs) and the local community are mobilized, become involved, and support the education of children in primary schools in villages in the region of SMD (and later MTA).
- ❖ Targeted administrators adopt an approach that promotes and maintains the mobilization of local communities around quality primary education.
- ❖ An integrated assessment system is developed to enable partners to view that their efforts have a positive impact on student performance.

"As a result of the PACREP project and its awareness sessions we have learned to be pragmatic in our actions and our PTA has become functional."

*Omar AKDOUH,
President of the Iqra Development Association,
Amina Bent Ouahb School, Agadir da Outanane*



III. PROJECT INTERVENTION AREAS

The PACREP project's interventions focused in four main areas:

Area 1

Educate, empower, and involve local populations in order to develop awareness of the importance of quality primary education in improving their children's future.

Area 2

Develop the interest and motivation of partners and promote collaboration around schools in rural areas.

Area 3

Ensure the sustainability of mobilization by reinforcing means and developing/creating alternative sources of revenue through local initiatives aimed at improving the quality of life in rural areas (Income Generating Activities).

Area 4

Ensure the sustainability of the project by developing the skills of those involved in the project.

IV. IMPACT BY PROJECT AREA

A. Area 1 – Awareness Raising and Mobilization

Educate, empower, and involve local populations in order to develop awareness of the importance of quality primary education in improving their children's future.

PACREP : Mobilizing Communities

One of the PACREP project's most important impacts was its mobilization and involvement of all potential partners in the community to promote educational improvement and reform. The project's focus on raising awareness of the importance of education brought together a variety of individuals and organizations for a common purpose – and placed the school at the center of the community.

The integration of the school within its environment is essential for its success. Prior to the project, most schools in the targeted areas were noticeably disconnected from their respective communities. Parents and community members were not aware of events and issues at the local school, and were often distrustful of the institutions. Likewise,

teachers and staff members were not connected with their respective communities.

The PACREP project established links between schools the local community, the rural commune, local development associations, the general socio- economic environment. These links enabled improved communication, coordination, and accountability, and a basis for joint action for the community's children. This awareness raising and mobilization has had a marked impact, and schools are gradually becoming a priority concern for local partners.

Schools targeted by the PACREP project have organized various activities and achieved a number of results in this area:

- ❖ Participatory assessment sessions with local partners.
- ❖ Action planning sessions with local partners.
- ❖ Installation of water, electricity, and latrines at **8 schools** in collaboration with PTAs.
- ❖ **Construction of 3 classrooms** in collaboration with volunteers from the University of Oxford (ODA).
- ❖ Organization of **116 extra-curricular activities** in collaboration between PTA and faculty.
- ❖ Distribution of **school kits benefiting 860 students**.
- ❖ Organization of a workshop with the National Federation of PTAs with 228 participants.
- ❖ Distribution of **24 awareness panels** for all PACREP project schools.
- ❖ **240 women** participated in awareness sessions led by women leaders with the support of the project management team.
- ❖ **70 PTA members** have benefited from follow-up and support meetings.
- ❖ **31 community leaders** participated in a workshop and discussion on school projects.
- ❖ A documentary film on the PACREP project was produced and shared internationally.

B. Area 2 - Collaboration for Educational Reform

Develop the interest and motivation of partners and promote collaboration around schools in rural areas.

PACREP : Promoting Collaboration

Consensus and collaboration is a second focus of the PACREP project approach, and an innovative intervention in the Moroccan education context. Ensuring that community members, PTA members, and teachers come together to discuss challenges and plan actions **together** leads to stronger and more sustainable educational reform.

The PACREP team produced a manual detailing its participatory approach, which was shared with project partners and

education officials. The manual describes how educational institutions, community organizations, and other socioeconomic actors can be effectively engaged around schools and children's education. Moroccan educational officials have recognized the importance of this approach, and reports have highlighted the PACREP project as a successful example of educational interventions in rural areas.

All PACREP activities occurred as a result of collaboration between various partners at each targeted project sites. Activities in this area include:

- ❖ Project **Steering Committee** (Members) guided project; 4 meetings held.
- ❖ Meetings with the 24 principals of the PACREP school partners.
- ❖ Meetings with the department of cooperation at the Ministry of National Education.
- ❖ 6 meetings with delegates from the Souss Massa Draa region.
- ❖ **415 people** attended the presentation of the Matching Grants Fund guide at the headquarters of the rural communes.
- ❖ 240 members of PTAs, school directors, women leaders, local authorities, inspectors and representatives of rural communes participated in inter-association exchange visits.
- ❖ **Exchange visits** with delegates from the MoE.
- ❖ Development of a handbook on consensus and collaboration.

Promoting Collaboration:

A strategic approach to interventions in the field of education.



C. Area 3 –Sustainability through Resource Mobilization

Sustaining the mobilization by strengthening existing resources and the development and creation of alternative sources of income from the initiatives of local people and their aspiration for a better standard of living in rural areas.

PACREP : Ensuring financial sustainability.

The PACREP project was conceived as an example of international cooperation for sustainable development. The project moves beyond the idea that development simply consists of providing communities with grants to meet specific needs. If a project is to be sustainable, a community must be mobilized to take charge of its own development.

To encourage this ownership of the project, the PACREP project required that communities contribute to all planned actions. The PACREP project contributed 50% for matching grants project, and 80% for other actions and activities. Partners, particularly PTAs, often made their contributions in-kind—through services and community action. The most

important aspect was to ensure that the realization of an activity or a project was the fruit of collective community action and that everyone understood the importance of the results.

The objective of this project area was to make certain that partners had the means to assume responsibility for the realization of all program activities and actions—both during and following the completion of the PACREP project. By requiring community contributions from the project's outset, the PACREP project created a dynamic in its targeted communities that encouraged parents and community members to support schools. As resources in rural areas of Morocco are often variable and uncertain, the mobilization of funds is often a challenge. The PACREP project developed Income Generating Activities and supported a matching grants fund to assist community members.



"Thanks to training and mentoring project PACREP, members of the PTA have expanded outreach activities and awareness in surrounding villages"

M. Mohamed Ouabida président de l'APTE.

Income Generating Activities

Independent Financial Means for Rural Schools



The PACREP team assisted local communities in locating funds to realize activities in partnership. Increased awareness of the importance of education and the role of the community mobilized communities around action for their schools. In particular, the mobilization of rural communes presidents often lead to significant results, with commune presidents integrating PACREP schools into their activities promoting education.

The results achieved in this area include:

- **162 community members** participated in workshops organized for a socio-economic study of IGA projects in 13 villages of the PACREP project.
- **28 matching grant projects** were funded for PACREP schools.
- **5 IGA projects** completed.
- **506 PTA** members benefited from project support on drafting proposals for matching grant funds.

Image: Cow fattening at the Ibnou Khaldoun School – Income Generating Activity.

Income Generating Activities implemented through the PACREP project:

Provinces	Schools	IGA Projects
Inzegane Ait Meloul	Oukba Ibnou Nafia	Nursery
Tiznit	Ibnou Khaldoun	Cow fattening
Zagora	Talat	Cow fattening
	Timtigue	Preschool
Chichawa	Al Amal	Mill

"The PACREP project, managed by NEF, was able to bind the faculty and staff at schools together. It mobilized and connected various community partners and was able to bring them together within the school. The advocacy and mobilization of various educational and social partners of the school has had a positive impact. This is one of the greatest benefits of PACREP."

*Moubarak HANOUN,
Directeur de l'AREF/SMD*



Image: Nursery at the Oukba Ibnou Nafia School – Income Generating Activity.

Matching Grant Fund

Support for Collaborative Action around Rural Schools

The PACREP matching grant fund's objective was to enable partners to become more involved and "learn-by-doing" by carrying out activities that promoted the goals of the project.

In order to ensure that all partners had the same opportunities to benefit from this fund, a guide was produced that shared both the modalities and procedures for grant awards. The guide was produced in collaboration with AREF's and DMoEs. The guide was presented and explained to AREFs, DMoEs, PTAs, and school directors.

Projects were selected by the Steering Committee, and all measures were taken to ensure that the projects were achieved in partnership between NEF, the delegation, PTAs, and SSAs.

Projects undertaken in partnership between AREFs and delegations include the following:

- Hosting of a study workshop on PTAs in collaboration with the Provincial Federation of PTAs and the delegation from Inzegane.
- Printing of the magazine *Mobadarat* for the benefit of the AREF/SMD.
- National meeting of the PTA federation in Agadir.
- Hosting of a study workshop on school abandonment in Amskroude.
- Training of the School Management Boards on managing for results, held in partnership with the delegation.
- Training of the School Management Boards on participative management in Taroudant, in partnership with the delegation.



Image: Radio education project at the Imam Al Ghazali School, funded through the matching grants project.

Projects undertaken in partnership between PTAs and Success School Associations (SSAs) include the following:

Province	Rural Commune	School	Type of Project
Agadir Ida Outanane	Amskroud	S/S Amina Ben Ouahb	Preschool Project
Inezgane Ait Melloul	Od Dahou	S/S Difaf	
Tiznit	Ouijjane	S/S Ibn Khaldoune	
Taroudant	Sidi Ouaaziz	S/S Sidi Ouaaziz	
Zagora	Mezquita	S/S Talate	
	Tamgroute	S/S Asskjour	
Zagora	Tamgroute	S/S Timtigue	Multifunctional room & library
Agadir Ida Outanane	Idmine	S/S Tazentoute	Multifunctional room & library
Inezgane Ait Melloul	Temssia	S/S Al Massira	Multifunctional room & library
Agadir Ida Outanane	Amskroud	S/S Al Hidab	Multifunctional room
Inezgane Ait Melloul	Od Dahou	S/S Okba Bnou Nafiaa	Multimedia room
Tiznit	Ouijjane	S/S Ennakhil	Multimedia room
Taroudante	Tafingoulte	S/S Imam Al Ghazali	Radio school
Tiznit	Arbiaa Sahel	S/S 11 janvier	School materials
Tiznit	Arbiaa Sahel	S/S Allal El Fassi	Equipping of a multifunctional room
Chtouka Ait Baha	Tassgdelt	S/S Zaoue	Equipping of a multifunctional room
Chtouka Ait Baha	Tassgdelt	S/S Ennajah	Equipping of a multifunctional room
Taroudante	Sidi Ouaaziz	S/S Etakadoum	Equipping of a multifunctional room
Zagora	Afla n'Draa	S/S Taghrote	Literacy course
Chichawa	Gmassa	Gmassa	Equipping rooms with interactive boards
Chichawa	Mzouda	Al Amal	Equipping of a multifunctional room
Chichawa	Nfifa	Hsain	School library
Essaouira	Oulay Bouzraktoun	Oum Laayoun	Equipping a preschool

D. Area 4 – Sustainability through Capacity Building

Ensure the sustainability of the project by developing the skills of those involved in the project.

PACREP : Training & Skill-Building

Ensuring the effectiveness and sustainability of the PACREP project's actions requires more than just the mobilization of communities, authorities, and school officials; it requires the development of the skills necessary to lead positive change. The project placed considerable effort into strengthening the skills of community members and administrators for the benefit of local schools. Trainings focused on participatory approaches to development, gender, communication, and conflict management.

The development of training curriculum and training sessions presented certain organizational challenges. Participants came from a variety of backgrounds, and had different relationships with the local schools (parents, teachers, administrators, community leaders, women leaders, etc.). However, the PACREP team did not want to separate individuals into different training groups; joint training sessions

would offer an opportunity to bring together all stakeholders for a common purpose. The team, therefore, carefully developed and organized trainings in a way that allowed all participants—educational leaders, inspectors, school principals, presidents of rural communes, representatives of civil society, and other community members—to attend training simultaneously.

This approach proved to be highly beneficial to the PACREP project. Trainings not only developed the skills of participants, but also served to facilitate direct contact between participants and to promote dialogue on key issues. Face-to-face communication between these various participants is rare; this lack of communication often resulting in misconceptions and misunderstanding between groups. Increased dialogue helped to resolve conflicts and ensure continued interaction between these different partners—while developing essential skills.



Achievements in the area of skills development and capacity-building include the following:

- **Participatory approaches to development and gender:** 91 participants trained.
- **Communication:** 60 participants trained.
- **Management and implementation of projects:** 32 school directors, 20 inspectors, and 66 PTA members trained.
- Exchange visits of **34 women leaders** to successful women's groups in Ouarzazate.
- **Importance of schooling:** 39 women leaders trained.
- **Administrative and financial management:** 302 association members trained.
- Creation and training of **4 School Management Boards** (36 members) in the Province of Taroudant.
- **8 Conflict Management Committees** established and trained.
- **Human Resource Management** training for 21 DMoE and AREF representatives.
- **Financial Management Trainings** attended by 83 DMoE and AREF representatives.
- **Strategic Planning Trainings** attended by 53 PTA members, SSA members, and school directors.



"At the beginning, I did not want to be a 'women leader' because I did not know how I could help my village. But after visiting Ouarzazate, many things changed in my life and in my way of thinking. Now, I know I can bring many things to my community."

Ms. Aicha Rajaoui, Women Leader in Amina Bent Wahb

Image: Women Leaders engaged in the PACREP project.

V. Project Impact & Sustainability

The PACREP project had a significant impact on the 32 schools in which it worked—and on the regional educational administrations (AREFs) in the SMD and MTA regions. As a result of its successes, the project's approach has been recognized by educational administrators and leaders across Morocco.

Evaluations of the project's impact through informal interviews with AREF administrators, community members, PTA members, parents, and teachers have demonstrated that the project's most important contributions were the **integration of the school into the broader community** and the **mobilization of community members around the school**. The project demonstrated the strong results that can be achieved by encouraging communities to take ownership of their schools and the education of their children. Education is not just the concern of schools and administrators, it is a *community* concern.

Prior to the project, many parents had never entered their community's school or the school grounds. At the end of the project, teachers and school directors commented on the increased interest of parents in the education of their children. Mothers would meet with female teachers to discuss the progress of their child. Parents and community members took pride in their community's school, and the educational progress of their children. PTA members and women leaders advocated for improvements in schools and the quality of teaching.

Through its integration and mobilization efforts, the project brought together parents, community members, AREF administrators, women leaders, and school staff. This dialogue allowed fuller conversations on the importance and challenges of education—and for discussion on the reasons that children discontinued their schooling. For example, recognizing that many young girls left school as a result of a lack of private restroom facilities, the PACREP project was able to support communities in mobilizing

PACREP: Bringing Communities Together for the Education of Children



A PACREP story from a student at the Sidi Ouaziz School in Taroudant.

One day my teacher scolded me. When I arrived home, I told my father. My father was enraged at the teacher, and without discussion, he ordered me to quit school. I was out of school for a year and a half.

When the PACREP project came to our village, the community had the opportunity to benefit from awareness sessions that promoted dialogue between teachers, principals, and parents. Through these sessions, my father began to realize the gravity of my not attending to school; he decided to talk to my former teacher to determine the cause of the problem. The teacher explained that I had disrupted the class, and that he was doing his duty as an educator in reprimanding me. My father re-enrolled me in school, and also became president of the PTA. He realized the importance of schooling, and further understood how conflict can be resolved through communication.

Saida: Story of a Women's Leader



A 21-year old woman from the village of Tafingoult in the region of Taroudant, Saida had completed her baccalaureate, but remained inactive in her village. When the PACREP project arrived in her village, the community gradually became aware of the importance of education and the vital role of women in rural development. Saida was selected as a women's leader to join the PTA.

Saida attended PACREP trainings and strengthened her capacity in communication, leadership, education, and development. She also participated in exchange visits with other women's leaders. The PACREP mobilization and awareness-raising efforts—particularly gender trainings—brought about a change in Saida and her community.

Today, as a woman leader, Saida is active in the community of Tafingoult. She has helped to strengthen the school by organizing activities that benefit the primary school in her village. In addition, Saida is preschool teacher, where she incorporates singing, games and drawing. To support women in her village and enhance the education of girls, Saida plans to organize literacy courses.

Saida has become a force for change in her community, representing women in her village and by strengthening her school.

Before, I was scared to speak with men. Now, thanks to the work of the PACREP project, I am more active and determined to lead-- to improve our school, encourage other women, and develop our village.

-- Saida

the funds to construct latrines in project schools. Through this action, girls were reintegrated into the schooling system.

By integrating school improvements with broader community development, the project developed the skills of participants to advocate and promote continued change. Women leaders—who received training in communication, leadership, gender, and literacy—have become advocates for school improvements.

The PACREP project achieved:

- Over 1000 examples of collaboration between PTAs, administrators, women leaders, rural communes, and the PACREP team.
- Over 900 participants in PACREP training programs.
- 5 Income Generating Activities and 28 Matching Grants Projects developed to strengthen schools.

The **sustainability** of the PACREP model was considered in the project's design and activities. By motivating communities and strengthening their capacity to advocate and lead change, the impact of the PACREP approach is expected to continue and expand. Community members have already demonstrated their ability to continue to improve their schools. Income generating activities have helped schools to generate extra funds to support activities. Activities initiated and undertaken independently by community leaders continue to promote the sustainability of the PACREP project's approach.

VI. Communication & Press

Documentary

The PACREP project introduced a new approach to intervention in the field of rural education in Morocco. The project's activities have had a strong impact in the targeted communities, and have helped to reduce problems in rural schools.

The approach, tools used, and results achieved needed to be shared and disseminated to interested stakeholders to promote the replication of the project model. Through a mutual agreement between AREF and NEF, a documentary film agency was recruited to produce a short film on the PACREP Project.

The final film was distributed widely to project partners and stakeholders, as well as others interested in approaches to educational reform.



Multimedia link:

http://www.neareast.org/multimedia/community_involvement_in_primary_education_reform_video

Produced by : Agence Médiation

Manuals and modules:

During the PACREP project, a number of training modules were developed. Each training module was shared with project participants and interested individuals.

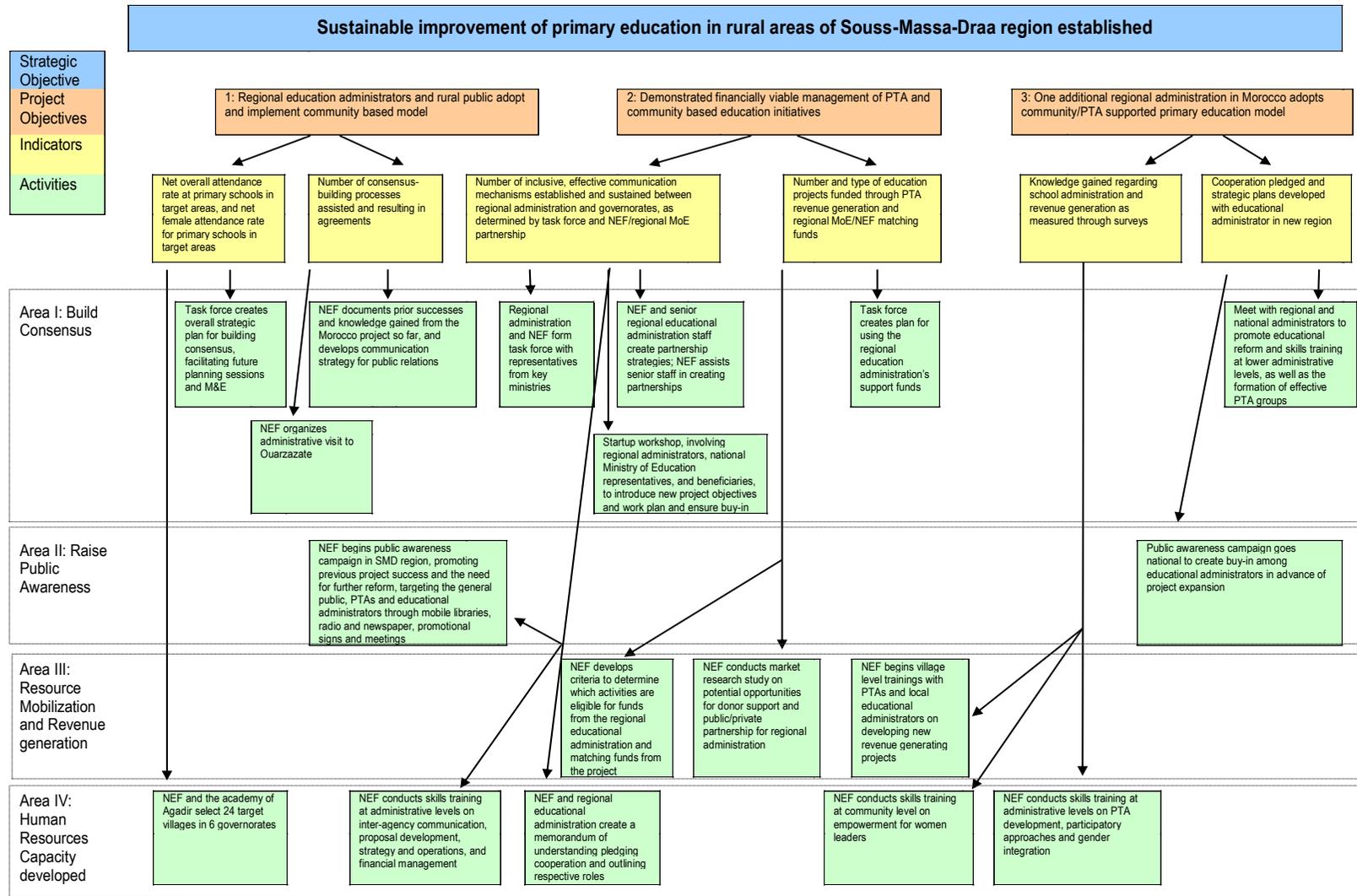
The project team also developed a handbook on consensus and collaboration, which was shared widely with partners and education officials. The project team also published a reflection document on the PACREP impact and experience.

Press:

The project's activities and impact was publicized in local, regional, national and international media.

VII. Appendices

A. Project Flowchart



B. PACREP Objectives and Indicators Overview

The following results and monitoring framework provides an overview of the project’s intended outcomes, objectives, and indicators.

Intended Outcomes	Objectives	Indicators	Results Overview
PTA/Community supported primary education extended to children in the villages of the Soussa-Massa-Draa region.		1. Net overall attendance rate at primary schools in target areas 2. Net female attendance rate for primary schools in targeted areas	1. 98% attendance rates 2. 98%+ attendance rates
	Regional education administrators and the general public adopt and implement community-based model throughout the Soussa-Massa-Draa region	3. # of consensus-building processes assisted by the project 4. Number of inclusive and sustainable communication mechanisms established between regional administration and governorates	3. 1,339 4. 1,328
	PTA and community-based education initiatives are well managed and financially viable	5. Number and percent of PTA members and local educational administrators demonstrating increased knowledge of good management and financial practices related to PTA and community-based education initiatives as measured through pre- and post-implementation tests 6. Number and type of education projects funded through PTA revenue generation and/or regional MoE/NEF matching funds.	5. 900+ individuals trained through project;90%+ see value in trainings and apply new skills 6. Five IGAs; 28 Matching Grant Fund Projects
One additional Regional Administration in Morocco adopts community/PTA supported primary education model.		7. Cooperation pledged and strategic plans developed with educational administrator in the new region.	7. Yes; Agreements with SMD & MTA regions.

C. Project Impact: Indicator Overview

Indicator 1: Net Overall Attendance Rate at Primary Schools in Target Areas

	Number of Students in School	(Number in Ecoles Meres)	Number of drop-outs during the year	Percentage drop-out
2007/2008 School Year	9124	4385	126	1.38%
2008/2009 School Year	8445	4321	78	0.92%
2009/2010 School Year	8519	4200	66	0.77%
2010/2011 School Year	8146 SMD 3693 MTA	4057 SMD 1515 MTA	27 SMD 26 MTA	0.33% 0.70%

Throughout the project, attendance rates at targeted schools remained at over 98% on average. Drop-out rates declined steadily throughout the project, and several students were reintegrated into the schools.

Number of students reintegrated: 6

Indicator 2: Net Female Attendance Rate at Primary Schools in Target Areas

	Girls in School	(Number in Ecoles Meres)	Number of drop-outs during the year	Percentage drop-out
2007/2008 School Year	3993	4385	49	1.23%
2008/2009 School Year	3972	2027	35	0.88%
2009/2010 School Year	3989	1958	27	0.67%
Beginning of 2010 School Year	3876 SMD 1740 MTA	1956 MTA 733 MTA	13 13	0.33% 0.74%

Throughout the project, female attendance rates at targeted schools remained at over 98%.

Number of girls reintegrated: 4

Indicator 3: Number of consensus-building processes assisted by the project.

A total of 1,339 examples of consensus-building and collaboration were tracked by the project:

- 97 between NEF and the AREF / SMD.
- 8 between NEF and the AREF / MTA.
- 131 between the delegations and NEF / SMD.
- 24 reached between the delegations and NEF / MTA.
- 286 reached between NEF and directors.
- 645 reached between NEF and PTAs.
- 58 reached between NEF and women leaders.
- 50 reached between NEF and rural communes.
- 40 reached between NEF and inspectors.

Indicator 4: Number of inclusive and sustainable communication mechanisms established.

PACREP Communication Between Partners

	To AREF	To Delegate	To Director	To PTA	To Rural Communes
From AREF		185		7	
Form Delegate	24		571	32	
From Director	10	41		250	
From PTA	10	23	100		
From Rural Communes			30	45	
TOTAL	44	249	701	334	0

Souss Massa Draa – NEF Communications

NEF to Ministry	NEF to AREF/SMD	NEF to DMoE	NEF to Directors	NEF to PTAs	NEF to Rural Communes	NEF to Women Leaders	NEF to Professors
57	562	379	702	1442	123	201	141

Ministry to NEF	AREF/SMD to NEF	Directors to NEF	PTAs to NEF	Rural Communes to NEF	Women Leaders to NEF
22	443	581	903	9	110

Marrakech Tensift Al Haouz—NEF Communications

From NEF to AREF/MTA	From NEF to delegate	From NEF to Directors	From NEF-PTAs	From NEF-Rural Commune	From NEF to province
138	490	184	219	38	1

From AREF/MTA to NEF	From delegate to NEF	From directors to NEF	From PTAs to NEF
42	282	99	123

Indicator 5: Knowledge gained by DMOE, AREF staff, school administration, and PTAs through trainings, exchanges, etc.

Gender Approaches and Development: 91 Participants

AREF	Women Leaders	Inspectors	Directors	PTAs	Pedagogique Leaders	Partners
4	13	15	24	29	4	2
Total Participants						91

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	98%	89%	89%
No	2%	11%	11%

Communication Training: 60 Participants

AREF	APTE	Directors	Professors	Rural Communes
3	24	24	2	7
Total Participants				60

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	100%	92,45%	96,22%
No	0%	7,54%	3,77%

Training of PTAs: 302 Participants

PTAs	Dev. Assns	Directors	Professors	Students	Inspectors	Women Leaders	Rural Communes
142	88	11	22	10	6	20	3
Total Participants							302

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	98,4%	98%	99%
No	2%	2%	1%

Training on Implementing Projects: 90 Participants

DMoE	Inspectors	Directors	PTAs
2	20	24	44
Total Participants			90

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	90,27%	88,88%	87,5%
No	9,72%	11,11%	12,5%

Women Leader Exchange Visit: 34 women leaders participated in an exchange visit.

	Appreciation of Exchange Visit	Appreciation of Activities during Training	Understanding and Value of Exchange Visit
Yes	91,17%	97,05%	100%
No	8,82%	2,94%	0%

Training in Conflict Management (4 groups)

	Training Content relates to Objectives	Appreciation of Activities	Understanding & use of training material
Yes	95%	97.8%	95%
No	5%	2.2%	5%

Human Resources Training : 21 Participants

AREF	DMoE	NEF
8	12	1
Total Participants		21

	Training Content relates to Objectives	Appreciation of Activities	Understanding & use of training material
Yes	94,74%	94,74%	100%
No	5,26%	5,26%	0%

Financial Management Training: 29 Participants

AREF	DMoE	NEF
5	23	1
Total Participants		29

	Training Content relates to Objectives	Appreciation of Activities	Understanding & use of training material
Yes	96%	80%	96%
No	4%	20%	4%

Training on Results-Oriented Management: 31 Participants

PTAs	Directors	Teachers	Rural Communes
3	4	22	2
Total Participants			31

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	96,55%	100%	100%
No	3,44%	0%	0%

Strategic Planning Training: 87 participants

Group A

DMoE	PTAs	SSAs	Directors
2	8	8	8
Total Participants			26

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	12%	4%	8%
No	92%	96%	92%

Group B

AREF	PTAs	SSA	Director
2	11	11	11
Total des participants		34	

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	94%	85%	91%
No	6%	15%	9%

Group C

Delegations	Participants				Total
	DMoE	Inspectors	Directors	PTAs	
Essaouira	3	2	3	4	12
Chichawa	5	3	3	4	15
Total	8	5	6	8	27

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	99%	100%	100%
No	1%	0%	0%

Training on Project Management: 34 Participants

AREF	APTE	SSAs	Directors
2	11	11	11
Total Participants		34	

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	100%	99%	100%
No	0%	1%	0%

Financial Management Training (MTA): 27 Participants

AREF	Delegations	Directors
3	20	4
Total Participants		27

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	96%	87%	96%
No	4%	13%	4%

Financial Management Training (SMD): 27 Participants

AREF	Delegations	Director
3	20	4
Total participants		27

	Appreciation of Training Content	Appreciation of Activities during Training	Understanding of Training Content
Yes	96%	87%	96%
No	4%	13%	4%

Study Day in Ait Milk: 31 Participants

AER	APTE	Directeurs	Professeurs	Autorité locale	Délégation	AREF/SMD
16	2	9	1	1	1	1
Total	31					

	Study Day meets objectives	Level of Participation in the Study Day	Understanding of Study Day
Yes	90%	75%	90%
No	10%	25%	10%

Indicator 6: Number and Type of Income Generating Activities and Matching Grant Fund Activities Developed through the PACREP Project

5 Income Generating Activities Developed through the PACREP Project:

1. Nursery project at the Oukba Ibn Nafia School.
2. Cattle fattening project at the Ibn Khaldun School.
3. Cattle fattening project at the Talat School.
4. Preschool/Head Start Program at the Timtigue School.
5. Electric Mill project at the Al Amal School

28 Projects funded through the Matching Grants Fund:

1. Workshop on PTAs, in collaboration with the Provincial Federation of PTAs and the delegation from Inzegane.
2. Printing of the magazine, *Mobadarat*.
3. National meeting of Federation of PTAs in Agadir.
4. Workshop on school abandonment in Amskroude.
5. Equipping of a multifunctional room and library at the Almassira Elkhadra School.
6. Equipping of a multifunctional room and library at the Timtigue School
7. Equipping of a multimedia room at the Oukba Ibn Nafia School.
8. Equipping of a multimedia room at Elhidab School.
9. Equipping of a multimedia room at Ennakhil School.
10. Radio education project at the Imam Al Ghazali School.
11. Education material development at I I January School.
12. Preschool project at Difaf School.
13. Preschool project at the Amina Bent Ouarh School.
14. Preschool Project at the Ibnou Khaldoune School.
15. Preschool project at the Sidi Ouaziz School
16. Preschool project at the Talat School.
17. Preschool project at the Asskjour School.
18. Training of Education Management Committees in Taroudant on Results Oriented Management.
19. Training of Education Management Committees in Taroudant in participative management.
20. Equipping of a multifunction room in the Allal El Fassi School in Tiznit.
21. Literacy course in the Taghrate School in Zagora.
22. Equipping of a multifunctional room in the Ennajah School.
23. Equipping of classrooms with interactive boards in the Gmassa School (MTA).
24. Equipping of a multifunctional room in the Alamal School (MTA).
25. Equipping of a school library in the Hssain School (MTA)
26. Equipping of a multifunctional room in the Zaoue School.
27. Equipping of a multifunctional room in the Etakadoum School.
28. Equipping of a preschool at the Oum Laayoun School.

Indicator 7: Cooperation pledged and strategic plans developed with educational administrations.

- Cooperation agreement between NEF and the AREF of Souss Massa Draa.
- Cooperation agreement signed between NEF and the AREF of Marrakech Tensift Al Haouz.
- Cooperation agreement signed between NEF and the DMoE of Chichawa Province.
- Cooperation agreement between NEF and the DMoE of Essaouira Province.