

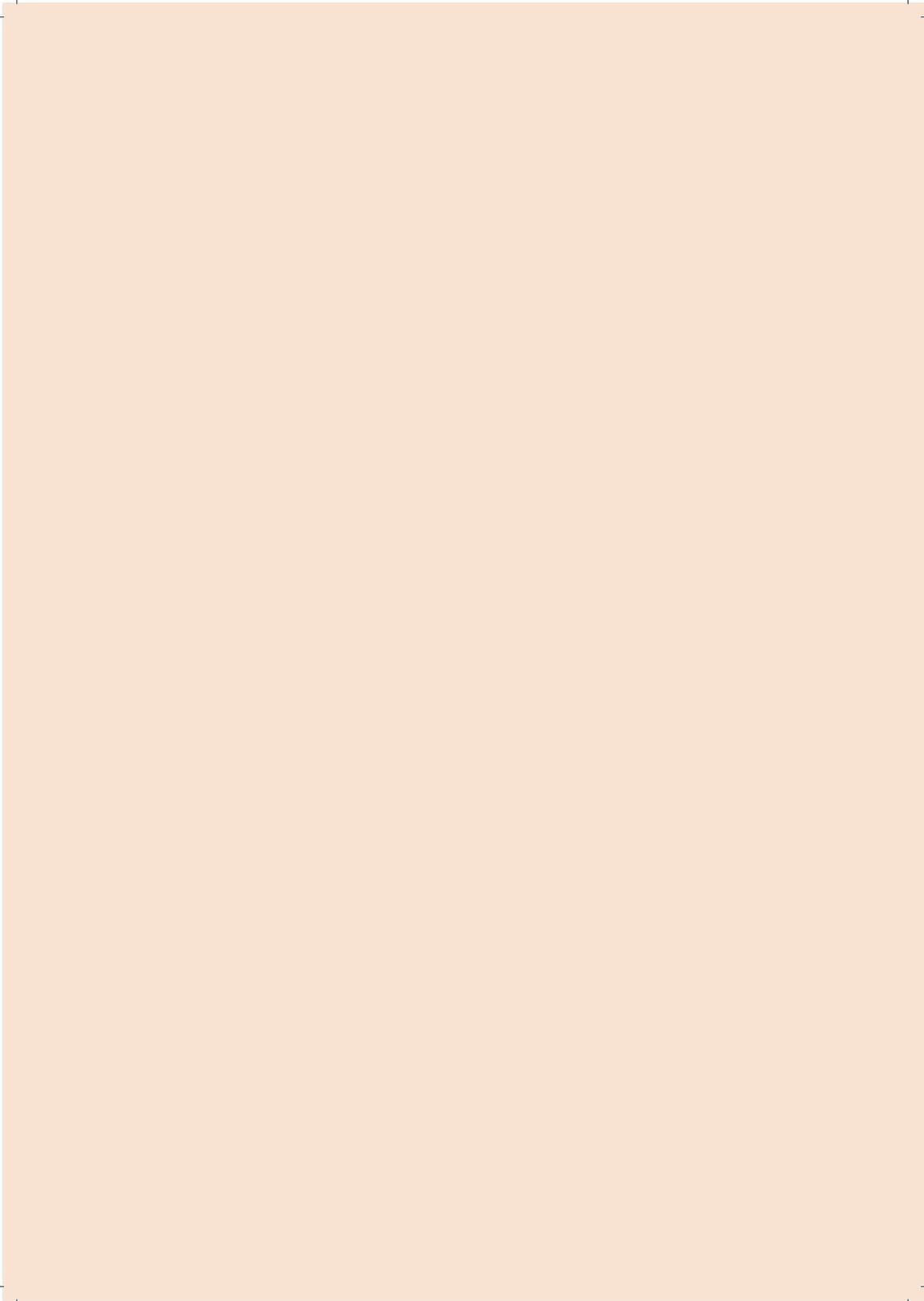
**Linking  
Primary  
Education and  
Social  
Accountability  
guide**



**Social Accountability tool (BAM)**



September 2018



This guide was developed by CARE International Morocco and the LEAD Project Team «Integrating Social Accountability into Education for Development». It reflects a methodology and tool developed jointly with:

- AREF of Casablanca - Settat and Marrakech - Safi
- Provincial Directions of the Ministry of National Education: Sidi Bernoussi and Al Haouz
- Directors of the schools in which the LEAD project has been implemented
- Parents' Associations
- National Federation of Parents' Associations in Morocco (FNAPEM)
- Students

A special thanks to the project team who worked every day in the field through efforts to synergize the actors leading to this result.



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**NB :** The opinions expressed in this guide do not necessarily reflect the opinion of GPSA and AFD.



All documents and information's about the LEAD project can be find in the website of CARE International Maroc: [www.caremaroc.org](http://www.caremaroc.org)



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Founded in 1915, **the Near East Foundation** (NEF) has been present in Morocco since 1987. It helps to build more sustainable, prosperous and inclusive communities in the Middle East and Africa through: education, community organization and economic development.

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## Acronyms

<b>GPSA</b>	World Bank Global Program for Social Accountability
<b>BAM</b>	“Bayan attakod almadrasi” (School Collective Bulletin)
<b>SDG</b>	Sustainable Development Goals
<b>AREF</b>	Regional Academy of Education and Training
<b>LEAD</b>	Linking Primary Education and Accountability for Development project
<b>NEF</b>	Near East Foundation
<b>AMPTE</b>	Parent’s Association
<b>AFD</b>	French Development Agency
<b>DPEN</b>	Provincial Direction of the Ministry of National Education
<b>FNAPEM</b>	National Federation of Parents’ Associations in Morocco

# 1. INTRODUCTION



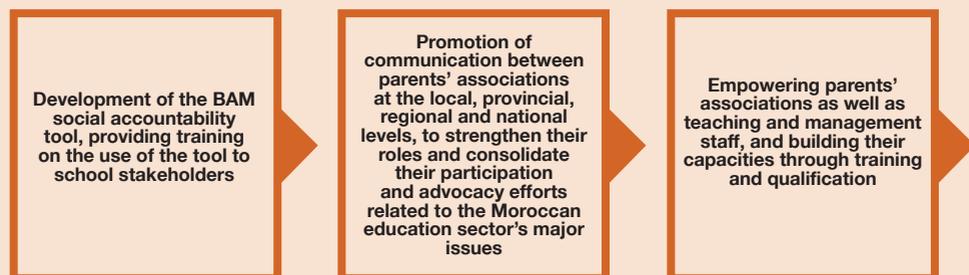
Students from the primary school Ibno Badis - DPEN Sidi EL Bernoussi - Casablanca

## 1-1. Background and context

In Morocco, there is an increased need at the local, national and international levels to strengthen the role of citizen and civil society discourse in shaping the provision of public services. This is driven by the need for improvement of these services by drawing on successful experiences of international social accountability, and its positive impact in improving relations between citizens, civil society, and public and private administrations. There is also a need for public administrations to achieve greater openness towards citizens in general, and civil society and the media in particular. The result is the need to promote access to different experiences in this area, regardless of scale, to build a renewable approach based on interaction with citizens, their representatives, and those with the power to design policies and offer public services.

In this context, both CARE International Morocco and Near East Foundation (NEF) endeavor to promote the concept of social accountability in Morocco through the implementation of the project entitled, “Linking Primary Education and Social Accountability for Development” (LEAD).

LEAD is viewed as a pilot project that contributes to the improvement of educational services in primary schools. The project is being implemented in cooperation with the National Federation of Students’ Parents, the Regional Academy of Education and Training (AREF) in the Region of Marrakesh-Safi, as well as the Provincial Directorates of Al Haouz in Marrakesh and Sidi Bernoussi in Casablanca and is funded by the World Bank Global Program for Social Accountability (GPSA) and the French Development Agency (AFD). The project aims at promoting the concept of social accountability in the education sector in order to improve the quality of public services offered through schools, and strengthen human, financial and material resources governance through the following:



## Project beneficiaries :

**50** schools

**413** Students

**71** administrativ staff

**410** local Associations

**50** AMPTE (Parent's association)

**1535** Parent's



2 Regional Academies of Education and Training: Casablanca-Settat and Marrakech- Safi

**1239** Directors and teachers

2 Provincial Direction of the Ministry of National Education: sidi El Bernoussi and Alhaouz

The BAM tool is the result of an experience that started in 2015 until 2018. It was developed respecting the local specificities and in consultation with all project stakeholders: students, teachers, AMPTEs, school directors, administrative staff and local associations.

The BAM tool has been rolled out and adjusted in 50 primary schools in the 2 areas of intervention of the project: the Provincial Direction of National Education and Vocational Training of Sidi El Bernoussi and Alhaouz.

## 1-2. Objectives of the guide

This guide is designed as a resource for public school stakeholders to support the goal of advancing social accountability in order to improve and promote quality education.

### • General objective of the guide

The purpose of this guide is to help school stakeholders and all parties involved in the field of education to develop and adopt a collective work strategy in accordance with a local vision inspired by the prefectural, regional and national context, and through the realization of the BAM social accountability mechanism, to improve educational services offered within schools.

### • Specific objectives of the guide

1. Facilitating the understanding and implementation of the BAM social accountability tool.
2. Enabling actors to elaborate an efficient and sustainable conception of the different phases and steps required to develop a school collective action plan in accordance with the local vision.

### • Content

The guide is composed of several chapters that are complementary and structurally interlinked. They serve as a reference for the implementation of the social accountability tool among all school partners and stakeholders so as to improve and promote the education services provided.

The guide is composed of five chapters:

- Chapter I: Context
- Chapter II: General concepts
- Chapter III: The BAM Social Accountability Tool (School Collective Bulletin)
- Chapter IV: Trainings and capacity building
- Chapter V: General conclusion

## 2. GENERAL CONCEPTS



Student of the Ben Habous primary school- DPEN Al Haouz - Marrakech

### 2-1 What do we mean by official/conventional accountability?

Accountability is defined as the commitment taken by officers, be it civil servants or elected, to provide explanations and justifications for their behaviors, and submit periodic reports to lay down the degree of efficiency of the services they supply for the purposes of the decided public policies; this is the internal type of accountability, as it is performed inside administrations and is based on the logic of reward and sanction resulting from actions and responsibilities.

The guidelines of social accountability - Chapter II- What does accountability mean for the World Bank? - p. 6

Effective accountability systems require clear and well-defined commitments, a contractual framework, and clear channels of communication and responsibilities, enabling them to perform two essential functions:

1- Reducing the misuse and abuse of power

2- Assessing performance and efficacy in terms of inputs and outputs  
Limited efficiency of conventional accountability mechanisms and their inability to meet the expectations of citizens with regard to the improvement of public services, has confirmed the need to strengthen the role of citizens, CSO's and media in promoting social accountability in order to achieve the three main goals as illustrated below:



### 2-2 What do we mean by social accountability?

It can be defined as “an approach towards building accountability that relies on civic engagement, i.e., in which ordinary citizens and/or civil society organizations participates directly or indirectly in exacting accountability. Mechanisms of social accountability can be initiated and supported by the state, citizens or both, but very often they are demand-driven and operate from the bottom-up.”

World Bank, Participation and Civic Engagement, Social Development Papers, SOCIAL ACCOUNTABILITY, An Introduction to the Concept and Emerging Practice, Carmen Malena, with Reiner Forster and Janmejaj Singh , Paper No. 76 December 2004

### 2-3 Why social accountability in education?

It is no longer sufficient to practice only conventional accountability in education, particularly in a reality characterized by the weak participation of educational stakeholders, limited coordination and collaboration, and low levels of training. This is to avoid an exacerbation of the situation with the removal of responsibilities. This led to the development of a set of national government's strategies and plans.

Furthermore, the situation has become unsustainable due to increasing internal and external pressure to create solutions and alternatives to reform the education sector. This has paved the way for the development of the following plans and strategies:



Education reform in Morocco has gradually shifted in recent years, starting with the National Charter of Education and Training through the Strategic Vision 2015/2030. This evolution is linked to the need to improve the achievement rates of global education indicators, in particular SDG 4 which is dedicated to education at the international level. These objectives are to be achieved by improving the quality of educational services, bolstering productivity, and improving performance of the education system at the national level. This was the very foundation adopted by the Higher Education Council in its evolutionary elaboration of the strategic vision, in order to

overcome the obstacles that hinder the system, namely the dysfunction related to governance, as well as the tardiness of school programs. This has highlighted several measures that overlap with the objectives of the LEAD project, the most important being:

**Policy focus 7:**

**Instituting a high-quality and attractive school:**

This is the expected result to be achieved through the project's concept of contracting between the different actors to come up with alternatives leading to the setting up of a high-quality and attractive school

**Policy focus 15:**

**Efficient governance of the education and training system:**

One of the objectives of the project to be achieved through a training and qualification plan for the different actors with the goal of strengthening the system of governance and management of material, financial and human resources

**Policy focus 18:**

**Building a civic, democratic and egalitarian society:**

A major goal of the project, as social accountability largely intersects with the principles of citizenship, democracy and equality

**Policy focus 22:**

**Sustainable societal mobilization:**

This focus clearly intersects with objective 2 of the project, namely the mobilization of school stakeholders to improve offered educational services

The project also aims at contributing to the implementation of the measures set forth in the different integrated projects of the Strategic Vision reform from 2015-2030, namely the following projects:

**Integrated project 9:** improvement of educational activity at schools

**Integrated project 14:** development of governance and institutionalization of contractualization

**Integrated project 15:** mobilization of stakeholders and partners around Moroccan schools



### 3. THE BAM SOCIAL ACCOUNTABILITY TOOL



Students from Ibno Badis primary school - DPEN Sidi EL Bernoussi - Casablanca

### 3-1 Definition of the BAM social accountability tool:

The BAM is a social accountability tool for primary education that was developed within the LEAD project. It is the result of a participatory approach that brought together the different actors of public primary schools (school principals, teaching staff, parents' associations, students of both genders, local and regional management staff).

It is a tool enabling the different school actors to participate in the development and elaboration of a local vision through the following steps:

1. **Diagnosis of the situation**
2. **Discussion around common issues**
3. **Defining local, regional and national measures**
4. **Elaboration and mainstreaming a vision toward collaborative action**
5. **Setting up a joint action plan to improve quality in education at the local level**
6. **Laying the groundwork for an advocacy plan on common issues**

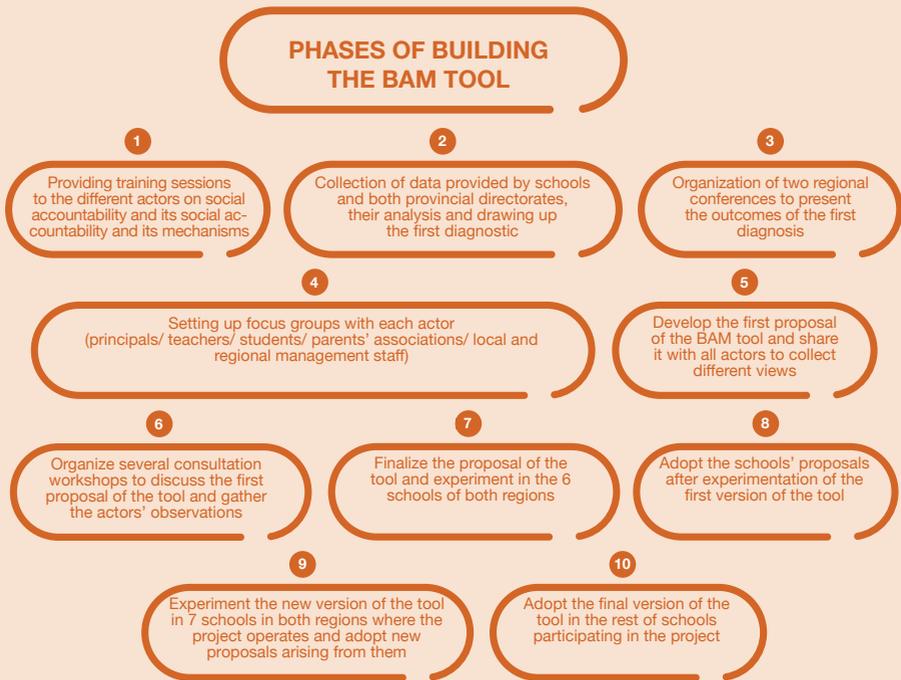
The objectives of the BAM social accountability tool may be represented as follows:



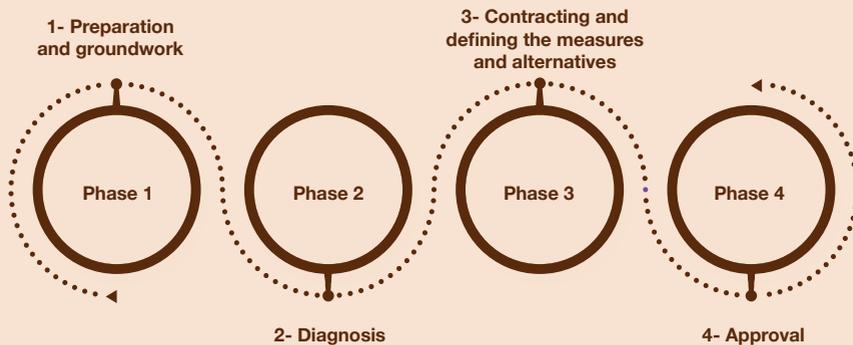
### 3-2 Phases of building the BAM social accountability tool:

The elaboration of the BAM social accountability tool involves several phases, including training on social accountability, formulating a tool proposal, and experimentation in several schools participating in the project while taking into account a set of requirements, including:

- **Communicating and involving the stakeholders, including management, staff and students while maintaining receptivity to all points of view**
- **Being cognizant of gender in all phases of developing the tool**
- **Being open to other actors outside the school**
- **Respecting local specificities (e.g. considering the disparities between urban and rural areas)**



### 3-3 Implementation phases of the BAM at schools



## Phase I : Preparation and groundwork



Students from Ezzahraoui primary school - DPEN Sidi EL Bernoussi - Casablanca

Prior to starting the implementation of the BAM tool, the following main requirements should be met to ensure a proper launch:

**1- The mobilization of actors and partners through holding broad meetings with the different school partners and actors to raise their awareness of the importance of the issue and sharing the methodological and practical actions to implement the BAM tool and ensure their adherence and participation in those actions.**

**2- The publication of an announcement inside the school declaring the launch of the BAM implementation process, and inviting the different actors to participate and run for the membership of the committee in charge of implementing the tool (see Appendix);**

**3- The organization of separate training workshops on the BAM and the method of its application for each actor (principals, management staff, parents' associations, students, and other stakeholders if any), inviting them to run for membership of the committee in charge of the tool implementation;**

**4- The creation of a committee in charge of the tool implementation/delegating the school management board, ensuring that the different school actors should be represented in the committee as follows:**  
- The school principal; a representative of the teaching staff; a representative of the parents' association; a boy and girl from the school; another actor if any e.g.: a representative of local authorities or an elected official, or a private company

**5- Issuance of a special decision to appoint the committee in charge of the BAM tool implementation (See Appendix);**

**6- Holding a training workshop for the committee members with the aim to:**  
• Standardize concepts relating to social accountability and the tool;  
• Provide a comprehensive presentation of the tool, its objectives and method of implementation;  
• Draw up the committee action plan and reaching an agreement on the work method and communication mechanisms;

**Note:** During committee meetings, the needs of each individual actor should be taken into account, and diverging views should be accepted to avoid any friction or accusations among stakeholders around a matter or issue.

Criteria to be observed when creating the committee :

- Ensure a broad representation of different actors
- Provide incentives to involve others in order to ensure that all perspectives are included regarding any school matter

**Guidance:**

For implementing the BAM, a committee may be created and tasked with implementation, or a delegation may be assigned to the school management board, if the latter is operational and observes the different requirements regarding representation of actors, and if the board has the will and capacity to fulfill the mission.

## Phase II : Diagnosis



Student from Ibno Badis primary school - DPEN Sidi EL Bernoussi - Casablanca

The diagnostic phase is the first phase in the BAM implementation process, and relies heavily on a comprehensive collection of all quantitative and qualitative data pertaining to the school's human and financial resources in order to establish the state of the establishment, and to apprehend causes and the resulting effects; this step includes three axes:

**A- Focus area I: General school data**

**This area includes the following:**

**1- Table 1:** Digital data of schools' financial and human resources, giving an overview of the schools' infrastructure in relation to available human resources:

Number of classrooms at school	Used for primary education *	Used for pre-school education	Integrate classes	Libraries	Other	Closed	Headcount of teachers

\*In case of closed classrooms please mention the reasons.....  
 .....

**2- Table 2:** Digital data of students categorized by grade and levels, giving an overview of the level of school overload.

Grades	Number of classrooms for each grade	Number of students			Class average	Number of classes over 40 students
		Girls	Boys	Total		
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Total						

**Remark:** To ensure the adherence of all committee members in the diagnostic process, it is advisable to divide the task of data collection between the school principal and the representative of the teaching staff, which should be fulfilled before the first meeting and shared with the rest of the members.

### 3- General remarks:

The aim is to take note of the remarks on the abovementioned tables, which can enhance the debate and open the possibility to present proposals to improve the financial and human conditions of the school.

#### General remarks

(relating to the number of classes, classrooms, students teachers...)

.....

### Focus area II: School services and activities:

This area includes a number of services that schools are expected to provide depending on their geographic location (urban/semi urban/rural), their capacities, and level of openness to other actors in the education sector. They are classified as follows:

**1- Pre-school education:** it is regarded as an essential phase as stipulated in the National Charter of Education and Training. While not being binding, it is nonetheless one of the most important services that brings together several stakeholders both in the public and private sectors as well as civil society. For this reason, the existence or absence of such a service, the quality of its delivery, and the nature of relationships among its actors, may give us an idea on the degree of the school openness to the pre-school environment and the levels of participation and coordination among actors.

<ul style="list-style-type: none"> <li>Does the school have pre-school classes? <b>yes</b> <input type="checkbox"/> <b>no</b> <input type="checkbox"/></li> <li>If the answer is yes, how many beneficiaries are there currently?..... including....girls</li> </ul>	<b>Managing body</b>	
<ul style="list-style-type: none"> <li>Do pre-school classes satisfy applications for the service? <b>yes</b> <input type="checkbox"/> <b>no</b> <input type="checkbox"/></li> <li>If the answer is no, how many applicants are there for the pre-school service?.....</li> </ul>	<b>General remarks</b>	

**2- Integrated classrooms:** they are viewed as mechanisms that enable school children to enjoy their right to learning. The presence or absence of this service gives us an idea of the degree of school openness to its environment as a whole and to civil society, and whether the conditions of children with special needs are taken into account in terms of education and learning.

<ul style="list-style-type: none"> <li>Does the school have integrated classes? <b>yes</b> <input type="checkbox"/> <b>no</b> <input type="checkbox"/></li> <li>If the answer is yes, how many beneficiaries are there currently? including....girls</li> </ul>	<b>Managing body</b>	
<ul style="list-style-type: none"> <li>Do integrated classes satisfy applications for the service? <b>yes</b> <input type="checkbox"/> <b>no</b> <input type="checkbox"/></li> <li>If the answer is no, how many applicants are there for integrated classes?.....</li> </ul>	<b>General remarks</b>	



**6- Integrated and extracurricular activities:** this segment relating to school activities defines the degree of school dynamism and the level of its openness toward other actors mainly civil society organizations. The indication of the type of activities gives us a clear idea of the level of involvement of school children in planning and carrying out activities and the level of coordination between actors. The form also calls for the specification of the main requirements to carry out activities.

- Number of activities carried out during the year 2017-2018

- Please specify type of activities

..... / ..... / .....  
 ..... / ..... / .....

Activities to be carried out during the year : 2017-2018	Main requirements to carry out those activities

**7- Prioritized measures:** at the end of the segment on school services and activities, actors shall be required to specify two types of measures to be taken at the local, provincial, regional and national level, as set forth in the points discussed earlier in this part:

- Measures at the local level: can be carried out at school, taking into account the financial and human capacities of the school, the level of its external relations and its degree of openness toward other actors, with a special focus on the necessity to suggest feasible and realistic measures that should be mindful of the school specificity.

**Prioritized measures relating to previous focus areas (pre-school education, school transportation, school canteen, accommodation, sport infrastructure and activities)**

Local measures (at school)	Provincial/regional/national measures

• **Measures at the provincial, regional and national level :** we refer here to alternatives that may be suggested to solve some issues that fall outside the scope of the school and require action at the provincial, regional or national level. These measures require funds, human resources, amendments of procedures or laws, or a special stipulation in memorandums, etc.

**Note:** It is recommended to limit to two local actions, in addition to two others at the provincial, regional or national level. To avoid the proliferation of activities and the lack of concerted implementation

### C- Focus area III: School performance

The table below shows success/abandonment/repeat/underachievement rates based on self-assessment:

School grades	Success rates			Remarks	In % (dropout rates for enrollments at the beginning of year)			Remarks
	2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018	
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								

School grades	Rate of repeats			Remarks	Rate of underachievement based on diagnostic assessment			Observations
	2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018	
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								

The school administration is asked to make available any data that can help the committee define success, and determine drop out, repeat and under achievement rates by years, and consequently their increase or decrease. It would also enable the committee to issue remarks on each category of data depending on their increase or decrease.

- This part also includes a special paragraph on remarks issued regarding the level of education at school: the objective here is to identify the external or internal factors that have an impact on the level of the school production yield; it may take the form of a qualitative assessment or provincial data, regional or national statistics.

Remarks on the educational level of the school (mean success rates, provincial exam average..); remarks may be presented either in the form of qualitative assessment, or regional or national figures if any.

- .....
- .....
- .....

- At the end of this focus area, a table shows the prioritized measures which are subdivided into local/provincial, regional or national, and which have to be defined based on the points examined in this part.

**Prioritized measures relating to focus area (school profitability):**

Local measures (at school)	Provincial/regional/national measures

**D- Focus area IV: Stakeholder satisfaction**

This part is subdivided into two sections: the first section concerns the remarks of the different actors regarding the school environment; the second section covers the assessment given by the stakeholders to the school in the following aspects: infrastructure/quality of education/overall performance of actors/communication:

**Remarks on the school environment**

Aspects of the school environment	Description	Suggestions/alternatives
<b>The school space (school yard, green areas ...)</b>		
<b>Conditions of classrooms</b>		
<b>Restrooms</b>		
<b>Administration building</b>		
<b>Library/reading hall</b>		
<b>health and hygiene</b>		
<b>Canteen if any</b>		
<b>Other aspects to be determined</b>		

**Note:** When describing the school environment, it is imperative to prioritize the areas of intervention according to their importance and their direct impact on the schooling conditions within the school, and to propose alternatives aimed at improving or eliminating them.



stakeholders' table is a representation of the evaluation of these parties (parents' association, or representatives of parents/school children/teachers/school administration) with regard to four major aspects: **infrastructure/quality of education/overall performance of actors/communication**. To conduct the evaluation, the representative of each entity holds a meeting examining the points under each axis. Afterwards, the outcomes of the meetings shall be shared during a meeting of the committee/management board in charge of the implementation of the BAM. All assessments are inserted in the table above, as well as the points that have been most and least satisfactory based on the four parts. They are inserted in the table below with proposals to enhance and uphold the most satisfactory points, as well as other proposals to improve the least satisfactory points.

**Remarks on the most and the least satisfactory items**

	Items	How to preserve the most satisfactory items in /how to improve and swing up the least satisfactory items
<b>The most satisfactory items in the previous tables</b>		
<b>The least satisfactory items in the previous tables</b>		

**Prioritized measures in this focus area (stakeholders' satisfaction)**

Local measures (at school)	Provincial/regional/national measures

At the end of this focus area, a table shows the prioritized measures, which are subdivided into local, provincial, regional, or national, and which are to be defined as per the points examined in this focus area. Before moving to the fourth phase, it is recommended to use the table below to indicate all the measures suggested in the previous parts, with the aim to facilitate the mission of the committee members / the management board in charge of implementing the social accountability tool.

**All suggested measures in the previous focus areas:**

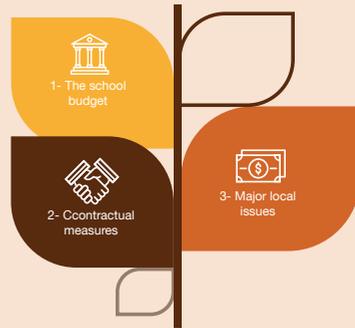
Local measures (at school)	Provincial/regional/national measures

## Phase 3 : Contractualization/defining the measures and alternatives



Students from Ezzahraoui primary school - DPEN Sidi EL Bernoussi - Casablanca

This phase is an essential component of the task conferred to the committee/management board in charge of implementing the BAM, as it is the phase where the contract on prioritized measures is concluded; it includes three main focus areas as illustrated below:



### E- Focus area V: Major local issues

This table showcases the major issues and remarks expressed by stakeholders on the school general condition or partners (parents association, administration..) relating to the prioritized measures as shown above.

	Choice 1	Choice 2	Common and shared needs
<b>Parent's Association</b>			
<b>Students</b>			
<b>Teachers</b>			
<b>The school administration</b>			

During this phase, the representative of each body in the committee/management board shall be required to select two of the previous local measures and represent them in the table based on the choice/priority, so as to define the common contractual measures that are prioritized at school.

### F- Focus area VI: Mutual contractual measure implementation calendar

Having defined the mutual contractual measures, they are represented in the action plan table below, where members define the expected outcomes from each contractual measure, together with the major requirements to realize the measure, as well as the suggested activities for its implementation and the assignment of stakeholders' roles and duties.

**Note:** the BAM document is submitted to the management board for approval indicating the tasks to be fulfilled by each actor as well as the action plan with respect to the three following years, and the analysis of available financial resources and human resources and/or resources that shall be mobilized



Prioritized measures	Expected results	Activities	Main requirements for the measure implementation	Persons in charge/roles	Overall cost of the measure



**Note: To ensure the efficacy of the prioritized measures, they must to meet the following criteria:**

- 1- Relevance:** the measure has to clearly and accurately reflect the type of expected change or transformation;
- 2- Measurability:** the progress or the degree of transformation derived from the adopted measure has to be measurable
- 3- Realism:** the adopted measures should discard assumptions or speculations, or any other action that is not or most likely not achievable
- 4- Possibility of being achievable** in view of the available material, human and financial capacities;
- 5- Timeliness:** the expected transformations or changes, as set forth in measures, should be delimited in a specific and well-defined period of time; any engagement to reach targets without a timeframe or duration of implementation, even hypothetically, must be discarded.

### G- Focus area VII: School budget

This essential component is where all the school revenues and expenditures are stated for two successive years, regardless of their limitations or non-regular character. The exchange of these data among all stakeholders is a crucial point in building trust. The data may be also useful in encouraging reflection on the financial resources required to fulfill the commitments that have been engaged. Sharing such data shall also constitute an opportunity to envisage the development and collection of additional resources from the different stakeholders and partners to implement the action plan.

	School year 2016-2017		School year 2017-2018		Needs for measure funding
	Revenues	Expenditures	Revenues	Expenditures	
<b>Success school support association</b>					
<b>Students- sport fees/school cooperative please specify</b>					
<b>Parents' association(*)</b>					
<b>Partnerships (*)</b>					

### General remarks

### H- Focus area VIII: Regional and national major issues

In this focus area, the regional and national measures are categorized as per their importance and degree of priority; such a process is crucial since it can be adopted as a basis to define the common issues between the regional and the national level so that they could be the subject of advocacy by parents' associations through the National Federation of Parents' Associations or any other networks or organizations.

## Phase 4 : Approval by the school management board



Students from Ben Habous primary school - DPEN Al Haouz - Marrakech

**In order for the BAM to be adopted as an official document, it has to be submitted for approval. Under the terms of procedure, the approval requires two main phases:**

1- The approval by the members of the committee in charge of implementing the tool: in this phase, the team in charge of the tool implementation, be it the constituted committee or the management board members, shall input their names and capacities in a document that has to be approved and delivered to the full management board meeting for examination and approval.

**Signatures of the team members in charge of implementing the social accountability tool**

Full name	Capacity	Signature
	School principal	
	Teachers' representative	
	Parents' association representative	
	Students' representative	

**Approval of the Management Board**

**The .....**  
**school.....**

**Approval of the Provincial Directorate**

**of.....**

2- The approval by the school management board: the BAM draft must be submitted, accompanied by all the suggested remarks and modifications, to the school management board, which examines the project and issues observations and modifications before approval. The management board may also suggest that the document should be, after approval, submitted to the provincial directorate for endorsement.

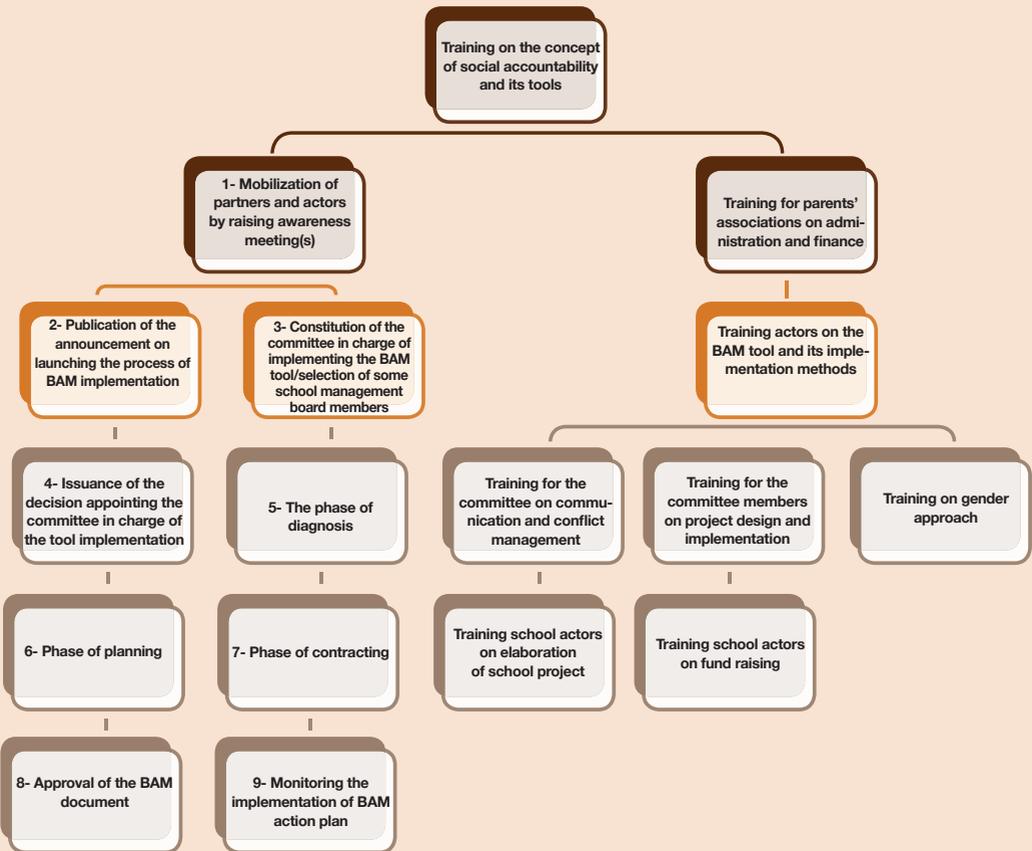
## 4- TRAININGS AND CAPACITY BUILDING



Training for the benefit of mothers on the administrative and financial management of associations at Imam Ali School - DPEN Sidi EL Bernoussi - Casablanca

The success of the social accountability approach, and the effectiveness of its mechanisms and tools, depends on enhancing the capacity of actors to intervene in the social accountability process, be it the leaders or the subjects of the process. In this regard, the applications of social accountability require the qualification and capacity building of actors, to ensure its effectiveness and compliance with the fundamental principles, such as, the respect of divergent opinions, the creation of a space for public dialogue and debate to achieve its major goals, the improvement of public services and the enhancement of the system of governance.

Consequently, the LEAD project has adopted qualification and capacity building as a cross-cutting matter. This involves the commitment to involve the school actors, namely the parents' associations, the administration, the teachers' corps and the provincial directorates, etc., in several areas mainly related to communication, management, governance, social accountability and other major themes. The aim is to guarantee the appropriate implementation of the social accountability tools and applications (BAM and other tools), in such a manner that is conducive to improving and enhancing the level of communication and access to information inside schools, as well as the elaboration and drafting of participatory and collective action plans, designed to achieve the learners' interests and meet their educational and learning needs, in an approach that is mindful of their social and economic conditions, as is shown in the following figure:



## 5- GENERAL CONCLUSION



Testimony of a student from Asni primary school - DPEN Al Haouz - at the national seminar presentation of the results of the LEAD project in Rabat

Social accountability is a means and not an end by itself and the appropriate use of its mechanisms in the education sector shall undoubtedly be conducive to educational systems that are more equitable and of higher quality. This is possible through the convergence of actors' endeavors. The improvement of the educational system and amelioration of the services it supplies may not be attributed to the liability of one single actor, as it requires a collective enterprise involving all actors, and needs a favorable environment, where information is accessible and shared among the stakeholders, where diversified resources are made available, and capacity building is a common denominator that links all partners.

The social accountability mechanism has grown into a major method of improving the supply of public services and governance, which has resulted in the urgent and legitimate demand of its institutionalization, with the aim of broadening its scope and reinforcing its role in improving public services, and ensuring more accountability between citizens, public administration and officials.

The BAM is a Social accountability tool that has proven its effectiveness in achieving the goals that lie behind its structure. During the analysis conducted by external consultant on the results of the deployment of the BAM tool, this analysis showed the positive impact on the students on the following aspects:

- better integration of students in the life of the school
- Increased student participation in school life and election / representation processes in the BAM Implementation Committee

Nevertheless, its effectiveness remains dependent on the context of its implementation and the fulfillment of its conditions for success, most importantly, the predisposition of the actors' to adopt adhere to it. Therefore, there is still the need to institutionalize the tool, in accordance with the situation of schools that suffer from shortages, where the requirements of effectiveness are lacking, namely financial and administrative independence, and an efficient management.

This collective experience has shown that the school's success in carrying out its functions does not depend solely on the involvement of the family as one of the parties involved internally, but on effective parental involvement. This family participation must adopt the concept of positive parenting in terms of education, support, follow-up of children's schooling and real participation in strengthening their skills, both at family and community levels.

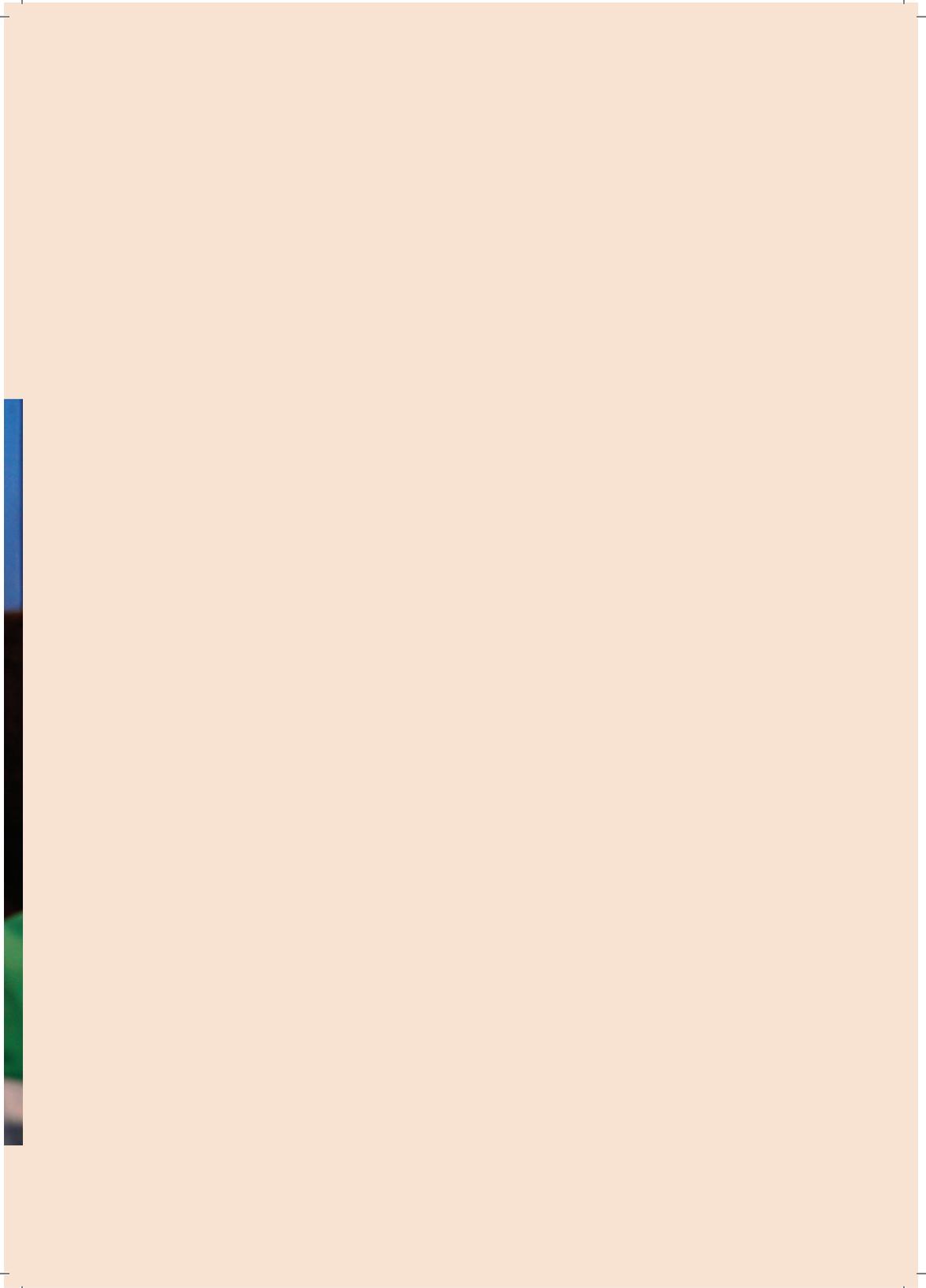
Based on what precedes, the effectiveness of BAM does not depend only on the degree to which it favors communication among actors, but equally it's being conducive to the process of developing the school project in accordance with an educational vision where the student is both a starting point and the end purpose. It also serves to mobilize partners and actors, strengthening their capacities and scope of action according to a vision that combines implementation of the tool and capacity building.

The same analysis carried out on the deployment of the BAM tool has demonstrated a very positive impact on the involvement and accountability of managers. They have become the central points of the project in a legitimate way and have a reinforced understanding and ownership of social accountability

Therefore, and within the context of developing the tool as part of the LEAD project, CARE International Morocco and Near East Foundation consider that the core of the experience and the real success do not reside in the tool by itself, but in its building process, the scope of participation, and the pertinence of partners' participation in terms of proposals, remarks and modifications. It is a genuine process of accountability starting from the school, for the school, and seeking the progress of the school.



Students from Ezzahraoui primary school - DPEN Sidi EL Bernoussi - Casablanca





**CARE International Maroc**

[www.caremaroc.org](http://www.caremaroc.org)

134, Angle road Ouled Ziane & rue Asswane  
Building B, 3<sup>rd</sup> floor, office n° 5 & 6  
Casablanca