



LEAD Project Linking Education and Accountability for Development (P150875)

MIDDLE EAST AND NORTH AFRICA | Morocco | Governance Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 1 | ARCHIVED on 12-Apr-2016 | ISR19824 |

Implementing Agencies: CARE International Maroc

Key Dates

Key Project Dates

Bank Approval Date:09-Sep-2014

Effectiveness Date:30-Sep-2014

Original Closing Date:30-Sep-2018

Revised Closing Date:30-Sep-2018

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project's overarching objectives are to develop a transparent and accountable resource management model for primary education, while strengthening Parents Associations capacity, representation and voice at local, regional and national levels in the education sector.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components

Name

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	--	● Satisfactory
Overall Implementation Progress (IP)	--	● Satisfactory

Implementation Status and Key Decisions

The project was launched on December 16, 2014. The LEAD team consists of CARE International Maroc (CIM) and field coordinators from their main partner the Near East Foundation (NEF). The project will be implemented in two governorates: Casablanca and Marrakesh, and, if successful, potentially expanded more widely in the country (by project partners or a follow-up project).

Project implementation. A Social Accountability (SAcc) sensitization workshop was held in February 2015, mainly for regionally-based Education and Training Academy (AREF) staff, NEF and the National Federation of Parents and Students Association (FNAPEM). An initial social accountability tool was drafted, however, it was found not to be applicable for the Moroccan context. The project conducted a series of trainings and



carried out qualitative interviews with the local stakeholders as proposed by the SAcc methodology developed and adopted by the project. The project will undergo three phases: (i) exploratory/validation, (ii) piloting, and (iii) implementation. Local coordinators have interviewed local stakeholders of the education system to learn more about their expectations and priorities for improving the quality and performance of 14 target schools. The design methodology focuses on the participation of all levels of intervention in the development of the SAcc tools and processes to improve decision making for the project. This will also allow the LEAD team to explore potential new collaborations and prepare the ground for the next phases of piloting and implementation.

NEF coordinators are leading field implementation (under CIM's overall coordination) in the two intervention areas: Sidi El Bernoussi in Casablanca and Tahannaout in Marrakesh. They have played a significant role in reaching out to key stakeholders locally and in developing good relationships. They will next reach out to representatives of local communes and local CSOs, which was not previously possible due to local elections. There is a strong coordination between NEF's 4 coordinators and the CIM team, making up the LEAD project team as one entity.

The *National Federation of Parents and Students Associations (FNAPEM)* could be an important and strategic partner for mobilizing Parents Associations (PAs) locally and supporting the development and implementation of LEAD's advocacy strategy. While the leadership of FNAPEM is in a state of transition, there is an existing signed memorandum of understanding detailing the roles and obligations of each partner. This is positive for the continuous collaboration in the implementation of the project, but there is a need for strengthening participation and ownership of the LEAD project by FNAPEM. This will be addressed during the next phase so the advocacy phase of the project can be more successful and include local representatives and members of FNAPEM.

The LEAD team has revised and updated various project documents, including the results framework and methodology for the design of the SAcc tools.

Social accountability (SAcc) process design and feedback collection. The revised SAcc methodology was discussed and validated with the main partners of the LEAD team during the June 2015 mission and the exploratory phase was successfully implemented.

The project's SAcc methodology during its *Exploratory phase (September - December 2015)* consisted mainly of interviewing local stakeholders of the primary schools participating in the LEAD project (students, parents, school directors, teachers, Delegations of MoE and PAs). This gave the team an opportunity to engage with local stakeholders and better understand priority issues and expectations. The next step will be to draw upon these existing relationships for (i) achieving shared clarity about LEAD's objectives, and (ii) building consensus for integrating SAcc as a mainstream protocol in the design and development of School Projects, which is one of the main objectives of the Implementation Phase.

The CIM team, with the support of the local and international SAcc specialists, is currently analyzing the results of the Exploratory phase and developing a typology of issues that affect the quality and performance of the surveyed schools. The results were shared and discussed with multi-stakeholder focus groups during the *validation phase (February 2016)* with all LEAD project partners. This information will be combined with that collected from the questionnaires completed by 10 schools (5 in each region) initiated by a private firm that is developing the monitoring and evaluation system of the project. In addition, a dataset of the schools participating in the LEAD project will be requested from the Delegations of the MENFP in the two regions to gather quantitative results and indicators. All these materials will be reviewed and analyzed to consolidate stakeholders' main expectations and priorities, and will be used to draft the SAcc protocol to be co-implemented with participating schools.

The LEAD team has developed a training component that aims to build the capacities of stakeholders to participate collectively in improving School Projects. The December 2015 technical assistance mission held brainstorming sessions with various stakeholders to assess the feasibility and opportunity of organizing events that could support this objective: a "School Project fair" or a regional competition where multi-stakeholder teams of participating schools can present their plan and find potential partners that could support and help implement their plan - one of the many ideas discussed. Additional ideas will be considered during the implementation phase of the project beginning in March 2016.

Re-sequencing project activities. Project activities have been better adapted to the local contexts and partners are being mobilized. The Bank team will aim to align LEAD project activities with the MENFP's School Project (PE) strategy that is expected to be implemented in the coming academic year.





Risks

Overall Risk Rating

Risk Category	Rating at Approval	Previous Rating	Current Rating
Overall	● Moderate	--	● Moderate

Comments

This is the first World Bank-financed project implemented by Care International Maroc. The lack of familiarity with Bank fiduciary procedures may slow certain processes. Fiduciary staff on the task team are based in Morocco, which should mitigate this risk.

Results

Project Development Objective Indicators

►Number of schools where the Social Accountability Tool(s) on school quality and performance are implemented (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	14.00	50.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

►Number of recommendations by Parents Associations presented to AREFs and MENFP (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	20.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

Overall Comments

Intermediate Results Indicators



►Number of parents introduced to the concept of Social Accountability through information sharing workshops (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	280.00	1000.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

Comments

Developing awareness of social accountability is a first step in helping parents to understand their role in providing feedback about their children's education to the school. Once parents begin providing feedback to schools, they can begin monitoring whether their feedback has been taken into consideration and acted upon.

►Number of educational gaps/deficiencies identified during the project's lifetime (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	8.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

►Number of Social Accountability resource tracking exercises performed by CIM and its partners (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	14.00	50.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

►Number of meetings held between Parents Associations/FNAPEM and AREFs/Delegations regarding social accountability (SA) and the SA Tool (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	2.00	14.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018



▶Number of education public stakeholders (MOE, AREFs, Delegations) trained on social accountability (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	12.00	36.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

▶Number of SA related knowledge products prepared (toolkits, case studies, focus group reports, etc) (Number, Custom)


	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	1.00	6.00
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

▶Advocacy action plan developed by project partners for their own use (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	--	N	Y
Date	30-Jun-2015	--	22-Mar-2016	30-Sep-2018

Overall Comments

Data on Financial Performance**Disbursements (by loan)**

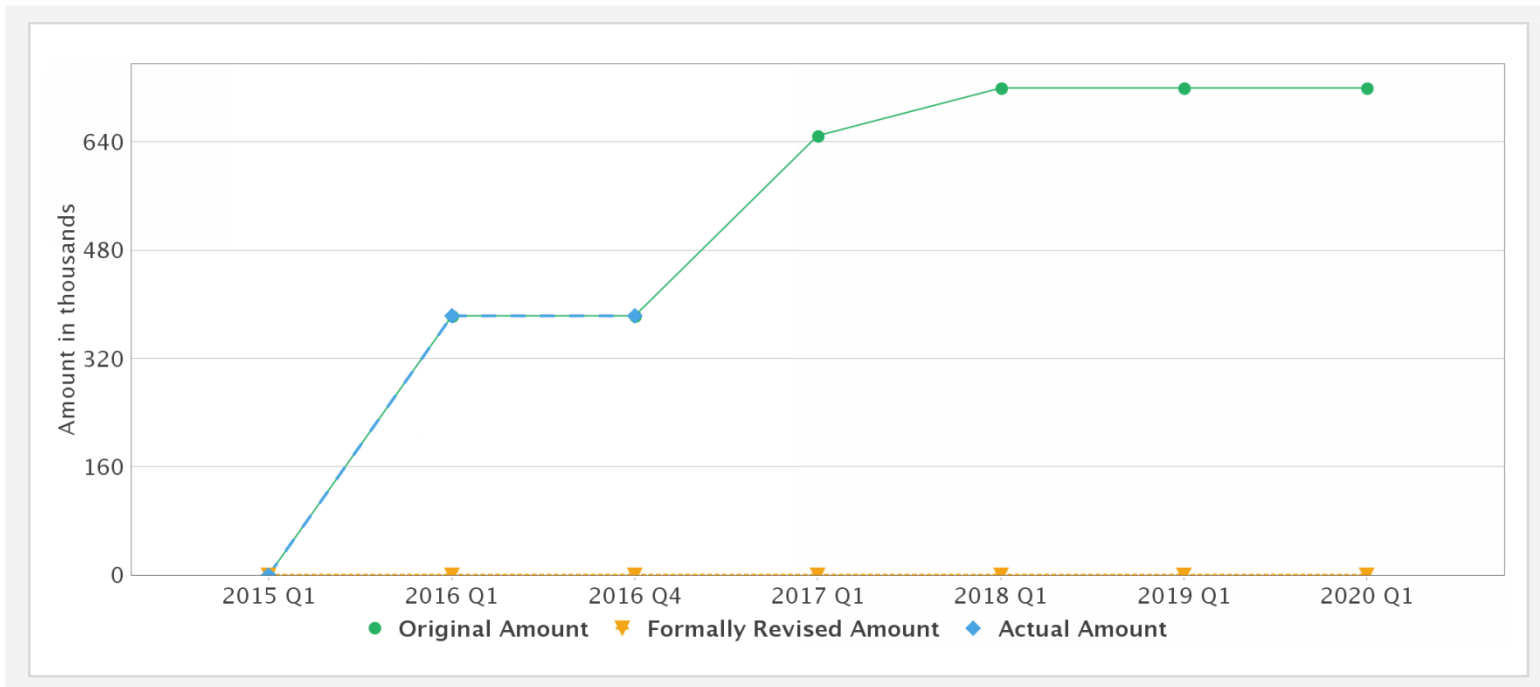
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P150875	TF-18056	Effective	USD	0.72	0.72	0.00	0.38	0.34	 53%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P150875	TF-18056	Effective	30-Sep-2014	30-Sep-2014	30-Sep-2014	30-Sep-2018	30-Sep-2018



Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.