

Association Citoyenneté Égalité Zahraa Tazarin For Girls Right to Education

April - December 2024



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New Tactics in Human Rights

New Tactics in Human Rights emerged from the Center for Victims of Torture’s (CVT) own experience as a creator of new tactics. Since 1985, CVT advocates for the protection of human rights. As a treatment center for survivors, CVT advocates from a unique position. This position is one of healing and of reclaiming civic leadership. Since 1999, New Tactics has created unique resources. This includes these [stories of success](#). These share human rights defender’s experiences of creating solutions to human rights issues. This allows human rights defenders to recognize the unique elements of their situation. Yes, these stories share experiences beyond issues, geographic regions or target groups. They seek to share promising approaches that have worked elsewhere. These stories help others to adapt these ideas to new regions, issues or target groups.

New Tactics in Human Rights has offered a wide-range of activities. Including regional workshops, an International Symposium, web-based discussions, pod-casts, publication development, and more. In 2009, New Tactics launched its Middle East and North Africa (MENA) initiative. New Tactics supports human rights defenders through training and mentoring. New Tactics uses our human rights-based [Strategic Effectiveness Method](#) (SEM) for advocacy. The National Endowment of Democracy (NED) has generously supported SEM training and mentoring since 2016. This advocacy campaign used the SEM as part of this NED-supported work. For more information:

- <https://www.newtactics.org>
- <https://www.cvt.org>

¹ Source: The information related to these four areas of rights are adapted from

and found in [Discover Human Rights: A Human Rights Approach to Social Justice Work](#), The Advocates for Human Rights. The New Tactics Method utilizes: safety and security; non-discrimination; participation; and protection-accountability.

NOTE: The rights listed in these four "categories" maybe placed in any area depending upon the context where the right is being violated.

For example, Article 23: Right to join trade unions might be placed in "Safety and Security" rather than "Participation" where organizing or joining a union is dangerous.

² The four categories of human rights-based tactical aims are:

Prevention: Tactics aimed to prevent imminent violations from happening, put obstacles to deter abuse or remove opportunities for abuse.

Intervention: Tactics aimed to intervene in long-standing, continued abuse and denial of human rights (e.g., discrimination and marginalization).

Restoration: Tactics aimed to restore and rebuild the lives of victims and communities after abuses – to heal, pursue justice, reconciliation and reparations for victims and communities.

Promotion: Tactics that aim to promote human rights by building communities, cultures and institutions where rights are understood, strengthened, respected, protected and to advance a vision for a free and fair society.

For resources to engage your group in exploring and adapting tactics, see our [Strategy Toolkit](#).

² The identification of the four action areas outlined in the Legacy Tool comes from the advocacy experience of Mr. Faisal Abu Sondos, former Executive Director of The Royal Conservation Society of Jordan (JREDS). Mr. Abu Sondos has been a New Tactics Method Trainer since 2010 and Lead Method Trainer since 2011. While using the New Tactics Strategic Effectiveness Method in his own organizations' advocacy efforts and coaching other civil society organizations in using the Method he identified these four action areas to assess progress. The benefits and drawbacks regarding the use of technology in each of these advocacy action areas needs examination in relation to the appropriateness for the intended target groups and goals of an advocacy campaign.

General Overview

Human rights-based focus area

Right to Education¹ - Universal Declaration of Human Rights, **Article 26**
"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory."

Problem statement

Due to the failure to allocate the annual budget for the establishment of classrooms in the Tazarin area by the Regional Directorate of the Ministry of National Education, Primary Education and Sports, as stipulated by the law, in the area of Tazarin, Tétouan province, the problem of girls not being able to enroll in primary education classes is resulting in girls aged 5 -12 who live in the countryside having their right to education denied.

Vision for the Future

In the future, a Moroccan society in which girls enjoy all their rights, ensuring girls aged 5-12 who live in the countryside have their right to education.

Advocacy Goal

This is a medium range goal often set beyond the New Tactics supported campaign period (2 to 4 years).

The **Regional Directorate of Education** approves the decision to establish three (3) education classrooms* in the Tazarin region of the Zeitoun community by the end of 2024.

***NOTE:** These are independent education classrooms that are not part of a school framework because there is no school in the area.

Human Rights-Based Tactical Aim²

New Tactics provides four categories of human rights-based tactical aims that provide strategic direction for advocacy efforts.

This campaign was focused on **Intervention**.

Geographic area

The entire village area of Tazarin, Tétouan province, Morocco.

Campaign implementation period

April - December 2024 (9 months)

Campaign Outcome Statement and Success Markers

The campaign outcome statement is different from the advocacy goal. This statement outlines the campaign's short-term advocacy goal. This is usually a 6 to 12 month time period.

Two important parts of your strategy help you know if your campaign has been successful. Define these two things before you take action.

- First, identify your intended outcome(s) for a campaign period.
- Second, identify your success markers for each outcome before you begin your campaign.

These two things will help you decide on the best actions to take. This will help you check if your tactics are working effectively. If not, you can change tactics to still achieve your intended results. This has the added benefit of ensuring that those engaged in the campaign are clear on your short and medium term goals and tactics. This will help you know if your campaign achieved your intended outcomes. And will help you know your progress towards your advocacy goal. For help on developing outcomes and success markers, see our [Advocacy Evaluation Toolkit](#) and [resource](#).

First, the Association Citoyenneté Égalité identified this outcome statement to focus their 9-month campaign.

Campaign Outcome Statement (short-term campaign goal):
Engaging Decision Makers - Building Consensus

As a result of our work, we hope that the **Tétouan Regional Prefecture Council** will help in drafting the recommendations related to the new education classrooms.

The **Tétouan Regional Prefecture Council** was identified as a main target group. This Regional Council is an important institutional decision making body. The Regional Council's support of their campaign was critical for making progress on their advocacy goal to establish three education classrooms in the Tazarin village area of the Zeitoun community.

Success Markers

Choosing [good success markers](#) can be challenging. It is important that success markers are easily and clearly understood. Success markers are specific and fixed standards of success for outcomes that can be compared with what actually happens after action is taken. Determine three levels of success for each outcome statement.

Second, the Association Citoyenneté Égalité identified the following success markers for their campaign.



Enough success marker: [Tétouan Regional Prefecture Council] Agreement to hold a communication meeting with the campaign team.



Full success marker: The [Regional] Council joins the campaign.



Overflowing success marker: The [Regional] Council holds meetings with institutions concerned with the education sector to present the recommendations related to the new educational rooms..

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Advocacy Action Areas²

A challenge for many civil society organizations is distinguishing between being busy with activities and implementing tactical actions that strategically advance an advocacy effort. In order to help organizations better assess how to expend precious resources, this case study offers four action areas that are needed to conduct any advocacy campaign:

- Internal capacity building
- Research
- Mobilization
- Engaging decision-makers

Background

About The Citizenship and Equality Organization

The Association Citoyenneté Égalité (The Citizenship and Equality Organization) is a national organization. It has several branches across Morocco. Its official headquarters is in Marrakech. The Tetouan Province branch, established on December 5, 2019, implemented this campaign.

One of the organization's founding objectives is promoting the values of full citizenship. This includes reinforcing the principles of gender equality within society. It places special focus on supporting youth and women. It does this through awareness and educational programs. The organization also implements economic empowerment projects.

The organization's mission: A vision of a generation that guarantees equality for all:

The Association prioritizes working in rural areas. It's driven by the belief in the importance of justice and equal opportunities for all. Recognizing that urban settings often provide more resources and opportunities, the Association directs its efforts toward rural communities where such support is limited.

Special attention is given to children, with the goal of instilling the values of citizenship and equality from an early age. This stems from the Association's firm belief in every child's right to education. The Association believes in the importance of carrying this mission forward through future generations

Issue Background:

The issue of girls' education in Morocco has been a significant challenge since before the country's independence. Access to education is especially difficult for girls. This is despite efforts by Morocco through various strategic plans and decisions to improve the situation. Girls have remained excluded from these decisions. This is largely due to the prevailing patriarchal mindset in Moroccan society. Like many other Arab societies, it prioritizes boys' education over girls' education. This is especially the case in impoverished and marginalized areas.

As a result, several initiatives have emerged to encourage girls' education. Particularly education as a means of empowering girls. Education enables girls to contribute to the country's development process. This perspective emerged from the feminist movement. This issue is a central concern for many organizations. Especially those working in the intersection of human rights and women's rights.

There are several challenges in rural areas that hinder girls' education.

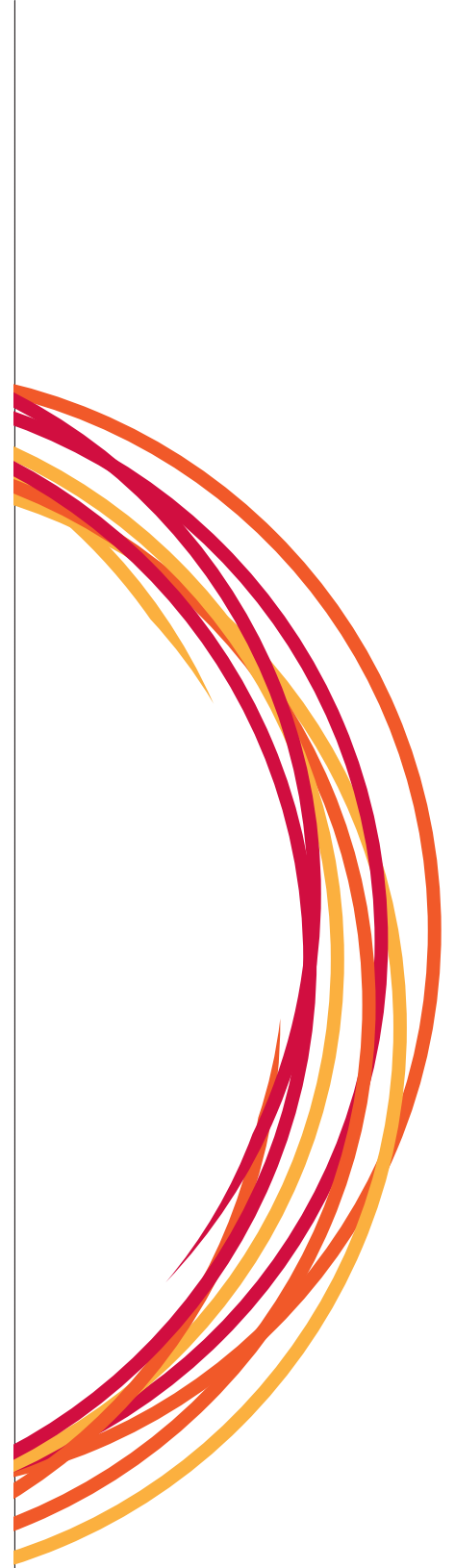
- **First**, the distance of schools from central population areas. It is difficult for families to send their daughters to schools located far from their communities. This is not only difficult for fathers, but especially for mothers, who are the head of households.
- **Second**, while there have been initiatives to provide school transportation, these services are not free. Families in remote areas rely on agriculture as their primary source of income. Often, they cannot afford the transportation fees.
- **Third**, the issue is safety. Girls experience additional problems related to school transportation. This includes harassment and overcrowding. This has led some families to stop sending their daughters to school as a precaution.

Previous surveys in the Tazarin region indicated that the number of boys enrolled in education is very low. As a result, the situation for girls in this region is more dire. Many girls have never had access to education. This has contributed to the issue of child marriage or engaging in domestic labor.

All these factors were the driving force behind the launch of this campaign. It aimed to ensure educational opportunities for girls in rural and impoverished areas. It also aimed to address these underlying issues. The Association Citoyenneté Égalité is working towards empowering girls to actively participate in community development.

Campaign Location

The campaign targeted what is referred to as the Village of Tazarin. The geographical challenges are significant. It is located at the highest peak in the Tetouan region. This area experiences harsh climatic conditions. It is very cold in winter and hot in summer. Despite the large population of the village area, there are no schools even for boys.



Tazarin, as pronounced by the local inhabitants, is a word that means “vineyards” in plural. The singular form is Tazart. It is an area that belongs to the Sheikhdome of Al-Jabal. It is one of the sheikhdoms that make up the territorial community of Az-Zaytoun. Located in the limestone mountains of Bani Hazmar. This area is south of the city of Tetouan. The Sheikhdome of Al-Jabal consists of several villages: Dar Al-Halqa, Dar Al-Ghazi, Dar Benaissa, Is’aden, Tazarin, Dar Al-Ra’i, Dar Al-Khannous, Ashrudan, and Dar Kharkhour. All these villages are at an altitude ranging between 800 and 1000 meters above sea level.

The region’s terrain is distinctly mountainous, with deep valleys and majestic gorges. The highest peaks include Jabal Hafa Safa (also known as “The Radio”) at 1,237 meters. Jabal Bouzitoun is at 1,215 meters. Jabal Kedia Al-Atba is at 1,189 meters. These are all limestone mountains with alkaline soil. This results in sparse vegetation except in some gorges, between valleys, and on certain slopes.

Achievements

The **Zahraa Tazarin – For Girls’ Right to Education** campaign advocacy goal.

The **Regional Directorate of Education** approves the decision to establish 3 education classrooms in the Tazarin region of the Zeitoun community by the end of 2024.

The Association’s campaign gained approval for two (2) primary education classrooms. Also, based on a recent mandatory law, the Directorate approved one (1) preschool education classroom. The campaign also gained funding support. As a result, the campaign succeeded beyond the original advocacy goal to gain approval. Building progress began on the two primary education classrooms in January 2025. This is a significant victory for access to education in their rural community.

The campaign built consensus with three key decision makers to achieve their campaign successes. Each decision maker had an important role in advancing the campaign:

- Authority for Equality, Equal Opportunities, and Gender Approach in Tétouan
The campaign’s objectives succeeded in aligning with the Authority’s mission. The Authority agreed to support the campaign. The Authority provided an important advisory opinion that influenced the other decision makers.
- Tétouan Prefecture Regional Council
The campaign’s research provided critical information on children’s education dropout rates. The Tétouan Authority’s advisory opinion provided important support for the campaign. The Tétouan Prefecture Regional Council responded with essential budgetary support to build two primary education classrooms.
- Regional Directorate of Education
Any new education classroom units must be approved by the Regional Directorate of Education. The budgetary support committed by the Regional Council was critical for gaining this approval. With

the budget support in place, the Regional Directorate of Education provided the required approval. A law now mandates preschool education. But implementation in rural communities lags behind urban areas. The Directorate's approval included:

- two primary education classrooms, and
- one preschool education classroom.

As a result, the campaign succeeded in advancing both preschool and primary education access in the Tazarin area.

Summary of Advocacy Action Area Accomplishments:

Research

- Community Research Data Collection on Barriers to Rural Girls' Education
- Association Citoyenneté Égalité collected and presented important education data to the community and decision makers. The research revealed 57.5% of all children had dropped out of school. The data also revealed a 70% dropout rate among girls aged 12 and above. This raised awareness and support to address the child drop out rates in the community.

Mobilization

- Formation of Strategic Alliance
- Citoyenneté Égalité and the president of the Authority for Equality, Equal Opportunities, and Gender Approach in Tétouan was an important strategic alliance. A meeting secured official support from the Authority. This aligned the campaign's objectives with the Authority's mission. As a result, the Authority agreed to support the campaign. A mutual agreement paved the way for future meetings to ensure continued support. The Authority provided an important advisory opinion to the Tétouan Prefecture Regional Council. This strengthened the campaign's credibility and influenced the Prefecture Regional Council's decisions. This alliance advanced the tactical goal of obtaining official support and guidance.
- National Advocacy
- The campaign succeeded in gaining wide stakeholder engagement. An event on September 10, 2024 attracted diverse participants including:
 - political representatives
 - local authorities
 - education officials
 - education unions
 - teaching staff, and
 - civil society actors.

This national platform allowed the Association's campaign to present its research findings. This opportunity to engage with this wide range

of stakeholders was important. This broad involvement contributed to a comprehensive discussion on rural education challenges. It set forth recommendations for improving the Moroccan school system. The campaign succeeded in advocating for the generalization of schooling in rural areas. The Association was able to focus on the issues of non-schooling in Douar Tazarin. This event also provided an opportunity for a meeting with the Party of Progress and Socialism.

Engaging Decision Makers

The Association Citoyenneté Égalité succeeded in building consensus among three key decision makers.

- The campaign engaged and leveraged support from a strategic alliance.

The **Tetouan Authority for Equality, Equal Opportunities and Gender Approach** provided its support to the campaign. The Authority issued an important advisory opinion. This boosted support needed from the President of the Tetouan Regional Prefecture Council.

- The campaign gained critical support from two key decision makers to reach their campaign goal.

The **Tetouan Regional Prefecture Council** provided budgetary funding for two primary educational classroom units. An initial in-person meeting took place with the Vice President. An important follow-up meeting with the President of the Council took place via phone. The campaign achieved a significant milestone by securing the support of the President. The Regional Prefecture Council approved the allocation of funds for two educational classroom units. This demonstrated strong backing for the campaign's initiatives. This marked a significant step forward for the campaign.

The **Regional Directorate of Education** gave the required approval for two primary and one preschool educational classroom units. The campaign gained support from the newly appointed Director of the Regional Directorate of Education. They achieved this support at the beginning of the 2024-25 school year.

A beneficial partnership emerged. The Regional Directorate of Education approved the construction of two primary classrooms and one preschool classroom for the community. In collaboration with the Tétouan Prefecture Regional Council, a joint budget was secured, with the final decision made in October 2024. Construction of the two educational classrooms began at the end of November 2024 and continued into January 2025.

Engaging Decision Makers

At the beginning of the campaign, the main goal was to advocate for the provision of three primary education classroom units for children aged 6 to 12 years. During the research phase, important information emerged. The campaign identified a compulsory mandate in the early childhood education law. The law requires the Education Ministry to include classrooms for early childhood education with any new education institution construction. The law also requires children to attend pre-

primary school (preschool) before entering primary school. This raised concerns about the impact for access to education in their rural community.

The campaign was able to highlight this challenge along with their research results on dropout rates. The mandate could result in a higher percentage of rural dropouts in the future. Rural families with children already lack access to primary schools. Pre-elementary school (preschool) access is even more difficult. This legal mandate can exacerbate the existing education access issues in rural communities. The campaign highlighted this major challenge in rural areas. Particularly affecting girls who are already at a high risk of dropping out. The campaign stressed that the implementation of this law is present in urban areas. But its application in rural areas is still absent. This disparity in opportunities leads to significant difficulties for rural children in continuing their basic education. It creates an educational gap that widens over time. Children who received preschool or early childhood education pull forward. While children deprived of preschool fall further behind.

As a result, the law helped the campaign reach beyond their original goal. The law ensured the presence of a classroom for preschool education. The provision of the law provided approval for one classroom for preschool education. The campaign also received approval to build two classrooms for primary education. This campaign's success will help reduce dropout rates in the Tazarin area.

Main campaign components

The following information outlines the campaign's tactical choices and implementation. The Association changed and adapted its actions based on new information, resources and context.

The Association's campaign identified a primary short-term campaign outcome goal. This helped guide them toward their overarching advocacy goal. The short-term goal identified Engaging Decision Makers with a focus on **building consensus**. The campaign needed to **build consensus** with decision makers to reach both their short-term and overarching goals.

Short-Term Goal Statement

- **Engaging Decision Makers - Building Consensus**

As a result of our work, we hope that the Tétouan Regional Prefecture Council will help in drafting the recommendations related to the new education classrooms.

Each of the tactics selected provided building blocks to achieve this short-term. This short-term goal was a building block to reaching the campaign's overarching advocacy goal. They needed key decision makers to approve new education units in their community.

Some of the tactics selected needed adjustments and adaptations. But each tactic supported and moved their campaign forward. Each tactic contributed successes to their goals.

The case study shares these aspects of each tactic used during the campaign:

- target of the tactic (The target is the intended person, group, or place the tactic seeks to affect.)
- action area focus (Research, Mobilization and Engaging Decision Makers)
- tactic and implementation
- challenges faced or identified during implementation (if encountered), and
- key achievements.

Target: School-aged Girls

Advocacy Action Area - Research: Information [needs assessment, issue information, etc.]

Tactic and Implementation

Conducting a questionnaire with the **target group [school-aged girls]** to find out the number of girls who dropped out of school or who did not enroll in school in the Tazarin roundabout area.

The campaign team developed and conducted a detailed questionnaire. This advanced the tactic goal to assess the percentage of school dropouts. This tactic was instrumental in identifying the extent of the dropout issue in the area. This made it possible to identify impacts and barriers on girls' education.

The tactic steps included:

- meetings within the campaign team to prepare the questionnaire
- direct engagement with families to collect questionnaire responses for the community survey
- compiling the information to identify impacts and barriers.

The team reached out to targeted families. They focused on families with children at risk of dropping out. In the village community, houses are spread out with some distance between them. Each house is home to several families belonging to an extended family. This follows the traditional tribal system. This includes the father, his married sons and wives and their grandchildren. Typically, each house accommodates two to three families. For the survey, 40 houses were targeted. This represents approximately 80 to 120 families. The variation in the number is due to the fact that some families were not included in the survey because they did not have school-aged children.

The survey research successfully gathered crucial information about the educational status of children in the area. The data revealed that 57.5% of all children had dropped out. The data also revealed a significant 70% dropout rate among girls aged 12 and above. This was important information for the community and decision makers.

Challenges:

A challenge was identified during the research phase. This was the potential impact of a more recent compulsory early childhood education law. The law requires children to attend pre-elementary school (preschool) before entering elementary school. The Education Ministry must include classrooms for early childhood education with any new education institution construction.

The campaign raised concerns that this may actually result in an even higher percentage of rural dropouts in the future. This may be due to families with children unable to access preschool. This legal change can exacerbate the existing issues in rural communities. This particularly affects girls who are already at a high risk of dropping out. The campaign was able to discuss the compulsory law to highlight this major challenge facing rural children. The campaign stressed that implementation is present in urban areas. But the law's application in rural areas is still absent.

The campaign raised the disparities between children who have benefited from preschool education and those who have not. This disparity is due to difficulties in accessing schools. In rural communities, this includes both primary and preschool education. This disparity leads to significant difficulties for rural children in continuing their basic education. It creates an educational gap that widens over time. Children who attended preschool pull forward. While children deprived of preschool fall further behind.

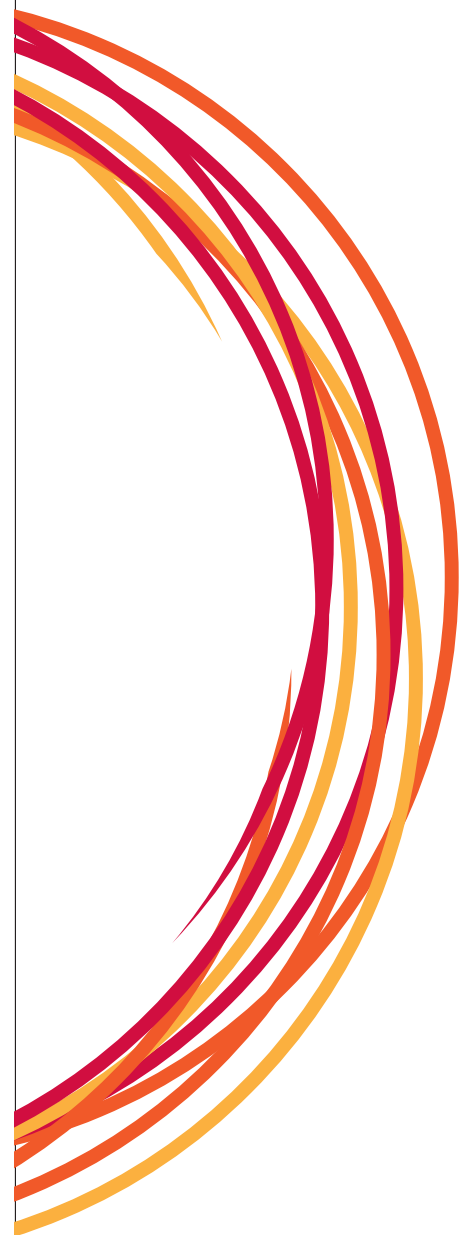
At the beginning of the campaign, the main goal was to advocate for the provision of classrooms for primary education for children aged 6 to 12 years. The law did not negatively impact the campaign. On the contrary, the law helped the campaign achieve beyond its original goal. The law ensured the presence of a classroom for preschool education. This opens the pathway to bring preschool education to the Tazarin rural community.

The research area contributed to a better understanding of the education needs of the community. This was significant in gaining approval for two education classroom units. In addition to the primary school units, approval was given for a preschool classroom. This makes it possible to begin addressing the education disparities in the Tazarin rural community.

Key Accomplishments:

- The successful preparation and distribution of the survey questionnaire.
- The results of the research led to critical insights into the educational status of children in the Tazarin area.
 - Data revealed a particularly alarming 70% dropout rate among girls aged 12 and above. These findings built a solid foundation for building awareness on the issue.
 - Data highlighted the disparities in the application of the early childhood education law in rural communities.

The research phase helped the Association focus their future tactics. They aimed to address and mitigate the dropout issue to create better



access to education.

Target: Authority for Equality, Equal Opportunities and Gender Approach

Advocacy Action Area - Engaging Decision Makers: Building Consensus

Tactic and Implementation

Hold a meeting with the **Authority for Equality, Equal Opportunities and Gender Approach** to present the campaign requesting them to join it, and obtain an advisory opinion on the subject of the campaign addressed to the President of the Regional Council of the Prefecture of Tetouan.

This tactic involved key outreach efforts to organize and hold meetings with the leader of the Authority. The consultation on 29 May 2024 was crucial in securing the Authority's support for the campaign. The president of the Association Citoyenneté Égalité presented the campaign's objectives to the president of the Authority in Tétouan.

The tactic steps included discussion of campaign's objectives. This ensured that the campaign was in line with the Authority's goals and competencies. This resulted in understanding and agreements with the Authority:

- To support and coordinate with the campaign for future meetings, and
- To provide an advisory opinion to the Tetouan Regional Prefecture Council.

The meeting with the Authority supported the primary goal by aligning the campaign's objectives with the Authority's mission. This built an important strategic alliance.

Key accomplishments:

Formation of the strategic alliance and official support from the Authority for Equality, Equal Opportunities and Gender Approach.

The collaboration between the president of the Association Citoyenneté Égalité and the president of the Authority for Equality, Equal Opportunities, and Gender Approach in Tétouan launched this important strategic alliance. This alliance enhanced the campaign's credibility and strengthened its influence on the Regional Council. It advanced the tactic's goal to gain official support and guidance from the Authority. The Authority provided important support through issuing an advisory opinion to the Regional Council. This strategic alliance influenced the Regional Council's position on the campaign's objectives.

Target: Allied civil society institutions

Advocacy Action Area - Mobilization: Collaboration [working together with two or more people/ organizations to advance an advocacy goal]

Tactic and Implementation

Communicate with **allied civil society institutions** to sign a petition and submit it to the Directorate of Education and the Academy of Education.

The campaign team decided not to implement the petition process.

[See Challenges below.] The team shifted this tactic to submitting an advisory opinion to decision making bodies. The key target of the advisory opinion was the Tétouan Regional Prefecture Council. The campaign engaged their strategic ally, the Authority for Equality, Equal Opportunities and Gender Approach. The Authority provided the advisory opinion. The campaign team determined that an advisory opinion issued by the Authority would be more effective in influencing the Regional Council. [See Engaging Decision Makers]

The campaign team gained support from a wide range of civil society organizations along with the advisory opinion. This included discussions and presentations about the education needs of the Tazarin area. The campaign revised tactics to leverage ally support in different ways.

Leveraging Ally Support and Research for Building Consensus with Other Stakeholders

Local and regional outreach

The campaign team met with allied organizations to gain support for the campaign's goals:

- A key agreement was reached with the Women's Advocacy Association and the Federation of Parents of Public-School Students. This highlighted girls' school dropout rates during the upcoming September 2024 - 25 school season.
- The campaign team met with the Federation of Public-School Transport. Transportation is a major barrier for students in remote areas. The meeting addressed significant challenges:
 - the lack of school transportation in the area
 - financial constraints, and
 - inadequate coverage.

National outreach

- **Allied Women's Organizations**

The campaign team presented its research outcomes at a national meeting with women's organizations. This raised awareness on the reality of girls' education in rural areas. This meeting was part of the work of the Asrar Alliance for Empowering Women and Girls during the Voice of Equality meeting. The event took place at Hotel Farah in Tangier on September 18, 2024. It included the participation of women's organizations, civil society actors, and representatives from the education and labor sectors.

- **National Meeting on the Moroccan school system**

The campaign team attended a national meeting on the Moroccan school

system. It was held on September 10, 2024 at the start of the school year. The campaign presented the issue of girls' and boys' non-schooling in Douar Tazarin. This provided an opportunity to share the outcomes of the campaign's research. Issues discussed centered on quality, development challenges, and recommendations made by the campaign.

The meeting made it possible for campaign team members to engage with a wide range of stakeholders including:

Regional Director of Education

- Director-General of the Regional Academy of Education (Tangier-Tetouan-Al Hoceima)
- Representative from the Social Affairs Department of Tetouan Province
- Federation of Parents' Associations
- Association of School Transport Providers
- Party representatives
- Parliamentary groups
- Public education unions
- Local council presidents
- School directors, education inspectors, and teaching staff
- Other civil society actors.

This broad stakeholder involvement contributed to a comprehensive discussion on the challenges and recommendations for improving the Moroccan school system. The campaign succeeded in advocating for the generalization of schooling in rural areas. This event also provided an opportunity for a meeting with the Party of Progress and Socialism.

Challenges:

Shift in Tactics

The campaign team learned that the petition process required significant investments. This included a lot of time, a larger budget to collect signatures, and legal complexities and arrangements. The campaign team discussed alternatives to mobilizing allies to influence the Directorate of Education. The campaign team determined they had two options to achieve their goal:

- **Option 1:** They could mobilize allies to sign and use a petition.
- **Option 2:** They could submit an advisory opinion.

An advisory opinion is like a petition but differs in its legal pathway. An

advisory opinion required far less time and resources. After consultations with the team, they adopted the shift to the advisory opinion option. This shift in the tactic leveraged their strategic alliance with the Authority for Equality, Equal Opportunities and Gender Approach. They also achieved their goal to influence key decision makers using the advisory opinion.

National Election Context

The campaign team also faced challenges in mobilizing allies during September 2024. This was a critical time for gaining decision maker support. But it also took place during the preparatory phase for the upcoming Morocco 2026 parliamentary elections. As a result, outreach to decision makers required significant effort to present the campaign's objectives and to gain favorable support. It also required balancing advocacy efforts to showcase campaign achievements while facing increased pressure from opposition groups.

Key Accomplishments

- The campaign advanced the campaign through local and national advocacy.
- The campaign reached a broad range of stakeholders for engagement.

The campaign secured platforms to present the campaign's research outcomes and goals at national and regional levels. The campaign gained important support from various civil society organizations, women's groups, and key stakeholders to advocate for girls' education, particularly in rural areas. The campaign demonstrated significant strides in awareness-raising. They built collaborations and advocated for gender-responsive education policies.

- Notable milestones included:
 - Highlighted the issue of girls' school dropout rates and educational barriers during local, regional and national meetings.
 - Succeeded in bringing forward the lack of school transportation as an important barrier.
 - Presented at the Voice of Equality meeting on September 18, 2024. This was an important platform that involved women's organizations, civil society actors, and education representatives.
 - Attended a national event focused on education in September 2024 that attracted diverse participants.

The national event focused on education in September 2024 attracted diverse participants. This included a key stakeholder, the Regional Director of Education. The event enabled the campaign to engage political representatives, education officials, teaching staff and other civil society actors. This platform allowed the campaign to present its research findings and engage with a wide range of stakeholders. The campaign shared general recommendations for improving the Moroccan school system to rural areas such as Tazarin.

Target: The local community

Advocacy Action Area - Mobilization: Civic Engagement [to be more involved in the issue of public concern]

Tactic and Implementation

Conduct an advertising campaign through Bent El Houma Radio for the purpose of presenting the campaign and research results to the local community and civil society.

The campaign team was not able to carry out an advertising campaign through radio. Yet, they did succeed in gaining access to an important community platform to reach media. [Also see Mobilization: Collaboration]

The campaign team's outreach efforts resulted in invitations to present the campaign's research and goals. These efforts succeeded in reaching community members including the media.

- The "Pens of Equality" program in collaboration with Zeine Media and Bent El Houma Radio platforms featured the campaign's theme. The Association of Fighting Women in Tetouan held this event on September 22, 2024. The event aimed to engage the media in advocating for the rights of girls and women. It promoted the adoption of a gender-sensitive approach within journalistic work.

Key Accomplishment:

- The campaign presented its research and campaign goals to media platforms in their effort to reach the local community. This important event to highlight the campaign included the Bent El Houma Radio and Zeine Media.

Target: President, Tetouan Prefecture Regional Council

Advocacy Action Area - Engaging Decision Makers: Building Consensus

Tactic and Implementation

Hold a meeting with the President of the [Tetouan Prefecture Regional] Council to gain their support in drafting the recommendations and be part of the delegation to meet with the Regional Directorate of Education.

It was essential to secure the backing from the President of the **Tetouan Prefecture Regional Council**. The President's support provided important legitimacy and impact for the campaign recommendations. The President's support was a critical factor in gaining budget approval to build education classrooms in the Tazarin community.

The absence of the President during the meeting on May 21, 2024 necessitated a follow-up meeting. It is important to note that the Regional Council does not have the authority to establish education classrooms. But the Regional Council could allocate part of its budget to support the campaign. By providing this support, the Regional Council had a critical role. The budgetary support encouraged the Regional Directorate

of Education to take action. This resulted in the **Regional Directorate of Education** approving the education classrooms. The Directorate of Education approved not only the two primary education classrooms requested. But also approved one preschool education classroom to comply with the law.

The Tetouan Prefecture Regional Council was the primary target of the campaign's short term goal. The campaign did not achieve one aspect of their realistic success marker. They did not engage the Regional Council in helping to **draft the recommendation for new educational units**. Instead, the campaign actually achieved support beyond all of the campaign's success markers. The Regional Council provided budget support to build two education classrooms.

The tactic steps included:

- Meeting with the Vice President of the Tetouan Prefecture Regional Council on 21 May 2024. This meeting advanced the primary goal of the campaign. The campaign team was able to discuss the research results and the critical education barriers for children in the area.
- Leveraging the collaboration with the Authority for Equality, Equal Opportunities and Gender Approach. The Authority's advisory opinion helped build important support and influence with the Tetouan Prefecture Regional Council. This was essential for achieving the campaign's goals.
- Meeting with the President of the Tetouan Prefecture Regional Council provided the next step in gaining support. The campaign garnered high-level support for its recommendations. The Regional Council provided a crucial role in advancing the campaign's goals.
- Securing the backing, support and involvement of the President of the Regional Council. This was instrumental in the campaign. This support ensured that the recommendations were well-received by the Regional Directorate of Education in Tetouan.
- Gaining the full Council's approval with the support of the President of Tetouan Prefecture Regional Council. The Regional Council agreed to allocate the budget to build two classrooms in the Tazarin area.
- Leveraging the Regional Council's influence and budget allocation. The Regional Council's budgetary commitment tipped the balance. The Regional Directorate of Education provided its approval for two education classrooms, including approval for one preschool unit.

Outreach to Parliamentarians to Leverage Support and Build Consensus

- The campaign reached out to Parliamentarians and other stakeholders. Special events provided opportunities to build awareness and support for the campaign's goals.

The Regional Council's support for the campaign provided important leverage for making contact with key parliamentarians. Outreach efforts for advancing this consensus building included:

- Contacting parliamentarians in June 2024. While face-to-face meetings were not feasible, discussions were held via phone. These discussions provided insights into the parliamentarians' perspectives. The campaign was able to assess potential influence and support. The campaign team delayed in-person meetings to September to be more effective.
- Preparing written questions based on conversations to present to the Minister of Education. This was important to help build consensus. This advanced the broader goal to influence regional educational policies.
- Coordinating meetings with parliamentarians from the majority. It was important to emphasize the importance of local electoral district interests in the discussion.
- Visiting the capital to engage in face-to-face meetings. This was essential for gaining stronger support. They conducted meetings in September for the new school season.

Challenges:

- **Absence of the President of the Regional Council**

The campaign team faced challenges due to changes in leadership positions. This affected the continuity of efforts. The absence of the President of the Regional Council due to sick leave posed a significant challenge. The initial meeting was conducted with the Vice President. This limited the ability to have a comprehensive discussion with the top decision-maker. This made it necessary to schedule a follow-up meeting.

Yet, there was positive movement. This occurred particularly in the preparation of infrastructure and rural development, part of broader government policy. This also required adaptations to the shifting political landscape. This required effort to present the campaign's objectives and exert pressure on various actors in many meetings.

- **Inability to hold face-to-face meetings with parliamentarians**

This was due to logistical and financial constraints. Securing the necessary financial resources for travel and meeting arrangements posed significant obstacles. The delay in conducting face-to-face meetings affected the campaign timeline. This delayed these meetings to September, the next school season. The commitment to pursue these meetings showed the team's dedication to achieving the campaign's goals.

Key Accomplishments

- **Gaining Tetouan Prefecture Regional Council Approval and Support**

Successful presentations to the President and Vice President of the Regional Council. This included the campaign's goals and

field research results. These marked important steps forward in gaining support and fostering collaboration.

Securing Support for Joint Budget Allocation. First, the Regional Council approved the allocation of a budget to build two classrooms in the Tazarin area in September 2024. This marked a crucial step forward in the campaign's education project. It is important to note that Regional Directorates of Education hold their final sessions to approve annual budgets in October. The approval of the budget from the Tetouan Regional Council provided significant support and leverage. A significant milestone in the campaign secured the support from the President of the Regional Council via phone. This support resulted in allocating a joint budget with the Regional Education Directorate. This demonstrated the strongest possible backing for the campaign's goals.

- **Successful Outreach and Securing Interest from Local Officials and Parliamentarians**

Coordination efforts led to the engagement with majority parliamentarians. This was important especially with those representing relevant electoral districts. This ensured that the campaign goals aligned with local political interests. Despite challenges, the initial outreach to parliamentarians was successfully conducted via phone. This established a good line of communication. It garnered their interest in the recommendations and face-to-face meetings.

Target: Regional Directorate of Education

Advocacy Action Area - Engaging Decision Makers: Building Consensus

Tactic and Implementation

Hold a meeting with the **Regional Directorate of Education** in Tetouan in order to present the campaign and the results of the research to ask for their approval of recommendations.

The implementation of all the previous tactics laid the foundation for success with this decision maker.

- **Research:**

The campaign was able to present the results of the survey research with Tazarin families. This showed the importance of the education classrooms for access to education. The research provided essential information to raise awareness among many stakeholders including the Directorate. This helped the campaign gain local and regional support from allies in Tetouan. This support reached the national level. The campaign was able to share the educational challenges facing children in rural communities, especially highlighting the challenges that face girls.

- **Mobilization:**

The campaign informed and engaged a wide range of civil society organizations and stakeholders. This included local, regional and national support. The campaign was able to engage and mobilize an important decision maker, the **Authority for Equality, Equal Opportunities and Gender Approach**.

- **Engaging Decision Makers**

Campaign guidance and support was given by the **Authority for Equality, Equal Opportunities and Gender Approach**. The Authority provided an important advisory opinion in support of the campaign recommendations.

Consultations with the Tetouan Prefecture Regional Council were crucial in understanding challenges faced by the Council such as the:

- expansion of educational units
- region's connectivity issues, such as the isolation of the Tazarin roundabout due to the lack of a road network.

Challenges

- **Connectivity Issues in the Region**

Connectivity issues, particularly the isolation of the Tazarin roundabout due to the lack of a proper road network. This was highlighted as a major challenge by the Vice President during the meeting with the Director of the Directorate of Education. This issue directly impacts the provision of educational services and hinders access to other essential resources.

Key Accomplishments

- Building consensus with these allies gained their commitment to the campaign.

As a result, the **Tetouan Prefecture Regional Council** provided budget support. This was pivotal for gaining approval and support from the **Regional Directorate of Education in Tetouan**.

- The **Regional Directorate of Education in Tetouan** approved two primary and one preschool education classrooms in Tazarin.

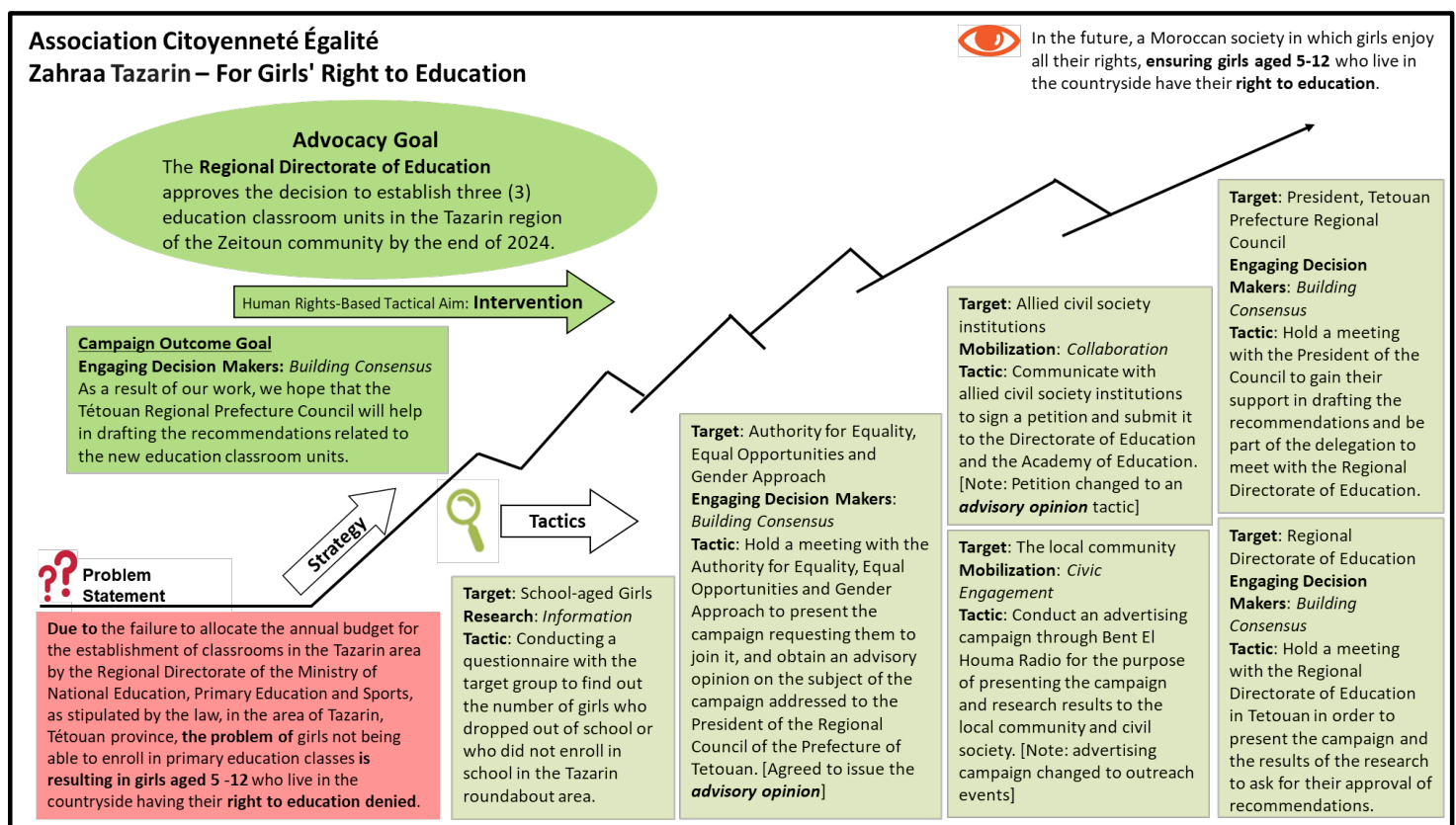
A meeting was held with the recently appointed Regional Director of Education at the beginning of the school year. This meeting followed the Tétouan Prefecture Regional Council's approval to provide budget support for the project. This resulted in the joint partnership between the Regional Directorate of Education and the Tétouan Prefecture Regional Council. The final approval and decision was reached in October 2024.

Strategic Path - Journey of Change visual [see graphic below]

Campaign Evaluation & Achievements

The Association understood and assessed the important decision making processes in their context. This included important approval and decision making processes. The **Tetouan Prefecture Regional Council** does not have the authority to approve education classrooms. That authority belongs to the **Regional Directorate of Education**. This is the decision maker with the power to mandate and approve any construction. Yet, the role of the Regional Council was pivotal for the overall decision making process.

The campaign succeeded in gaining the Tetouan Prefecture Regional Council's support. The Regional Council allocated budget support for the campaign's recommendations. This support for building two primary education



classrooms created the conditions for a joint effort. This encouraged the Regional Directorate of Education to approve the construction of two primary education classrooms. The Regional Directorate of Education also approved one unit for preschool education to comply with the law. These were significant victories.

Evaluating campaign progress using the short-term outcome goal and success markers

During the campaign period, the organization set out to build consensus with decision makers. Their campaign period outcome goal stated:

As a result of our work, we hope that the Tétouan Prefecture Regional Council will help in drafting the recommendations related to the new educational classrooms.

The campaign identified three success markers to track their progress. The organization faced some challenges in using these success markers to track their progress. This is not uncommon. It is important to expect such challenges. Success markers are meant to help track shifts and changes during a campaign.

The Association's campaign achieved their **enough** success marker.

- This was the **agreement** [with the President of the Tetouan Prefecture Regional Council] to **hold a communication meeting with the campaign team**. The meeting was successfully held on May 21, 2024. The discussion included the results of the campaign's research and recommendations. But the absence of the President required a follow-up meeting. This did not take place until the second week of July 2024.

The Association did not achieve their **full** success marker.

- They wanted the Tétouan Prefecture Regional Council to join their campaign.

The Association did not achieve their **overflowing** success marker.

- They wanted the Council to **hold meetings with institutions concerned with the education sector to present the recommendations**.

The **full** and **overflowing** success markers proved to be difficult to evaluate. But these success markers do provide insights into the tactic choices the Association made.

- Lessons learned from the Full Success Marker:

It was difficult for the organization to know the meaning of "**join the campaign**". They had not been specific about what actions the Tétouan Prefecture Regional Council would need to take to join the campaign.

And yet, the Regional Council did take important actions to support the campaign to meet their overarching goal. The Regional Council provided the funds needed to build the two education classrooms. But the organization did not claim they achieved the full success marker because "join the campaign" was not clear.

The organization did engage other important decision makers to join the campaign. The Authority for Equality, Equal Opportunities and Gender Approach became a strategic ally. The Authority joined and supported the campaign in important ways. The Authority provided the advisory opinion that gained the support of the Prefecture Regional Council. This helped the campaign leverage the budget allocation from the Prefecture Regional Council to achieve victories for their overarching advocacy goal.

- Overflowing Success Marker:

This intended action is clear. [Prefecture Regional Council will] hold meetings with institutions concerned with education to present the recommendations.

The Prefecture Regional Council did not participate in this aspect of the organization's campaign.

The campaign team did gain support from various civil society

organizations. They held meetings with a wide variety of stakeholders concerned with education. They utilized opportunities to present the campaign's findings and recommendations.

- A key agreement was reached with the Women's Advocacy Association and the Federation of Parents of Public-School Students to highlight the issue of girls' school dropouts during the upcoming September 2024 school season.
- The campaign team presented its research outcomes at a national meeting with women's organizations, the Asrar Alliance for Empowering Women and Girls. This raised awareness on the reality of girls' education in rural areas during the Voice of Equality meeting.
- The "Pens of Equality" program featured the campaign's theme. This event was held with the Association of Fighting Women in Tetouan. This was also in collaboration with Zeine Media and Bint El Houma Radio platforms.
- The campaign team attended a national level meeting on the Moroccan school system in September 2024. This provided an opportunity to raise the challenges for girls and rural education at the start of the school year.

A review of the campaign's success markers provide valuable insight for the Association's future campaigns. A review of success markers provide campaigns with important feedback for future targets and tactic choices. [See the New Tactics resource for [Choosing Outcomes and Success Markers](#))]

Significant campaign victory

The Association's campaign had significant achievements beyond reaching their short-term and advocacy campaign goals. The support the campaign gained from the Tétouan Prefecture Regional Council encouraged the Regional Directorate of Education to provide the required approval for the construction of two primary education classrooms. In addition, the Regional Directorate of Education also approved one preschool unit to comply with the law. This approval provides three education classrooms in the entire village area of Tazarin of the Zeitoun community. This approval was provided by the end of 2024.

This consensus building among decision makers helped the campaign achieve victory beyond their advocacy goal. The campaign succeeded in gaining approval to establish two primary and one pre-school education classrooms in Tazarin. They succeeded beyond their goal by gaining funding for two classrooms. The building of the classrooms began in early 2025.