

Three Modules for Morocco's National Training Program

October 2003- September 2004



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***Three Modules for Morocco's National Training Program
(October 2003 – September 2004)***

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Executive Summary

In Spring 2003, Morocco's Minister of Education launched a national training program for primary, middle and secondary school directors, in accordance with the *National Charter for Education and Training*. Based on the success of USAID/Morocco's basic education program, which included developing similar training materials for the same target population, the Minister asked USAID/Morocco to provide technical assistance to design, experiment with and produce three (3) modules and train a core team of trainers for each of the 16 Regional Academies in the Kingdom.

The work began in Fall 2003 in consultation with two Academies to assess primary school directors' training needs and priorities in order to validate the proposed program. The assessment found that institutional needs overlapped with school director needs to a large extent, and the proposed modules would address those needs. Additional training themes were also suggested. After this assessment, USAID/Morocco, through the Basic Education and Policy Support (BEPS) mechanism for technical assistance, had the BEPS/Morocco team work on three modules: Management of a School Project; Administrative, Pedagogical and Financial Management of a school; School Monitoring and Evaluation.

As envisioned in the national training program design, work on the three modules was carried out in close collaboration with a team from the Ministry's *Direction des ressources humaines et de la formation des cadres* and an academic team (from Marrakech for one module and from Meknes for the other two). The module development process consisted of five major steps:

- **Assessment of Training Needs:** This activity was undertaken in close collaboration with the central and academic teams: two groups of 25 school directors and one group of 25 pedagogy staff from the Academy through questionnaires and focus groups. The results of these consultations led to an agreed-upon, overall module design.
- **Design and Development:** Following the overall design, the central and academic teams developed the list of competencies, general and specific objectives, contents, etc. At a joint session, the central and academic teams finalized each module to prepare for experimentation.
- **Experimentation:** To test the relevance of the content and proposed training activities, each module was pre-tested with a sample of one or two groups of 25 School Directors at a three-day workshop in the participating Academy. The results of this experimentation were taken into account in finalizing the modules.
- **Training a Core Team of Trainers for each Academy:** A training guide was prepared for each module and a core team of trainers was trained at a four- or five-day workshop. The group of trainers was composed of about one teacher trainer and one inspector from each Academy. Participants' comments and suggestions were also taken into account in preparing the final version of both the modules and the training guides.
- **Distribution:** All Academies received a folder with:
 - A master copy of each module and training guide;
 - Copies of training team documents, e.g., evaluation questionnaires, session presentations;
 - A CD-Rom with all the relevant files.

In general, collaboration with the Ministry both at central and Academy levels was very positive with active involvement of Ministry teams. Evaluation results obtained at the end of the workshops confirmed a high degree of satisfaction with the modules and training (general average score out of a maximum of five points).

GENERAL AVERAGE SATISFACTION SCORES

MODULE	EXPERIMENTATION	CORE TEAM TRAINING
Management of a School Project	4.2	3.9
Administrative, Pedagogical and Financial Management of a school	4.3	4.3
School Monitoring and Evaluation	4.4	4.2

Recommendations to ensure the best use of these modules in the national three-year training program were also made to the Ministry.

BEPS-Morocco 2003-2004: Abstracts of Training
Modules

First Module

Management of a School Project

The overall goal of this module is to provide training on the full process of developing, implementing and monitoring a school project. Following a strategic choice that was made by the Ministry, the module was developed with the partnership and participation of one of the Academies (Marrakech, in this case). In addition to drawing on the different school project approaches used previously in Morocco, the module was elaborated on the basis of a methodological framework that involved, among other things, an assessment of school management needs with actual school directors and regional and provincial education officials from the Marrakech region, the drafting of an experimental version, the piloting of the draft with a sample of school directors, the revision of the draft, the delivery of the module to regional teams of trainers, and the finalization and distribution of the module.

The module, as a whole, is intended for two types of users: school directors and trainers (the 'core team' and the groups of regional trainers). It therefore consists of two documents: (1) the Director's Guide and (2) the Training Guide.

1) The Director's Guide is composed of nine units which are as follows:

- a) Introductory unit: needs, objectives and workshop rules;
- b) Experiences of previous school projects, with a focus on the factors of success and failure in these projects;
- c) Foundations and principles of school projects;
- d) Methods of managing a school project;
- e) Managing the preparation of a school project;
- f) Elaborating a project: specifying the objectives and the tasks to be carried out;
- g) Elaborating a project: programming and task distribution;
- h) Managing the implementation of a school project;
- i) Follow-up and evaluation.

Common to most of the units is the exploitation of previous experiences about school projects and the insistence on ensuring the active involvement of the local community in the process of project development and implementation.

Each of the units consists of a series of activities that include: role-play, case studies, the study of texts (following specific instructions), application exercises, individual reflection, the sharing of experiences, the viewing of video-tapes on real projects from schools in the Marrakech region, and the development of personal school projects. In general, these activities are designed for use in a participant-oriented methodology in which collaborative learning is an essential component.

2) The Training Manual, which is intended for the regional or provincial trainers, describes the training methodology (to be) followed in delivering the workshop to trainers or to school directors. Among other things, the module presents the following:

- a) The general framework used for the development of the module;
- b) The components and activities of the directors' workshop (as developed in the Director's Guide), including the introductory activities, the actual training and evaluation activities used in the different units, the training principles and a sample of techniques for conducting the workshop;

- c) The additional activities intended for the training of trainers: a description of the specific activities used in the workshop (to be) delivered to trainers (the 'core team' or the regional trainers to be trained by this 'core team'). These activities are intended to develop the trainers' critical awareness and mastery of the module's content and training methodology.

Second Module

Administrative, Pedagogical and Financial Management of a School

This module presents extensive training activities and materials about school management in its main components: administrative, pedagogical and financial. Following a strategic decision made by the Ministry, the preparation of this module was carried out in full partnership with one of the regional academies (the Meknès Academy in this case). Like the other two modules produced in the BEPS-Morocco program, it was elaborated on the basis of a methodological framework that consists of the following steps:

- a) Needs assessment in focus groups with school directors and regional and provincial education officials, followed by field visits to 15 schools in the Meknès region;
- b) The drafting of the experimental version of the module;
- c) The piloting of the initial version with a sample of school directors from the Meknès region;
- d) Making the necessary modifications, in the light of the experimentation;
- e) Delivery of the module to a group of regional trainers (the core team);
- f) Finalization and distribution of the module.

The module is made up of two documents: the Director's Guide and the Trainer's Guide.

The Director's Guide falls in two parts. The first deals with the general methodological framework and this includes the contents, and especially the competencies addressed, the method recommended for training, and the guidelines suggested about the use of the module. The second part provides a detailed description of the training activities and materials. These are organized under units along the target competency parameter. The areas covered include:

- a) The foundations for modern school management;
- b) Functional use of school legislation;
- c) Educational management: managing the implementation of the curriculum, and teachers' supervision;
- d) Administrative management: managing the school councils, managing students' and teachers' affairs, etc;
- e) Material and financial management.

As it is the case with the other BEPS-Morocco modules, the module is conceived in such a way as to present different types of activities, and these include: role-play, case studies, document analysis, response to problematic situations, the sharing of experiences, and the viewing and discussion of video-taped experiences from schools in the Meknès region. Most of these activities are conducted through a participant-oriented approach in which the target groups combine the input material with their knowledge and field experience.

The Trainer's Guide presents the general methodological framework for the workshop and the module. This comprises the objectives for the trainers, the contents and documents included, the training methodology proposed, and the ways in which the module can be used.

The guide also presents, in the form of 'technical information sheets', the full range of units proposed in the director's guide, as well as descriptions of the training techniques used in the module and workshop. These descriptions are presented for the purpose of developing the trainers' critical awareness about these techniques and about the training methodology as a whole.

Third Module

School Monitoring and Evaluation

Unlike the other two modules which address fairly familiar topics, the present one deals with an area of educational management that is largely new to school directors. It provides training activities on the monitoring and evaluation of primary schools. Following a strategic choice made by the Ministry, the preparation of this module was carried out in full collaboration with one of the regional academies (the Meknès Academy in this case). Like the other two modules produced in the BEPS-Morocco program, it was elaborated on the basis of a methodological framework that consists of the following steps:

- a) Needs assessment in focus groups with school directors and regional and provincial education officials, followed by field visits to 15 schools in the Meknès region;
- b) The drafting of the experimental version of the module;
- c) The piloting of the initial version of the module with a group of school directors from the Meknès region;
- d) Making the necessary modifications, in the light of the experimentation;
- e) Delivery of the module to a group of regional trainers (the core team);
- f) Finalization and distribution of the module.

The module is made up of two documents: the Director's Guide and the Trainer's Guide.

The Director's Guide provides - besides a brief description of the methodology and contents of the module - a detailed description of the training activities and materials. These are organized under units, which deal with the following topics:

- a) The quality-based approach to school management;
- b) Concepts and techniques in school monitoring;
- c) The use of indicators;
- d) Evaluation of schooling;
- e) Evaluation of students' learning;
- f) Evaluation of factors affecting teaching and learning;
- g) Exploitation of the evaluation results for school development purposes.

Following the principle of variety in training material, the module as a whole is made to exhibit different types of activities, and these include: role-play, case studies, document analysis, response to problematic situations, the sharing of experiences, and the adaptation of existing instruments (e.g. evaluation grids). Most of these activities are conducted through a participant-oriented approach in which the target groups combine the input material with their knowledge and field experience.

The Trainer's Guide provides ample information on the module as a whole and how to use it for the training of trainers and directors. Among other things, it presents the general methodological framework for the module, and this comprises: the objectives for the trainers; the contents and documents included, the training methodology proposed, and the ways in which the module can be used.

The guide also presents, in the form of 'technical information sheets', the full range of units proposed in the director's guide, as well as descriptions of the training techniques used in the module and workshop. These descriptions are presented for the purpose of developing the trainers' critical awareness about these techniques and about the training methodology as a whole.