Ministry of National Education and Youth	Japan International Cooperation Agency
JICA BEIP Post Pilot Survey	

8. School/Classroom Environment

8.1	Is your classroom subject to the following matter?		<u>Never</u>	Seldom	Some- times	<u>Often</u>	Always
	8.1.1	Noise	1	2	3	4	5
	8.1.2	Light problems	1	2	3	4	5
	8.1.3	Water Leaking problems	1	2	3	4	5
	8.1.4	Air Conditioning problems	1	2	3	4	5
	8.1.5	Other problems	1	2	3	4	5
8.2	Does yo	our school need rehabilitation?	1	2	3	4	5
8.3	Does you	our school repair the facility when it is ary?	1	2	3	4	5
8.4	Does yo	our school maintain the facility well?	1	2	3	4	5
8.5		Does maintenance fee come from Provincial Delegation?		2	3	4	5
8.6		Does contribution for maintenance come from Commune?		2	3	4	5
8.7	Does co	ontribution for maintenance come from unity?	1	2	3	4	5

9. Level of Satisfaction

9.1	Are you	satisfied with:	<u>Never</u>	<u>Seldom</u>	Some- times	<u>Often</u>	Alway s
	9.1.1	Your current profession of teaching?	1	2	3	4	5
	9.1.2	Work at this school rather than any other schools?	1	2	3	4	5
	9.1.3	Your performance as a teacher?	1	2	3	4	5
	9.1.4	Pupils' academic achievement?	1	2	3	4	5
	9.1.5	Pupils' attitudes?	1	2	3	4	5
	9.1.6	Support you receive from school?	1	2	3	4	5
	9.1.7	Support you receive from the provincial delegation?	1	2	3	4	5
	9.1.8	Your salary from the school, government, and the community?	1	2	3	4	5
	9.1.9	School rules?	1	2	3	4	5
	9.1.10	Pupils' trust?	1	2	3	4	5
	9.1.11	Parents' trust?	1	2	3	4	5

Ministry of National Education and Youth	Japan International Cooperation Agency
JICA BEIP Post Pilot Survey	

10. About the changes during the last year

10. 1 (Changes	s of Teaching Process						
10.1	10.1.1	Compared to the last year, how mu school unit?	ich did each	of the foll	owing item	s change a	s whole	
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better	
		a) Teaching aids/materials	1	2	3	4	5	
		b) Teachers' Guides	1	2	3	4	5	
		c) Teachers' training	1	2	3	4	5	
		d) Teachers' motivation to teach	1	2	3	4	5	
		e) Educational plan	1	2	3	4	5	
		f)Teaching skill	1	2	3	4	5	
		g) Communication/interaction among teachers	1	2	3	4	5	
		h) Communication with Provincial Delegation Personnel	1	2	3	4	5	
		i) Communication with parents	1	2	3	4	5	
		j) Interschool activities	1	2	3	4	5	
		k) Extra-curricular activities	1	2	3	4	5	
		Achievement evaluation by teacher	1	2	3	4	5	
		m) School rules	1	2	3	4	5	
		n) Overall performance of the school	1	2	3	4	5	
	10.1.2	Compared to the last year, how much did each of the following items on yo change?						
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better	
		a) Using of teaching aids/materials	1	2	3	4	5	
		b) Referring teachers' Guides	1	2	3	4	5	
		c) Participating teachers' training	1	2	3	4	5	
		d) Motivation to teach	1	2	3	4	5	
		e) Educational plan	1	2	3	4	5	
		f) Teaching skills	1	2	3	4	5	
		g) Confidence in subject knowledge	1	2	3	4	5	
		h) Confidence in interactive teaching methodology	1	2	3	4	5	
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better	

Ministry of National Education and Youth	Japan International Cooperation Agency
JICA BEIP Post Pilot Survey	

i) Participating interschool activities	1	2	3	4	5
j) Participating extra-curricular activities	1	2	3	4	5
k) Interaction with pupils: to encourage pupils to express their opinions in class	1	2	3	4	5
I) Interaction with pupil: to orally check homework in class	1	2	3	4	5
m) Interaction with pupil: to advise after class	1	2	3	4	5
n) Interaction with pupil: to give the homework back to pupils after correcting	1	2	3	4	5
o) Communicating with other teachers	1	2	3	4	5
p) Communicating with pupils' parents	1	2	3	4	5
q) Visiting to pupils' home	1	2	3	4	5

10.2 Changes of Pupils' Attitude

10.2	nanges	of Pupils' Attitude					
10.2	10.2.1	Compared to the last year, how m class?	uch did ead	ch of the fol	lowing iter	ns change	as your
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
		a) Attendance	1	2	3	4	5
		b) Enrolment	1	2	3	4	5
		c) Dropout	1	2	3	4	5
		d) Repetition	1	2	3	4	5
		e) Discipline/Attitude	1	2	3	4	5
		f) Academic achievement	1	2	3	4	5
		g) Pupils' performance	1	2	3	4	5
		h) Pupil participation in school activities	1	2	3	4	5
		i) Pupil participation in interschool activities	1	2	3	4	5
	10.2.2	Compared to the last year, how or class?	much did e	ach of the	following	items chan	ge in your
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
		a) Listening to the lecture in class	1	2	3	4	5
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
		b) Participating in group activities during the class	1	2	3	4	5

Survey for Teachers - 9

Ministry of National Education and Youth	Japan International Cooperation Agency
JICA BEIP Post Pilot Survey	

c) Enga scienc	aging in observation at e experiments	1	2	3	4	5
	ssing their opinions	1	2	3	4	5
e) Comp such as research	pleting individual activities individual projects and	1	2	3	4	5
f) Helpin each d	g other pupils by tutoring	1	2	3	4	5
g) Under	rstanding the lessons	1	2	3	4	5

10.3 Changes of School Environment

10.3	10.3.1	Compared to the last year, how mu	uch did eac	h of the foll	owing iten	ns change?	
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
		a) Sanitary facilities (toilet, water system, etc.)	1	2	3	4	5
		b) Solar panel	1	2	3	4	5
		c) Electricity	1	2	3	4	5
		d) Printing facilities	1	2	3	4	5
		e) Classroom rehabilitation	1	2	3	4	5
		f) Classroom furniture/equipments	1	2	3	4	5
		g) Library	1	2	3	4	5
		h) Computer	1	2	3	4	5
		i) Multimedia facilities	1	2	3	4	5
		j) Sports facilities	1	2	3	4	5
		k) Canteen	1	2	3	4	5
		I) School fence	1	2	3	4	5
		m) Teacher house	1	2	3	4	5

Survey for Teachers - 10

Ministry of National Education and Youth	Japan International Cooperation Agency
JICA BEIP Post Pilot Survey	

10.4 Changes of Interaction between School and Community

10.4	10.4.1	Compared to the last year, how mu awareness of community /parents of	ch did each change?	of the follo	owing item	s on educa	tion
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
		a) Participation in awareness campaign	1	2	3	4	5
		b) Participation in school management	1	2	3	4	5
		c) Participation in the Pilot Project Activities	1	2	3	4	5
		d) Communication between school and SMC	1	2	3	4	5
		e) Communication between school and community	1	2	3	4	5
		f) Utilization of school facilities/resources by Community	1	2	3	4	5

10.4.2	Compared to the last year, how much did each of the following items on interaction between school and community/parents change?								
		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better			
	a) Awareness campaign	1	2	3	4	5			
	b) Teachers' visit to pupils' homes	1	2	3	4	5			
	c) Pupils' visit to Community	1	2	3	4	5			
	d) Parent-teacher meeting	1	2	3	4	5			
	e) Opening of school facilities/resources to Community	1	2	3	4	5			
	f) Parents support	1	2	3	4	5			
	g) Community support	1	2	3	4	5			
	h) Commune support	1	2	3	4	5			
	i) Socio-economic level of Community	1	2	3	4	5			

10.5 Changes of Interaction between School and Delegation

		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
10.5	Compared to the last year, how much did Provincial Delegation support change?	1	2	3	4	5

This is the end of the questionnaire.
Thank you very much for your cooperation.



No. of Questionnaire	No. of Surveyor	
	Date	

Survey for Pupils

1.	Sch	nool	Ide	ntity

1.1	Province	<u></u>
1.2	Commune	·
1.3	School Code	: (filled in by the field surveyor,
1.4	School Name	·
1.5	Satellite Schoo	Name:

2. Pupil Identity

2.1 Pupil's Full Name:	
------------------------	--

2.2 Sex : 1. Male

2. Female

2.3 Date of Birth :.....

2.4 In which grade are you now?

1. 5th Grade

2. 6th Grade

2.5 Are you taught in one graded class or multi graded class?

1. one graded class

2. multi graded class

2.6 How long does it take approximately to come to your school from your house?

less than 5 minutes	5 – less than 10	10 – less than 15	15 – less than 20	20 - less than 25	25 - less than 30	30 - less than 35	35 - less than 40	40 – less than 45	45 minutes and more
1	2	3	4	5	6	7	8	9	10

3. Information About Your Study

3.1 How many hours per day do you study at home?

None	less than 30 minutes	30 – less than 1 hour	1 hour – less than 1.5 hours	1.5 hours – less than 2 hours	2 hours – less than 2.5 hours	2.5 hours - less than 3 hours	3 hours – less than 3.5 hours		4 hours and more
1	2	3	4	5	6	7	8	9	10

3.2	Compared to other pupils, your academic ability is:
-----	---

1. Below average.....

2. About average.....

3. Above average.....

3.3 Do you think that education is necessary for you?

	, ,	
<u>Never</u>	<u>Sometimes</u>	<u>Always</u>
1	2	3

Survey for Pupils - 1

3.4 How far in school do you think you will get?

- 1. Will not continue
- 2. Will finish the primary school
- 3. Will finish junior high school, but won't go any further
- 4. Will acquire baccalaureate, but won't go any further
- 5. Will attend university

4. At School

	<u>None</u>	More or less	<u>Many</u>	
Do you have many friends?	1	2	3	
	Never	Sometimes	Always	
Do you learn a job at school?	1	2	3	
Do you go to your school spontaneously?	1	2	3	
Do you like studying at your school?	1	2	3	
Do you like doing your homework at home?	1	2	3	
Do you use a canteen?	1	2	3	
Do you use toilets of your school?	1	2	3	
Do you use a sport field of your school?	1	2	3	
	Do you learn a job at school? Do you go to your school spontaneously? Do you like studying at your school? Do you like doing your homework at home? Do you use a canteen? Do you use toilets of your school?	Do you have many friends? 1 Never Do you learn a job at school? 1 Do you go to your school spontaneously? 1 Do you like studying at your school? 1 Do you like doing your homework at home? 1 Do you use a canteen? 1 Do you use toilets of your school? 1	Do you have many friends?	

5. Learning Activity

		<u>Never</u>	Sometimes	Always
5.1	Do you listen to the lecture in the class?	1	2	3
5.2	Do you participate in group activity in the class?	1	2	3
5.3	Do you raise questions in the class?	1	2	3
5.4	Do you complete individual activities such as individual projects and research?	1	2	3
5.5	Do you help other pupils by tutoring each other?	1	2	3
5.6	Are you interested in the lessons?	1	2	3
5.7	Do you use textbooks in the class?	1	2	3
5.8	Do you individually use these textbooks?	1	2	3
5.9	Do you use textbooks at home?	1	2	3
5.10	Do you understand what is taught in classes?	1	2	3

6. About Your Teacher

			Never	Sometimes	Always
6.1	Does te	acher use a resister every morning?	1	2	3
6.2	Does te	acher orally check homework?	1	2	3
6.3	Does te	acher check pupil's written homework?	1	2	3
6.4	Does te	acher regularly give you exams?	1	2	3
6.5	Does te	acher give you random tests?	1	2	3
6.6	Does to	eacher give back the homework to you after ng?	1	2	3
6.7		acher give you the opportunity to express fin class?	1	2	3
6.8	Does te class?	acher encourage you to express your opinion in	1	2	3
6.9	Does te	acher listen to you?	1	2	3
6.10	Does to class?	eacher make you work in groups during the	1	2	3
6.11	In lesso	ns, does teacher use the followings?	Never	Sometimes	Always
	6.11.1	Textbooks	1	2	3
	6.11.2	Hand-made material	1	2	3
	6.11.3	Models/skeletons	1	2	3
	6.11.4	Maps/globe	1	2	3
	6.11.5	Photographs and pictures	1	2	3
	6.11.6	Audio equipment (radio cassette, CD, etc.)	1	2	3
	6.11.7	Visual equipment (TV, video, DVD, etc.)	1	2	3
6.12	Does te	acher receive your parents at school?	1	2	3
6.13	Does te	acher visit you at home?	1	2	3
6.14	How ma	ny times did your teacher visit your home during last onetimes	year (from l	MAY 2004 to Apr	il 2005)?

7. About Your Parents

		Never	Sometimes	<u>Always</u>
7.1	Are your parents satisfied with your performance at school?	1	2	3
7.2	Are your parents satisfied with your going to school?	1	2	3
7.3	Does your father think it is important for you to succeed at school?	1	2	3
7.4	Does your mother think it is important for you to succeed at school?	1	2	3
7.5	Do your parents meet teacher when they visit school?	1	2	3
7.6	How many times did your parents visit school during last y	ear (from N	lay 2004 to Ap	ril 2005)?
			.times	

7.7		ur <u>parents</u> do the following during the school year 004 to April 2005)?	Never	Sometimes	Always
	7.7.1	Helped you with your homework	1	2	3
	7.7.2	Helped you to solve your learning difficulties	1	2	3
	7.7.3	Assisted your school work financially	1	2	3
	7.7.4	Told you to do your homework at home	1	2	3
	7.7.5	Discussed with you about school activities	1	2	3
	7.7.7	Discussed with you about your specific interest	1	2	3
	7.7.8	Discussed with you about your performance at school?	1	2	3
	7.7.9	Attended school events/ meetings	1	2	3
	7.7.10	Spoke with a teacher or school counsellor	1	2	3
	7.7.11	Observed your classroom during the school hours	1	2	3
	7.7.12	Acted as a volunteer at your school	1	2	3

8.Community

		<u>Never</u>	Sometimes	<u>Always</u>
8.1	Do pupils of your school visit your community?	1	2	3
8.2	Do pupils of your school work for your community?	1	2	3
8.3	Are pupils of your school interested in the problems of your community?	1	2	3

9. About the changes during the last year

		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/bette
9.1.1	Attendance to school	1	2	3	4	5
9.1.2	Liking to study at school	1	2	3	4	5
9.1.3	Interest in lessons	1	2	3	4	5
9.1.4	Listening to the lecture in class	1	2	3	4	5
9.1.5	Understanding lessons	1	2	3	4	5
9.1.6	Expressing your opinion	1	2	3	4	5
9.1.7	Helping other pupils by tutoring each other	1	2	3	4	5
9.1.8	Your relationship with friends	1	2	3	4	5
9.1.9	Participating in group activities during the class	1	2	3	4	5
9.1.10	Engaging in observation at science experiments	v	2	3	4	5

		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
9.2.1	Teaching materials	1	2	3	4	5
9.2.2	Relationship with teachers	1	2	3	4	5
9.2.3	Teacher's encouragement to express your opinion	1	2	3	4	5
9.2.4	Teachers orally check of your homework	1	2	3	4	5
9.2.5	Teachers give you advice after school	1	2	3	4	5
9.2.6	Teachers give back your homework after correcting	1	2	3	4	5
9.2.7	Chance to participate in lessons	1	2	3	4	5
9.2.8	Teaching Arabic	1	2	3	4	5
9.2.9	Teaching French	1	2	3	4	5
9.2.10	Teaching Mathematics	1	2	3	4	5
9.2.1	Teaching natural science	1	2	3	4	5
9.2.12	2 Teaching social science	1	2	3	4	5

		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/bette
9.3.1	Classes	1	2	3	4	5
9.3.2	Classroom facility	1	2	3	4	5
9.3.3	Toilet facility	1	2	3	4	5
9.3.4	Multimedia facility	1	2	3	4	5
9.3.5	Sports facility	1	2	3	4	5
9.3.6	School uniform/cloth	1	2	3	4	5
9.3.7	School bag/rucksack	1	2	3	4	5
9.3.8	Extra curricular activities	1	2	3	4	5

9.4	Compa change	Compared to the last year, how much did each of the following items on your parents support change?								
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better			
	9.4.1	For buying your school materials	1	2	3	4	5			
	9.4.2	For your studying at home	1	2	3	4	5			
	9.4.3	For your going to school	1	2	3	4	5			

This is the end of the questionnaire. Thank you very much for your cooperation.

ANNEXE 5: LA LISTE DES ECOLES CIBLES DU BEIP

ANNEXE 5: La Liste des Ecoles Cibles du BEIP

M: Mère S: Satellite

AREF	Province	Commune	Secteur Scolaire	M: Mere S: S Unités Scolaires	M/S
	, , , , , , , , , , , ,	Sidi H'cine	Ait Bouhou	Ait Bouhou	М
				Laawina	S
				Tanchenghout	S
				Issarrafine	S
				Ait Azouz	S
			Ait Khouya	Ait khouya Tijane	М
				Chrichra	S
				Boutzghart	S
				Jebouj	S
		Sidi Yahya Ou Saad	Sidi Yahya Ousaad	Sidi Yahya Ousaad	М
				Taouli	S
				Tizi Nourar	S
				Boutghaddiwt	S
				Tasseflalit	S
			Ait Hnini	Ait Hnini	М
				Ait Taleb Amer	S
				Ait Ben Amer	S
	KHENIFRA			Al kachla	S
			Moulay Yacoub	Moulay Yacoub	М
				Akka Ousellam	S
				Tit N'Zdeka	S
				Bouyrouch	S
l				Chekchaw	S
Meknes- Tafilalet				Bounwal	S
ramaiot		Tounfite	Ait Lahri	Ait Lahri	М
				Tizi N' zou	S
				Taourawte	S
				Talghachite	S
			Ist Gharghour	Ist Gharghour	М
				Tamzizte	S
				Ardouz	S
				Ait Brahim	S
				Taghouchte	S
			Tounfite I	Tounfite I	Α
			Tounfite II	Tounfite II	Α
		Bouazmou	Agdal	Agdal	M
				Timariyne	S
			Ait Ali Ouikou	Ait Ali Ouikou	M
				Sountate	S
				Ihoudiyne	S
	ERRACHIDIA		Alemghou	Alemghou	М
				Tamstirte	S
				Ait Amer	S
				Akdim	S
			Assif Melloul	Bouezmou	М
				Tissila	S
				Tourdit	S

AREF	Province	Commune	Secteur Scolaire	Unités Scolaires	M/S
		Imilichil	Ait Abdi	Oulghazi	М
				Tiyderte	S
				Tamzaghrite	S
				Ighallen	S
				Tousfasdi	S
			Amir My Abdallah	Imil Chil	М
				Moutzeli	S
Meknes- Tafilalet	ERRACHIDIA			Boukhennane	S
ramaict			Oudeddi	Ali Ou Daoud	М
				Oudeddi	S
				Amerdoul Aouraghe	S
				Imintakkat	S
			Tilmi	Taghighachte	М
				Tilmi	S
				Akka N'Ouanine	S
		Enjil	Tarik Ibn Ziad	Tarik Ibn Ziad	М
				Ait Bouhaddou	S
				Ait Karmouss	S
				Khallad	S
				Ta ourda	S
				Fas Ourible	S
			Aachlouj	Aachlouj	М
				Ait Yacoub	S
			Enjil Ait Lahcen	Enjil Ait Lahcen	М
				Azzaklat Ait Omar	S
				Tijam	S
				Douira El Oulya	S
				El Bourg	S
				Ezzaklat Ait Ali	S
.				Tighrmt N'Ait Ahmed	S
Fes- Boulmane	BOULEMANE			Ait Alla	S
		Rmila	Taggour	Taggour El Gharbia	М
				Taggour Charkia	S
				Magoura	S
				Maslagh	S
				El Farraa	S
			Allal El Fassi	Outat Zitoun	М
				Ouled Aabbou	S
				Kouaret	S
				Ouled Sidi Abdelwhid	S
		Sidi Boutayeb	Gaa Jaber	Gaa Jaber	М
				Ouled El Bakri Sud	S
				Ouled El Bakri Nord	S
				Tiddarine	S
				Maslagh	S
				Gaa Jaber Ed Douar	S
		Sidi Boutayeb	El Mouatamid Ibn Abbad	Ouled Sguir	М
				Ouled Bouzazia	S
				Gabdour	S
				Ouled Slimane	S

AREF	Province	Commune	Secteur Scolaire	Unités Scolaires	M/S
	BOULEMANE		Oulad Boukhalfa	Ouled Boukhalfa	М
				El Guenfoud	S
			Sidi Boutayeb	Sidi Boutayeb	М
				Ouled Sidi Boulaalam	S
				Douira Soufla	S
		Ait Sebaa Lajrouf	Centre Ain Jerrah	Centre Ain Jerrah	М
				Ait Lahcen Ouykhlef	S
				Ain Erragada	S
			Centre Ait Sbaa	Centre Ait Sbaa	М
				Ait Wadfel	S
				Ait Abbou	S
				Tajamout	S
_			Centre Al Kouda	Centre Al Koudia	М
Fes- Boulmane				Ait Mazian	S
200			Centre Al Kouf	Centre Al Kouf	М
				Ait Hammou Yadir	S
				Tizlit	S
	SEFROU	Azzaba	Centre Azzaba	Centre Azzaba	М
	SEFROU			Ait Bouhou	S
		Ouled Mkoudou	Centre Dar Hakkoun	Centre Dar Hakkoun	М
				Taghrout	S
				Kalaat Said	S
				Al Madcher	S
			Centre Ouled Mkoudou	Centre Ouled Mkoudou	М
				Ouled Marian	S
				Ain Bida	S
				Bouderham	S
			Centre Taghit	Centre Taghit	М
				Mghilao Oulia	S
				Mghila Soufla	S
				Sidi Youssef	S

ANNEXE 6: TABLE DES MATIERES DES RAPPORTS DU BEIP

BEIP Rapport Intérimaire

Chapitre 1	INTRODUCTION	
1.1	Contexte	1
1.2	Objectifs du Programme	1
Chapitre 2	EXAMEN DE LA SITUATION	
2.1 I	a décentralisation à l'horizon 2005	5
2.1.1	Présentation Générale	5
2.1.2	Cadre légal et régulateur pour la décentralisation	6
2.1.3	Les Stratégies pour la Réforme	7
2.1.4	Les Défis et les Approches du BEIP	17
2.1.5	Questions Financières relatives à l'Education	19
2.2 I	a Contribution des Donateurs à l'Education au Maroc	29
2.2.1	Présentation Générale:	29
2.2.2	Activités Bilatérales	29
2.2.3	Activités Multilatérales	31
2.2.4	Les Activités Nationales et Internationales des ONGs	35
2.2.5	Intégration des Approches	37
2.2.6	Les Cas des Activités des Donateurs	38
2.3 I	a Situation Actuelle des Sites Ciblés par le Programme BEIP	42
2.3.1	Vue Générale	42
2.3.2	Les Bâtiments Scolaires	43
2.3.3	Les Instituteurs et les Elèves	48
2.3.4	L'Ecole et la Communauté	54
Chapitre 3	Cadre Exécutionel du Programme BEIP	57
3.1 I	Region Cible	57
3.1.1	Présentation Général	57
3.1.3	Couverture des Ecoles	59
	es Structures organisationnelles	62
3.2.1	Les Structures organisationnelles de BEIP	62
	Conception du Programme	64
3.3.1	Présentation Générale: Les Acteurs et la Structure des Activités de BEIP.	64
3.3.2	Prévoir des Acteurs et Organiser la Formation en Cascade	64
3.3.3	La Micro-Planificaiton	60
3.3.4	Action: Exécution du Projet	6′
3.4	Rôles des Différents Acteurs de BEIP	69
3.4.1	L'Equipe de l'AREF	69
3.4.2	Equipe Provinciale d'Exécution	70
3.2.3	Conseil de Gestion de l'Ecole	
3.4.4	Communal Education Committee	74
		~
Chapitre 4	LES ACTIVITES DE FORMATION DU BEIP	/3
	Le Cadre des Activités de Formation	/3
4.1.1	Les Caractéristiques de la Formation BEIP	/3
4.1.2	Elaboration du manuel de la Micro planification	7:
4.1.2	Activités de formation pour l'exercice de la micro-planification	70
4.1.3	Les activités de formation pour établir les propositions et mettre en œu	vre i
proje	t 77	
	Matériels de formation	7
4.2.1	Modules pour la micro-planification	

4.2.2	Modules pour la réalisation du programme	
4.3 Con	npte Rendu Interimaire sur la Performance du Programme	89
4.3.1 Rai	pport sur la Formation de Micro-Planification	89
4.3.2	Rapport de Formation sur l'Exécution du Programme	
	11	
Chapitre 5	Etude d'Impact	10
	ectifs et Cadre de l'Etude d'Impact	
5.2 Mél	nodologie de l'Etude d'Impact	10
5.2.1	Modèle et Organization of Evaluation Indicators	
5.2.2	Entretiens Focus Group	
5.2.3	Questionnaire d'Auto Evaluation	
5.3. Enc	uête initiale	109
5.3.1	Objectif	10
5.3.2	L'Enquête Initiale	

BEIP Rapport de progrès 1 Table des Matières

Chapitre 1	INTRODUCTION	2
1.1 Co.	ntexte	2
1.2 Ob	jectifs du Programme	3
1.3 Les	Activités Entretenues Jusqu'à présent	7
Chapitre 2	ACTIVITES DE FORMATION DU BEIP	8
2.1 Pro	positions d'activités	8
2.1.1	Développement et Révision des Propositions	8
2.1.2	Activités Proposées :	10
2.1.3	Séminaire de Commencement	15
2.1.4	Leçons et découvertes	15
2.2 For	mation de Gestion Financière	16
2.2.1	Directives de Mise en Oeuvre II	16
2.2.2	Révision intérimaire de la performance en terme de gestion financière	20
Chapitre 3	DEBOURSEMENT DES FONDS DU BEIP	24
3.1 Pro	cédure de Déboursement	24
3.1.1 Str	ucture Financière du BEIP	24
3.1.2 Dé	marche d'ouverture de compte et de déboursement	25
3.1.3 Pi	roblèmes rencontrés lors de la démarche d'ouverture des comptes	et de
debourse	ement	27
3.2 Eta	t de Déboursement	31
3.2.1	Etat de Déboursement entre mai et août 2004	31
3.2.2	Retard dans le processus de déboursement du fonds BEIP	33
Chapitre 4		36
	tème de suivi	36
4.1.1 4.1.2	Rapports des CGE et des EPE	36
	Suivi Direct	36
4.2 Res	ultats préliminaires d'une sélection de types d'activités	37
4.2.2	Activités pilotes pour l'amélioration des bâtiments et des équipements	37
Chapitre 5	Activités de formation continue pour les instituteurs.	41
	ETUDE D'IMPACTectifs et Cadre de l'Etude d'Impact	45
5.2 Méi	thodologie de l'Etude d'Impact	45
5.2.1	Modèle et Organisation des Indicateurs de l'Evaluation	47
5.2.2	Réunions Focus Group	47
5.2.3	Questionnaire d'Auto Evaluation.	J I
	quête initiale	52 52
5.3.1	Objectif	52 52
5.3.2	Enquête Initiale	52 52
5.3.3	Réalisation de l'enquête initiale	55
5.3.4	Résultats de l'Enquête Initiale.	55 58
	1	50

1

RAPPORT DE PROGRES 2 - BEIP

Table des Matières

CHAPITRE 1	INTRODUCTION	
1.2 OBJE	EXTECTIFS DU PROGRAMME	
1.3 LES A	ACTIVITES ENTRETENUES JUSQU'A PRESENT	
CHAPITRE 2	APPLICATION DE L'APPROCHE DE BEIP DANS LE MILIEU RURAL	
2.1.1 Le 2.1.2 Le 2.2 LES (2.2.1 Mesu	ACITE ET LIMITATIONS DU MODELE BEIP AU MAROC s Effets Positifs Observés dans le cadre du BEIP s limitations actuelles du BEIP DPTIONS DE POLITIQUE A SUIVRE POUR SOUTENIR L'EDUCATION DANS LE MILIEU RURAL re Administratif et Institutionnel ducation Finance	
CHAPITRE 3	OBSERVATIONS RESULTANT DU SUIVI	4
3.1.1 Situat 3.1.2 Une C 3.1.3 Résul 3.1 ACTIVITES 3.2.1 Plan a 3.2.2 Le 3.2.3 Le 3.2.4 Pr 3.2.5 Re 3.3 DES 4 3.3.1 Histor 3.3.2 Etat a	ON DE LA COMMUNAUTE ion Pré-pilote et le Potentiel de l'Implication de la Communauté conception du Projet-pilote visant l'Implication de la Communauté plicate et Efficacité des Interventions relatives à l'Implication de la Communauté plicotes POUR LE RENFORCEMENT DES LOCAUX ET DES ÉQUIPEMENTS. des activités se grandes lignes des résultats du suivi. se leçons tirées de la phase du suivi de la mise en oeuvre des activités du projet pilote oblèmes actuels. communadations. ACTIVITES DE FORMATION CONTINUE POUR LES INSTITUTEURS (INSET) rique du programme de formation continue et orientations pour son exécution cirovancement des programmes de formation continue dans les provinces pilotes ions futures et contre-mesures	
CHAPITRE 4	ETUDE D'IMPACT	8
4.1.1 Ré 4.1.2 En 4.2 Enqu 4.2.1 Exécu	ETE INITIALE sultats de l'Enquête Initiale tretien Focus Group lors de l'Enquête Initiale. ETE A MIS PARCOURS tion de l'enquête à mis parcours sultats de l'Enquête à mis parcours (Entretien FG)	
Annexe 2 : Ma	mpte Rendue de la Réunion sur le Rapport de Progrès 1 tériels de Formation Continue unées de l'enquête initiale sur les résultats scolaires	

1

ANNEXE 7: LA LISTE DES MODULES DE FORMATION

Annexe 7: La Liste des Modules de Formation

1. Modules pour Micro-planification

Titres des Modules	Langue
Module 1: Développement du plan scolaire (Formation des	français
Formateurs) (octobre 2003)	
Module 3: Développement du plan scolaire (novembre 2003)	arabe
Module 2: Consolidation des plan scolaires (decembre 2003)	français
Module pour Micro-planification (juin 2005)*	arabe

^{*} La version finale de Module 3

2. Modules de Mise en Oeuvre du Programme

Titres des Modules	Langue
Directive I de Mise en Oeuvre du Programme: Comment	arabe
rédiger un proposition (decembre 2003)	
Directive II de Mise en Oeuvre du Programme: Gestion	arabe
Financière et Rédaction de Rapports (avril 2004)	
Directive de Mise en Oeuvre du Programme	arabe
(June 2005)*	

^{*} La version finale des Directives I et II