



**Advancing Participatory Democracy and Development in Local Communities through
Experiential Training of Locally Elected Members of Councils and University Students**



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Introduction:

Morocco's approach to promoting both democracy and development – which H.M. King Mohammed VI regularly publicly discusses¹ – is to wed the two together so that each is advanced by way of the other. In practice, this means that Moroccan people at the local level are to engage in participatory democratic planning and managing of development initiatives that are intended to benefit them. Moroccan sustainable development is to occur through democratic exchanges and consensus-building, and democracy is to be built during the process of creating sustainable development.

This is a project proposal request of 200,000 MAD (Moroccan dirhams) to provide an experiential participatory facilitation training program directed toward 15 members of the Communal Council of Mansouria and Mohammedia, located in the city of Mohammedia, and 10 graduate students of the city's Hassan II University. These participants will be trained by facilitating participatory planning with two actual local communities (one urban and one rural) and assisting in implementing two priority development projects that are identified by community members during the training process. Through training local officials and university students in manifesting democratic planning of development projects in two communities, a real action plan will be developed that reflect local development priorities, and two of the projects will be implemented – one in each community. Subjects covered in the training include fundraising and project management (the full curriculum is presented on page 11). Thus, Morocco's model for advancing democracy and development at the same time will be implemented by this proposed project to experientially train in facilitating the participatory approach a total of 25 people who are committed to the field of development.

Experiences world-wide have shown that development projects are more successful and locally sustained when communities fully participate in the entire development process – from project identification to creating an action plan to project management to evaluation. King Mohammed VI describes the participatory approach whereby “citizens are the engine for and ultimate objective of all initiatives.”² Based on studies by the World Bank, USAID, UN development agencies, and numerous others, the participation of beneficiaries is becoming understood to be the sine qua non of sustainable development because people's participation in the determination of projects intended to benefit them provides the needed incentives for local people to maintain them.

¹ King Mohammed VI (21 February 2011) Speech on Occasion of Economic and Social Council's Setting Up, Maghreb Arab Press, Rabat, http://www.map.ma/eng/sections/speeches/hm_the_king_gives_sp_1/view; King Mohammed VI (2 August 2009) Address to Asilah's 31st International Cultural Festival, Rabat, http://www.map.ma/eng/sections/speeches/full_text_of_h.m_kin/view.

² King Mohammed VI (30 July 2009) “Full text of the King's Speech on the 10th Anniversary of Throne Day,” Maghreb Arab Press, Rabat, http://www.map.ma/eng/sections/speeches/full_text_of_h.m_ki/view.

HAF's Development Approach:

The High Atlas Foundation (HAF) was founded in 2000 by former Peace Corps Volunteers who served in Morocco as a way to utilize the relationships and knowledge gained during their service for the continued benefit of the Moroccan people. Using a participatory approach, HAF works to establish development projects in different parts of Morocco that local communities design and manage, and that are in partnership with government and non-government agencies. Hassan II University in Mohammedia has partnered with HAF to create the Center for Community Consensus Building and Sustainable Development, which transfers essential skills in participatory community planning to students, faculty, local government technicians and elected representatives, civil society workers, and citizens.

Key to the participatory approach is the facilitation of community meetings where beneficiaries together determine the types of projects they want to undertake to meet their development goals. In brief, HAF facilitates and trains facilitators in the participatory approach to community development, and helps to establish the priority projects that are designed in that process. Further, since we train people in the public and private sectors using experiential methods (“learn by doing”) with actual communities, the training workshops themselves result in development projects that improve people’s lives.

In 2009-2010, the High Atlas Foundation conducted and organized series of capacity-building workshops on participatory democracy with locally elected officials and students from Hassan II University’s Faculty of Law, Economics, and Social Sciences in Mohammedia. The training program activities took place both at the Center for Community Consensus Building and Sustainable Development and in the field, including among other communities, Zwaghat, an urban village in the Commune of Mohammedia, and the rural village of Ain Jebouja in the Commune of Mansouria (both communities are further described below). In Zwaghat, during their preliminary participatory assessment, the following projects were identified: training in sewing and pastry making, access to means of transport and sale of goods, and vocational training for young people suffering from illiteracy. In the village of Ain Jebouja, the following projects were determined by community members to be priorities: clean drinking water, a kindergarten for children, women's and girl’s cooperative, and transportation to school. Issues related to both communities include the lack of ownership of the land upon which they live (making building an administratively difficult undertaking) and access to decent housing. This proposed project and HAF will work with the two communities for each to achieve one priority project.

Accomplishments of the High Atlas Foundation include: planting with communities 320,000 fruit trees and saplings in five provinces of Morocco (at least doubling the income benefitting approximately 30,000 people); the building of ten clean drinking water systems in villages that are among the most remote (halving infant mortality in a population of 3,000 people); and the construction of three women’s and girl’s cooperatives (providing 60 families social service and employment opportunities). The Foundation has conducted a series of experiential participatory training workshops in the Mohammedia area, successfully transferring skills with 30 university students and 15 communal assembly members.

Participatory Development:

Methods of eliciting community participation, which are part of the participatory development framework, are created in recognition of the potential creativity of local community members and marginalized groups, and their views, expressions of identity, and needs.³ Local communities understand local conditions and are able to implement and monitor activities. Since the communities do their own investigation, analysis, and planning, their knowledge is more relevant and “authentic.”⁴ Participatory development builds and codifies local knowledge to support communities’ decision-making processes regarding development that affects their lives.

Participatory methods include information-gathering activities that engage entire communities in dialogue as they conduct their own analyses toward creating action plans for projects that reflect their priorities.⁵ Participatory methods typically utilize matrix scoring and ranking to help prioritize development opportunities. Also used are visual forms of analysis, such as mapping locality, household well-being, risk identification, and community assets. Diagrams identify key institutions that support development, the relationships among them, work activities across seasons, and historical timelines. From the community-generated information, the intended beneficiaries make decisions regarding future projects.

Participatory Facilitators:

Participatory development requires: 1) the determination by local people – through dialogue and consensus and assisted by skilled facilitators – of their development priorities and plan of action to achieve them, and 2) funds to implement community-designed projects. Please note that, although this proposal refers facilitators, the people who work at the local level and apply with communities participatory planning activities for development projects that assist groups in their evaluation of their circumstances toward actions to improve their lives, are referred to by a number of other titles, including: animator, catalyst, change agent, consultant, co-learner, convenors, extension agent, field worker, information broker, intermediary, interventionist, learner, mediator, outside intellectual, planner-research , and researcher.

Trained facilitators are a necessary component for bringing communities together to identify and implement projects. Facilitators catalyze and help coordinate participatory planning meetings and are particularly important in the beginning stages of the process to help manage competing interests, build productive relationships, and ensure all voices are heard. Facilitators are charged with manifesting pluralistic democratic processes by encouraging diversity and decision-making at the local level, working to include all interested and affected groups, and reaching out to those groups that may not traditionally participate, such as women, youth, the elderly, ethnic groups, the economically disadvantaged, the sick, and the disabled. Broad participation, which is diffi-

³ Mikkelsen, B. (2005:34) *Methods for Development Work and Research: A New Guide for Practitioners*, Thousand Oaks, CA: Sage.

⁴ Green, M. (2000:73) “Participatory Development and the Appropriation of Agency in Southern Tanzania,” *Critique of Anthropology*, vol. 20, no. 1, p. 67-89.

⁵ Hampshire, K., Hills, E., and Iqbal, N. (2005) “Power Relations in Participatory Research and Community Development: A Case Study from Northern England,” *Human Organization*, 64 (4), pp. 340-9.

cult to achieve without third party facilitation, is a basic quality of a dynamic, sustainable, and democratic development planning process.

Brohman (1996:266) explains that “facilitators are catalysts for change and information brokers rather than decision makers or information givers; they seek to build confidence and self-reliance, raise consciousness, develop critical and analytical skills, and promote participatory dialogue and democratic practices.”⁶ Not only do they act as a neutral third-party during community meetings, but they also serve as bridge between: people on the one hand, and government, service institutions, and technicians, on the other⁷; among community organizations, networks and unions to get information and draw attention to policy alternatives that serve the public⁸; and among NGOs, academic institutions, and local consulting firms⁹.

In sum, the essential functions of participatory facilitators are: to help coordinate community planning meetings, remove barriers to participation, encourage community dialogue, ensure all voices are heard (women, youth, the elderly, ethnic groups, the disadvantaged, the sick, and the disabled), consider and explain macro factors that affect local projects, understand the needs of the poor and power relations, manage competing interests, build confidence and self-reliance (to counteract people’s sense of powerlessness), form diverse partnerships, inform beneficiaries of what government and other resources may be available for given activities, develop analytical skills, promote democratic practices, and serve as a bridge among people, government, NGOs, technicians, and academic institutions. Facilitators are nonauthoritarian with communities, specialists in the relationships between people, and absolutely vital at least during the initial stages of a community’s development process until it is self-sustaining and the facilitation techniques have been transferred to project beneficiaries.

The Participatory Approach in Morocco:

Few government and nongovernment agencies working in Morocco currently use community-based meetings for democratic consensus-building *before* project needs are identified. Yet, training programs in Morocco focused on delivering comprehensive training programs in participatory development facilitation are in very high demand. National Moroccan development initiatives, described below, are mandating participation as a key component of program design and implementation.

In this proposed training, work with the participating two communities – the rural Village of Ain Jebouja with 240 inhabitants, and the urban Village Douar Zwaghat of 3,830 inhabitants – begins with a comprehensive participatory needs assessment and a process of prioritizing and evaluating

⁶ Brohman, J. (1996:266) *Popular Development: Rethinking the Theory and Practice of Development*, Oxford: Blackwell.

⁷ Delion, J. (1997) “Integrating Participatory Research Tools in New Caledonia,” in R. McTaggart (ed.) *Participatory Action Research: International Contexts and Consequences*, Albany, NY: State University of New York, pp. 223-245.

⁸ Forester, J. (1989:81-82) *Planning in the Face of Power*, California: University of California Press.

⁹ Robb, C. (2000:22-23) “How the Poor Can Have a Voice in Government Policy,” *Finance & Development*, vol. 37, no. 4, pp. 22-25.

options for addressing identified needs. The activities are done by community members and are facilitated by the trainees with professional trainer supervision. The training does not attempt to provide project-specific technical advice, although HAF will assist access to other resources, when possible, to fulfill community needs that are outside our capabilities. The workshop training, being experientially-based (“learn by doing”), attempts to guide communities through the participatory development process, identify support and implement project priorities, and train facilitators in the process. The High Atlas Foundation is dedicated to continuing to work with benefiting communities during the training and beyond in order to assist in meeting project development needs, including further training.

Moroccan national development frameworks that mandate the participatory approach to development include the following:

1. **Morocco’s Communal Charter** requires communities to have community development plans, which may also be called master plans, human development plans, or community strategic plans. A national mandate for Communes to create community development plans, which are sent to the ministries of Interior and Finance, was added as an amendment to Morocco’s Communal Charter in 2010. Morocco is made up of approximately 1,500 Communes¹⁰ – the most local administrative tier – each with an elected assembly of officials. The community development plans mandated by the Charter is to provide a holistic view of community needs and identify a series of projects that the community wants to complete over time (one to five years). Communes are required to facilitate the participatory approach within the context of the guidelines established to comply with the mandate. The process and results will be similar to the participatory development of a community action plan, an area-based development plan, or any other long term plan involving multiple development projects over a period of one to several years.

A key focus of this proposed training is on the Communal Charter and helping local officials understand and implement their Communes’ strategy by connecting its budget to development priorities identified by local communities. Communal council member and students facilitators will help transmit this information to the communities where they work, helping local people to understand their rights to attend and participate in communal meetings, review their Commune’s strategy, budget, etc., and participate in planning projects intended to benefit them. Facilitators will also have a better understanding of funds available in and outside the Commune and how to link that support with local development priorities. While training facilitators, this proposed workshop project will also benefit local communities to feel empowered to hold their elected officials accountable, and at the same time ensure that elected officials understand their development-related functions.

2. **The National Initiative for Human Development** was launched in May 2005 by H.M. King Mohammed VI to promote sustainable development and self-reliance by extending basic social services and infrastructures, creating jobs and income, and upgrading services for the most vulnerable groups in 360 rural communes and 250 urban districts that are in most need (approx-

¹⁰ U.S. Foreign and Commercial Service and U.S. Department of State (2004) “Economic Trends and Outlook,” Washington, DC.

imately three million people).¹¹ The Initiative focuses on *participation* at the local level. However, as the king expressed in 2009,¹² as did the National Human Development Observatory (2009) which evaluates NIHD projects,¹³ the levels of community participation in planning and managing NIHD projects are less than ideal or even inadequate. To help improve the effectiveness of National Initiative projects, trained and effective local facilitators of participatory development are necessary in order to bridge the gap between government agencies and local communities, and help communities identify and implement their priority development projects. Participatory facilitators fulfilling these and other essential developmental functions is the primary goal of this proposed training project, and are critical to building in local officials and people dedicated development in order to help the NIHD achieve its important goals.

3. Morocco's regionalization plan, which when announced by King Mohammed VI in November 2008, was stated as its goal to “enable good local governance..., respond more closely to the citizen's needs, and boost integrated...development.”¹⁴ Public awareness was raised during the past two years about the regionalization plan to restructure the administrative organization of the nation. A regionalized system is one of dispersed authority in governance and management, particularly in the area of socio-economic development.¹⁵ Regionalization, which transfers managerial authority, skills, and capacities to sub-national levels, is Morocco's chosen framework to synergistically advance democracy and development from the bottom-up. Considering Morocco's stated goal of decentralization, it follows that its organizational arrangement emphasizes the “participatory method in the preparation of this project.” This democratic approach is to be applied by local communities together assessing their development challenges and opportunities, and creating and implementing action plans that reflect their shared priorities, such as job creation, education, health, and the environment. In regionalization, training facilitators who actually live with and/or represent the communities they serve (a central part of Morocco's plan) is necessary to catalyze and maintain the momentum of development initiatives. Training communal council members helps to build an effective regionalized system since they interface with local communities. They are in a viable position to assist development because they live in – and are from – the area they intend to benefit. The university students participating in this training are also from the benefiting communities and are also in an effective position because they are typically considered by local people to be a neutral third-party sympathetic toward the common good.

In order to achieve the vital human development goals of these and other Moroccan national development frameworks – which essentially embody the vision of advancing sustainable development through participatory democratic practice and vice versa – broad-based participation is

¹¹ King Mohammed VI (18 May 2005) Speech of H.M. the King Announcing the Launching of the National Initiative for Human Development, Maghreb Arab Press, Rabat, http://www.emro.who.int/cbi/pdf/KingMohammad_Speech_English.pdf.

¹² King Mohammed VI (30 July 2009).

¹³ Kingdom of Morocco (June 2009) “The 2008 Report on Human Development,” <http://www.ondh.ma/pdf/Synth%C3%A8seENG.pdf?r=143>.

¹⁴ King Mohammed VI (6 November 2008) “Full Text of the King's Speech on the Occasion of the 33rd Anniversary of the Green March,” Maghreb Arab Press, Rabat, http://www.map.ma/eng/sections/speeches/full_text_of_king_s_6/view.

¹⁵ Rondinelli, D. (1983:37) “Decentralization of Development Administration in East Africa,” in Rondinelli, D., and Cheema, S. (eds.) *Decentralization and Development: Policy Implementation in Developing Countries*, Beverly Hills, CA: Sage, pp. 77-125.

required, and, therefore, there is the need of an ever growing supply of facilitators.¹⁶ This proposed training seeks to increase the number of Moroccan participatory facilitators among Communal Council Members and university students, especially women.

Geographic Context of Training:

The experiential training will take place with two communities – one rural village and a disadvantaged “slum” housing area – which are within the city limits of Mohammedia. Mohammedia is a port city on the west coast of Morocco located between Casablanca and Rabat in the region of Greater Casablanca. It hosts the most important oil refinery of Morocco, Samir, which makes it the center of the Moroccan petrol. Its population is 188,619 (2004 census). Even though Mohammedia appears as an economically stable, modern, and pleasant city, it contains many impoverished urban neighborhoods and rural villages that do not have essential human services such as clean drinking water, health facilities, transportation, land rights, and access to affordable housing.

Economic Context of Training:

The rural village of Ain Jebouja belongs to the Commune of Mansouria, and has a population of approximately 240 people (60 households). This village lacks productive agricultural activities and is without consistent sources of income because they do not own the land upon which their houses are built, as well as the land surrounding their homes. The residents therefore live in constant fear of being moved by local authorities from their homes and village to another area. Some youth in the village manage to work in the city area of Mohammedia; most often men work as guardians of private companies and women as housekeepers. The rest of village’s male members who do not have employment express they do almost nothing during their days. The mothers spend their days doing housekeeping work, and they expressed during a preliminary community meeting in 2010 facilitated by HAF a desire for a women’s cooperative in the village so that they can be more active and support their families. The women suggested that the cooperative include activities in rabbit-raising for meat, sewing clothes, and a nursery for their children.

Rural Moroccans make up approximately 45 percent of the country’s population and experience the far majority of the nation’s poverty. Eighty-five percent of rural households earn less than the national average.¹⁷ Agriculture remains the engine of the Moroccan economy, employing nearly half of the country’s population,¹⁸ which helps to explain why national economic growth

¹⁶ Rahman, M.A. (1995:30) "Participatory Development: Toward Liberation or Co-optation," in Craig, G., and Mayo, M. (eds.) *Community Empowerment: A Reader in Participation and Development*, London: Zed Books, pp. 24-32.

¹⁷ Davis, D. (June 2006: 88-94) "Neoliberalism, Environmentalism, and Agricultural Restructuring in Morocco," *The Geographical Journal*, vol. 172, no. 2, pp. 88-105.

¹⁸ White, G. (Autumn 2005:2) "Free Trade as a Strategic Instrument in the War on Terror?: The 2004 US-Moroccan Free Trade Agreement," *The Middle East Journal*, vol. 59, no. 4, pp. 1-19.

rates significantly fluctuate as a result of climatic changes¹⁹. Nearly 80 percent of rural economies in Morocco are supported by agricultural production, and for this reason fruit tree agriculture consistently ranks among the top development priorities of rural communities. The low market-value of traditional staple crops (corn and barley), from which most rural households derive their income,²⁰ and population growth, have made subsistence agriculture unsustainable and has compelled farmers to transition to plant cash-crops, most commonly fruit trees, to generate significantly greater income. Generally, however, the slow pace of agricultural development in Morocco is widely considered to perpetuate poverty and the rising urban migration now at three percent annually²¹.

In order to enhance productivity and competitiveness, meet food security needs, create new jobs, and at least double the income of 3 million rural people, Morocco seeks to create cooperatives that emphasize training to promote high-value farming products, adopt regional farming schemes, address issues of land tenure and water access, modernize the sector and ensure its rational management, implement over the next 15 years the “Green Plan,” set up a national fund for inter-sectoral solidarity and rural development, reduce custom duties on the import of cereals, promote reforestation, and build catchment basins in order to preserve dam water levels and lessen dependence on climate fluctuations. Many of these initiatives would prove vital for the development of the Village of Ain Jebouja. The proposed experiential training is intent on advancing their development by way of training their local leaders and graduate students in facilitating participatory dialogue, planning, and implementing of projects to meet their vital needs.

Zwaghat (a poor urban neighborhood) belongs to the Urban Commune of Mohammedia, has a population of 3,830 people (440 households), and is approximately 15 kilometers from the center of the city of Mohammedia. This miserable slum area is marked by a lack of sanitation, overcrowding in small and inhuman shelters (during the preliminary participatory meetings, it was very difficult to hold a community gathering due to limited space). It has no running water, no sewers, and foul water stagnates in alleyways of packed earth that attract mosquitoes carrying diseases. Sewage and garbage is discharged into the streets. According to the inhabitants the youth (both genders) are the most vulnerable group due to: drugs, unemployment, prostitution, no hope, and no education. Mothers are very worried about the future of their children. Government programs aim to eliminate the “slums” but do not give a viable alternative to its inhabitants. There have been difficulties regarding governmental offers and promises for affordable housing. The girls expressed a strong interest in having training in sewing or pastry making in order for them to have employment and generate income.

¹⁹ Maghraoui, A. (January 2002:76) “Monarchy and Political Reform in Morocco,” *Journal of Democracy*, vol. 12, no. 1, pp. 73-86.

²⁰ White, G. (Autumn 2005:3).

²¹ Maddy-Weitzman, B. (Summer 2005:3) “Women, Islam, and the Moroccan State: The Struggle Over the Personal Status Law, *The Middle East Journal*, vol. 59, no. 3, pp. 1-17.

HAF's and Hassan II University's Center for Community Consensus-Building and Sustainable Development:

In order to address the significant need in Morocco to training facilitators – and thereby achieve the human development goals of Morocco Communal Charter, National Initiative for Human Development, regionalization, and other national development frameworks – the High Atlas Foundation created in partnership with Hassan II University's Faculty of Law, Economics, and Social Sciences in Mohammedia, Morocco the *Center for Community Consensus-Building and Sustainable Development*. The Center's mission is to advance local community participation in the planning and implementation of socio-economic and environmental projects throughout Morocco – by way of experientially (“learning by doing”) training in facilitating participatory democratic planning students, faculty, locally elected officials, government technicians, civil society and community leaders, and citizens.

The Center has two main goals: (1) to provide training programs in participatory development and consensus building; and (2) to engage rural and urban communities in their own socioeconomic development during the training, including project proposal development, fund raising, and project implementation. Participatory training programs are designed to instill in participants a sense of empowerment, and to give them the tools they need to bring about real socioeconomic change in their own lives, communities, and country.

Training Project Implementation:

This proposal is for a training workshop in participatory development and community planning for **15 locally elected officials (including the total of 6 women members) of the Rural Commune of Mansouria and the Urban Commune of Mohammedia in Mohammedia**. Local politicians have a significant role to play in the development of their jurisdictions. Political representatives have a major influence on the extent to which local socioeconomic and environmental projects are realized. Politicians' participatory training will provide an informative experience that will increasingly guide their awareness campaigns and how they govern. At the same time, the proposed project will also train **10 graduate students (including an equal number of men and women) at Hassan II University who are from these same communes** to be facilitators in the field, helping to connect local communities with their elected officials. The training represents an opportunity for the students to gain practical experience and skills that could inform their decisions regarding their professional futures, and increase employment prospects.

This proposed project will consist of four weekend long field training workshops, six in-class workshops of instruction on democratic development management topics, followed by comprehensive post-training support. The training curriculum (see below) is experientially-based and will include everything from educating local people about their rights to attend and participate in communal meetings to identifying priority development projects and the partners and funders to implement them. The overarching goal of the project is to help bridge the gap that can exist between locally elected officials and the communities they represent by creating dialogue and mu-

tual understanding of priority reforms and socio-economic development projects (responding to priority needs inherently creates trust).

Training materials are provided in Arabic and have been developed by Moroccan and American specialists in participatory development, under the supervision of Dr. Yossef Ben-Meir, President of the High Atlas Foundation and a sociologist dedicated to the study and practice of sustainable development.

Benefits of Experiential Training:

As the training takes place with the local communities in the Mohammedia area, these communities will significantly benefit from the workshop by experiencing an actual participatory planning process as at the same time the facilitators are trained in applying the methods. A result of the training includes a community-based action plan that reflects the real priorities for development of the local communities. The High Atlas Foundation is committed to the implementation of the community projects that are identified during this proposed training. Indeed, the High Atlas Foundation considers participatory development to be successful only when there are community-sustained measurable benefits (economic, social, environmental, etc.) for local people. Of course, participatory facilitators are essential in order to achieve this goal.

The experiential pedagogical approach to training has shown in cases worldwide to effectively transfer the needed skills to the trainee-facilitators. Training facilitators in participatory development planning activities is most effectively done when it is conducted in an authentic setting with community members. Experiential-based training involves trainees working with communities and applying interactive methods that help local people plan and implement socio-economic development projects. A benefit of this is that the training program itself will further the development of the participating communities.

Community projects, such as the ones HAF undertakes, require smaller budgets and shorter implementation periods than those implemented by larger development agencies because of lower management costs and contributions from local people, such as labor, and the use of local materials and knowledge. With the entire community involved, creating accountability and oversight, corruption is diminished and projects flourish. For example, HAF notifies government officials of all critical project phases and invites local officials to participate in community meetings. When all eyes are present, when everyone is sitting in a circle together, and when all voices are equally heard, transparency – and projects – prevails.

Training Curriculum:

The contents of the proposed participatory development training curriculum include the following:

- 1. The Application of Participatory Development in Communities**
 - a. The Participatory Development process

- b. Key principles for participatory development
 - c. The participatory development continuum to self-reliance
 - d. Five stage guide for participatory development initiatives
- 2. Stage 1: Organizing and Starting the Process**
- a. Introductions and clearances
 - b. Determining the scope of the initiative
 - c. Community organizing, management and inclusiveness
 - d. Organizing a community meeting
 - e. Conducting an effective meeting agenda
- 3. Stage 2: Analyzing the Present Situation**
- a. Using methods and tools to understand community needs
 - b. Methods and tools for gathering information
 - c. Observation
 - d. Structured observation
 - e. Interviews
 - f. Group discussion
 - g. Brainstorming (free listing)
 - h. Focus groups
 - i. Role playing and fishbowls
 - j. Visual methods and tools
 - k. Community mapping
 - l. Calendars (seasonal, monthly, weekly)
 - m. Daily/weekly activity schedules
 - n. Access to resources
 - o. Institutional (Venn) diagrams
 - p. Using analytical tools to analyze the situation
 - q. Listing assets and gaps (community inventory)
 - r. Visioning and dream mapping
 - s. SWOT analysis
 - t. Tree diagramming for root cause analysis
 - u. Using tree diagrams to consolidate related problems or opportunities
 - v. Setting priorities and making decisions
 - w. Identifying needs or projects to be prioritized
 - x. Using an options assessment chart to evaluate alternative solutions to a problem
 - y. Pair-wise ranking as a tool for decision-making through consensus
 - z. Weighted voting
- 4. Stage 3: Project or Community Development Plan**
- a. Project and community development planning Setting Goals and Objectives
 - b. Planning for sustainability
 - c. Creating an action plan
 - d. Seeking partners and access to external resources
 - e. Using institutional diagrams to identify partners and donors
 - f. Documenting the plan
 - g. Presenting and communicating about the plan
- 5. Stage 4: Implementing the Project or Community Plan**

- a. Checklist for successful project implementation
- b. Managing the implementation of project plans
- c. Creating and implementing an operational plan
- d. Raising funds for operations

6. Stage 5: Monitoring and Evaluating Results

- a. Monitoring to ensure a successful project
- b. Monitoring and reporting requirements
- c. Quantifiable measurements
- d. Qualitative measurements
- e. Creating quantifiable measurements
- f. Monitoring and measurements for specific stakeholder groups
- g. The process of evaluation
- h. Best Practices and Lessons Learned
- i. Celebration and thanks

At the end of the workshop period, student facilitators will receive post-training support from the training center to encourage their continued work in the field, ideally in the communes they call home. In urban communes they may wish to work with an association and in rural communes they will have the opportunity to work with an entire village. A small travel and per-diem stipend will be available, along with resources to put towards community meetings (materials and refreshments). Facilitators will continue to meet on a monthly basis, and key support from the Center's staff will include help in identifying potential partners and funders for community designed projects, beyond whatever funds are available within the commune. The goal is that facilitators will work with their local officials and communities to identify, create an action plan, and implement at least one priority development project by the end of this program. In this way the association or village will come to serve as a prototype in the commune for effective community development.

Project Objectives:

At the end of this project the following objectives will be achieved:

- Train** 15 locally elected officials (including 6 women) from Rural Commune of Mansouria and Urban Commune of Mohammedia in facilitating participatory democratic planning and management at the local level;
- Train** 10 graduate students (including 5 women) of Hassan II University in Mohammedia to serve as facilitators in these communities;
- Engage** 2 communities (one in each commune), including a totally of 600 people, in participatory community planning to serve as prototypes in their communes;
- Identify**, create action plans, and mobilize partners and funders for locally-driven development projects with these local communities; and
- Implement** 2 development projects – one in each community that its members determine through the process of experientially training the council members and students.

Monitoring and Evaluation:

Similar to HAF's field-based projects, monitoring and evaluation is a key component to its training programs. This allows not only for continual reflection and refinement over the duration of the program, but also gives solid feedback on program successes and challenges to use to modify and expand the project to other Provinces.

HAF considers monitoring and evaluation as a collaborative learning tool that involves all stakeholders. Although it is much easier to administer a survey at the end of a project, it does not effectively draw out the same information as does ongoing participatory monitoring and evaluation. Participatory monitoring and evaluation is an essential part of the process of empowerment for participatory development.

We will employ the following tools for monitoring and evaluation:

- Journals: Facilitators will keep journals and be asked to write in them on a regular basis; the journals will also serve as a place for facilitators to record their ideas, findings, and questions to help discuss and examine important themes and experiences in a supportive environment.
- Video: Facilitators will be filmed facilitating community meetings during the project and videos will be used as a teaching tool to solicit feedback on facilitation skills and beneficiary group dynamics.
- Community meetings: Facilitators will regularly meet together as a group and with the communities where they are working to assess project success and challenges, thus continually allowing for adjustments.

HAF will measure the following program indicators using the above tools:

- Facilitation skills: We want to know if the facilitators are gaining the skills to be effective, and are able to engage an entire community, mediate conflicts of interest, etc. (success will be achieved if each facilitator can successfully assist communities to the implementation stage of a project).
- Participation: We will measure the number of individuals and institutions that come to be involved in the training program (locally elected officials, students, faculty, staff, government and non-government partners, local civil society organizations, etc.), as well as the extent that these groups remain committed to communities/projects once the training workshops have ended – what continues at the project end is the real contribution of the project (success will be achieved if the project has garnered diverse and active participation of stakeholders, and is, of course, ongoing).
- Commitment to communities: We will assess if the facilitators are committed to working with the communities beyond the project time period. Have we been able to instill in them a passion for this democratic approach to development and change? (success will be achieved if at least half the students continue to work in one capacity or another with their communities beyond the project period).

- Successful initiation of a community project, including completion of an action plan, identification of community and external resources and completion of at least one funding proposal.
- Replication and Going to Scale: At projects end, is HAF and its partners in a position to go to scale in Mohammedia (i.e., train more locally elected officials and students) and/or replicate in another Province in Morocco.

Description of Beneficiaries:

HAF identified 15 locally elected officials (including all 6 women on the elected councils of Mohammedia and two presidents of communes), and 10 students of Hassan II University (including 5 women), to train as local facilitators. The elected officials are from the communes of Mohammedia and Mansouria in Mohammedia. HAF has and will continue to do its utmost to ensure equal representation among gender (women councilors now represent about 15 percent of Morocco's locally elected officials) and age groups. HAF will select master degree students from Hassan II University's School of Law, Economics, and Social Sciences with proven interest in gaining skills in community planning and consensus-building as part of their professional development.

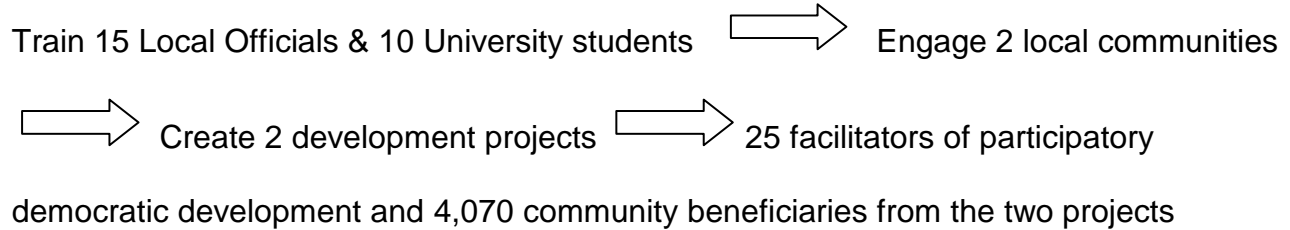
The over-arching purpose of the High Atlas Foundation is grass roots development in poor and disadvantaged communities. The selection of the participating two communities – the rural village of Ain Jebouja in the Commune of Mansouria (with approximately 240 inhabitants), and Zwaghat (the urban neighborhood) in the Mohammedia commune (with approximately 3,830 inhabitants) – was based on the following criteria: 1) there is a very significant economic and social need, 2) HAF and Hassan II University have the capacity to address the need, 3) there is opportunity for new partnerships and resources, and 4) there is community commitment to engage in participatory planning and implementing projects that meet their needs. Working with these two communities to implement their top priority project (two projects total) – which the participants will determine during the experiential training in facilitation of students and locally elected officials – presents the special opportunity to advance University-community partnership to advance human development in the local environment.

Expected Results from the Training:

The following are the expected results from this program:

- Train 15 locally elected officials (including 6 women) and 10 university students (including 5 women) in Mohammedia in participatory democracy at the local level with two communities with whom trainees will facilitate actual community planning meetings resulting into the communities' own action plan for development;
- Secure funding and implement 2 development projects that improve people's lives identified by the two participating communities – one community in each commune, including Ain Jebouja in the Commune of Mansouria (240 people) and Zwaghat (the disadvantaged neighborhood) in the Mohammedia commune (3,830 people).

The Multiplication Effect: How 25 Becomes 4,000+



Project Time-table:

<i>Month(s)</i>	<i>Description of Activity</i>
September – October 2011	<ul style="list-style-type: none"> •Preparation of training program design, curriculum, and training materials •Identification and invitation of 15 locally elected officials •Selection of 10 students to train as local facilitators •Initial introduction with all participants, including the two communities, acquire clearances, planning of training schedule, etc. (Stage` 1 of the curriculum)
November 2011 – December 2011	<ul style="list-style-type: none"> •Workshops (four weekend workshops for a total of eight days); participants determine the exact schedule of the workshops during the initial planning meetings (i.e., they could decide they would like to dedicate one week to training, do all workshops in one month, or spread out over three months) • Creation of community-based actions plans for development projects that reflect local participants’ priorities (Stages 2, 3, and 4 of the curriculum)
January 2012	<ul style="list-style-type: none"> •Mid-project participatory evaluation of field component (Stage 5 of the curriculum)
January 2012 – May 2012	<ul style="list-style-type: none"> •Post-training support that includes 5 monthly meetings for facilitators, guest speakers on pre-determined development management topics, and assistance in identifying partners and funding to implement priority development projects (contin-

	ing with Stages 3 and 4)
March 2012 – July 2012	<ul style="list-style-type: none"> •Implementation of 2 development projects – 1 with each of the participating communities (depending on the kind of initiative, implementation could be completed before July, or might continue after – HAF remains committed to see the initiative through to its completion)
June 2012 – July 2012	<ul style="list-style-type: none"> •Final participatory evaluation •Modifications to training curriculum and materials for replicating and scaling-up to train locally elected officials in other Provinces •Final report shared with all participants, stakeholders, and partners in their primary languages

Project Budget:

We respectfully request a grant of \$25,000 to support this project.

	Cost (\$)	Percent	Unit	Number	Total (\$)
STAFFING	<i>Annual Salary</i>				
Training Manager	20,000	50%	Year	1	10,000
Program Assistant	10,000	50%	Year	12	5,000
				Total	15,000
OFFICE SPACE & UTILITIES					
Office and training space & utilities are provided in-kind by Hassan II University					In-kind
SUPPLIES & EQUIPMENT					
Office and training supplies (including printer ink, copy paper, envelopes, notebooks, pens, folders, butcher paper, etc.)					1,000
				Total	1,000
COMMUNICATIONS					

& POSTAGE					
Telephone, fax, electronic mailings & postage					1,000
				<i>Total</i>	<i>1,000</i>
TRAVEL & PER DIEM					
Domestic travel staff (train, taxi, & car)					1,000
Local travel (group field-based activities)					In-kind
Local travel (transport to/from training site for participants and travel stipends for facilitators)					2,000
Per diem facilitators					1,000
Per diem staff (up to 500 MAD per day for an estimated 10 days)					500
Meals for meetings/workshops					1,000
				<i>Total</i>	<i>5,500</i>
CONSULTANT SERVICES					
Translation of participatory training manual into Arabic (standard rate of 250 MAD per page)			60 pages		1,500
				<i>Total</i>	<i>1,500</i>
OTHER DIRECT COSTS					
Manuals (printing and binding)					1,000
				<i>Total</i>	<i>1,000</i>
				GRAND TOTAL	25,000

Contribution of Beneficiaries:

Classrooms for training, office space, and resource center space are provided in-kind by Hassan II University (the University also covers the cost of electricity, internet, guards, and cleaners). Local transportation for group activities is covered by the University (i.e. vans to transport participants to group training sites).

Supplementary Information:

In 2009/ 2010 The High Atlas Foundation conducted series of preliminary capacity building workshops on participatory democracy with 20 locally elected officials and students from Hassan II University's Faculty of Law, Economics, and Social Sciences in Mohammedia. The activities took place both at the Center for Community Consensus Building and Sustainable Development and in the field with the same urban village of Douar Zwaghat in the Commune of Mohammedia, and in the rural villages of Ain Jebouja in the Commune of Mansouria.

This earlier introductory training experience is important to this new proposed project because trust was built with the participating communities and they are now in a planning position with the built commitment for this new training to result into actual development projects that meet their priority needs. Further, HAF is dedicated to partner to train additional university students and locally elected officials and also fully implement the community development projects that were identified during the previous experiential workshops.

FORMAL MESSAGE OF THE PRESIDENT OF THE HIGH ATLAS FOUNDATION

In this message, I would like to first convey on behalf of the High Atlas Foundation our most sincere gratitude to the very many people who have committed their time, energy, and resources to the organization's mission of human development in Morocco. Here, I would like to describe the basic purpose of the High Atlas Foundation (HAF), and to let you know the progress we together with our partners are making.

Being founded by former Peace Corps Volunteers in 2000, HAF is dedicated to the participatory approach to development. This means that local communities determine – through a series [inter-active planning activities](#) and dialogue – and manage their own projects. We assist them by facilitating community meetings and providing technical and financial support to their projects.

Thus, HAF's [1 Million Tree Campaign](#) (of which 320,000 have so far been planted benefiting approximately 30,000 people) was born from countless community meetings in different provinces of Morocco that identified fruit tree agriculture as a top priority; HAF's dedication to [clean drinking water](#) (halving infant mortality in a population of 3,000 people) grew from rural mothers and fathers expressing their grief over the loss of their young children from water born diseases; and HAF's [participatory training Center](#) in partnership with Hassan II University in Mohammedia (to date, transferring skills with 50 university students and communal council members) came about from Moroccan people's desire for greater self-reliance and the ability to facilitate their own meetings. We have also responded to help create initiatives determined by women and youth to help meet their important needs. We realize that to scale-up the HAF approach, an ever growing number of facilitators of community planning meetings is needed.

In brief, HAF facilitates and trains facilitators in the participatory approach to community development, and helps to establish the priority projects that are designed in that process. Further, since we train people in the public and private sectors using experiential methods ("learn by

doing”) with actual communities, the training workshops themselves result in development projects that improve people’s lives. To coordinate and develop curriculum for the training programs, HAF created the [Center for Community Consensus-Building and Sustainable Development](#) in partnership with the [Faculty of Law, Economics, and Social Sciences of Hassan II University in Mohammedia](#), which is also home to HAF’s administration in Morocco.

Thankfully, we operate in the Moroccan context that is incredibly conducive and receptive to our approach to development. National Moroccan development frameworks – such as the National Initiative for Human Development, the Communal Charter, and regionalization – are all intended to be driven by the “participatory method.” HAF’s partnership with the High Commission of Waters and Forests has as its goal to bring participatory development to the communities that neighbor all ten of Morocco’s national parks. Indeed, the sky and our collective will are our only limits!

We hope that you will participate in HAF’s annual events in New York City and Washington – and soon in Casablanca. Please also join the more frequent Eat.Drink.Share gatherings to meet a diverse many others who care about and love Morocco and seek its best future. We also hope that HAF’s work meets your own standard of sustainable human development for people in most need, and that its cause and [2011 projects](#) are such that you will [support](#) and let others know about.

I thank you for reading this message and [we at HAF](#) wish you the best in your life’s pursuits.

Dr. Yossef Ben-Meir
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