



# POST-PROJECT LEAD IMPACT ASSESSMENT

"INTEGRATING SOCIAL ACCOUNTABILITY INTO DEVELOPMENT EDUCATION"

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## CARE MOROCCO

MARCH - DECEMBER 2021



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*The views expressed in this document are those of the author and do not necessarily represent those of CARE or the Bill & Melinda Gates Foundation.*

## **Acronyms and abbreviations**

- APTE** : Association of Parents and Tutors of Students
- AREF** Regional Academy of Education and Training
- BAM** Bayan Attaakoud Al Madrassi (School Contract Bulletin)
- BM** : World Bank
- CNEF** National Charter of Education and Training
- COGES** : School Management Councils
- COSEF** Special Commission of Education and Training
- CSE** Council of Education : Conseil Supérieur de l'Enseignement
- CSEFRS** Superior Council of Education, Training and Scientific Research
- DPMEN** Provincial Directorate of the Ministry of National Education
- FNAPEM** : National Federation of Parents Associations in Morocco
- GPSA** Global Partnership for Social Accountability
- LEAD** Integrating Social Accountability into Development Education
- MEN** Ministry of National Education, Vocational Training, Higher Education and Scientific Research
- OCDE** Organization for Economic Cooperation and Development
- ONG** : Non-Governmental Organizations
- OSC** Civil Society Organizations
- PE** : School project
- PEI** : Integrated establishment project
- PAMT** Participatory Monitoring and Evaluation Tool
- PIRLS** International Reading Research Program
- PNEA** National Assessment Program for Common Core Students
- PNUD** United Nations Development Programme
- RS** : Social Accountability
- TIMSS** Trends in Mathematics and Science Study



## Summary

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## BACKGROUND

The project "Integrating Social Accountability in Education for Development" (LEAD) is a social accountability project understood as the continuous process of improving collaborative relationships, compliance with commitments made, and accountability between institutional actors and citizens in order to contribute to participatory governance in the education system. The LEAD project ran from October 1, 2014 to September 30, 2018. It was funded by the World Bank's Global Partnership for Social Accountability (GPSA). It aimed to improve the performance of the education system not only within schools but also at the provincial (DPMEN1) and regional (AREF2) levels. During this period, the project was piloted in 50 schools between the region of Marrakech- Safi (Province of Al Haouz) and Casablanca- Settat (Prefecture of Sidi Bernoussi).

the degree of support for the project during its implementation according to three levels: low, intermediate and high. In addition, the study focused on schools whose principals participated in the project in order to gather their opinions on the impact and sustainability of the project. This sampling approach made it possible to identify changes, both positive and negative, that have occurred in these schools since the end of the project and to test hypotheses about the impact generated by the project. Interviews and focus groups were conducted in the six participating schools with school principals, teachers, and parent members of the APTE3. At the same time, semi-structured interviews were also conducted with representatives of both DPMEN and AREF. It should be noted that no significant differences were perceived between the two zones during this study.

It is also important to report on the changes according to the type of stakeholder: for example, in the case of a project, it is important to report on the changes in the type of stakeholder. Also, it is important to report on changes according to the type of actors:

- Principals: they now have a better understanding of their role and the tools available to manage a school.

- Teachers: this group of actors emphasizes the fact that they are now closer to the decision-making process and better recognized by all the other actors.

- Parents' and guardians' associations: these associations, which were previously inactive, are now active in the life of the school by participating in multi-stakeholder discussion forums. In addition, all the actors interviewed indicated that women are still present in these associations, which is a change from the initial situation.

## METHODOLOGY RESULTS

A qualitative approach was used in the selection of participating schools according to the following methodology: 3 schools in the Province of Al Haouz and 3 schools in the Prefecture of Sidi Bernoussi. The six schools in the study were selected by the two DPMEN based on an assessment of the

Enabling environment for the school thanks to actors who are always present in the school's decision-making spaces:

The involvement of the four core players in the school - the principals, teachers, APTEs, and students - in the BAM implementation methodology has allowed these actors to dialogue and

The representatives of the two DPMENs. In the opinion of the teachers we met, as well as that of the AREF of Casablanca-Settat, the LEAD project has improved relations with the schools targeted by the project and has thus allowed for better collaboration between the various actors. This has resulted in well-structured school projects that have been validated by the DPMEN.

1 Provincial Directorate of the Ministry of National Education  
2 Regional Academy of Education and Training.  
3 Parent-Tutor Association.



### Improved academic performance and consistent student participation in school life:

The improved school climate has undoubtedly had a positive impact on the learning conditions of the students, which in turn has helped their progress and results. Several awards of excellence were obtained by students from participating schools.

Students in the participating schools have generally increased their participation in the extracurricular activities implemented as a result of the BAM. The definition and implementation of the BAM action plan allowed for the development of initiatives and projects that undeniably improved the environment of these schools, whether it be those aimed at strengthening extracurricular activities or school clubs, or those related to equipment and infrastructure (libraries, multimedia rooms), and thus made it possible to improve student participation.

### Unintended effects, providers and barriers to sustainability:

There is unanimous support from all stakeholders in the school ecosystem for the positive impact of the LEAD project and the need to renew it. All the interviewees asked CARE to renew the project using the same intervention model with technical assistance to implement the action plans resulting from the BAMS (positive factor).

The crisis linked to the COVID-19 pandemic, the high turnover of teachers, and the numerous ministerial changes can be identified as negative factors affecting the sustainability of the LEAD project and its possible replication.



## Recommendations

### 1.

Support the various stakeholders in the school in their ability to mobilize both external actors, such as municipalities or the voluntary sector, and funding outside the national education budget (such as the private sector).

### 2.

Facilitate the use of information and communication technologies in elementary school, in order to respond to the need to introduce new and innovative pedagogies requested by teachers, with the parallel implementation of funding that would improve the infrastructure and equipment of these schools (internet connection, computer equipment, etc.).

### 3.

Improve understanding of social accountability mechanisms by national, regional and local education officials to facilitate the sustainability of established mechanisms.

### 4.

To be part of government recommendations to facilitate the appropriation of this type of initiative at the national level and to undertake advocacy actions with strategic actors.

### 5.

Collaborate with the Ministry of National Education, Vocational Training, Higher Education and Scientific Research to integrate the concepts of social accountability and inclusive governance into the initial training of educational teams (inspectors, DPMEN, AREF, directors).

*"In terms of human capital development, efforts to increase access have made it possible to generalize the and to expand the supply of health care. Nevertheless, these efforts have not been accompanied by an improvement in the quality of public education and health services: the performance of Moroccan schools remains very poor, with two-thirds of students not mastering the basic skills required for a good life. not reading at the end of primary school and a dropout rate school that remains very high. "*

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Declared: Special Commission on the Development Model "The New Development Model. Unleashing energies and restoring confidence to accelerate progress and prosperity for all" General Report, April 2021.

## **I. Background and rationale**

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## 1.1 The education system at Morocco

Although Morocco is a medium-development country with a **GDP of USD 3,009.25 per capita** in 2020, its human development index placed it **121st** in the UNDP global report, well below many countries with similar per capita income. This paradox is mainly explained by the relatively unequal social structure of the country (GINI index of **46.4%** in 2019 according to the High Commission for Planning) with a middle class that is struggling to emerge sustainably. The report on the country's new development model, drawn up on the initiative of His Majesty King Mohamed VI, notes that *"despite the positive results recorded by Morocco in the fight against poverty, social inequalities remain at a high level in a context of low social mobility, a lack of inclusion of certain categories of the population, and social protection that is still in its infancy. The middle class faces a deterioration in its purchasing power due to the high cost of education and health services contracted from the private sector as an alternative to the low quality of public provision of these services. Large segments of the population, particularly women and youth, suffer from low participation and marginalization due to lack of access to empowerment and support opportunities. Inequalities are also sustained by weak social protection mechanisms and inefficient social safety nets, which do not cover certain vulnerable populations, such as people with disabilities."*

In Morocco, in 2021, the unemployment rate will be over 11%, affecting 31% of young people. This unemployment rate is explained in particular by a deficit in basic education, with an illiteracy rate that still affects more than 9 million people, and for example 29.5% for the 15-24 age group, with significant gender disparities (19.2% for men versus 39.5% for women). These structural deficiencies were also identified by the above-mentioned development model report <sup>2</sup>.

These problems are largely due to the country's educational deficiencies, which do not ensure a satisfactory transition from school to work.

Early school leaving often leaves a large number of young people in the country without qualifications when they leave school. Every year early school leaving results in a large number of young adults entering the workforce without any professional qualifications.

The social duality of the country can be assimilated to the schooling between a highly competitive private education system reserved for an elite and a public school with overcrowded primary and secondary classes and a university that struggles to insert its graduates into the labor market, as evidenced by the phenomenon of unemployed graduates: 25.7% of graduates of higher education are unemployed according to the HCP report in 2021

This significant imbalance between Morocco's economic development and its human development index is one of its main causes in the characteristics and shortcomings of its education system.

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# 300 000

Children drop out of school each year



<sup>1</sup>Special Commission on the Development Model "The New Development Model. Unleashing energies and restoring confidence to accelerate the march towards progress and prosperity for all", General Report, April 2021, p 32.

<sup>2</sup>Ibidem

According to a report by the Cour des Comptes on the start of the 2016/2017 school year, 6 2,239,506 students, all cycles combined, are continuing their education in crowded classrooms. This figure represents 38% of the school population, which amounts to 5,945,551 students. This overcrowding, taking into account the threshold used by the Ministry, concerns, at the national level, 49 696 classes. The rate of overcrowding is 49% at the college level, 29% at the level of the qualifying cycle and 16% at the primary level. These rates vary from one AREF to another.<sup>7</sup> In addition to overcrowded classes, the education system has 81,581 light classes with less than 24 students per class. The majority of these classes are concentrated in rural areas, particularly in the primary cycle with 78,916 classes. As for the qualifying cycle, there are 2,363 light classes. In addition to the crowded classes and light classes, the 2016/2017 school year records a number of 27,227 classes with multiple courses, including 6,381 classes with three to six levels, which is nearly 24% of the total classes with multiple courses. This type of classes is a characteristic of the primary cycle in rural areas. Thus, in primary education from 1991 to 2021, enrollment rates rose from 52.4% to 100%. There has also been an increase in enrollment at other levels of education. In addition, at the primary level, this increase has resulted in more equitable enrollment rates, as the gap between urban boys and rural girls has narrowed.

International studies evaluating the quality of education are also a good indicator to measure the deficiencies of the Moroccan education system and compare it with other countries, especially those of the Maghreb. For example, the PISA test conducted in 2018 ranks Morocco 75th (out of 79 countries) with a score of 368 points.

Two other international assessments provide information on the performance of the Moroccan education system from a comparative perspective with other countries. The Program for International Research in School Reading (PIRLS) assesses the reading performance of students enrolled in the fourth grade of primary school. In the last study conducted in 2016, Morocco ranked 47th out of a total of 50 countries that participated in the study. Students participating in the competition were asked to read 12 short texts, either stories or articles, with age-appropriate vocabulary. The Moroccan students participating in the study achieved a score of 358 points, well below the virtual 500-point mark set in 2001 as the average performance of the participating countries.

In mathematics and science, according to the latest international study "Trends in Mathematics and Science Study" (TIMSS) 2015 conducted in 57 countries that assesses the scientific skills of 4th and 8th graders, Morocco scored lower than most of the participating countries despite a clear improvement from its first participation in 2011.

Another important indicator of the quality of education in Morocco is the results of the 2016 NAEP1 study conducted by the National Evaluation Institute of the Education, Training and Scientific Research System: "The results of the study show that students in the common core of qualifying secondary education are deficient in the basic knowledge/skills prescribed by the curriculum. A descriptive analysis of the scores reveals a generalized weakness in the students' achievements, especially in languages and mathematics, for all the core curricula.

These poor results call for a clear definition of the basic skills that students should acquire after compulsory education to enable them to successfully continue in qualifying secondary education or enter vocational training or the labor market.

The Moroccan chapter of Transparency International highlights specific challenges that have a direct impact on results in the education sector. Among the main challenges identified are high student/teacher ratios, which require teachers to work effectively. Parents' concerns about the conditions of school facilities; teacher absenteeism; and limited transparency in the use of resources by regional and school authorities.

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**2 239 506**  
Students continue their education in crowded classrooms



This figure represents 38% of the school population of 5,945,551 students

<sup>6</sup> Referral of the First President of the Court of Accounts on the conditions of preparation and management of the start of the 2016/2017 school year addressed to the Minister of National Education, Vocational Training, Higher Education and Scientific Research.

<sup>7</sup> The Ministry considers that the threshold for overcrowding is a class size of more than 40 students, while the Court considers that this is well above the average number of students per class observed in OECD countries. This average is 21 pupils per class in the primary cycle and 23 per class in the secondary cycle.

<sup>8</sup> National Assessment Program for Common Core Students.

The report of the Cour des Comptes on the start of the 2016/2017 school year also raises the structural problem of the coexistence of teacher deficits and surpluses:

"the school map developed in July 2016, and which decides the distribution of educational structures and the allocation of teachers, shows a global deficit of 16,700 teachers, all cycles combined, compared to the needs of the education system. In parallel to this deficit, the readjusted school map 2016/2017 shows, also at the national level, a surplus of teachers in the order of 14 055 ". The Court also notes in its report that a number of schools do not meet the basic conditions of schooling, including the use of 9,365 rooms in a dilapidated situation for teaching purposes, the use of schools not connected to water and electricity networks or the absence of sanitary blocks or fencing.

## 12 Morocco and inclusive governance

Governance is one of the most important areas of reform for Moroccan authorities. However, if Morocco is to move forward with its decentralization process, there is a need for strong intergovernmental collaboration, involving both the national and local levels. Citizens also need to understand their rights under the new constitutions in order to exercise them, and there are capacity gaps, both in government and civil society, to enable the exercise of these rights, particularly in the development of participatory and citizen-centered policies.

Following a series of school reforms over two decades, the education council has developed the 2015-2030 strategy where good governance and parental involvement have become much more important. This resonates with UNESCO, in its (2009) Education for All monitoring report.

In this sense, UNESCO considers that a well-governed education system is essential for the implementation of quality education. Nevertheless, although progress has been made in terms of legislation, the effective implementation of these public policies remains difficult. Indeed, ~~parent~~ associations, although formed, are often inactive, mainly due to a lack of understanding of their role by all stakeholders. In addition, the parent-teacher associations that are formed rarely take gender dynamics into account and the presence of women in them is low. This is why, in response to these problems, CARE Morocco piloted the project 'LINKING PRIMARY EDUCATION AND SOCIAL ACCOUNTABILITY FOR DEVELOPMENT' (LEAD) between 2014 and 2018.



*In education, good governance is not an abstract concept. It is about ensuring that children have access to properly funded schools that are able to meet local needs and employ trained and motivated teachers.*

*Governance is about the distribution of decision-making powers at all levels of the education system, from*

*Ministry to the school and community.*





## II. Project description

### LEAD

The LEAD project was a social accountability project understood as the continuous process of improving collaborative relationships, compliance with commitments made, and accountability between institutional actors and citizens in order to contribute to participatory governance in the education system. The LEAD project (2014-2018), funded by the Global Partnership for Social Accountability (GPSA), aimed to improve the performance of the education system not only within schools but also at the level of provincial (DPMEN<sup>10</sup>) and regional (AREF<sup>11</sup>) authorities. During this period, the project was piloted in 50 schools in the Marrakech-Safi region (Al Haouz province) and Casablanca-Settat (Sidi Bernoussi district).

## 21 Objectives and theory of change

*The overall objective of the project was to develop participatory mechanisms to identify areas for improvement in primary education, while strengthening collaboration between parent associations and educational authorities to improve decision-making processes at the local, regional and national levels.*

### 1. \_\_\_\_\_

the development of a social accountability mechanism for the promotion of the quality of primary education in Morocco.

### 2. \_\_\_\_\_

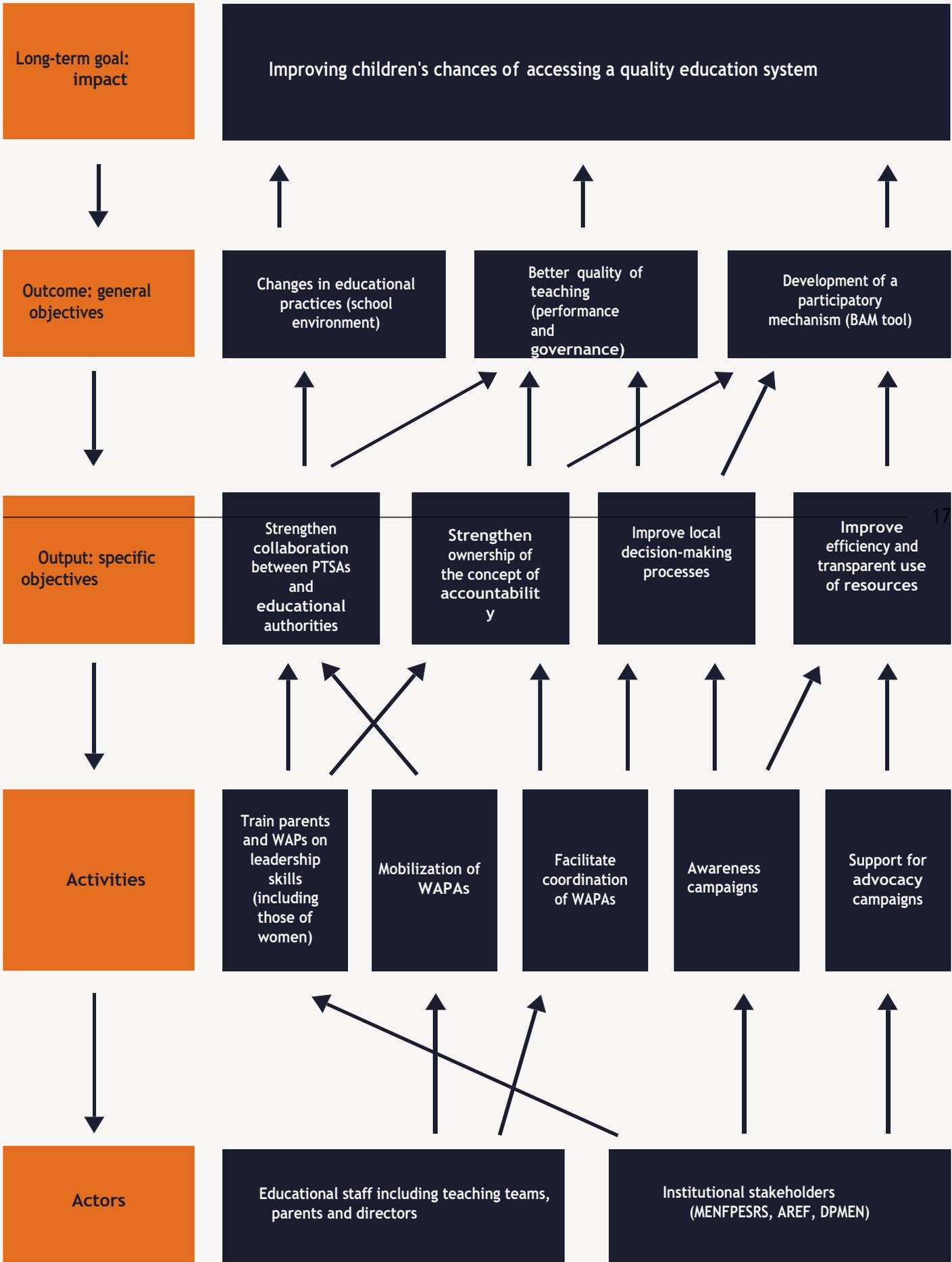
Strengthening collaboration between the various actors around the school, in particular the associations of parents and guardians of students (APTE) and the state actors in the field of education, for a better decision-making process at the local, regional and national levels.

### 3. \_\_\_\_\_

the implementation of a new school management system based on Participation, Sharing and Responsibility (PPR).

<sup>10</sup> Provincial Directorate of the Ministry of National Education

<sup>11</sup> Regional Academy of Education and Training.



The LEAD project aimed to strengthen performance in the education sector by increasing the monitoring and supervision of schools, the provincial directorate of education, and the Regional Academies of Education and Training (AREF) in Morocco.

On the one hand, schools were encouraged to understand the challenges they face in order to better formulate their demands (resources, personnel, policies, etc.) at the AREF level. On the other hand, with the increase in their responsibilities as part of the decentralization process, the capacity of AREFs to supervise the schools under their jurisdiction needed to be increased. Collaboration with the APTEs and civil society was able to strengthen their capacity in this regard.

In addition, input from PTAs and citizens has informed annual action plans to improve education in their regions, while fulfilling their new responsibilities under the new constitution to enable citizen participation. In addition, a better understanding of the challenges at this level should enable them to strengthen their position in negotiations with the Ministry of Education.

Finally, with the pressure on the government, since education is one of the priorities and good governance is mentioned in the education strategy, the ministry has an incentive to ensure that the quality of education in Morocco increases. As AREFs have more independence after the decentralization process, the MEN can also benefit from the participation of APTEs and citizens in monitoring schools and AREF performance. In Morocco, there is a growing need at the local and national levels to strengthen the role of citizen discourse and civil society in shaping public services, with greater participation by women, which has been lacking to date.



## 22 Course of the project

The LEAD project took place from October 1, 2014 to September 30, 2018 in three successive stages that correspond to the four years of the project within which the different programmed activities were deployed:

- The first year of the project (2015) corresponded to two types of activities: a participatory process to develop the BAM tool due to the unsuitability of the tool developed by CARE Egypt for the Moroccan context, and the implementation of awareness-raising and training activities for the various actors involved on the concept of SR and the BAM methodology, including the project operators' own teams, who acquired qualifications and expertise in the field during this period.

- The next two years of the program (2016 and 2017) corresponded to the implementation of the BAM tool in 26 pilot schools of the project (13 in the province of Sidi Bernoussi and 13 in the province of Tahanaout) with transversal capacity building actions for the APTE.

- The final year (2018) was dedicated to rolling out the BAM tool to the remaining 24 schools to reach the goal of 50 schools by the end of the project as well as implementing the advocacy plan to expand SR to the entire education sector ecosystem.

The last year of implementation allowed the project operators to make up for the delays and postponements of activities caused by the development of a new tool adapted to the Moroccan educational context at the start of the project, and thus to achieve the programming objectives: implementation of the BAM in the 24 remaining elementary school, deployment of the advocacy plan, and recommendations from the APTE to the AREF.

## Phases Activities Stakeholders

<p><b>Phase 3 (Year 4)</b></p>	<ul style="list-style-type: none"><li>• Development of the BAM tool</li><li>• Finalization of the implementation of BAM in the remaining 24 elementary school</li><li>• Advocacy actions</li><li>• Project continuity and resource mobilization actions</li></ul>	<p>School principals and teachers APTE and parents Students DPMEN &amp; AREF concerned FNAPEM MENFPESRS</p>
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## a- Results of the project LEAD

The final evaluations of the LEAD project both highlighted qualitative results. Indeed, while the project has made it possible to set up social accountability mechanisms in 50 schools (in the Casablanca-Settat and Marrakech-Safi regions), it seemed relevant to focus on the degree of appropriation of the tools according to the criteria below. The two final evaluations revealed similar findings depending on the type of actor.

First of all, it is appropriate to focus on the local level. Indeed, the two evaluations indicated that one of the strong points of the project was the proximity work with the different stakeholders in the schools: students, APTEs, teachers and principals. The latter benefited from training that enabled them to set up an accountability tool leading to the development of a school project. This outcome is explained by the participatory intervention methodology carried out by CARE Morocco in both peri-urban and rural areas. This active participation of all stakeholders in the schools enabled the principals to acquire the necessary legitimacy to report cross-cutting data on the situation of each school and of all schools in the same territory to the DPMEN and AREF. Indeed, the BAM method was piloted in 50 elementary school and thus made it possible to carry out participatory diagnoses and to define action plans for all of them. These diagnoses and action plans (21) resulted in 61 projects operated as of December 2017. It is also important to mention that these participatory diagnoses were inclusive and addressed the gender dimension. This integration allowed the project to integrate training around women's leadership, which facilitated the election of women to decision-making positions within the APTEs.

To what extent has the project deployed a participatory approach to involve all stakeholders in local governance?

3

To what extent has the project, in all stages of the project cycle, integrated the gender approach, the "How can we ensure that the interests of the poorest populations are taken into account in our interventions?"

3

To what extent has the project led to effective accountability experiences in the within the national education system?

3

### Degree of appropriation of the tools

- 1. LOW
- 2. MEDIUM
- 3. SATISFACTORY
- 4. VERY SATISFACTORY



Nevertheless, while the local anchoring is very strong and has shown promising results, there have been gaps in the involvement of institutional actors. While all the actors (FNAPEM, DPMEN, AREF and MEN) participated in one-off events that enabled them to gain a better understanding of social accountability, little in-depth work took place. In fact, the BAM analysis report and the roundtables held at the end of the project illustrated an accountability process by providing a flow of data transcribing the problems of the schools as well as the next steps, including the institutional actors. However, according to the evaluation reports mentioned, the DPMEN and AREF managers only had a limited amount of time to appropriate the information received, which could hinder the effective implementation of an action plan and therefore the sustainability of the project.

Is there a sense of ownership of the project's values, tools and methods by the project's educational actors?

2 

Are the project activities and results sustainable?

2 

## b- Definition of the concept of sustainability applied to the LEAD project

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Thus, in light of the findings of the final evaluations, this post-project impact study seeks to measure the degree of sustainability of the action by taking into account the changing context related to the pandemic and the change in personnel.

Therefore, the definition of sustainability applied to the LEAD project is: "Social accountability creates an enabling environment among stakeholders within schools to improve the quality of education. It will therefore be necessary to determine whether the achievements of the LEAD project persist according to this postulate in order to issue lessons learned and recommendations.







### III. Evaluation process

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## 1. Qualitative approach

A qualitative approach was favored because statistical data from the Ministry of Education on the performance of schools benefiting from the LEAD project could not be used due to the unavailability of the information requested from institutional actors in the two regions.

From then on, the data collection was oriented towards two main sources:

1. project literature review and documents available for consultation during school visits;
2. semi-structured interviews and focus groups with key project stakeholders (school principals, teachers, parents and APTE representatives, DPMEN and AREF officials).

## 2. Evaluation Matrix

The methodological approach was structured around an evaluation matrix composed of eight impact levels and ten evaluation questions:

Project Impact Levels	Evaluation Questions
School governance	<ol style="list-style-type: none"> <li>1. To what extent has Project LEAD strengthened the skills and role of principals in school governance?</li> <li>2. To what extent has Project LEAD strengthened teacher participation in school governance?</li> <li>3. To what extent has Project LEAD strengthened the role of parent associations in the schools involved?</li> </ol>
Supportive school environment	<ol style="list-style-type: none"> <li>4. To what extent has Project LEAD improved the environment and relationships between stakeholders within schools?</li> </ol>
Academic performance	<ol style="list-style-type: none"> <li>5. To what extent has the LEAD project and the tools developed led to sustainable improvement in school performance?</li> </ol>
Student participation	<ol style="list-style-type: none"> <li>6. To what extent has Project LEAD had an impact on student engagement?</li> </ol>
Governance of the education system	<ol style="list-style-type: none"> <li>7. To what extent has the LEAD project improved the governance of the education system?</li> </ol>
Type	<ol style="list-style-type: none"> <li>8. To what extent have women been able to increase their involvement and leadership in education?</li> </ol>
Unexpected effects	<ol style="list-style-type: none"> <li>9. Did the project have any unintended effects (positive or negative) on children's education and school management?</li> </ol>
Explanatory factors	<ol style="list-style-type: none"> <li>10. What factors (positive and negative) contributed to the achievement of the project objectives?</li> </ol>



### 3. Sampling and respondent profiles

The study focused on six schools that participated in the LEAD project. This selection was made as follows: 3 schools in the province of Al Haouz and 3 schools in the prefecture of Sidi Bernoussi. These six schools were selected by the DPMEN of the targeted areas according to an evaluation of the degree of adherence to the project and the methodology used during the execution of the project according to 3 levels: low, intermediate, high. In addition, the choice was made to give priority to schools whose directors were still

in place since the end of the project to be able to gather their opinions on the impact and sustainability of the project. This is based in particular on the finding of the final evaluation, which indicated that institutional ownership could be improved.

Thus, this sampling approach makes it possible to identify changes-positive or negative-that have occurred in these schools since the end of the project and to test assumptions about the impact generated by the project.

Province of Al Haouz	School 1 (Low level of ownership): Ouad Dahab
	School 2 (Medium level of appropriation): Ben Habouss
	School 3 (High level of appropriation): Asni
Prefecture of Sidi Bernoussi	School 4 (Low level of ownership): Oum Salma
	School 5 (Medium level of appropriation): Abi Alâa El Maari
	School 6 (High level of ownership): Ahzaraoui

The field phase took place on October 26 and 27, 2021 in the Province of El Haouz (Academy of Marrakech-Safi) and on November 2 and 3, 2021 in the Prefecture of Sidi Bernoussi (Academy of Casablanca-Settat). A total of 21 interviews were conducted (14 men and 7 women) according to the following typology:

Project Impact Levels	Project Impact Levels	Project Impact Levels	Project Impact Levels
AREF	1 (CASABLANCA)	0	1
DPMEN	2 (1 MARRAKECH - 1 CASABLANCA)	2 (CASABLANCA)	4
SCHOOL PRINCIPAL	6 (3 MARRAKECH - 3 CASABLANCA)	0	6
TEACHER	2 (MARRAKECH)	5	7
STUDENT PARENT	3 (1 MARRAKECH - 2 CASABLANCA)	0	3
<b>TOTAL</b>	<b>14 (INCLUDING 7 IN MARRAKECH AND 7 IN CASABLANCA)</b>	<b>7 (CASABLANCA)</b>	<b>21</b>

<sup>12</sup> According to the High Commission for Planning in 2014, the Moroccan population was 32% illiterate, and almost 42% female. As can be seen, no women could be interviewed in the province of Al Haouz (Marrakech-Safi region). This can be explained by several factors: the unavailability of women, as well as by the roles traditionally assigned to women (private and domestic sphere) and men (public sphere) in Morocco. As discussed in CARE Morocco's gender strategy, the mobility of vulnerable women is limited. This is even more visible in rural areas where services, particularly those related to entrepreneurship or education, are far away, which limits their access since they are not able to leave their douar. This is further exacerbated by illiteracy, which affects nearly one out of two women in rural areas,<sup>12</sup> which has been observed to be a hindrance to travel, to the follow-up of children's education, and also in terms of self-esteem.

## 4. Challenges and limitations5 . Ethical considerations

The data collection phase depended largely on the involvement and availability of the Ministry of National Education (MEN) to provide data and performance indicators for schools and students and to organize the necessary meetings and interviews. The absence of relevant quantitative data from the two DPMENs forced us to use an essentially qualitative approach. This limited the scope of the study, since the trend demonstrated by the qualitative methods cannot be generalized.

In addition, the conduct of the field phase coincided with elections to the offices of the WAPAs, which made it more difficult to mobilize its members because the WAPAs were in a transition process. However, we were able to conduct interviews with members of some PWAs. It may be interesting to follow the results of this electoral process to see if the dynamics of women's leadership within the schools persist. On the other hand, this phase also coincided with the start of a new education reform in Morocco due to the installation of a new government, which did not facilitate the mobilization of these actors.

Finally, the evolving pandemic situation was an important risk factor for this study because of the current state of emergency in the country, which could have justified school closures or access restrictions, especially for foreigners. Nevertheless, the health situation did not interfere with this study.

Finally, it is important to note that the evaluation team used the OECD's Development Assistance Committee (DAC) criteria for evaluating development assistance and adheres to the United Nations Evaluation Group (UNEG) norms and standards for evaluation:

### **Independence**

The team of evaluators integrates rigorous technical and ethical standards, ensures total independence from stakeholders, and therefore a professional judgment devoid of any special interest.

### **Voluntary nature**

All participants will provide written informed consent prior to any data collection.

### **Participation**

The concept of participatory methodology implies that individuals, including managers and staff of the organizations or programs involved in the evaluation, are actively involved in the entire process. This participation ensures that the analysis will address relevant issues and contribute to a sense of ownership of the results.

### **Privacy**

Consultants must always ensure the protection and proper handling of data and information received, as well as respect for anonymity. Particular attention will be paid to respect for dignity and diversity, confidentiality and prevention of harm, in the management of the data and information collected. During the data collection phase, Respondents will be informed that all

The data will remain confidential and will be used exclusively for the study. This is also stated in the introductory text of the interview guides or data collection instruments to be used and in the informed consent (if applicable).

The evaluation team was also committed to respecting CARE's international network's ethical considerations of privacy and image rights during the semi-structured interviews and focus groups conducted for this study.



## IV. Results of the evaluation

### 1. School governance

#### 1.1 The principal, a multi-faceted function better understood by the principals themselves :

All of the principals interviewed believe that since the LEAD project, they are better equipped to manage their school thanks, on the one hand, to the training provided during the implementation of the project and, on the other hand, to the design of the BAM in the school. They all feel that they have moved from a purely bureaucratic function, where their supervisory administration imposes circulars on them, to a more managerial function in their position.

The BAM provided school principals with a comprehensive participatory diagnosis of the school on which to base the management of their schools: general data on the school (number of students, teachers, classrooms, number of overcrowded classrooms), school services and activities (preschool, canteen, transportation, accommodation and sports facilities, extracurricular activities), school performance, stakeholder satisfaction and their demands

*"I have more information now about my school. When people ask me, I can answer concretely with information contained in a document that is a kind of proof of what I say."*

(School Director-Sidi Bernoussi).

School principals have acquired managerial and leadership skills, particularly in administrative and financial management, but also in leadership techniques, which now make them central players in the overall governance of their schools. Indeed, several actors mentioned the fact that they now organize monthly multiparty meetings to discuss the life of the school and its priorities. The school principals interviewed expressed the feeling that they are now in charge of an educational project for their school, which has been defined collectively with all the other stakeholders.

*"By supporting me in my work, Project LEAD has made me feel better about my position as head of school compared to teachers or parents."*

(School Director-Al Haouz).

The implementation of BAM in their school during the project allowed them to overcome the difficulties that existed in setting up school projects (EP) and school management committees (SMC) and thus strengthen their central role in defining and implementing the school's educational project. Indeed, since the process of decentralization and deconcentration of the Moroccan education system, school principals have been asked to use and implement new tools to make them more autonomous in managing and sharing decision-making. However, very often, school principals were not prepared for these new missions imposed by their hierarchy.

*"Before, we didn't really know how to set up management committees and school projects. The support of BAM allowed us to understand what was expected of us."*

(School Director-Sidi Bernoussi)

The representatives of the two DPMENs involved in the project also value the strengthening of the skills of the school principals who participated in the LEAD project and who have become privileged interlocutors for them. By adhering to and appropriating the social accountability approach, the school principals who participated in the project better understood the new role assigned to them by the decentralization process than those who had not participated. Some have become leaders of the principals' associations that exist at the provincial level.

*"We feel that our relationship with the school principals has improved a lot. We understand each other better. We dialogue better. We know more about their problems and they also know better what ours are. So it's easier."*

(DPMEN Sidi-Bernoussi)

## 1.2 Teachers, a category of actor with multiple challenges but strengthened as a result of the LEAD project:

The LEAD project was not specifically geared towards strengthening their participation in school governance. Nevertheless, all the teachers interviewed felt that their participation had been improved by the project, particularly during the design phase of the BAM, which enabled them to clarify their obstacles and needs. They were involved in the development of the school's diagnosis. The teachers we met emphasized the fact that they are now closer to the decision-making process and more recognized by all the other actors.

*"I feel stronger to dialogue and exchange with the principal on the information contained in the BAM because I participated in its development and implementation.*

(Teacher-Sidi Bernoussi).

This consolidation of their place in the school's governance has resulted in monthly meetings with school principals and parent representatives. The organization of these formal meetings allows for the resolution of problems that arise in the school. These problems are of various kinds: discipline problems of certain pupils, pupils with special needs or deterioration of the classes. The search for collective decision-making has logically improved relations between these three actors, who are fundamental to the success of the school's educational project. Collective decision-making is indeed essential for

improve the functioning of schools in a sustainable way. This is undoubtedly an important aspect for the sustainability of social accountability in schools, as these consultation mechanisms were previously non-existent or inactive.

*"It's easier to talk with the teachers than before. At meetings, we can talk freely. There is a better climate. We are all together to try to find a solution because there are always so many problems.*

(Parent of student-Sidi Bernoussi).

However, the teachers we met emphasized that the change in personnel - The fact that the contractualization<sup>13</sup> of teachers has been significant since 2018 is an obstacle to the sustainability of the project's achievements. It does not seem easy in the

This tends to be explained in part by the lack of time for teachers and principals to train newcomers to the teaching team in the accountability and participatory governance approach. This tends to be explained in part by the lack of time for teachers and principals to train newcomers to the teaching team in the accountability and participatory governance approach. There are unfavorable environmental factors that threaten the sustainability of the LEAD project's achievements in the schools, mainly the constraint of available time. Teachers, as well as school principals, feel that they are already overburdened in their schedule to carry out activities other than teaching their students.

On the other hand, this is reinforced by the fact that institutional actors (such as the MEN) have only taken ownership of the project on the surface as indicated in the final evaluation. Thus, they have not communicated or established guidelines to facilitate the sustainability and replication of this process.



*We already have to deal with overcrowded classes with no resources. I have to buy the chalk for the board. In addition, I have to support some students during school hours. So if I have to train other teachers or if I have to organize an activity myself*

*class*

*trip..."*

(Teacher-Sidi Bernoussi).

<sup>13</sup> In 2016, the Moroccan government changed the recruitment process within the national education system. To be recruited, people no longer go through the Ministry of National Education, but through competitions organized by the AREFs.

### 1.3 Parents' associations are dynamic actors and stakeholders in the schools:

All of the people we met were unanimous in highlighting the APTEs as the actors who have benefited most from the LEAD project in a sustainable way. Prior to the implementation of the LEAD project, APTEs suffered from numerous shortcomings that made them a relatively weak player in the school ecosystem. The vast majority of WAPAs in participating schools were "empty shells" that had little or no involvement in school life. They rarely took part in management decisions and discussion spaces. The members of the APTEs did not have sufficient skills to influence the management of the school due to their lack of understanding of the functioning of the education system and the roles of each actor.

*"We can see that the APTEs in the schools participating in Project LEAD are much more dynamic than before. Some members come directly to see us at the DPMEN headquarters. This is undeniably one of the strong points of the LEAD project for us.*

(AREF Representative).

As a result of the training provided by the LEAD project, the skills of the members of the PTAs have been strengthened and a number of dormant PTAs have been revitalized. Parents and members of the PTAs have attended



*Before, no one consulted us, no one asked our opinion... With the LEAD project, we are invited to the school meetings. We discuss the problems. They explain to us, especially the school principal, why he does what he does or why he made a certain decision*



(Parent of student-Al Haouz)

training on the use of the BAM tool, administrative and financial management, project set-up and development and gender mainstreaming.

*"The trainings we received at the very beginning of the project allowed me to better understand the functioning of the school. I am still the president of the APTE and it is easier for me to help the school director and to propose projects.*

(President APTE-Al Haouz).

This revitalization of the APTEs is now materialized by their participation in formal meetings with school principals and teachers to resolve the problems that arise in the daily management of the school. It is indeed observable in all the schools we visited during the field phase. Nevertheless, it was not possible to verify the increase in female leadership in the targeted schools because we did not meet any female members of the parents' association.

## 2. Environment and relationships between actors within schools

All of the LEAD project stakeholders we met during the field phase of this evaluation were unanimous in noting that one of the main achievements of the project is the improvement in relations between them, particularly in terms of the communication they can now have.

The participation of the four basic school actors, namely the principal, teachers, parents and students, in the BAM implementation methodology has enabled these actors to dialogue and thereby strengthen communication among themselves, particularly during the initial diagnosis phase. The BAM aims to generate a participatory process of diagnosis on several levels in each school in order to engage principals, teachers and members of the APTE in joint reflection and initiatives. In a way, BAM helps to overcome the structural lack of trust and dialogue that has historically existed between the national education system and part of Moroccan society.

*"I'll give you an example to show you that there is a better dialogue with parents. Not long ago, a student was seriously ill and could not come to class. The parent called me. I called the president of the APTE who spoke to the mayor. We managed to find a solution together. The teachers took turns going to his house to support him.*

(School Director-Al Haouz).

This improved communication has resulted in a better understanding of the role of each stakeholder within the school and, in turn, improved relationships between parents and teachers. For example, the following quote demonstrates that the sustainability of the LEAD project lies not only in having created sustainable communication channels but also in the fact that this communication allows for innovative methods to be put in place

to meet the needs detected.

*"Before, when we had a problem, we went to the principal when we couldn't understand our teacher . Now, I know more about their work and about discipline problems. I also know that when I have a problem, I can call the president of the APTE.*

(Parent of student-Sidi Bernoussi).

The implementation of the BAM in the school was also intended to allow for the establishment of an action plan to develop initiatives and projects that improve the environment of the participating schools. While many such initiatives and projects were identified during the implementation of the project, it is clear that since the end of the LEAD project, no new initiatives have been launched in the schools we met. This is mainly due to the fact that it is necessary to raise funds to set up new projects, which has not been the case in the post-project period.

”

*We had managed to set up several projects when we I remember that the BAM was prepared at the time to equip the school's library. But since then, we haven't been able to make any more. No time and the covid has passed by*

”

(School Director-Al Haouz)

### 3. School performance

All the stakeholders met during the fieldwork phase emphasize that the improved school climate has undoubtedly had a positive impact on the students' learning conditions, and in turn has fostered their progress and results. Several provincial awards of excellence were obtained by students from the participating schools, notably in reading and mathematics.

*"I'm more involved in monitoring my son. Even though it's hard sometimes. I also go to PTA meetings when I can. I think that parents are much more involved in learning and in the life of the school than before. That's why we have better results than other schools. We have been more aware."*

(Parent of student-Al Haouz).

The DPMEN representatives we met with confirmed this trend of improved student academic achievement, and thus overall performance, in the schools participating in Project LEAD. However, there is a lack of statistical evidence to support this hypothesis.<sup>14</sup>

The teachers interviewed were also keen to point out that since the COVID-19 crisis and the generalized lockdown in 2020, the academic level of the students had dropped and the number of students in difficulty had increased significantly.



*"We can clearly see that there are better academic results in the schools that have participated in Project LEAD. We can say that we at the DPMEN level can really see the difference. I think that it comes from the improvement of the climate in the schools that have participated. There is a better atmosphere and this is reflected in the school's performance"*

(DPMEN Sidi-Bernoussi)

### 4. Student participation

Students in the participating schools have increased their participation in the extracurricular activities that have been implemented as a result of the BAM. The definition and implementation of the action plan resulting from the BAM allowed for the development of initiatives and projects that undeniably improved the environment of these schools, whether it be those aimed at strengthening extracurricular activities or school clubs, or those related to equipment and infrastructure (libraries, multimedia rooms) and thus allowed for improved student participation.

The LEAD project has also enabled students to be better integrated and associated with the management of the school, notably through the processes of election and representation of students, and through the creation of student committees in some schools, all of which have been renewed and continue to exist in the schools we visited during the field phase.

*"I found that during Project LEAD, the students who participated in BAM had more confidence."*

(Teacher-Sidi Bernoussi).

The impact of the LEAD project on student participation can also be seen in the strengthening of the rights of students, who through their collaboration in the BAM diagnostic phase, have become active actors capable of exercising their rights. In fact, by seeking to strengthen their mobilization and involvement in the BAM implementation process, students, like their parents, move from being passive subjects of rights subject to obligations to active subjects of rights with the capacity to exercise them.

<sup>14</sup> At the time of writing this report, only the DPMEN of Al Haouz had provided us with data that could not be incorporated into this study because of their lack of relevance.



## 5. Governance of the education system

The representatives of the two DPMENs we met, as well as the representative of the AREF in Casablanca-Settat, all believe that the LEAD project has improved relations with the schools participating in the project and thus improved collaboration between the different actors. For example, the principals we met with are more likely than before to go to the DPMEN to discuss the problems they encounter on a daily basis.

The LEAD project provided for a mechanism for reporting information from the school BAs to the DPMENs. Although the project is still of interest and was confirmed to us by our interlocutors, the mechanism does not seem to be really working because, in our opinion, it lacks strong ownership on the part of the Ministry of National Education. The impetus that the central level could give to this level is essential because if the feedback mechanisms are set up directly by the Ministry, they will be more easily used by the lower levels.

The representatives of the educational institution that we met during the field mission in the two geographical areas concerned are in fact saying the same thing. While they have understood and adhered to the social accountability mechanisms during the implementation of the LEAD project in their respective territories, as long as the impetus does not come from the Ministry of Education, it will be difficult to move towards greater social accountability in education. The Ministry of Education is still a very centralized and hierarchical institution.



*The BAM is a very good document that has helped the participating schools to realize their projects. Before, they were not able to develop it because there was no consultation between the stakeholders, who were also not always trained to assume their role. I can therefore clearly say that there has been an improvement in the relationship between the school principals and teachers with the DPMEN*

(DPEMN-Sidi Bernoussi)

## 6. Type

During the implementation of the LEAD project, particular attention was paid to the integration of women into the APTEs, some of whom were appointed to chair these structures. Two and a half years after the end of the project, about ten of these women have maintained their presence in the APTEs, joined by others. On this point, we can differentiate between the two intervention zones. It was easier for women to maintain their presence in the APTEs in the Casablanca district of Sidi Bernoussi than in the province of Al Haouz. The difficulties of mobility in rural areas partly explain this differentiation.

*"Yes, I can say that there are more women today in the APTEs that participated in the LEAD project than in those that did not.*

(DPMEN Sidi Bernoussi).

The skills of these women members of APTE were also strengthened through specific capacity building actions on female leadership and positive masculinity.

*"I think it's because of the training that CARE gave to the women during the project. Some of them have gained confidence in themselves. We can see this when we receive the APTEs in our offices. They have become important interlocutors for us. They understand what we tell them...I mean they now know how the education system works.*

(DPMEN Sidi Bernoussi).

Mothers are also much more involved in their children's education and in the management of the school, according to the school principals we met, because culturally they are the ones who take care of the children of elementary school age. This trend has increased since the end of the LEAD project in the participating schools. According to our interlocutors, more mothers are present in the formal meetings organized each month to discuss school problems. They give their opinions on discipline problems encountered by certain students, for example.

*"They attend meetings, especially when one of their children is involved. And they also speak up more often.*

(School Director-Al Haouz).

## 7. Unexpected effects

The BAM implemented in the participating schools served as a model for the school principals to develop the school project and its validation by the DPMEN. In the schools that implemented the BAM, the DPMENs report that the school projects were much better structured than those that did not use the BAM.

*"The school principals have a much better understanding of what is expected of them in the school projects. The preliminary diagnosis carried out on the school within the framework of the BAM and the action plan that resulted from it have contributed greatly to this understanding.*

(DPMEN-Al Haouz).

According to some of the principals we met, the BAM model was then disseminated by the DPMEN to other schools not participating in Project LEAD. It can thus be concluded that the BAM was useful to the DPMENs concerned in making schools understand

It is therefore legitimate to hope that at some point the department will be able to train other schools in the use of the BAM in the development of school plans. It is therefore legitimate to hope that at some point the department will be able to train other schools in the use of the BAM in the design of school projects. This is especially relevant since, as mentioned earlier, the teachers, although not specifically trained, indicate that they are involved in the decisions.

## 8. External facilitators and barriers to sustainability

### • Positive factors

First of all, it is important to mention that the LEAD project is in line with education-related policy plans in the sense that it improves governance within schools. This resonates with the unanimous support of all stakeholders in the school ecosystem in the two project intervention zones for the positive impact of the LEAD project and the need to renew it. All the interviewees asked CARE to renew the project on the same intervention model with technical assistance to implement the action plans resulting from the BAM.

However, this observation must be qualified according to the project's intervention zone at the territorial level of the Ministry of Education. The DPMEN of Sidi Bernoussi had sent a large delegation to the focus group conducted at the AREF of Casablanca-Settat (3 members), whereas only one representative of the DPMEN of Al Haouz agreed to meet with us and no representative of the AREF of Marrakech-Safi responded favorably to our request for an interview.

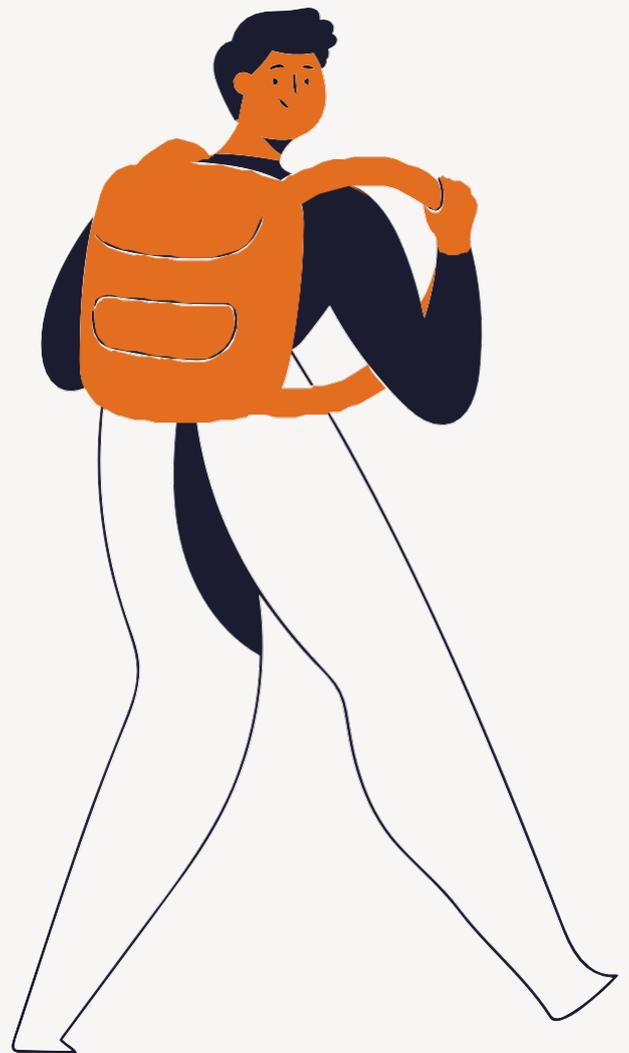
### • external factors affecting sustainability

The external factors affecting the LEAD project and its potential replication are as follows:

The crisis linked to the COVID-19 pandemic: it has led to a lot of uncertainty and forced stakeholders to prioritize issues (in this sense, improving governance is not really a priority when it comes to the most urgent issues, such as student participation and attendance). In addition, the pandemic has encouraged children to drop out of school, which makes it impossible to determine the impact of the project on school performance.

On the other hand, the high turnover of teachers does not allow for the sustainability of the project's achievements in the schools, as this implies training new teachers in the LEAD project's methodologies at each change of teacher.

Moreover, the numerous and recurrent ministerial changes lead to political and strategic modifications which are not conducive to the continuity and sustainability of previous actions.



## **V. Conclusions and recommendations**

In conclusion, the aim here is to summarize the main results of this study in order to draw lessons learned and recommendations. It is also important to note that the study did not find any significant difference between the intervention areas (urban and rural), which can be explained by the fact that the degree of sustainability is the same among all the schools studied. However, in future initiatives, it will be relevant to keep this comparison criterion to check the uniformity of the appropriation of such an approach or to highlight new learning elements.

## 1. Main results

### *Principals, teachers and APTEs, actors always present in the decision-making spaces of the school:*

First of all, from the results of the study, it would seem that **all the actors within the school (principals, teachers and parents) not only have a better understanding of social accountability but also have acquired practices that are related.**

For example, all of the school principals interviewed believe that since the LEAD project, they have more skills to manage their school thanks, on the one hand, to the training provided during the implementation of the project and, on the other hand, to the design of the BAM in the school.

Moreover, one of the unexpected effects is perceptible at the level of the educational teams and particularly the teachers. Indeed, although the latter did not receive any specific support during the project, it appears that after the LEAD project, the teachers feel more involved in the school. The teachers we met emphasized the fact that they are now closer to the decision-making process and more recognized by all the other actors. For example, this allowed them to respond to an educational emergency by going to a student's home to provide the necessary lessons and thus limit the risk of dropping out of school due to his illness. This was only possible thanks to the discussion spaces established during the project.

All the people we met were unanimous in highlighting the

APTEs as the actors that have benefited most from the LEAD project. Prior to the implementation of LEAD, APTEs suffered from many shortcomings that made them a relatively weak player in the school ecosystem. Now, they are involved in school management spaces and travel to provincial institutions. Nevertheless, it should be mentioned that female leadership could not be confirmed at this stage since the elections of the parents' associations are underway and no female parents were interviewed.

The participation of the four fundamental actors of the school, i.e., the principal, teachers, parents and students, in the BAM implementation methodology allowed these actors to dialogue and thereby strengthen communication among themselves, especially during the initial diagnostic phase. This is preserved insofar as **regular discussion spaces persist within the schools consulted.** In addition, the representatives of the two DPMENs we met, as well as the representative of the AREF of Casablanca-Settat, all believe that the LEAD project has improved relations with the schools participating in the project and thus improved collaboration between the various actors.

### *Improved academic performance and consistent student participation in school life:*

The improved school climate has undoubtedly had a positive impact on the learning conditions of the students, which in turn has helped them to progress and achieve. Several awards for excellence have been obtained by students from the participating schools. However, this can be qualified with the pandemic, which has affected the level of students.

Students in the participating schools have generally increased their participation in the extracurricular activities that have been implemented as a result of the BAM. The definition and implementation of the action plan resulting from the BAM allowed for the development of initiatives and projects that undeniably improved the environment of these schools, whether it be those aimed at strengthening extracurricular activities or school clubs, or those related to equipment and infrastructure (libraries, multimedia rooms) and thus allowed for improved student participation.

*Mothers of students, people who have maintained their presence in the APTE*

During the implementation of the LEAD project, particular attention was paid to the integration of women into the APTEs, some of whom were appointed to chair these structures. Two and a half years after the end of the project, some of these women have maintained their presence in the APTEs, joined by others.

*Unintended effects, providers and barriers to sustainability:*

The BAM implemented in the participating schools served as a model for the school principals to develop the school project and its validation by the DPMEN. In the schools that implemented the BAM, the DPMENs report that **the school projects were**

much better structured than those who did not rely on the BAM.

However, in the schools visited, the BAMs that were designed for a three-year period (2018-2021) at the time of project implementation have not yet been renewed. According to our interlocutors, the crisis related to the COVID-19 pandemic, the high turnover of teachers and the numerous ministerial changes are responsible for this inertia. In addition, although, as we have indicated, the spirit of social accountability and governance seems to persist within the schools, the various actors have indicated that in order for this to give rise to concrete long-term initiatives, it would be important to integrate technical assistance to mobilize external actors and funding.

In addition, the sustainability of the LEAD project also raises the question of how the Ministry will eventually take over the replication of the method in other schools or regions, by mobilizing its own human resources. While the desire to continue the project and to generalize it to other schools in their respective geographical areas is evident within the AREFs and DPMENs concerned, no information was collected during this study from the Ministry to confirm its interest and develop the approach. Therefore, it is nevertheless worth mentioning here several factors that may demonstrate the relevance of the LEAD project to the context:

**1. \_\_\_\_\_**  
 Its integration into the 2015-2030 strategy: if the project converges with several of the strategy's levers<sup>15</sup>, the methodology will have to be integrated into the Ministry's action plan at the national level.

**3. \_\_\_\_\_**  
 A presentation of a new LEAD project to the Ministry with the support of the European Union and/or the World Bank, which have support programs in education.

**2. \_\_\_\_\_**  
 The testimonies of the two AREF and DPMEN concerned to the ministry at the national level supporting the resumption of the project with letters of support from them.

<sup>15</sup> Lever 7 of Chapter 1 Establish a high-performing and attractive school: The implementation of the BAM in schools seeks to improve the quality and environment of the school and thus to act on the performance and attractiveness of the school.

Lever 18 in Chapter 3 Building a democratic and egalitarian society and lever 22 in Chapter 4 Sustainable societal mobilization: Involving parents in the life and management of a school allows them to appropriate the values of citizenship in a direct and concrete way.

Lever 15 For effective governance of the education and training system: The LEAD project is part of this dynamic by seeking to improve the governance of elementary school through the introduction of participatory mechanisms.

Lever 23 Strong leadership and efficient managerial capacities for the different levels of the school: The implementation of BAM in schools strengthens the managerial leadership of the school principal who becomes responsible for an educational project that he or she defines jointly with all stakeholders

## 2. Limits

The qualitative methodological approach chosen to conduct this study was limited to six participating schools for reasons of resources and organization of the field mission, i.e., 12% of the total number of schools that benefited from the LEAD project. The choice of the six study schools according to the degree of adherence to the project during its implementation (low, intermediate, high) nevertheless allowed for a differentiated view of the results obtained. It would also have been interesting to compare the results obtained in the schools participating in the LEAD project with those that did not participate in the project. For the same reasons explained above, this could not be done, but this was partly compensated for by direct interviews with representatives of the DPMENs, whose testimonies made it possible to obtain elements of comparison.

Finally, interviews with ministry representatives at the central level would have allowed us to gather their opinions, testimonies and suggestions on the implementation of the LEAD project, the impact generated and its integration within the tools and mechanisms of the National Education.

## 3. Lessons Learned

Based on the results of the study, this section highlights the main lessons learned from this post-project impact study:

### 1. The participatory approach ensures spaces for multi-stakeholder discussions in continuity:

In the schools visited, it was noted that some of the achievements of the LEAD project still persist, mainly those related to the improvement of the general climate and communication between all stakeholders within the school. All the interviewees insist on this point. Thanks to Project LEAD, they have learned to dialogue and respect each other.

### 2. APTEs are now active players who want to increase their power to effect change in schools:

The APTEs in the schools visited have undoubtedly seen their role strengthened and have become major players in the educational ecosystem. Training activities on project design and development should now enable them to take a step forward and be able to make project proposals to school principals. Even if women are more present in the offices of the APTEs according to the interviews conducted, it also seems appropriate to reflect on actions that further strengthen their role.

### 3. The in-depth work with institutional actors guarantees the sustainability and generalization of the approach:

It is important to recall here that this project was an innovative project in Morocco aimed at experimenting with a social accountability mechanism within Moroccan schools. The project therefore focused on

It is important that the project be implemented in collaboration with actors in the schools in order to bring out an approach adapted to the Moroccan context. Nevertheless, in order to generalize it and ensure its sustainability, it seems important to establish a deep collaboration with the institutional actors of national education such as the Ministry, bearer of the 2030 scale education strategy.

## 4. Recommendations

To multiply and increase the impact of this social accountability initiative, it is important to consider the following recommendations:

**1. Strengthen the support of the various school stakeholders in their ability to mobilize both external actors, such as municipalities or the voluntary sector, and funding outside the national education budget (such as the private sector) to develop new projects and activities:**

The participating schools must now move from the conception of the BAM, which is perceived by the principals interviewed as a theoretical base and a reference framework, to the implementation of concrete actions on the ground as defined in the action plan resulting from the BAM diagnosis.

To achieve this, it seems essential to support the various stakeholders in the school in their ability to mobilize both external actors, such as the municipalities or the voluntary sector, and funding outside the national education budget (such as the private sector). It seems essential that, in order to set up and develop initiatives and projects, the school's stakeholders be able to obtain the support of both the municipality and the economic fabric of the region in which they operate.

The implementation of skill-building activities for the various components of the participating schools, particularly for the members of the APTEs and teachers, would enable them to take a step forward and become more active players in the school. This strengthening of

The skills of APTE members could concern, as previously mentioned, the setting up of projects and the mobilization of external funding to enable them to support school directors in this process. In this respect, twinning with parents' associations in other countries would allow for exchanges on the role of these structures in the development of extracurricular activities.

The teachers we met also strongly request support to introduce new and innovative pedagogies in their teaching. This need for innovation in learning seems unavoidable in order to respond to the challenge of the decline in the academic level of students since the COVID-19 crisis.

**2. The use of information technology in elementary school would meet this need for new and innovative pedagogies for teachers:**

Indeed, it was perceived during this study that obtaining funding to improve the infrastructure and equipment of these schools (internet connection, computer equipment, etc.) would be relevant. This is due in particular to the health crisis, which has exacerbated the need to adapt teaching methods. This is why, when setting up this type of social accountability mechanism, new technologies will have to be taken into account not only within the school projects but also within the mechanism itself (creation of discussion spaces such as groups on specific applications).

**3. Improve understanding of social accountability mechanisms by national, regional and local education officials to facilitate the sustainability of established mechanisms:**

One of the strong impacts of this initiative within the educational institution is the improvement of the understanding and appropriation of social accountability by its various levels and the issues it raises for the overall governance of the education system in general and local school governance in particular. Indeed, it is important to remember that governance is one of the most important sectors of reform for the Moroccan authorities. Following a series of school reforms over two decades, the education council has developed the 2015-2030 strategy in which good governance and parent participation have become much more important. This resonates with UNESCO's Education for All Monitoring Report (2009), which states: "In education, good governance is not an abstract concept. It is about ensuring that children have access to adequately funded schools that are able to respond to local needs and employ trained and motivated teachers. Governance is about the distribution of decision-making power at all levels of the education system, from the ministry to the school to the community.

This is why it is important to continue the efforts made to develop multi-stakeholder consultation spaces, which allow each of the actors to experiment with the exercise of social accountability and governance within the schools.

**4. To be part of the government's recommendations to facilitate the appropriation of this type of initiative at the national level and to undertake advocacy actions with strategic actors:**

In order to increase the impact and sustainability of the project, it is important that it be integrated into the New Development Model on the one hand, and into other Ministry of Education tools, such as the Integrated School Project (PEI)<sup>16</sup> on the other. In this context, it is important to remember that this project is already in line with the different levers of the 2015-2030 strategy to improve the quality of education:

- *Lever 7 of Chapter 1 Establish a high-performing and attractive school: The implementation of the BAM in schools seeks to improve the quality and environment of the school and thus to act on the performance and attractiveness of the school.*

- *Lever 15 For effective governance of the education and training system: The LEAD project is part of this dynamic by seeking to improve the governance of elementary school through the introduction of participatory mechanisms.*

- *Lever 18 of Chapter 3 Building a democratic and egalitarian society and lever 22 of Chapter 4 Sustainable societal mobilization: Involving parents in the life and management of a school allows them to appropriate the values of citizenship in a direct and concrete way.*

- *Lever 23 Strong leadership and*

*Efficient managerial capacities for the different levels of the school: The implementation of the BAM in schools strengthens the managerial leadership of the school principal who becomes responsible for an educational project that he or she defines jointly with all stakeholders.*

**5. Collaborate with the Ministry of National Education, Vocational Training, Higher Education and Scientific Research to integrate the concepts of social accountability and inclusive governance into the initial training of educational teams (inspectors, DPMEN, AREF, directors):**

Finally, to facilitate the appropriation of this approach, it is important to collaborate with institutional actors to integrate these concepts into the requirements of educational personnel from the initial training onwards so that these approaches are recognized by all as the foundations of a quality education.



<sup>16</sup> The Integrated School Project (ISP) is a collective project aimed at improving the quality, equity of access and relevance of secondary education programs. It is part of the "Attahadi High School" model, which aims to improve the efficiency and performance of 90 pilot schools by leveraging the "Integrated School Project" (ISP) to improve student learning and academic performance. It is part of the "Secondary Education" component of the Millennium Challenge Corporation (MCC) Compact II signed between the Moroccan and US governments in 2015.

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