

Equality of Opportunity



We often wonder what kind of planet we will leave to our children - but what kind of children will we leave to the planet?

Kenitra Project

Pre-school education at Imlil Valley - Morocco

Moroccan children attend primary schools for six years between the ages of six and twelve. In the Imlil valley, the schooling infrastructure is not sufficient to provide the local children of pre-school age the opportunity of having a quality preliminary education.

In Morocco education is provided in Arabic. Enabling the Berber-speaking children of Imlil to attend preliminary school is the best way to prepare them for primary education by developing the basic literacy and numeric skills, as well as getting familiar with the Arabic language.

At Imlil, only 4 out of 10 children finish the primary school, sometimes without knowing how to read and write.

We need your support to build a pre-school in Imlil that will achieve the following objectives:

- Get more children aged 3 to 6 to attend and complete pre-school education.
- Improve student performance in primary school.
- Empower the community involving its members such as parents in school management.
- Raise awareness that education will create sustainable change in the region

Imlil valley

Imlil valley is located 50 km from Marrakech in the Atlas Mountains at the foot of Mount Toubkal, one of the highest peaks in Africa (4167 m), and is composed of several isolated villages.

The local population is very often isolated due to the harsh climatic and geographic conditions during winter, hence the importance of providing educational facilities nearby.



Why pre-school education is important?

Childhood is a critical time in human development. Experiences children have in the early years of life set neurological and biological pathways that can have life-long impacts on health, learning and behaviour.

High quality early childhood services offer the benefits of giving children the best possible start in life, and for parents, the opportunity to be active participants in their children education.

In Morocco, Pre-school education is almost a new concept. It's mainly managed by private investors that invest primarily in urban areas.

for this reason, it is important to also allow children in rural areas to have access to pre-school education; contributing to greater success in the school system and promoting equal opportunities:

- Pre-school enables the best success in education.
- Children of the Imlil Valley are Berber-speaker in Morocco and education is in Arabic: learning this language at an early age contributes to the success in primary school.
- Reduce inequalities in terms of access and quality of basic education.
- Guarantee children the best conditions of stimulation and learning.

The goal of the project is to promote an education of quality for all.

It is part of a sustainable development program of the Imlil valley focusing on education through community involvement and empowerment.

A key component of the project is to make sure that all stakeholders have a responsibility and a role to play (from the Governor to the children) in both the project and consultations process. This project is therefore adapted to the needs and expectations of the population, and consistent with the Moroccan Ministry of Education guidelines.

These consultations were particularly important in addressing questions around how access to early childhood education should be conceptualised and why early education is so important.

Four priorities were identified:

- Provide high quality early childhood services offering the children the best possible start in life.
- Access to education and a high standard of teaching (Target: 3650 children in primary and secondary over 4 years).
- Empower local communities by increasing their participation and involvement in the management and control of the education system.
- Support vocational training and the creation of micro-enterprises promoting socio-economic integration.

The purpose of the project is to achieve these priorities starting with pre-school which is considered a priority: High-quality early childhood education has the potential to benefit all children in terms of their cognitive and social development.

Get involved!



A pre-school will be built in each remote village of Imlil valley accommodating 30 children aged 3 to 6 years each year.

The first school will be set up in the village "ARGHEN" and will also be used for literacy classes for women.

For more information on the Imlil valley and ARGHEN village visit our website: www.kenitraprojet.org



Why support this project?

Sustainable development through education

We believe that the challenge is not only to build schools, provide training to the teachers and take children to schools, but is to ensure that they stay there and reach their goal of positively changing the life of the local community.

Children of parents with low income are often considered as a workforce since they can enhance the income of the family. They often don't see the benefit of sending their children to school since they often haven't had this chance themselves or understand the return value of education is much longer term.

For this reason we think that it's important to promote education in the community and ensure that everyone (community, teachers, and governors) will have a role to play. Our main goal is to give every child the best chance to reach their full potential while at the same time giving power to the local community, helping them understand how education can change their life.



Community participation

Financial participation: The community will donate some of their land to build the preschool. (100m² - a value of 5000 euro).

Community Involvement: The goal is that the community manages the project and the teacher. A village association consisting of villagers will be created.

Preschool education becomes a community project managed by the community to give their children the best chance of success.

Participation of local authorities

- Preschool education is now recognised by the National Ministry of Education as the first stage of the primary cycle but it is not yet supported by the government.
- However, agreements have been signed with the delegation of education for the training of educators and ensure quality of learning, as well as with the local commune (municipality) authorities.
- Villages are supported by the local development agency and other state structures that can provide support.

Your Participation

- All funds raised will be used to contribute to Imlil Project for a sustainable change through education. It is a commitment of Kenitra Project team, RIM association and the French NGO “Aide et Action”.

Project steps	Step Description	Costs (DH)	Costs (EUR)	Costs (AUD)
Total Cost		212 155	19 287	25 873
		MAD	EUR	AUD
Step N°1 : Build the preschool and supply it with equipment		204 310	18 574	24916
		MAD	EUR	AUD
Step 1.1. Acquire a plot of land to build the school.	The community will provide 100m to build the school. The acquisition cost is the responsibility of parents in the form of donation or lease (Community debates will be organized to identify the best location). Kenitra Project will support the community in order to have contracts of donation or lease.	50 000	4 545	6 098
Step 1.2. Build 1 Pre-school to welcome 30 kids every year.	Each school will include a classroom and a toilet block. The community will help to build the school.	130 000	11 818	15 854
Step 1.3. Equip the classroom with furniture	The class will be equipped with tables, chairs and storage.	10 600	964	1 293
Step 1.4. Equip the classroom with teaching and play tools	The classroom will be equipped with toys and awakening packs (paper, painting material, pen, scissors ...).	210	19	26
Step 1.5. Buy books for 3-6 years – Moroccan edition in Arabic.	Children will be provided with a range of books as tools for reading, writing and speaking.	5 500	500	671
Step 1.6. Support and Monitor the construction of the school by the local community.	A project manager from the French NGO Aide et Action will ensure the smooth management of the project liaising with the local community for at least 20 days.	8 000	727	976
Step n°2 : Behind the scene: Supporting a long-term education		57845	5259	7054
		MAD	EUR	AUD
Step 2.1. Organize the recruitment of a teacher	A qualified teacher will be selected following a strict interview by the Delegation of the Ministry of Education to validate his or her qualifications and expertise.	600	55	73
Step 2.2. Financial support to the local village for 10 Month (Including the teacher's remuneration package)	During the first year we will fully support the teacher's salary and accommodation. This will include to the setup of various and ensuring a good start of the project. Following this first year of support, the project will then be completely managed by the community.	20 000	1818	2439
Step 2.3. Provide children with school supplies	Schools supplies and materials as well as a technical support will be provided for the first year. The local village association in collaboration	1 045	459	615

	with the council will then take over.			
Step 2.4. Equip the classroom with a teaching kit	Teaching tools will be provided to help the teacher to diversify the classroom activities.	1 500	136	183
Step 2.5. Organize further training of the teacher (3 sessions of 4 days per year)	Two Inspectors of the Delegation of Education will organize three training sessions over four days for the teacher during the first year of teaching.	6 000	545	732
Step 2.6 Support the organization of pedagogical support for teachers by the Delegation of Education (2 sessions by quarter for 3 quarters)	Two Inspectors of the Delegation of Education providing continuing education organize educational followed for remediation and improvement of holding the class	2700	245	329
Step 2.7 Support the local association with training for adequate management of the project.	The village association will receive training to equip them with skills necessary for project management, accounting and project partnership. Equip the local associations with the necessary materials and tools.	10 000	909	1 220
Step 2.8 Support the placement of a development officer who will monitor and ensure the smooth delivery during the initial phase of the project.	A development officer from the French NGO "Aide et Action" will monitor the preschool for at least 30 days	12 000	1 091	1463
Total Cost		262 155 MAD	23 832 EUR	31 970 AUD
Community Participation		50 000 MAD	4 545 EUR	6 098 AUD
Total Cost for Kenitra Project		212 155 MAD	19 287 EUR	25 873 AUD

Cost has been done in MAD (Moroccan Currency). The cost in AUD may be change depends on exchange rate fluctuation



(Picture of a Pre-School built in Imlil)

Join us on this journey

What we would like to achieve is to make sure that every child at Imlil can reach his/her full potential.



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