FINAL EVALUATION OF THE LEAD PROJECT "INTEGRATION OF SOCIAL ACCOUNTABILITY IN EDUCATION FOR DEVELOPMENT

REPORT

CARE International
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READING NOTE
In the interest of readability, the use of the masculine grammatical form for the designation of persons or functions should be understood as referring to any person, regardless of gender.

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ACRONYMS AND ABBREVIATIONS

APTE: Association of Parents and Tutors of Pupils
AREF: Regional Academy of Education and Training
BAM: Bayan Attaakoud Al Madrassi (Bulletin de Contractualisation Scolaire)
WB: World Bank
CIM: CARE International Morocco
CNEF: Charte Nationale de l'Education et de la Formation
(National Charter of Education and Training) COGES:
Conseils de Gestion des Etablissements Scolaires (School
Management Councils) COSEF: Commission Spéciale
d'Education et de Formation (Special Commission for
Education and Training)
CSEFRS : Conseil Supérieur de l'Education, de la Formation et de la Recherche Scientifique
DPMEN: Direction Provinciale du Ministère de l'Education Nationale
FNAPEM: Fédération Nationale des Associations des Parents d'élèves au Maroc
GPSA: Global Partnership for Social Accountability
ICR: Implementation Completion and Results Report
LEAD: Integrating Social Accountability into Development Education
MENFPESRS: Ministry o f National Education, Professional Training, Higher Education and Scientific Research
NEF: Near East Foundation
OECD: Organisation for Economic Co-operation and Development NGO:
Non-Governmental Organisation
CSOs: Civil Society Organisations
ALMP: Participatory Monitoring and Evaluation Tool
PIRLS: Programme for International Research in School Reading
PNEA: Programme National d'Evaluation des Acquis des élèves du tronc commun
UNDP: United Nations Development Programme
SR: Social Accountability
TIMSS: Trends in Mathematics and Science Study
TTL: World Bank Team Leaders

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1 EVALUATION METHODOLOGY

This report concludes the final evaluation process of the project "Integrating Social Accountability into Development Education" (LEAD), carried out in the framework of a partnership signed between CARE International Morocco (CIM) and the World Bank's Global Partnership for Social Accountability (GPSA). It is implemented in Morocco by CARE International Morocco and the Near East Foundation (NEF) for a period of four years from 30 September 2014 to 30 September 2018 for a global budget of 720,000 USD.

1.1 THE EVALUATION PROCESS

The evaluation took place from 12 November 2018 to 25 January 2019. After the project documents were sent to the evaluation team, a methodological note and an evaluation matrix were developed by the evaluation team. Both were finally validated on 12.12.2018 after review by the evaluation sponsors.

The evaluation team conducted a total of 17 semi-structured interviews between 16 November and 25 December 2018.1 In addition to the project operators, it met with representatives of the MENFPESRS in Rabat (Directorate of School Life; Directorate of Strategy, Statistics and Planning; Directorate of International Cooperation), representatives of the two AREFs concerned by the project (Marrakech-Safi and Casablanca-Settat) and DPMEN (Al Haouz and Sidi Bernoussi). The evaluation team also met with representatives of the World Bank in Morocco and the GPSA's Capacity Building Advisor.

Due to the short time available to carry out this final evaluation, it was decided in agreement with the evaluation sponsors to organise focus groups with the project beneficiaries in 6 schools (3 in the Province of Al Haouz and 3 in the Prefecture of Sidi Bernoussi). To ensure complementarity and cohesion between the two interim and final evaluations, it was also decided to keep the schools that had been selected during the interim evaluation (January 2018) by CIM and NEF according to an assessment of the degree of adherence to the project and the methodology used according to 3 levels: low, intermediate, high2. This selection allows us to identify the changes, positive or negative, that have occurred in these schools since the interim evaluation and to verify the hypotheses on the social impact generated by the project.

Focus Group School ASNI	Primary school, Al Haouz province	Head teacher, 1 teacher, 1 representative of the parents' association of students

[1] See Annex 5.

[2] With the exception of one school in Sidi Bernoussi, which was replaced by another with the same degree of commitment to the project, due to the resignation of its director. On the other hand, the DPMEN of Sidi Bernoussi wanted the stakeholders of the three schools to be brought together in a single focus group.

Focus Group Ben Habouss School	Primary school, Al Haouz province	Head teacher, 1 teacher, 1 representative of the parents' association student, 2 students

Focus Group Tafza School	Primary school, Al Haouz province	Representative of the school director, 2 teachers, President and Vice-President of the Parents' Association, 2 parents, 2 students

Focus Group Sidi Bernoussi schools	Azahraoui School	Head t e a c h e r and 1 teacher Head
	Oued el Maghazin School	teacher and 1 teacher
	Yakoun Mansour School	Head teacher, 1 teacher and 1 representative of the parents' association

The analysis of the information collected and the drafting of the report in its first version took place in parallel from 25 December 2018 to 22 January 2019. A restitution took place with the teams of the project operators on Friday 25 January 2019 at CIM's headquarters in Casablanca. The objective of this feedback was to discuss the results of the final evaluation and to enrich the report.

1.2 METHODOLOGICAL APPROACH

1.2.1 Conceptual framework and interaction with the interim evaluation

The terms of reference proposed a final evaluation focusing on results and sustainability, as the traditional criteria of relevance, efficiency and effectiveness were largely addressed in the interim evaluation of the project. However, we chose to follow up on the recommendations made during the interim evaluation in order to provide partners and donors with a comprehensive evaluation process.

The interim evaluation focused on the implementation stages of the intervention method due to the lack of means and time to carry it out. In order to complete the evaluation process of the project, we paid particular attention to the implementation of the project through the prism of the GPSA results framework, and more specifically to the appropriation by the project actors of its knowledge and learning tools and products.
On the other hand, we have tried to measure the degree of ownership of the values, tools and methods of the project by the educational actors at the institutional level

(MENFPESRS, AREF, DPMEN), and at the level of the beneficiary schools (school headmasters, teachers, parents and parents' associations, pupils). Finally, we questioned the project on its assumptions of continuity in the current national educational context, particularly with regard to the process of decentralisation and deconcentration.

1.2.2 Objectives

The main objective of this consultation is to carry out the final evaluation of the LEAD project, focusing on the assessment of its relevance, efficiency, effectiveness, impact and sustainability, with attention to context development and process adaptation.

The specific objectives of the final evaluation are

- To generate knowledge about the conditions under which the project has been carried out and can sustain its results. The aim here is to inform key project stakeholders about improvements in social accountability theories of change, strategies, programmes and projects.

- Show the results and social return on the investment made in the project. This should be done in a credible and transparent way. Social accountability is a multidimensional concept: bottom-up (donor and government), top-down (target communities and beneficiaries) and horizontal (among project partners).

- To analyse national strategies: in particular that of education and regionalisation with a view to identifying approaches, actions, and more particularly those enabling the ground to be prepared and accompanied with a view to this regionalisation.

1.3 DATA COLLECTION

1.3.1 Selection of stakeholders to meet

The selection of project stakeholders was based on a list sent by CIM according to the following logic: in each of the two project implementation zones, an individual interview will be carried out with a representative of the AREF and a representative of the DPMEN, as well as a focus group in each selected school bringing together the school director, a teacher, a representative of the parents' association, a parent and a pupil.

1.3.2 Use of quantitative data

The quantitative data that were used for this evaluation come from the semi-annual financial reports submitted by the project operators to the World Bank during its implementation: 31.12.2014 / 30.06.2015 / 31.12.2015 / 30.06.2016 / 31.12.2016 / 30.06.2017 / 31.12.2017 / 30.06.2018 / 30.09.2018.

1.3.3 Literature review

The literature review considered a total of 18 documents (see Annex 6), based on the following typology

- Key documents directly related to the implementation and management of the project, such as GPSA and World Bank monitoring documents as well as those developed by the project operators.
- Ancillary documents (workshop reports, summary notes) of the activities carried out during the project implementation period.

1.3.4 Semi-structured interviews

The semi-structured interview was the main tool used to collect data from the project implementing partners. This type of interview allows for flexibility in adapting and introducing new questions as the interview progresses.

Three interview guides for semi-structured interviews (see annexes 1 to 3) were developed taking into account the profile of the respondent (1. project operators; 2. BM and GPSA representatives; 3. MENFPESRS management and executives of the AREFs and DPMENs concerned), as the preparation and conduct of the interview for each of them required a specific treatment. A guide for conducting focus groups in the selected schools was also drawn up in order to take into account the specificities of the participants.

The three interview guides and the facilitation guide were written in French as the majority of the interviews were conducted in this language. The focus groups in the schools were conducted in dialectal Arabic by a national consultant.

1.3.5 Difficulties encountered

It is worth mentioning first that all the stakeholders in the LEAD project adhered to the principles and values of a final evaluation, which was reflected in their willingness to collaborate in the smooth running of the mission3 , and in a constant dialogue on its concrete achievements as well as on the deviations observed and their interpretations.

Nevertheless, two types of constraints can be identified which the evaluation team had to face:

- the short time frame (1 year) between the two evaluations (interim and final), which implies that the evaluation team had to make choices in the drafting of the final report to highlight elements that had not been addressed or had been poorly addressed in the interim evaluation.

[3] In particular, by facilitating access to WB representatives in Morocco and to MENFPESRS at the level of its central directorates.

- the participation of the evaluators in some of the project activities during the last year of implementation, which induces a certain subjectivity that we have taken into account as far as possible in the writing of this report.

2 PRESENTATION OF THE GENERAL CONTEXT OF THE PROJECT

2.1 GPSA AND THE THEORY OF CHANGE ON SOCIAL ACCOUNTABILITY

The GPSA provides grants to civil society organisations and networks of organisations working in countries that have joined the programme. The grants are intended to provide strategic and sustainable support to CSOs with the following objectives

Table 1: GPSA objectives

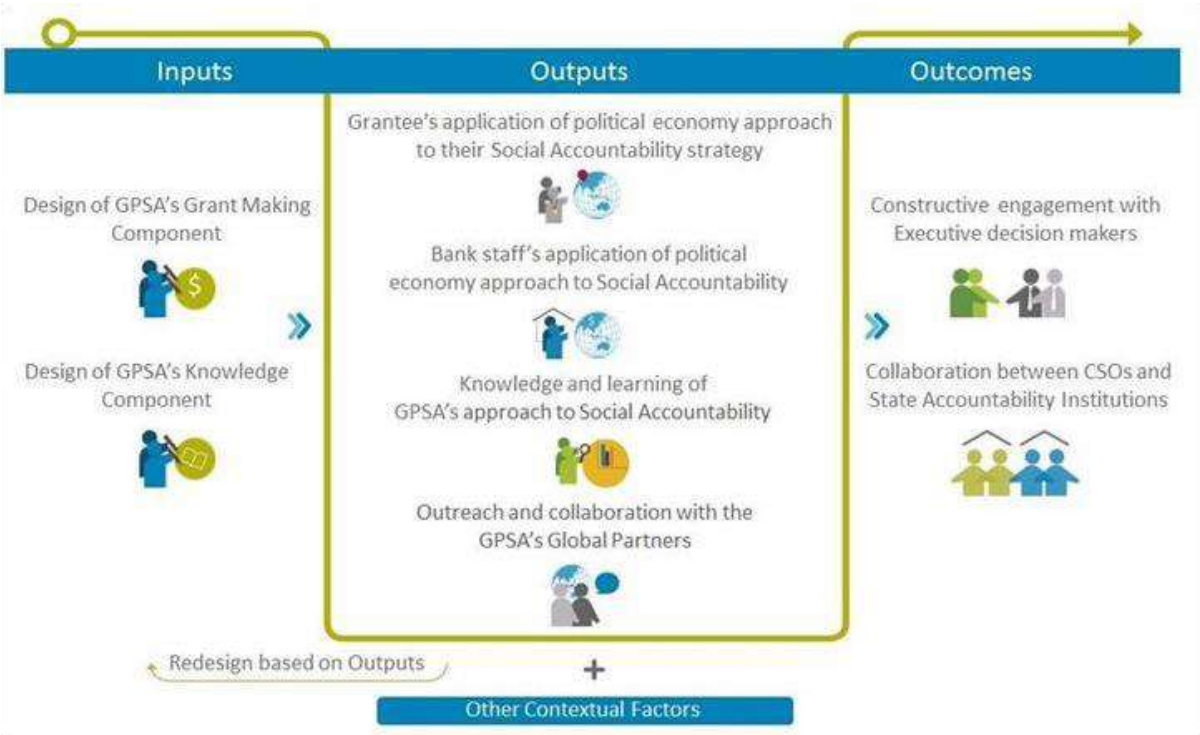
Grants for social accountability	Addressing critical governance and development issues through social accountability processes, which involve citizen feedback and participatory methodologies to help governments and public sector institutions address these issues. Particular emphasis is placed on issues that directly affect extremely poor and marginalised populations.
	Strengthen civil society capacity for social accountability, by investing in institutional strengthening of CSOs and mentoring small, fledgling civil society organisations by well-established and reputable civil society organisations in social accountability.
Knowledge platform	Provide a global space to facilitate the advancement of knowledge and learning on social accountability by (i) leveraging the knowledge and insights generated by GPSA-funded grants, and (ii) deepening and expanding networks of social accountability practitioners from CSOs, governments and donor agencies to foster constructive engagement in addressing governance and development issues.

Table 2: GPSA Results Framework

Result 1	Constructive engagement between civil society actors and the executive branch of government in countries to improve service delivery and meet citizens' needs.

Result 2	Collaboration between social accountability initiatives and state accountability institutions in the oversight of service delivery by the executive.
Output 1	Application of a comprehensive strategic political economy approach to social accountability by GPSA beneficiaries.
Output 2	Application of a comprehensive strategic political economy approach to social accountability by World Bank team leaders and the Bank's country management units.
Output 3	Knowledge and learning of t h e GPSA approach to social accountability.
Output 4	Awareness raising and collaboration with GPSA global partners.

Figure 1: GPSA Theory of Change



The theory of change outlined in the results framework above includes three main categories of assumptions: (i) assumptions about contextual factors in country contexts; (ii) assumptions about the capacity and functioning of beneficiary civil society organisations; and (iii) assumptions about the resources and operations of the GPSA and the WB.

Table 3: GPSA assumptions

	Existing space for civil society to operate.

Assumptions about country contextual factors	Pre-existing level of openness of government.
	Pre-existing state capacity / quality of public sector management.
	Pre-existing level of political accountability.
	Institutionalisation of horizontal state accountability institutions.
Assumptions about CSO capacity beneficiaries	Knowledge, experience and capacity of grantees in social accountability initiatives.
Assumptions on GPSA and WB processes	Sufficient capacity, resources and time of the GPSA to support beneficiaries, their TTLs and advisors.
	Cooperation and communication between the GPSA, advisors and TTLs.

The GPSA gives the monitoring and evaluation system an important place: "Evaluations and reviews of global partnership programmes have found that the lack of a monitoring and evaluation system is a recurring problem (...) Independent external evaluation is an accountability of governance".

The issues to be addressed for the external evaluation are: (1) ideas for improving the linkages and accountability relationships of the ASMG and team leaders; (2) strengthening the assumptions about the ASMG and WB communication and coordination processes described in the assumptions sections; and (3) improving the analysis produced by the ASMG knowledge component and the knowledge component's responses to improvements in the ASMG programme design itself.

Table 4: GPSA monitoring and evaluation system

Follow-up and monitoring of projects	Half-yearly activity r e p o r t s on financial activities and (technical reports) to the TTL, the GPSA Advisor and the GPSA Secretariat.
	Annual review and update of the results framework.
	Annual meeting of beneficiaries with the TTL before the annual report of the latter (in addition to the support missions that can be carried out by (e.g., the latter during the course of a mission).

	Reporting after implementation via the ICR model.
Monitoring the knowledge and learning component	
	Knowledge products executed by the Bank will be disseminated via the GPSA knowledge platform.
Follow-up and monitoring of the programme	Programmatic technical reports based on the completed six-monthly reports of each project.
	Annual TTL reports according t o progress and results template.
	Annual progress reports prepared by the GPSA Secretariat.
External evaluations	Intermediate and final external evaluation reports of the projects.
	External evaluation reports of the programme.

2.2 THE EDUCATIONAL CONTEXT IN MOROCCO

2.2.1 The education system

Morocco is a medium-development country. Its Human Development Index ranks 123 in the latest UNDP Global Report (2016), below many countries with similar per capita income.

Indeed, if we consider that Morocco has a GDP of USD 3,575 per capita, it is clear that the social structure of the country remains very unequal (GINI index 0.4) with a middle class that is barely emerging. Five million Moroccans still live below the poverty line.

This significant imbalance between Morocco's economic development and its human development index is one of the country's most striking characteristics. It is the result of a high unemployment rate, one of the causes of which is the characteristics and shortcomings of the education system.

In Morocco, the unemployment rate is over 11%, affecting 15.8% of young people. In the outlying districts of the big cities, the figures exceed 30%. The problem of unemployment is rooted in a lack of basic education and illiteracy, despite efforts to eradicate this situation.

Morocco has a very high illiteracy rate, affecting 43% of the population over 10 years, a figure that represents more than 9 million people. It is estimated that this situation affects 29.5
In the 15-24 age group, 19.2% of males and 39.5% of females were employed.

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

The total enrolment rate in the country is only 61%. Early school leaving (the percentage of enrolment reaches 86% in primary school and only 35% in high school) often leaves a large number of young people in the country without qualifications when they leave school.

Every year, about 400,000 children drop out of school. Only 13% of children enrolled in primary education reach the baccalaureate level. Early school leaving results in a large number of young adults entering the labour market without any professional qualifications.

The social duality of the country can be likened 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 labour market, as shown by the phenomenon of unemployed graduates (22% of graduates unemployed compared to 11% of graduates in the active population).

According to a report by the Cour des Comptes on the start of the 2016/20174 school year, 2 239 506 pupils, all cycles combined, continue their schooling in overcrowded classes. This figure represents 38% of the school population of 5 945 551 pupils. This overcrowding, taking into account the threshold used by the Ministry, concerns 49 696 classes at national level. The rate of overcrowding is 49% at the college level, 29% at the qualifying level and 16% at the primary level. These rates vary from one AREF to another5.

In addition to overcrowded classes, the education system has 81 581 light classes with less than 24 pupils 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 overcrowded classes and light classes, the 2016/2017 school year recorded a number of 27 227 multigrade classes, including 6 381 classes with three to six levels, i.e. almost 24% of the total number of multigrade classes. This type of class is a characteristic of the primary cycle in rural areas. Thus, in primary education from 1991 to 2013, enrolment rates increased from 52.4% to 98.2%. The increase in enrolment at other levels of education was also apparent. Furthermore, at the primary level, this increase has resulted in more equitable enrolment rates, with the gap between urban boys and rural girls narrowing to 3.5%.

International studies evaluating the quality of education are also a good indicator for measuring the deficiencies of the Moroccan education system and comparing it with other countries, particularly those of the Maghreb. Morocco does not yet participate in the international

[4] Referral from the First President of the Court of Audit 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: http://www.courdescomptes.ma/fr/Page-27/publications/refere/refere- du-premier-president-de-la-cour-des-comptes-sur-les-conditions-de-preparation-et-de-gestion-de-la-rentree- scolaire-2016-2017/5-190/.

[5] The Ministry considers a class size of more than 40 pupils as the threshold for overcrowding, while the Court considers that this is well above the average class size in OECD countries. This average is 21 pupils per class in the primary cycle and 23 per class in the secondary cycle.

PISA6 is a set of studies conducted by the OECD to measure performance in reading, mathematics and science skills for 15-year-olds. Morocco will participate for the first time in 2018.

Two other international assessments provide information on the performance of the Moroccan education system from a comparative perspective with other countries. The Programme for International Research in School Reading (PIRLS) assesses the reading performance of students in the fourth year 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 schoolchildren 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) of 2015 conducted in 57 countries which assesses the scientific skills of 4th and 8th graders, Morocco scores less well than most of the participating countries despite a clear improvement from its first participation in 2011. Although Algeria and Tunisia do not participate in these two studies (PIRLS and TIMSS) and thus make comparison difficult, the two Maghreb countries are ranked at the bottom of the OECD's PISA 2015 ranking on the quality, efficiency and equity of school systems (Algeria 69th and Tunisia 65th out of 70 participating countries).

Another important indicator on the quality of education in Morocco is the results of the 2016 NAEP7 study conducted by the National Evaluation Body of the Education, Training and Scientific Research System: "The results of the study show that students in the common core of qualifying secondary education have deficiencies in the basic knowledge/skills prescribed by the curriculum. A descriptive analysis of the scores reveals a generalized weakness in students' achievements, especially in languages and mathematics, for all the common core subjects. These poor results call for a precise definition of the basic skills that pupils should acquire after compulsory education to enable them to continue successfully in qualifying secondary education or enter vocational training or the labour market "[8].

The Moroccan chapter of Transparency International9 highlights specific challenges that have a direct impact on outcomes in the education sector. Among the main challenges identified are high pupil/teacher ratios, which force teachers to work efficiently; parental concerns about the conditions of school facilities; teacher absenteeism; and limited transparency in the use of resources by regional and school authorities.

[6] Programme for International Student Assessment.
[7] Programme National d'Evaluation des Acquis des élèves du tronc commun.
[8] Summary NAEP Report 2016 Final.
[9] National evaluation report on primary education, Transparency Maroc, 2009.

The report of the Court of Auditors 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 drawn up in July 2016, which determines the distribution of educational structures and the allocation of teachers, shows an overall deficit of 16 700 teachers, all cycles combined, in relation to the needs of the education system. In parallel to this deficit, the adjusted school map for 2016/2017 also shows, at the national level, a surplus of teachers in the order of 14 055"[10]. The Court also notes in its report that a number of schools do not meet the basic conditions for schooling, including the use of 9,365 rooms in a dilapidated state for teaching purposes, the use of schools not connected to the water and electricity networks or the absence of sanitary blocks or fencing.

2.2.2 Education policies

The question of education has been the subject of many debates since the establishment of the Higher Council of National Education in the early years of independent Morocco. These reflections have been formalised through a number of approaches, including the reform projects of 1975, 1985 and 1995, as well as the draft National Charters of 1978 and 1981. However, while there is unanimity on the need for reform, the debate on the foundations and objectives of reform has exacerbated passions and hardened positions for a very long time:
"The ideological and political dimensions will take precedence, leading the various protagonists to hide behind positions of principle and the validity of their convictions. From then on, the search for a national consensus, or at least the broadest possible agreement on the issues at stake in the reform of the education system, will slowly impose itself as the only way to reconcile the nation and its school "[11].

This search for consensus led to the creation in 1998 of the Special Commission on Education and Training (COSEF), with the mission "to put back on track a sector that has been tossed about since independence by strategies that were more political than pragmatic "[12], and led to the adoption of the National Charter on Education and Training (CNEF) and its nineteen levers for reforming the education and training system in Morocco.

One of the major objectives of the Charter is to generalise pre-school, primary and secondary education throughout the country, with compulsory education between the ages of six and fifteen. The Charter sets out basic principles and defines national priorities for education and training that need to be confronted with the reality on the ground. Achieving the objective of generalisation will thus encounter a number of practical difficulties

[10] Readjusted map: a document drawn up by the Ministry in July of each year, defining teacher needs for the next school year after integration of newly created schools, the results of staff movements, the assignment of graduates of training centres and the results of class councils.
[11] Abdelaziz Meziane Belfkih, 'La charte nationale d'éducation-formation', Revue internationale d'éducation de Sèvres [Online], 27 | 2000, online since 01 October 2003, accessed on 30 September 2016. URL : http://ries.revues.org/2383
[12] Ali Sedjari, *Enjeux et dynamique des réformes politiques et institutionnelles au Maroc : un processus d'une gouvernance inachevée*, World Bank Publications, 2000.

This will lead to the development of a new roadmap, intended to remedy the dysfunctions observed on the ground and to accompany the development of the education sector until 2010. The Strategic Framework for the Development of the Education System, drawn up in 2005, aims to define medium- and long-term priorities for action in order to achieve the expected educational objectives along three axes: (i) the generalisation of pre-school, primary and secondary college education; (ii) capacity building; and (iii) raising the quality of education and reducing school failure.

Despite numerous postponements in the roadmap (notably primary education from 2002 to 2010), the objective of generalisation was practically achieved in 2007 (94% net enrolment rate in primary education)[13]. However, in its 2008 report on the state of the Moroccan school, the Conseil Supérieur de l'Enseignement (CSE) highlights a number of shortcomings, including the unreliability of the system of governance, the poor mobilisation of financial resources and their management, and the problem of confidence in the education issue14.

Although the Moroccan education system has come closer to the goal of generalisation, the 2008 CSE report notes major shortcomings, mainly in rural areas where school dropout is early and school failure high. The alarming conclusions of this report led to the design of a new reform, *the Emergency Plan 2009-2012*, which recommends a set of measures and actions to be implemented based on the effectiveness of compulsory schooling up to the age of 15, but also through the identification of 28 projects including, among others, the development of pre-schools, the upgrading of schools, the optimisation and sustainability of financial resources or the mobilisation and communication around school15. The designers of this plan are committed to opening pre-school classes in public primary schools; improving the minimum enrolment rate in each commune; increasing the completion rate in primary school without repeating a year, as well as in secondary school; equipping all establishments with drinking water and electricity; building and renovating boarding schools; and providing school buses to rural secondary schools and community primary schools16.

"In the context of the reforms we are implementing in the service of the citizen, educational reform is the basis for development. It is the key to openness and social advancement, the protection of the individual and the community against the scourges of ignorance and poverty, and the demons of extremism and ostracism. This is why we have consistently advocated substantial reform of this vital sector, so as to rehabilitate the Moroccan school and enable it to fulfil its educational and developmental mission. We have therefore entrusted the Higher Council for Education, Training and Scientific Research with the task of evaluating the implementation of the National Charter for Education and Training.

[13] Higher Education Council, 2008 report.
[14] Youssef Nait Belaid, *School, family and rurality. Les enjeux de la scolarisation et de la déscolarisation*, AFAQ, 2015.
[15] *Ibid.*
16Ibid.

and to develop an overall strategic vision for the reform of the education system in our country "[17].

Following this royal speech, a Higher Council for Education, Training and Scientific Research (CSEFRS) was created in July 2014 as an independent entity whose mission is to give advice on public policies and issues of national interest relating to education, training and scientific research, but also to establish a roadmap capable of developing the Moroccan education sector.

One year after its establishment, the CSEFRS developed a new roadmap for the education system, replacing the National Education and Training Charter 2000-2013. This is the Strategic Vision of the Reform 2015-2030, whose main aim is to ensure "a school of equity and equal opportunities "[18] .

On the basis of an initial diagnosis established by the National Evaluation Instance on the "implementation of the National Charter for Education and Training 2000-2013, the CSEFRS has taken into account the dysfunctions of the Moroccan education system noted in this report in order to propose eight main levers of change "for a school of equity and equal opportunities "[19] :

- Implementation of the principle of equal access to education and training without discrimination.
- Compulsory and widespread pre-school education.
- Affirmative action in rural and peri-urban areas and in deficit areas for the generalisation and development of schooling.
- Ensuring the right of access to education and training for people in vulnerable situations with disabilities or special needs.
- Guarantee to learners of continuous and sustainable learning, and the construction of personal and integration projects.
- Staffing of education and training institutions with a level of leadership, training and quality of facilities and support capacity to meet the demands of equity and of equal opportunities.
- Establishment of an attractive, high-performance school.
- Private education, a partner of public education in the mainstreaming and achievement of equity.

[17] Extract from the speech delivered by His Majesty King Mohammed VI on 30 July 2015 on the occasion of the 16th anniversary of the Throne Day.
[18] Higher Council for Education, Training and Scientific Research, For a School of Equity, Equality and promotion. Strategic Vision for Reform 2015-2030, Executive Summary.
[19] The strategic vision comprises a total of 23 levers divided into four chapters: Chapter 1: For a school of equity and equal opportunities / Chapter 2: For a school of quality for all / Chapter 3: For a school of promotion of the individual and society / Chapter 4: For an effective leadership and a new management of change.

3 PRESENTATION OF THE LEAD PROJECT "INTEGRATING SOCIAL ACCOUNTABILITY IN EDUCATION FOR DEVELOPMENT

3.1 PROJECT DESCRIPTION

The project is being implemented by Care International Morocco (CIM) and the Near East Foundation (NEF) for a period of four years since October 2014. The LEAD project has also been supported by the GPSA team. The team leader (two during the project implementation period), the capacity building advisor and other team members (finance, M&E, WB field office) have been involved to varying degrees.

The aim of the project is to develop participatory mechanisms to identify areas for improvement in primary education, while strengthening collaboration between parents' associations and education authorities to improve decision-making processes at local, regional and national levels.

The project is implemented in two Regional Academies of Education and Training (AREF) of Casablanca-Settat (Provincial Directorate of Sidi Bernoussi) and Marrakech-Safi (Provincial Directorate of Al Haouz).

Direct beneficiaries include, according to the project document: at least 5,000 pupils (about 50% girls) from 50 primary schools and their families in the regions of Greater Casablanca and Marrakech-Safi20.

In addition, the project will directly benefit 1,000 members of parents' associations (APTE) as well as 20 pedagogical and administrative staff of the MENFPESRS (provincial and regional levels)[21].

The regions targeted by the project have high rates of vulnerability (13% and 30% in the target areas of Greater Casablanca and Marrakech-Safi) and the highest population concentrations in Morocco (12.1% of the national population in Greater Casablanca and 10.3% in Marrakech-Safi).

Demand-side stakeholders, such as parents' associations (APTEs), will benefit from capacity building to obtain and use information through a new social accountability tool, the Participatory Assessment and Monitoring Tool (PAMT). This will enable them to make informed recommendations and amplify their voice and oversight.
In addition, supply-side stakeholders will benefit directly from improved collaboration with WPAs and other key stakeholders. This will lead to better informed policy decisions, accountable management and leadership, more effective investment decisions and more inclusive and responsive services.

Indirect beneficiaries include: students and APTEs in Morocco who will benefit from an improved policy at national level. In addition, by identifying areas for improvement at the national level, the MENFPESRS and FNAPEM will also benefit from the results of the project. The documentation and dissemination of lessons learned from this project will ultimately benefit stakeholders in Morocco and beyond to those working on similar issues.

3.2 IDENTIFICATION OF RESULTS

The main performance indicators for this project include two indicators related to the project's development objectives22 :

[20] *Ibid.*
[21] *Ibid.*
[22] Project Paper for small retf grant to CARE International Morocco for LEAD, document of the World Bank, May 19, 2014.

- Number of PAMTs (Participatory Assessment and Monitoring Tool) in target schools through which APTEs monitor the flow of funds, provide feedback and issue recommendations recommendations to AREF and MENFPESRS.
- Number of APTE recommendations considered by AREF and MENFPESRS in action plans.

As well as six indicators related to the intermediate results of the project:

- Number of parents introduced to the concept of SR (through information workshops).
- Number of education gaps identified during the life of the project.
- Number of resource monitoring exercises by the WAPAs.
- Number of meetings held between APTE / FNAPEM and AREF / Delegations.
- Number of public education actors (MENFPESRS, DP and AREF) trained in SR.
- Number of knowledge products prepared and disseminated.

3.3 APPROACH FOLLOWED BY THE PROJECT

The approach followed by this project is twofold and sequential23 :

1) The project will provide the beneficiary, its partners and the APTEs in the two selected regions with tools to collect and process information on specific topics in the education sector, such as pupil/teacher ratio, teacher attendance, purchase of educational materials and school maintenance.

The project will also involve monitoring the flow of resources from AREFs to schools. This will enable them to generate feedback on performance in the education sector and recommendations for improvement. To this end, the project will develop and deploy a Participatory Assessment and Monitoring Tool (PAMT) in the selected delegations.

2) ***The project will build the capacity of demand-side actors to engage constructively with education authorities at delegation, AREF and national level on their recommendations.***

In parallel, the project will strengthen the capacity of delegations and authorities at AREF level to integrate feedback. Finally, the project will build on existing dialogue mechanisms such as the AREF councils to facilitate constructive collaboration. In this way, the project will generate information on education sector performance and feedback from APTEs, while ensuring that this information is used by public authorities to improve decision-making and service delivery in the education sector.

[23] *Ibid.*

The aggregated information from the 50 target schools of this project will also contribute to recommendations from the beneficiary and MENFPESRS partners on systemic issues that need to be addressed at the national level. This will lead to improvements in the education sector as a whole.

In addition to deploying ALMP in 50 primary schools and promoting collaboration between APTEs and the school education authorities (AREF and MENFPESRS) on issues relevant to each level, this project also involves the engagement of stakeholders at the national level, such as FNAPEM and MENFPESRS, to mainstream ALMP in other regions.

Through this engagement, the beneficiary, partners and other stakeholders will present the results and lessons of the project to develop the plan for mainstreaming ALMP and the interaction between APTEs and education authorities in other delegations and regions. The documented experiences will also be widely disseminated in Morocco and beyond to help broaden the knowledge base on social accountability.

3.4 PROJECT COMPONENTS AND ACTIVITIES

The project is structured around four components[24] :

Component 1: Monitoring and Feedback

This component of the project involves the development and deployment of the ALMP. First, through the ALMP, stakeholders will identify the legal entitlements and resources for primary education, and monitor the use and distribution of resources from the national level. In addition, they will process and share this information with the WAPAs of the selected schools. This will enable the WAPAs to know what schools are entitled to receive and what they have actually received. At the same time, through the use of accountability tools such as community scorecards or citizen report cards, the grantee and its partners will guide the PTAs to provide feedback on the key performance indicators of their schools.

The activities of this component 1 will include:
1. Design of the Participatory Assessment and Monitoring Tool (PAMT), taking into account the local context.
2. Deployment of ALMPs in 50 primary schools targeted by the project.

[24] *Ibid.*

3. Independent budget analysis by the beneficiary and partners on the flow of resources to delegations and schools.
4. Social audits by the beneficiary and partners on materials and resources purchased by schools.
5. Mobilisation of WAPAs to increase ownership and participation in the project.
6. Social accountability training for WAPAs on the use of information on resources allocated to primary schools.
7. Public awareness, dissemination of the results of the independent budget analysis and social audits to the ETPAs.
8. Develop participatory recommendation notes based on the ALMP for education authorities to integrate into their action plans

Component 2: Responsiveness of educational authorities

Information from Component 1 (Monitoring and Feedback) will help the beneficiary, partners, WAPAs and local education authorities to identify changes required to improve specific areas of education. This information will be targeted at the agencies responsible for improvements in the selected areas (such as pupil/teacher ratio, teacher attendance, supply, maintenance).

This component will include capacity building for APTEs on how to use this information to engage constructively with AREFs and delegations, capacity building for AREF and delegation officials to integrate APTE information into their policy making process, and existing mechanisms such as AREF councils, to foster collaboration between these stakeholders.

At regional level, the project will take advantage of the need expressed by the AREFs and other education authorities to integrate the feedback from the APTEs. In particular, the project will ensure the commitment of the AREFs by signing cooperation agreements with them that will define specific joint activities and the collaboration of all parties involved.

At the national level, the project will engage relevant agencies such as the Ministry of Education, the Ministry of Finance and public procurement authorities by signing cooperation agreements. A strategic partnership with FNAPEM and AREFs will also take place. These agreements will include specific joint activities as well as a periodic monitoring mechanism to assess progress and define the measures required to mainstream ALMP throughout the country.

The activities of this component 2 will include:
1. Strategic networking between PTAs and education authorities to increase the representation of parents' associations through meetings.
2. Training of AREF staff on the monitoring and use of social accountability information from the ALMP.

3. Working sessions between WAPAs and local and regional education authorities to create spaces for dialogue around the data collected through the AWAL and the integration of recommendations.

Component 3: Dissemination of knowledge

The feedback and data on Component 2 (Responsiveness of educational authorities) will provide evidence to show at the national level the results and impact of this type of initiative and will work together with MENFPESRS to develop the necessary measures to mainstream the use of ALMP in the country. This will require experiences to be documented and disseminated among key stakeholders as well as strategic partnerships with the National Association of APTEs.

In addition, the project focuses on knowledge generation and dissemination. The beneficiary and partners will document these experiences with the APTEs and AREFs during all stages of this process. This will contribute to broadening the knowledge base on social accountability in the education sector. These experiences will also be disseminated through the media, the GPSA knowledge platform and the affiliated network for social accountability.

The activities of this component 3 will include:
1. Documentation and dissemination of case studies and lessons learned, including through the GPSA knowledge learning platform and presentations to other AREFs, the MENFPESRS at national level and other strategic actors.
2. Preparation of a roadmap for national scaling up by MENFPESRS, in collaboration with the education authorities.
3. Strengthening the monitoring and evaluation capacity of CARE, NEF and APTE through training.
4. Facilitate effective coordination of federations of parents' associations (local, regional and national).

Component 4: Evaluation and Audit

This component includes the final evaluation and audit of the project at the end of the four years. At the end of the project, the beneficiary will evaluate the whole project taking into account the information and documents generated throughout the implementation. The documents prepared to highlight the results and impact at national level during component 3 will guide this evaluation. In addition, there will be a financial audit to ensure proper use of resources.

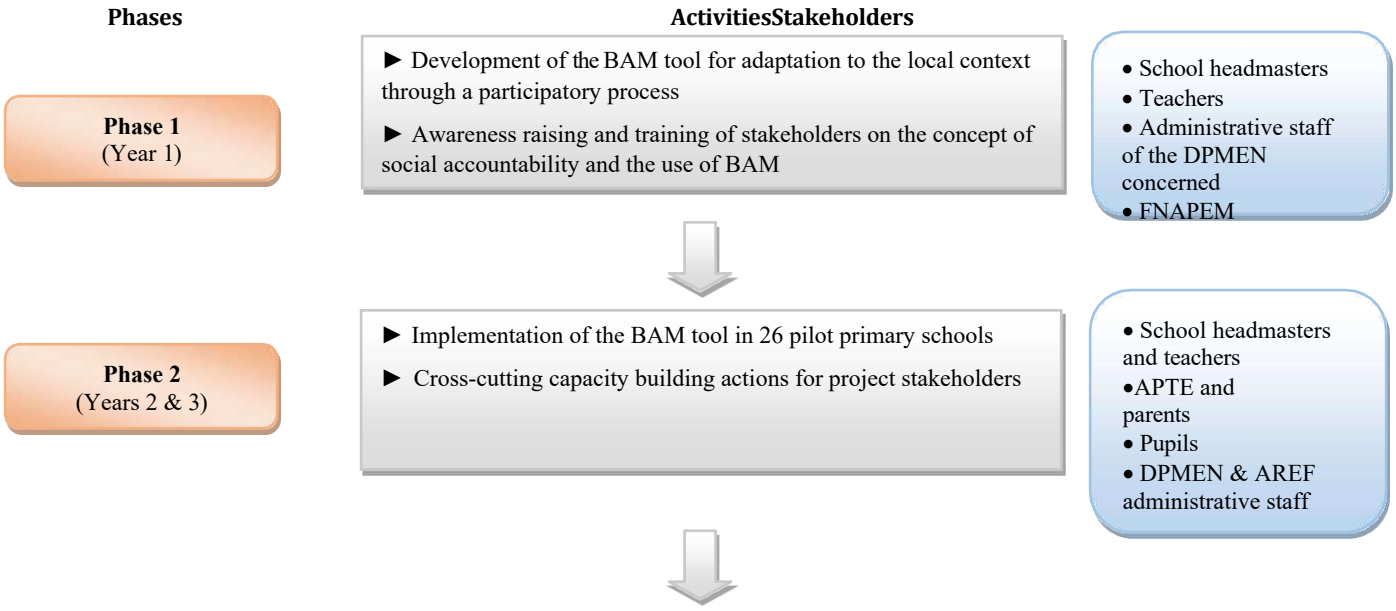
The activities of this component 4 will include:
1. Final evaluation of the project.
2. Final audit of the project.

4 PROGRESS OF THE PROJECT

4.1 SUMMARY OF THE PROJECT PROCESS

Based on the various documents submitted to the evaluation team, the LEAD project's development from 1 October 2014 to 30 September 2018 can be summarised in three successive stages, corresponding to the 4 years of the project within which the activities were carried out.

Figure 2: Implementation steps of the LEAD project



Phase 3 (Year 4)	► Finalise the implementation of BAM in the remaining 24 primary schools ► Advocacy actions ► Project continuity and resource mobilisation actions	• School headmasters and teachers • APTE and parents • Pupils • DPMEN & AREF concerned • FNAPEM • MENFPESRS

4.2 REMINDER OF THE MAIN ACTIVITIES CARRIED OUT UP TO THE EVALUATION INTERMEDIATE (DECEMBER 2017)

4.2.1 Design of the participatory monitoring and evaluation tool and adaptation to the local context

The project document stated that CIM and its partner NEF would "partner at the international level with CARE Egypt for the development of the ALMP as well as for the dissemination of the lessons learned from this project throughout the MENA region "[25]. 25 This partnership with CARE Egypt led to the development of the ALMP which was used in the MENA region. It turned out that it was not adapted to the Moroccan context, which forced CIM & NEF to abandon this approach and work in a participatory manner with all stakeholders to develop a tool that reflects their views and is adapted to the local context. The participatory nature of the method used ensured a higher level of ownership of the concept of social accountability applied to education by the different stakeholders (school directors, teachers, DPMEN administrative staff).

A new tool for social accountability in primary schools, called "*Bayan Attaakoud Al Madrassi*" (BAM), has been developed by the project operators. It is designed as a user-friendly tool that aims to mobilise the main school actors (parents, teachers, pupils and administrative staff) to involve them "in a concerted effort and realistic and achievable commitments aimed at improving the quality of education and its environment "[26].

4.2.2 Implementation of BAM in 26 primary schools in the project

The BAM tool was first implemented in the schools associated with the LEAD project with the intention of replicating it in other schools in a second phase. The lessons learned from the field were intended to improve the tool and its use in other schools.

[25] *Ibid.*

[26] See Explanatory Guide to the Use of the Social Accountability Tool in Primary Schools: "*Bayan Attaakoud Al Madrassi*".

The implementation of BAM in primary schools was carried out in 7 successive stages27 :

1) Establishment of the School Committee or revitalisation of the SMC representing the different actors involved in the development of the BAM.
2) Preparation of logistics for organising the BAM handover meeting.
3) Preparation of preliminary data by the head teacher (number of pupils, classes, repetition, pre-school, canteen, school transport, sports facilities).
4) Filling-in sessions and collective dialogue.
5) Elements for an action plan (indication of means and role of each stakeholder).
6) Commitment by signing the BAM document by each partner for submission to the Provincial Directorate of the MEN.
7) Agree on follow-up with a SMC briefing and set regular meetings evaluation (2 to 3 per year).

The implementation of BAM started in the 2016-2017 school year with a slight difference in the implementation methodology between the two target areas of the project.
In the province of Sidi Bernoussi in Casablanca, training sessions on the concept of social accountability and the implementation of the BAM with each stakeholder (APTE, directors, teachers, etc.) were organised separately before they were brought together for a final meeting with the signing of a contractual BAM. In the province of Tahanaout in Marrakech, all stakeholders from each school are included at the same time in each meeting.

In total, as of 31 December 2017, the LEAD project had been implemented in 26 schools (13 in Sidi Bernoussi province and 13 in Tahanaout province).

4.2.3 Training and capacity building actions

In parallel with the implementation process in both project areas, a guideline is being developed to explain to each school how to implement social accountability systems in their schools.

Training and capacity building of stakeholders in primary schools is carried out:

- In 26 schools: capacity building o f APTEs in terms of organisation, administrative and financial management as well as gender issues.
- In 26 schools: sensitisation and coaching of head teachers and APTEs on social accountability principles.

4.3 ACTIVITIES DEVELOPED IN THE LAST YEAR OF IMPLEMENTATION OF THE PROJECT

27Ibid.

The activities developed by the project operators during the last year of implementation can be grouped into six areas:

- ✓ Finalisation of the implementation of BAM in schools
- ✓ Analytical study of BAM
- ✓ Training/action "setting up school projects
- ✓ Design of a project Monitoring and Evaluation (M&E) system
- ✓ Advocacy actions
- ✓ Project continuity and resource mobilisation actions

4.3.1 Finalisation of the implementation of BAM in schools

The experience gained in the first 26 primary schools led to modifications and adaptations of the BAM content. These changes were aimed at redefining some concepts and adding suggestions from stakeholders in the first participating schools.

As a result, 24 additional schools implemented the BAM social accountability system (12 in the prefecture of Sidi Bernoussi and 12 in the province of Al Haouz) during the last year of project implementation.

The target of 50 schools having developed a participatory action plan to improve social accountability through BAM was achieved in line with the activity indicators contained in the programming.

A **practical guide to mainstreaming social accountability in primary education was** developed by the project operators in September 2018. Its overall objective was "to help school actors and all parties involved in education to develop and adopt a collective working strategy "[28].

Its specific objectives were, on the one hand, "to facilitate the process of understanding and implementing the social accountability tool (BAM)", and on the other hand, "to enable stakeholders to achieve an effective and sustainable design of the different phases and stages of the development of a collective working strategy for schools according to a local vision "[29].

4.3.2 Analytical study of BAM

The analysis of the BAMs, which can be seen as a preliminary activity to advocacy, was conducted by an external consultant in May 2018 and "aimed at deducing the main information that could be extracted from the draft contractualisation between the different parties involved, and which provided a general overview of the situation of the school with regard to its

[28] Source: Guide to Mainstreaming Social Accountability in Primary Education, September 2018.
[29] *Ibid.*

infrastructure, its equipment, its performance, its limitations and potential, as well as the expectations of the actors representing all the parties involved "[30].

The BAM analysis report set the following specific objectives:

- Examine the possibility of multi-stakeholder working teams within the educational institution following the methodology of the contractualisation and social accountability project in its development and improvement dimension.
- To test the degree of assimilation of the actors of the main orientations of the education system in their diagnosis of the fundamental issues of the school in relation to the projects in progress.
- To highlight the degree of correlation between the data extracted from the diagnostic phase and the issues contracted for in the intervention programmes of the work teams.
- To detect the degree of compatibility and harmony achieved between the parties involved in the contractualisation project in the estimation of priorities and the setting up of practical implementation measures.
- Mapping information on the situation of educational institutions and how to improve their operation in order to design intervention projects at provincial, regional and national levels.

Two round tables for the presentation, exchange and reflection on the BAM analysis report were organised by the external consultant in the two DPMENs concerned by the project (June 2018 for the DPMEN of Sidi Bernoussi and July 2018 for that of Al Haouz).

According to the framework note, their objectives were essentially to

- To review the experience of the LEAD project within the DPMEN.
- Present the main results of the BAM analysis and formulate possible recommendations for improvement.
- To exchange on the advocacy for the continuity of the experience and the inclusion of the BAM in the governance procedures of the Provincial Delegation and/or the AREF.

4.3.3 Training/action "setting up school projects

Training and coaching were provided by an external training company to the 50 schools benefiting from the project so that they could set up and implement their respective school projects.

The main objectives of these training and coaching activities were

[30] Source: BAM analysis report, May 2018.

- to accompany the beneficiaries in updating their knowledge and know-how in the field of setting up institutional projects, based on a transversal approach of gender and social accountability;
- to enable beneficiaries to acquire techniques for setting up institutional projects and to update their knowledge and know-how in project development.

The activities of these training and coaching activities were carried out in three distinct phases :

- Definition of the methodological framework and the pedagogical approach to be followed.
- Theoretical training (2 days for each school) ;
- Coaching for the setting up and finalisation of school projects (two half-days, or one day for each school).

4.3.4 Design of a project Monitoring and Evaluation (M&E) system

An external consultant carried out a consultancy assignment in July 2018 which resulted in the production of two products:

- **Proposal for participatory monitoring and evaluation mechanism(s) adapted for LEAD schools:**

By drawing inspiration from several existing methodologies (notably those based on the theory of change and participatory approaches) and by adapting some of their tools (those identified as being the most suitable for the project context), the mission made it possible to define, through exchanges with all the school actors involved, a monitoring and evaluation system for the changes in the LEAD project.

The aim was therefore for local stakeholders themselves to be able to identify and measure indicators of change, by defining a system and methods that they understand and control.

- **Impact analysis report using qualitative methodology (focusing mainly on changes for actors) in relation to a theory of change of the LEAD project/GPSA programme:**

On the basis of the various theoretical and operational elements of the project (objectives, activities and areas of intervention, expected results), this evaluation drew up a matrix for analysing the impacts observed on the initiative's stakeholders. The methodology focused the analysis on the observable changes in the different stakeholders of the project (pupils, APTE, teaching staff, school management, DPMEN, AREF, MENFPESRS) in terms of their capacities (defined as areas of impact/change: expected capacities and observed capacities).

The method used combined a mainly qualitative approach, direct observation in the field, triangulated with available quantitative data. The methodology was thus built on the following activities:

- Collection of qualitative data from 30 (semi-structured) interviews, focus groups and meetings;
- Direct observations in the field (school visits) ;
- Compilation of available data related to the project activities (documents and information available in schools and administrations ;
- Activity reports and reporting on the LEAD project; mid-term external evaluation report; etc.).

4.3.5 Advocacy actions

The advocacy was launched by the organisation of a **national seminar** held on 15 March 2018 in Rabat on the theme *of* "*social accountability in the education sector, primary school from contractualisation to implementation*" in the presence of the Minister of ENFPESRS.

The objective of this seminar was "to present the position of the different actors of the Moroccan education system, to present the results of the project, especially the achievements at school level, and to create a space for dialogue between the different actors around the school at all levels, local, provincial, regional and national, in order to define the best modalities to improve governance and to anchor the philosophy of social accountability within the school"[31] .

The advocacy process took place from March to September 2018. It began with an exploration phase that consisted, on the one hand, of designing the methodology that will be deployed throughout the duration of the project and, on the other, of developing a **general mapping of stakeholders in the education sector** (see Annex 8) as well as a **collection of** current and past **institutional and civil society initiatives (**see Annex 9) that have strengthened the dimensions of governance and participation in the education sector, particularly in primary education.

The second phase consisted of the development of an **advocacy plan** (see Annex 10), designed in a participatory manner: workshops with CARE teams and meetings with management. As a result of the participatory workshops/meetings, two main objectives were assigned to the advocacy plan, around which a number of activities to be developed during the last year of the project's implementation are articulated, as summarised in the table below:

Table 5: Objectives and activities of the advocacy plan

[31] Source: General report of the national seminar "Together for our education", CARE International Morocco.

***Objective 1: To** define, on the basis of the diagnoses carried out, the content of the BAMs and the pilot experiments carried out within the framework of LEAD, actions that ensure the transmission of a flow of information between the children and their families, the school management and the academic institution (DEPN, AREF)*	**Activity 1.1:** Writing a BAM analysis report that identifies and extracts the main significant data from the BAM
	Activity 1.2: Internal CARE and NEF seminar for feedback and reflection on the BAM analysis report in schools.
	Activity 1.3: Writing of a cross-cutting tool in the form of an Excel file that includes the main indicators and data from each school's BAM.
	Activity 1.4: Reporting o f LEAD experiences and BAM extracted data on schools by provincial directorate.
	Activity 1.5: Round tables for feedback and reflection on the BAM analysis report in schools with the provincial directorates of Sidi Bernoussi and Al Haouz.
	Activity 1.6: Writing a case for BAM as an accountability tool within the Moroccan education system.
	Activity 1.7: Advocacy with the Minister of Education to make the case for BAM
***Objective 2: To** define, based on the experience of the LEAD project, a strategy to promote a culture of accountability within the public education system and to strengthen the promotion of and adherence to the BAM method within the public education system in Morocco*	**Objective 2.1: To promote the requirement and culture of accountability in public education within Moroccan society and the voluntary sector**
	Activity 2.1.1: Carry out a press campaign for social accountability in the public education system.
	Activity 2.1.2: Production o f a video clip to to illustrate the experience of the LEAD programme.
	Activity 2.1.3: Organisation of a closing seminar for the programme with Moroccan associative actors working on basic education issues, including governance and accountability within the Moroccan education system.
	Objective 2.2: To improve the BAM tool and strengthen its deployment method within the Moroccan public education system
	Activity 2.2.1: Creation of a system of relevant indicators to better measure and analyse the conditions, effects and impacts of the implementation of BAM in public schools and the Moroccan education system.
	Activity 2.2.2: Evaluation of the first pilot experience of BAM implementation in the provincial delegations of Sidi Bernoussi and Al Haouz within the framework of the LEAD programme
	Activity 2.2.2: Designing and writing a programme to systematise the method and ensure continuity in the development of the BAM Methodology.

4.3.6 Project continuity and resource mobilisation

The general objective of this activity was to contribute, on the one hand, to advocacy actions by mapping the actors involved or interested in getting involved in the social accountability issue, and on the other hand, to the continuity of the LEAD project initiative through modelling and fundraising. It was broken down into two specific sub-objectives:

- Formalise the methodology for the systematisation and replication of the social accountability tool (BAM) through a project proposal;
- Mobilise funds for the continuation of the LEAD project initiative.

This activity took place from June to November 2018. It was divided into two phases conducted in parallel to meet the two specific sub-objectives of the mission: (i) formalisation of the systematisation and replication methodology and (ii) mobilisation of funds for the continuity of the LEAD initiative.

The formalization phase of the systematization and replication methodology consisted of the development of two documents:

- a concept note (5 pages) modelled on the one required by the European Union, adaptable to each application to a selected donor;
- a detailed project proposal for the continuation of t h e LEAD Initiative in Morocco, which will be modelled on the EU project form.

The fundraising phase was the subject of :

- a mapping of potential donors who could finance the continuity of the The LEAD project initiative in Morocco;
- meetings with potential donors to present the LEAD project and the results of its pilot phase (EU, USAID, CIDA, JICA).

4.4 COMPARISON OF PROGRAMMED ACTIVITIES WITH THOSE CARRIED OUT DURING THE PROJECT CYCLE

4.4.1 During the first three years of project implementation

The activities of Component 1 "*Monitoring and Feedback"* and Component 2 *"Responsiveness of Educational Authorities"* were carried out during the first three years of the project. They were compared with those planned for the interim evaluation, which are shown in the table below.

Table 6: Comparison of the activities carried out during the first three years of project implementation with the planned activities

PROJECT COMPONENT	PROGRAMMED ACTIVITIES	ACTIVITIES CARRIED OUT
COMPONENT 1 ***Follow-up and feedback***	1. Design of the Participatory Assessment and Monitoring Tool (PAMT), taking into account the local context. 2. Deployment of ALMPs in 50 primary schools targeted by the project. 3. Independent budget analysis by the beneficiary and partners on the flow of resources to delegations and schools. 4. Social audits by the beneficiary and partners on materials and resources purchased by schools 5. Mobilisation of APTEs to increase ownership and participation in the project. 6. Social responsibility training for PAs on the use of information on resources allocated to primary schools. 7. Public awareness, dissemination of the results of the independent budget analysis and social audits to the ETPAs. 8. Develop participatory recommendation notes based on the ALMP for education authorities to integrate into their action plans	1. Organisation of a workshop to launch the LEAD project in Rabat on 16 December 2014. 2. Focus groups with teachers, school headmasters, officials from provincial directorates in Marrakech and Casablanca. 3. Participatory research workshops to design the new ALMP tool 4. Design of an evaluation and monitoring tool adapted to the Moroccan context: "Bayan Attaakoud Al Madrassi" (BAM) 5. Presentation of the project and training on the WLAP social accountability tool in Casablanca to the different project stakeholders (February 2015) 6. Workshops to present the project and feedback from the SR training in the project schools in Marrakech and Casablanca (between February and April 2015) 7. Training in schools on administrative and financial management, project development and gender issues (December 2015 to June 2016) 8. Organisation of a seminar on "The primary school in Morocco, current findings and actions towards change" (Casablanca, February 2016). 9. Organisation of focus groups to diagnose the situation from the point of view of parents and APTE (Tahanaout 12/04/2016), school directors and teachers (Tahanaout 17/03/2016), pupils

		(Tahanaout 12/04/2016), members of the MEN provincial directorates (Tahanaout 20/04/2016)
COMPONENT 2 ***Responsiveness of educational authorities***	1. Strategic networking between PAs and education authorities to increase the representation and voice of parents' associations through meetings. 2. Training of AREF staff on the monitoring and use of social responsibility information from the ALMP. 3. Working sessions between the APTEs and local and regional education authorities to create spaces for dialogue around the data collected through the ALMP and the integration of recommendations.	1. Organisation of a Steering Committee meeting in Marrakech to discuss the state of progress of the project and the development of the action plan for the next stage. 2. Coordination with the provincial director and school directors in Casablanca. 3. Presentation of the LEAD project to the representatives of the district at the INDH Centre of Sidi Moumen (Casablanca). 4. Meeting of the Steering Committee on the progress of the project and the development of the action plan for the next stage in Tahanaout. 5. Focus group with the executives of the provincial directorate of Sidi Bernoussi (22/03/2016 at the INDH centre of Sidi Moumen)

4.4.2 During the final implementation of the project

The activities of component 3 of the project "Knowledge Dissemination" were developed in the last year of project implementation; component 4 "Evaluation and Audit" is being implemented.

Table 7: Comparison of activities carried out in the last year of project implementation with planned activities

PROJECT COMPONENT	PROGRAMMED ACTIVITIES	ACTIVITIES CARRIED OUT
COMPONENT 3 ***Dissemination of knowledge***	1. Documentation and dissemination of case studies and lessons learned, including through the GPSA knowledge learning platform and presentations to other AREFs, the MENFPESRS at national level and other strategic actors. 2. Preparation of a roadmap for national scaling up by the MENFPESRS, in collaboration with the education authorities. 3. Strengthening the monitoring and evaluation capacity of CARE, NEF and the PTAs through training. 4. Facilitate effective coordination of federations of parents' associations (local, regional and national).	1. Development of an explanatory guide for the use of the Social Accountability Tool in primary schools (2016) 2. Mid-term evaluation report (February 2018) 3. National seminar in Rabat on 15 March 2018 on the theme of "social accountability in the education sector, primary school from contracting to implementation 4. BAM analysis report (May 2018) Design of a project Monitoring and Evaluation (M&E) (July 2018) 5. Internal workshop for reflection and sharing of results analysis of BAM 6. Round tables for the presentation, exchange and reflection on the BAM analysis report (28 June 2018 for the DPMEN of Sidi Bernoussi and 10 July 2018 for that of Al Haouz). 7. Regional round tables to present the results and future perspectives of the LEAD project (3 October 2018 for the AREF of Marrakech-Safi and 25 October 2018 for the one of Casablanca-Settat) 8. Development of a practical guide to mainstreaming social accountability in primary education (September 2018) 9. Preparation of a briefing note for the continuity of the project (September 2018). 10. Development of a concept note and a detailed proposal modelled on the EU format 11. Meetings with donors to present the LEAD project and the main results achieved (EU, USAID) 12. Training and coaching in the 50 participating schools on how to set up school projects (September 2018)
COMPONENT 4 ***Evaluation and audit***	1. Final evaluation of the project. 2. Final audit of the project.	1. Final evaluation of the ongoing project. 2. Final audit of the project in progress.

4.5 DEVIATIONS IN PROJECT IMPLEMENTATION

The interim report noted the following deviations from the original project. Where necessary, each of these deviations was repeated to check whether they had been taken into account or modified in the final year of the project.

✓ **A slow and complex start to adapt the ALMP to the Moroccan context:**

The tool developed by CARE Egypt proved to be unsuited to the specificities of the Moroccan education sector. This forced the project operators to develop a new tool that takes into account its specificities and is operational in the project's pilot schools.

✓ **A shift in scheduled activities:**

This adjustment of the ALMP tool to the Moroccan context had an impact on the initial timeline. The first two years of the project were devoted to information activities on social accountability and training on the use of the BAM for stakeholders.

The last year of implementation enabled the project operators to make up for these delays and postponements and thus to achieve the programming objectives: implementation of the BAM in the 24 remaining primary schools, deployment of the advocacy plan, recommendations from the APTE to the AREF.

✓ **Delays in the number of schools where BAM has been implemented:**

The implementation of BAM in schools started concretely in the 2016-2017 school year. In the third year of the project, the BAM tool had been implemented in 26 schools out of the 50 planned at that time in the initial timetable. Catching up in the fourth year of the project made it possible to reach the target of 50 schools.

✓ **Postponement of the Advocacy Action Plan :**

The advocacy action plan that was to be developed by the project partners as a basis for extending the social accountability tool to other schools and regions of the country was delayed until the fourth year of the project. An advocacy plan was indeed developed and deployed in the last year of the project.

✓ **The postponement of the monitoring of resource flows from AREFs to schools by APTEs:**

The initial project had a component that consisted of monitoring the flow of resources from AREFs to schools by the APTEs to enable them to generate feedback on performance in the education sector and recommendations for improvement. At the time of the interim evaluation, this component was deemed unsuitable for the Moroccan context and was somehow deferred to advocacy.

The methodological choice to go for BAM instead of ALMP took into consideration the low financial resources managed at school level and the possibility to address this issue

during the advocacy phase with data collected during the research and mapping phase. In the end, this component was not developed in the final year of the project.

✓ **Changes to the original budget :**

The provisional budget was subject to four modifications: September 2015, December 2016-January 2017 and October 2017 (minor as it concerned variations in calculations and exchange rates) and February 2018. The successive budget modifications have allowed the various headings to be adjusted to the circumstances and developments of the project.

✓ **Gaps in project coordination:**

There were changes in the project coordination teams during 2017: the general project coordinator at CIM was replaced in July 2017, as well as the project officer in Casablanca in December 2017 due to maternity leave, and the administrative and financial officer.

There were also several replacements in the last year of implementation without major repercussions as they were made at the end of the project cycle: the general coordinator and project officer at CIM in the summer of 2018 and the country director at NEF in early 2018.

5 PROJECT PERFORMANCE

The evaluation matrix, presented in Annex 7, is structured around five criteria and twelve evaluation questions: relevance (2 questions), efficiency (3 questions), effectiveness (2 questions), impact (2 questions) and sustainability (3 questions).

The twelve evaluation questions group together thirty-two hypotheses that reflect the key evaluation issues identified in the project monitoring documents (project formulation, programme and activity report, etc.).

Where necessary for the cohesion and complementarity of the evaluation process, we have taken up the findings, remarks and recommendations of the interim evaluation in order to develop them and compare them with the data collected during the second field mission carried out during this final evaluation.

5.1 RELEVANCE

Q1: Is the project, in its approach and implementation, relevant to the context, to the needs of education, and to the priorities of public policies in general and of national education policies in Morocco?

The interim evaluation highlighted the relevance of the LEAD project to the context of national education in Morocco through its approach centred on a participatory improvement of the mode of governance of primary schools. The project converges, in fact, with several levers of the strategic vision 2015-2030, which was developed to respond to the current problems raised by the educational issue in the country and the dysfunctions observed in the education system to address them:

- **Lever 7 of Chapter 1** *Building a high performing and attractive school*: The implementation of 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 mobilisation*: Involving parents in the life and management of a school enables 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 primary schools 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 head teacher who becomes responsible for an educational project that he/she defines jointly with all stakeholders.

The improvement of the governance of the Moroccan education system is closely linked to the process of decentralisation and deconcentration, which has led in particular to the creation of the AREFs but

It is also linked to school management boards (SMCs) and school projects. Local school governance is thus recognised by the country's education authorities as one of the essential components on which to act to improve the overall governance of the education system.

This need for decentralisation of the education system is the consequence of the evolution of the educational issue in the country and its treatment by the competent authorities. Historically, the centralisation of the national education model was one of the responses of the state to demographic growth and the increase in the number of children to be enrolled, particularly through investment in school infrastructure and equipment.

A major effort has been made in recent decades in planning and implementing public policies aimed at generalising education. Although the Moroccan education system has come closer to its objective of generalisation, it is now faced with the challenge of improving its quality, which requires a necessary decentralising reform in order to achieve the new objectives of raising the quality of education and reducing school failure.

This process of decentralisation and deconcentration of the education system requires the establishment of new management principles based on shared decision-making between the different levels of the system, the circulation of vertical information flows between these levels, and the accountability of each level for the commitments made. To ensure the successful implementation of these decentralisation policies, measures are taken to provide each level with tools and instruments to make management autonomy and shared decision-making effective.

The transition from a centralised and highly hierarchical model, in which decision-making takes place from the central to the lower levels, to a model that leaves room for autonomy and manoeuvre to local structures, comes up against internal resistance and blocking factors arising from the complexity of the system to be reformed. The difficulties encountered by school headmasters in setting up SMCs and school projects in their respective schools bear witness to these internal resistances and blockages to replacing a centralised education system with new, more decentralised management paradigms.

In this sense, the BAM is a participatory monitoring and evaluation tool which, in its conception, makes the decentralisation process effective at the local level by allowing, on the one hand, more transparency in the management of the school by monitoring, in particular, the flow of funds through the PTAs, and on the other hand, for these associations to issue recommendations to the education authorities, thus favouring a vertical circulation of information between the different levels.

The BAM is a strategic planning tool that complements and reinforces the school project because of its broader scope and differentiated content and form:

- **on substance:** The BAM aims at a much more exhaustive diagnosis of the various issues affecting the school project. It contains general data on the school (number of pupils, teachers, classrooms, overcrowded classes), services and activities

(pre-school, canteen, transport, accommodation and sports facilities), extra-curricular activities, school performance and stakeholder satisfaction and demands.

- **on the form:** The BAM provides a permanent framework for the participation of the four fundamental actors of the school (headmaster, teachers, parents, pupils) thanks to a form that obliges to take into account their perceptions and priorities, which guarantees the durability of the school project and its implementation by a responsible team.

In addition, the implementation of BAM in schools strengthens the managerial and participatory leadership of school headmasters, which is an essential part of any reform aimed at supporting school management autonomy, the effective functioning of the management board and the proper implementation of the school project. The BAM is a tool that improves and strengthens their overall governance of the school by moving from a bureaucratic leadership to a more managerial function.

Q2: To what extent has the project, in all stages of the project cycle, integrated the gender approach, the "rights" approach and taken into account the interest of the most deprived populations in its interventions?

Gender mainstreaming

In its conception, the gender approach is not a component of the LEAD project, which is primarily focused on the development of a social accountability mechanism in primary schools. No indicator in the project's results framework refers to it. However, as the gender approach is one of the major concerns of CIM and NEF, it has been integrated and developed in the implementation and evaluation phases of the project cycle32.

The integration of the gender approach is particularly visible in the methodology for implementing and enforcing the BAM in schools, which is based on an initial diagnostic phase aimed at collecting all available quantitative and qualitative data on the school in terms of gender. The tables that are used to collect this general data on the school take into account the gender approach and make it possible to establish statistics on the distribution of boys and girls in the school.

Table 8: Gender mainstreaming in the diagnostic phase of BAM implementation in schools

Distribution of the number of boys and girls by class and level
Number of beneficiaries of pre-school classes of which % are girls
Number of beneficiaries of integrated classes of which % girls
Number of beneficiaries of school canteens of which % girls
Number of beneficiaries of school transport of which % girls
Number of beneficiaries benefiting from a shelter service of which % are girls

32 It should be noted here that NEF's country director considers that the gender approach was taken into consideration both in the design of the LEAD project and in the implementation of the BAM actions and projects in schools. For our part, we have not had any documents sent to us corroborating this hypothesis.

The action plans that are subsequently drawn up by each school after the diagnostic phase do not systematically take the gender approach into account; it is present only in a few of the activities developed by some schools, notably those that consist of renovating the school's latrines.

The project associations also tried to promote the involvement and accountability of women and mothers in the parents' associations. Upstream, the participation of women and mothers was sought during the design of the BAMs and their inclusion in the governance of the APTEs. In Casablanca, where women are more active than in rural areas, five of the targeted PTAs elected women presidents, compared to only one woman president at the beginning of the project. In contrast, in Al Haouz, which is a rather conservative rural area, eight PTAs elected women as members for the first time and four others elected women to decision-making positions. This development was made possible by the workshops on gender and female leadership and on positive masculinity that were provided for the benefit of parents.

Taking the gender approach into account can also be seen in the training and capacity-building actions provided to stakeholders on project set-up or administrative and financial management. In Al Haouz, these actions have led to the creation of two women's cooperatives: one for the production of couscous, which brings together 20 women, and the other for the manufacture of Amazigh carpets, which brings together 25 women.

Integration of the "rights" approach

The "rights" approach in the LEAD project can be appreciated first and foremost in relation to the right to education and more specifically to the Sustainable Development Goal (SDG) 4 *Ensure equal access to quality education for all and promote lifelong learning opportunities* of the 2030 Agenda.

Improving the quality of primary education through the development of participatory mechanisms of all relevant stakeholders (including pupils), which is one of the objectives of the LEAD project, is part of a perspective of promoting and reinforcing access to a quality school in which the child is placed at the centre of the educational project.

The importance given to improving the school environment (canteen, transport, accommodation and sports infrastructure), strengthening integrated activities and academic support, and extending pre-school programmes in the BAM activities developed in the participating schools all contribute to the same logic of improving the quality of primary school.

The "rights" approach in the LEAD project can be appreciated in the second place with regard to the change in the legal personality of the pupil and his/her parents. By seeking to strengthen their involvement and mobilisation in the BAM implementation process, they become full-fledged actors in the school. From being passive subjects of rights subject to obligations, they become, thanks to the participatory process set up by the LEAD project in schools, active subjects of rights with the capacity to exercise them.

Their mobilisation within the APTEs promotes the exercise of citizenship and participatory democracy. They take ownership of citizenship when carrying out the participatory practices generated by the LEAD project to improve the environment and governance of schools. This mobilisation reinforces their learning of civic participation by enabling them to intervene in decision-making processes that affect the future of their children.

Taking into account the interests of the poorest populations

The design of the LEAD project paid particular attention to the target groups on which it intended to act, and made great efforts to identify and select beneficiaries from among the most disadvantaged populations. The choice of the two provinces involved is quite significant of this commitment, as well as the choice of some beneficiary schools within each provincial directorate.

The regions targeted by the project have high rates of vulnerability (13% and 30
In addition, the two target areas have, conveniently, rural and peri-urban characteristics and bring together the two main dimensions linking educational and social issues in Morocco. Furthermore, the two target regions conveniently have both rural and peri-urban characteristics and bring together the two main dimensions linking educational and social issues in Morocco. Within the two DPMENs, the schools were selected according to the INDH classification, which attests to the interest of the project in taking into account the most deprived populations.

5.2 EFFICIENCY

Q3: To what extent did the key institutional actors of the project (CIM, NEF, GPSA and the WB) contribute to the smooth running of the project and the achievement of its objectives and results?

One of the assumptions of the GPSA theory of change is that CSO grantees benefit from the WB's formal relationships with governments and the WB's capacity to engage with policy makers through its relationships. In other words, building on its traditional engagement with governments, the WB's relationship with governments should create a space for state-civil society interaction, opening up windows for dialogue between CSOs and government policy makers to improve information sharing between GPSA beneficiaries and governments.

This mobilisation of governmental actors by the WB must be translated into an active role of its teams in the initial phase of identifying key resource persons within governmental bodies that the beneficiary CSOs will be able to mobilise during the implementation of their project.

In the LEAD project, this initial phase of identifying key resource persons within the MENFPESRS was delayed due to the identification in Morocco of the ministry in charge of

relations with parliament and civil society as the focal point of the GPSA in Morocco. The MENFPESRS was involved in the project one year after its signature.

The complexity of the relationships maintained by the GPSA and WB organisational charts, particularly those linking the WB country teams with the teams in charge of relations with civil society at the Washington DC headquarters, did not make it possible to compensate for this delay until the arrival of the GPSA's capacity building advisor, which materialised through quarterly field visits and which above all facilitated intermediation with the WB, and more specifically with its teams in Morocco.

The shortcomings of the intervention framework meant that the project started without the institutional legitimacy that the GPSA/BM/MENFPESRS framework should have provided. All the more so as the project was originally conceived on the basis of an Egyptian method that needed to be re-elaborated to adapt it to the local context.

In this difficult context, CIM and NEF developed with the decentralised institutions of the MENFPESRS (DPMEN and AREF) an intervention methodology that was globally relevant and adapted to the Moroccan educational context. Their culture of working in the field has been an important factor of success for the project. CIM and NEF are indeed two organisations with a specific background in education in general, and in Morocco in particular, with significant experience of working closely with communities and beneficiaries.

This grassroots culture can be seen as a significant asset in implementing such a methodology in primary schools in complex peri-urban and rural areas. CIM and NEF thus acquired legitimacy at the grassroots level by testing and evaluating a method at the local level and then passing on the results to the academic chain through the organisation of a national seminar and the deployment of a series of advocacy actions during the last year of the project33.

In a complex environment, CIM and NEF demonstrated competence, both at the technical level and in the administrative and financial management of the project. The project operator teams emphasise the flexibility of the GPSA in adapting processes and methods throughout the implementation of the project, which allowed them to adjust the objectives and achieve the results.

Q4: To what extent has the project benefited from knowledge products and tools and learning process of the GPSA?

Knowledge and learning are at the heart of the GPSA scheme and are seen as essential elements in the success of beneficiaries' projects. The LEAD project has taken up this requirement in its component 3 by focusing on the production and dissemination of

33 The GPSA adviser wishes to emphasise that the implementation of social accountability mechanisms at the local level had been decided upon when the project methodology was being developed. The objective was to build on the success of the field and to involve the AREFs and DPMENs concerned in the advocacy to generalise these accountability mechanisms to t h e entire educational institutional ecosystem. Voluntary participation and the search for a high level of ownership by the territorial levels were favoured over a vertical approach imposed by the central level.

knowledge by the project implementers to broaden the knowledge base on social accountability in the education sector.

The GPSA has put in place a number of knowledge and learning products and tools for its beneficiaries to interact and communicate with each other, thus generating and creating knowledge from their exchanges. These products and tools can be grouped and classified into two main categories: **the Global Partners Forum** and the **online knowledge platform34**.

The Global Partners Forum

This event is held annually at the World Bank headquarters in Washington DC and has become the global summit on social accountability for development. It brings together the GPSA's network of global partners, including practitioners and opinion leaders from civil society, government, academia and business, alongside professionals from the World Bank.

Five editions took place during the four years of the project and covered various themes:

- ✓ "What works in social accountability?" (2014).
- ✓ "Social accountability for citizen-centred governance: an evolving paradigm" (2015).
- ✓ "Social accountability for development impact (2016).
- ✓ "Citizen action for open, accountable and inclusive societies" (2017).
- ✓ "Public Finance and Social Accountability for Human Capital" (2018).

All GPSA beneficiaries and partners are invited to attend and participate in the various activities: roundtables, workshops, small group discussions, networking sessions and high-level plenary sessions. The Forum also offers a *market place* to showcase good practices and important innovations.

The beneficiary associations of the LEAD project participated in each annual forum, as well as some institutional partners (the Director of Strategy, Statistics and Planning of the MENFPESRS in 2015 and the Head of International Relations and Cooperation of the AREF Marrakech-Safi in 2017). CIM and NEF presented the progress of the project in the field at these annual events.

The teams present at the annual forums value the exchange of experiences between GPSA beneficiaries as well as the joint reflection and sharing of ideas around the concept of social accountability, particularly in the context of applying SR to other sectoral and/or geographical contexts.

[34] https://gpsaknowledge.org.

The online knowledge platform

The platform is designed as an online social space that gives its members the opportunity to interact, network, share and discuss knowledge and learning in the field of social accountability. It provides easy access to a wide range of resources that include dissemination notes, reports and working papers on various topics in the field of social accountability[35].

Dissemination notes are short resources designed to inform social accountability practitioners as well as low-information and low-information audiences about a successful approach or lesson learned. Reports provide a summary and reflections on key GPSA events, such as forums, *Brown Bag Lunches* (BBLs) and the GPSA in general. Working papers are usually research papers commissioned from a researcher or academic. They may cover a range of topics relevant to the GPSA's themes and approaches, with a particular focus on policy issues[36].

Events are also organised on the online platform, the main ones being online courses, online conferences (webinars), thematic forums and blogs. Each beneficiary and partner of the GPSA is invited to contribute to the platform by posting their documents on social accountability (toolkits, reports, videos, etc.) in the knowledge repository, but also by contacting, interacting and collaborating with other peers to join a global community of social accountability practitioners[37].

The teams of the LEAD beneficiary associations participated in several webinars at the beginning and in the middle of the project during which they presented the LEAD project activities to the platform community. They also participated in various thematic forums on the GPSA online platform during the stages of the project cycle. The interviews conducted highlight the usefulness of these tools mainly in the design and implementation of the BAM. The teams regret, however, that more tools were not made available to them to monitor and evaluate the project.
A delegation from Madagascar, a GPSA beneficiary, was received in 2017 in Morocco by CIM and NEF. This visit provided an opportunity to present the LEAD project, to exchange views on the functioning of the GPSA and to compare the implementation of the respective projects in the two countries. This reception of a CSO is positively valued by the teams of the beneficiary associations, who recommend the development of direct exchanges between GPSA beneficiaries.

Q5: To what extent has the project deployed a participatory approach to involve the whole institutional ecosystem and the actors interested in the governance of national education?

[35] Source: www.thegpsa.org.
[36] *Ibid.*
[37] *Ibid.*

The interim evaluation found that the participatory method of implementing BAM in the participating primary schools fulfilled the objective of strengthening collaboration between the various actors, not "around the school", but initially within the school itself.

The BAM proposes a method of diagnosis and planning which implies a relatively supervised participation of the four fundamental actors of the school: the headmaster, teachers, parents and pupils. It is the rigorous application of this method in its procedure, which, by organising dialogue between all its stakeholders, makes it possible to improve the school's performance and its governance.

The implementation of the BAM in the schools makes it possible to improve the collaboration of the actors "around the school", by reinforcing their capacity to find local partners (communes, local associations) in the implementation of the school's action plan resulting from the BAM. It also improves the school's relations with the inhabitants of the commune.

Prior to the start of the advocacy phase, the challenge for the LEAD project was to define and plan a series of actions to feed back the information from the BAMs to the education authorities. The choice was made to use a vertical and transversal method of processing information in order to provide useful data to the education authorities in a more programmatic way that would allow for the correction of gaps in several schools.

The analysis of the BAMs carried out in May 2018 by an external consultant made it possible to identify and extract the main significant data from the BAMs in the pilot schools of the DPMENs of Sidi Bernoussi and Al Haouz. The methodological approach consisted of a general reading of all the BAMs and then a classification of the data recorded by theme. The report then analyses the data by presenting them in the order of the two successive stages of BAM implementation (participatory diagnosis and contractualisation phases). It then proposes general conclusions deduced from the analysis of the BAMs of all the schools participating in the project and ends with recommendations for improvement.

The results were discussed with the CIM and NEF teams during an internal seminar to report on and reflect on the BAM analysis report in the schools. This internal seminar made it possible to determine the strategies and methods for transmitting the main data from the BAM to the academic institution (DPMEN and AREF).

Round tables were then organised to feed back this data to the provincial and regional levels, which provided an opportunity to discuss the BAM analysis report with them:

- ✓ **Within the DPMENs:** on 28 June 2018 for Sidi Bernoussi and on 10 July 2018 for Al Haouz.
- ✓ **Within the AREFs:** on 3 October 2018 for Marrakech-Safi and on 25 October 2018 for Casablanca-Settat.

The feedback to the central level was achieved through the organisation of a national seminar held on 15 March 2018 in Rabat on the theme of "social accountability in the education sector, the primary school from contractualisation to implementation" in the presence of the Minister. The main objective of this national seminar was to create a space for dialogue between the different actors around the school at all levels: local, provincial, regional and national, in order to define the best modalities to improve governance and anchor the philosophy of social accountability within the school.

Although the DPMEN and AREF can be considered to have supported the implementation of the project in their respective territories, as shown by their participation in the various round tables that took place during the advocacy phase, they have not been involved in the implementation of the project. On the other hand, it was much weaker at the national level during the three years of the project's implementation, with the exception of the last year which saw the participation of the Minister in the national seminar, without it being possible to evaluate the concrete repercussions for the project's continuity.

It is regrettable that the central directorates of the MENFPESRS were not better involved from the start of the project, for example by integrating a national steering committee38. This gap can be explained, on the one hand, by the delay in the initial phase of identifying key resource persons within the MENFPESRS due to the signature of the GPSA project with the Ministry in charge of relations with parliament and civil society, and on the other hand, by the turnover of the WB and Ministry teams at that time.

5.3 EFFECTIVENESS

Q6: To what extent has the project led to effective experiences of accountability within the national education system?

The LEAD project has set up an efficient method in 50 primary schools (25 in Sidi Bernoussi and 25 in Al Haouz) capable of implementing and making effective the accountability requirement in these schools. This method is based on an easy-to-use tool, the school contractualisation bulletin (BAM), which mobilises all the stakeholders in the school (directors, teachers, pupils and parents' associations) to involve them in a process of concerted diagnosis of the school, the definition of an action plan and the implementation of projects and initiatives to improve the environment, the functioning and the performance of the school.

[38] Such a structure was initiated at the start of the project but did not function. To explain this shortcoming, our interlocutors point to the lack of commitment on the part of the Ministry, which took over the project a year after it had actually started, and to the turnover of ministers during this period.

The methodology deployed thus includes different stages of implementation around a tool designed as a guideline that frames the work of all stakeholders, directs their actions and serves as a reference for monitoring and evaluating the implementation of these actions.

A **practical guide to integrating social accountability in primary education** has been developed to facilitate the use and implementation of the method in primary schools. It has been written in a simple and didactic way to enable actors to achieve an effective and sustainable design of the different phases and stages of the development of a collective working strategy taking into account the local context of each school.

The BAM implementation methodology begins with an initial diagnostic phase which aims to establish an inventory of the school by identifying its strengths and weaknesses in order to develop the action plan (or contractualisation). It aims to collect the needs of each school and translate them into prioritised objectives in three main areas:

- ✓ General information about the school.
- ✓ School services and activities.
- ✓ Academic performance.

These data have a strong analytical value for each school but also for the whole educational institution because they ensure the first aspect of accountability by providing general information on a given territory which makes it possible to establish a picture of the situation of the schools and to help in decision making.

The table below lists the main information and data extracted from the diagnostic phase during the cross-sectional analysis of the BAM in the LEAD pilot schools:

Table 9: Main information collected in the diagnostic phase during the cross-sectional analysis of BAM in the LEAD pilot schools

The rate of girls enrolled in the prefecture of Sidi Bernoussi is higher than that of girls in the province of Al Haouz given its rural character.
Most schools suffer from the scarcity of rooms used in relation to the number of classes; the average number of rooms used in relation to the number of teachers does not exceed 00.65 in the schools of Bernoussi and 00.52 in those of Al Haouz. This shows that the cause is not always the pedagogical frameworks, and that this fact can be an obstacle to the execution of class projects.
The phenomenon of a plethora of classes in the prefecture of Bernoussi and mixed classes (with several levels) in the province of Al Haouz, which impacts on the quality of learning.
The phenomenon of closed classrooms, particularly in the prefecture of Sidi Bernoussi (20% of the total number of classrooms) whereas it does not exceed 5.26% in the province of Al Haouz; a fact whose causes have not been explained through the accountability tool. This phenomenon is strange given the need for rooms not only for teaching but also for other services such as the teachers' room, the multi-purpose room, the cloakroom, etc., all of which are needs that are strongly expressed in several schools.
Lack of pre-school classes despite the felt need and the near shortage of classes for children with disabilities.
Absence of accommodation service, scarcity of transport service and exclusive existence of catering service in Al Haouz (mainly in satellite schools).

The lack of sports fields in most schools, which often make do with the courtyard transformed into a space for some physical educational activities; this limits the nature of these activities for fear of risks and to avoid disturbing the course of lessons. Some schools have these services thanks to the existence of space that only needs to be fitted out. Lack of changing rooms and equipment despite the existence of enclosed rooms that can be used f o r this purpose.
Lack of some basic services such as libraries and multi-purpose rooms.
Extracurricular activities are limited to national holidays, world days and traditional support (revision courses for pupils in a situation of failure and more rarely to some ecological activities (particularly in the province of Al Haouz).
The various responses expressed satisfaction with the school's performance despite the failure rate and the number of repeaters, which some teams considered normal and even a pedagogical means of overcoming failure.
Most responses attributed learning and acquisition failures and shortcomings to families, and only very rarely indicated didactic factors and teaching methods. The satisfaction of the parties was based mainly on the level of learning of the pupils and on the communication between the different parties, while the dissatisfaction was mainly related to the infrastructure of the schools and their equipment.

The contractualisation phase that follows the diagnosis allows schools to set up a realistic and feasible action plan based on a well-defined starting point and a collective effort involving all the parties concerned. The implementation of this action plan allowed the setting up of different projects involving the different components of the school in order to improve its functioning or performance.

In some schools, the implementation of BAM has strengthened their capacity to generate financial resources from partners outside the project, such as the renovation of latrines in the Asni school by a local foundation or the Wash project led by Geberit Morocco, which has improved access to drinking water, sanitation and hygiene in nine rural schools in the province of Al Haouz. The BAM acted as a multiplier in these schools to attract external funds.
The projects developed in the schools participating in the LEAD project in Sidi Bernoussi and Al Haouz can be grouped and classified into the themes listed in the table below39.

Table 10: BAM projects and initiatives by theme

Themes	Sidi Bernoussi	Al Haouz
Upgrading the school environment		10
Strengthening access to information and improved communication	6	8

[39] In the absence of documents listing the projects and initiatives developed in all 50 pilot schools, we have taken the data from the interim evaluation, which covers the first 24 schools that have implemented the BAM. It shows that the method led to the emergence of 62 significant commitments in t h e form of initiatives or projects to be implemented between stakeholders. The average is 2.58 per school.

Strengthen integrated activities and school support		10
Activation and strengthening of school clubs	7	1
Teacher training in animation	4	
Construction and equipment of the library and multimedia room	2	2
Improving learning by adopting modern methods	1	
Adopting innovative ways of providing educational support	1	
Strengthening pre-school	1	3
Mobilisation of partners		3
Mobilising and raising awareness among parents		2
School transport		1
TOTAL	22	40

Finally, the social accountability methodology deployed by the LEAD project includes a component for monitoring and evaluating the commitments made, which must be carried out on a permanent basis. This component, which is indispensable for making the requirement of social accountability in the education system effective, leads to the implementation of mechanisms for the upward and downward flow of information on schools at two levels: (i) from the school management to the families and (ii) from the school to the academic institution.

It should make it possible, on the one hand, to evaluate the capacity of schools and the school system to carry out the initiatives designed through the BAM, and on the other hand, to transmit to the academic institution a flow of relevant data and indicators on the schools located in a territory that gives them an exhaustive inventory and diagnosis of the realities and priorities.
The feedback to the educational institution in the LEAD project can be assessed in relation to the state of achievement of the project indicators40 at the time of its completion, which we have reproduced in the table below:

Table 11: Status of project indicators (June 2018)

Indicator	Result to be achieved	Result achieved
Number of schools involved in the project	50	50

[40] The data in the table is taken from the LEAD Results Frameword June 2018.

Number of schools implementing BAM in SR	50	50
Number of education sector stakeholders trained on SR concepts (MoE, delegations, teachers, and AREF)	36	524
Number of recommendations submitted to AREF and MENFP by APTEs	15	30
Number of educational issues and gaps identified during the life of the project	8	8
Number of meetings held between APTE, FNAPEM, AREF and DPMEN	14	7
Number of participants who benefit from the training	1 000	2 113
Number of knowledge products prepared and disseminated	6	6
Number of action plans developed	1	1

Three indicators are particularly significant:

- **The number of recommendations submitted to AREFS and MENFP by the APTEs, which makes it possible to measure the flow of recommendations between the schools and the academic institution:** 30 recommendations were identified during the cross-sectional analysis of the BAMs (out of 15 expected).

- **The number of educational gaps identified during the life of the project which is intended to monitor the needs or gaps observed in the beneficiary schools**: 8 issues identified (out of 8 expected)
    1) School time
    2) Clutter
    3) The generalisation of administrative assistants to directors
    4) The poor connection of the internet network
    5) The content of the books
    6) Appointment of social workers at least in the school districts
    7) Several stakeholders in the pre-school
    8) Insufficient and uninnovative in-service training

- **The number of meetings held between APTE, FNAPEM, AREF and DPMEN to follow up on the feedback from schools:** 7 events organised (out of 14 expected)
  - Launch of the project
  - Two regional seminars in Casablanca and Marrakech
  - Two coordination meetings
  - National seminar
  - Workshop for reflection and sharing of analysis results

The *momentum of the* final evaluation does not yet allow for the full completion of the cycle in all institutional dimensions of the project, despite the undeniable achievements of the BAM as an accountability tool.

For the social accountability cycle to be complete across all components of the education system (schools, DPMEN, AREF and the central level), it should be possible to demonstrate a longer-term upward and downward flow of information and decisions between beneficiaries, schools and the academic institution, as shown in the diagram below.

To date, the BAMs have ensured a process of accountability at school level by transforming the initial participatory diagnoses into action plans that are expected to bring about concrete improvements. Their implementation, still ongoing at the time of this evaluation, should however be completed, strengthened and finalised by a cycle of evaluation of the different initiatives carried out, new diagnoses and actions in order to end one cycle and start another.

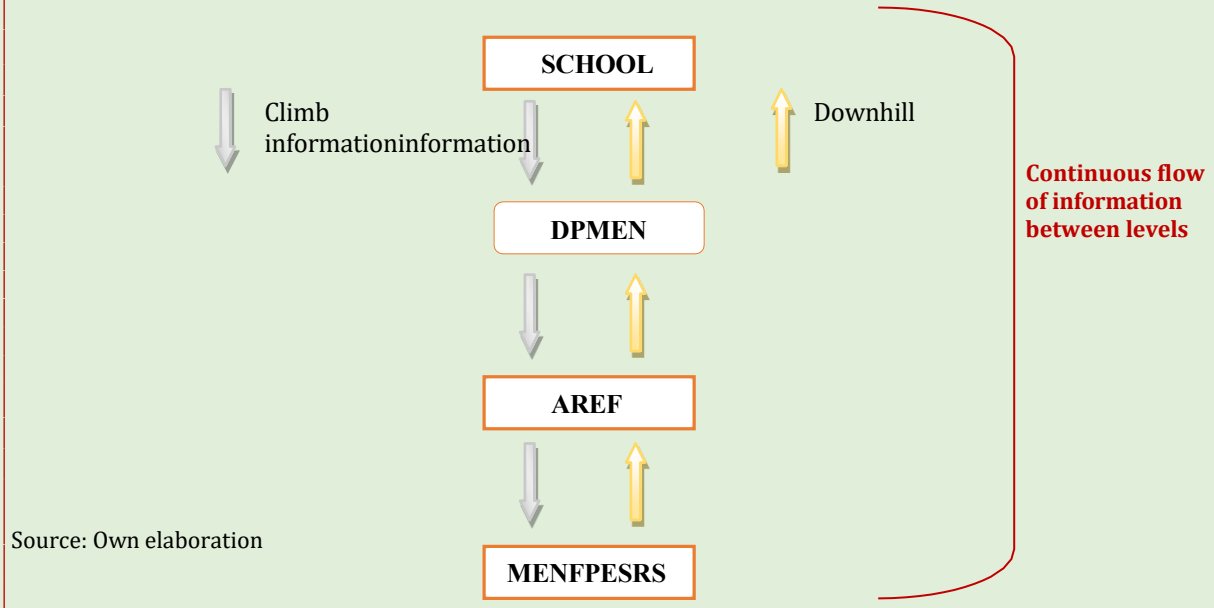
At a more institutional level, the BAMs made it possible for the various components of the school to send up a significant flow of information and concerted action plans to the academic institution. According to CIM and NEF, the schools' action plans contributed positively to the development of school projects, which was explicitly confirmed by the DPMEN of Sidi Bernoussi.

In any case, although it seems significant that the school projects of the 50 schools concerned by the project were approved by the DPMENs, it should nevertheless be pointed out that the evaluation process carried out did not make it possible, due to a lack of time and resources, to formally establish these links between the BAMs and the school projects in order to really evaluate them. The school projects, which mainly concern the pedagogical aspect, were not initially considered as an indicator of the project, but were integrated into it at the request of the Ministry with the agreement of the WB. Their validation, implementation and funding by the DPMENs attest to the usefulness of the BAM.

More transversally, the advocacy process, and in particular the meetings held in the two DPMENs and the two AREFs participating in the project, undoubtedly provided a valuable flow of cross-cutting information and objective indicators on the reality of the schools concerned and on their climate and governance. At the time of the evaluation, however, this flow had not been appropriated and transformed into concrete decisions by the academic institution at the local, regional and central levels due to lack of time.

The LEAD project and the BAM should be seen as tools and a method for participatory diagnosis of the school and improvement of its governance, which could generate a comprehensive accountability process and eventually create a culture of replication over several cycles. This potential should encourage the actors involved to look for continuity mechanisms to continue and finalise the experience.

Figure 3: Full cycle of social accountability in the education system



Source: Own elaboration

Q7: What factors (positive or negative) have made it easier or more difficult to the achievement of the project's objectives and results?

Table 12: Positive and negative factors for achieving project objectives and results

Positive factors	Field culture and experience in pre-school and primary education of CIM and NEF.
	Strong involvement and ownership of the objectives, content and values of the project by the CIM and NEF teams.
	Support from the academic institution (AREF and DPMEN) for the project in the two implementing territories, but with greater involvement from the provincial level.
	Flexibility of the GPSA to adapt the SR approach to the contextual means and realities reported by CIM and NEF.
	The central role of the head teacher in stimulating the methodological process of diagnosis and the definition of initiatives and projects.
	Existence, strength and dynamism of the APTE in the school.
	Participatory and supportive role of teachers to the head teacher.

Negative factors	Lack of coordination mechanisms and a project steering committee at national level.
	Change in the intervention methodology which led to changes in programming and a delay in the implementation of activities.
	Lack of institutional legitimacy of the project in the start-up phase.
	Lack of commitment and involvement of MENFPESRS central directorates throughout the project life cycle.
	Lack of partners in identifying and facilitating key resource persons within MENFPESRS.
	A culture of caution and reserve in national education towards society, families and civil society.
	The security and political context surrounding political Islamism has an impact on the MENFPESRS and forces it to be more vigilant around schools.
	The concept of accountability and school governance is rather abstract and not easily accessible to stakeholders within schools.
	Difficulties in some schools in addressing financial accountability.
	Lack of means and active role of the FNAPEM in the project to participate, disseminate and relay the actions and results of the project in the schools

5.4 IMPACT

Measuring impact is structurally difficult for a project in the field of school governance for two main reasons, which the interim evaluation had already highlighted:

- ✓ On the one hand, the construction of an intervention method, its sharing and dissemination to the competent authorities and schools, its experimental implementation in a series of pilot schools, the monitoring and evaluation of such an experiment with possible methodological modifications require a relatively long time.
- ✓ On the other hand, governance is a relatively abstract concept that is also uncomfortable with the notion of impact. It is difficult to measure good governance by setting up a system of indicators.

Q8: What is the social impact of the project?

It is essential to distinguish between the impact of the project on the school itself and the impact on its different components (headmaster, pupils and their parents, teachers, APTE).

Impact of the project on the school

The impact on the schools that participated in the LEAD project can be observed at three levels:

- *Improving the school climate :*

The definition and implementation of the action plan resulting from the BAM has allowed the development of initiatives and projects that have undeniably improved the environment of these schools, whether it be those aimed at strengthening extracurricular activities or school clubs, or those relating to equipment and infrastructure (libraries, multimedia rooms).

The BAM promotes the emergence of an evaluable project culture within schools by strengthening the prerogatives and capacities of the school team to establish a diagnosis and mobilise existing resources to improve the school and its environment.

The LEAD project thus creates a learning environment and working conditions that improve the overall school climate and promote students' progress and learning outcomes.

- *Improving school governance :*

In the schools that participated in both the interim and final evaluations, the different stakeholders acknowledge that the project has enabled a good level of communication between them, in particular by offering them formal meeting spaces.

The dialogue thus created between all its components, as well as the participatory diagnosis carried out during the initial implementation phase of the BAM, undoubtedly improves the governance of its schools.

On the other hand, the BAM provides the school with an action plan developed in a participatory manner and containing precise indicators as well as levels of accountability and involvement of each actor. The contractualisation resulting from the BAM thus makes it possible to set priority and coordinated objectives that are understandable to all stakeholders.

- *Improving school performance :*

The interviews conducted during the final evaluation, particularly those with the DPMEN of Sidi Bernoussi, revealed that a general improvement in t h e environment of the schools

This is because of the effects of the participating schools on their overall performance and on the students' academic achievement.

However, there is a lack of conclusive indicators to judge this. The annual ranking of schools at DPMEN level could provide information, but we have not had access to it despite our requests. A study of this ranking would have made it possible to assess whether the implementation of the BAM in the participating schools had had an impact on their performance indicators. In any case, it would be an important argument in favour of continuing the project.

Impact of the project on the school's components

- *Impact on school headmasters :*

Their involvement and accountability are stronger because they have become the central points of a decision making process that is now collective (management committee/BAM committee), thanks to a reinforced understanding and appropriation of the concept of social accountability. For those who best understand the meaning of the project and the method, and are able to implement it in all its dimensions, the BAM constitutes a tool that improves and strengthens their overall governance of the school.

The BAM strengthens the role of school headmasters and is a tool to improve and reinforce their overall governance of the school by moving from a bureaucratic leadership to a more managerial function. The headmaster becomes responsible for an educational project that he/she defines jointly with all stakeholders.

- *Impact on students and their parents:*

The project has led to a better integration of pupils into school life and to an increase in their participation in extracurricular activities. It also had positive effects on the election/representation processes of the pupils in the school. Pupils who participated directly in the project strengthened representation skills that are important for their personal development.
The project has increased parents' participation in the school and their ability to defend their opinions. Parents feel freer and more motivated to come to the school to get information or discuss their children's future.

By seeking to strengthen their involvement and mobilisation in the BAM implementation process, pupils and their families become full-fledged actors in the school. From being passive subjects of rights subject to obligations, they become, thanks to the participatory process set up by the LEAD project in schools, active subjects of rights with the capacity to exercise them.

- *Impact on teachers :*

Their capacity for social *accountability* has been strengthened and their participation is increasing. They feel closer to the decision-making process and more recognised by all stakeholders. They have also improved their relationship with the school management. Their capacity is also strengthened to dialogue and exchange on the BAM data for those who participated in its elaboration and implementation.

- *Impact on APTE and FNAPEM :*

The project has also undoubtedly strengthened the capacity of PTA members, and reconstituted or at least revitalised PTAs that were dormant in some beneficiary schools.

Although the FNAPEM has undoubtedly gained a certain visibility as a partner in the project, it has not had a real role or influence during the implementation of the project. Its recurrent lack of financial means, combined with the difficulty of renewing the volunteer members who run it and keep it alive, left it with few options to influence the project.

Q9: What is the institutional impact of the project?

Impact on beneficiary associations (CIM and NEF)

While the aforementioned commitment of the CIM and NEF field teams to the project has resulted in a strong appropriation of the content, objectives and values of social accountability within these teams, it is difficult to assess whether the project has had an influence on the other human resources of the two beneficiary associations, or whether it has contributed to significant changes in their organisation and functioning.

Nevertheless, it can be suggested that the media coverage of the national seminar in the presence of the Minister reinforced the brand image of CIM and NEF as national entities involved in improving the Moroccan education sector.

Impact on the different levels of the MENFPESRS

The project's observable impact at the MENFPESRS level is mainly in the improvement of the understanding and appropriation of social accountability by its various levels and the issues it raises on the overall governance of the education system in general and local school governance in particular.

However, this impact finding must be qualified, depending on the level taken into account, and also on its reception and dissemination by the stakeholders within this level.

- *Impact on DPMENs and AREFs:*

During interviews, the two DPMEN and AREF concerned recognised the interest of the project as well as the usefulness of establishing social accountability mechanisms in the education sector. However, they regret that the LEAD project was not initiated and coordinated by the MENFPESRS hierarchy.

Support seems to be stronger in the DPMEN of Sidi Bernoussi, despite the change of management during the project, than in the DPMEN of Al Haouz. The administrative staff of the DPMEN of Sidi Bernoussi actively participated in the meetings of the local steering committee of the project and received the APTEs of the participating schools in their premises. They also participated in the reception of the delegation from Madagascar as part of the GPSA exchanges.

It is also easier to observe in the AREF of Marrakech-Safi than in the one of Casablanca-Settat, notably because of the strong involvement in the project of the person in charge of international relations and cooperation.

However, it is difficult to measure the diffusion of social accountability mechanisms within each of these levels outside the LEAD project stakeholders.

Similarly, the improvement in relations between the DPMEN and the schools appears to be more significant in Sidi Bernoussi than in Al Haouz in view of the focus groups conducted with the project stakeholders in the schools. Some interlocutors regretted that the administrative staff of the DPMEN in Al Haouz did not participate more in the dynamics created by the project in the schools, despite their numerous requests. They emphasised that these absences sometimes slowed down the implementation of activities in the schools.

- *Impact on the central level of the Ministry :*

As the central level of the MENFPESRS was not very involved in the implementation of the project, it is difficult to assess the improvement in the understanding and appropriation of social accountability within it. However, the central directorates we met[41] have shown a definite interest in the results of the project and the values of social accountability it promotes. One can legitimately think that if the project had been driven by the central level at the start of the project, the understanding and appropriation of the project and the mechanisms of social accountability would have been stronger.

The Minister's participation in and speech at the national seminar in March 2018 also seems to indicate that he understands the challenges of applying social accountability mechanisms in the Moroccan education sector: "*All actions carried out with the aim of improving the primary education system cannot have a sufficient impact if they do not include a social accountability approach, which consists of a proactive process of citizen participation in good governance by means of a deliberative two-way exchange of information between citizens and the state* "[42].

[41] Directorate for Strategy, Statistics and Planning; Directorate for School Life; Directorate for International Cooperation.
[42] General report of the national seminar "Together for our education".

5.5 VIABILITY/SUSTAINABILITY

Q10: Is there a sense of ownership of the project's values, tools and methods by the project's educational actors?

At the level of the beneficiary schools

Adherence to the values and methodological content of the project seems to exist overall in a majority of schools, despite occasional difficulties of understanding which may lead to resistance.

The work done by the CIM and NEF teams at the start of the project to design a new social accountability tool adapted to the local context in a participatory way contributed to the dissemination of the ideas of good governance, social accountability and accountability among the school stakeholders.

The training activities undertaken, following the design of the BAM, with the various school stakeholders to explain the concept and its method of intervention also favoured the implementation of the BAM in the participating schools.

Focus groups conducted during the final evaluation in the pilot schools with school headmasters, teachers and parents revealed that the BAM had become an indispensable management and planning tool for them.

Indeed, some schools continue to develop projects based on BAM methods since the project was discontinued in September 2018. It ultimately depends on the willingness of the head teacher to continue their development or not.

At the level of the academic institution

The participation of the two DPMENs and AREFs concerned in the design of the BAM has favoured the appropriation by these two institutions of the concept of social accountability in education. As for the school stakeholders, the training provided to the provincial and regional administrative staff involved in the project reinforced this understanding and appropriation of the BAM within the academic institution.

Similarly, the advocacy activities deployed throughout the last year of the project's implementation helped to strengthen the ownership of social accountability by the two territorial levels, in particular the organisation of round tables within the DPMENs and AREFs concerned to discuss the BAM analysis report with them.
However, for this appropriation to be complete within the education system today, two fundamental elements are missing: on the one hand, the information from the BAMs must be

The first is that this information is fed back to the central level, and the second is that this information is processed and fed back to the schools at each level.

Q11: Has the project identified good practices that can be disseminated to improve it in the future?

The BAM, as a strategic planning tool for organising a form of accountability, should itself be seen as good practice for improving the performance and governance of the school.

The implementation of BAM in schools calls for a methodology of collective negotiation between all school stakeholders that allows the capacity for dialogue between all actors to be strengthened around the figure of the school headmaster.

The implementation of the BAM strengthens the communication and transparency of school information and makes it more accessible, ensuring its dissemination to all stakeholders in order to create an enabling environment for the implementation of social accountability within the school.

BAM improves the levels of intervention through empowerment and capacity building. It promotes their understanding of contractualisation to achieve a joint action plan. It also allows for a wider involvement of these actors and a higher level of cooperation in order to achieve a participatory dynamic within the schools.

The BAM implementation methodology was capitalised on at the end of the project in a practical guide that facilitates its replication on a larger scale by describing each step of implementation in schools.

On the other hand, the seminars organised in the DPMENs and AREFs to discuss the results of the BAM also seem to us to be good practices that should be mentioned here.

Q12: Are the project activities and results sustainable?

Sustainability of project activities and results in the beneficiary schools

To the question "*How do you envisage a possible continuation of the project?* the participants in the focus groups conducted in the project's beneficiary schools all answered that they would like the project to continue in their respective schools on the same LEAD project intervention model while continuing to benefit from technical assistance to implement the BAM.

The continuity of the BAM in the schools seems to depend ultimately on the willingness of the headmaster to continue its application or not. It would be interesting to be able to measure the correlation between the role of the headmaster and the continuity of the BAM in the school. To do this, we would have to answer two questions: does the departure of a headmaster signal the end of the BAM and its intervention m e t h o d o l o g y in the school? Or, on the contrary, does accountability and

Does the empowerment of other stakeholders in the school achieved by the LEAD project ensure the sustainability of the method even if the head teacher is replaced?

The sustainability of the project within the schools would also require the question of the sustainability of its results. Are the improvements observed in the school climate, in their overall governance and in their performance sustainable? In our opinion, it is still too early to say, even if the focus groups carried out seem to point to a continuity of the results obtained by the LEAD project in the schools.

The question of the continuity of the LEAD project in the schools also raises the question of the sustainability of the mobilisation of key actors in these schools without an external support team at their side. On this point, it is regrettable that the advocacy activity to mobilise new financial resources did not give sufficient priority to the search for small-scale funding, in parallel with that of a larger donor, This would have allowed for the funding of two field posts (one in each region of implementation) to monitor activities in schools (especially those where BAM was implemented during the last year) until more substantial funding could be obtained to extend and generalise the project to other schools and/or other regions.

Sustainability of the project and its methods within the MENFPESRS

The sustainability of the LEAD project also raises the question of the role that the MENFPESRS must necessarily play in replicating the method in other schools or other regions, by mobilising its own human resources.

From this perspective, it would have been interesting to know more precisely the cost of intervention of the LEAD method in terms of human and material resources, which includes both the implementation of BAM in schools and the capacity building of stakeholders. This would facilitate the effective integration of the method within the national education system.
While there is a clear desire to continue the project and extend it to other schools in their respective geographical areas, as confirmed by the interviews conducted during this evaluation phase, there is currently no information to indicate that the Ministry wishes to continue the project and extend it to other schools or regions.

Table 13: LEAD project sustainability levels

Sustainability of the project in schools	Only schools where there is a high level of support from the different stakeholders in general, and from the head teachers in particular, have the capacity to continue to apply the BAM methods and to develop activities in the short term. On the other hand, it seems difficult for the BAM tool to last in the medium and long term in a school without external technical support or institutional integration as a procedure integrating all levels of the MENFPESRS.
Institutional sustainability of the project at the* MENFPESRS *level	It is currently difficult to envisage that the MENFPESRS alone can guarantee the continuity of the project and the integration of the method in the medium term in these procedures without the impetus of the national level, and more specifically of its central directorates. The continuity of the project is currently on hold. CIM and NEF have convincing tools to negotiate with the MENFPESRS (argumentation note, elaborated continuity project, letters of support from DPMEN and AREF). A request for a meeting with the MENFPESRS must now be formulated to define the modalities of the collaboration and the conditions for the continuity of the project.

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

Summary of the project process

The LEAD project ran from 1 October 2014 to 30 September 2018 in three successive stages corresponding to the four years of the project within which the various programmed activities took place:

- The first year of the project (2015) corresponds to two types o f activities: process

participatory development of 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 programme (2016 and 2017) correspond 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 last year (2018) was dedicated to rolling out the BAM tool to the remaining 24 schools to reach the target of 50 schools at the end of the project as well as to implementing the advocacy plan to extend SR to the whole education sector ecosystem.

The last year of implementation enabled 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 primary schools, deployment of the advocacy plan, recommendations from the APTE to the AREF.

The initial project had a component that consisted of monitoring the flow of resources from the AREFs to the schools by the APTEs in order to enable them to generate feedback on performance in the education sector and recommendations for improvement. This component was carried over to the last year of implementation but was not developed as it was deemed inappropriate for the Moroccan education context due to the derisory amounts managed by the schools targeted by the project.

Several replacements of human resources of the project operators' teams are to be reported for the last year of implementation without major repercussions as they were carried out at the end of the project cycle: the general coordinator and the project officer at CIM in the summer of 2018 as well as the national coordinator at NEF in early 2018.

Technical changes in the project have led to budgetary changes. The provisional budget has been modified four times: September 2015, December 2016-January 2017, October 2017 and February 2018. The successive budgetary modifications have made it possible to adjust the various headings to the circumstances and developments of the project. This is a usual mode of operation for GPSA projects, as their operational management gives the national operators responsible for their implementation a key role in adapting it to possible changes in context, correcting processes or reinforcing practices.

The flexibility of the WB's procedures to allow for these changes has contributed to the successful methodological reorientation of the project and its adaptation to the Moroccan context.

Summary of the evaluation according to the evaluation criteria

The valuation of each criterion will be visualised through a system of values:

LOW	MEDIUM	SATISFACTORY	VERY SATISFACTORY
1	2	3	4

Relevance

Through its approach centred on a participatory improvement of the mode of governance of primary schools, the LEAD project is relevant to the education policies implemented in Morocco and converges with several levers of the 2015-2030 strategic vision: lever 7 of chapter 1 *Establishing an efficient and attractive School*; lever 18 of chapter 3 *Building a citizen, democratic and egalitarian society*; lever 22 of chapter 4 *A sustainable societal mobilisation*; lever 15 *For an efficient governance of the education and training system*; lever 23 *Energetic leadership and efficient managerial capacities for the different levels of the School*.

By acting on local school governance, the project responds to the needs of decentralisation and deconcentration of the education system faced with the challenge of its qualitative improvement, which requires the implementation of new management principles based on shared decision-making between the different levels of the system, the circulation of vertical information flows between these levels and the obligation for each of them to be accountable for the commitments made.

The gender approach was integrated into the implementation and evaluation phases of the project cycle. Through the participatory process implemented by the LEAD project in schools, students and their parents became active subjects of rights with the capacity to exercise them.

Particular attention was paid to the interests of the most disadvantaged populations in the design of the project by identifying and selecting beneficiaries from among the most disadvantaged populations, both in the choice of target regions and in the selection of beneficiary schools within each DPMEN.

Is the project, in its approach and implementation, relevant to the context, to the needs of education, and to the priorities of public policies in general and of national education policies in Morocco?	4
To what extent has the project, in all stages of the project cycle, integrated the gender approach, the "rights" approach and taken into account the interest of the poorest populations in its interventions?	3

Efficiency

In relation to the GPSA's theory of change, the LEAD project was born with a lack of visibility, legitimacy and institutional support from the WB and the MENFPESRS at the central level due to: (i) coordination difficulties between the different structures of the WB and the GPSA (headquarters team and country team) and (ii) the absence of identification of a key resource person within the MENFPESRS at the start of the project.

In this context, CIM and NEF, together with the decentralised institutions of the MENFPESRS (DPMEN and AREF), have developed a methodology for intervention in primary schools located in complex peri-urban and rural areas. CIM and NEF thus acquired legitimacy at the grassroots level by testing and evaluating a method at the local level and then passing on the results to the academic chain through the organisation of a national seminar and the deployment of a series of advocacy actions during the last year of the project.

The GPSA has put in place a number of knowledge and learning products and tools available to its beneficiaries, such as online courses and conferences (webinars), thematic forums and blogs on the online knowledge platform, which are generally well valued by the CIM and NEF teams, even if they would have liked to see more direct exchanges *in situ* between GPSA beneficiaries.

The project deployed a participatory approach that enabled the involvement of all school stakeholders (headmaster, teachers, APTE, pupils), improved their collaboration and strengthened their capacity to find local partners (communes, local associations) in the implementation of the school's BAM action plan.

The project then provided useful cross-sectional data on the situation of each school and of all schools in the same territory through a report analysing the content of the BAMs and round tables at the level of the DPMEN and AREF.

To what extent did the key institutional actors of the project (CIM, NEF, GPSA and the WB) contribute to the smooth running of the project and the achievement of its objectives and results?	3
To what extent has the project benefited from knowledge products and tools and learning process of the GPSA?	2
To what extent has the project deployed a participatory approach to to involve the whole institutional ecosystem and the actors interested in the governance of national education?	3

Efficiency

The LEAD project developed the BAM method in 50 primary schools, enabling participatory diagnoses and action plans to be drawn up for each school.

At the end of the project, only the first 26 action plans were transformed into 61 micro-projects or concrete school improvement activities (December 2017), not all of which have been accounted for or justified by the project operators to date. The fact that some activities are still being implemented, their number should be revised upwards.

The advocacy strategy, the BAM analysis report and the round tables organised with the DPMENs and AREFs concerned provided a useful flow of data to transcribe the situation and the problems of the schools as well as the expectations or demands of the

This is an essential element in building an accountability process.

To date, however, the DPMENs and AREFs have not had time to appropriate the information received and transform it into measures or initiatives that could complement the accountability process.

To what extent has the project led to effective experiences of accountability within the national education system?	3

Impact

The LEAD project and the training provided have helped to introduce the concept of social accountability as an indispensable tool for good school governance and to improve understanding of it by school education staff and the administrative managers of the DPMEN and AREF concerned.

The LEAD project and the method deployed in a majority of schools has improved the governance of schools by providing them with a concerted action plan between all the actors involved. In doing so, it has contributed to improving the climate of these schools. This could ultimately improve their performance.

What is the social impact of the project?	4
What is the institutional impact of the project?	2

Viability / Sustainability

The LEAD project has strengthened the ownership of the concept of accountability by the educational staff of the schools and the administrative staff of the DPMEN and AREF concerned, as well as of the tools put in place by CIM and NEF, especially when the headmaster is able to ensure their implementation.

The sustainability of the activities undertaken within the framework of the introduction of BAM in the pilot schools seems to be generally assured due to the dynamics created in most schools and in particular the plurality of actors involved (headmaster, teachers, APTE, pupils).

On the other hand, it is difficult to believe that the method can last beyond one or a few cycles of definition or readjustment of BAMs.

This limitation raises the question of the continuity of a project likely to allow technical and evaluative monitoring of the processes within schools by CIM and NEF, as well as the involvement of DPMEN.

To date, the DPMEN and AREF concerned have expressed a desire to renew the project. A continuity project has been written but has not yet received funding.

Is there a sense of ownership of the values, tools and methods of the project by the educational actors of the project?	3
Has the project intensified good practice that can be disseminated to improve it in the future?	3
Are the project activities and results sustainable?	2

6.2 RECOMMENDATIONS

6.2.1 Complement the BAM-based intervention methodology by introducing monitoring and evaluation mechanisms into the method to better ensure the sustainability of the processes undertaken

The interim evaluation highlighted the need to improve the BAM tool by including elements that would allow better integration of data concerning populations with specific needs (children with disabilities, migrant children). It will undoubtedly be important, before any continuation of the project, to integrate methodological data enabling the directors to monitor and evaluate the processes undertaken in order to include the method in a complete project cycle (diagnosis, formulation of action plans, monitoring and evaluation).

6.2.2 Set up a joint field team (DPMEN / CIM-NEF) to ensure continuity in the monitoring of the project in the 50 beneficiary schools

As we have seen, the establishment of BAMs in the project schools has made it possible to initiate a diagnostic process in the schools participating in the LEAD project and to bring out activities and projects that will eventually improve not only the governance and climate of the schools, but also their performance and that of their pupils. In a context where the impact of the project will undoubtedly be more measurable at the end of these activities and projects, it seems important that the operating associations and the DPMENs be able to ensure a process of monitoring and minimal evaluation of the experiences carried out in the schools in order to measure the multiplier effects of the processes undertaken.

6.2.3 Design and develop a new pilot project with a better integration of the method and devices within the different levels of the MENFPESRS by involving the central level more

The project cycle allowed CIM and NEF to develop and pilot a governance and accountability methodology in a series of pilot schools. This experience was in some ways led by the two associations with the support of the DPMEN

s concerned. If the latter have shown a willingness to continue the experiment, it will be important to increase their participation and to better integrate the implementation and monitoring of BAMs into their own operational teams before considering a full systematisation of the experiment.

6.2.4 Establish a participatory methodology at the level of the MENFPESRS that strengthens the process of developing the school project, based on that of the BAM

The MENFPESRS can draw inspiration from the BAM's participatory diagnosis and implementation method to strengthen the process of school project development by school headmasters by involving the various stakeholders in order to improve their content and strengthen their legitimacy.

6.2.5 Revaluing head teachers by defining a set of competences managerial skills to be acquired, allowing the implementation of adequate training

The implementation of BAM in schools strengthens the role of school headmasters and reveals the professional and cross-cutting skills needed by a school headmaster in the current context of decentralisation, which requires a redefinition of their profiles in order to better value the skills related to school governance: strategic and operational planning; human resources management; capacity for empathy, listening and negotiation, for example. Strengthening the management skills of head teachers and their valorisation by the education authorities is an important lever for improving education.

6.2.6 Set up institutional steering committees within the framework of the GPSA projects that allow for the coordinated involvement of the GPSA, the WB and the MENFPESRS at the highest level

The successful realisation of the GPSA's theory of change probably requires that projects are monitored locally in a coordinated manner by the GPSA, the WB and the relevant local public institutions at the highest level to better ensure their strategic and operational involvement.

6.2.7 Strengthen the WB's strategic involvement in the countries concerned by the projects of the GPSA

A better involvement of the WB at the level of the countries concerned by the projects is necessary.

7 ANNEXES

APPENDIX 1: Interview guide for CIM and NEF

The questions presented below remain at a general level. The interviewer will need to probe some of the questions to get into the details of the programme's implementation and results. The evaluator conducting the interview will have to adapt the general questions and introduce new questions according to the theme concerned, the mission of the organisation and the profile and role of the interviewee.

This type of interview aims to obtain information to meet the evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability in the implementation of the project.

1 INTRODUCTION

Introduction of the interviewer as a member of the consultant team in charge of the external evaluation of the programme and brief presentation of the project evaluated and of the evaluation: objectives, criteria, questions, steps.

Specify that all information collected will be treated anonymously; stress the confidentiality of the interview and remain available for questions or requests for clarification from the interviewee.

2 ANTECEDENTS OF THE PROJECT

- What is the background and origin (justification) of CIM and NEF's interest in primary education and social accountability? Did CIM and NEF have previous experience of working on question (previous project)?

- What were your visions and expectations of the LEAD project? Did they change during the implementation of the project?

- What is its synergy or complementarity with other CIM and NEF projects in Morocco? If so, how does this complementarity manifest itself?

- How were the project partners chosen? On what criteria did you choose the project territories? What was the involvement of the partners during the identification and the formulation of the project?

- Have you previously worked with the World Bank? If so, on which projects? Were you familiar with the GPSA, its mechanisms and the theory of change it promotes before the project was implemented?

- What are the objectives and expected outcomes of the project? What is the project's theory of change (compared to the one promoted by the GPSA) How do you intend to obtain them?

- How does the project fit into Moroccan education policies? And more specifically in the national strategy 2015-2030?

- How the project takes into account and integrates the gender approach in all stages of the project cycle ?

- How does the project take into account and integrate the "rights" approach in all stages of the project cycle?

3 PROCESS AND MANAGEMENT OF THE PROJECT

- How involved do you think the partners were during the implementation of the project? And more specifically the World Bank and the GPSA?

- Did you use or develop any GPSA knowledge products (notes, reports, etc.) during the implementation of the project?

- Did the GPSA knowledge products help you to make decisions about mid-course corrections?

- Did the implementation of the project cause any delays or deviations from the original plan (change or delay in activities, in the budget)? If so, what were the reasons?
  Are they justified?

- Has the project implemented modalities to ensure the participation of key stakeholders within the participating schools? Within the national education system at local, regional and national level?

- Have you identified key resource persons within the MENFPESRS? At local level? At regional level? At national level?

- Did the World Bank and the GPSA facilitate the identification and mobilisation of key resource persons?

- In your opinion, what were the obstacles to identifying and mobilising key resource persons within the MENFPESRS?
- What impact did the programme have on your organisation? On the participating schools? On the education system? On the institutional level (MENFPESRS)?

4 CAPITALIZATION AND CONTINUITY OF THE PROJECT

- Can you identify the strengths and weaknesses of the project? Do you have any recommendations?

- What have you learned from the programme? Are there any good practices to capitalise on in introducing accountability in schools? Within the academic institution? In
  In terms of advocacy for improved governance with public institutions?

- What do you think are the WB and ASM factors identified in the ASM theory of change that have positively or negatively influenced the achievement of the objectives and expected results of the project?

- Which country factors identified in the GPSA theory of change do you think have positively or negatively influenced the achievement of the project's objectives and expected results?

- What are the obstacles/barriers you have encountered in implementing the project? From your teams? From your partners? The geographical context of the two regions in which the project is taking place?
  has been implemented?

- Do you think that national education actors have understood and integrated social accountability into their discourse, behaviour, practices and interactions?

- Do you think that the schools benefiting from the project will continue to apply BAM and its methods after the project has ended?

- Do you think that MENFPESRS has taken ownership of social accountability? And that it wants to implement the social accountability methods from the project (geographically and within the MENFPESRS) ?

- What is the added value of the project for you? How do you see the project continuing? Do you have any recommendations for its continuation?

5 CLOSING THE INTERVIEW

- Give the interviewee the opportunity to provide further information or feedback and to ask questions.
- Review the notes to see if all the questions have been covered and if there are any points that are not clear.
- Ask for the telephone number in case you need clarification or additional information information.
- Remind them that all information collected will be treated anonymously.
- Thank the person(s) for their availability and time for the interview.

APPENDIX 2: Interview guide for GPSA and WB teams

The questions presented below remain at a general level. The interviewer will need to probe some of the questions to get into the details of the programme's implementation and results. The evaluator conducting the interview will have to adapt the general questions and introduce new questions according to the theme concerned, the mission of the organisation and the profile and role of the interviewee.

This type of interview aims to obtain information to meet the evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability in the implementation of the project.

1 INTRODUCTION

Introduction of the interviewer as a member of the consultant team in charge of the external evaluation of the programme and brief presentation of the project evaluated and of the evaluation: objectives, criteria, questions, steps.

Specify that all information collected will be treated anonymously; stress the confidentiality of the interview and remain available for questions or requests for clarification from the interviewee.

2 ANTECEDENTS AND INITIATION OF THE PROJECT

- Can you tell us about the origins of the collaboration between your institution and the project operators (CIM and NEF)? Did it start with the LEAD project or was it earlier?
- What were your visions and expectations of the LEAD project and the project operators (CIM and NEF)? Did they change during the implementation of the project?
- How does the project relate to the strategic priorities of your institution?
- Were you involved in the identification and formulation of the LEAD project? And in the design of the BAM?

3 PROCESS AND IMPLEMENTATION OF THE PROJECT

- What LEAD activities have you been involved in? Can you describe your role in relation to both the project operators (CIM and NEF) and the LEAD project?

- How was the coordination, interaction and governance between your institution and the project operators (CIM and NEF) organised?
  - Coordination and monitoring system ?
  - Involvement in the project?
  - Sharing information and respecting compromises and deadlines?

- Did you participate and/or facilitate the identification and linking of project operators (CIM and NEF) with key resource persons within MENFPESRS? At local level? At regional level?
  At national level?

- In your opinion, what were the obstacles to identifying and mobilising key resource persons within the MENFPESRS?

- Do you think that the project operators (CIM and NEF) and their partners have correctly used or developed the GPSA knowledge products (notes, reports, etc.) during the implementation of the project?

- Do you think the GPSA knowledge products helped them to make decisions about mid-course corrections?

- Do you think that the general objectives and expected results contained in the ASMG project document, including the theory of change, have been achieved? If not, what do you think are the reasons?

- What WB and ASM factors identified in the ASM theory of change do you think have positively or negatively influenced the achievement of the objectives and expected results of the project?

- What are the country contextual factors identified in the GPSA theory of change that you believe have positively or negatively influenced the achievement of the project's objectives and intended outcomes?

- How satisfied are you with the project's monitoring and evaluation system? Was it sufficient to meet the requirements of the GPSA?

- How satisfied are you with the products, deliverables and other documents produced by the project operators (CIM and NEF) and their partners during the implementation of the project?

- Did the implementation of the project lead to deviations from the initial planning (changes or delays in activities, in the budget)? If so, what do you think are the reasons for this?
  ?

4 SUSTAINABILITY AND CONTINUITY OF THE PROJECT

- What is the added value for you of the project and of your collaboration with the project operators (CIM and NEF)?

- What would be for you the strong and weak points of the LEAD project? And of your collaboration with the project operators (CIM and NEF)?

- What do you think has been the social impact of the project? At school level? At the level of the direct and indirect beneficiaries (headmasters, parents, pupils) of the project?

- What do you think has been the institutional impact of the project? For the beneficiary associations (CIM and NEF) and partners (FNAPEM at regional and national level)? For the MENFPESRS at the local level,
  regional and national? For the WB and the GPSA?

- What recommendations would you make to the project operators (CIM and NEF) in general with regard to its conduct of the project? To improve relations and interactions with the World Bank and the GPSA? With the MENFPESRS?

- Do you think that national education actors have understood and integrated social accountability into their discourse, behaviour, practices and interactions?

- Do you think that MENFPESRS has taken ownership of social accountability? And that it wants to implement the social accountability methods from the project (geographically and within the MENFPESRS) ?

- In your opinion, what are the obstacles to the appropriation and implementation of social accountability methods by the MENFPESRS?

- How do you envisage the continuity of the LEAD project and your collaboration with the project operators (CIM and NEF)?

3 CLOSING THE INTERVIEW

- Give the interviewee the opportunity to provide further information or feedback and to ask questions.
- Review the notes to see if all the questions have been covered and if there are any points that are not clear.
- Ask for the telephone number in case you need clarification or additional information information.
- Remind them that all information collected will be treated anonymously.
- Thank the person(s) for their availability and time for the interview.

ANNEX 3: Interview guide for MENFPESRS, AREF and DPMEN

The questions presented below remain at a general level. The interviewer will need to probe some of the questions to get into the details of the programme's implementation and results. The evaluator conducting the interview will have to adapt the general questions and introduce new questions according to the theme concerned, the mission of the organisation and the profile and role of the interviewee.

This type of interview aims to obtain information to meet the evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability in the implementation of the project.

1 INTRODUCTION

Introduction of the interviewer as a member of the consultant team in charge of the external evaluation of the programme and brief presentation of the project evaluated and of the evaluation: objectives, criteria, questions, steps.

Specify that all information collected will be treated anonymously; stress the confidentiality of the interview and remain available for questions or requests for clarification from the interviewee.

2 HISTORY AND DEVELOPMENT OF THE PROJECT

- Can you tell us about the origins of the collaboration between your institution and the project operators (CIM and NEF)? Did it start with the LEAD project or was it earlier?
- What is the nature of your partnership with the project operators (CIM and NEF)? Do you have a collaboration agreement or other type of formal document?
- What were your visions and expectations of the LEAD project and the project operators (CIM and NEF)? Did they change during the implementation of the project?
- Were you involved in the formulation of the LEAD project? And in the design of the BAM?
- What LEAD activities are you involved in?
- Have you been in contact with the project partners, and more specifically the World Bank and the GPSA, during the identification and formulation phase of the project, and during its implementation?

- Have you previously worked with the World Bank? If so, on which projects? Were you familiar with the GPSA, its mechanisms and the theory of change it promotes before the project was implemented?

- Did you use or develop any GPSA knowledge products (notes, reports, etc.) during the implementation of the project?

- How was coordination and governance organised between your institution and the project operators (CIM and NEF)?
  - Coordination and monitoring system ?
  - Involvement in the project?
  - Sharing information and respecting compromises and deadlines?

- Did the implementation of the project lead to deviations from the initial planning (changes or delays in activities, in the budget)? If so, what were the reasons?
- What were your visions and expectations regarding your participation in the project? How does it fit in How does the project relate to the strategic priorities of your institution?

- What obstacles/barriers have you encountered in the implementation of the project? In your relations and interactions with the project operators' teams (CIM and NEF) and their partners?

- Do you think that your institution has properly assimilated and integrated social accountability into its discourse, behaviour, practices and interactions?

- Do you think that the schools benefiting from the project will continue to apply BAM and its methods after the project has ended?

- Does your institution want to implement the social accountability methods from the project in other geographical areas and/or schools?

- What has been the impact of the project for you? On your institution and its strategy? On the beneficiary schools and the education system in general?

- What lessons have you learned from the project? Are there any good practices that you think can be capitalised on, particularly in terms of introducing social accountability in schools and your institution?

- What is the added value for you of the project and of your collaboration with the project operators (CIM and NEF)?

- What would be for you the strong and weak points of the LEAD project? And of your collaboration with the project operators (CIM and NEF)?

- What recommendations would you make to the project operators (CIM and NEF)?

- How do you envisage the continuity of the LEAD project and your collaboration with the project operators (CIM and NEF)?

3 CLOSING THE INTERVIEW

- Give the interviewee the opportunity to provide further information or feedback and to ask questions.

- Review the notes to see if all the questions have been covered and if there are any points that are not clear.
- Ask for the telephone number in case you need clarification or additional information information.
- Remind them that all information collected will be treated anonymously.
- Thank the person(s) for their availability and time for the interview.

APPENDIX 4: Guide for conducting focus groups in schools

The focus group moderator should adapt the general questions below and possibly introduce new questions according to the theme in order to make the focus group more dynamic.

This focus group aims to obtain information for the final evaluation of the LEAD project, focusing in particular on the impact and continuity of the project in the pilot schools.

1 INTRODUCTION

Introduction of the facilitator as a member of the evaluation consultant team
external final of the LEAD project.

Specify that all the information collected will be treated anonymously, remind participants of the confidentiality of the focus group and remain available for questions or requests for clarification from participants.

2 GENERAL QUESTIONS

- How was the school chosen to be part of the project? Who was involved in the school?
- What were the expectations of the different stakeholders at the start of the project? Did they evolve during the implementation?
- How was the BAM developed in the school? Who was involved?
- Will you continue to apply the BAM and its methods? If not, what are the reasons?
- What activities were carried out as part of the project? Who designed them? Who participated?
- What links does the school have with other project actors? CARE & NEF? FNAPEM? MENFPESRS (AREF & DP)?
- What impact has the project had on the school? And more specifically in terms of governance?

- What were the strengths and weaknesses of the project? What good practices can you identify to capitalise on?
- What were the obstacles and barriers encountered during the implementation of the project?
- How do you see a possible continuation of the project? Would you like to participate? Do you have any recommendations for its continuation?

3 CLOSING OF THE FOCUS GROUP

- Give participants the opportunity to provide further information or feedback and to ask questions.
- Review the notes to see if all the questions have been covered and if there are any points that are not clear.
- Remind them that all information collected will be treated anonymously.
- Thank the participants for their availability and the time they devoted to the focus group.

ANNEX 5: List of interviews and focus groups conducted

First and Last Name	Institution	Function	Date
Saad Filali Meknassi	GPSA	Capacity Building Advisor	16.11.2018
Anne-Lucie Lefebvre	World Bank	Senior Public Sector Management Specialist GGOMN	21.11.2018
Hlima Razkaoui	CARE International Morocco	Director	22.11.2018
Xavier Sautre	CARE International Morocco	Technical Advisor Administration and Finance	22.11.2018
Nissrine Bouhamidi	CARE International Morocco	Gender Specialist	22.11.2018
Emma San Segundo	CARE International Morocco	Resource Mobilisation Manager	22.11.2018
Aziz Nahya	NESPFSSR	Director of School Life	28.11.2018
Abdelhaq El Hayani	NESPFSSR	Director of Strategy, Statistics and Planning	27.11.2018
Mohammed Baidada	Consultant	BAM analysis mission	29.11.2018

Focus Group School ASNI	Primary school, Al Haouz province	Headmaster, 1 teacher, 1 representative of the parents' association	05.12.2018
Focus Group Ben Habouss Tahannaout School	Primary school, Al Haouz province	Headmaster, 1 teacher, 1 PTA representative, 2 students	05.12.2018
Mustapha Echtouki	DPMEN Al Haouz	Head of Partnership, Legal Affairs and Communication	05.12.2018
Focus Group Tafza - Ourika School	Primary school, Al Haouz province	Headmaster's representative, 2 teachers, President and Vice-President of the Parents' Association 2 parents, 2 students	06.12.2018
Youssef Nait Belaid	AREF Marrakech-Safi	Head of International Relations and Cooperation	06.12.2018
Fadila Caillaud	World Bank	Programme Manager, Human Development Maghreb	13.12.2018
Malak Tazi	NESPFSSR	Deputy Director of International Cooperation	18.12.2018
Abdelhajid Rabih	DPMEN Sidi Bernoussi	Former Head of Pedagogical Affairs and Directorate Manager	20.12.2018
Mohamed Abouelkacim	DPMEN Sidi Bernoussi	Head of Educational Affairs	20.12.2018
Mohamed Lidrissi	AREF Casablanca Settat	Head of Legal Affairs and Partnership	20.12.2018

Focus Group Sidi Bernoussi schools	Azahraoui School / Oued el Maghazin School / Yakoun Mansour School	Headmaster and 1 teacher from Azahraoui School Headmaster and 1 teacher from Yakoun Mansour School Head teacher, 1 teacher and 1 representative of the parents' association of the Oued el Maghazin school	
Abdelkhalk Aandam	Near East Foundation	Country Director	25.12.2018

ANNEX 6: List of documents consulted

NAME OF THE DOCUMENT	TYPE OF DOCUMENT	DATE
Annual Technical Report_2018_FV 23-03-2018	GPSA interim reporting report	05/02/2018
GPSA Grantee Mid-Term	GPSA interim reporting report	30/07/2018
BAM V EN Guide - fatim zahra	Practical guide to using the BAM in English	September 2018
LEAD, Case for the LEAD project	LEAD project briefing note	October 2018
LEAD, Argument	Presentation Powerpoint elements of the advocacy seminar in Marrakech	03/10/2018
LEAD, BAM Analysis Report of the two Regions	Analysis report of the BAM in Arabic by an external consultant	July 2018
Media report on the national seminar on 15 March in Rabat on the theme of social accountability in primary education in Morocco	Hyperlinks to press articles	March 2018

Participatory EMS LEADCIM-product 1-SNR 2018	Proposal for a participatory monitoring and evaluation system at school level for the LEAD project developed by an external consultant	July 2018
VF Output 2 Stakeholder impact assessment report LEADCIM-SNR 2018	Report on the analysis of the impacts by qualitative methodology (changes for the actors) of the LEAD project prepared by an external consultant	July 2018
CR - discussion on the continuation of the LEAD project 8 Nov 18	Minutes of internal meeting	08/11/2018
LEAD financial reports	Reports financial from 31/12/2014 to 30/09/2018	2014-2018
Practical Guide to the BAM Tool - vF 26-10-18	Guide to integrating SR in education primary	September 2018
Project LEAD Round Table Report_.	Report of the round tables for the presentation, exchange and reflection on the BAM analysis report	June-July 2018
Final report SAGACITA	LEAD training/action "Project development of the institution".	September 2018
General Report LEAD Seminar	Report general of the seminar seminar "Together for our education	March 2018
ICR_Template_Small_Grants_final	Final Implementation and Results Report Template for a Small Grant (ICR) of the World Bank	N.C.
Salary scale - CARE International Morocco	CIM salary scale	N.C.
LEAD results framework 28 july 2016	Revised Results Framework	7 July 2016
LEAD Results Framework -June2018	Progress against indicators	June 2018

ANNEX 7: Evaluation Matrix

CRITERES D'EVALUATION		QUESTIONS D'EVALUATION	HYPHOTESES DE L'EVALUATION	SOURCES D'INFORMATION	OUTILS DE COLLECTE DE DONNEES
PERTINENCE	Q1	Le projet, dans son approche et dans sa mise en œuvre, est-il pertinent par rapport au contexte, aux nécessités de l'éducation, et aux priorités des politiques publiques en général et des politiques de l'Education nationale au Maroc ?	• Les documents de projets (formulaire initial, modifications éventuelles, rapports d'activités) intègrent et contemplent une approche stratégique globale d'économie politique (AEP) en matière de redevabilité sociale (adéquation au contexte, faisabilité des réformes) • Les bénéficiaires s'attendent dans toutes les étapes du cycle de projet à ce que leurs demandes adressées au gouvernement soient réalisables et puissent être mises en œuvre du point de vue de celui-ci • Les bénéficiaires peuvent expliquer dans toutes les étapes du cycle de projet, en quoi leurs stratégies pour obtenir un soutien multipartite, leurs plans pour un engagement constructif avec les acteurs gouvernementaux ainsi que leur choix d'outils de responsabilité sociale sont réalistes, compte tenu du contexte, des motivations et contraintes politiques auxquelles sont confrontés les principaux acteurs gouvernementaux • Le projet est adapté au contexte éducatif actuel marocain, répond aux besoins de l'Education nationale et s'insère dans le cadre des politiques publiques mises en place par le gouvernement, notamment dans le processus de régionalisation.	• Document de projet et baselines disponibles • Rapports périodiques de suivi du projet • Etudes et rapports sur l'éducation et les politiques publiques éducatives au Maroc • Etudes et rapports sur la réformes gouvernementales, la modernisation des services publics et la transparence au Maroc • Données et rapports d'organisations de la société civile et d'autres acteurs sur les migrations Equipes de CARE et NEF, GPSA et BM • Rapports sur la régionalisation au Maroc	• Revue documentaire • Analyse des données et des statistiques nationales sur l'Education nationale • Etudes et rapports institutionnels disponible au Maroc sur la thématique • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA
	Q2	Dans quelle mesure le projet a-t-il, dans toutes les étapes du cycle de projet, intégré l'approche genre, l'approche droits et pris en compte l'intérêt des populations les plus démunies dans ses interventions ?	• Le projet a intégré l'approche genre dans toutes les étapes du cycle de projet • Le projet a intégré l'approche droits dans toutes les étapes du cycle de projet • Le projet prend en compte les intérêts des plus démunis dans toutes les étapes du cycle de projet	• Document de projet et baselines disponibles • Rapports périodiques de suivi du projet • Equipes de CARE et NEF	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA
FFICIENCE	Q3	Dans quelle mesure les acteurs institutionnels clés du projet (CARE, NEF, GPSA et la BM) ont-ils contribué au bon déroulement du projet et à l'accomplissement de ses objectifs et résultats?	• Les organisations bénéficiaires du projet (CARE et NEF) ont définies et mis en oeuvre des processus et des méthodes adaptés visant à l'accomplissement des objectifs et résultats attendus du projet • Les conseillers, les chefs d'équipe spéciaux et les unités de gestion par pays les ont aidés à identifier les principaux acteurs gouvernementaux et ont facilité les relations avec eux • Les partenaires mondiaux du GPSA ont participé et influencé positivement le projet	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
	Q4	Dans quelle mesure le projet a-t-il bénéficié des produits et outils de connaissance et d'apprentissage du GPSA ?	• Les porteurs du projet ont utilisé ou développé les produits de connaissance du GPSA (notes, rapports, webinaires, forums électroniques, sessions Brown Bag Lunch, etc.) • Le projet a pu faire avancer les réformes en matière de : 1) transparence et de responsabilité ; 2) engagement constructif citoyen-État ; 3) la collaboration entre les initiatives de responsabilité sociale et les mécanismes de responsabilité horizontale des États • Les associations bénéficiaires (CARE NEF), et les conseillers des pays participants ont réellement appliqué les connaissances et appris de ces produits et activités pour prendre des décisions concernant les corrections à mi-parcours • Ces produits et activités les ont aidés à mettre en œuvre leurs propres connaissances et apprentissages	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM

FFICIENCE	Q5	Dans quelle mesure le projet a-t-il déployé une approche participative permettant d'impliquer à tout l'écosystème institutionnel les acteurs intéressés par la gouvernance de l'Éducation nationale ?	• Le projet a mis en oeuvre des modalités permettant d'assurer la participation des acteurs clés au sein de l'école (directeur, corps enseignant, associations de parents d'élèves, parents d'élèves, et élèves) • Le projet a mis en oeuvre des modalités de participation des acteurs clés de l'Education nationale au niveau local, régional et national (MEN, AREF, DPEN, fédérations de parents d'élèves au niveau régional et national)	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
EFFICACITÉ	Q6	Dans quelle mesure le projet a-t-il permis de mettre en oeuvre des expériences effectives de redevabilité au sein de l'Éducation nationale ?	• Le projet a mis en oeuvre des expériences de redevabilité réussies au sein des écoles • Le projet a mis en oeuvre des expériences de redevabilité réussies au sein du système scolaire	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
	Q7	Quels sont les facteurs (positifs ou négatifs) qui ont facilité ou rendu plus difficile l'atteinte de objectifs et des résultats du projet ?	• Les facteurs pays identifiés dans la théorie du changement du GPSA ont influé positivement ou négativement l'atteinte des objectifs et résultats escomptés (espace existant pour la société civile à exploiter, niveau préexistant d'ouverture du gouvernement, capacité de l'État préexistante / qualité de la gestion du secteur public, niveau préexistant de responsabilité politique) • Les facteurs liés aux OSC bénéficiaires identifiés dans la théorie du changement du GPSA ont influé positivement ou négativement l'atteinte des objectifs et résultats escomptés • Les facteurs liés à la BM et au GPSA identifiés dans la théorie du changement du GPSA ont influé positivement ou négativement l'atteinte des objectifs et résultats escomptés • Des facteurs non identifiés ont influé positivement ou négativement l'atteinte des objectifs et résultats escomptés	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
IMPACT	Q8	Quel est l'impact social du projet ?	• Impact observé du projet au niveau des écoles • Impact observé au niveau du MEN	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
	Q9	Quel est l'impact institutionnel du projet ?	• Impact institutionnel du projet pour les associations bénéficiaires (CARE, NEF) ou participantes (FNAPEM au niveau national) • Impact du projet pour le GPSA et la BM	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM

VIABILITÉ / DURABILITÉ	Q10	Y a-t-il un sentiment d'appropriation (ownership) des valeurs, outils et méthodes du projet par les acteurs éducatifs du projet ?	• Les acteurs de l'Education nationale ont compris et intégré dans leurs discours, comportements, pratiques et relations la redevabilité sociale (MEN au niveau central, AREF, Direction Provinciales, directeurs des écoles, enseignants, parents d'élèves et associations de parents d'élèves, élèves) • Les écoles bénéficiaires du projet appliquent et donnent continuité au BAM et à ses méthodes dans les écoles après l'arrêt du projet	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
	Q11	Le projet a-t-il permis d'intensifier des bonnes pratiques qui pourront être diffusées pour l'améliorer dans le futur ?	• Bonnes pratiques dans l'introduction de la redevabilité au sein des écoles • Bonnes pratiques dans l'introduction de la redevabilité au sein de l'institution académique • Bonnes pratiques en termes de plaidoyer pour l'amélioration de la gouvernance auprès des institutions publiques	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM
	Q12	Les activités et résultats du projet sont ils durables ?	• Les associations bénéficiaires (CARE, NEF et FNAPEM) et le MEN entreprennent des actions pour diffuser et continuer de développer les activités, méthodes et outils développés par le projet (intégration au sein du MEN, renforcement des activités et résultats dans les écoles bénéficiaires) • Le MEN souhaite continuer le projet et/ ou continuer l'implémentation des méthodes de redevabilité issues du projet (géographiquement et au sein du MEN)	• Document de projet et baselines disponibles • Données et rapports périodiques de suivi du projet • Equipes de CARE et NEF, GPSA et BM	• Revue documentaire • Entretiens semi-structurés avec l'équipe du projet de CARE, NEF • Entretiens semi-structurés avec les partenaires concernés : MEN, BM, GPSA et BM

APPENDIX 8: General mapping of stakeholders in the education in Morocco

1.1 NATIONAL EDUCATION AUTHORITIES

Organisation/Institution	Contact details
Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MENFPESRS)	Head Office - Bab Rouah Telephone: 05 37 68 72 19 Fax: 05 37 77 18 74
Higher Council for Education, Training and Scientific Research (CSEFRS)	**Address:** Corner of Allal El Fassi and Al Melia avenues - Hay Riad - Rabat **Telephone:** +212 (0) 537 77 44 25 **Fax:** +212 (0) 537 77 43 37 **Email:** ine@csefrs.ma
National Agency Assessment and Quality Assurance in Higher Education and Scientific Research (ANEAQ)	35, avenue Ibn Sina Agdal Rabat Tel: 05 37 27 16 07 Fax: 05 37 27 16 08

1.2 INTERNATIONAL ORGANISATIONS

Organization	Contact details
Delegation of the European Union to Morocco	RIAD BUSINESS CENTER Aile Sud, Boulevard Er-Riad Quartier Hay Riad B.P 1302, RABAT MOROCCO Telephone: + 212 (0) 537 57 98 00 Fax: + 212 (0) 537 57 98 10 Delegation-morocco@eeas.europa.eu

United Nations Development Programme in Morocco (UNDP)	13, Avenue Ahmed Balafrej Souissi Casier ONU, Poste Rabat-Chellah 10 000 Rabat Morocco Tel: +212 (0) 5 37 63 30 90 Fax: +212 (0) 5 37 63 30 89 Email : registry.ma@undp.org
United Nations Educational, Scientific and Cultural Organization (UNESCO)	UNESCO Office in Rabat Avenue Aïn Khalwiya km 5,3 (next to the Spanish Embassy) BP: 1777RP - Rabat, Morocco Tel: +212 (0)5 37 75 57 22 / 65 77 68 / 65 99 47 Fax: + 212 (0)537 65 77 22 Mail: rabat@unesco.org
United Nations Fund for International Development Childhood (UNICEF)	13 bis, rue Jaafar Essadik, Agdal, Rabat Tel: + 212 (0)5 37 67 56 96 Fax: + 212 (0)5 37 67 56 97 Email : rabat@unicef.org
United Nations Population Fund (UNFPA)	13, avenue Ahmed Balafrej, Souissi, Rabat-Maroc Tel: (212) 537 63 53 08 - Fax: (212) 537 63 53 09 Email : infomar@unfpa.org
United Nations High Commissioner for Refugees (UNHCR)	10, Avenue Mehdi Ben Barka - Souissi, Rabat / Morocco - BP: 10170 Tel: +212 5 37 75 79 92 / +212 5 37 54 54 00 Fax: +212 5 37 75 80 28 E-mail: morra@unhcr.org
World Bank	Country office contact details 7, Rue Larbi Ben Abdellah, Souissi-Rabat, Morocco + (212)-537-544-200 ialaoui@worldbank.org
UN Women Maghreb	13, Avenue Ahmed Balafrej, Souissi, Rabat, Morocco Tel: + 212 (0) 5 37 63 53 20 Email : contact.mcomaghreb@unwomen.org
Millennium Challenge Corporation USA	Presidency of the Government Al Machouar Rabat Tel: 05 37 21 38 38 Email : contact@compact2.cg.gov.ma
Organization	Address: Avenue des F.A.R. - Hay Ryad, B.P. 2275, 10104, Rabat, Kingdom of Morocco.

Islamic Educational, Scientific and Cultural Organisation (ISESCO)	Telephone: +212 (05) 37 56 60 52/53 Fax: +212 (05) 37 56 60 12 /13 Main e-mail address: isesco@isesco.org.ma

1.3 TECHNICAL COOPERATION AGENCIES

Organization	Contact details
USAID (American cooperation)	Mission Contact Dana Mansuri, Mission Director American Embassy/USAID Km 5.7, Avenue Mohamed VI Rabat 10170 Morocco Tel: 212 (0)5 37 63 7200 / Email: MoroccoDesk@usaid.gov
AECID (Spanish cooperation)	Rue Ain Khalouya. Av. Mohammed VI Km. 5,3 Souissi 10170 - Rabat. Marruecos Teléfono (+212) 537 63 39 00/21/79 | Fax (+212) 537 65 64 04 Email: otc.rabat@aecid.es
JICA (Japanese cooperation)	**JICA Morocco Office :** N° 74, Rue Oum Errabiaa, Agdal, 10080 Rabat Morocco Tel: (+212) (0) 537-276595, 276596, 276597, 276598, 276599 Fax: (+212) (0) 537-779592
AFD (French cooperation)	162, avenue Mohammed VI- Souissi - 10170 - RABAT Tel: + 212 537 63 23 94 Fax: + 212 537 63 23 97 afdrabat@afd.fr
ENABEL (Japanese cooperation)	27 rue Ouled Bouziri Bir Kacem Km 5.5 Route de Zaers 10170 Rabat + 212 (0)5 37 65 79 27 Representation.mor@btcctb.org
SDC (Swiss cooperation)	**Swiss Embassy - Swiss Agency for Development and Cooperation** 1 rue Azrou Hassan 10000 Rabat Morocco Tel: +212 537 21 37 50 Fax: +212 537 70 66 84 Email : rab.rabat@eda.admin.ch
CIDA (Canadian cooperation)	**Canadian Cooperation Programme Support Unit in Morocco :** Rue Abou Derr, Rabat, 10080 + 212 (0)5 37 67 10 75

DCIM (Monegasque cooperation)	**Consulate of Monaco in Rabat** 1, rue Ouled Jerrar Quartier Souissi Rabat Contact telephone : Telephone / Fax: (+212) 05 38 00 75 66 E-mail: contact.rabat@consulat-monaco.com
GIZ (German cooperation)	29, avenue d'Alger Hassan Rabat 1001 Tel: + 212 (0)5 37 20 45 17

1.4 NON-GOVERNMENTAL ORGANISATIONS (NGOS)

1.4.1 International NGOs

Organization	Contact details
Handicap International Humanity & Inclusion (HIHI)	66, avenue Omar Ibn Khattab Agdal, Rabat Morocco Tel : +212 (0) 5 37 68 12 56 Fax: +212 (0) 5 37 68 12 59
Transparency Morocco	**Headquarters - Casablanca :** 24, Rue Khouribga 3éme étage Tel : 0 5 225426 99 Fax: 05 22451391 E-mail: transparency@menara.ma
CODESPA Foundation	Nº 2 Rue Al Moussil APP. Nº9 Hassan, 10020 Rabat, Magreb Rabat, Magreb Tel: 212 539 37 57 81 Fax: 212 539 37 57 81 Email : ioliva@codespa.org
EL CASAL DELS INFANTS DEL MARROC	Florencia Lot Nº09, Etg. Nº2 Appt. Nº4 Route de Rabat Av du FAR Tangier Tel: +12 539 318 275 Email : infomaroc@casaldelsinfants.org
Mediterranean Network of Medinas (MNM)	Jebli Residence Av. Ali Yaata 62, office 2B,93000. Tetouan Tel/Fax: 0539994168 Email : ass.rmm@gmail.com

1.4.2 National NGOs

Organization	Contact details
ATIL	AV .Yacoub AL Mansour N° 6 BP : 1258/ 93000 - Tétouan - Morocco Tel : 0539700416 Fax: 0539967191

	Email : atilasociacion@gmail.com
ZAKOURA FOUNDATION	31 Bd d'anfa 3rd and 4th floor 20060 Casablanca - Morocco Tel : 05 22 29 73 30 Mobile : 06 74 90 11 15 Fax: 05 22 26 47 77 Email : contact@fondationzakoura.org

1.5 NATIONAL ASSOCIATIONS AND ORGANISATIONS

Organization	Contact details
Moroccan Foundation for the Promotion of Pre-school education (FMPS)	Av. Annakhil, sect. 20, villa n°7, hay Ryad RABAT Tel : 05 37 56 35 37 Fax: 05 37 56 35 68
Alliance de Travail dans la Formation et l'Action pour L'Enfance (ATFALE)	ADDRESS : B.P. 8001 , AGDAL N.U. RABAT MAROC TEL : (212) (5) 37-77-11-81 FAX: (212) (5) 37-77-98-62 e-mail: atfale.atfale@gmail.com
Moroccan League of basic education and the fight against illiteracy	53, avenue Maghrib Al Arabi RABAT Tel : 05 37 70 95 15 Fax: 05 37 70 94 77
The Happy Hour	05, rue Abbas El Jiraoui, Belvédère, Casablanca Telephone: 0522 41 93 00 / 10 Fax: 0522 24 50 69 Email : accueil@heurejoyeuse.ma

ANNEX 9: Compendium of institutional and civil society initiatives in the education sector in Morocco

1.1 GOVERNANCE AND PARTICIPATION

1.1.1 International organisations

Organisation/Institution	Project	Location	Partners
European Union	**Education Sector Policy Support Programme II (PAPS Education II) 2013-2017** The support programme should contribute to strengthening gender equality, the development of good governance practices at central, decentralised and devolved levels	National	MENFPESRS
United Nations System in MOROCCO (SNUM) **Participating agencies :** IOM - UNESCO - UNFPA - UNICEF	**United Nations Development Assistance Framework Morocco (UNDAF) 2017-2021** UNDAF outcome 4: Universal access to equitable and inclusive quality education and training is ensured. **Expected results of the United Nations system's contribution :** The capacities of the education system in terms of planning, steering and monitoring-evaluation are strengthened. Life skills, including values, ethics and citizenship education for young people and adolescents, are reinforced Parental education in the education system is strengthened.		MENFPESRS (Co-Chair) Ministerial Departments Regional Councils Higher Council for Education, Training and Scientific Research (CSEFRS)
World Bank	**QSEMP project (2017-2020)** Supporting decentralisation processes Strengthening the autonomy and management of schools	AREF of Rabat-Salé-Kenitra AREF of Oriental	

UNICEF	Creation of a decentralised multi-sector governance model for expanding access to and improving the quality of pre-school education Strengthening local school governance (including monitoring and evaluation) Integration of life skills and citizenship in the education system	National, 2 AREFs National, 3 AREFs National, 4 AREFs	
MILLENNIUM CHALLENGE CORPORATION (USA)	**Education and Training for Employability" project with the objective of improving the employability of young people through the improvement of the quality of secondary education and vocational training and their adequacy to the needs of the productive sector** *The Millennium Challenge Account-Morocco (MCA-Morocco),* *On Monday, February 12, 2018, the Public Institution in charge of the implementation of the second cooperation program "Compact II" concluded between the Government of the Kingdom of Morocco and the Government of the United States of America, represented by the Millennium Challenge Corporation (MCC), launches the second call for projects of the Education for Employability Partnership Fund* **Component 1 of the activity "secondary education".** **Integrated model for school improvement** **secondary** Objective: To introduce and pilot new school models (administrative and financial autonomy, participatory management, leadership and performance contracting, student-centred pedagogy, optimisation of new technologies, upgrading of infrastructure)	Tangier-Tetouan-Al Hoceima Marrakech-Safi Fez-Meknes	MENFPESRS

1.1.2 Technical cooperation agencies

Organisation/Institution	Project	Location	Partners

AFD (French cooperation)	**Project to support the national education strategy 2015-2030 :** Modernising the governance of the education system" by supporting AREFs in particular in rural areas	National	MENFPESRS
SDC (Swiss cooperation)	**Launch of SDC's first education strategy on 31 May 2017, covering both basic education and vocational skills development, including as a strategic focus:** governance of the education system **Project Promoting knowledge of citizens' rights and duties in Moroccan high schools**		Moroccan Institute for Legal Initiatives (MILI)
CIDA (Canadian cooperation)	**Project to support the management of institutions in Morocco (Pagesm) :** adoption and implementation of school projects capacity building in school management capacity building in human resource management capacity building in gender equality in school projects.		MENFPESRS

1.1.3 National and international non-governmental organisations

Organisation/Institution	Project	Location	Partners
TRANSPARENCY MOROCCO	**Project "Monitoring the implementation of the national anti-corruption strategy" 2015-2025** Education and training component **Transparency International on the analysis of the management and governance system of the primary education cycle in Morocco:**		

	Title of the report: "The abandoned primary school. In search of own resources and participatory governance structures! "		
ATIL	Strengthening local governance	Tetouan	

1.1.4 National associations and organisations

Organisation/Institution	Project	Location	Partners
Alliance de Travail dans la Formation et l'Action pour L'Enfance (ATFALE)	Advocacy for institutional and organisational capacity building in the pre-school sector Organisation and implementation of training and awareness-raising strategies for pre-school education actors		

1.1.5 Other governance and participation initiatives (outside the education sector)

Organisation/Institution	Project	Location	Partners
Mediterranean Network of Medinas (MNM)	Promotion of the culture of accountability in the urban communes of the Tangier Tetouan Al Hoceima Region - Participatory Budget	Larache, Tetouan, Chefchaouen	Andalusian Fund of Municipalities for International Solidarity (FAMSI) EU
UN Women	**Projects in strengthening governance including :** Project "Promotion of Women's Participation in Local Government and Strengthening Gender-Sensitive Territorial Governance		

	within the framework of a partnership agreement signed in 2014 with the Ministry of the Interior-Directorate General of Local Authorities (DGCL) in order to strengthen the integration of the gender approach in territorial governance Project "Promoting and strengthening the institutionalisation of gender equity and equality in public policies" to support the institutionalisation and dissemination of gender equity and equality principles in public policies		
GIZ (German Cooperation)	**Municipal cooperation - local and participatory governance in the Maghreb** Algeria, Morocco, Tunisia **Moroccan Network for Participatory Governance "REMAGP** *"Sharing know-how to promote citizen participation and the involvement of civil society".* Axis 1: Networking of cities around participatory local governance (PLG) Axis 2: Consolidation of partnerships between the municipality and civil society		

1.2 QUALITY OF EDUCATION

1.2.1 International organisations

Organisation/Institution	Project	Location	Partners
United Nations System in MOROCCO (SNUM) **Participating agencies :** IOM - UNESCO -	**United Nations Development Assistance Framework Morocco (UNDAF) 2017-2021** UNDAF outcome 4: Universal access to equitable and inclusive quality education and training is ensured **Expected results of the UN system's contribution:**	National	MENFPESRS (Co-Chair) Ministerial departments Regional councils

UNFPA - UNICEF	The development and expansion of quality pre-school and early childhood education is ensured.		Higher Council for Education, Training and Scientific Research (CSEFRS)
World Bank	**SABER Programme** Flaps : academic autonomy and responsibility student teacher assessment	National	
UNICEF	Strengthening monitoring and evaluation of learning Support for the systemic integration of the school education, non-formal education and vocational training sub-sectors	National National	
UNESCO	Support for planning in the Maghreb (CapED)	National	
ISESCO	**Action plan 2016-2018 through 6 priority educational projects:** Developmental Approach in Literacy and Non-Formal Education Programmes Project; Project to develop technical and vocational education to improve employment opportunities for young people; Pre-school education development project ; Project for the development of the original teaching curricula and the promotion of the Arabic language in its Islamic environment; Project for information and communication technology in the service of education; Project to strengthen joint educational action to improve Member States' education systems.		

1.2.2 Technical cooperation agencies

Organisation/Institution	Project	Location	Partners
JICA (Japanese Cooperation)	**PEEQ Project (Project for the Improvement of Education with Equity and Quality)** Budgetary support to the education sector in the form of a loan Support for investments in colleges (21) Technical support (numeracy and mathematics education)		
ENABEL (Belgian Cooperation)	Programmatic axis focused on improving the quality of primary and secondary education through teacher training, curriculum reform, pedagogical renewal and the introduction of a student-centred pedagogical approach aimed at making students active actors in the learning process		
CIDA (Canadian Cooperation)	Project "Support to the Reform of Education through the Competence Approach (REAPC) 2012-2016 implemented in the framework of the National Strategy for Vocational Training 2021		

1.2.3 National associations and organisations

Organisation/Institution	Project	Location	Partners

Moroccan Foundation for the Promotion of Pre-school Education	Setting up regional training for pre-school practitioners "FMPS-label: an initiative for capacity building of pre-school actors		Alliance de Travail dans la Formation et l'Action pour L'Enfance (ATFALE) Faculty of Education AREFs

1.3 INCLUSIVE EDUCATION

1.3.1 International organisations

Organisation/Institution	Project	Location	Partners
UNICEF	Institutionalization and expansion of the coverage of the new generation second chance school model and the fight against drop-out and school dropout	National, 7 AREFs	
UNESCO	Support for the development of literacy and non-formal education in the Maghreb	National	
UNHCR	Promoting the enrolment of refugee children in public schools Monthly financial assistance is given to families with children to cover transport costs and thus encourage their schooling Organisation of Arabic, French and maths classes for around 50 refugee children in need of educational support	East-West Foundation East-West Foundation	

1.3.2 Technical cooperation agencies

Organisation/Institution	Project	Location	Partners
DCIM (Monegasque Cooperation)	Project "Strengthening and development of mechanisms contributing to the rehabilitation of children, youth and women in their rights in Morocco". Project "Capacity building of associations representing people with disabilities". Project "Initiation to vocational training: a step towards the inclusion of young people with disabilities of disability in the labour market".	Casablanca, Essaouira, Marrakech and Safi National Souss Massa Region	Al Karam, Happy Hour, El Khir MSFFDS, EN, INDH Disabled children
AECID (Spanish Cooperation)	Reduction of girls' school dropout rates in the Souss Massa Region (phase II) Socio-professional integration of young people in Morocco: education and professional integration (E2CNG) Socio-economic integration of people in a situation of exclusion through the institutionalisation of an integrated education, training and professional integration model (public, private and civil society actors)	Souss Massa Beni-Mellal, Asilah, Al Hoceima Greater Casablanca, Tangier-Tetouan, Oriental	
USAID	Scholarship for success "Let the girls learn Reading for success - Small-scale experimentation (RFS-SSE)	 Témara-Skhirat; Kenitra; El Hajeb, Taouanate, Figuig, Oujda, Inezgane, Tiznit	

	Reading for Success - Assistive Technology Activity for Building Reading Skills in Deaf and Hard of Hearing Children	Agadir, Fez, Marrakech, Meknes, Ouarzazate, Salé, Tangier, Taourit	

1.3.3 National and international non-governmental organisations

Organisation/Institution	Project	Location	Partners
INTERNATIONAL DISABILITY Humanity & Inclusion	**Inclusive education and local development** *Regional project in Morocco, Algeria and Tunisia* Objective: To improve access to quality education for children with disabilities in the regions of Rabat-Salé-Kenitra and Souss-Massa	Rabat-Salé-Kenitra Souss- Massa	
	Inclusive education: For better access to education for children with disabilities in the Rabat-Salé-Kenitra region Objective: To enable children with disabilities to access the mainstream school system	Rabat-Salé-Kenitra	AREF
	Inclusive education: on the benches of inclusion for the access of children with disabilities to school in Morocco Objective: To enable children with disabilities to access the mainstream school system	Tangier-Tetouan Greater Casablanca Rabat-Salé-Kenitra	AREF
	Inclusive Education : College Objective: To develop an intervention model for the inclusion of boys and girls with disabilities in secondary education in the Souss-Massa region by strengthening the skills of local actors and the education sector, and developing links with primary education, specialised environments and vocational training		AREF MENFPESRS

CODESPA	Socio-economic integration of people in situations of exclusion through the institutionalisation of a model of education and professional integration integrated by public and private actors and civil society in Morocco Systematisation of an educational experience of training and integration professional of young people who drop out and fail early (EFIP model)	Oujda Tangier-Tetouan region	MENFPESRS ATIL
ATIL	Prevention of school dropout by improving the quality of education in public education centres. Socio-professional integration of young people at risk of exclusion	Tetouan Tetouan	
ZAKOURA FOUNDATION	**National Action for Early Childhood Education in Rural Areas (ANEER)** Setting up pre-school classes in the most marginalised areas, offering a quality educational model **Digital school** Establishment of digital non-formal schools to promote remedial education for integration into the formal system and, by encouraging the child's interest in the use of these new technologies, to help combat drop-out **Early childhood/preschool** Pact for Quality Preschool Education for All Establishment of preschool classes in rural areas **Non-formal education** Setting up classrooms in the most marginalized areas, opening the doors to out-of-school and out-of-school children, and providing appropriate pedagogy for these children		

	School support School remedial programme		
EL CASAL DELS INFANTS DEL MARROC	**EDUCARE** Facilitate access to quality pre-school education for children in the most vulnerable neighbourhoods to ensure equal educational opportunities **PRODEMA** Defend the right to education for girls by improving the conditions for girls' schooling based on the participation of mothers and girls in the school environment as a driver of change and social transformation	Tangier, Casablanca Tangier	

1.3.4 National associations and bodies

Organisation/Institution	Project	Location	Partners
Moroccan League of basic education and the fight against illiteracy	Conducting training workshops for children in non-formal education Management of literacy centres in major cities in Morocco		
The Happy Hour	**Operation Schoolbags for the rural world** *Let's help her get to school* Bicycle operations Construction or equipment of schools School bus operation		

1.4 OTHER INITIATIVES

1.4.1 International organisations

Organisation/Institution	Project	Location	Partners
UNESCO	Support for the development of a national strategy for the prevention of violent extremism through education	National	
UNFPA	Awareness campaign against violence in schools and the marriage of minors in schools in the Fez-Meknes Region	Fez-Meknes	AREF Fez Meknes Centre Droits des Gens

ANNEX 10: Advocacy plan

		Qui réalise ?	Produits / Livrables	Moyens financiers	Calendrier																							
					Avril	Mai				Juin				Juillet				Aout				Septembre							
					S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Objectif 1	***DÉFINIR À PARTIR DES DIAGNOSTICS RÉALISÉS, DU CONTENU DES BAM ET DES EXPÉRIENCES PILOTES RÉALISÉES DANS LE CADRE DE LEAD DES ACTIONS QUI PERMETTENT D'ASSURER LA TRANSMISSION D'UN FLUX D'INFORMATIONS ENTRE LES ENFANTS ET LEURS FAMILLES, LA DIRECTION DE L'ÉCOLE ET L'INSTITUTION ACADÉMIQUE (DIRECTION PROVINCIALE, ACADÉMIE)***																											
Activité 1.1	***Ecriture d'un rapport d'analyse des BAM qui permettent d'identifier et d'extraire les principales données significatives issus des BAM*** *dans les écoles pilotes des direction provinciales de Sidi Bernoussi et de Al Haouz. Le rapport permettra d'identifier* . *- Les principales données issues des diagnostics en termes de forces et faiblesses que ce soit dans une ou des écoles ou de manière transversale* *- Les initiatives et principale solutions apportées par les BAM et les projets et actions issues du projet LEAD.* *- Les moyens de communication utilisés pour assurer le flux d'information nécessaires entre les différents acteurs (enfants, parents d'élèves, professeurs, direction de l'école et institution académique)*	*Baidaia, équipes de Care / NEF*	*1 Rapport global analyse des BAM /*																									
Activité 1.2	***Séminaire interne CARE et NEF de restitution et réflexion autour du rapport d'analyse des BAM au sein des écoles***. *Le séminaire doit permettre de déterminer les stratégies et modalités de transmissions des principales données issues du BAM à l'institution académique (Direction Provinciale et AREF). Ces stratégies seront le cas échéant incluse dans le présent plan de plaidoyer dès lors qu'elles débouchent sur des actions concrètes.*	*équipes de Care / NEF, Equipe de consultants*																									
Activité 1.3	***Ecriture d'un outil transversal sous forme de fichier Excel qui reprenne pour chacune des écoles les principaux indicateurs et données issues des BAM de chaque école.*** *L'objectif de cette action est de pouvoir fournir à chaque Direction Provinciale et AREF concernée par le projet LEAD, une photographie exhaustive des défis et enjeux existant au sein de chaque école, et de manière transversale dans toutes les écoles. Le fichier Excel devra intégrer la méthode pour ces déploiements ultérieurs comme outil de gouvernance du projet à disposition des équipes de coordination du programme, et du Ministère de l'Education nationale. Il doit être conçue comme un argumentaire en faveur de l'adoption de la méthodologie par l'institution académique car il répond à un besoin de gouvernance.*	*Equipe de consultants valident le modèle . Equipe de CARE / NEF remplissent le document*	*1 fichier Excel par Direction provinciale*																									
Activité 1.4	**Rapport d'expériences LEAD et de données extraites des BAM sur les écoles par direction provinciale. L'objectif est de réaliser un rapport sur chaque Direction Provinciale.** Extraire du rapport et du fichier Excel les données significatives par direction provinciale sur les écoles bénéficiaires du projet. Le document servira de base à l'organisation des deux tables rondes qui permettront d'analyser avec les responsables des deux directions provinciales les principales donnés issues des BAM.	*Equipe de consultants*	*1 rapport d'expériences synthétique par Direction provinciale*																									
Activité 1.5	**Tables rondes de restitution et réflexion autour du rapport d'analyse des BAM au sein des écoles avec les directions provinciales de Sidi Bernoussi et El Haouz.** Réalisation d'un table ronde par direction provinciale et académie concernée par le projet pour partager avec l'institution académique les principales données issues des BAM, et réfléchir à leur utilité en termes de gouvernance des écoles.	*Equipes de Care / NEF,*	*1 rapport d'activité*																									

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