Ministère de l'Education Nationale, de l'Enseignement Supérieure, de la Formation des Cadres, et de la Recherche Scientifique

jICA

Agence Japonaise de Coopération Internationale (JICA)

BEIP

THE BASIC EDUCATION IMPROVEMENT PROGRAM FOR RURAL AREAS IN THE KINGDOM OF MOROCCO

Final Report
APPENDICES

January 2006

International Development Center of Japan
KRI International Corp.

Final Report
APPENDICES

BEIP

THE BASIC EDUCATION IMPROVEMENT PROGRAM
FOR RURAL AREAS IN THE KINGDOM OF MOROCCO

Table of Contents

APPENDICES

APPENDIX 1: Scope of Work, Minutes of Meeting of Steering Committee

SCOPE OF WORK

FOR

THE BASIC EDUCATION IMPROVEMENT PROGRAM FOR RURAL AREAS

IN

THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN

THE MINISTRY OF NATIONAL EDUCATION AND YOUTH
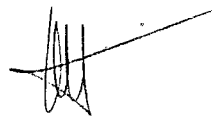
AND

JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat, Morocco

30th May, 2003

Dr. Hiromitsu Muta,

Leader,

Preparatory Study Team,

Japan International Cooperation Agency

Ms. Touhamia Wazzani,

Director of Cooperation and the Promotion

of Private Education,

Ministry of National Education and Youth

1. INTRODUCTION

In response to the request of the Government of the Kingdom of Morocco (hereinafter referred to as "GOM"), the Government of Japan (hereinafter referred to as "GOJ") has decided to implement the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (hereinafter referred to as "the Program"), in accordance with the relevant laws and regulations in force in Japan.

Accordingly, the Japan International Cooperation Agency (hereinafter referred to as "JICA"), the official agency responsible for the implementation of the technical cooperation programs of the GOJ, will undertake the Program in close cooperation with the authorities concerned of the GOM.

The present document sets forth the Scope of Work with regard to the Program.

2. OBJECTIVES OF THE PROGRAM

The objectives of the Program are:

1) To formulate provincial education improvement plans and school education improvement plans and to produce manuals of procedures for formulating such micro-plans and for implementing them, aiming at sustainable improvement of basic education in rural areas;

2) To strengthen the capacity of provincial Educational Delegations and schools to formulate plans and implement them;

3) To encourage local stakeholders such as parents and communities to actively participate in school management and activities for educational improvement, and;

4) To make recommendations for the promotion of bottom-up approach in the context of educational decentralization, based on the result of 1) ~ 3).

3. PROGRAM AREA

The Program is to be implemented in four (4) provinces, namely Khenifra and Errachidia (in the Regional Academy of Education and Training of Meknès-Tafilalet) and Boulmane and

1

Sefrou (in the Regional Academy of Education and Training of Fès-Boulmane).

4. SCOPE OF THE PROGRAM

The scope of this Program consists of the following three phases. The scope of the latter two phases will be confirmed after the result of the first phase would be jointly reviewed by the both parties.

Phase 1: Situational analysis and the formulation of draft provincial education improvement plans and school management improvement plans

Phase 2: The preparation and the implementation of the pilot activities

Phase 3: Making recommendations for the promotion of bottom-up approach in the context of educational decentralization, based on the results of Phase 2

Components of each phase are as follows:

Phase 1

1) Situational analysis
   a) Socio-economic condition
   b) Current situation of basic education
   c) Institutional capacity of national/local educational administrative offices
   d) Existing social development plans and educational plans
   e) Related on-going projects and programs
2) Formulation of draft provincial education improvement plans and school management improvement plans
   a) Selecting the pilot activity sites
   b) Preparation of draft manuals of procedures for formulating/implementing micro-plans
   c) Training for provincial education officers and school committee members in micro-planning (problem analysis, objective setting and the formulation of implementation plans)
   d) Formulation of draft provincial education improvement plans and school management improvement plans
      - Problem analysis
      - Resource analysis
      - Setting the objectives, strategies, activities and targets
      - Cost analysis

- Formulation of action plans

Phase 2
1) Preparation of the pilot activities
   a) Designing the implementation plan of the pilot activities
   b) Preparation of draft manuals of procedures for implementing provincial education improvement plans and school management improvement plans
   c) Training in project implementation (accounting and project monitoring)
   d) Preparation of pilot activity proposals
   e) Appraising the proposals submitted by schools and provincial Delegations
   f) Conducting baseline surveys
2) Implementation and monitoring of the pilot activities
3) Holding an interim evaluation seminar
4) Evaluation of the pilot activities by conducting post-project surveys

Phase 3
1) Finalizing provincial education improvement plans and school management improvement plans
2) Finalizing the manuals of procedures for formulating/implementing micro-plans for provinces and schools
3) Overall recommendations for the promotion of bottom-up approach in the context of educational decentralization

5. PROGRAM SCHEDULE

The Program will be carried out in accordance with the attached tentative schedule which would be reviewed upon the completion of Phase 1.

6. REPORTS

JICA shall prepare and submit the following reports in English and French to the GOM. In case any contradiction arises in writing, the English text shall prevail.

1) Inception Report: Five (5) copies in English and thirty (30) copies in French at the commencement of the Program
2) Progress Report (I): Five (5) copies in English and thirty (30) copies in French within

H. M.

seven (7) months after the commencement of the Program.

3) Progress Report (II): Five (5) copies in English and thirty (30) copies in French within thirteen (13) months after the commencement of the Program.

4) Progress Report (III): Five (5) copies in English and thirty (30) copies in French within nineteen (19) months after the commencement of the Program.

5) Draft Final Report: Five (5) copies in English and thirty (30) copies in French of the main report and its summary within twenty seven (27) months after the commencement of the Program. The GOM will submit its written comments on the report to JICA within one (1) month after the receipt of the Draft Final Report.

6) Final Report: Five (5) copies in English and thirty (30) copies in French of the main report and its summary within one (1) month after the receipt of the written comments on the Draft Final Report from the GOM.

7. UNDERTAKING OF THE GOVERNMENT OF MOROCCO

1) To facilitate the smooth conduct of the Program, the GOM shall take necessary measures:

   a) To permit the members of the Japanese Team of the Program to enter, leave and sojourn in the Kingdom of Morocco for the duration of their assignments therein and exempt them from foreign registration requirements and consular fees,

   b) To avoid the members of the Team from paying taxes, duties, and any other charges on equipment, machinery and other materials brought into the Kingdom of Morocco for the implementation of the Program,

   c) To avoid the members of the Team from paying income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the Team for their services in connection with the implementation of the Program,

   d) To provide necessary facilities to the Team for remittance as well as utilization of the funds introduced into the Kingdom of Morocco from Japan in connection with the implementation of the Program.

2) The GOM shall bear claims, if any arise, against the members of the Team resulting from, occurring in the course of, or otherwise connected with, the discharge of their duties in the implementation of the Program, except when such claims arise from gross negligence or willful misconduct on the part of the Team.

3) The Ministry of National Education and Youth (hereinafter referred to as "MNEY") shall

4

act as the counterpart agency to the Team and also as the coordinating body in relation with other governmental organizations, international agencies, donors, non-governmental organizations, and any related bodies for the smooth implementation of the Program.

4) The MNEY, Regional Academies and Provincial Delegations shall, at its own expense, provide the Team with the following in cooperation with other agencies concerned:

a) security–related information on as well as measures to ensure the safety of the Team;
b) information on as well as support in obtaining medical services;
c) available data and information related to the Program;
d) counterpart personnel;
e) suitable office spaces with necessary equipment in Rabat and program areas; and
f) credentials or identification cards

8. CONSULTATION

JICA and MNEY shall consult with each other in respect of any matter that may arise from or in connection with the Program.

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Tentative Program Schedule

Month (from the beginning)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Work in Morocco		██	██	██	██	██	██		██	██	██	██	██	██	██	██	██	██	██		██	██	██	██	██	██	██		
								◄— Pilot activities implementation period —►																					
Work in Japan	██																											██	
Report & Seminar	▲ IC/R				▲ P/R(I)							▲ P/R(II)						▲ P/R(III)								▲ DF/R			▲ F/R

[Legend]
  IC/R: Inception Report
  P/R: Progress Report
  DF/R: Draft Final Report
  F/R: Final Report
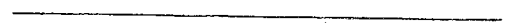
MINUTES OF MEETING

ON

SCOPE OF WORK

FOR

THE BASIC EDUCATION IMPROVEMENT PROGRAM FOR RURAL AREAS

IN

THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN

THE MINISTRY OF NATIONAL EDUCATION AND YOUTH

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat, Morocco

30th May, 2003

Dr. Hiromitsu Muta,

Leader,

Preparatory Study Team,

Japan International Cooperation Agency

Ms. Touhamia Wazzani,

Director of Cooperation and the Promotion

of Private Education,

Ministry of National Education and Youth

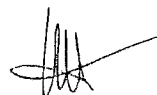The preparatory study team for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (hereinafter referred to as "the Program"), organized by Japan International Cooperation Agency (hereinafter referred to as "JICA"), headed by Dr. Hiromitsu Muta, visited the Kingdom of Morocco from 22nd to 31st May, 2003, and had a series of discussions with the representatives of the Ministry of National Education and Youth (hereinafter referred to as "MNEY") and other concerned organizations of the Government of Morocco (hereinafter referred to as "GOM"). The list of the participants is shown in Appendix 1.

As the result of the discussions, both sides came to an agreement on the Scope of Work (hereinafter referred to as "the S/W") of the Program, and signed it on 30th May, 2003. This Minutes of Meeting (hereinafter referred to as "the M/M") summarizes major points discussed by the both sides and is meant to supplement the S/W for the smooth implementation of the Program.

1. Objectives of the Program

Concerning the objectives stated in the S/W of the Program, both sides agreed that an effective and sustainable system of bottom-up programming combined with decentralized management should be established in primary education sub-sector in order to rectify the urban-rural disparities which cannot be overlooked any longer. The Japanese side expressed its readiness to give an emphasis on capacity building of communities and schools as well as provincial education offices.

2. Methods of the Program

Both sides agreed that the Program should be action-oriented one and its outputs should be practical and feasible enough to be incorporated into policies and various activities of the MNEY. From this point of view, the Moroccan side mentioned the importance of practical and logical approach in the Program, referring to the effectiveness of pilot activities as a tool to verify the feasibility and the effectiveness of the proposed bottom-up approach for educational improvement and for solving various educational problems in rural areas. The Japanese side agreed on the point and reminded the Moroccan side of its intention to make the best use of the pilot activities in order to come up with institutionally, economically and socially feasible policy options for the MNEY.

3. Tentative structure for the Program implementation

Both sides agreed that the Program should adopt the overall structure for its implementation as indicated in Appendix 2 while this tentative structure should not limit the flexibility of the Program. The final version of the structure should be decided before the commencement of the pilot activities.

4. Review of the Program

Both sides agreed that the scope of the second and the third phase of the Program will be jointly reviewed upon the completion of the first phase and modified, if necessary.

5. Communes for the pilot activities

Both sides agreed to select the communes for the pilot activities in the four selected provinces (Khenifra, Errachidia, Boulmane and Sefrou) based on mutually agreed objective criteria during the first phase of the Program. The number of the target schools shall be between 100 and 150.

6. Examples of the pilot activities

The Moroccan side requested to have an idea of what types of activities would be carried out as the pilot activities. Upon this request, the Japanese side provided the examples of the pilot activities, namely, construction of basic facilities such as toilets, canteens, and teachers' lodgings, provision of library books, activation of school-based Parents and Students Associations, in-service training of teachers, management training of schoolmasters and delegation officers, training in Education Management Information Systems (EMIS), and campaigns towards communities for the importance of education and gender awareness. However, both sides agreed that the actual contents of the pilot activities should be decided after drafting school management improvement plans and provincial education improvement plans and the submission of the proposals based on these plans.

7. Coordination body

Both sides agreed that a steering committee should be set up for the effective implementation of the Program. The committee consists of the representatives of the relevant directorate(s)

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of the MNEY and Regional Academies of Meknès-Tafilalet Region and Fès-Boulmane Region. The membership would be expanded during the course of the Program, if necessary. The committee will be held at the submission of each report from JICA such as inception, progress and draft final report. The committee will discuss and agree the contents of these reports and will decide the direction of the Program.

In addition, both sides agreed that regional-level and provincial-level management committees would be set up in both regions, which is to be charged with the effective implementation of the pilot activities, and of which the membership would be decided before the commencement of the Program.

8. Coordination with other projects in the targeted areas

Both sides agreed that the outputs of the Program should be effectively utilized to the extent relevant for the implementation of related projects in Meknès-Tafilalet Region and Fès-Boulmane Region, including the health and water projects supported by JICA, with a view to maximizing the effectiveness of the resources mobilized for the common objectives and avoiding duplications. In this context, both sides agreed that the Program should support and facilitate existing projects in primary education and other related fields.

9. Counterpart team

Considering the objectives of the Program, which is directly related to the policies of the MNEY, both sides agreed that the Program should be conducted in a manner of a joint work of the Moroccan counterparts and the Program team under the initiative of the former. In this context, the Moroccan side agreed to set up a counterpart team which consists of concerned officials of the MNEY.

Both sides agreed that prior arrangement is necessary in the likelihood of change of these counterpart members.

Both sides also agreed that provincial-level counterpart teams, or "Provincial Implementation Teams", should be set up in the provinces for the pilot activities. Officials of the delegations and headmasters in the provinces should be included in the teams.

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10. Counterpart training in Japan

The Moroccan side requested that counterpart training would be conducted in Japan for smooth technology transfer during the Program. The Japanese side promised to convey this request to JICA headquarters for consideration.

11. Seminars/Workshops

Both sides recognized the necessity of seminars/workshops in order to promote technology transfer and to raise public awareness, and agreed that such seminars/workshops should be held at least twice in the course of the Program.

12. Logistical support to the Program

The Moroccan side requested that the logistical support should be ensured for the coordination committees at the levels of the central, regional and provincial levels. The equipment might become the property of the GOM after the end of the Program. The Japanese side promised to convey this request to JICA headquarters for consideration.

13. Reports

Both sides agreed that the final report should be considered as a public document.

14. Language

Both sides agreed all documents such as the S/W, the M/M and Reports to be made in English and French. In case of any discrepancy of interpretation, the English text shall prevail.
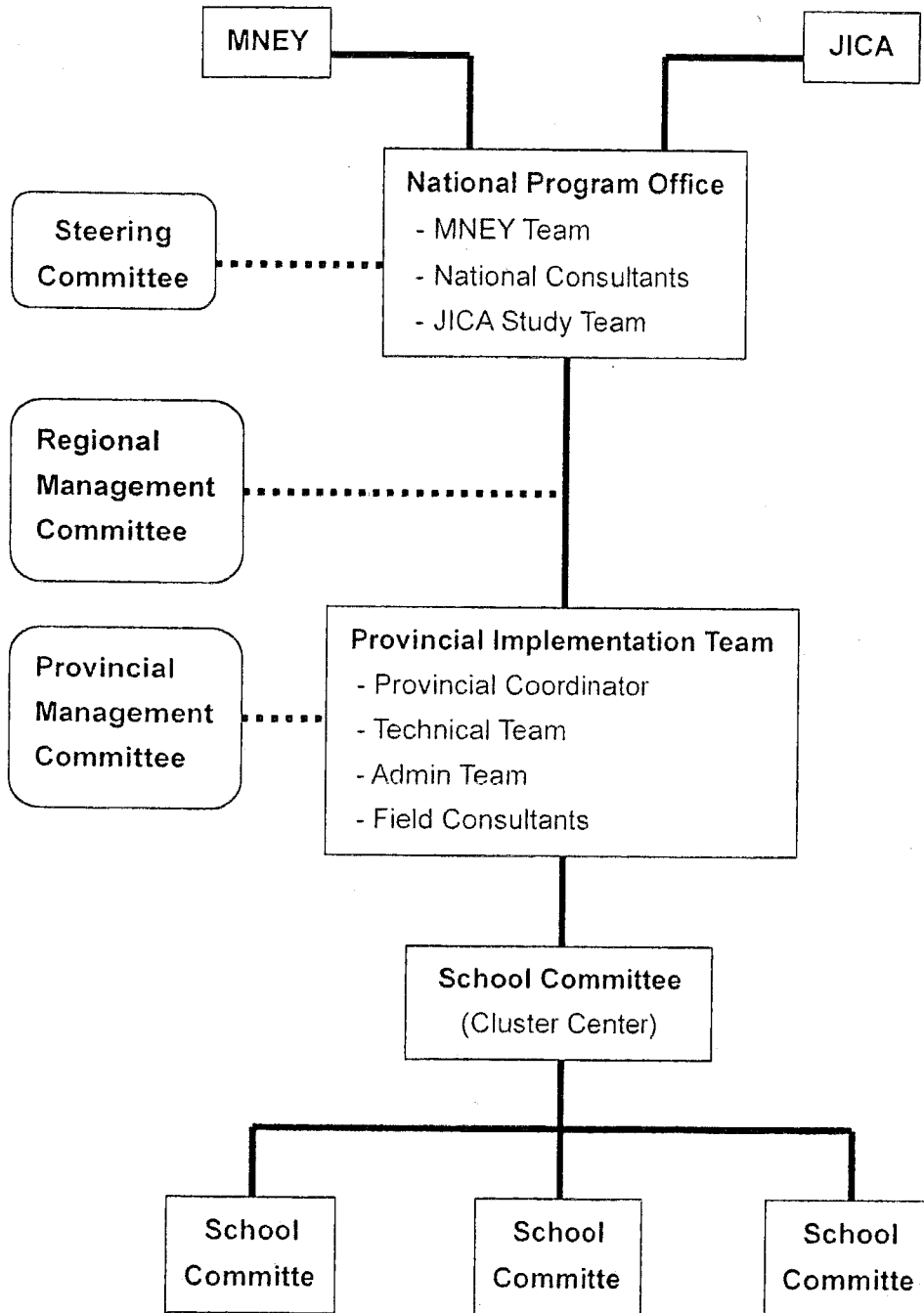
The List of Participants

Moroccan Side

Ministry of National Education and Youth

Ms. Touhamia Wazzani	Director of Cooperation and the Promotion of Private Education
Mr. Mohamed Bennis	Director of the Regional Academy of Education and Training of Fès-Boulmane
Mr. Mbarek Hanoun	Director of the Regional Academy of Education and Training of Meknès-Tafilalet
Mr. Aziz Nahya	Head of Division of Pedagogic Cooperation and Educational Action
Mr. Boujama Mahtat	Head of Division of Studies and Research, Direction of Strategy, Studies and Planning
Mr. Abderrahim Benbrahim	Delegate of the Ministry in Boulmane
Mr. Moha Derkaoui	Delegate of the Ministry in Errachidia
Mr. El Mahjoub El Khiraoui	Delegate of the Ministry in Khénifra
Mr. Abdelmoumen Mechbal	Delegate of the Ministry in Sefrou
Ms. Bahija Mrini	Head of Service, Direction of Strategy, Studies and Planning
Mr. Mohamed Chorfi	Staff in charge of cooperation with Japan, Direction of Cooperation and the Promotion of Private Education

Japanese Side

Dr. Hiromitsu Muta	Leader of JICA Preparatory Study Team Professor, Tokyo Institute of Technology
Mr. Ken-ichi Oki	Member of JICA Preparatory Study Team Associate Expert, First Study Div., Social Development Study Dept., JICA
Ms. Naoko Yamaguchi	Member of JICA Preparatory Study Team Associate Expert, Second Technical Cooperation Div., Social Development Cooperation Dept., JICA
Mr. Kazunao Shibata	Assistant Resident Representative, JICA Morocco Office
Ms. Salima Kacheroud	Staff, JICA Morocco Office

Tentative Structure for the Program Implementation

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┌──────────┐                              ┌──────────┐
│  MNEY    │                              │  JICA    │
└────┬─────┘                              └────┬─────┘
     │                                         │
     └──────────────┐           ┌──────────────┘
                    │           │
          ┌─────────────────────────────────┐
          │  National Program Office         │
┌──────────┐    │  - MNEY Team                     │
│ Steering │····│  - National Consultants          │
│Committee │    │  - JICA Study Team               │
└──────────┘    └─────────────────────────────────┘
                              │
┌──────────────┐             │
│ Regional     │             │
│ Management   │·············│
│ Committee    │             │
└──────────────┘             │
                  ┌─────────────────────────────────┐
┌──────────────┐  │  Provincial Implementation Team  │
│ Provincial   │  │  - Provincial Coordinator        │
│ Management   │··│  - Technical Team                │
│ Committee    │  │  - Admin Team                    │
└──────────────┘  │  - Field Consultants             │
                  └─────────────────────────────────┘
                              │
                  ┌─────────────────────┐
                  │  School Committee    │
                  │  (Cluster Center)    │
                  └─────────────────────┘
                              │
       ┌──────────────────────┼──────────────────────┐
  ┌─────────┐           ┌─────────┐           ┌─────────┐
  │ School  │           │ School  │           │ School  │
  │Committe │           │Committe │           │Committe │
  └─────────┘           └─────────┘           └─────────┘
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6

MINUTES OF MEETING
ON
INCEPTION REPORT

FOR
THE BASIC EDUCATION IMPROVEMENT PROGRAM
FOR RURAL AREAS
IN
THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN

THE MINISTRY OF NATIONAL EDUCATION AND YOUTH

AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat,
22nd September, 2003

Ms. Touhamia Wazzani,
Director of the Cooperation and the Promotion
of Private Education,
Ministry of National Education and Youth

Mr. Shigeki Kawahara
Team Leader
JICA Study Team

I. INTRODUCTION

In accordance with the scope of work (hereinafter referred to as the "S/W") for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (hereinafter referred to as the "Program"), agreed upon between the preparatory study team organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of National Education and Youth (hereinafter referred to as "MNEY") on 30th May 2003, JICA Study Team prepared Inception Report and submitted it to the Direction of the Cooperation and the Promotion of Private Education, MNEY, on 17th September 2003.

In accordance with point seven of the Minutes of Meeting on the S/W for the Program, MNEY convened the first Steering Committee Meeting on Inception Report submitted by JICA Study Team, in cooperation with JICA, on 22nd September 2003, at Centre d'Accueil et de Conférence (CAC) in Rabat, with attendance of representatives of MNEY, at the levels of central, regional and provincial administrations, the JICA Advisory Committee, and the Study Team members. Both parties have been content with the quality of work done by the experts and with the extensive discussions on the Inception Report. The list of participants who attended in the meeting is attached in Annex.

II. DISCUSSION AND CONFIRMATION

During the meeting, participants discussed the contents of Inception Report, the outline and the basic approach of the Program. Main points of the discussion are summarized as follows:

1. MNEY acknowledged the receipt of Inception Report (30 copies in French and 5 copies in English) as per the Scope of Work.

2. MNEY agreed entirely with the basic approach proposed by the Study Team, the participatory approach through "leaning by doing" package in accordance with the country's ongoing decentralization, and acknowledged the importance of each actor's ownership.

3. In terms of selection of targeted communes and recruitment of three research assistants in each province, both sides agreed that each province shall present their proposals to the Study Team. The Study Team agreed to provide its terms of reference to MNEY as to procedure for the recruitment of research assistants.

4. As to the Program's implementation structure, both sides agreed that the structure shall be established through extensive discussions between provincial delegates and JICA Study Team, in consultation with Regional Academy and MNEY.

5.   MNEY requested that planned training sessions should be conducted on the site. The Study Team appreciated the idea and agreed to take every opportunity to conduct it on the site.

6.   MNEY requested that the Program should build database on the condition of schools in order to measure its impact. JICA Study Team explained that the Program plans to conduct its baseline and post-pilot survey to measure its impact.

7.   As to pre-school and non-formal education sectors, both sides recognized and agreed to be mindful of the importance of those sectors in pursuing the Program.

8.   Lists of Steering Committee members and counterpart shall be prepared by MNEY. As to a counterpart team, MNEY announced to set up a counterpart team, consisting of concerned officials of the MNEY, respective to specific domain of each Study Team member's assignment.

9.   MNEY requested that logistical support should be ensured for the coordination committees at regional and provincial levels. The Study Team took a note of their request.

10.   Minutes of meetings and reports are prepared in both English and French. In the case any divergence arises in interpretation, the English text shall prevail.

ANNEX LIST OF ATTENDANTS

Moroccan Side

Ms. Touhamia Wazzani	Director of the Cooperation and the Promotion of Private Education
Ms. Bouazzaoui Habiba	Director of the Non-formal Education
Mr.. Mohamed Fatihi	Director of the Educational System Evaluation
Mr. Ahmed Haddachi	Director of the Regional Academy of Education and Training, Meknès-Tafilalet
Mr. Hassan Amzil	Director of the Regional Academy of Education and Training,Fès-Boulmane
Mr. Abdelmoumen Mechbal	Delegate of MNEY in Séfrou
Mr. Abderrahim Benbrahim	Delegate of MNEY in Boulmane
Mr. Moha Derkaoui	Delegate of MNEY in Errachidia
Mr. El Mahjoub El Khiraoui	Delegate of MNEY in Khénifra
Mr. Aziz Nahya	Head of Division of Pedagogical Cooperation and Education Action
Mr. Abdellah Belachkar	Head of Division, Direction of Educational System Evaluation
Mr. Mohamed Ben Maiza	Head of Division, Direction of Curriculum
Mr. Hammou Amzil	in charge of Division of Pre-school Education
Mr. Hassan Medrare	Representative of Direction of Pedagogical Action
Mr. Mohamed Bimaghra	Representative of Direction of Construction and Equipment
Mr. Nabil El Bakkali	Representative of Direction of Construction and Equipment
Mr. Allal Zenmouhi	Representative of Direction of Construction and Equipment
Mr. Mohamed Oihi	Direction of Non-formal Education
Ms. Loubna Achergui	Division of Communication
Mr. Mohamed Chorfi	in charge of the cooperation with Japan, Direction of the Cooperation and the Promotion of Private Education

Japanese Side

JICA Morocco Office

Mr. Kazunao Shibata	Assistant Resident Representative, JICA Morocco Office

JICA Headquarter

Mr. Kentaro Kai	First Development Study Division, Social Development Study Department

JICA Study Team

Mr. Shigeki Kawahara	Team Leader, JICA Study Team
Mr. Kiyofumi Tanaka	Member, JICA Study Team
Ms. Kazuko Yamada	Member, JICA Study Team
Mr. Hiroyuki Tsuchiya	Member, JICA Study Team
Ms. Hiroko Miura	Member, JICA Study Team
Ms. Emi Ogata	Member, JICA Study Team
Mr. Eiichiro Hayashi	Member, JICA Study Team

MINUTES OF MEETING
ON
INTERIM REPORT

FOR
THE BASIC EDUCATION IMPROVEMENT PROGRAM
FOR RURAL AREAS
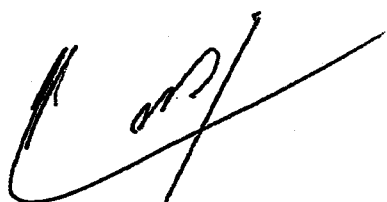IN
THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN
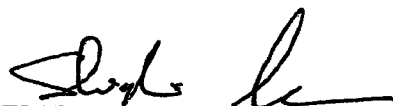
THE MINISTRY OF NATIONAL EDUCATION AND YOUTH

AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat,
28th April, 2004

Mr. Abdeslam Zeroual,
Director of the Cooperation and the Promotion
of Private Education,
Ministry of National Education and Youth

Mr. Shigeki Kawahara
Team Leader
JICA Study Team

In accordance with the scope of work (hereinafter referred to as the "S/W") for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (BEIP) (hereinafter referred to as the "Program"), agreed upon between the preparatory study team organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of National Education and Youth (hereinafter referred to as "MNEY") on 30th May 2003, JICA Study Team prepared Interim Report and submitted it to the Direction of the Cooperation and the Promotion of Private Education, MNEY, on 21st Februay 2004.

In accordance with point seven of the Minutes of Meeting on the S/W for the Program, MNEY distributed copies of the Report to the Steering Committee members. It subsequently convened the Steering Committee Meeting on Interim Report, in cooperation with JICA, on 28th April 2004, at Centre de formation et de rencontres nationales in Rabat, with attendance of representatives of MNEY, at the levels of central, regional and provincial administrations, JICA Resident Representative, the JICA Advisory Committee, and the Study Team members. Both parties have been content with the quality of work done by the experts and with the extensive discussions on the Interim Report. The list of participants who attended in the meeting is attached in Annex.

During the meeting, participants discussed the contents of Interim Report, the progress of the Program and the preparation for implementing the pilot activities. Main points of the discussion are summarized as follows:

1.   MNEY acknowledged the receipt of Iterim Report (30 copies in French and 5 copies in English) as per the Scope of Work.

2.   MNEY appreciated that the Program has fully understood the National Education Charter in regard to Morocco's ongoing decentralization in the education sector and has been encouraging the decentralization process. In particular, MNEY appreciated that the Program's participatory approach, for instance, the establishment of communal education committees and school management councils and their close coordination with Ministry of Interior in fund raising, have been appropriate for Morocco's ongoing decentralization process.

3.   MNEY proposed that the experience in the Program should be generalized so that it can be applied to all the AREFs. MNEY also proposed that AREF personnel other than Meknes-Tafilalet and Fes-Boulmane should be invited to the seminars as observers so that they should become familiar with the objective and approach of the Program. JICA Study Team appreciated MNEY's proposals and agreed to invite all AREF personnel to the coming seminars at the offset.

4. With regard to AREF's role to take over the Program, MNEY commented that it would not be easy right now to determine who is taking over the framework of the Program as AREFs are still young, and suggested that the result of the pilot activities should be observed.

5. AREF Fes-Boulmane, while appreciating the Program's approach, "Gestion de proximité," in accordance with the objective of the Charter, suggested that AREF should pursue the Program together with JICA.

6. MNEY Sefrou, while appreciating the Program's approach, as well as Japan's forty-year assistance to Morocco, commented that institutions at a level of communes, such as communal education committees, should be recognized as crucial and as missing link between schools and the community as teachers have not been well integrated in their communities, primarily due to their origins from urban areas and the difficulty for female teachers to move to and reside in rural areas, as illustrated in the Report.

7. MNEY Errachidia commented that in spite of the distance between their targeted communes and Delegation of Errachidia, the Provincial Implementation Team has pursued the Program with enthusiasm, sometimes on a voluntary basis. He also emphasized that the Program should be evaluated how it could contribute to change perception of the people from the top-down mentality to bottom-up mentality. Likewise, as to the takeover of the Program, he commented that the mentality of the concerned people be necessarily changed. As to monitoring at the far sites, such as the targeted communes, he suggested that commune representatives should take initiative in collaboration with school management councils, with the support from the Ministry of Interior.

8. As to the takeover of the Program, MNEY Boulmane commented that it would not be an easy task for local stakeholders to implement activities such as BEIP pilot activities with their little fund and requested that Japanese assistance and follow-up to the provinces should be provided continuously as long as possible.

9. MNEY Khenifra, while commenting that community participation has been well observed at all levels of the preparation for the pilot activities, requested that commune's initiative should be necessary to help schools follow administrative procedures such as opening their accounts. He also requested that Article 7 in the contract between the Study Team and the executing agencies should be clarified in the coming seminar.

10. Minutes of meetings and reports are prepared in both English and French. In the case any divergence arises in interpretation, the English text shall prevail.

ANNEX LIST OF ATTENDANTS

Moroccan Side

Mr. Abdeslam Zeroual	Director of the Cooperation and the Promotion of Private Education
Mr. Hassan Amzil	Director of the Regional Academy of Education and Training,Fès-Boulmane
Mr. Abdelmoumen Mechbal	Delegate of MNEY in Séfrou
Mr. Abderrahim Benbrahim	Delegate of MNEY in Boulmane
Mr. Moha Derkaoui	Delegate of MNEY in Errachidia
Mr. El Mahjoub El Khiraoui	Delegate of MNEY in Khénifra
Mr. Aziz Nahya	Head of Division of Pedagogical Cooperation and Education Action
Mr. Brahim Allaoui	Administrator, Division of Communication
Mr. Said Benmessaoud	in charge of the cooperation with Japan, Direction of the Cooperation and the Promotion of Private Education

Japanese Side

Mr. Masao Tsujioka	Resident Representative, JICA Morocco Office
Dr. Akiyoshi Yonezawa	JICA Advisory Team
Dr. Yumiko Yokozeki	JICA Advisory Team
Mr. Naoto Nakagawa	Assistant Resident Representative, JICA Morocco Office
Mr. Shigeki Kawahara	Team Leader, JICA Study Team
Mr. Hiroaki Umano	Member, JICA Study Team
Ms. Hiroko Miura	Member, JICA Study Team
Ms. Emi Ogata	Member, JICA Study Team

MINUTES OF MEETING
ON
PROGRESS REPORT 1

FOR
THE BASIC EDUCATION IMPROVEMENT PROGRAM
FOR RURAL AREAS
IN
THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN
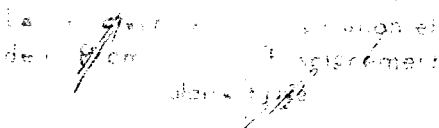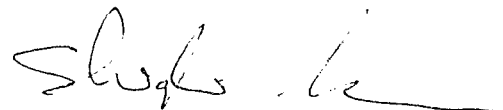
THE MINISTRY OF NATIONAL EDUCATION

AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat,
December 2, 2004

Mr. Abdesslam Zeroual,
Director of the Cooperation and the Promotion
of Private Education,
Ministry of National Education

Mr. Shigeki Kawahara
Team Leader
JICA Study Team

In accordance with the scope of work (hereinafter referred to as the "S/W") for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (hereinafter referred to as the "Program"), agreed upon between the Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of National Education (hereinafter referred to as "MNE"), JICA Study Team prepared Progress Report 1 and submitted it to the Direction of the Cooperation and the Promotion of Private Education, MNE.

MNE held a steering committee on Progress Report 1 in cooperation with JICA, on November 30, 2004 in the Academy of Education and Training, Meknès-Tafilalet. The attendance included representatives of MNE at the levels of central, regional, and provincial administrations, the JICA Morocco Office, and the Study Team members. The list of participants in the meeting is attached in Annex.

The Study Team made presentation on the summary of Progress Report 1 and preliminary suggestions for the possible follow-up policy intervention / activities. Participants discussed ideas on these matters during the meeting. Main points of the discussion are summarized below:

1.   The Moroccan side acknowledged the receipt of Progress Report 1 and appreciated the team's observation and the analysis elaborated in the report.

2.   The Moroccan side appreciated that the Program has given opportunities to test a different kind of mechanism in a flexible and creative manner and that the biggest contribution is not a financial term but new culture introduced in the Moroccan education system. The Moroccan side also recognized the impacts of bottom up-approach in improving communication inside schools and between schools and communities, in providing teachers with the feeling of ownership and responsibilities, and in improving the efficiency of school management.

3.   The Moroccan side commented that though they have recognized the success, it is not yet solid, and that the system needs to be strengthened by taking into consideration of the local situation, such as more involvement of commune governments in educational development.

4.   The participants agreed that the serious problems remain in satellite schools in the areas of school location, training for teachers, and living environment for teachers such as accommodations, though the development is on the way. There was a comment that the Program has not yet succeeded in making all stakeholders (particularly in mother schools) realize what are most needed and how to transmit ideas/experience to other schools and it was suggested that in order to solve this, both bottom-up approach and top-down approach are necessary.

5.   The Moroccan side agreed that there is a need to make the success of the Program more solid and to expand to the non-pilot areas. In this sense, it is worth noted that Khenifra province is going to take an initiative to utilize the experience of the Program and conduct trainings on in non-BEIP communes. The Moroccan side requested that to facilitate these efforts further, the Program should be extended. Ideas to improve the BEIP model and to expand that were suggested in the discussion include: to integrate BEIP training in the current CFI training program; to create SMC representing each satellite school; and sign convention between SMC and provincial delegation to better monitor school-based management.

6.   The Moroccan side mentioned that it is important to have occasions where participants of the Program can exchange ideas and experience, since the communication among stakeholders are yet sufficient.

7.   The Moroccan side acknowledged that it is important that policy makers such as central and regional personnel visit fields in that it will motivate schools and communities, and that it will deepen the understanding of the MEN stakeholders.

8.   The Japanese side appreciated MNE's recognition of the program, and the efforts made to lead the Program to the success particularly by the Provincial Implementation Teams.

ANNEX LIST OF ATTENDANTS

Moroccan Side

Mr. Abdeslam Zeroual	Director of the Cooperation and the Promotion of Private Education
Mr. Ahmed Haddachi	Director of the Regional Academy of Education and Training, Meknès-Tafilalet
Mr. Hassan Amzil	Director of the Regional Academy of Education and Training, Fès-Boulmane
Mr. Aziz Nahya	Head of Division of Pedagogical Cooperation and Education Action
M. Abderrahim Benbrahim	Delegate of MNE in Séfrou
M. Mohamed Aberkane	Delegate of MNE in Boulmane
M.My Ahmed Belfekih	Delegate of MNE in Khénifra
M. Khalfi Mohamed	Coordinator, Provincial Implementation Team, Khénifra
M. Abdelaziz El Belghiti	Member, Implementation Team, Khénifra

Japanese Side

Mr. Naoto Nakagawa	Assistant Resident Representative, JICA Morocco Office
Mr. Shigeki Kawahara	Team Leader, JICA Study Team
Ms. Tomoko Masuda	Member, JICA Study Team

MINUTES OF MEETING
ON
PROGRESS REPORT 2

FOR
THE BASIC EDUCATION IMPROVEMENT PROGRAM
FOR RURAL AREAS
IN
THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN

THE MINISTRY OF NATIONAL EDUCATION

AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat,
May 5th, 2005

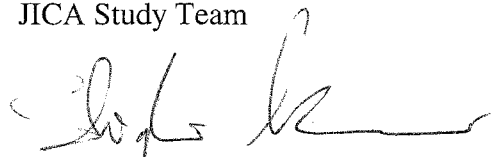|	
Mr. Abdesslam Zeroual, Director of the Cooperation and the Promotion of Private Education, Ministry of National Education	Mr. Shigeki Kawahara Team Leader JICA Study Team

In accordance with the scope of work (hereinafter referred to as the "S/W") for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (hereinafter referred to as the "Program"), agreed upon between the Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of National Education (hereinafter referred to as "MNE"), JICA Study Team prepared Progress Report 2 and submitted it to the Direction of the Cooperation and the Promotion of Private Education, MNE.

MNE held a steering committee on Progress Report 2 in cooperation with JICA, on May 5th, 2005 in MNE, Rabat.   The attendance included representatives of MNE at the levels of central, regional, and provincial administrations, the JICA Morocco Office, and the Study Team members.   The list of participants in the meeting is attached in Annex.

The Study Team made presentation on the summary of Progress Report 2 and preliminary suggestions for the possible follow-up policy intervention / activities. Participants discussed ideas on these matters during the meeting.   Main points of the discussion are summarized below:

1.   The Moroccan side acknowledged the receipt of Progress Report 2 and appreciated the team's observation and the analysis elaborated in the report.

2.   The Moroccan side appreciated that the Program has achieved its goal with the positive results marked by participants from provincial and regional levels. They recognized that all the targeted provinces have been successful in implementing a BEIP model of the bottom-up approach, under which school management councils (SMC) have proved their ability to formulate their plan and implement the plan with financial autonomy, in collaboration with local initiatives, such as parents, communities, communes.   In particular, they appreciated the magnitude of local communities' contribution, and recognized that the Program has been successful in opening up schools to the external, actively involving communities and communes, and thereby garnering local contribution beyond expectations.

3.   The Moroccan side appreciated that the Program has demonstrated a BEIP model of school management with financial autonomy. They also announced their intention to utilize the BEIP model of activating SMC as their model in accordance with the recent legalization of the status of SMC by Decree, within the framework of the ongoing Moroccan decentralization.

4.   The Moroccan side recognized that they were now moving in the phase of generalization of their experiences gained from the Program to make this model applicable to the other areas. Both AREF directors announced that they would try to apply this model to the other areas, by using their own resources, even without much support from JICA. They explained that AREF

Meknes-Tafilatet has formed a team within the AREF to expand the Program, while AREF Fes-Boulmane has been working to apply this model to Commune Fes, in collaboration with Fes Commune Council with their financial support of 200,000DH.

5. Both AREF directors recognized the significance of financial autonomy of SMC (in terms of facilitation for school's ownership) as they learned from Japan's experience during the counterpart training in Japan, and the importance of allocation of minimal budget directly to SMC from AREF in order to make SMC more financially autonomous. They also expressed their concern about institutional difficulties, particularly their inability to allocate the budget directly to schools; however, they were firmly convinced that such difficulties would not discourage their determination to apply the BEIP model.

6. One participant marked that SMC have become active and dynamic in school management. He also appreciated that the Program provided an equal opportunity to rural areas, compared with some other programs normally biased towards urban areas.

7. The participants agreed that there have remained serious problems beyond the Program's capacity, especially those in satellite schools, such as school location (middle of nowhere) and assignment of young, less experienced, non-Berber speaking teachers in rural satellite schools. The participants commented that it would be difficult to change the positioning system of teachers immediately. Some participants pointed out that assigning young teachers in rural areas was expected to revitalize rural satellite schools.

8. Another participant commented that many satellite schools benefited less from the Program, compared with their mother schools, as many SMC decided to concentrate the budget more on mother schools (to benefit as many pupils as possible) because of the short duration of the support. He proposed that their province would increase the activities specific to satellite schools through generalizing their lessons learned from the Program.

9. Another participant requested the Program to share the benefit with the World Bank's program of PARSEM, recently inaugurated in all the regions in Morocco, in which school project is one of the components to dynamize SMC. The Japanese side promised to provide the training materials and documents related to the Program upon request.

10. The Japanese side also recognized that cost of communication in rural areas is high due to a physical distance and cultural diversity, and suggested that their next target communes should be in less difficult conditions than the current target ones in terms of physical and social environment.

11.   The Japanese side appreciated MNE's recognition of the program, and the efforts made to lead the Program to the success particularly by the Provincial Implementation Teams.

12.   All the Moroccan side participants agreed that BEIP model is a leading initiative of the present orientation of the reform, and they are ready to make a request to extend technical support from JICA in order to promote integration of the model into the Moroccan education system.

ANNEX LIST OF ATTENDANTS

Moroccan Side

Mr. Abdeslam Zeroual	Director of the Cooperation and the Promotion of Private Education
Mr. Elyaalaoui	Assistant Director of the Cooperation and the Promotion of Private Education
Mr. Moumen Dahani	Head of Planning Division, Direction of the Cooperation and the Promotion of Private Education
Mr. Ahmed Haddachi	Director of the Regional Academy of Education and Training, Meknès-Tafilalet
Mr. Hassan Amzil	Director of the Regional Academy of Education and Training,Fès-Boulmane
M. Abderrahim Benbrahim	Delegate of MNE in Séfrou
M. Mohamed Aberkane	Delegate of MNE in Boulmane
M.My Ahmed Belfekih	Delegate of MNE in Khénifra
M. Khalfi Mohamed	Coordinator, Provincial Implementation Team, Khénifra
Ms. Alia Amahouar	Head of Division, Monitoring of Decentralization Cooperation
Mr. Youssef Simou	Head of Public Relations Service
Mr. Zouhair Bennaghmouch	Representative of Direction of Statistics and Strategic Planning
Mr. Mohamed Nehass	Representative of Direction of General Affairs of Budget and Finance
Mr. Said Benmessaoud	in charge of the cooperation with Japan, Direction of the Cooperation and the Promotion of Private Education

Japanese Side

Mr. Masao Tsujioka	Resident Representative, JICA Morocco Office
Mr. Naoto Nakagawa	Assistant Resident Representative, JICA Morocco Office
Mr. Shigeki Kawahara	Team Leader, JICA Study Team
Ms. Emi Ogata	Member, JICA Study Team

MINUTES OF MEETING
ON
DRAFT FINAL REPORT

FOR
THE BASIC EDUCATION IMPROVEMENT PROGRAM
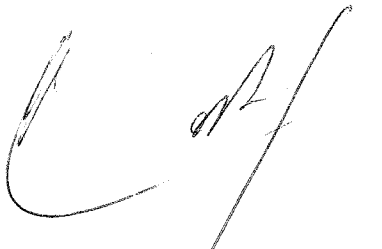FOR RURAL AREAS
IN
THE KINGDOM OF MOROCCO

AGREED UPON BETWEEN

THE MINISTRY OF NATIONAL EDUCATION

AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Rabat,
November 29th, 2005

Mr. Abdesselam Zeroual,
Director of the Cooperation and the Promotion
of Private Education,
Ministry of National Education

Mr. Shigeki Kawahara
Team Leader
JICA Study Team

In accordance with the scope of work (hereinafter referred to as the "S/W") for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco (hereinafter referred to as the "Program"), agreed upon between the Japan International Cooperation Agency (hereinafter referred to as "JICA") and the Ministry of National Education (hereinafter referred to as "MNE"), JICA Study Team prepared Draft Final Report and submitted it to the Direction of the Cooperation and the Promotion of Private Education, MNE.

MNE held a steering committee on Draft Final Report in cooperation with JICA, on November 29th, 2005 in Hotel Tour Hassan, Rabat. The attendance included representatives of MNE at the levels of central, regional, and provincial administrations, the JICA Morocco Office, the JICA Advisory Committee members and the Study Team members. The list of participants in the meeting is attached in Annex 1.

The Study Team made a presentation on the summary of Draft Final Report, the results of the Program and preliminary suggestions for the possible follow-up policy interventions. Following the Study Team's presentation, Directors of AREF Meknes-Tafilalet and Fes-Boulmane made presentations on their newly created budget of "activating (dynamiser) School Management Councils (SMC)" and their plan to utilize the budget to pursue institutionalization of the BEIP model. Each Provincial Implementation Team also made a presentation on what have been changed and what they have achieved. During the discussion session, the following points were raised:

1.   The Moroccan side acknowledged the receipt of Draft Final Report (French 30 copies, English 5 copies), and appreciated the team's observation and the analysis elaborated in the report.

2.   The Japanese side agreed to receive further comments on the Draft Final Report in a written format by 20 December 2005.

3.   The Moroccan side appreciated the Program's success in developing the well functioning BEIP model, which led to remarkable impacts in the quality of education, and expressed their gratitude for the efforts made by all the concerned to the Program. The Moroccan side also appreciated the Program design of its participatory approach, functioning school management, involving parents and communities, and targeting rural areas, which has been in line with MNE's promotion of decentralization. The Moroccan side also announced that MNE would generalize this experience immediately, and that they created a new budget line effective in 2006, which enables all the AREFs to disburse the budget directly to each SMC (the budget of "activating SMC", amounting to ten million dirhams) as a step forward to institutionalize this model.

1

4.	One participant (from UNICEF) agreed to share the same objective with the Program. She also suggested involvement of pupils in their SMCs, and strengthening INSET trainings for reduction of pupils' repetition rate and for more teamwork. She also requested that MNE should organize information sharing among different donors, which would bring about a synergy among them. The Moroccan side explained that they would allocate considerable amount of the budget for INSET trainings in 2006 to improve pupils' learning. They also acknowledged the importance of the synergy among all donors, and explained their efforts of coordination at the directory level. The Japanese side also agreed with the idea of involving pupils in their SMCs.

5.	Another participant asked whether the training materials and tools developed by the Program are available for them. The Moroccan side promised to distribute them upon request, as they are aiming at generalization of their lessons learned.

6.	He also asked what kind of difficulties the Program primarily faced during the implementation, and to what extent the budget of the Program was significant, in comparison with its principles, or methodologies. The Moroccan side raised a transfer of personnel in the middle of the activity period as one of the difficulties as it is a loss of the important resources (personnel trained and equipped with skills in the Program). The Japanese side added a difficulty in changing the way of thinking of SMC members from "top-down" where a higher level of administration to "bottom-up" where they should make decisions by themselves. It was also added that monitoring the target areas was very costly due to a physical distance between the pilot schools. With regard to the budget, the Japanese side suggested that a small amount of budget enabled SMCs to have tangible and assured financial bases to start with. It was added that this made them to be highly motivated and eventually be more creative such as to economize the budget or seek other source of fund.

7.	Another participant (from MNE) pointed out that MNE should not regard a SMC as an ordinary association from a legal point of view. The Moroccan side acknowledged it and explained that they would solve it in the process of institutionalizing and generalizing the BEIP model.

8.	Another participant asked what had not been functioning at the level of SMC. The Moroccan side explained that lack of facilities, training, and particularly motivation contributed to malfunctioning of SMC for the past few years. They stressed the importance of a high level of motivation.

9. Another participant asked about micro-planning training, and asked to what extent each component of the program was significant in terms of percentage. The Moroccan side explained about their micro-planning training at Sefrou, and emphasized that more attention should be paid to a financial management training.

10. The Japanese side commented that in the future, this bottom-up approach should get a proper place in the scope of the ongoing decentralization and its sustainability should be ensured, for continuously generalizing and institutionalizing the BEIP model. She mentioned that in considering the large disparity between urban and rural areas, the BEIP model had its limitation. She added that more proactive redistribution of resources is needed.

11. The Moroccan side requested the JICA to transfer the equipment used during the study period as shown on the attached sheet. The Study Team responded that this request should be conveyed to the JICA.

ANNEX 1. LIST OF ATTENDANTS

Moroccan Side

Ms. Latifa El Abida	Secretary General of MNE
Mr. Abdesselam Zeroual	Director of the Cooperation and the Promotion of Private Education
Mr. Elyaalaoui	Assistant Director of the Cooperation and the Promotion of Private Education
Mr. Jamal Khallaf	Director of Evaluation of Organization of School Mapping and Inter-Academies Training (ESFCRS)
Mr. Benlhabib Hind	Director, Department of National Education
Mr. Ahmed Haddachi	Director of the Regional Academy of Education and Training, Meknès-Tafilalet
Mr. Hassan Amzil	Director of the Regional Academy of Education and Training, Fès-Boulmane
Mr. Aziz Nahya	Head of Division of Cooperation, Direction of the Cooperation and the Promotion of Private Education
Mr. Abderrahim Benbrahim	Delegate of MNE in Séfrou
Mr. Mohammed Jahidi	Head of Division, Direction of Evaluation of Organization of School Mapping and Inter-Academies Training (ESFCRS)
Mr. Youssef Simou	Head of Public Relations Service
Mr. Abdelhadi Ait Chikh	Representative of Direction of Statistics and Strategic Planning
Mr. Lahchimi Miloud	Department of National Education
Mr. Mohammed Hindi	Head of Division of Monitoring of Indicators of Education Generalization
Mr. Lahcen Ait Kain	in charge of Missions for Secretary General
Ms. Salma Zouiten	Coordinator of AREF Team, the Regional Academy of Education and Training, Fès-Boulmane
Mr. Mohamed Khalfi	Coordinator, Provincial Implementation Team, Khénifra
Mr. Nacer Bouhriz	Coordinator, Provincial Implementation Team, Errachidia
Mr. Moulay Ali Sehli	Coordinator, Provincial Implementation Team, Boulmane
Mr. Abderrahman Zerrou	Coordinator, Provincial Implementation Team, Sefrou
Mr. Said Benmessaoud	in charge of the cooperation with Japan, Direction of the Cooperation and the Promotion of Private Education
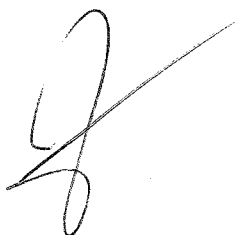
Other Donors

Ms. Aouatif Alioua	CIDA
Ms. Avianon-vernet Pascale	French Cooperation (APEF Project)
Ms. Mollet Brasseau	UNICEF
Ms. Yuri Obara	World Bank
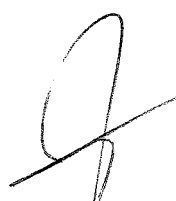
Japanese Side

Mr. Masao Tsujioka	Resident Representative, JICA Morocco Office
Dr. Hiromitsu Muta	Leader, JICA Advisory Committee
Ms. Chisa Hara	Team Director, Human Development Department, Group I (Basic Education) Basic Education Team I, JICA Headquarters
Mr. Kazuhiro Tambara	Human Development Department, Group I (Basic Education) Basic Education Team I, JICA Headquarters
Mr. Naoto Nakagawa	Assistant Resident Representative, JICA Morocco Office
Ms. Salima Kachaoud	JICA Morocco Office
Mr. Shigeki Kawahara	Team Leader, JICA Study Team
Mr. Hiroaki Umano	Member, JICA Study Team
Ms. Emi Ogata	Member, JICA Study Team

ANNEX 2. LIST OF EQUIPMENT USED BY THE STUDY TEAM

	Item (Specification)	Qty	Expected Users
1	Personal Computer (Desk-top, Windows XP)	1	MNE
2	Personal Computer (Lap-top, Windows XP)	2	MNE
3	Software (Microsoft Office XP Standard)	3	MNE
4	Color Laser Printer (HP color LaserJet 4600dn)	1	MNE
5	Photocopier (Toshiba, E-Studio 205)	1	MNE
6	Fax machine (Panasonic, KX-FP141)	1	MNE
7	Projector (EPSON ELP-735)	1	MNE
8	Mobile phone	4	MNE
9	Mobile phone chip	1	MNE
10	Personal Computer (Desk-top, Windows XP)	1	Delegation of Errachidia
11	Personal Computer (Desk-top, Windows XP)	1	Delegation of Khenifra
12	Personal Computer (Desk-top, Windows XP)	1	Delegation of Boulmane
13	Personal Computer (Lap-top, Windows XP)	1	Delegation of Sefrou

APPENDIX 2: BEIP Training Module for Micro-planning

**Ministère de l'Education Nationale,
de l'Enseignement Supérieur,
de la Formation des Cadres,
et de la Recherche Scientifique**

jica

**Agence
Japonaise de
Coopération
Internationale
(JICA)**

BEIP

*THE BASIC EDUCATION IMPROVEMENT PROGRAM
FOR RURAL AREAS IN
THE KINGDOM OF MOROCCO*

*Local Level Stakeholder Training:
Developing School Plan for
Quality Learning*

A Three-Day Workshop

Module for Micro-planning

Rabat, June 2005

(Version 2.0)

**International Development Center of Japan
KRI International Corp.**

Introduction

The purpose of this training module is to provide the necessary knowledge, skills and contextual understanding so that stakeholders are able to change behaviors for the betterment of the Moroccan educational system. The target audiences are those stakeholders supporting **school sectors** and include the school principal, teachers, parents, community members, local officials and even students. It may be especially effective when used with the new **School Management Councils**. The program may be used with more senior officials at the circle, commune, provincial delegation and regional academy levels including members of the **Regional Councils** and educational personnel at the teacher colleges. Some changes will need to be made in orientation since the view is broader affecting education rather than individual schools. Even though the project focuses on primary education, the same module may be used with secondary education stakeholders.

There are ten units of instruction. Your training will be led by trained facilitators. The beginning of each unit of instruction identifies the performance objective that you will cover in that unit. The objective explains how you will demonstrate you have learned the objective.

Each unit contains background reading. This may be assigned as homework or you may be asked to review it after the training is completed. Each instructor will make that decision. Each unit contains one or more activities that you will be expected to complete individually, in small groups, as part of the large group, or using a combination of these approaches. This methodology reinforces active learning or learning-by-doing. The trainer will lead the group and explain instructions, thus serving as the facilitator.

Once you have completed the training you will have one week to prepare a one-year plan following the model provided in this manual. The plan must be submitted to the person who will be specified by the trainer. Each school sector will prepare a single plan that encompasses the mother school and its satellite schools. Any funding your school receives on this project must directly relate to your school plan, and without it, you will not be funded under this project.

Table of Contents

1. A Model for Improving Schools and Increasing Learning

What is an effective way to structure a systematic approach to improve learning in our schools?

Performance Objective: Discuss the important issues related to schooling and write answers to questions that represent a group consensus.

Key terms:

- Quality Improvement
- Learning
- Stakeholder
- Group Consensus

Background Information:
Organizations – hospitals, banks, factories, department stores, and schools – have several things in common. All wish to improve the quality of their products and services at the lowest cost possible. This is a continuous process that requires those employed as well as those deriving benefits to evaluate what they are doing and how it can be improved. Improvement can be both quantitative and qualitative. For a factory, quantitative means increasing the number of products while for a school, it means increasing the amount of **learning** achieved by each student. **Qualitative improvement** for a factory may mean improving the taste of a soup or effectiveness of a medication while for education it means achieving learning that is more sophisticated such as becoming a critical thinker or problem solver, not just memorization of facts and formulas.

To improve the quantitative and qualitative output of an organization, several steps need to be conducted. These same steps are adapted to education and routinized into an annual schedule. This may be referred to as the School or Education Quality Improvement Cycle. The goal of the cycle is to improve on those variables that affect education so they increase the quantity and quality of learning for each student.

The following illustration shows that the cycle has four steps and begins with establishing a vision. Because it is a cycle, it has no end. Instead, every year the process is completed and starts again. The steps of the cycle will be covered in the following units.

School Quality Improvement Cycle

1
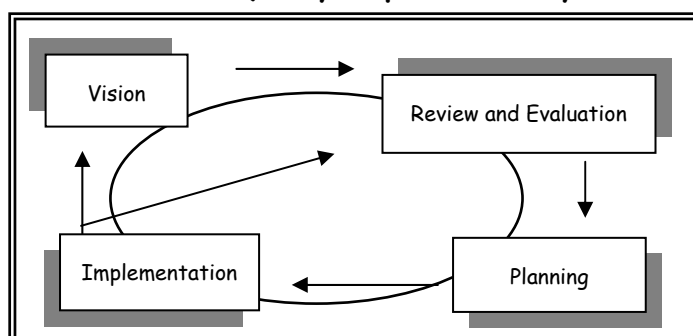
Activity #1:

It is important that we all agree about the mission of our schools and the ways we can describe them.   The purpose of this activity is for each small group to discuss answers to the questions in the boxes below.   After a period of time, the training facilitator will ask each group to provide a brief explanation concerning one or more of the questions that were discussed in your group. There is one blank space.   Your small group should think of one important question that you want answered and write it in the space, then discuss.   Afterward, the large group will reach a **group consensus** about each answer and write answers in the spaces provided:
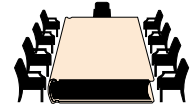
Questions and Answers we Need to agree upon

1. What is the mission of our schools?
2. How do we define quality?
3. Under decentralization what are the new roles for school **stakeholders** (parents, teachers, school principal, community members, local government and students)?
4._____?

2. Developing a Common Vision for Our Schools

How can all school stakeholders be brought together and agree on what they want their schools to be?

Performance Objective: Prepare two written common vision statements for your school sector that reflects the community in which the school sector is based.

Key terms:

- Common vision
- Role playing
- School Management Council

Background Information:
What makes the human species different from other species is our ability to think and plan for the future.   Where will we go next weekend for a visit?   What kind of employment is best for me after I finish school? What do we want for our children when they grow up?   What crops should I plant next year that will yield more income?

Parents of children in rural farming areas may want something completely different for their schools than parents of children in an urban school.   The Morocco Education Charter of 1999 indicates that education should reflect society's needs and society is comprised of many communities throughout Morocco.   Each community has a right under the Charter to expect schools to provide for their children's educational needs.   These needs may be expressed as a broad statement of what the community wants for their children – a vision for the future.

In addition, schools should represent the needs of the broader society at the commune, provincial and national levels as well as what broader opportunities children may want beyond their local communities.   It is the role of the school leader to determine the balance between individual, community and broader, societal needs and then to create a vision that represents the role of the school in meeting these needs.   This is creating a **common vision** through consensus building.

A common vision, therefore, represents what most of the community sees as the reason for schools to exist in their community.   A simple majority is not enough to represent a common vision and complete agreement is too much to expect.   Half way between a majority and a unanimous vote is what we call a consensus.   The school principal convenes a meeting of community members – the **School Management Council**, to develop this vision.   Through meetings and discussion, the group eventually reaches a consensus concerning the purpose of their school.   A single sentence is created to express this vision and then announced to the community.   Thus, the school has created a simple message that all community members can understand and can support.

Activity #2:
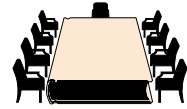
In this activity, the larger group will observe a **role playing** activity. Volunteers will be selected to participate. Each person will be assigned a role to play. One person will represent business, one a labor union, one an NGO, one a teacher, one a female parent, one a farmer, and one a local government official. This totals seven people. One person will be selected to be the school principal. This person will lead the meeting of the seven participants. He or she will explain that the group will discuss the purpose of their school and then write a single sentence that expresses that school's vision. For example, the farmer may want the school to provide basic literacy so that his child can work on the farm and improve its profits. The teacher may want the student to be able to work in the city at a high paying job. The parent may want her child to learn how to be a good family member, and so on. In the end, the principal must bring these different ideas together into a statement of common vision.

The rest of the group will observe and then discuss what they saw happen in the role playing. Finally, the facilitator will ask for people to volunteer different vision statements. Finally, those of you from the same school sector will develop two different vision statements that might represent what your community feels is the vision for your school. When you return to your community after training, you will be expected to convene a meeting and finalize a vision statement for your school sector. This activity is designed to help you practice preparing a vision statement prepared by your community.

Sample Vision Statements

1.

2.

4

3. Translating Our Vision into Measurable Outcomes

Can we develop ways to measure if we are achieving our vision?

Performance Objective: Identify indicators that can be used to measure the vision statement, establish a minimum standard and identify when the standard will be achieved.

Key terms:

- Minimum performance standards
- Educational indicator
- Brainstorming

Background Information:
How do we know if we have succeeded in anything? In sports, we keep score and, in most cases, the winning team has the higher score. We are able to determine if our children are physically average by measuring weight and height. We measure success in our employment in a number of ways such as salary, satisfaction, impact on beneficiaries, and acceptance by others. So how do educational systems measure if they are being successful?

Measuring success starts by determining the criteria for success. The education system has a simple mission – learning – but requires a highly complex organization to achieve this mission. This complexity suggests that there are many variables that must be measured to determine if the system is succeeding. First, there needs to be measures for learning. Often, systems rely on external, achievement tests to determine if students are ready to progress to the next level. At the classroom level, teachers are encouraged to use continuous assessment to determine if learning is taking place. Since learning has many layers, different kinds of assessments – not just tests – play an important role in determining if learning is taking place.

There are many other variables that can be measured as well. When we convert a variable into a measurement it becomes an **educational indicator**. There are dozens of educational indicators that can be identified. Just a few include student-teacher ratio, dropout rate, number of classrooms, quality of the teaching/learning process, teacher motivation, comparison of males to females enrolled in school, and number of full time teachers compared to part time teachers.

Using a menu of such educational indicators, we could select those that support our vision. We could say, for example, 100 percent of all enrolled students will graduate (zero dropout rate) or the average score for students taking the exit examination will be above the national average. In fact, when we convert our vision to educational indicators and then assign a value, we have developed what is referred to as a **minimum performance standard**. Generally, ministries of education establish some minimum performance standards, and that is being done now at MENJ. A number of them are mentioned in the Charter. For example, the Charter states that 90% of those

enrolled in primary school will graduate in year 2005 while 80% will graduate from collegial schools in 2008. These are minimum performance standards for the nation. Another pertaining to illiteracy states that by 2010 the national illiteracy rate will be below 20%. One other standard indicates that School Management Councils will be created for all school sectors. Schools may set their own minimum performance standards in addition to those being set at the national level.

Activity #3:

Using a technique referred to as **brainstorming**, the facilitator will ask the group to call out educational indicators that you often use at the school level. These will be written on the whiteboard. After a substantial list has been created, the facilitator will ask the small groups to form and select those indicators that support their vision. Once selected, a minimum performance standard will be established by the group by placing the information on the table below. An example is shown. Ten spaces have been provided. If you want more than ten standards to support your vision, use the reverse side of this page:
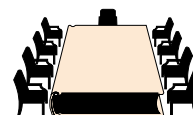
Minimum Performance Standards for Our School Sector

Indicator	Minimum Performance Standard	Achieved When?
Our vision:		
(Example) dropout rate for all of primary students	Below 2%	2007
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

4. Where are We Now?

> **A common vision is for the future, but where are we now?**

Performance Objective: Use school-level data to measure our indicators showing our current situation.

Key terms:

- Education Management Information System (EMIS)
- School Mapping
- Situation Analysis

Background Information:
The reason for establishing a common vision is to set targets for the future, and thus, set the stage for improving your schools. The next step is to determine where your schools are today in terms of measurable indicators. In this way you can use quantifiable information to describe your schools. Much of this information is available from different levels of the educational system. Information about indicators is stored in what is called the **Educational Management Information System** or **EMIS**, computerized data storage and retrieval system maintained by MENJ. Some of this information is collected through an exercise called **school mapping**. Other ways information is collected involve school surveys, data provided by school principals and through census reports.

Activity #4:
In activity #3 you completed a table similar to the one below. The one below, however, has a column called Situation Analysis. A **situation analysis** is the status of your school today. Look at each indicator you listed in the first column. You were asked to bring data with you about your school. The various tables and booklets you brought with you should contain measurements for the indicators you listed in the first column. First, copy the information from Activity #3 on to the table below. Second, in your small group, search through the data you brought with you to see if you can find a measure for each of the indicators. If you can, fill in the appropriate space in the third column. If you can't, discuss with the rest of the group what you feel is a good estimate of measurement for that indicator and record the value in the correct space. The facilitator will be checking with you to see if you need help.

After a time, the facilitator will ask the large group to comment on this exercise. You should think about some questions: Did you have all the data you needed to do this? Where else can you go to get the information you are missing? What problems did you have in completing the table?

Minimum Performance Standards fo Our School Sector

Our vision:		
Indicator	**Minimum Performance Standard**	**Situation Analysis (where are we now?)**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Comments to remember:

5. A Gap Analysis

> **How can we determine the gap between what we want for our schools (minimum performance standards) and where the schools are today?**

Performance Objective: Conduct a gap analysis between a minimum performance standards and the real situation today.

Key terms:

- Gap analysis

Background Information:
A gap is the space between two objects such as the space between two mountains. In our case, the gap between where our schools are today and where we want them to be is the gap. In some cases, a gap may be very narrow while in other cases, the gap may be wide. To analyze the gap between where our schools are now and where we want them to be is a simple subtraction problem. This can be done because we have quantified values so we can conduct a comparison. This comparison is a **gap analysis**. The gap tells us how much improvement is necessary to eliminate the gap and reach our minimum performance standards.

In the process of conducting a gap analysis we may discover that in some cases we have a narrow gap, in others a wide gap, and in some cases there is no gap. If there is no gap, then we may wish to increase our minimum performance standard. The following activity will provide instruction in conducting the gap analysis.

Activity #5:
The following three pages contain a table for your small group to record results of a gap analysis. One person should be chosen as leader and another to record group results in his or her book. The steps are as follows:

1. Look at the first indicator – enrollment rate. It is divided into 4 categories (column 2 to column 5). What is the current situation in your school sector? Because it is a rate you need to know the enrollment of boys in grade six and the total number of boys enrolled and not enrolled in your community. Divide this number into enrollment and the percentage is the enrollment rate. Compute the same for the other enrollment rates and place results in column 3.
2. Decide on the minimum standard. Your facilitator will discuss this. Place the standard in column 2.
3. Subtract column 3 values from column 2. This is the gap. Place this in column 4. Wait to complete column 5. This is done later.
4. Repeat steps 1 to 3 for each indicator through 23.
5. Decide on any other indicators that you think important and place these in the blank column. Look at all the gaps from 1 to 23 and consider other factors such as the importance of each; which indicators are part of your vision, and then decide

which is the most important indicator to you.   Put the number 1 in the last column of that indicator.   Continue to rank each indicator until they are ranked from 1 to 23.   If you added other indicators, then the ranking is 1 to 24 or 25 or 26 or 27 or 28.   These rankings represent your priorities.

Gap Analysis

	Indicator (1)	Minimum Standard or Vision (2)	Current Situation (3)	Gap Analysis (4)	Priority (5)
Access / Equity	1. Enrollment Rate: Boys Grade 6 Girls Grade 6 Boys all grades combined Girls all grades combined				
	2. Dropout Rate: Boys Grade 6 Girls Grade 6 Boys all grades combined Girls all grades combined				
	3. Student Absence Rate: Boys Grade 6 Girls Grade 6 Boys all grades combined Girls all grades combined				
	4. Continuance Rate to College: Boys Girls				
	5. Student Repetition Rate: Boys entire school Girls entire school				
	6. Number of Teachers: Male Female				
	7. Students per Teacher Rate: Total number of students / Total number of teachers				

Indicator (1)		Minimum Standard or Vision (2)	Current Situation (3)	Gap Analysis (4)	Priority (5)
Quality of Teaching/Learning	8. Number of hours for volunteer teachers in classrooms: Total volunteer hours				
	9. Achievement Tests: Boys Average Year 6 Girls Average Year 6				
	10. Textbook per Student: Math- # texts/# students French-# texts/# students Arabic-# texts/# students _____-# texts/# students _____-# texts/# students				
	11. Adequacy of Instructional Materials: Rate from 0 to 5 (0 = inadequate to 5 = excellent)				
	12. Method of Instruction: Rate from 0 to 5 (0 = lecture only to 5 = active learning)				
	13. Teacher Absence Rate for Year:				
	14. # of Visits per week/month by Director (only satellite)				
	15. # of Visits by Inspectors: Pedagogy Inspector Planning Inspector				
	16. # of days per year of in-service: Per teacher Headmaster				

Indicator (1)		Minimum Standard or Vision (2)	Current Situation (3)	Gap Analysis (4)	Priority (5)
School Environment	17. Students Per Classroom Rate: # of students/ # of classrooms				
	18. Numbers of students' latrines: # of boys / latrines for boys # of girls / latrines for girls				
	19. Canteens in Sector Schools: # of canteens / # of school units				
	20. Utilities Availability in Sector: # of schools/# with electricity # of schools/# with running water				
	21. Number of Other Buildings in School Sector: # of teacher Houses # of libraries (# of library books) # of administrative offices				
Community Participation	22. School Committee/PTA Rate from 0 to 5 (0=inactive to 5 =very active)				
	23. # of Members involved in School Committee/SMC				

6. Formulating Strategic and Annual Plans

How do we create a plan that reflects our schools' priorities?

Performance Objective: Prepare a year or annual plan that contains target outcomes for one year and three years.

Key terms:

- Bottom-up planning
- Community-based planning
- Strategic plan
- Annual plan

Background Information:
Everything that has preceded this unit represents the first two boxes of the quality improvement cycle shown in Unit 1. The purpose of the preceding five units was to reach the stage where we can prepare plans for improving our schools. Four important tasks were completed:

1. Setting a common vision
2. Conducting research about the current status of our schools
3. Preparing a gap analysis, and
4. Setting priorities

We are now ready to prepare a plan. Many of the quality improvements we may wish to make will take longer than one year. For example, if we want to train every teacher in the use of new technologies and methodologies and then evaluate success, it will take two or three years. Our planning must allow us to consider solving problems and improving education systematically and over a longer timeframe than a one-year cycle. Therefore, we must develop a multi-year target. For this exercise, we are assuming a three-year window for developing a **strategic plan**. As part of the plan, however, it is necessary to provide additional details about how we will achieve specific objectives in the first year. This is an **annual plan**.

These plans are more important than ever, given the restructuring of the Moroccan educational system. Unlike the past, MENJ, the Regional Academies and the Delegations will rely more on **bottom-up planning** – a planning strategy that starts at the school level and is passed up the system, where the next higher organizational level will consolidate plans. This consolidation will continue to the national level and may eventually comprise a national plan for education which takes into consideration variations among regions and communities. Equally important is the inclusion of community members, possibly through the School Management Council, in developing plans. Educational research shows a direct link between community participation and the quality of schools. This is referred to as **community-based planning**.

Activity #6a:

Based on the information collected up to now, you can now begin a deep analysis of education at your schools.

1. Select one of your priorities from your plan and state the core problem.

2. Consider the structure of the problem. List all possible causes of the main problem. You will notice that some problems shown in the example can be causes or results of other problems.

Example of Problem Tree

```
                    ┌─────────────────────┐
                    │     There are       │
                    │   many drop-outs    │
                    └─────────────────────┘
```

| School is not attractive to students | Parents do not have interests to send children to school | Some students have to help their parents in the field |

| Some students are discouraged by not being able to advance | School does not have safe-water and clean | | Parents cannot earn enough money | School fees are too expensive for some parents |

| Students cannot get a better job after graduation | Parents let girls get married at an early age. |

| The school does not provide appropriate skills for income generation | Parents do not understand the importance of education |

3. When you analyze problems deeply, you may find that the core problem that you placed first may be a cause of other core problem. In that case, you should replace the core problem with the appropriate one.

4. After the structure of problems is analyzed, we need to discuss the solutions to the problems. Convert the problem tree you just developed to objective tree.

Example of Objective Tree

```
                          ┌─────────────────┐
                          │   There are     │
                          │   no drop-outs  │
                          └─────────────────┘
```

School is attractive to students	Parents have interests to send children to school	Some do not have to help their parents in the field

All students are motivated	School have safe-water and clean toilet			Parents can earn enough money	School fees are affordable to all parents

Students can get a better job after graduation	Parents do not let girls get married at an early age

The school provides appropriate skills for income generation	Parents understand the importance of education

5. Finally, discuss what are the means to achieve the objectives.   For example, if we want to achieve the objective of "parents understand the importance of education", a possible solution may be "to conduct awareness campaign on the importance of education for parents".

Problem		*Objective*		*Solution*
Parents don't understand importance of education	⟹	Parents understand importance of education	⟹	Conduct awareness campaign for parents
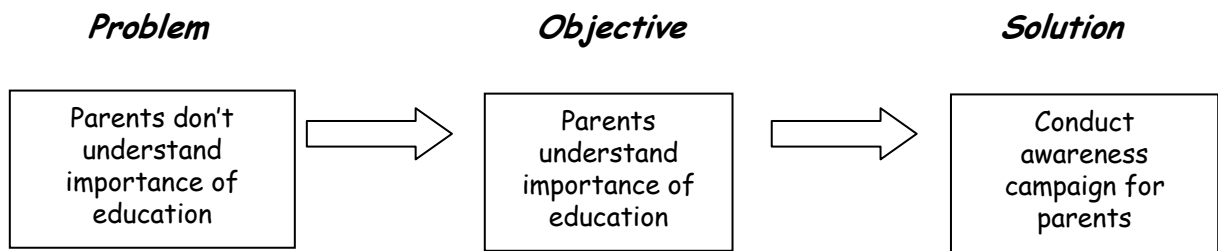
Activity #6b:
This activity will continue the work begun in the previous unit. Working in your small group, select a new leader and follow the steps:

1. Fill out the name of your school sector and commune and the year of your plan (2004-2005) at the top of the next page.
2. Choose a vision statement determined in Unit 4 in the appropriate space.
3. Select your top four priorities and convert to goal statements. Place these in the four boxes in the first column of the forms on the next two pages. If activity 6b led you to conclude there were supporting objectives for these goals, list them in the same boxes.
4. Determine your 3 year target(s) by reviewing the gap analysis and place them in the proper boxes.
5. Decide what you can achieve in the first year of your plan and then place those targets in the appropriate boxes.
6. Using results from your problem trees, list the actions you need to follow to achieve your goals.
7. List the resources you will need to complete your plan. These take two forms – the people you need and the things you need such as petrol, vehicles, meals, meeting expenses, paper, and others.

The last two columns will be completed in the next two units.

While you are doing these tasks, the facilitator will move around and provide assistance. After the completion of the first priority, there is to be a group discussion so that we may share problems and solutions. After the discussion your group will repeat the steps for the second, third and fourth priorities.

Annual Plan for _____   **Year** _____

The Vision Statement: _____

_____

Top Four Goals/Objectives (most important first)	Target Outcomes		Actions	Resources Needed		Responsible Person
	(3 year)	One Year		Items	Cost per	

Goals/Objectives	Target Outcomes		Actions	Resources Needed		Responsible Person
	(3 year)	One Year		Items	Cost per	

7. What Will It Cost?

What additional costs will our schools experience to implement the plan and where will the funding come from?

Performance Objective: Determine the actual cost to implement the annual plan for year one and determine where funds may be acquired.

Key terms:

- Activity-based budget
- Line-item budget
- Fund raising
- In-kind funding

Background Information:
Within the current system of funding for education in Morocco, almost all financing of education is the responsibility of the national government. MENJ approves educational projects submitted by the AREF and the Ministry of Finance provides the financing. It is clear by now that the AREF holds open accounts in the GT (General treasury) in order to receive money from governmental sources and from donations. At present, teachers receive their salaries from the government. Other sources like school textbooks will be made available to the AREF to distribute them. The construction and renovation works are undertaken by the external services of the AREF (provincial delegation).

School management councils are encouraged to raise funds and in-kind donations such as volunteering work, building materials, and other supplies. Before these techniques are discussed, however, it is important to understand how to determine the costs necessary for the financing of education that schools can use to apply such funding.

The technique of **line-item budgeting** is being used. This means that each different item of spending is listed in a budget and then an individual cost and total cost is assigned to that item. For example, the cost of building a new school might be one line with a unit cost and a total cost. Another line item might be textbooks for each subject. This method of budgeting will probably be continued at the higher levels of the system.

In the case of the schools, we are recommending an **activity-based budget**. If you examine the plan you prepared thus far, you have organized it in accordance with priorities. In this unit you will compute the cost to implement activities related to each priority. The budget you will prepare will be an activity-based budget because you are determining the cost to implement that activity. This makes sense because you will be trying to raise money to implement your plan. The amount of money and in-kind donations you receive will be compared to the budget for each activity. Your budget to implement four priorities may be higher than the amount you can raise. It is better to apply the money you raise to completing fewer priorities rather than

starting all four priorities and not being able to complete any of them due to lack of funding.   Thus, at the school level, activity-based budgeting makes more sense than line-item budgeting.

The following two activities are designed to complete your plan and then to examine ways to raise money and donations to implement your priorities.

Activity #7a:
In this activity you will finalize budgeting for the first year of your plan. The unfinished plan on page 15-16 requires you to complete the cost.
In this activity you are to complete the cost.   In your plan you identified resources outside of your normal resources.   Each resource involves a cost.   In some cases this cost is cash, in some cases a volunteer, and in some cases a donation of an item.

Working in your small groups, you will determine the cost for each item in the Resources column of your plan.   If the cost requires a volunteer, then no money is involved.   Write the word "volunteer" next to that item.   If the cost is in the form of someone donating an item, then write "donation" next to that item.   If the resource requires money, then you need to determine the real cost.   As you work through this, if you have questions, raise your hand and someone will come to your group to assist.   When you finish identifying costs, total the cash cost for each priority as a separate total.   Enter these values on the plan.

Activity #7b:
Now that you have a total cost for each priority for the first year, you know how much money you need to raise from different sources.   We will use a brainstorming activity to determine how you can raise this money.   The following table contains two columns.   In the first column you will write the name of a potential sources which will be identified through brainstorming.   In the second column we will discuss a procedure for collecting money from each source through large group discussion.   Then, in your plan next to the cost, identify where the funding (cash and in-kind) will come from.

Sources of Fund Raising (Cash-Volunteers-Donations)

Source	Procedure

8. Mobilizing Resources to Action Our Plans

Given the amount of responsibilities of the school principal, how can we enlist the help of others in implementing our plan?

Performance Objective: Identify key resources in your community and determine a procedure to mobilize them to assist in plan implementation.

Key terms:

- Shared leadership
- Community engagement
- School-based management
- Stakeholders

Background Information:

There is simply too much work for a school principal to be effective in everything. The school principal's functions include management, supervision, and administration of: students, teachers, other staff, program, schedules, record keeping and reporting, community engagement, and facilities and equipment. And, the most important function is serving as instructional leader of teachers to improve learning in the classroom.

So, what is the principal to do? Very simply, he or she determines to **share leadership**. With whom? The plan prepared on pages 15-16 requires that you identify some of the people with whom the principal will share leadership. In fact, there are two types of leaders – (1) those charged with leading implementation and, (2) those charged with managing the people who are leading implementation. Since the principal is the leader of the school, he or she is responsible for the second. The principal can then assign others – whether school personnel or community members – leadership of implementing plans. Under the new Charter, **school-based management** will mean that the principal will have more responsibility in planning, implementing, monitoring and evaluating school improvement. There is more latitude in decision-making. This means the principal has more authority in mobilizing local resources for school improvement.

As part of this, the principal must learn more about **community engagement**. Community engagement is actively involving those outside of the school as equal partners in all aspects of school quality improvement. One way to engage community is as volunteers. Another is to serve on school management councils. Another is to hold open-house at the school so that people feel welcomed. Another is to share leadership in implementing school plans. There are a number of techniques. Research has shown that an active community engagement plan increases community support for schools leading to improved school quality.

Activity #8:
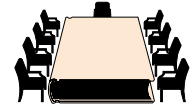
This activity will again use brainstorming and small groups to complete the following table. First, we want to identify specific community stakeholder groups. A **stakeholder** is someone who has a stake in education – that they benefit directly or indirectly from the schools in their communities. This is just about everyone. In the first column, we will include the titles of specific stakeholder groups by the facilitator leading a brainstorming session. Then, the small groups will discuss each group to determine what role that group could play in plan implementation and how to mobilize the stakeholder.

Stakeholders and How They Can Help

Stakeholder Group	How to Help and How to Enlist
Students	

Now that the above table is completed, return to your plans on pages 15-16 and identify a stakeholder (by title, not by name) and place that name in the last column of the plan.

9. The Implementing and Monitoring Process

How do we implement the plan we have created and how do we make sure the plan is being implemented properly?

Performance Objective: Using the four goals established in your education improvement plan on pages 15-16, determine a monitoring plan.

Key terms:

- Monitoring

Background Information:
After all this work, it is time to begin implementation of the plan. Implementation is along-side the school's normal curricular and extra-curricular program. So, in addition to his or her normal duties, the principal has assumed responsibility of the school quality improvement cycle. This job is made easier, however, because the principal is determined to share leadership for school improvement with school staff and community members.

If, however, the principal is not organized to oversee plan implementation along-side the more traditional responsibilities it is possible that things could go wrong. It is very important to understand the principal's role in plan implementation. The following organization chart suggests that the principal will appoint four leaders, each responsible to implement one of the four goals in the plan. Each leader will supervise a team selected from the school and community. Each leader will report to the principal periodically on the progress of implementation. This may be done face-to-face, over the telephone, or through written reports. Thus, the principal will monitor progress. During **monitoring** the principal must determine how frequently to meet with leaders, and if it is necessary to change how the plan is to be implemented because it is not on schedule, is over budget, or is poorly designed. The next activity involves development of a simple monitoring plan.

```
                        Principal
          ┌──────────┬──────────┬──────────┐
        Goal 1     Goal 2     Goal 3     Goal 4
          │          │          │          │
       Leader of  Leader of  Leader of  Leader of
        Goal 1     Goal 2     Goal 3     Goal 4
```
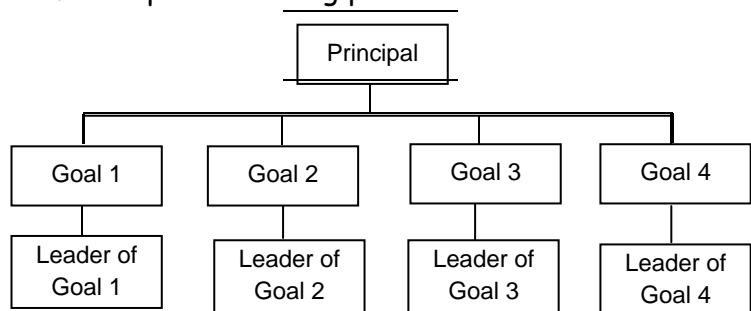
Activity #9:
The form below provides a simple format for constructing a monitoring plan. Since it is rather simple, there is no need for instructions. In your small group, complete each box. If you have questions, raise your hand and assistance will be provided:

Monitoring Plan

Goals and Objectives	Team Leader and Team Members	Actions from Plan	Implement Timeline				Meeting (M)/Report (R) Due*			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Place an M or R on the timeline where you want the implementation leader to meet with you or when you want a report submitted

10. Did We Succeed and What Needs to Be Modified?

How do we complete the Annual School Improvement Cycle and then begin again?

Performance Objective: Answer key questions about how evaluation is conducted and is integrated into renewing the cycle, copying notes onto the evaluation form provided.

Key terms:

- evaluation
- rolling plan
- Intervener

Background Information:
While monitoring is conducted throughout the implementation period, **evaluation** is conducted at the end of the cycle, and its purpose is different. Whereas monitoring is used to make sure that an activity is on schedule, not exceeding budget, and being implemented correctly, evaluation's purpose is to examine the success of the activity. Were the goals and objectives achieved? Thus we compare what the target outcome was to have been during the period and then compare it with what was achieved.

In an earlier example, we suggested that we might reduce the absence rates for boys and girls by 1% in the first year.   There is one of three answers as to whether we did. We did not achieve it, we did achieve it, or we exceeded it.   Depending on the answer, there are several courses of action.   By answering the questions and explaining why the results occur, we determine if it is necessary to modify our plan for the second year, or continue as planned.

If, for example, we did not achieve our goal, what was the reason – insufficient resources, not enough time, poor implementation, or other reasons?   If we exceeded our plan, did we under-estimate how easy the task was, were there exceptionally good people responsible, or did something happen outside the control of the activity such as new government regulations that accounted for the change?   Depending on the results and supporting explanations, we can then make decisions about the next cycle (second year) of quality improvement.

Activity #10:
The next activity introduces one final form – an evaluation form. Since we have nothing to evaluate, there will be a large group discussion of how to complete the cycle and the steps for beginning the cycle again.   Here are some of the questions that should be discussed:

- What do the different columns on the evaluation form mean?
- Since we have a three-year plan, how do we change it after we do an evaluation?
- What happens to our vision?
- What is the role of the commune, delegation and regional academies in our

planning?

- Who are **interveners** and what do they do?
- What happens if we can't secure enough funding?

Evaluation Form For Annual School Plans

Goal	Target Outcomes	Actual Outcomes	Explanations for Success or Failure	Suggestions for Next Year's School Improvement Plan	Interveners to Solve Problem

APPENDIX 3: BEIP Implementation Guideline

**Ministère de l'Education
Nationale,
de l'Enseignement Supérieur,
de la Formation des Cadres,
et de la Recherche Scientifique**

**Agence
Japonaise de
Coopération
Internationale
(JICA)**

BEIP

THE BASIC EDUCATION IMPROVEMENT PROGRAM FOR RURAL AREAS IN THE KINGDOM OF MOROCCO

Implementation Guideline

Rabat, June 2005

(Version 2.0)

**International Development Center of Japan
KRI International Corp.**

BEIP Implementation Guideline
(Version 2.0)

Table of Contents

Table & Figures

Glossary

English	**French**
PTA: Parents/guardians' Association	APTE: Association de parent et tuteur d'eleves
AREF: Regional Academy of Education and Training	AREF: Academie Regionale de l'Education et de Formation
BEIP: The Basic Education Improvement Program for Rural Areas in the Kingdom of Morocc	BEIP: Le Programme d'Amelioration de l'Education de Base en Milieu Rural au Royaume du Maroc
CFI: Center for Primary School Teacher Training	CFI: Centre de formation des instituteurs et des Institutrices pour enseigner dans l'Enseignement Primaire
SMC: School Management Council	CGE: Conseil Gestion d'Ecole
CNIE: Center for National Training for Educational Inspectors	CNIE: Centre National de Formation des Inspecteurs de l'Education
COPE: Center for Educational Planning	COPE: Centre d'Orientation et de Planification de l'Education
Funds for Local Initiatives	FAIL: Fonds d'Appuie a Initiative Local
INSET: In-service Teacher Training	Formation Continue
JICA: Japan International Cooperation Agency	JICA: Agence Japonaise de Coopération Internationale
MEN: the Ministry of National Education, Higher Education, Teacher Education and Scientific Researches	MEN: Ministère de l'Education Nationale, de l'Enseignement Supérieure, de la Formation des Cadres, et des Recherches Scientifiques
ONEP: National Office for Potable Water	ONEP: Office National de l'Eau Potable

Chapter 1 Overview of BEIP

What Is BEIP?

BEIP stands for the Basic Education Improvement Program for Rural Areas in the Kingdom of Morocco. Since 2003, the Ministry of National Education, Higher Education, Teacher Training, and Scientific Researches (MEN) has been implementing BEIP on a pilot basis in four provinces (Sefrou, Boulmane, Khenifra, and Errachidia) of two regions (Fes-Boulmane and Meknes-Tafilalet). This pilot has been assisted by the Japan International Cooperation Agency (JICA).

The results of the pilot activity indicate that this program is workable in Morocco and appropriate for the improvement of education, particularly school management under the decentralized system. The Ministry would therefore seek to further refine and disseminate the BEIP model.

What Does BEIP Aim At?

BEIP was originally developed to improve rural primary schools in Morocco in line with MEN's basic strategies for better quality education: **Decentralization**; **Strengthened school Management**; and **Partnership**.

BEIP encourages individual schools and communities (douar) to take initiatives and responsibilities for their own educational improvement. Through a set of activities for **learning-by-doing**, School Management Councils (CGE: Conseil Gestion d'Ecole) and communities are expected to be real owners of educational improvement. Communities are not passive observers any more. They are expected to be also active participants in planning, implementing, and evaluating educational development activities in the area. BEIP at the same time, supports provincial delegation and AREF to be able to adopt BEIP model in their educational management.

In doing so, BEIP asks for changes of the persons involved: changes in awareness, attitude, and behaviors.

Awareness: Participants are expected to be more aware of the value of their own schools. If they are fully aware of this, then try to raise the other ones' awareness as well. Then they can be the one to set the vision. Only then, the real nature of problems becomes clear, and common priorities for schools will be shared with other stakeholders.

Attitude: Participants are expected to first ask themselves what they could do for school. There are some systemic problems they cannot solve by themselves. However, there must be something they can do from the bottom as well. They can be the one to take initiatives.

Behavior: Participants are expected to take real actions and responsibilities. There are many things to do if they want full-participation. They need to have data to identify gap between the vision and present situation. There is no easy way to mobilize resources and find access to funds. All of them have to be integrated into an implementation plan. And, most importantly, they need to have motivated people to work together with them.

What Is Essence of BEIP?

The essence of BEIP lies in the following seven points:

1) School Management Council as a Key Organization

School Management Councils (CGEs) are to be established in all primary schools as stipulated by the Ministry's decree. A school is expected to be operated in the collaborative efforts of school personnel, students, parents, community people, and communes. Therefore, activation of these CGEs is one of the most important elements of the strategic plan for the whole education sector. BEIP's basic unit for activity is CGE and the BEIP Model can make CGE active and effective.

2) All Schools in a Commune to be Covered

Another important philosophy of BEIP is to cover all schools in one commune. Every school is responsible for its own development and is provided with opportunities to experience that. At the same time, by covering all schools the commune feels more interests in participating in BEIP activities. This makes it possible to raise commune's awareness on educational development and to mobilize commune resources.

3) Bottom-up Planning and Proposal-based

Interventions to improve education often employ uniform solutions for various regions that have different backgrounds and different problems. Many activities are designed at the national or regional levels, and activities are often conducted by top-down approach. This approach is effective in delivering uniformed services and goods to schools, however, it is not responsive to the varied needs of individual schools, particularly of rural satellite schools. BEIP model takes a bottom-up approach instead. The table below summarizes the characteristics of the two approaches.

BEIP model has been carefully designed to maximize the advantages of bottom-up approach. In doing so, it employs the proposal-based system. In this system, CGE and Provincial Delegations themselves analyze what are the problems that they are facing and how to solve them, and prepare proposals based on the analysis. In this way, each school and province can take different approaches by their own initiatives and at the same time, they are accountable for the implementation and outputs of the proposed activities.

Table 1: Characteristics of Top-down and Bottom-up Approaches

	Top-down approach	**Bottom-up approach**
Approach to solution	Uniformed approach to shared and similar needs and problems	Situation-specific to different needs and problems
Decision making	By non beneficiary group	By beneficiary group
Implementation	Tends to be done by the designers of activities	Tends to be done by the beneficiaries
Ownership of beneficiary group	Weaker	Stronger
Responsibility	Implementers are responsible for outputs of activities	Designer and implementer are responsible for outputs of activities

4) Schools Equipped with both Means and Resources

The BEIP model supports schools to be more proactive in school management by providing with necessary means (skills and experience of micro-planning) and resources (small block grants). This model has so far been proved effective in the following aspects:

- People directly in charge of schools (school principals, teachers, and community members) have more ownership and commitment in improving their schools;
- Resources can be more focused to the needy areas, which ensures cost-efficiency;
- Participation of many stakeholders including community members are encouraged through bottom-up planning practice, which makes schools closer to community people; and
- Schools become more transparent and open to the outside, which makes easier to have better communication with and support from the community.

Remote schools are in a position where it is physically difficult to receive adequate and sufficient guidance and support from other schools and the government. In such situation, satellite schools need to be more self-sufficient in managing schools. It is therefore very important for schools to have both means and resources.

5) Accountability and Transparency

In BEIP, CGE will manage their own budget to conduct the proposed activities. This means CGE is responsible for what they have promised to do, and accountable for the funds that they receive from the government and/or community members who support education. In other words, CGE needs to be able to explain clearly to other people what are planned, implemented, and spent for what items **(accountability)**. In ensuring accountability, necessary information should be disclosed and shared to others **(transparency)**.

Accountability and transparency is the basis for mutual trust and cooperation. For close collaboration with community, trust in a school by the community is indispensable. No

community would like to contribute to school or education if it does not trust the school. With this view, BEIP places emphasis on maintaining transparency and accountability of schools and communities in implementing not only proposed activities, but also school activities in general.

6) Whole Cycle of Education Improvement

BEIP is not a program just to provide with fund for proposed activities to schools, but to involve all steps necessary for improvement. BEIP consists of a series of trainings and activities to formulate and implement educational improvement plans through the bottom-up approach in which schools are supposed to take ownership and initiatives.
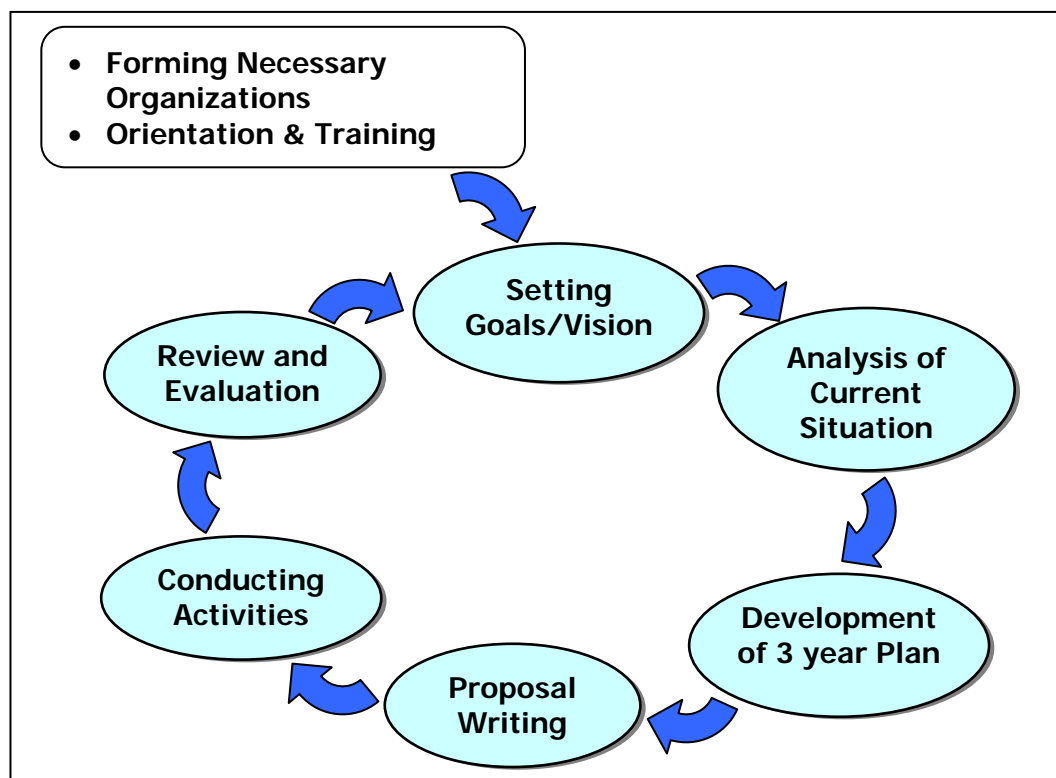
Figure 1: BEIP - Cycle of Educational Improvement

It starts with the development of visions – what kind of schools that they would like to have or what kind of education that they would like to have in their community. Once the goal is set, the direction of the road ahead will be clear. CGE will **analyze current situation.** By **comparing the gap** between the current situation and the ideal situation, they can find out what needs to be improved and how much to be improved. Then, **planning** on how to improve takes place – by what activities, by whom, with how much budget, and for how long which are used by CGE in developing annual and medium-term (3 years) plans. **Activity proposals** for BEIP are then prepared to realize a part of the plan. Provincial delegation is to approve the activity proposals developed by CGE based on their priorities and criteria, and AREF is to approve the activity proposals developed by provincial delegation.

CGE and Provincial Delegation will conduct activities using the "**Funds for Local Initiatives (FAIL: Fonds d'Appuie a Initiative Local)"** and/or matching funds collected from the schools/communities. At the end of the activities, evaluation is conducted - on how much the target that was set in the beginning is achieved, what are the factors that bring success or failure. Lessons drawn from the evaluation will be analyzed and incorporated in the next planning. In this way, CGE and Provincial Delegation are able to work on continuous education improvement.

7) Support for Self-Help Efforts

BEIP started as a donor-funded project but in the future, the model needs to be operated by mainly Ministry's resources with the support of community and communes. Therefore, BEIP from the beginning has supported self-help efforts of the Moroccan side by asking for matching funds for every activity regardless of whether they are in terms of money, materials, or labor. With this mechanism, schools are naturally in need to have better communication with parents and community about their plans and activities.

Chapter 2 Implementation Structure of BEIP

There are various organizations that are involved in BEIP. Each organization has its own responsibilities and activities. First, we will take a look at what are the major activities of BEIP.

What Are BEIP Activities?

BEIP covers school-based activities and inter-school activities. School-based activities are those that will be determined by each CGE. CGE is free to propose any activities that they think necessary to improve their schools as long as the proposal is in line with the school plan developed prior to proposal writing and with the conditions that are specifies in the guideline.

Inter-school activities are those that will be determined based on the common needs among schools and conducted at the levels of commune or province. Some schools may have a similar problem that cannot be solved by individual schools but could be solved by the groups of schools. Or for some activities it may be efficient to implement at the level of a commune or several communes at one time, such as in-service teacher training or mobile libraries. Provincial Delegation will determine such inter-school activities with school headmasters based on individual school plans.

CGE and Provincial Delegation will receive funds (**"Funds for Local Initiatives"**) from AREF to finance their activities. The amounts of the funds will be decided in advance and vary among the CGE and Provincial Delegation. Basically, the funds are grants but **some kinds of contribution from CGE/Provincial Delegation to match the grant will be required**. The following chart shows the structure of activities.
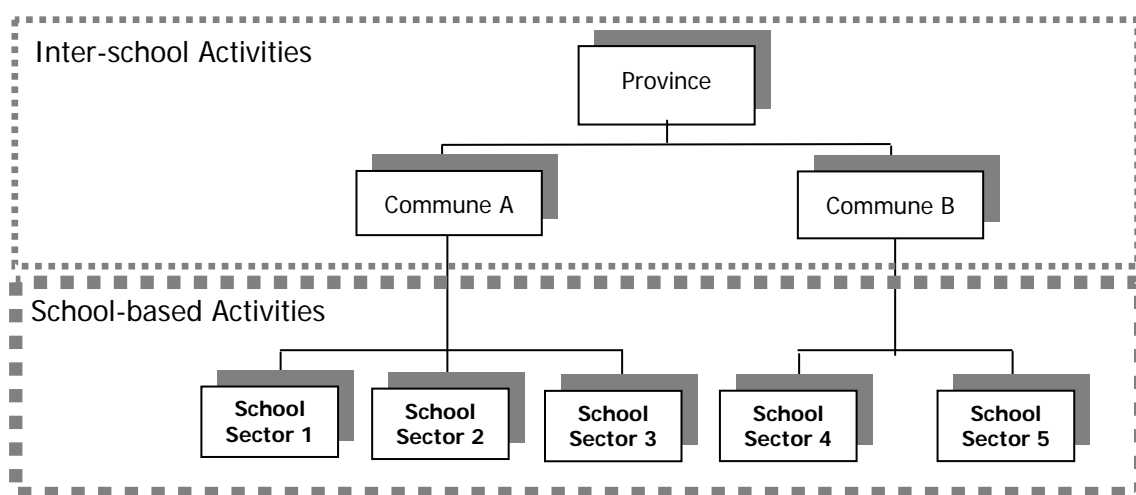
Figure 2: Concept of School-based Activities and Inter-school Activities

Figure 3 shows the major steps and suggested schedule for each step to be conducted in BEIP.

Time	Steps	Activities
May-June	**Preparation 1**	• Training 1: Trainers' Training for micro-planning • Training 2: Training for school facilitators (inspectors) • Finding financial resources
September	**Preparation 2**	• Orientation Seminar of the program • Establishment of CGE • Baseline Survey
September	**Development of School Plans**	• Training 3: Training for CGE on micro-planning • Analysis of Current Situation • Development of School Plans
October	**Proposal Writing**	• Training 4: Training for CGE on proposal writing • Proposal Development by CGE • Proposal Development by Provincial Delegation
October	**Proposal Appraisal**	• Proposal appraisal by Provincial Delegation and AREF
November – February	**Activity Implementation Term 1**	• Training 5: Training for accounting • Disbursement of funds • Monitoring by Provincial delegation / AREF
February	**Mid-Term Evaluation**	• Self-evaluation by CGE and Provincial Delegation • Activity Report Writing • Financial Report Writing
March – May	**Activity Implementation Term 2**	• Monitoring by Provincial delegation / AREF
June	**Evaluation Term 2**	• Self-evaluation by CGE and Provincial Delegation • Activity Report writing • Financial Report writing • Evaluation of Activities and Analysis of Lessons Learned • Refresh training for Micro-planning • Revision of school plans • Post Survey

Figure 3: Major Steps and Schedule of BEIP

Who Are Involved in BEIP?

1) School Management Council (CGE: Conseil Gestion d'Ecole)

CGE is established in each school sector, and this is the level where school-based activities are conducted. CGE as described later in this document represents various stakeholders in education at the school level. School-based activities should reflect the needs of all school units within a sector, and the benefits of the activities should be enjoyed equally by the school units.   In this guideline, "school" means a school-sector (a mother school plus several satellite schools or one autonomous school) represented by one CGE.

2) Stakeholders in Commune

There are many people concerned with education in a commune. In previous BEIP, cultural committee of a commune council, commune personells who supervise construction and rehabilitation of buildings, and commune heads as well as many community people supported BEIP activities. In addition, one of the representatives of communal council acts as a member of CGE according to membership regulation stated in the Ministry's decree.

3) Provincial Delegation

Provincial Delegation has two roles to play in BEIP: One is an implementator of BEIP inter-school activities; and the other is a supervisor and facilitator of school activities conducted by CGE. Previous BEIP's experience strongly suggests that the permanent unit for operation of BEIP-type activities should be created in Provincial Delegation. (Tentatively we will refer this unit in this guideline as "BEIP Operation Unit.")   The unit should consist of the members of the following areas;

- Planning
- Teacher Education
- Facility/Equipment
- Budgeting
- Statistics
- Inspectors/Counselors
- Other resource persons if necessary

4) AREF

In the future, BEIP model will be principally implemented by AREF's initiative. This is because AREF is now responsible of educational budget in the region, and the fund for BEIP model will be also in the hand of AREF, regardless whether it is collected from donors or it is from the Ministry. Ideally, AREF utilizes a portion of its development budget for the use for "Funds for Local Initiative (Fonds d'Appuie a Initiative Local: FAIL)" and the cost for monitoring and supervision. In addition to finance BEIP, AREF is expected to monitor and evaluate overall program, and disseminate the good practice to

other provinces. In doing so, AREF may need to establish BEIP Operational Unit within AREF that consists of necessary members.

5) Training Institutions (CFI/COPE/CNIE)

In the future each training institution is expected to take over the responsibilities of trainings necessary to conduct BEIP model. CFI is to provide new teachers with the basic knowledge and skills of micro-planning, and school-based management. COPE is to provide personells of provincial delegations with training for BEIP management. CNIE is to provide inspectors/counselors with the skills of facilitation for school-based management.

6) Ministry

The Ministry is to establish BEIP model with JICA. In doing so, it has to review and prepare necessary environment in terms of finance and legal matters. It also has a responsibility to encourage AREF's initiatives in conducting BEIP and disseminate the BEIP model to other AREFs.

The diagram below describes how these organizations interact in the BEIP model.
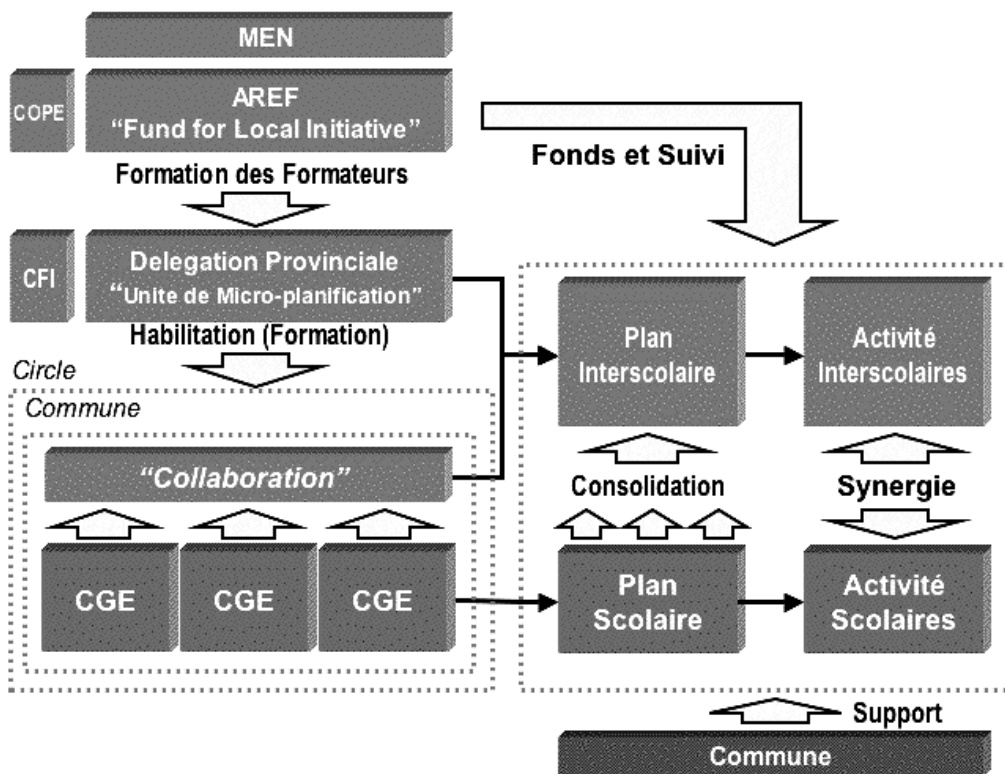
Figure 4: Organizational Structure to Implement BEIP Model

What Is the BEIP Procedure in Major Activities?

The following figure describes general procedures in BEIP. In practice, there can be some variations in the procedure according to AREF regulations and policies.
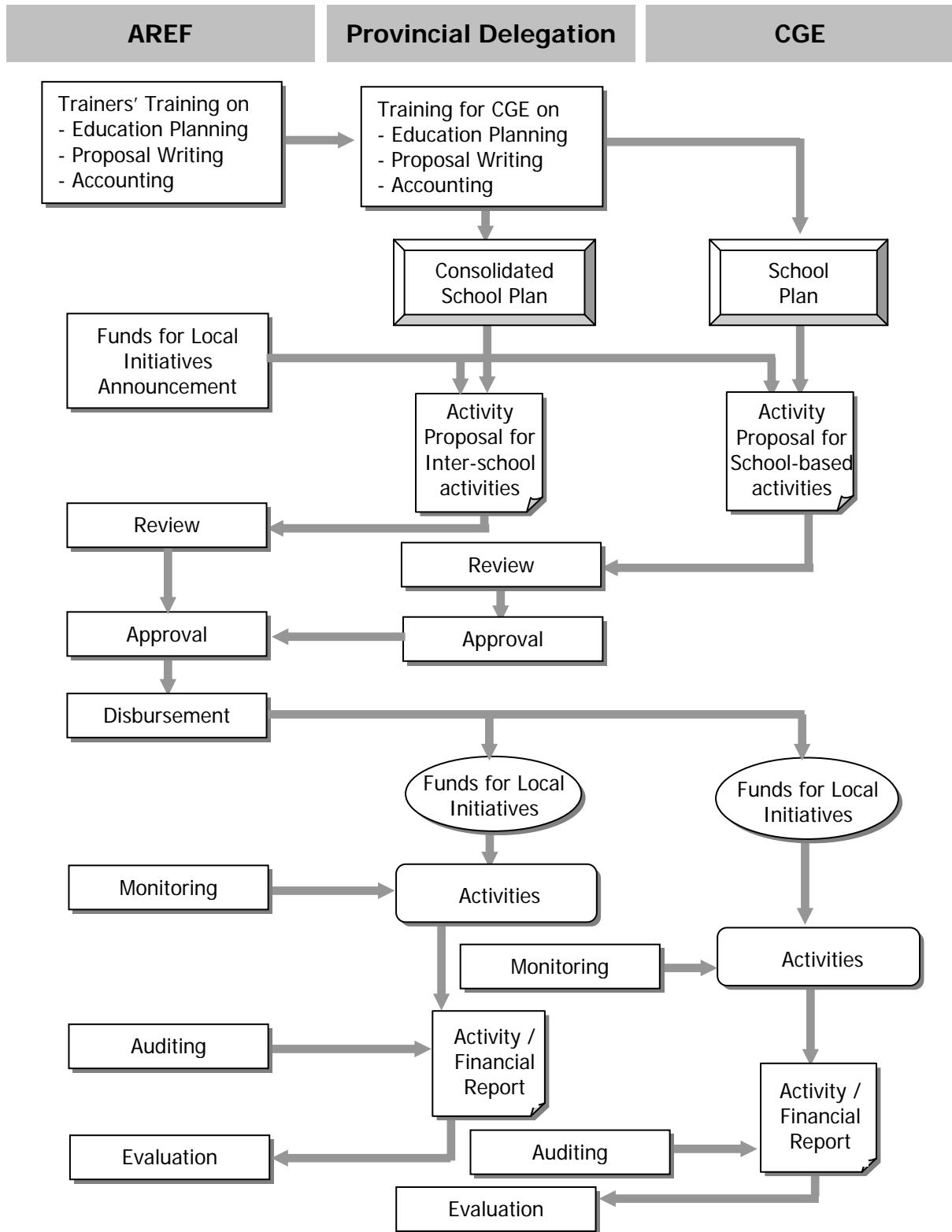
Figure 5: BEIP Procedure

Who Are the Members of School Management Councils?

Each school sector is required to organize a CGE and its organization should be as stipulated in the Ministry's decree (Decree N° 2-02-376 of July 17th 2002).

CGE shall be composed of the following members according to the decree:

- le directeur en sa qualité de president (headmaster)

- un représentant du corps enseignant de chaque niveau scolaire de l' étape primaire (A representative of the teachers of each grade)

- un représentant des cadres administratifs et techniques (A representative of administrative and technical executives)

- le président de l'association des parents d' élèves (The president of the students' parents association)

- un représentant du conseil communal dans le territoire danslequel se trouve l'établissement (A representative of the communal council)

In addition to the **chairperson** and **treasurer** stipulated in the decree, it is required in BEIP to assign **Internal Auditor** independently selected from the members of school CGE. Internal Auditor shall audit all cash and in-kind transactions and certify the financial report prepared by CGE.

In organizing CGE, care should be taken in the following points:

- To include both male and female members so that needs and opinions of mothers/females are appropriately reflected.

- To include members of satellite schools so that CGE will be able to represent satellite schools well.

- To make public of how members will be selected, and who will be members

What Are the Roles of School Management Councils?

Major tasks of CGEs in BEIP are listed below:

1)	To organize CGE
2)	To participate in training
3)	To prepare a school plan
4)	To develop an activity proposal
5)	To implement approved activities
6)	To raise funds as required
7)	To review and evaluate activities
8)	To prepare reports and submit them to Provincial Delegation

> 9)   To participate in refresher training and revise school plans based on the evaluation

1)   School Management Council (CGE)

Each school is required to organize the CGE based on the guideline described above.

2)   Training

As part of BEIP activities, representatives of each CGE are required to attend the several training sessions listed below.

- Orientation seminar
- Micro-planning
- Proposal Writing
- Accounting

3)   School Plan

After receiving the micro-planning training, each CGE is to develop its school plan for the next 3 years following the guideline specified by AREF.   As an output of school planning, each CGE is to complete two copies of "**School Plan for Quality Learning**."   One copy is for the school to keep, and the other is to submit to the Provincial Delegation.

4)   Activity Proposal

After development of school plans and training for proposal writing, each CGE prepares activity proposal.   The proposal shall be based on and consistent with the "**School Plan for Quality Learning.**"   CGE can propose any activities as long as the activities satisfy conditions and budget specified by AREF.   Provincial Delegation will assist CGE to formulate the plan and the proposal.   The activity proposal shall be submitted to and reviewed by Provincial Delegation.   CGE may need to revise the activity proposal if it is not written as properly as specified in the guideline.   Once the proposal is approved by Provincial Delegation, AREF will disburse the approved funds.

5)   Implementation

CGE implements the approved activities following the activity schedule and activity budget that each CGE has estimated.   An activity team shall be established to implement each activity.   An activity team includes necessary resource persons such as community members, school inspectors, etc.   If CGE needs to make major changes in the use of funds, it should inform the Provincial Delegation and to receive approval before it makes changes.

6)   Fund Raising

In principle, CGE is required to raise funds to match "Funds for Local Initiatives". These can be material and labor, as well as monetary contribution. CGE first specifies the target contribution in each activity that it proposes. Of course fundraising should not be limited to the amount that is proposed, and can be continued as necessary. Some examples of fund raising are described in the following box.

7) Evaluation

CGE evaluates outputs of the activities at the end of implementation term. In evaluation, how much impacts have been made (how close schools are to the goals that are set in the beginning) and how activities are implemented compared as planned. The baseline situation should be recorded before starting activities so that the situation after the activities can be compared.

8) Reporting

CGE prepares both activity and financial reports and submit them to Provincial Delegation. Detail formats of these reports are given later in this guideline. Before submitting reports, internal auditor shall check the reports for accuracy. A checklist for auditing is attached in appendix of this guideline.

9) Revision of School Plans

After the completion of activities for a year, CGE representatives will participate in refresher course for "Micro-planning training" to recall the steps of micro-planning. Then CGE will revise their plans based on the results of the BEIP activities.

BOX 1: Examples of Community Contribution / Fund Raising

Here are some fundraising activities practiced for raising funds in Previous BEIP and other project. "Transportation and Labor contribution." Many schools implemented rehabilitation activities and asked community to support their activities. As a result, many communities provided free transportation to carry materials, provided free labor to carry and rehabilitate buildings, and donated land.

JICA BEIP (2004-2005)

"Donation Envelope." Teachers, PTA members, students and volunteers distribute an envelope with blank space to fill in with the donor's name and amount to each household in the villages. They collect the envelopes a few days later. Donors fill in the blanks, sign the envelope and give it back with a donation inside. This method can be used to supplement the contribution list because this method allows the prospective donors to take time to make a decision.

"School Yard Farming." A number of schools initiated various farming activities to grow cash crops on the schoolyard or some rented land and sell the yields. Crops included banana, coconut seedling, catfish and carp. Some schools succeeded to raise modest income but others failed to recover the investment. While there is no reason to prohibit such income-generating activities, this experiences show that schools should be cautious to launch into such undertakings.

JICA Regional Educational Development and Improvement Program in Indonesia

What Are the Roles of the Provincial Delegation?

Provincial Delegation has the following roles in BEIP:

1) To organize BEIP Operation Unit
2) To participate in trainers' training
3) To conduct trainings for developing school plans
4) To facilitate schools for planning and proposal writing
5) To develop proposals for inter-school activities
6) To review activity proposals for school-based activities
7) To implement approved inter-school activities
8) To monitor school-based activities
9) To prepare reports for inter-school activities
10) To act as a third-party auditor for financial reports of school-based activities
11) To evaluate activities

1) BEIP Operation Unit

Provincial Delegation will form a unit to conduct BEIP as described above.

2) Trainers' Training

Provincial Delegation is expected to conduct necessary trainings for CGE representatives. Persons in charge of trainings of Provincial Delegation need to participate trainers' training conducted by AREF.

3) Training for Developing School Plans

After the Trainers' Training, Provincial Delegation will provide training for CGE representatives for the following aspects with the support of AREF. These training will be conducted in cooperation with CFI:

- Micro-planning;
- Proposal Writing; and
- Accounting.

4) Supporting schools for development of plans and proposals

Provincial Delegation will act as facilitator to guide and encourage schools to go through the whole process of the micro-planning. It will provide schools with necessary support and facilitation to develop school plan and activity proposals.

5) Activity Proposal for Inter-School activities

Provincial Delegation is responsible to complete the proposals for inter-school activities after the training. This will be done by consolidating school needs that are proposed by the target CGEs. It is preferred that Provincial Delegation would meet with the representatives of CGEs to discuss Inter-school Activities.

6)   Review of School-based Activity Proposals

Activity Proposals developed by CGEs need to be reviewed by Provincial Delegation.   The following points need to be taken into consideration in proposal review:

- Necessary documents/information are included in the proposal.
- Activity proposals are based on school plan.
- Items in the negative lists are not included in the proposals.
- The total amount of fund requested does not exceed the budget ceiling.
- Activity schedule is reasonably planned.

If Provincial Delegation finds something to be revised, it will request schools for revision. The final version of the Activity Proposal for school-based activities will be submitted to AREF for the disbursement.

7)   Implementation of Inter-school Activities

Provincial Delegation is responsible for implementing approved Inter-school activities.   If it wishes to make major changes in the use of money, it should report to AREF and receive approval before the changes.

8)   Facilitation and Monitoring of School-based Activities

Provincial Delegation is also responsible for facilitating and monitoring the implementation of the approved School-based activities conducted at the school level.   It will monitor the progress of the activities and check whether the implementation is in line with the budget and schedule stated in the activity proposal.   It also holds authority to inspect the financial transactions and bookkeeping of schools if and whenever the inspection is deemed necessary.   Monitoring shall be conducted by regularly visiting schools and checking the necessary items (records, documents, and procured items, etc.) time to time. It will also assist schools to prepare necessary reports by due dates.

9)   Reporting

Provincial Delegation will prepare both Activity and Financial reports for inter-school activities.   After they are checked by internal auditor, they are submitted to AREF for the third-party auditing.   A checklist for auditing is attached in the Appendix of this guideline.

10)   Auditing for School-based Activities

Provincial Delegation will also check the reports submitted by schools for their accuracy. In case of rehabilitation/procurement activity, Provincial Delegation may need to check the results at site as well.   After Provincial Delegation audit the financial reports of school-based activities, it will prepare an audit report.   Then the complete reports with the audit report will be sent to AREF for final approval.

11)   Evaluation

After the implementation term, impacts of the activities are evaluated and the results of the analysis should be incorporated into the next planning.

What Are the Roles of AREF?

AREF is expected to do the following tasks in the BEIP model:

1) To organize BEIP Operation Unit at AREF
2) To secure "Funds for Local Initiatives"
3) To design strategy for implementation
4) To conduct trainers' training for Provincial Delegation
5) To support Provincial Delegation to conduct training for CGE representatives
6) To provide guidance for provincial delegation to consolidate school plans
7) To appraise inter-school activity proposals developed by Provincial Delegation
8) To disburse funds for inter-school activities and school-based activities
9) To act as an third-party auditor for inter-school activities
10) To evaluate activities and plan for the next year activities

1) BEIP Operation Unit

AREF is to form a unit that is in charge of BEIP operation.

2) Securing BEIP funds

AREF is responsible of educational development for the respective region. In the BEIP model, it is expected that some portion of AREF's development budget should be earmarked for "Funds for Local Initiatives". Allocation formula will be determined by each AREF and the amount varies depending on the number of schools to be covered in BEIP. It is important for AREF to allocate budget for training and facilitation of BEIP activities at provincial level as well.

AREF's budget consists largely of i) subsidy from the state (budget d'exploitation and budget d'investissement) and ii) external sources. It is reasonable to think based on this structure that more you gain external sources, more quantitative and qualitative education AREF can provide, as the subsidy from the MEN does not make much difference. It is therefore important for the AREF to have expertise to get funds from external sources such as donors, associations, private companies, etc. to develop education-related cirmumstances in the region. In the box below some ideas to get external funding are shown.

3) Preparation

Based on AREF's strategic plan of education, a detail design for BEIP implementation specific to region will be determined by AREF in consultation with Provincial Delegation. The design includes:

- Geographical coverage
- Budget size (percentage of AREF's development budget earmarked for Funds for Local Initiatives)
- Implementation schedule
- Fund allocation formula

- Priority areas
- Negative lists
- Quota
- Others (common procedures, standard unit price, matching fund requirement, etc.)

4) Trainers' Training

AREF is to conduct trainers' training for personnel of provincial delegations. Training includes the following areas:

- Micro-planning;
- Proposal Writing; and
- Accounting.

5) Training for CGE representatives

After the trainers' training, Provincial Delegation will conduct training for CGE representatives with the support of AREF.

6) Guidance for Consolidation of School Plans

Provincial Delegation is to analyze individual school needs and develop common activities based on the analysis. For this purpose, AREF is expected to provide Provincial Delegation with guidance for consolidating school plans.

7) Review of activity proposals

After activity proposal for inter-school activities are developed and submitted to AREF by Provincial Delegations, AREF will review those proposals taking following points into consideration:

- Necessary documents/information are included in the proposal.
- Activity proposals reflect common school needs.
- Items in the negative lists are not included in the proposals.
- The total amount of fund requested does not exceed the budget ceiling.
- Activity schedule is reasonably planned.

If AREF finds the parts to be revised, ask Provincial Delegation for the revision. School-based activities developed by CGE are reviewed by Provincial Delegation, and AREF is to make final approval for disbursement.

8) Fund disbursement

Based on the approved proposals submitted by Provincials Delegation and CGE, and based on the fund allocation formula that is specified in advance, AREF is to disburse funds to each Provincial Delegation and CGE.

9) Auditing

AREF is to form an audit team. The team is to examine as the third-party auditor of bookkeeping done by Provincial Delegation for inter-school activities. After AREF completes reviewing financial reports of inter-school activities, it will prepare an audit report. Bookkeeping for school-based activities conducted by schools will be audited by Provincial Delegation and final approval will be made by AREF.

10) Evaluation

After the implementation term, impacts of the program are evaluated and the results of the analysis should be incorporated into the next planning.

BOX 2: Examples of Fund Raising at AREF

Some examples of fund raising are described below.

Partenariat entre l'Etat et les Associations
The Prime Minister recently issued a new circular (27 July 2003) declaring the establishment of a new fund, which is called "**Partenariat entre l'Etats et les Associations**." The fund aims at reducing poverty, tackle social exclusion, enhancing livelihood, reducing analphabetism among adults, improving basic social services, and infrastructure, and at strengthening the support towards poor children and women. The state provides funds for the civil entities such as associations and NGOs which are involved in the work of these domains. The fund is part of national policy to strengthen the partnership between State and civil societies.

It would be a big opportunity for the AREF to gain extra funds by applying this fund for the AREF's own education development activities, as it is apparent that education development contributes to poverty reduction, enhancing livelihood, etc. in a long term. AREF can therefore be a competent candidate to prepare proposals for the funds; it is important to prepare an attracting proposal.

Utilizing Private Sector
Public resources can be supplemented through contributions from sectors not traditionally involved in education, such as business, the media, and other private sector. In Morocco, for an example, a network called the Business-Education Partnership Association (Al Jisr, or The Bridge) was created which comprised 16 banks and 1,600 members of the Confederation of Moroccan Businesses. These banks and private businesses agreed to sponsor rural schools identified as disadvantaged by the Ministry. It may be possible to mobilize the resources if the private sector is convinced that their own interests will be served.

Securing MEN Budget
When you prepare the budget request each year to MENJ, you compile the demands from the provinces and finalize the annual budget request considering the ceiling amount and the demand to satisfy the demand as much as possible. It is a good idea that you submit a proposal for school development to MEN. MEN might then incorporate a certain fund for that purpose. It may be difficult to make this happen, but it is worth trying.

Chapter 3 Proposal-Based Activities

What Are Proposal-Based Activities?

Basically, CGE/Provincial Delegation can choose activities that it thinks appropriate and effective to improve educational **access and quality** in the school and in the commune/province. However, the activities should **be based on the plan** developed prior to the activity proposal, and should have **a clear objective**. In any case, they should ultimately aim at improving **learning** – Learning in classrooms and Learning outside of schools.

There are various activities that can be and need to be implemented depending on the goals. The figure below describes how a problem can be translated to an objective and how causes of a problem can be translated to activities. In this example, the problem is that "There are many dropouts." Your goal then, is to seek for situation that "There are no drop-outs." Therefore, the objective of your plan is "To decrease drop-outs."

Next, causes of dropouts are examined. Suppose that dropouts are caused by low aspiration of parents, economic conditions of the family, lack of attention to slow-learners by teachers, and boring school life for students. Depending on the causes of the problems, solutions to solve the problem are different: the school may need to approach parents to keep their children at school; at the same time the school may need to support poor students; or activities for slow-learners who are at risk of dropping out of school may be necessary. It is therefore important to clarify problems and their causes **before designing activities** to achieve the objectives.

Problems

There are many drop-outs

Causes of the Problems

- Parents' educational aspiration is low
- Poor parents cannot afford education
- Slow-learners are at high risk of dropping out
- School is not attractive to students

Objectives

To decrease dropouts

Activities

- Awareness campaign targeting parents
- Provision of textbooks for poor students
- Remedial teaching for slow learners
- Extracurricular activities for students

Figure 6: Objectives and Activities (Example 1)

Figure 7 illustrates another example. Here the problem is the low quality of classroom instruction.

Problems

Causes of the Problems

Classroom instruction is lecture-oriented

- It is not clear what teaching aids are effective
- Instructional materials are lacking
- Teachers do not know how to use instructional materials
- Teachers lack the understanding of child development and psychology.

Objectives

Activities

To improve teaching skills

- Action research for the use of the aids and its impacts on students' learning
- Purchase of instructional materials
- Training for the use of instructional materials
- Conduct study sessions on child psychology among teachers

Figure 7: Objectives and Activities (Example 2)

What Are Possible School-based Activities?

The following is the general rules in determining school-based activities:

> ■ An activity that consists only procurement of goods or construction is **not** approved. Activity for using the procured goods or renovated facilities should be included. For example, if you plan activities to construct latrines, include activities on how to use them properly, such as i) to teach children how to keep them clean, ii) to organize health campaign to explain why lack of latrines may pollute environment and damage people's health, or iii) to organize a "school clean day" when children are involved in cleaning schools including latrines.
>
> ■ Construction/rehabilitation, and procurement may benefit only certain school units in the school sector. It is accepted as long as activities are determined based on the priority of the school sector, however, at the same time, think how you can share the outputs of the activities with other school units that are not included in the activity.
>
> ■ Pay special attention to satellite schools in difficult situation.
>
> ■ At least one activity should be included in which all the school units participate.

BOX 3: Example of allocation of BEIP fund

> **Equal allocation among school units**
>
> School Sector Centre Taghit (commune: Ouled Mkoudou in Sefrou Province) were facing many problems before BEIP started. Community was not supportive to the school, and teachers in satellite schools were not motivated in improving the situation. So when determining what kind of activities to plan and how to prioritize activities in BEIP, they decided to allocate the BEIP fund equally to a mother school and other three satellite schools. That triggered the motivation of teachers in satellite schools. They felt strong responsibility in managing the fund and tried to involve community in their school management, which later resulted in dramatic improvement of the school.
>
> *JICA BEIP (2004-2005)*

Some suggestions and tips on activities are illustrated below, however, you do not necessarily have to follow the same activities. If the objectives match with your schools' needs, you can implement these activities following the steps and procedures as described. Or you can use them as a reference when you design activities.

For school-based activities, the following three areas are discussed:

1) **Raising Educational Awareness – Enriching Community-School Partnership**
2) **Improving School Environment**
3) **Improving Teaching-Learning Process in the Classroom**

1) Raising Educational Awareness – Enriching Community-School Partnership

Schools are not the sole agent to take responsibility for education. Involvement of community and families/parents in education has been widely recognized as a key for improvement in children's learning. There are many examples, as listed below, of how communities can be involved and contribute to school learning improvement.

It is very important for schools to increase community members' understanding on the benefits of their collaboration with schools through "raising awareness" activities. At the same time, it is very challenging for schools, particularly under a condition such that community members have little interest in schools, as noted in many rural areas in Morocco. In view of such condition, it is very recommended that schools begin by simply increasing the number of opportunities to get in touch with community people, thereby drawing community people's attention.

Two menus are introduced here: one is an activity in which the school side (teachers and CGE members) visits and talks directly to parents and community members; and the other is an activity in which parents and community members visit schools routinely and find the actual situation of the children and schools. Examples of activities from the other countries are introduced as well, however, you are encouraged to propose innovative activities, suitable to your community.

It should be noted that when all the activities are over, communication between schools and communities tends to be reduced. It should be considered how to avoid this situation and how to sustain relationship between schools and communities: for example, regular meetings; and small events after BEIP activities are completed.

Raising Educational Awareness (Example)

MENU 1: Schools approaching to parents and community members
    Activity 1: House to house visits by teachers and CGE members
    Activity 2: Awareness campaign in neighboring communities
    Activity 3: Students' visit to nearby communities
    Activity 4: Issuing students' newspaper

MENU 2: Bringing parents and community members to school
    Activity 1: Regular parent-teacher meetings
    Activity 2: Program for parents to improve their children's learning at home
    Activity 3: Involvement of commune members in school curriculum
    Activity 4: Utilization of school resources by the community
    Activity 5: School-based income generation activities

MENU 1: Schools approaching to parents and community members

Objective:

To make students' parents and community members aware of why primary education is important for their children.

Approach:

CGE members, teachers, and students visit the parents of each school unit and people living in villages.   When meeting with parents they may discuss retention of their children in school.   When meeting with community members on the other hand, they may try to raise awareness on the importance of education and their possible contribution to improve schools.

Key steps:

Organize meetings within CGE members to make a plan, i.e., whom to visit, how to visit (by CGE members divided into several groups, with teachers, etc.), and what to discuss. As for activities targeting students' parents, involve teachers at each school unit and ask for their advice and help.   Involve respected community members, such as religious leaders or community heads, and ask their help to mobilize community members.

Examples of activities:

Activity 1: House to house visits by teachers and CGE members

Teachers (sometimes combined with CGE members) visit all the parents from house to house to learn about the children at home and encourage parents to continue to send their children to schools.

Activity 2: Awareness campaign in neighboring communities

CGE members and teachers (with students) carry out an awareness campaign at the neighboring communities, in collaboration with community heads and religious leaders. (It should be easier for community members to join the campaign, if it is held near a souk on a souk day.)

BOX 4: Example of Awareness Campaign

Awareness Campaign on Registering Children

Due to their wariness about the government and the court, some local community people refused to go to the court to register their children. As a result, those children did not have a chance to go to school. In Boulmane, SMC members of S/S Achlouge regarded this as one of the most serious problems, and conducted a "Children Registration" campaign, with help from a president of APTE. They successfully registered children and attracted parents' attention to the school.

JICA BEIP (2004-2005)

Awareness Campaign on 9-Year Basic Education

A socialization campaign in four sessions covering all villages was conducted in one commune during March and April 2000.   The commune president took an initiative in preparation and visited all the villages.   In preparing the campaign, community and religious leaders were involved and greatly contributed to discussion on the ways to maximize the impact of the campaign.   As a result, total number of applicants to junior high schools increased from about 1,110 in the previous year to 1,337, a 20% increase.   According to a campaign member, involvement of community and religious leaders was a key to success in mobilizing community members and maximizing the impact, which would not have been so large if school principals and ministry officials alone had organized the campaign.

JICA Regional Educational Development and Improvement Program in Indonesia

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Activity 3: Students' visit to nearby communities

Students in 5-6th grades carry out their studies of local context as part of their study by visiting their communities and asking questions community members about the history legend, social relations, and economic structure of the community.

BOX 5: Example of Students' Visits

Students' visit to their community
The forest management project in Thailand provided the 5th and 6th grade students with studies of local village problems related to forest management as part of the curriculum. They visited their village and asked questions about village history and causes of various forest-related problems. Villagers came along as experts in some science lessons to help the students understand plants and animals indigenous to nearby forests. This made community members aware of their knowledge about the community, relevant to what students can learn in school, and realized how they could contribute to improvement in school learning.
World Bank Social Forestry Project in Thailand

Activity 4: Issuing students' newspaper

Issue students' newspaper routinely (weekly, biweekly, or monthly) and deliver it to their parents and community members.   Award the best article.

BOX 6: Example of Issuing students' newspaper

Issuing Students' Newspaper
Mother school of S/S Siidi Yahya Ousaad used to publish students' newspaper. SMC members decided to activate this activity not only to inform the parents about them, but also to improve students' research capacity. At the beginning, students published newspaper and sold it at 5DH. However, few students bought it. Then, they started reducing the price, and reached 2-2.5DH. Now many students, including those in a satellite located near the mother school, are purchasing it, and interested in the newspaper.
JICA BEIP (2004-2005)

MENU 2. Bringing parents and community members to school

Objective:

To make parents and community members aware of the actual situation of the children and schools in their commune.

Approach:

Invite all the students' parents at each school unit and the people in the community to nearby school unit routinely.   They can be invited for classroom observation, having school lunch together with children regularly, or regular meetings with school personnel. They can also be invited to participate in any school events, attend CGE meetings as observer, or attend the regular general meetings of association of students' parents.

Key steps:

Steps vary from activity to activity. The important thing is that schools produce the atmosphere that parents/community people feel comfortable to visit schools. It may be easier for parents to meet if the meetings are held at each school unit considering the distance to their houses.

Examples of activities:

Activity 1: Regular parent-teacher meetings

If your school already has an APTE, hold regular assembly at each school unit. If it does not, invite as many parents as possible in a meeting. First, school information such as teachers, school curriculum, school visions, or problems can be shared with parents. When the communication between schools and parents increases, opinions or suggestions for the school by parents can be collected as well. For example, parents can observe classrooms regularly to see how a teacher teaches and how children learn in the classroom. School can organize contest for the best performance of teachers and students by the vote of observers and award a prize to the winners.

If your school has these experiences already, involve parents as part of the school improvement system. For example, parents can conduct a survey on enrollment in their community, create a map of all the households indicating how many school-aged children are in each household and how many are in school, how many are not enrolled in school, etc.

BOX 7: Example of School Visit Activities

Raised awareness by School Visits
School visits by students' mothers were encouraged. Through the visits, mothers have become aware of the classroom condition, and have started contributing to school. One example is that mothers weaved rugs for children to sit on in the reading corner at school.   *USAID Morocco Education for Girls Project (MEG) in Morocco*

Activity 2: Program for parents to improve their children's learning at home

Provide students' parents with a weekly, biweekly, or monthly program (literacy, numeracy, and how to help children), which enables parents to help their children study at home. If necessary, ask for help from local associations with such skills. The activity also aims at encouraging parents to help children's schooling by allocating time at home for study, encouraging reading, and supporting their children's education attainment.

BOX 8: Example of Parent School Programs

Literacy program for women
After they made the physical condition of their school better with BEIP fund, Mother School of S/S Taghit, in Sefrou, restarted its literacy program for illiterate women. They implemented a 200-hour literacy program promoted by MEN. MEN provided a set of materials, while DP funded an arrangement of a teacher. Although there used to be the same program in the school, it failed to attract people's attention and raise their interest. Thanks to the improved school condition, such as rehabilitated classrooms, coupled with teachers' voluntary work for it, the program now benefits forty women in age from 18 to 45. Through this program, SMC members have a chance to

increase communication with community members, and have been advocating the importance of education, with a particular attention to women who are yet to have their child.

JICA BEIP (2004-2005)

Activity 3: Involvement of community members in school curriculum

Invite respected community members, such as religious leaders or community heads, to the classroom as guest teachers for the topic about community history, traditions, customs and culture, as part of the curriculum. Also invite community members for extra-curricular classes or activities, who are familiar with life skills, such as health, hygiene, geography, landscapes, transport, local craft, economic activities, vegetation, sports, dance, attitudes, values, behavioral change, etc. In some schools some teachers have difficulties in communicating children who speak only Berber. In such a case, schools can invite community volunteer to support teachers communicating with children in Berber language. Some can even provide Berber language lesson for teachers as well.

BOX 9: Example of Community Involvement in School Curriculum

Community participation in school curriculum

The program incorporated community participation in school curriculum. Pupils are learning subjects relevant to their way of life and that of their communities, which will help develop a series of basic learning needs, skills, attitudes, values, and knowledge that enable the pupils to apply what they learn in their communities. On the other hand, community members have realized the necessity and the way of their contributions to improvement in school learning.

World Bank Escuela Nueva program in Colombia

Activity 4: Opening school resources for the use of Community

Schools need support from the community, and at the same time schools can contribute to the community. For example, the school can open its space for the meetings and activities for the community. Teachers can contribute by conducting literacy programs for parents and the community members, giving individual consultation on parenting, or holding more informal meetings with parents / community to give interesting and useful information.

BOX 10: Example of Utilization of School Resources

Opening up of the school to the community

As a result of increased contact between school staff, parents' association members and community members, the school was encouraged to open its space to the community members. It has been used for workshops of weaving local-style rugs, or extra-curricular activities. This fostered a partnership between school and communities.

USAID Morocco Education for Girls Project (MEG) in Morocco

A school in Khenifra province established a multi-media room. One of the computers is connected to internet and the school has decided to make it available for the community use for a certain period.

JICA BEIP (2003-2005)

Activity 5: School-based income generation activities

Income generation activities can be jointly conducted by schools and community members. This will enable a school to meet some of its development (investment) costs on its own, and at the same time, strengthen the relationship between the school and the community. Determine the use of the money and the target amount first. There are various activities to generate income, but start with the manageable size so that you can start with small investment such as school bazaar and school gardening.

BOX 11: Example of Income Generation Activities

Income generation through school garden

"School cooperative" of one satellite school of S/S Sidi Boutayeb, in Boulmane, has an experience in income generation through selling olive harvest from their gardens. SMC members decided to activate and sustain this activity for their fund raising. For good and stable harvest, they need to purchase water pipes with BEIP fund, and arrange a connection of water tank to each olive tree. First, they convened many meetings with teachers, parents and community members to discuss about it. Then, they asked for help from a teacher in the other S/S, who has this experience. Through this activity, under the initiative of the teachers, parents and community members, as well as students, were well involved, and interaction among them considerably increased.

JICA BEIP (2004-2005)

Income generation through school shop

The community members and school opened a mini-shop selling stationary and books. Materials are purchased from the market in the town and brought in the shop at the school. Students pay a little bit more than the original price at the school shop and the differences are kept as a fund for the small maintenance of the school.

USAID Morocco Education for Girls Project (MEG) in Morocco

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2) Improving School Environment

<u>Objectives</u>

The lack or poor condition of infrastructure of the school is very visible and therefore, often expressed as the "Needs of a school." However, before formulating activity proposal, careful analysis should be made: Is the current school/classroom environment really affecting children's learning? If so, in what way? Does that affect children's enrollment, attendance, achievement, or overall motivation for learning? Objectives for construction/renovation of school buildings and facilities are not merely "**<u>to construct latrines or a canteen</u>**" for example.   But you need to be clear about what you want to achieve by that construction/renovation, "**<u>to increase girls' enrollment by constructing latrines and a canteen</u>**" for example.

The Funds for Local Initiatives can be used to rehabilitate the school buildings and facilities to achieve the very minimum standard of learning environment but it varies depending on AREF's priorities. For the detail information on the restrictions, please refer to supplemental volume developed for each region.

The following is the step-by-step procedure for construction/rehabilitation activities.

<u>Before you start</u>

Step 1: Some considerations

Before designing activities of construction/renovation, following matters shall be taken into consideration.

- ✓ Can you clarify how that activity improves the quality of learning?
- ✓ Can you maintain facility or equipment after the BEIP project technically and financially?
- ✓ Can you mobilize community support in implementing the activity?
- ✓ Can you find a way to minimize the cost of implementation?

Step 2: Understanding conditions

For detail instruction for this section, refer to the supplemental volume specific to each region.

a) Items

Check to see if the activity that you are going to propose can be funded.

b) Cost

- ♦ The maximum amount requested for construction/renovation of facilities and equipment is determined in advance.

- ♦ In case experts are required to prepare the technical documents such as drawings, tender documents or survey of the construction site, first ask the technical staff of Provincial Delegation for help.

♦ The CGE should minimize the BEIP fund as much as possible by asking contributions from outside. Contribution can be in terms of materials, labor, and money.

c) Execution period

Check to see whether the execution period that includes the following steps does not exceed the activity term.

♦ Survey of land, existing facilities, technical investigation, etc.
♦ Preparation of technical drawings and tender documents, if necessary
♦ Tender procedure（a contract less than 100,000 DH does not require a tender）
♦ Construction and procurement
♦ Completion inspection by the Provincial Delegation

d) Execution body

Construction/renovation of school facility will be done basically as activities of each school sector. Therefore, the work should be limited to those that can be conducted within the capacity of each school sector. However, technical staff of Provincial Delegation should support schools in the following aspects:

♦ Check the technical feasibility of the activities;
♦ Introduce standard design or models of buildings/facilities;
♦ Check the cost estimates in the proposal;
♦ Assist in drawing of technical design;
♦ Assist in Tender / Contract procedure;
♦ Monitor the progress of construction/rehabilitation; and
♦ Final check at completion.

Schools can also approach technical staff of commune for assistance.
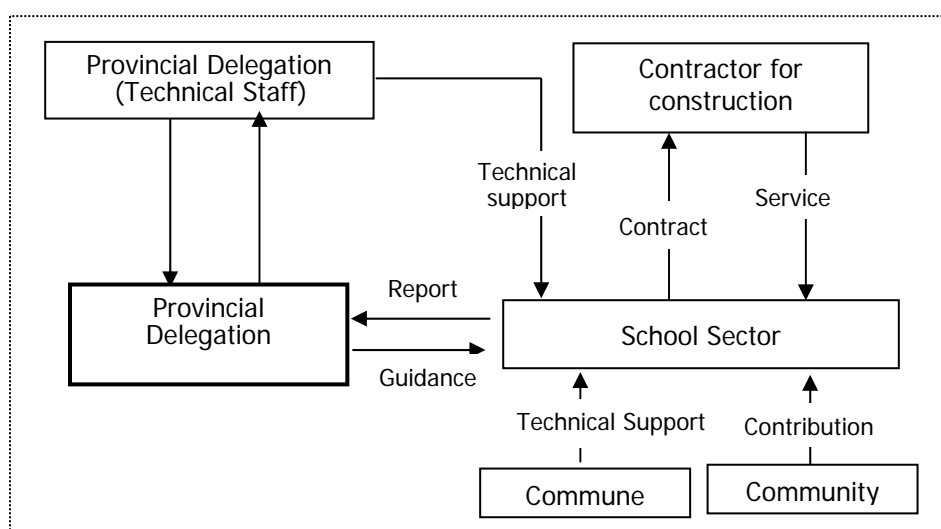
Figure 8: Implementation Structure for Construction

Figure 8 shows the implementation structure of construction. As shown in the figure, each CGE directly has contracts with contractors for construction, and technical staff of

Provincial Delegation provides the technical support to schools as described above. If the Provincial Delegation requires extra resources, local consultants can be arranged and the cost for the local consultants should be included in the proposal by the schools. (Please be aware that the fees for the local consultants will not be disbursed at the time of proposal writing, but this will be done after the proposal is approved.)

Proposal Preparation

Step 3: Survey and Determination of Needs

Conducting a simple survey and determining needs is an initial step. By conducting a survey, you will find out the current condition and that will be the basis for determining the target. A survey will be used for the school to confirm what buildings/facilities exist, what are the conditions, and what facility will be needed, By doing this, school can analyze what is the highest priority and avoid unnecessary duplication.

Step 4: Community Mobilization

It is very important for the community people to contribute to the construction/ rehabilitation of facilities. It will reduce the total cost of the work. At the same time, the understanding and ownership of the community on the school or education will increase and this will support to sustain the long-term improvement of education. Community contribution can be in many ways. Some can contribute funds. Others can contribute by providing materials or one-day labor to transport materials under the supervision of the technical staff of the DP /local consultants.

Step 5: Site Survey

Site survey should be conducted in cooperation with the technical staff of Provincial Delegation or a commune. It is very important that school has the technical assistance from the Provincial Delegation to check the feasibility of the proposed activities.

Step 6: Preparation of Proposal

When you design activity, consider how you are going to make the most use of the facility and how you are going to maintain it. Design the follow-up activities in addition to the actual construction work. For example, if you are going to build a latrine, teachers can teach children how they can maintain it clean or the school can offer sanitation seminar for the community. By conducting such follow-up activities, the facility will be used more effectively, and by involving the community in such activities, the community's ownership of the school will be raised and the maintenance will be easier.

Activity proposal for construction/rehabilitation work requires extra documents. This will be discussed later in this guideline.

Implementation

Step 7: Preparation of design drawings

The technical staff of the DP will assist to develop technical drawings. Drawings are prepared following MEN standard.

Step 8: Preparation of tender documents (if necessary)

If construction costs more than 100,000DH, tender process is required. Tender documents (Cahier de Charge) shall be prepared by the technical staff of Provincial Delegation. The documents shall include the followings:

- ◆ Description of particular condition (Cahier des prescription special; CPS)
- ◆ Description of technical condition (Cahier de prescription technique; CPT)
- ◆ Building code (Norm)
- ◆ Specification of price (Bordereau de Prix)
- ◆ Inclusion in budget (Imputation Budgétaire)

Step 9: Tender (if necessary)

In case the tender is necessary, the technical staff of the Provincial Delegation will hold a tender to contractors following the Guideline of Moroccan Government. A series of tender process shall be conducted under the responsibility of the Provincial Delegation, however, the contract will be made under the responsibility of schools.

Step 10: Direct Contract

In case that the tender is not required, direct contract with the contractor will be done by each school with the assistance of the technical staff of the Provincial Delegation, and Provincial Delegation shall provide the necessary information on the recommended contractors.

Step 11: Construction

Construction itself may be done by the contractor or partially by the local community or by the combination of both.

Step 12: Monitoring and Evaluation

Scheduled monitoring shall be conducted by Provincial Delegation. It is expected that at least one staff of the Provincial Delegation shall be appointed as a supervisor during the construction period. Inspection and evaluation of the construction at completion is the responsibility of the Provincial Delegation as well.

After Implementation

Step 13: Using and maintaining building/facility

After the completion of the facility, the next thing is to use and maintain it properly. As described earlier, the follow-up activities should be conducted in addition to the actual construction work. Design creative activities to make the maximum use of the facility.

3) Improving the Teaching-Learning Process

Activities to improve the classroom teaching-learning process would directly impact on children's learning. The main actors are teachers. Teachers may have a chance to receive in-service training once in a while and gain new knowledge and skills. The important thing is to apply what they have learned in the training in the real classroom situation. Therefore, it is necessary for teachers to have opportunities to discuss their own problems regarding teaching and continuously improve themselves by applying new knowledge and skills.

BEIP encourages school-based training to make training activities more teacher-centered. School-based training makes it easier for teachers to take part in it because it takes place where they work. It also gives higher priority to the needs of teachers because teachers plan the training on their own. Furthermore, the results of the training can be immediately applied in daily teaching. Each school carries out its own training to achieve a common understanding on the situation of the school or of a particular problem, or to acquire a particular kind of knowledge and skills.

The following are the essentials of school-based training activities.

- ◆ Teachers' incentives
- ◆ Group work of teachers
- ◆ Teaching practice in the classroom (process of putting theory into practice)
- ◆ Exchange of training results with others

With regard to these essentials, the objectives of training activities can be summarized as follows.

Objectives of School-based Training

To improve the teaching-learning process with a spirit of self-help and cooperation among teachers, teachers will have opportunities to exchange their experiences and work on their problems as a group.

The steps in implementing school-based training are similar to those of the BEIP learning process: planning, implementation, evaluation and re-planning. The training plan is to be made annually as part of the school development plan so that it contributes to fulfilling the school's educational objectives.

The following is the step-by-step procedures for school-based training.

Steps 1 to 3 constitute the planning stage of the training at the beginning of the school year.

Step 1: Determine themes of the training

Training topics should be close to the teachers' concerns. Therefore you should determine the topics on the basis of:

- school's educational objectives;
- daily difficulties in the classroom or at school (e.g., how to run a multi-graded class, how to improve class animation);
- needs that all or some of the teachers share (e.g., teachers' need to know the New Education Program recently established by MEN);
- results of the previous training activities.

Step 2: Select possible activities for each training topic

Below are a few possible activities for training. The core concept of these activities is twofold: **self-help** and **peer learning**.

Example of school-based training activities

Activity 1: Regular meeting
Activity 2: Development of teaching aids
Activity 3: Classroom observation
Activity 4: Research activities
Activity 5: Lecture on a focus topic
Activity 6: Lesson presentation
      (Detailed description of each activity will be given later)

There may be other activities that suit your school.

You are to choose possible activities for each training topic in consideration of the resources you can use for the activities.

Examples of available resources for training activities

Resources	Inside the school	Outside the school
Human (as lecturer or resource persons)	Headmaster, experienced teachers or volunteer teachers	Inspectors, headmasters or teachers working in other schools who can develop the focus topic
Material	Books, documents and any other materials existing in school	Documents at CDP, Internet at Cyber ...
Finance	Contribution of teachers (!)	BEIP funds if it still exists... AREF or Delegation budget (Find out projects, associations or any other organizations that can support your training activities!)

Step 3: Design how to carry out the training activities

Once possible activities are selected for each training topic, you are to determine how the activities are run: when, where and by whom.

When: Period and frequency of the activity. While laying out a schedule for the activities, you should make sure that satellite teachers in particular will participate.

Where: Venue of the activity. An activity can be conducted at mother school, each satellite, CDP or even Cyber!

By whom: Some activities may be carried out by all the teachers of your school while the others can be done by groups divided by subject, grade, school unit or topic of interest.

Examples of training activity plans

Topic 1: Multi-graded class (MGC) management

Activity	Group	Venue	Period and frequency	Resources	
				Inside	Outside
Development of teaching aids for MGC	By school unit	At each unit	All school year round	Teachers experienced in MGC	Internet (to see good examples of aids)
Classroom observation			Twice a month for each class	Headmaster	Inspectors, if possible
Regular meeting	Whole sector	At mother school	Once a quarter	Contribution for the tea	-
Lesson presentation	Whole sector	At one satellite	Once a year for each unit	Contribution of teachers for the tea for observers	Inspectors, Profs. of CFI, Headmasters of other schools, BEIP funds or Delegation budget for transportation

Topic 2: New education program

Activity	Group	Venue	Period and frequency	Resources	
				Inside	Outside
Research activities	By school unit	At each unit	All school year round	Documents concerned	Inspectors, Documents concerned at Delegation
Regular meeting	Whole sector	At mother school	Once a quarter	Contribution for the tea	-
Lecture on the topic			Twice a year	Volunteer teacher as lecturer	Inspectors or any other possible lecturers on the topic

Then you determine a leader of the training activity for each school unit. The selection of the leaders does not have to be based on seniority. The leaders need to be in close touch with the other units for better coordination of the activities by each unit.

Step 4: Carry out the training activities according to the plan

Each school sector will conduct activities related to the focus topic as planned. In the example above (Topic 1), teachers may develop some teaching aids for multi-grade class (MGC) in each unit and share the developed aids with their colleagues through regular sector meetings. The headmaster visits each unit periodically to observe

lessons and provide advice to improve teachers' teaching practices, especially those with regard to MGC. Moreover, lesson presentation will be organized to share the fruits of the above-mentioned activities with observing participants including those from outside the school. Thus the series of different activities may contribute toward improving not only teachers' knowledge and skills but also their daily practices in the classroom.

At the end of the term, the results of the activities shall be summarized by each group and later by sector and the presentation shall be made to share the outputs with other teachers or sectors.

Step 5: Evaluation of training activities

After the activities, you are to conduct evaluation by discussing how these activities helped improve the situation and what still remains to be done for the next year. Evaluation takes place at the end of the school year so that the results can be used for the planning of training activities in the following years.

BOX 12: Example of Boosting the Morale of Teachers

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Boosting the Morale of Teachers

The headmaster of the Taghit school decided, based on his 20 years of experience as a satellite teacher, that all satellites and the mother school should equally benefit from BEIP. The BEIP funds were equally divided based on the number of facilities, and distributed to each unit. As a result, teachers formulated plans based on the needs of their units, and units took charge of their own activities. In the Sidi Youssef satellite, teachers brought electricity to the school on their own and set up a Multimedia (MM) room. The Mghila satellite had no budget for a MM room, but managed to prepare one in cooperation with residents and teachers. Each unit is to take charge of the rules and plans on MM room usage based on its schedule. Computer training for teachers is done, in principle, by each unit or jointly by neighboring units. Thus the equal distribution of funds and responsibilities motivated teachers in units and led to proactive work with local residents.

JICA BEIP (2004-2005)

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Examples of activities

Activity 1: Regular meeting

All teachers shall regularly meet to exchange their professional experiences, knowledge and skills and share the results of training activities. A meeting can be conducted at a school unit, sector or inter-sector level. It is very important to create a friendly atmosphere where every participant feels free to make constructive comments.

Activity 2: Development of teaching aids

A group of teachers develops teaching aids for a target subject or grade and discusses their effective use. For example, you can produce a children's workbook or simple experimental kit using local materials and conduct research on effective use of audio-visual aids or computers in your class. The fruits of these activities should be shared with the other teachers through regular meetings or lesson presentations.

BOX 13: Example of Computer-Assisted Development of Teaching Aids

Computer-Assisted Development of Teaching Aids

In the Sidi Yahya Ou Saad school in Kenifra province, in cooperation with a support organization in cities nearby called Association Caravantique (AC), teachers are developing audio-visual teaching aids by using computers. The school also takes the lead in distributing copies of AC-developed teaching aids for computers to other BEIP schools in and out of the province.

In the Ait Lahcen school in Boulmane province as well, teachers are developing teaching aids using computers. They are developing self-study materials for learning the conjugation of French verbs while familiarizing oneself with computers and workbooks that let students draw pictures and write sentences on their own.

In these schools, the introduction of computers invigorated teachers' ideas on developing teaching aids and encouraged them to work together.

JICA BEIP (2004-2005)

Activity 3: Classroom observation

One teacher tries out in the classroom the new teaching methodology or new teaching aids that the group developed. Other members in the group as well as headmaster observe the lesson and discuss it afterwards. The discussion should focus on how to improve the tested aides or the application of the methodology in question for better lessons. This activity can be conducted in each unit on a daily basis and teachers shall take turns to give presentations.

BOX 14: Example of Lesson Improvement Cycle through Classroom Observations

Lesson Improvement Cycle through Classroom Observations

The Amir My Abdallah school in Errachidia province already set four classroom observation days and carried out seven classroom observations, three of which were done in satellites. The school had already carried out classroom observations on a regular basis, but, inspired by videos on teacher training in Japan, introduced new ideas such as group work of teachers and classroom presentations with clear objectives. Specifically, the school took the following approach. All teachers divided themselves into three groups with two grades each. Then each group chose themes and objectives, decided teaching tools and approaches, and then prepared lessons in a group or as individuals. All the teachers in a group are required to take part in the classroom observation of a lesson by any member of the group, and teachers in other groups are encouraged to participate in it as well.

The school also tried the lesson improvement cycle in which teachers have an evaluation meeting after a classroom observation, then apply in the next lesson the needs for improvement pointed out in the meeting. On this new methodology, teachers had comments such as "it is difficult but fun to work with others with different ideas", "it makes a lot of sense to formulate a goal-oriented lesson with other teachers", and "a sense of accomplishment after a successful lesson motivates me to continue"

JICA BEIP (2004-2005)

Activity 4: Research activities

Research topics will be determined by a sector or group based on its own needs. Here are a few possible topics: to do research on the New Education Program; to develop ideas on science experiments; and to conduct a socio-cultural study in the village. The research will

be primarily conducted by the regular meetings of group members. If necessary, you can ask outside resources for advice or information such as inspectors and CFI instructors. You can also look for information using the Internet or CDP. Teachers can visit experimental schools in other villages or towns. The results of the research should be experimented in the real classroom to check the applicability. At the end of the term, the outputs of the research activities shall be summarized and shared with other teachers.

BOX 15: Example of Assignments from the Delegation

Assignments from the Delegation

In Errachidia province, as part of the BEIP activities, each school set up a self-training group (teachers' club). To encourage research activities in Clubs, the Delegation gave research topics to schools and teachers **1** groups. The representatives of four schools in Bouazmou commune were assigned research projects on the nature and culture of the surrounding communes and factors that keep children from attending schools. Young teachers in the Bouazmou schools went around the neighboring areas with bicycles and conducted research. The research results were provided to CFI students.

In addition, all schools including those outside BEIP were given research themes on improvement of the quality of education. The Alemghou school was assigned "Lessons in the multi-graded class (MGC)". The school divided its teachers into several groups, and made each group responsible for sub-themes such as "MGC management" and "difficulties in MGC". Teachers went to CFI and libraries in neighboring cities, collected resources, and put together in groups their presentation materials on the sub-themes. Teachers in satellites who took part in the work stated that they had immensely enjoyed group work that had generated many ideas.

JICA BEIP (2004-2005)

Activity 5: Lecture on a focus topic

One sector or a group of sectors can organize a lecture on a selected topic to stimulate training activities. As lecturers, you should make the best use of human resources existing in and around your school: teachers in your school or other schools (including junior high school and high school), inspectors, CFI instructors, government officials in related services such as health and agriculture, and those who are experienced in the topic or conducting a study on it.

BOX 16: Example of Training That Utilizes Local Human Resources

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Training That Utilizes Local Human Resources

In The Tounifit I school in Kenifra province utilizes local human resources skillfully, implementing lectures for teachers and students. The school carried out a lecture on the competency-based approach; the lecturer was a local high school teacher who was working on a doctorate on the theme. The school also invited a forestry officer to give a lecture on forests toward teachers and students. In addition, in cooperation with commune deputies, the school carried out a mock legislative session. In all the cases above, the lecturers were volunteers who carried out the presentations at no cost.

The Sefrou province carries out in schools computer training for teachers. The Dar Hakkoum school is one of the schools. At first the school looked for a computer instructor in the town of Sefrou but the prevailing compensation rate was 200 DH/hour, which was far too costly. Then the school found locally a young man with computer-related qualifications who took the post at 50 DH/day. The computer training was successful in both quality and quantity: it improved the teachers' computer skills, enabling them to use computers widely for improving education through such

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activities as implementing students ⏌ extracurricular activities, formulating supplementary teaching materials, and using computers for school and classroom management.

Activity 6: Lesson presentation

"Lesson presentation" is a great occasion to publicize and share the fruits of training with the others. The results of aforementioned activities will be summed up and presented as an experimental lesson. There may be various observers: headmaster and other teachers in school, headmasters of other schools, inspectors, CFI instructors and students as well as any other interested persons.

A volunteer teacher is to demonstrate the lesson prepared on the basis of the outputs of training activities curried out by his group or school. A lesson plan and a checklist will be developed and distributed to participants before the class. After the presentation, a lesson discussion meeting will be held based on the evaluation made on the checklist. The discussion should be constructive so that the results can be used by the participants in daily class or for the lesson presentations in the future.

BOX 17: Example of Lesson Presentations on the Tamazight Language in an Experimental School

Lesson Presentations on the Tamazight Language in an Experimental School

Since the school year 2003/4, as an experimental school, the Tounifit I school in Khenifra province has been carrying out lessons on the Tamazight language. The school has four Tamazight instructors. However, only one of them had training on Tamazight lessons, and the rest were hesitant to conduct lessons on the subject. The school decided to exert an all-out effort in lessons on this new subject and assigned the four Tamazight teachers to take turns in giving lesson presentations. The first to give a lesson presentation was the teacher who had the training and the most experience in giving lessons on the subject. To the other Tamazight teachers, this lesson presentation provided a very effective reference on giving lessons as well as a major boost in their morale. Taking an interest in the lesson presentations, the inspector requested the school to open the lessons to outsiders as well, provided relevant materials to the school, and took part in a lesson presentation himself. In addition, the school opened lessons to headmasters and teachers of other schools that had just begun Tamazight lessons and shared its experience with them.

BOX 18: Example of Learning from School-based Training in Japan

Learning from School-based Training in Japan

Khenifra province introduced via video and manuals in the PIT training in schools the in-school training system in Japan that is based on lesson presentations. In the Ait Hanini school, the teachers analyzed issues, discussed the themes and contents of lesson presentations, and invited to an lesson presentation observers such as headmasters of other schools and kindergarten teachers (it snowed heavily on the day of the lesson presentation and the only outside participant was a headmaster of the non-BEIP school nearby). The evaluation meeting after the lesson presentation saw a lively exchange of opinions. This meeting was a good opportunity for the teacher who gave a lesson to learn

his own shortcomings, and also an opportunity for observers to put themselves in the presenter ⅂s shoes and objectively compare the lesson to their own.

The Ait Bouhou school, in order to put into practice in the classroom the competency-based approach that was dealt with in the PIT training, held a lesson presentation by inviting the inspector who was a training instructor. In the evaluation meeting after the lesson presentation, the participants discussed how the competency-based approach would change a lesson of the same theme. The conclusion was that a lesson with the new approach would not be any different from a lesson with the conventional objective-based approach.

JICA BEIP (2004-2005)

What Are Possible Inter-School Activities?

Inter-school activities are based on the consolidated plan developed by the Provincial Delegation through the discussion with CGE. The activities, therefore, should reflect the needs of multiple schools within a commune and/or within multiple communes, and shall invite all the schools in the target commune to participate in. For inter-school activities as well, the ultimate goal should be improving **learning** – Learning in classrooms and Learning outside of schools.

The following is the general rules in determining activities:

> ■ There will be no construction/rehabilitation work proposed as inter-school activities, since these will be conducted at the level of school.
>
> ■ In principal, activities should benefit all schools in one commune or within multiple communes.

Some suggestions on activities are illustrated below as a reference. For inter-school activities, the following three areas are discussed:

1) **Professional Development of Teachers**
2) **Strengthening Capacity of School Management of School Headmasters**
3) **Raising Awareness of the People on education**

1) Professional Development of Teachers

The 'Plan-Do-Check' BEIP program cycle can be also adopted for training activities at DP level with an emphasis on the 'Check' step.

Objective:

This menu is meant to provide teachers with necessary knowledge and skills. In addition, as a pilot project, it has three objectives:

- To organize and manage an In-Service Teacher Training Team (Equipe INSET) that consists of members of all the stakeholders including DP, CFI, and inspectors;

- To develop a system to evaluate training impacts in the classroom and provide feedback to planners utilizing the existing monitoring systems; and

- To implement an effective training cycle that includes needs analysis, planning programs for development of materials, implementation of training, and evaluation of training impacts.

Approach:

A training program will be developed based on the needs of schools and conducted near them. This makes the training contents more practical and applicable to the local situation and at the same time makes feedback on the training easier. Since the training is conduced near the schools, all the teachers can participate in it.

Key steps:

Step 1:

"In-Service Teacher Training Team (Equipe INSET)" is to be formulated with the members of DP, CFI, CDP and inspectors. The role and objective of this team is to establish a system of In-Service Teacher Training at the provincial level on a trial basis.

Step 2:

Identify training needs through school plans, inspectors' and headmasters' reports, simple questionnaires as well as meetings with the CECs or teachers. After the need analysis, several training themes will be selected.

Step 3:

For each selected theme, training modules are to be prepared. There are two possibilities: you can utilize modules that have been already established by other projects or your DP, or you can create a new module to cater the specific training needs. It is important to discuss thoroughly what the real needs of training are when you choose modules. There may be some gaps between what the DP (or MEN) thinks necessary and what teachers feel necessary.

If necessary, you can invite external resources, e.g., university professors, experts, and staff members of other projects, to develop new modules that meet the training needs you identified or to reinforce trainers' capacity to utilize the new or existing modules.

Step 4:

Develop a training program for the target schools and an evaluation form to be distributed to participants at the end of the training.

Step 5:

Determine how to monitor and evaluate training impacts at the classroom level. You should make the most of the existing resources and systems such as inspectors' and headmasters' reporting system or presentation of 'lesson model' organized by each sector.

Moreover, you can encourage the target schools to link their school-based training activities to provincial-level training. To reinforce and deepen the knowledge acquired through DP's training, schools may select the same theme for their own training. It is strongly recommended that schools organize a lesson presentation by adapting what they learned in DP's training and by inviting the trainers as well as the members of Equipe INSET. On that occasion, the planners and trainers of DP's training can evaluate impacts of their training and learn what teachers really need in the classroom so as to see how to make the next DP's training more effective and practical. Thus the linkage between training at two levels enables Equipe INSET to check directly training impacts in the classroom and to give feedback to the next training plan.

Step 6:

Conduct the training as planned. The evaluation by participants will be done at the end of the session.

Step 7:

Monitor and evaluate DP's training impacts according to the plan laid out in Step 5.

Step 8:

The results of the evaluation will be used to complement the training by providing teachers with the supplementary training or to improve future training sessions.

<u>Mode of Training:</u>

Each Equipe INSET is to determine a training structure such as an example below.

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1. Trainers' training by external resources (if necessary)
    Training at DP with external resources
2. Teacher Training by Equipe INSET
    Where: at the commune level
    When: at the end of a semester or during weekends
    How long: 2 to 3 days
3. Evaluation of training impacts
    Where: in the school sector
    When: during school days
    By whom: headmasters, inspectors or Equipe INSET
    How: as planned in Step 5 above

It is strongly recommended that **all the headmasters and teachers participate in the training** unless the training is applicable only to a certain group. The reason is that new knowledge or skills are more easily applied if all the teachers in one school receive the same training and the same level of understanding on the topic.

<u>Considerations:</u>

It is strongly recommended that this provincial level training be conducted **on a parallel with the teachers' self-study group activities at the school level**. For details, please refer to (3) Improving the Teaching-Learning Process in "What Are Possible School-based Activities?" By conducting school-based activities together with the training, one can ensure that the knowledge and skills gained in the training will be applied in the classroom.

BOX 19: Example of Better Lessons than the Other Schools

Better Lessons than the Other Schools

Traditionally, Boulmane province had model lessons that were open only within each school. As part of BEIP activities, PIT emphasized in schools the elements of group work and participation of outsiders and introduced an example of the lesson presentation in Japan. Adding these elements to the conventional model lesson, the BEIP schools implemented unique lesson presentations on their own.

Participants in lesson presentations included a wide range of people: headmasters and teachers from not just the BEIP schools but also non-BEIP elementary and middle schools, CFI director, instructors and student-teachers, inspectors of elementary and secondary

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education, PIT members, and PTA representatives. By having headmasters and teachers observe lesson presentations of the other schools, schools were motivated to compete with the others in making their own lesson presentations better than those of the others. As a result, the quality of lesson presentations --- both the quality of the lesson in itself and the quality of the implementation --- improved each time. The Taggour school, the fifth school to implement a lesson presentation, prepared itself thoroughly in an all-out effort among the teachers based on the evaluation meetings at the previous four schools and had a lesson presentation as culmination of everything learned so far in the other presentations. Teachers in the Taggour school had the following comment on group work: "In preparing a lesson as a group, it was difficult to agree on specific aspects of the lesson as each teacher had his or her own style and methodology. But we finally managed to reach a consensus. Through this group work, we have learned how other teachers prepare for lessons and what kind of teaching materials and methods they use. That increased our options and enriched the classroom experience."

In addition, the evaluation meetings after the lessons became gradually but surely productive. The CFI director who took part in lesson presentations of four schools had the following comment on the change in the meetings: "In the first evaluation meeting, it was all criticism like 'this was bad, that was not done', and so on. But in the meetings afterwards, more and more discussions shifted to examination of the lessons themselves and the contents of the lessons, and some discussions were so incisive that they pointed to the very nature of education."

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JICA BEIP (2004-2005)

2) Strengthening Capacity of School Management of School Headmasters

Objective:

One activity that is particularly suitable as an inter-school activity to initiate is "Regular Headmasters' Meeting" at the commune level. All school headmasters in one commune shall meet regularly to exchange information and resources and share professional knowledge on how to better manage school and improve quality.

Approach:

Some problems that school is facing cannot be solved solely by itself, but could be solved by sharing ideas with other people and getting support from the wider resources. Headmasters' Meetings encourage the cooperation among school sectors and sharing resources and information in the commune.

Key steps:

To form a group composed of all the headmasters in a commune. If the number of schools is too small in one commune, you can create joint meetings with nearby communes. First, problems that each headmaster is facing at his own school sector are discussed. Then maybe you can start from the most common and serious problems in the commune and try to find solutions to those.

Example of Activities:

Activity 1: Sharing ideas and resources

Some headmasters may be more experienced, or more knowledgeable on certain topics than others. Therefore the regular discussion among headmasters will provide them good opportunities to learn other schools' experiences and learn some tips to improve their own schools. Resources in terms of school facilities may be shared among schools.

Activity 2: Study Tour

Headmasters' group can organize study tour to model schools or educational facilities to learn effective ways of school management.

Activity 3: On-Site Training

The group can invite experts or specialists to members a short-term on-site training on specific topics.

BOX 20: Example of School Management Practice

Cross Supervision and Comparative Study on School Management

"Regular Headmasters' Meeting" activity is designed to improve and develop professional skills of headmasters. In one commune, the group of headmasters started to conduct a meeting of discussing problems that occur in each school and that are related to the headmasters' task, especially influencing the quality of teaching – learning process. In the meeting they also set up a mechanism to supervise schools by themselves. According to the mechanism, every headmaster started doing supervision of other schools. During their supervision, they made a note. At the end of it, they discussed their findings and made recommendations or professional suggestion for the school.

Besides cross supervision, the group also conducted a comparative study to the two schools in town as study cases. The both schools are famous as best schools in that Province. Based on the observation, their discussion focused on school management, curriculum innovation and treatment for improving school environment that are effective for improvement of school environment. For this activity, the field consultant facilitated the discussion.

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3) Raising Awareness of the People on Education

Objective:

Another activity suitable at the commune level is to initiate campaign to raise awareness on education in the commune. The campaign aims at raising people's awareness of the importance of education and of the value of quality education. Various events can be devised for this purpose.

Approach:

There are two groups of people targeted. In order for schools to continue to improve the quality, wider support from the community is necessary. Particularly the support of the communal council is crucial in terms of financial support as education reform progresses. Another group to be targeted is the wider community, which is necessary to raise awareness of education in general, and to make the people aware of the problems in the commune, for example, education for girls or education for out-of-school children.

Key steps:

Step 1:

Identify target groups and the objectives of the activities. It is important that the message to deliver is focused and presented in a way that attracts attention and convinces the audiences.

Step 2:

Design different strategies for different audiences: people in educational field, parents, public groups, or other partners may require different strategies. The messages need to be tailored to their different perceptions.

Step 3:

The accurate information should be prepared to support the message. It is more convincing that the data is presented when the message is given.

Step 4:

Involve cross-sectoral stakeholders and decision makers in the commune to arrange activities.

Step 5:

The impact of social communication activities needs to be monitored to see whether they are having the intended effect.

Example of Activities:

Activity 1: Commune Forum

Each CGE includes a member of a communal council, and therefore, the council should have the understanding of the situation in each school. A regular meeting will provide opportunities for the educational personnel and commune personnel to discuss matters

related to all school sectors concerned. There participants can discuss their common problems associated with the schools, exchange their views and opinions, form some common ground to tackle the problems and generate concerted initiatives to take necessary actions.

BOX 21: Example of Awareness Raising Activity

Community Forum and Commune Scholarship Program

One commune level organization organized "Community Forum" inviting community leaders, parents, principals, teachers and officials concerned. They met twice during the pilot period. In the first meeting, participants proposed and adopted a scholarship program for poor students. It was quickly implemented. In total 67 students received Rp25,000 a month (about 30DH) for one year. The program was solely financed with cash donations from residents and commune members. To solicit voluntary contributions from ordinary residents, a contribution box was set up in each village. As of January 2002, the boxes are still in place as a vivid indicator of self-help community spirit that "Community Forum" stimulated.

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Activity 2: Awareness campaign to wider community

One activity that is particularly suitable for a commune level is an awareness campaign in a commune or multiple communes. This campaign aims at raising people's awareness of the importance of education and of the value of quality education. Various events can be devised for this purpose, for examples, village meetings with parents, seminars on national basic education policy, award giving to excellent students and teachers, etc. Students may also join the campaign with their own efforts to motivate fellow students for staying at school and for higher achievement.

Activity 3: Various Inter-school activities

Various commune-wide activities can be planned to increase the awareness of the commune and also to strengthen solidarity among schools in a commune. Some examples include inter-school sports games, subject contests, art contests, and newsletter contests.

Chapter 4   Preparing Activity Proposals

In order to develop activity proposals, you have to be clear about the following matters. In this section, we will take a look at them one by one.

- <u>What activities</u> will you implement?

- <u>When</u> will you implement activities?

- <u>How</u> will you implement activities?

- <u>How much</u> will these activities cost?

The following section describes general rules of BEIP, and the separate supplemental volume should be referred for Region specific rules

What Activities Will You Implement?

By now you already have ideas what activities your school/province would like to implement to improve education. The activities shall be based on the plans that have been developed. School-based activities will be based on **School Plan for Quality Learning** developed by CGE. Inter-school activities will be based on **Provincial Education Plan**. There are some rules in determining the activities. As described earlier, there are some rules in determining the activities.

Rules of school-based activities

■ Activity that consists only procurement or construction is not approved. Activity for using the procured goods or renovated facilities should be included.
■ The total budget for construction/rehabilitation work shall be limited based on the AREF guideline.
■ Construction/rehabilitation, and procurement may benefits only certain school units in your school sector. It is accepted as long as they are determined based on the priority of you school. At the same time, think how you can share the outputs of the activities with other school units that are not included in the activity.
■ At least one activity should be included in which all the school units participate.

Rules of inter-school activities

■ There will be no construction/rehabilitation work proposed as inter-school activities, since these will be conducted at the level of school.
■ In principal, activities should benefit all schools in one commune or within multiple communes.

When Will you Implement Activities?

General schedule for activity implementation is described below. Activity term starts and ends according to the school year, and therefore, it is conducted over two fiscal years (From January to December). This period will be divided into two terms: Term 1 from November to February; and Term 2 from February to June. Activities, however, can be planned throughout the activity term or may start and end in one activity term.

Fiscal Year (FY) 1	Fiscal Year (FY) 2

September ▽   June ▽

Activity Term 1	Activity Term 2

▲ Activity Proposal

▲ ▲ Activity Report

▲ ▲ Financial Report

▲ ▲ Disbursement

Figure 9: BEIP Activity Terms

As described in Figure 9 three types of documents need to be prepared by CGE and Provincial Delegation:

- Activity Proposal;
- Activity Report: and
- Financial Report

Activity proposal will be prepared and as a beginning of the activity term. Activity and Financial Reports will be prepared upon completion of activity term. For detailed schedule of submission of these documents and disbursement, please see separate-volume supplement.

How Will You Implement Activities?

You have to have a clear idea of how to implement activities in practice. First, determine who are going to conduct the activities (**activity team member**) and who will be a leader (**activity team leader**). Next, you will break down the activities into steps (**activity steps**) and decide what actions are necessary to conduct one activity. For example, if you would like to conduct "School Festival for Raising Awareness" activity, the activity steps will be something like this:

(1) Activity team meetings
(2) Preparation for children's performance
(3) Asking parents for donation for school bazaar
(4) Development of school Leaflet
(5) Preparation for festival
(6) Opening festival

(7) Evaluation and making information sheet for community members

After these steps are identified, determine when or how often each of these activity steps will be conducted. Schedule the activity based on the schedule described above. Activity Term is divided into two just for the reporting reason, and activity can be scheduled throughout the activity term. For each activity, monitoring and evaluation should be planned as well.   Clarify the monitoring/evaluation schedule and the person in charge.

How Much Will These Activities Cost?

After the activity steps are identified and scheduled, the next step is to calculate how much activities would cost so that the total cost would be kept within the budget.

1) Budget

In preparing activity proposals, it would be helpful to know the budget that each CGE and Provincial Delegation can propose.   The logics in deciding the amount of the budget will be discussed in the separate volume supplement developed by each AREF.

2) Fund Disbursement and Expenditure

Disbursement of the Funds for Local Initiatives will be made directly to the bank account opened in the name of the CGE and Provincial Delegation from AREF.

3) Items that can be funded and cannot be funded

In addition to the budget, there are certain restrictions on the items that can be funded. The following description shall be treated as a general rule, but each region may have their own guideline on items and activities that can be funded. Please refer to the separate supplemental volume for the details.

In general, the Funds for Proposed Activities can cover expenses for:

> * School stationary and supplies
> * School equipment
> * Photocopies
> * Transportation allowances
> * Fees to invite trainers/lecturers for training activities
> * Awards for school competition activities
> * Research funds
> * Rehabilitation
> * Various expenses for events/activities, etc.

4) Matching Fund/Local Contribution

Each CGE is expected to raise funds to match the Funds for Local Initiatives. How much should be collected will depend on each school's conditions and willingness. In addition to matching funds in a monetary term, contribution in the form of labor and materials will be also encouraged.

5) Rational Cost Estimates

The followings are two tips on how to better manage financial matters

BOX 22: Coordinated procurement

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School Procurement Coordinated by Commune

Under the similar program conducted in Indonesia, schools in one commune coordinated their procurement with assistance of the commune. Examples: sewing machines and electrical equipment for vocational training; classroom furniture; teaching aids such as overhead projectors and presentation boards. An *ad-hoc* inter-school meeting assisted by commune examined the quantity and specifications. The procurement team of respective communes then placed the order on behalf of the schools. Coordinating this way eliminated some administrative duplication at individual schools and may bring about lower prices than otherwise achieved.

JICA Regional and Educational Development and Improvement Program in Indonesia

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BOX 23: Price quotations

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Price Quotations for Large-Amount Purchase

In purchasing goods which prices exceed certain level (e.g. 1,000 DH), it is recommended to obtain price quotations from more than two potential suppliers/contractors to ensure the lowest possible price. The quotations should be kept with treasurer until the external auditing scheduled later.

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How to Prepare the Activity Proposal

1) Before Writing Proposals

Before start writing proposals, make sure once again that the following items are already confirmed for each activity.

- What is the title of activity?
- What are goals and objectives of the activity?
- How much are you going to achieve for one year (Target)?
- Who is the team leader of that activity team?
- Who are the members of the activity team?
- What are the activity steps?
- When are these activity steps scheduled?
- When will be monitoring/evaluation taken place?
- Who will conduct monitoring/evaluation?
- How will you evaluate impacts of the activities?
- How much does each activity step cost?
- What (or how much) will be contributed by your side?
- How much Funds for Local Initiatives will be requested?

2) Necessary Forms

An activity proposal for school-based activities consists of 6 forms: S2-1, S2-2, S2-3, S2-4, S2-5, and S2-6.   An activity proposal for inter-school activities consists of 4 forms: P2-1, P2-2, P2-3, and P2-4.   These Forms shall be linked to the issues identified in the School Plan/Provincial Education Plan to be developed prior to the proposal preparation.

ACTIVITY PROPOSAL

(Form S1/P1: School Plan /Provincial Education Plan for Quality Learning)
Form S2-1/P2-1: Narrative Summary of Proposed Activities
Form S2-2/P2-2: Schedule of Proposed Activities
Form S2-3/P2-3: Activity Budget Form
Form S2-4/P2-4: Budget Summary Form
Form S2-5: Summary of School Facility Condition
Form S2-6: Diagnosis of Condition for Proposed Activity

Form S1/P1: School Plan for Quality Learning

Form S1 is developed by each school and one copy of this form will be submitted to Provincial Delegation prior to proposal writing.   Form P1 is developed by Provincial Delegation and one copy of this form will be submitted to AREF prior to proposal writing.

Form S2-1/P2-1: Narrative Summary of Proposed Activities

Form S2-1/P2-1 is the list of the summary of activities that school/Provincial Delegation proposes.   It should describe the objective and target (how much school/Provincial Delegation wants to achieve) in order of priority.   Indicate when you will implement your activities.   If you have more than 4 activities, please add additional pages.

Form S2-2/P2-2: Schedule of Proposed Activities

Form S2-2/P2-2 is a detail plan to implement each activity that is proposed.   Design the schedule of each activity.   Do not forget to include the activities for monitoring and evaluation.   At least one sheet for one activity should be created.

Form S2-3/P2-3: Activity Budget Form

The activity budget is developed under a method of activity-based budgeting. This method is adopted by the AREF in formulating the multi-year and annual budget planning.   It means that you identify first what kind of activities necessary to complete a certain objective/goal.   After the identification of prioritized activities, you start considering the items necessary to complete each activity.   You then need to identify unit cost for each item and quantity necessary to complete the budget form.   After this process you will know how much you would need in total to implement a certain activity; the total sum that you calculate becomes your budget for this activity.

The following box shows steps to be followed in completing the Activity Budget Form (S2-3/P2-3).   S2-3 is shown as an example, but the same steps are applied for P2-3. The step number below corresponds to the numbers in the example attached.

BOX 24: Steps to Complete the Activity Budget Form (S2-3)

(1) Write down the title of the activity.

(2) Write down the activity steps that are identified in the order of activity schedule.

(3) In the next column, identify all the items needed to accomplish each step in the previous column including both goods supply (including VAT) and allowance. Then indicate the unit cost and quantity for each item. Calculate the total cost for each item. Begin a new line to write another item.

(4) Divide these costs into two categories: one is for your school to fund; and the other is to request "Funds for Local Initiatives". Contribution can be made in any forms: cash, material, and labor, and how much should be collected will depend on each school's conditions and willingness. However, there should be a portion of contribution in each activity. **If all the columns of "contribution" are left blank in this form, the activity will not be approved.**

(5) Add up the items for each step and write down the total amount in the next column 'sub-total cost'.

(6) Write down when or at how long each step will be conducted. This should correspond to Form S2-2.

(7) Add all the 'sub-total', and write this amount in the bottom line of 'Total Cost.

There are some points to be taken into consideration when estimating costs for construction/rehabilitation works. The following box summarizes conditions for the cost estimate.

BOX 25: Conditions for Cost Estimate in Construction/Rehabilitation

1. Design and drawings of facilities may need to be added.
✓ Design and drawing of facilities such as building, structure, plumbing and electric work may be required. If these cannot be conducted by the technical staff of the DP, they should be done by local consultants. 5-10% of total construction cost should be added in the estimation as the consultant fee.

2. Contingency should be added.
✓ 5 % of contingency should be added to the total cost estimate.

3. The following value added tax (VAT) should be added if the construction cost is more than 100,000 DH.
✓ 14 % of total price of construction work
✓ 20% of total price of equipment
✓ 20% of construction material if in case of material purchase only
✓ 20% of the consultant or engineering fee.

4. Monitoring costs should be added.
✓ If the services of local consultants are required in addition to the DP, the service fees for monitoring may need to be included.

Activity Budget Form (S2-3: Sample)

Province: _____   School Sector: _____

Activity No.:   **1** _____   Name of Pilot Activity: **School Festival for Awareness (1)**

Step No.	Activity Steps (2)	Cost estimates Unit Cost and Quantity (3)	Amount Required (DH) (4)		Schedule (6)
			Local Contribution (cash donation, material, labor)	Request for Funds for Local Initiatives	
1	**Activity Team meetings**	**Transportation: DH10 x 10 persons x 8 times = DH800** **Stationary: Notebook DH20 x 10 = D200** ** Pen DH5 x 20 =DH100** **Photocopy: DH0.5 x 10 pages x 8 times = DH40**		800 200 100 40	**Once a month** **(May to December)**
	Subtotal	**(5)**	0	1,140	
2	**Preparation for Children's performance**	**Stationary : Colored paper DH200 x 5 classes =DH1,000** **Music tapes: DH20 x 5 = DH100** **Children's books: DH40 x 100 =DH4,000**		1,000 100 4,000	**June to July**
	Subtotal		0	5,100	
3	**Asking parents for donation for school bazaar**	**Transportation: DH20 x 2 persons x 10 days = DH400** **Photocopy: DH0.5 x 1 page x 100 set = DH50**		400 50	**July to August**
	Subtotal		0	450	
4	**Development of School Leaflet**	**Photocopy: DH0.5 x 2 pages x 200 set = DH200**		200	**July**
	Subtotal		0	200	
5	**Preparation for festival**	**Stationary for decoration: colored paper DH200** **Preparation for snack to sell** ** Ingredients, fruits: DH300**	100 (fruits)	200 200	**One week before the festival**
	Subtotal		100	400	
6	**Opening festival**	**Transportation for guests: DH30 x 5 persons =DH150** **Gas for cooking: DH50 x 4 bottles = DH200** **Allowance for cleaner: DH30 x 3 persons=DH90**	30 (labor)	150 200 60	**The first week of new sc...**
	Subtotal		30	410	
7	**Evaluation and making information sheet for community members**	**Photocopy for report: DH0.5 x 10 pages x 100 = DH500** **Transportation: DH20 x 2 persons x 10 days = DH400**		500 400	**Se...ber**
	Subtotal		0	900	
		TOTAL COST for Activity __1__ (7)	130	8,600	

Total cost requested for Funds for Local Initiatives

Form S2-4/P2-4: Budget Summary Form

Budget Summary Form is the summary of **the budget requested for Fund for Local Initiatives** for each activity. The cost should be the same amount as shown in the column of "Requested for Fund for Local Initiatives" in Form S2-3/P2-3. Do not forget to include necessary signatures

If construction/rehabilitation is to be included in the school-based activity proposal, the following two forms need to be filled in.

Form S2-5: Summary of School Facility Condition

Form S2-6: Diagnosis of Condition for Proposed Activity

Form S2-5 describes condition of school facility at the time of proposal writing. By filling this form, school will make sure that the proposed activity is the most urgent and necessary among their construction/rehabilitation needs.

Form S2-6 describes the current condition and expected impacts on children of the proposed activity. Photographs showing current condition needs to be attached as well.

Summary of School Facility Condition

Province _____   School Sector _____   School Unit   _____

In consultation with (Local consultant, if any investigator) _____

School surface: _____ m^{2}Surface occupied by existing buildings: _____ m^2

Category	Item	Total number	Surface (m^2)	Condition (see N.B.1)		Which part of which facility do you want to improve?
				Check	Narrative	
School facilities	Permanent class room	2	40	O	Good	
	Prefabricated class room	1	28	x	Roofs broken	Repairing roofs
	Administration Block	1	30	△		
	Sanitary Block	0		x	No toilets	
	Canteen	0		x		
	Library	0		x	Describe what activities you are going to propose	
	Multi-purpose room/Multi-media room	0		x		
	Teachers' accommodation	1	50	△		
	Fence (enclosure wall)	Yes	180 (m)	O		
	External installations (sports ground, garden)	Yes		△		
	Other					
Water and electricity	Availability of water	No	-	x		
	Availability of water discharge network	Yes	-	O	Answer Yes or No	
	Availability of electricity network	Yes	-	O		
School furniture	Desks and chairs for students	sufficient	-	O		
	Desks and chairs for teachers	sufficient	-	O	Answer Sufficient or Insufficient	
	Blackboard	insufficient	-	O		
	Other		-			

N.B. 1 Indicate the condition of each facility with a mark (O, △, x). O: good condition, △: usable but not good, x: poor condition or non-existing
N.B. 2 It is not necessarily to choose all the facilities. In the next step, please make a diagnosis for the facility you selected and propose an activity.

Form S2-6

Diagnosis of Condition for Proposed Activity

Province _____   School Sector _____   School unit _____

In consultation with (Local consultant, if any investigator)_____

Title of Activity	Preparing multi-purpose room for student and community by repairing roof
Diagnosis of facility condition	Currently 30 sq. meters of roof of a prefabricated room is broken and the room cannot be used. Since it was prefabricated, the locally built materials cannot be utilized to fix this roof. If this is left as it is, it will be not only dangerous for children, but the room itself will be severely damaged.
How it affects the learning of children	This room was originally used for children to do extra-curricular activities. During the discussion with the community members, an idea was brought up from them that a class of craftwork can be offered by the community for children and adults. This school would like to start extra-curricular class to make the school more attractive for children and parents. The school is planning to invite children and parents from other school units as well.
Maintenance plan (by DP MEN, by Local contribution)	The school is planning to raise fund for school maintenance that will be carried out by the CGE. One of the ideas for fundraising is to hold school bazaar and the craftwork created during this extra-curricular class will be sold in the bazaar.

Photograph diagnosis

Attach the photograph showing the current condition

Describe the current condition and why this is necessary as detail as possible. Write down how you plan to maintain it as well.

Chapter 5   Transparent Financial Management

What Is Accountability and Transparency?

Your school/delegation has its own budget from "Funds for Local Initiatives" and from local contribution to conduct the activities.   To plan activities and to have corresponding budget for those activities means that you are <u>responsible</u> for what you promised to do: to implement activities.   This means you have to conduct a proper financial management to be **<u>accountable</u>** about the use of the money.   You are also expected to be able to explain how you have spent the money to others in implementing activities.   This is **<u>transparency</u>**.   You manage the money on behalf of CGE members, teachers, parents, community members, and children.

Then why is accountability and transparency important?   It is the basis or source for **mutual trust, cooperation and motivation**.   If the financial accounting were conducted by specific small number of people secretly, others do not know what activities are going on, how the budget was spent, and how much was spent.   Others may wonder whether the budget was spent fairly and appropriately, and may even imagine that you are spending money just for yourselves, or you may be doing are doing some malpractices.   With such kind of questions and suspicions are raised among the people, their trust on your school will be lost.   They would have no longer any voluntary feeling to support them.   Once transparency and accountability are secured, it contributes to strengthening **democracy** as well in that the critical information of certain activities are shared among stakeholders; People can discuss on them on the same ground, which can lead to results in just and democratic decision making processes.

It is your school/provincial delegation who needs to promote these notions; accountability and transparency, to promote mutual trusts and cooperation to realize better outputs, by proving people your transparent and accountable financial practice.

How to Ensure Transparency?

Chairpersons of CGE and treasurers have responsibility to make BEIP-related financial matters transparent to all stakeholders.   To achieve this, they have to:

➢   Be honest;

➢   Follow a democratic decision making process;

➢   Prepare reports on the activities and the financial matters and disclose the information to the public;

➢   Accept advice by CGE Internal Auditor or Third-party Auditor to revise the documents when some irregularities are found during the monitoring or auditing.

It is required for CGE to <u>share BEIP information not only with committee members, but also with community at large</u>.   In doing so, CGE is expected to post at least following BEIP Forms (copy) on bulletin board at school or outside of schools.   The summary sections of the Forms would be suitable for Bulletin Board disclosure, as suggested below with approximate timing.   Entire proposal, Financial Report, and Activity Report needs to be kept in a safe place <u>with easy access to public at school, so that any stakeholder would not be hesitant to review</u>.

> **Form S1/P1: School Plan /Provincial Education Plan for Quality Learning**
> **Form S2-1/P2-1: Narrative Summary of Proposed Activities**
> **Form S2-4/P2-4: Budget Summary Form**

It is always welcomed that you prepare other creative ideas to promote transparency and participation and encourage you to take initiatives to put them into action.

What Is Auditing?

Auditing system is one of many mechanisms to promote accountability and transparency. Transparency can be strengthened through the examination by other people than treasurers themselves.   The third party can check financial documents from another point of view whether treasurers are properly keeping account books.   In BEIP, each CGE will assign an **Internal Auditor** from the members, and Provincial Delegation will act as a third-party auditor.   An internal auditor is supposed to examine the Financial Report prepared by the treasurer before submitting them to Provincial Delegation.   Then third-party auditor that is appointed by Provincial Delegation will examine the report.

In the same way, each Provincial Delegation will assign an Internal Auditor from BEIP Operation Unit, and AREF will act as a third-party auditor of inter-school activities conducted by provincial delegations.

For the detail procedure for auditing, refer to the checklist in Annex.

Chapter 6   Preparing Reports

There are two types of reports to be prepared by CGE and Provincial Delegations at the end of each term: Activity Report; and Financial Report.   Activity Report summarizes school condition at the beginning, process of the activities, condition at the end of term, and assessment of the intended and actual achievement made during respective term.

Financial Report is the report on how the funds are managed and utilized at school and Provincial Delegation.   This document aims at verifying that all the financial transactions by CGE/Provincial Delegations are properly processed and maintain sufficient accountability and transparency.

Activity Report and Financial Reports developed by CGE are both subject to internal auditor at school and are submitted to Provincial Delegation for the third party auditor at Provincial Delegation.   Reports developed by Provincial Delegation are subject to internal auditor at Provincial Delegation and are submitted to AREF for the third party auditor at AREF.

The school and provincial delegation must retain one copy of each report.

How to Prepare Activity Report

Activity report consists of 2 forms. The report should include all the activities using both Funds for Local Initiative and Matching fund/Local Contribution.

Activity Report

Form SP3-1: Record of Meetings   **Form SP3-2: Activity Implementation Report**

Form SP3-1: Record of Meetings

This is the record of the meetings conducted during the activity period.   Each meeting should be recorded and summarized in this form by activity.   One sheet for one activity is necessary.

Form SP3-2: Activity Implementation Report

In Form SP3-2 information on activity implementation is described.   This is a suggested form of the activity report, but can be altered if necessary.   Description for all activities implemented during the period should be included and therefore, the results of monitoring should be reflected in this report.   One sheet for one activity is necessary.

How to Prepare Financial Report

Financial Report requires following six documents and all documents should be compiled as Financial Report upon completion of activity term. Thus there are two Financial Reports required during the activity period since there are two terms.

Treasurer shall make all payments on behalf of the CGE and Provincial Delegation. An evidence of payment (original receipt) must be kept for each transaction. AREF may not disburse payments without proper evidence. Treasurer shall also keep books and prepare Financial Reports. All the evidences shall accompany the respective Financial Reports.

Financial Report

Form SP4-1: Monthly Account Book for Activity (One book for each activity)
Form SP4-2: Account Book for Administrative Expenditure (One book for one school/province)
Form SP4-3: Receipt Book (One book for each activity)
Form SP4-4: Local Contribution Record
Form SP4-5: Account Summary
Form SP4-6: Certificate of Auditing

Financial Report is structured as illustrated in the figure below.
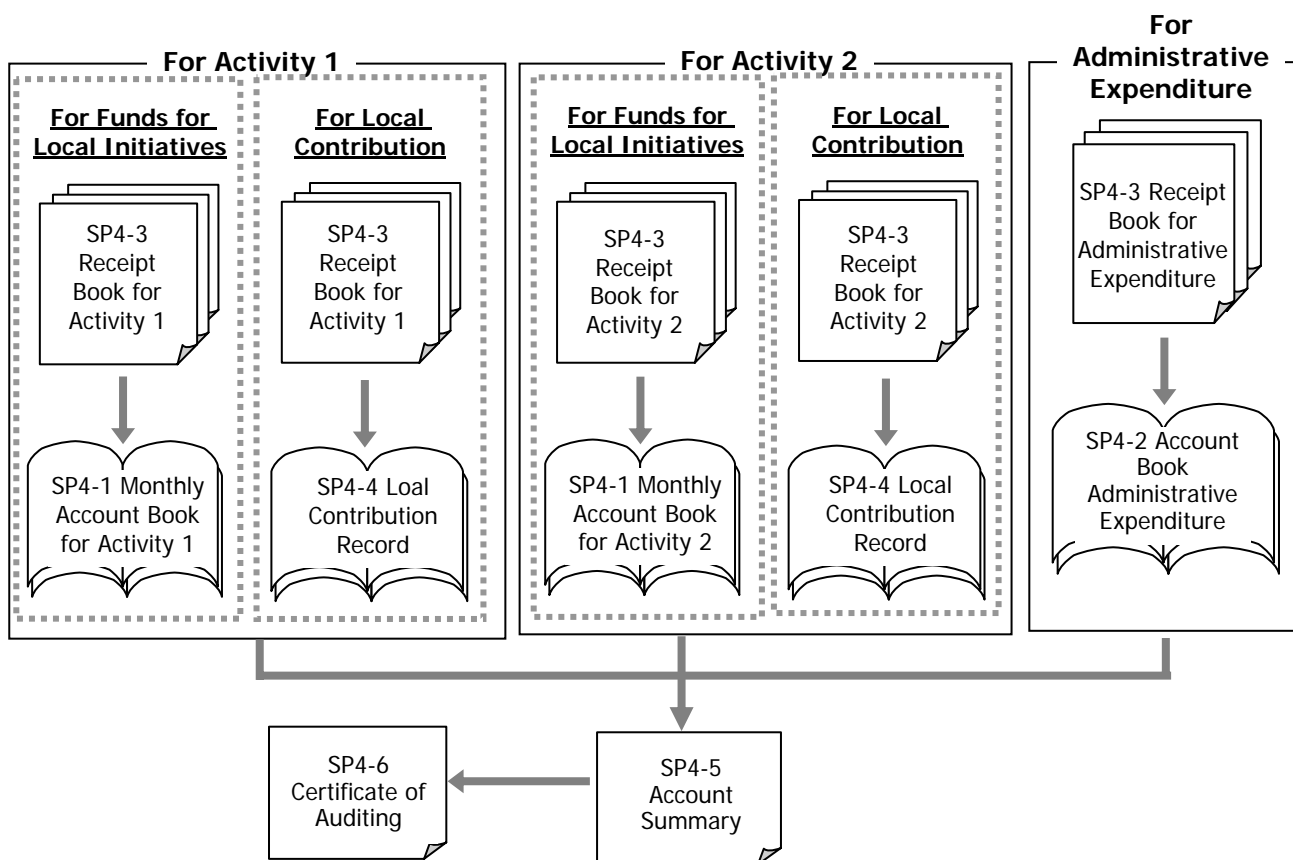
Figure 10: Structure of Financial Report

Form SP4-1: Monthly Account Book for Activity

Financial transactions related to activities are recorded **monthly** and **by activity**. They also should be kept **separately for Fund for Local Initiatives and Local contribution**.

Each school has to keep Account Book whenever financial transaction (both income and expenditure) occurs. That makes your work easy to prepare financial reports. Each expenditure item must be verified with a corresponding receipt. The following box describes steps of Purchase and bookkeeping.

BOX 26: Steps of Purchase and Book keeping

(1) A member in charge receives money from a treasurer to make payment. Or a treasurer himself may make payment based on the activity budget plan.

(2) Whenever payments are made (for purchases and activity costs), the payer should ask for a corresponding receipt. The receipts should have the information on what the money is spent for. For example, if you purchase something, all the purchased items should be noted on the receipt. (Without corresponding receipts, payment can not be approved.) Please refer to the next section 'How to prepare Activity and Financial Report' for detail.

(3) The payer informs the treasurer of the expenditure and gives the receipt. The treasurer is to register the purchase in the Account Book and attach the corresponding receipt to the Receipt Book.

The followings are the points in preparing the Monthly Account Book.

BOX 27: Steps to prepare Monthly Account Book for Activity

(1) Prepare Monthly Account Book **for each activity**; if you have 5 activities in your school, you are to prepare 5 different Monthly Account Books.

(2) Therefore it will be convenient for you to use a filing tool (ex. binder) to file a set of Monthly Accounting Book

(3) Prepare a new sheet for every month and record the transaction in a chronological order.

(4) In the first line of each page of the Monthly Account Book comes the balance from the previous month, indicating the amount in the column of 'IN'.

(5) Fill out one line for every transaction.

> **Date**: Record the date of transaction
> **Activity Steps**: Write activity steps that you proposed in Activity Proposal (Form S2-3)
> **Items**: Description of the payment (unit price and quantity).
>   The information must correspond to the descriptions on the accompanying receipt.
> **Cheque Ref. No**.: If check is used instead of cash, Reference No. should be written down.

> **Receipt Ref. No**.: Reference number of corresponding receipt
> **In**: The amount of revenue
> **Out**: The amount of the expenditure
> **Balance**: The amount of the balance

Form S4P4-2: Account Book for Administrative Expenditure

This form is basically the same for SP4-1, but the difference is that this form is for general and administrative expenditure only such as <u>the expenditure for report preparation (Activity Report and Financial Report) and account handling charges.</u>   The amount of budget for this purpose is fixed.   If you spend more than this fixed budget, you may have to spend the budget appropriated for other activities.   If you spend less than this fixed budget, you may be able to spend the remaining for other activities.

Monthly Account Book for Activity (Sample)

Province: _____   School: _____   Page: _____**1**_____
Activity No: _____1_____   Activity: __**School Festival for Awareness**_____   Month/Year: **November 2005**

Date	Activity Steps	Items (unit cost x quantity)	Cheque Ref. No	Receipt Ref. No.	In (DH)	Out (DH)	Balance (DH)
1 Nov	*From the Activity Proposal*	Balance from the previous month			250	0	250
2 Nov		Withdrawal from Post office			1,000	0	1,250
5 Nov	Activity Team Meetings	Transportation DH10 x 7 persons =DH70		A1-11-1	0	70	1,180
10 Nov	Asking parents for donation for school bazaar	Transportation 20 DH x 1 person = 20 DH		A1-11-2	0	20	1,160
12 Nov	Asking parents for donation for school bazaar	Transportation 20 DH x 2 persons = 40 DH		A1-11-3	0	40	1,120
13 Nov	Asking parents for donation for school bazaar	Transportation 20 DH x 2 persons = 40 DH		A1-11-4	0	40	1,080
20 Nov	Preparation for Children's Performance	Music Tapes DH15 x 5 = DH75 DH20 x 1 = DH20		A1-11-5	0	95	985
28 Nov	Development of School Leaflet	Copy DH0.3 x 4 pages x 200 = 240		A1-11-6	0	240	745
		Total			1,250	505	745

Start with the balance

Numbering: A1: Activity 1 11: Month

Describe all items on the receipt

Total for the month

Signature

_____   _____   _____   _____
Treasurer   Date   Internal Auditor   Date

66

SP4-2

Account Book for Administrative Expenditure (Sample)

Province: _____   School: _____   Page：_____**1**_____

Accounting Period: **1 November 2006 to 28 Feb 2007**   [Specify the period]

Date	Items (unit cost x quantity)	Cheque Ref. No	Receipt Ref. No.	In (DH)	Out (DH)	Balance (DH)
1 Nov	Fund received from JICA		GA-1	1,000	0	1,000
10 Nov	A4 paper DH55 x 1 pack =DH55		GA-2	0	55	945
10 Nov	Binder DH30 x 5 = DH150		GA-3	0	150	795
13 Dec	Post office charge		GA-4	0	10	785
30 Jan	A4 paper DH55 x 4 packs = DH220		GA-5	0	220	565
9 Jan	Photocopy DH0.25 x 200 pages = DH50		GA-6	0	50	515
13 Jan	Post office charge		GA-7	0	10	505
13 Jan	Floppy disk DH10 x 5 = DH50		GA-8	0	50	455
13 Feb	Post office charge		GA-9	0	10	445
28 Feb	Photocopy DH0.25 x 400 pages = DH100		GA-10	0	100	345
	Total			**1,000**	**655**	**345**

Fixed Amount

Only the expenditure related to report writing and post office charges number

Signature

_____   _____   _____   _____
Treasurer   Date   Internal Auditor   Date

Form SP4-3: Receipt Book

Receipt Book needs to be prepared for each activity and separately both Local Initiative Fund and Fund from local contribution. Be aware that **all the receipts should be original ones** when the financial report is submitted. The treasurers should photocopy all the receipts if they wish to keep ones for schools.

Steps to prepare Receipt Book

(1) Prepare a Receipt Book for each activity; if your school have 5 activities, you have to prepare 5 different Receipt Books for both Local Initiative Fund and non-Local Initiative Fund, and one for General and Administrative Expenditure.

(2) Therefore, it is suggested to use a filing tool (ex. binder) to file a set of Receipt Books.

(3) It is very important that the information on the receipt is complete. Receipt should have the following information and whenever you receive the receipts, make sure that the following information is filled in.

> **The name of Payer: Name of the school/Name of Province**
> **Date**
> **The amount of the payment**
> **Description of the payment**
> **Name and signature of Payee (and/or name of shop)**

(4) Prepare A4 papers (whether they are new or used), and attach all the receipts to them in the order of the date of the payment. **Attach one receipt to one A4 paper.**

(5) When you attach each receipt to a A4 paper, **collate the receipts by date**. Then assign the reference number to each receipt. This Receipt Reference Number should correspond to 'Receipt Ref. No.' in Monthly Accounting Book.

(6) Bind Receipt Book by activity and attach the front page indicating the title of activity.

(7) Only the original receipts are acceptable. Copied receipts are not acceptable.

(8) Receipt Book for General and Administrative Expenditure should contain only the receipts related to report preparation and post/bank account charge. Receipts for the account charge are not required. As the evidence for the account charge, use the copy of account statement.

The following is an example of receipt.

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│            ┌┄┄┄┄┄┄┄┄┄┄┄┄┄┐          No. A1-11-2               │
│            ┊ Serial Receipt ┊ ┄┄┄┄┄┄┄┄┄┄                       │
│            ┊   Number     ┊                                    │
│            ┊ A1: Activity 1 ┊                                  │
│            ┊  11: Month    ┊                                   │
│            ┊ 2: 2nd Receipt ┊                                  │
│            └┄┄┄┄┄┄┄┄┄┄┄┄┄┘                                    │
│   ┌─────────────────────────────────────────────────────┐     │
│   │                  Receipt          ┄┄  ┌┄┄┄┄┄┄┄┄┄┐    │     │
│   │                                      ┊ Name of your ┊  │     │
│   │  Name of Payer：  Secteur Scolaire XXXXX  ┊  school  ┊ │     │
│   │                                      └┄┄┄┄┄┄┄┄┄┘    │     │
│   │  Amount:   840 DH                                    │     │
│   │            Eight hundred and forty DH                │     │
│   │                                                      │     │
│   │  Description:  Children's Books for poetry recitation DH 42 x 20 │ │
│   │                                                      │     │
│   │             Date:   November 10, 2006                │     │
│   │                                                      │     │
│   │        Signature of payee:   ABC Book Store          │     │
│   │                                                      │     │
│   └─────────────────────────────────────────────────────┘     │
│                                                               │
│    ┌┄┄┄┄┄┄┄┄┄┐              ┌┄┄┄┄┄┄┄┄┄┐                        │
│    ┊ One receipt on ┊         ┊ Signature of ┊                 │
│    ┊ one A4 sheet of ┊        ┊ shops/payees ┊                 │
│    ┊    paper     ┊           └┄┄┄┄┄┄┄┄┄┘                      │
│    └┄┄┄┄┄┄┄┄┄┘                                                │
└─────────────────────────────────────────────────────────────┘
```

Form SP4-4: Local Contribution Record

This form is meant to record all the transactions made by local contribution. (including cash, in-kind and labor contribution). 1 form is prepared per activity. It is not necessary to translate material and labor contribution into money terms. Regular APTE payments (such as regular cotisation) are not considered as contribution for this project, and therefore, should not be listed in this record.

Form SP4-5: Account Summary

This form is the summary of the money transaction of all the activities conducted by the school/province **by Local Initiative Fund and Local Contribution**.

BOX 28: Steps to prepare Account Summary

> (1) Indicate the account period in **1. Account Period**.
>
> (2) Indicate the total amount of the Local Initiative Fund in **2. Total Amount of Local Initiative Fund**. This amount must be **equal to the exact amount approved**. (The actual amount of remittance that the School receives at bank/post account may be smaller than the approved amount because of remittance charges.)

(3) For the Total Expenditure of Administrative Expenditure, add total costs for report preparation, and total costs for post account charges.

(4) For each activity, list the income and expenditure from Funds for Local Initiatives and local contribution separately.

(5) Regarding local contribution, only cash donation will be counted as a revenue for simplicity; material and labor contributions do not have to be included here though their itemized records shall be listed in Forms S4-4/P4-4.

(6) Total balance is the difference between the total realized revenue and expenditure.

(7) When you submit this report, attach a copy of the post statement that explains how much post maintenance charge is deducted from the account.

Account Summary (Sample)

Province _____ Commune _____ School Sector _____

Date of Submission February 15 _____ Account Period From _____ To _____

2. The total amount of the Local Initiative Fund

| DH |

Fixed Budget

3. Summary of Budget and Expenditure

		Total budget (a)	Total Expenditure (b)	Balance (c) (c) = (a) − (b)
1. General and Administrative Expenditure		XXX DH	DH	DH
2. Expenditure of Each Activity				
Activity 1 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 2 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 3 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 4 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 5 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Total		**DH (a)**	**DH (b)**	**DH (c) (e)**

4. Balance as of _____ The date when this sheet is made

| DH (c) |

Form SP4-6: Certificate of Auditing

This statement is the certification that all the financial reports Form S4-1 to S4-5 are written correctly.   All signatories specified therein must sign this form.

When submitted, all these financial forms should be original.   These forms should be compiled into report; a cover on top, Certificate of Auditing (Form SP4-6), Account Summary (Form SP4-5), Local contribution Record (Form SP4-4), Account Book (SP4-1, SP4-2), and Receipt Book (Form SP4-3).

Appendix 1: Checklist of Financial Reports for Treasurer and Auditors

As explained in an earlier section, auditing is one of the efficient tools to strengthen transparency and accountability. Two different auditing mechanisms are employed in the BEIP model: i) Internal Auditing and ii) Third-Party Auditing.

Auditors should check all the financial documents from different viewpoints from the treasurers and ensures accuracy of the reports. The following is a checklist for treasurers and auditors.

1. Submission of sets of financial documents

- All the finance-related documents necessary are prepared.

2. SP4-1 Monthly Account Book for Activity, and SP4-2 Administrative Expenditure

- 1 account book for each activity is prepared, with 1 corresponding receipt book each.

- 1 account book for Administrative Expenditure is prepared with 1 corresponding receipt book.

- There are the signatures of a) treasurer and b) internal auditor.

- There is a consistency between items purchased and the budget items that correspond to activity steps/items of activity budget.

- The amount of all items written on the Account Book is the same as the corresponding receipts.

- Items indicated in the Account Book for Administrative Expenditure are relevant to the purpose.

- The calculation is correct.

- Only the items purchased during the activity period are included.

3. SP4-3 Receipt Book

- There are corresponding receipt books for 1) Account Book for Activity 2) Account Book for Administrative Expenditure.

- 1 Receipt Book for each activity is prepared.

- 1 Receipt Book for Administrative Expenditure is prepared.

- For each item purchased, there is a corresponding receipt with the reference number on it.

- Each receipt includes necessary information: refer to Chapter 2 for the appropriate information necessary for each receipt.

4. SP4-4 Local Contribution Record

- Treasurer and Internal Auditor sign all the forms.

- The purpose is specified in case of labor and cash contribution.

5. SP4-5 Account Summary

- A copy of bank/post account statement is attached to the Account Summary Form. The amounts that was deposited and withdrawn written in the account book match with the post account statement.

6. SP4-6 Certificate of Auditing

- All the signatures necessary are done along with the date specified

Appendix 2: Activity Proposal Format

The following formats are to be used for Activity Proposals.

S2: Activity Proposal for School-based Activities (for schools)
    S2-1: Narrative Summary of Proposed Activities
    S2-2: Schedule of Proposed Activities
    S2-3: Activity Budget Form
    S2-4: Budget Summary Form
    S2-5: Summary of School Facility Condition
    S2-6: Diagnosis of Condition for Proposed Activity

P2: Activity Proposal for Inter-School Activities (for Provincial Delegations)
    P2-1: Narrative Summary of Proposed Activities
    P2-2: Schedule of Proposed Activities
    P2-3: Activity Budget Form
    P2-4: Budget Summary Form

Narrative Summary of Proposed Activities

Province _____   Commune _____   School _____

Headmaster ————————————————   Treasurer ————————————————

No.	Title of Activity	Goals and Objectives	Targets	Total fund Required (DH)	To be financed by (DH)	
					Local Contribution	Funds for Local Initiatives
				Total Amount		

Note: Add as necessary.

76

Schedule of Proposed Activities

Province: _____   School Sector: _____

Activity No.: _____   Title of Pilot Activity: _____

Activity Team Leader: _____   Activity Team Members: _____

Month	10	11	12	1	2	3	4	5	6
Activity Step									
Monitoring Schedule									
Person in Charge									

Note: One sheet for one activity.

Activity Budget Form

Province: _____   School Sector: _____

Activity No.: _____   Title of Pilot Activity: _____

Step No.	Activity Steps	Cost estimates Unit Cost and Quantity	Total Amount Required (DH)	Amount Required (DH)	
				Local Contribution	Requested for Funds for Local Initiatives
	Subtotal				
	Subtotal				
	Subtotal				
	Subtotal				
	Subtotal				
	TOTAL COST for Activity _____				

Note: One sheet for once activity.

78

Budget Summary Form

Province: _____   School Sector : _____

	Total cost from Local Contribution	Total Cost from Funds for Local Initiatives
1. General and Administrative Expenditure Report making (Activity Reports and Financial Reports) Post Office Charges	DH	DH
2. Cost of Each Activity		
Activity 1 ( )	DH	DH
Activity 2 ( )	DH	DH
Activity 3 ( )	DH	DH
Activity 4 ( )	DH	DH
Activity 5 ( )	DH	DH
Activity 6 ( )	DH	DH
Activity 7 ( )	DH	DH
Activity 8 ( )	DH	DH
Activity 9 ( )	DH	DH
Activity 10 ( )	DH	DH
TOTAL	DH	DH

Signature

_____   _____

Headmaster   **Treasurer**

Date: _____

Summary of School Facility Condition

Province _____ Commune _____ School Unit _____

In consultation with (Local consultant, if any investigator)_____

School surface: _____ m^2 Surface occupied by existing buildings: _____ m^2

Category	Item	Total number	Surface (m^2)	Condition (see N.B.1)		Which part of which facility do you want to improve?
				Check	Narrative	
School facilities	Permanent class room					
	Prefabricated class room					
	Administration Block					
	Sanitary Block					
	Canteen					
	Library					
	Multi-purpose room/Multi-media room					
	Teachers' accommodation					
	Fence (enclosure wall)	Yes or No	(m)			
	External installations (sports ground, garden)	Yes or No				
	Other					
Water and electricity	Availability of water	Yes or No	-			
	Availability of water discharge network	Yes or No	-			
	Availability of electricity network	Yes or No	-			
School furniture	Desks and chairs for students	Sufficient/insufficient	-			
	Desks and chairs for teachers	Sufficient/insufficient	-			
	Blackboard	Sufficient/insufficient	-			
	Other		-			

N.B. 1 Indicate the condition of each facility with a mark (O, △, x). O: good condition, △: usable but not good, x: poor condition or non-existing

N.B. 2 It is not necessarily to choose all the facilities. In the next step, please make a diagnosis for the facility you selected and propose an activity.

Diagnosis of Condition for Proposed Activity

Province _____   Commune _____   School Unit _____

In consultation with (Local consultant, if any investigator)_____

Title of Activity		Photograph diagnosis
Diagnosis of facility condition		
How it affects the learning of children		
Maintenance plan (by DP MEN, by Local contribution)		

Narrative Summary of Proposed Activities

Province _____   Commune _____

Chairperson_____   Treasurer _____

No.	Title of Activity	Goals and Objectives	Targets	Total Fund Required (DH)	To be financed by (DH)	
					Local Contribution	Funds for Local Initiatives
			Total Amount			

Note: Add as necessary.

Schedule of Proposed Activities

Province: _____   Commune: _____

Activity No.: _____   Title of Pilot Activity: _____

Activity Team Leader: _____   Activity Team Members: _____

Month	10	11	12	1	2	3	4	5	6
Activity Step									
Monitoring Schedule									
Person in Charge									

Note: One sheet for one activity.

Activity Budget Form

Province: _____ Commune: _____

Activity No.: _____ Title of Pilot Activity: _____

Step No.	Activity Steps	Cost estimates Unit Cost and Quantity	Total Amount Required (DH)	Amount Required (DH)	
				Contribution (cash donation, material, labor)	Requested for Funds for Local Initiatives
	Subtotal				
	Subtotal				
	Subtotal				
	Subtotal				
	Subtotal				
		TOTAL COST for Activity _____			

Note: One sheet for once activity and for one term.

Budget Summary Form

Province: _____

		Total Cost For Local Contribution	Total Cost For Funds for Local Initiatives
1. General and Administrative Expenditure Report making (Activity Reports and Financial Reports) Post Office Charges		DH	DH
2. Cost of Each Activity	Targeting Commune		
Activity 1 ( )		DH	DH
Activity 2 ( )		DH	DH
Activity 3 ( )		DH	DH
Activity 4 ( )		DH	DH
Activity 5 ( )		DH	DH
Activity 6 ( )		DH	DH
Activity 7 ( )		DH	DH
Activity 8 ( )		DH	DH
Activity 9 ( )		DH	DH
Activity 10 ( )		DH	DH
	TOTAL	DH	DH

Signature

_____   _____

BOU Coordinator   Treasurer

Date: _____

Appendix 3: Report Format

The following formats are to be used for Activity Report and Financial Report.

1. Activity Report

SP3: Activity Report
> SP3-1: Record of Meetings
> SP3-2: Activity Implementation Report

2. Financial Report

S4: Financial Report
> SP4-1: Monthly Account Book for Activity
> SP4-2: Account Book for Administrative Expenditure
> SP4-3: Receipt Book (Cover page only)
> SP4-4: Local Contribution Record
> SP4-5: Account Summary
> SP4-6: Certificate of Auditing

Record of Meetings

Province _____   Commune/School _____

Activity Period _____   Activity Title _____

Date	Title of Meetings	Participants	Objectives of Meetings	Main Points Determined

Note: Add as necessary.

Activity Implementation Report

Province _____ Commune/School

Activity Period _____

1. Activity title
2. Progress of activity implementation Schedule
Person in charge / Participants
Contents of Activities

3. Observed impacts

4. Difficulties faced during activity implementation

5. Points to be improved

6. Schedule from now

7. Others

Monthly Account Book for Activity

Province: _____   School: _____   Page: _____

Activity No: _____   Activity: _____   Month/Year:_____

Date	Rubrique (Activity Steps)	Items (unit cost x quantity)	Cheque Ref. No	Receipt Ref. No.	In (DH)	Out (DH)	Balance (DH)
Total							

Signature

_____   _____   _____   _____
Treasurer   Date   Internal Auditor   Date

Account Book for Administrative Expenditure

Province: _____   School: _____   Page: _____

Accounting Period: _____

Date	Items (unit cost x quantity)	Cheque Ref. No	Receipt Ref. No.	In (DH)	Out (DH)	Balance (DH)
				XXX DH		
Total						

Signature

_____   _____   _____   _____
Treasurer   Date   Internal Auditor   Date

Receipt Book

For

Activity No.: _____

Activity Title: _____
(Or write General and Administrative Expenditure)

Fond d'appuie a l'Initiative Locale   ou   Local Contribution Fund
(Circle the appropriate one)

Province: _____ **Name of School:** _____ **Period:** _____ **Treasurer's Name:** _____

Local Contribution Record

Province: _____ Period: _____

School: Activity Name: _____

Cash Contribution

Date	Name of Donor/Articles bought	In (Amount Contributed)	Out (DH)	Balance

Materials Contribution

Date	Contributed Item	Quantity	Donor

Labor Contribution

Date	No. of Person	Approx. Working Hours	Purpose

| Date (D/M/Y) | Activity No. | Cash | | Materials | | | labor | | |
		Amount (DH)	Donor	Contributed Item	Quantity	Donor	# of Person	Approx. Working Hours	Purpose

(Add as necessary)

94

Account Summary

Province _____ Commune _____ School Sector _____

Date of Submission _____ Account Period From _____ To _____

2.The total amount of the Local Initiative Fund | DH |

3. Summary of Budget and Expenditure

		Total budget (a)	Total Expenditure (b)	Balance (c) (c) = (a) – (b)
1. General and Administrative Expenditure		DH	DH	DH
2. Expenditure of Each Activity				
Activity 1 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 2 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 3 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 4 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Activity 5 ( )	FAIL	DH	DH	DH
	Local Contribution	DH	DH	DH
Total		**DH (a)**	**DH (b)**	**DH (c) (e)**

4. Balance as of _____ | DH (c) |

Certificate of Auditing

To   All the donors of local contribution
       AREF BEIP Operation Unit
       National BEIP Project Office

On behalf of school/Province _____ of

Province   _____ ,

I hereby certify that all financial information included in this Financial Report is correct.

Date:

Signature

_____   _____
Headmaster /Delegue   Treasurer

_____   _____
Internal Auditor   External Auditor