

هيئة  
السلام  
المغرب



Peace  
Corps  
MOROCCO



**Annual Report 2016**



# Message From The Director



Dear friends and partners,

I am immensely proud to present this US Peace Corps Morocco's 2016 annual activity report.

This year over 150 Volunteers have served and worked side-by-side with their local counterparts and communities in **99** different communities and provinces to promote the Peace Corps' global mission of world peace and friendship. Aligned with the priorities of our official partners, namely the Ministry of Youth and Sport and Entraide Nationale, and other local partners and NGOs, Peace Corps/Morocco implements meaningful ways to address the needs of local youth.

The data and stories on the pages that follow offer a transparent preliminary assessment of our reach. At its core, Peace Corps is about people, human connections, and building capacity for long-term sustainable development.

This year also marks the launch of the Let Girls Learn initiative. First Lady Michelle Obama's visit to Marrakesh and her meeting with Volunteers and Moroccan students has reinvigorated our efforts in support of gender empowerment. This will continue to be a focus in years to come.

As we reflect on the last year, we are enormously grateful to our Moroccan partners at the commune and provincial levels including representatives of the Ministry of Youth and Sports and the Ministry of Education for supporting Volunteers' work. We are also thankful for our local counterparts, supervisors, Youth Center (Dar Chabab) Mudirs, and host families who have welcomed and opened their homes to American Volunteers and have then made their cross cultural experience memorable. We at Peace Corps Morocco, have always believed in the potential for building bridges of understanding and achieving successful and sustainable results through volunteer service.

We look forward to working with you to launch new opportunities in both urban and rural areas, and to build deeper relations between our two nations one person at a time.

**Steve Driehaus**

*Country Director*



Steve Driehaus  
Country Director  
Peace Corps Morocco  
Peace Corps Senegal Volunteer  
(1988-1990)



# Peace Corps : Overview



The Peace Corps is an independent U.S. Government agency that provides Volunteers to countries requesting assistance around the world. President John F. Kennedy officially established the Peace Corps in 1961 in an effort to promote world peace and friendship. Since its founding, nearly 250,000 Americans have served in 139 countries as Peace Corps Volunteers. Currently the United States Peace Corps is working in 66 countries around the world with more than 7,000 Volunteers, the largest numbers of countries served and Volunteers serving in the past three decades.

Peace Corps goals are as relevant today as they were nearly 50 years ago :

- \* Helping people of interested countries in meeting their needs for trained men and women.
- \* Helping to promote a better understanding of American people on the part of the peoples served.
- \* Helping to promote a better understanding of other peoples on the part of American people.

Volunteers around the world share their time and talents by serving for a two-year commitment to work as teachers, business advisors, youth development specialists, information and technology consultants, health and HIV/AIDS educators and agriculture and environment workers. They are committed to learning from the people with whom they live and work. They make great efforts to integrate into the culture of the country where they serve and through the use of participatory community analyses help their host communities design and implement sustainable development and service projects. All Volunteers serve at the invitation of the host country government and work in partnership with a host agency. Funding for Peace Corps programs around the world is allocated by the United States Congress and comes from the taxes paid by individual American citizens.

## **VOLUNTEER INFORMATION :**

*To be a Volunteer :*

- Length of service is 27 months, which includes an average of 10 weeks of in-country training in areas such as technical skills, local culture and language and 24-months of Volunteer service.
- Applicants must demonstrate a commitment to community service, leadership experience, and a willingness to learn a new language.
- Volunteers receive a living allowance that covers housing, food, and incidentals, enabling them to live in a manner similar to people in their local communities.
- The minimum age for Peace Corps service is 18 and there is no upper age limit.
- Volunteers must be citizens of the United States.

## **PEACE CORPS TODAY**

Host Countries: 63

Volunteers and trainees: 6,919

Gender: 63% female, 37% male

Marital status: 94% single, 6% married

Minorities: 28% of Volunteers

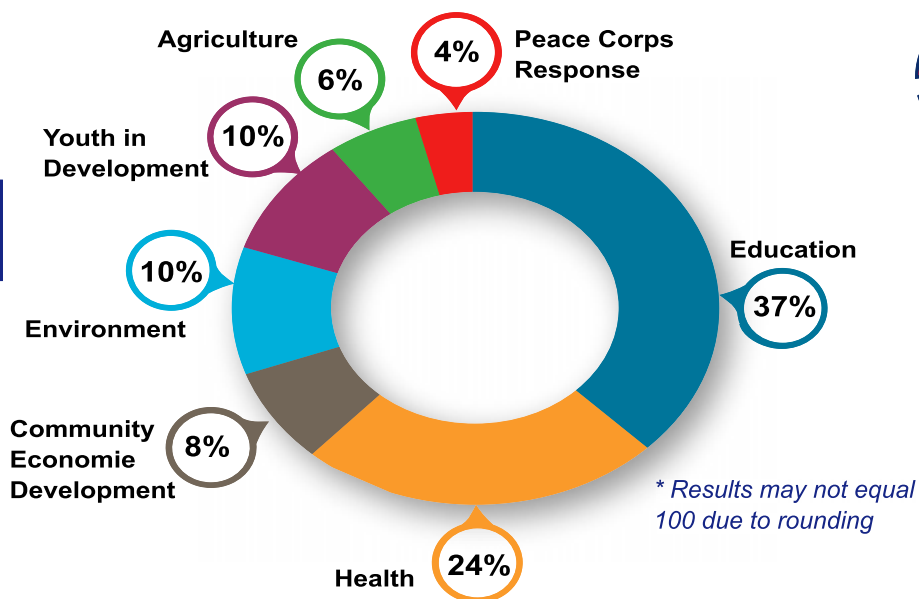
Average age: 28

Volunteers over 50: 7% of Volunteers





## Peace Corps Program Sectors



## Peace Corps Morocco

The first group of Volunteers arrived in Morocco in 1963 at the invitation of the Ministry of Foreign Affairs. Since then, over 5000 Volunteers have served in Morocco in different sectors. On average of 150 Volunteers serve annually in the Youth Development program in Morocco.

Peace Corps/Morocco Volunteers receive technical and cultural training and have been trained and work in Darija (Moroccan Arabic), Tashlheit and Tamzight depending on their sites. By working in both rural and urban communities, the Peace Corps is able to maximize its potential in the country, and address the needs of larger communities.

### PEACE CORPS MOROCCO STATISTICS :

**Officially Opened :** 1963

**Current Volunteers :** 148

**Gender :** 35% male, 75% female

**Marital Status :** 90% single, 10% married

**Average age :** 30

**Volunteers over 50 :** 9% of Volunteers

**Partners :** Ministry of Youth and Sports, Ministry of Education, Entraide Nationale, Dar Talee/Taleeba (Student Center), Dar Chabab (Youth Center), Nedi Neswi (Women's Center), and other associations



# Youth Development Project



The Youth Development program in Morocco aims to positively engage youth and prepare them for their roles within family life, world of work and citizenship through activities, projects and programs geared toward the achievement of three broad yet interconnected goals :

## **World of Work :**

*Youth will develop employability skills and assets to participate more fully in the global 21st century.*

## **Health Life Styles :**

*Youth/women will be empowered to adopt positive behaviors to achieve optimal health and well-being.*

## **Positive Youth Development :**

*Youth will develop or enhance interests, skills and assets to strengthen their personal development and community engagement.*

These three goals align well with three axes highlighted in Ministry of Youth and Sports (MYS) National Integrated Strategy (SNIJ) 2015-2030, namely :

***Axis 1 : Increase economic opportunities and promote youth employability***

***Axis 2 : Improve access to basic services and reduce geographic disparities (health, sports, leisure, art and culture)***

***Axis 3 : Promote active participation of youth in social life, civic activities and decision making.***

In 2016, over 150 Youth Development Volunteers were assigned to work with youth in 95 semi-urban as well as rural communities throughout Morocco. They worked in partnership with the MYS regional and provincial directors to carry out a wide range of activities outlined both in the Peace Corps YD project framework and the Ministry's strategy (see table below for sample activities carried out in 2016). The work venues included youth and women centers, Centres socio-sportifs de proximité (CSP), schools, local associations, co-operatives, Entraide National centers.

In addition to their community level work, Peace Corps Volunteers in Morocco assisted international organizations operating locally such as SOS Village, and in a number of national events such as the Special Olympics, and the Ministry of Youth and Sport Spring, and English Immersion Summer camps.



## Major YD Volunteers' Activities in 2016

Format	Thème	
310 Camps	<ul style="list-style-type: none"> <li>- Language immersion</li> <li>- Science</li> <li>- Art</li> <li>- Glow (girls leading our World)</li> <li>- Bro (Boys respecting others)</li> <li>- Sports</li> </ul>	<ul style="list-style-type: none"> <li>- Soccer/girls soccer/ Grassroots soccer</li> <li>- Job skills</li> <li>- Journalism and media</li> <li>- SIDA awareness</li> <li>- Space</li> <li>- Water</li> </ul>
155 Clubs	<ul style="list-style-type: none"> <li>- Film</li> <li>- Community Garden and Environment</li> <li>- Debate</li> <li>- Girls' basketball</li> <li>- Culture</li> <li>- English</li> </ul>	<ul style="list-style-type: none"> <li>- Theater</li> <li>- Art</li> <li>- Environment</li> <li>- Ping Pong</li> <li>- Communications</li> <li>- Operation Explorer</li> </ul>
123 Training/ Workshops	<ul style="list-style-type: none"> <li>- Girls Education workshop</li> <li>- Volunteerism training</li> <li>- Building small business capacity</li> <li>- SIDA and sexual health leadership</li> <li>- Life skills (International Youth - Foundation Passport for Success)</li> <li>- Gender Advocate training</li> <li>- Community Leadership</li> <li>- Journalism/E-News workshop</li> <li>- TIBU Basketball Academy training of trainers</li> </ul>	<ul style="list-style-type: none"> <li>- Model United Nations (MUN) training</li> <li>- Aerobic Teachers training</li> <li>- Cultural Café training</li> <li>- Technology Literacy training of trainers</li> <li>- CLIMB (Creating Leadership in the Mountains and Beyond)</li> </ul>





**The key outcomes were the following :**

<b>GOAL 1</b>	<b>Youth will build assets, develop skills, and engage in community development</b>
<b>12,830 youth</b>	Demonstrated enhancement of their interests, assets and skills for positive youth development including positive communication, decision making and/or critical thinking
<b>2,633 youth</b>	Participated and/or lead a volunteerism project or activity that benefits their communities

<b>GOAL 2</b>	<b>Youth will adopt healthy behaviors</b>
<b>5,276 youth</b>	Reinforced their sports practices and/or engaged in new physical activities
<b>1,854 youth</b>	Adopted a green lifestyle and engaged in community activities in protecting the environment
<b>852 youth</b>	Increased their awareness of preventive measures in regards to HIV/AIDS
<b>356 youth</b>	Increased their awareness of preventive measures in regards to alcohol and substance abuse (includes tobacco and drugs)

<b>GOAL 3</b>	<b>Youth will develop skills and assets to enter the world of work</b>
<b>1,755 youth</b>	Built employability skills
<b>4526 youth</b>	Improved verbal or written English for work
<b>532 youth</b>	Demonstrated improved computer or other technology related skills for work.
<b>1,805 youth</b>	Tutored for the BAC English exam
<b>705 youth</b>	Demonstrated improved entrepreneurship skills



## Small Project Assistance (SPA)

The Peace Corps Small Project Assistance (SPA) Program, sponsored by the United States Agency for International Development (USAID) that funds small-scale community development projects developed by Peace Corps Volunteers and their community members. The SPA program is governed by a special objective development within the USAID mission 'to increase the capabilities of local communities to conduct low-cost, grassroots sustainable development.'

Through this program, Volunteers help build the capacities of community members in their sites as they work together to identify and redress community concerns through the design and implementation of these SPA funded projects. To ensure sustainability and community participation the SPA program requires the community to contribute, in cash or in kind, at least a 25% of the total project cost.

In FY'16, PC Morocco allocated a total of US\$ 130,000 to Small Grants and Trainings (Employability,

Life Skills, Library Workshop, Gender Advocate Training and Project Design & Management training.



## Peace Corps Partnership Program (PCPP)

The Peace Corps Partnership Program (PCPP) is designed to identify and accept private donations to support small-scale community-initiated development projects within the context of the goals of the Peace Corps. These projects are developed

and proposed jointly by Peace Corps Volunteers and their Moroccan community partners and is intended to address basic community needs. Volunteers are responsible for a full accounting of the funds for their respective projects, and ensuring that their projects respond to measurable indicators of success or effectiveness. Like the Small Project Assistance program, the community is expected to contribute at least 25% of the total project cost.

In 2014 a donation of \$50,000 per year for five years was announced as a donation from the King to support volunteer and community projects. This donation is administered through the Peace Corps

Partnership Program (PCPP)

and all grant applications must meet the same criteria including the community's participation and contribution.

This is a significant recognition by the Moroccan government and the King of the value of the more than 50 years of the Peace Corps in Morocco.



# Let Girls Learn Initiatives



As part of the U.S. government's commitment to Let Girls Learn, an initiative to ensure that adolescent girls get the education they deserve, First Lady Michelle Obama and the Peace Corps have formed a powerful collaboration to expand access to education for adolescent girls around the world. Educating girls is essential to thriving communities but globally, 62 million girls are not in school, and barriers to adolescent girls completing school are particularly significant. Peace Corps Volunteers are uniquely positioned to address that challenge by empowering local leaders at a grassroots level to put lasting solutions in place.

Moroccan girls in rural areas drop out of school for many reasons a fact that will hinder human development in the areas. In June 2016 First Lady Michelle Obama and Peace Corps Director visited Morocco and met a group of Peace Corps Volunteers in Marrakesh to launch the initiative in country. Since then, and while the project is in its embryonic phase, Volunteers, particularly female ones, have committed to serve as mentors to the girls in their communities, advising them to stay in schools and emphasizing the importance of education in their future lives. In 2017 we hope to implement activities and training workshops geared towards gender awareness of the value of girls' education.



# Special Olympics



Special Olympics is a global organization that serves athletes with special needs. Since the establishment of Special Olympics in Morocco in 1995, the number of people with special needs who are involved with the organization has been growing, but the unmet need to reach more people with intellectual disabilities is staggering.

Special Olympics provides year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities. These activities give them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship.

This year 23 Peace Corps Volunteers participated in Special Olympics program in Ifrane from May 21, 27th, 2016, which gathered over 1470 youth with special needs through the country. The program included various sport activities for youth. Participants came from cities all over the country with their families. Moroccan scout volunteers from regions around the country also participated in the program as volunteers.



# Model United Nations (MUN)



Model United Nations is an authentic simulation of the UN General Assembly, UN Security Council, or other multilateral body, which introduces students to the world of diplomacy, negotiation, and decision making. It's a rewarding activity Peace Corps Volunteers have introduced to Dar Chabab patrons.



On the weekend of October 2-4, 2015, nine Peace Corps Volunteers and about thirty-two Moroccan counterparts and trainers gathered in the Sidi Slimane Dar Chebab for a training on what Model United Nations is and some basics of how to teach it. Throughout October, November, December, and January, these volunteers and MUN instructors went to their home cities and worked towards establishing MUN clubs in order to teach a 12-session curriculum originally written by former PCVs and expanded on and translated by numerous Moroccan counterparts over the past couple years.

At the end of the four-month instruction period, 110 student participants—representing eight Peace Corps sites, one former Peace Corps site, and one independent entry—joined together in El Menzel for a three-and-a-half-day conference. The opening and closing ceremonies of the conference hosted three guest speakers: former Standing Ambassador of Morocco to the United Nations and current Visiting Professor at Al Akhawayn University, Amb. Loulichki; Prof. Souad Slaoui; and Badr Bouslama, a young social entrepreneur of Casablanca. During the conference itself, fourteen undergraduate and graduate students and working professionals from all over the country volunteered to serve as Chairs and Vice Chairs for seven different committees, and seven representatives from El Menzel served as Rapporteurs. The committees represented were the following: United Nations Human Rights Committee · Special Political and Decolonization Committee · General Assembly · UNICEF · Security Council · Disarmament and International Security Committee · United Nations High Council on Refugees.

Twenty-six countries recognized by the United Nations were represented at the conference, and all topics were selected and written-up by Moroccan counterparts serving as committee chairs. And for the first time in Morocco, a nation-wide group of students conducted a Model UN conference entirely in standard Arabic. After completing the classes and the conference, participating students have expressed excitement about having had the opportunity to develop their intellectual skills and to travel to a very different part of the country, and for the chance to meet students from all over Morocco. Many students are excited about the possibility of more conferences in the future—in both English and Arabic!





## Chess Club «Forsan el atlas»: Itzer by Rachel Gates-Vickery 2015-2017

Itzer is a small community in which there are many opportunities just waiting to be explored. Unfortunately there are very few organized activities for youth outside of school, causing youth to be lost with very little guidance. Project chess addresses the issues of lost youth on the streets - bringing them into the youth center creating not only a sense of belonging in a safe space, but also providing a place where youth can expand their minds and develop their scholastic abilities. Members of the community have been inquiring about programs or projects for youth - members of the community have expressed strong interest in the development of such activities.

The want and need for new programs and projects are clearly visible. The chess club that has been established here in Itzer approached me about designing a possible program and together we were able to find the space at the youth center and the club then developed a program that they designed. We applied for our Chess grant in October of 2015, received the grant funds February 2016, purchased nearly all of our materials by Ramadan 2016, and kicked off our Chess Club with an open-house tournament in August 2016. Since August 2016 we have had a fluctuating number of youth coming out (with a smaller, consistent number of about 20 youth from the beginning until now). We held a two-week open-house chess tournament for all that wanted to join and participate.

Following the celebration and award ceremony we began our chess club in September 2016 meeting two nights a week. Roughly 25-40 youth were engaged twice a week for our chess club project. At this point we still had not received our chess strategy books, but we were able to teach in small groups of youth with one mentor or teacher for each group of 5-6.

In November 2016 we received our strategy books - we have in total 120 books between Arabic, French, and English. The books have been a wonderful addition and progression for the club; they allow students

to be self-driven and look up any questions they may have, to see visuals, and different paths to take while playing chess. Looking ahead, there are plans to host another local in-house tournament this coming March 2017, in preparation for a small-regional tournament around Ramadan 2017





After analyzing funding in mid-February and several months of creating the library space, buying books, and organizing and cataloging books, the new library opened its doors on Monday, June 6. The library was quickly put to use. The day following the official opening, we started the Ramadan Reading Challenge. With this month-long challenge, youth received a point for each day that they come to the Dar Chabab and read for at least 30 minutes. Thirty-four youth from ages 7-15 regularly participated in the challenge.

The official opening and ribbon cutting ceremony for the library took place on Monday, June 13. After presenting the library and cutting the ribbon, the kids performed an English language play I wrote about the new library and exploring the world through books. We also showed a video highlighting various activities at the Dar Chabab and presented certificates to the first group of youth to complete the Peace Corps Life Skills program. Representatives from the local government and the middle school joined for the festivities.

In connection with the opening of the library, we also started a library club. The members of the club will be allowed to take the books home to read for one week at a time; in exchange, they must help me and the director with the library and they must commit to reading for pleasure (i.e., non-school books) for at least 2 hours every week. While we lost some momentum for the Club over the summer, we are starting to build that momentum back with the start of the school year.

The most exciting part of the library is the impact it is starting to have on youth in the community. The library offers the first time that many of the youth have seen shelves of books and been allowed to explore and read the books on their own. And those who helped organize the books and participated in the other activities necessary to open the library feel an ownership over the finished product. In addition, youth are coming to the library to read for pleasure and for school, to participate in story time and other library related activities, and volunteering to read aloud for the rest of the group. We have held two tutoring days where older youth come and help younger youth who are learning to read, and the older kids routinely assist the younger kids when they struggle with a word or otherwise don't seem to understand what they are reading.

Activities at the Dar Chabab are flourishing! This school year, we routinely have 30-40 youth who cycle through the Dar Chabab on any given day. These youth are attracted by the library, but they are also participating in English classes and other activities offered at the Dar Chabab. The library also has other education resources, puzzles and games. These resources attract youth to the library and also help youth learn.





The Kids Team Sports Club has been a huge success in my service and in the Akka Dar Chebab. One of the struggles I had faced in my community and within the sector of youth development was how kids played and interacted with one another on the street, and how that correlated into behaviors in other areas (such as the school and the Dar Chebab). In an effort to combat negative and ineffective behaviors, and to instill inclusion and belonging, positive communication, and healthy practices, the Kids Team Sports Club grew out of authentic community needs voiced by local leadership, parents, and youth alike. Securing the grant helped to reach more youth in a variety of ways, making structured play time a space for personal growth, socialization, and skills building (both in sport as well as in life skills). The grant has filled the Dar Chebab with sports equipment and supplies that have directly impacted 55 youth through regular weekly programming. What started out as 2 hours per week of activities has grown into four sessions weekly totaling 8 hours of structured contact time with youth under the age of 13.



Additionally, older youth up to the age of 18 have also been able to benefit directly by having these materials on hand at the Dar Chebab, and currently 8 of our older youth are actively participating as teachers, coaches, and volunteers, delivering life skills curriculum that pair with team sports play in three of the four sessions (6 of the 8 hours weekly). In addition, school holiday breaks have included Kids Team Sports Club programming in the last four breaks. Parents and teachers have approached me in the community with regularity (and especially as I near the close of my service) to express their gratitude and to share with me the positive impact it has had on their child/student, home/classroom, and the overall ambiance of the community. The Dar Chebab has now become a space where many kids of both genders, varying abilities, and a wider age range are now engaging in structured activities that support personal growth, life skills, and physical activity. Enrollment in the Dar Chebab for kids ages 8 to 12 has gone up from 2 in 2015 to 34 in 2016. In addition to the 8 counterparts at the Dar Chebab, an association through the madrasa is also currently trying to establish a youth soccer league in Akka following the successes of the Kids Team Sports Club to continue to benefit youth under age 12, further providing opportunities for Akka youth.

## Tamegroute Pottery Mosaic Project: Tamegroute, Zagora Province — by Mecca Abney 2014-2017



Everything from the original idea to the eventual execution of this project all evolved organically. Perhaps even before I arrived the seeds of this project proposal were being planted. I arrived 2 years ago in a tiny town not known for much else but its pottery. “Pottery” the craft that I would later learn was the life-blood of this community, passed down generation after generation from as early as the 1600s. As with any area this highly concentrated with specific craft, the result in Tamegroute was an overwhelming accumulation of pottery debris that littered the streets and lined the concrete walking the lead to my house ...literally everywhere.

Then there was the Dar Chabab or the Youth Center which had a sort of antiquated, not frills appearance. Above the entrance is a sign simply saying “Tamegroute Youth Center” in Arabic, however no particularly unique adornments that displayed or showcased the unique character of this town and its people.



Then in a beautiful marriage of the above community circumstances this idea was born. Within the community the key questions discussed were 1) How do we reduce the accumulation of trash and pottery debris in our community 2) How can we beautify our community and show its unique character and skill set in a way that was sustainable and cost effective.

I learned that some of the local artisans were already skilled in the techniques of building and designing a mosaic, using the local pottery. Additionally many of the youth who frequent the Dar Chabab were the sons, daughters and relatives of the community's most talented artisans. Thus connecting them and their livelihood to this ubiquitous craft.

In the end the project was led by local artisans who worked with community members and youth contributors. These youth contributors were the children of potters whom they often assisted by mixing clay or readying the pottery wheel. They now had taken part in a project designed for them and displayed at their safe haven...the Dar Chabab.

It is hard to pull one anecdote from this journey that we all took together informed by the past traditions of the community and innovated and modernized at the hands of the youth. The mosaic remains and will always remain is a public on display for the community to reflect on the great work they have done together and their rich tradition as a community.



## Small Projects Assistance (SPA) Projects :

<b>Tata</b>	Tata Ability Camp
<b>Ait Sedrat – Sahel L’Gharbia</b>	Advanced Tailoring Skills Course and Organizational Development Conference for Women

## Peace Corps Partnership Program Projects :

<b>Akka</b>	Akka Community Health Fair
<b>Ouled Teima</b>	Re-painting and Murals
<b>Tamnougalt</b>	Give Moroccan Youth the Technology They Need to Further Their Education
<b>Sidi Allal Bahraoui</b>	Learning Center Dar Chebab
<b>Ribat El Kheir</b>	English through Art
<b>Asilah</b>	Increased Accessed to Technology in the Classroom and Community
<b>Essaouira</b>	Healthy Lifestyles Workshops for Women
<b>Tamesloht</b>	Environmental Education Park
<b>Ouarzazate</b>	Resource and Awareness Workshop for Domestic Abuse
<b>Essaouira</b>	Essaouira GLOW Camp
<b>Goulmima - Errachidia</b>	Peace Camp
<b>Ouled Teima</b>	Model United Nations Youth Conference
<b>El Menzel - Sidi Slimane</b>	Model United Nations Youth Conference
<b>Ait Ourir</b>	GLOW Camp
<b>Azrou</b>	Partners in CLIMB 2016
<b>Sidi Bouaathman</b>	Developing Sports and Games Teams and Clubs
<b>Itzer</b>	Chess Club "Forsan el atlas"
<b>Zaiou and Bouarfa</b>	Model United Nations Youth Conference
<b>Agourai</b>	January MUN Conference
<b>Settat</b>	Write On! Morocco 2016
<b>Sidi Smail</b>	Jorf Lasfar Lycee Library
<b>Boudnib</b>	Desert Villages Blood Pressure and Diabetes Testing
<b>Sidi Slimane</b>	Creating Leadership in the Mountains and Beyond (C.L.I.M.B.) Mid-North Region
<b>Ouarzazate</b>	Anmoun Youth Leadership Training
<b>Tiflet</b>	Model United Nations Conference
<b>Tamegroute - Zagoura</b>	Tamegroute Pottery Mosaic Project
<b>El Ksiba</b>	Guitars for Morocco
<b>Taznakht</b>	Local Health Workshop
<b>Demnate</b>	Dar Chebab Garden Expansion
<b>Demnate</b>	Disabled Youth Economic Development
<b>Errachidia</b>	2016 International English Conference
<b>Zrarda</b>	Theater Program
<b>Ouled Yahya Lgrair</b>	Oulad Yahya Environmental Day Camp
<b>Ouled Teima</b>	CLIMB (Creating Leadership in the Mountains and Beyond)

<b>Boumanlne Dades</b>	A Library for All
<b>Bouleman - Outat Lhaj</b>	Creating Leadership in the Mountains and Beyond (C.L.I.M.B) Mid North Region
<b>Figui</b>	Creating Leadership in the Mountains and Beyond (C.L.I.M.B.) 2016
<b>Ouled Teima</b>	Community Camp GLOW ("Girls Leading Our World")
<b>Kamouni</b>	Kamouni CLIMB
<b>Ait Bayoud</b>	Igilouda - Izgouaren Water Project
<b>Ouled TEima</b>	1st Annual Sous Massa Regional BRO/GLOW Leadership and Respect Camp
<b>Jorf</b>	Some Men Passed Here, Water Channel Documentary
<b>Shaim - Safi</b>	Creating Leadership in the Mountains and Beyond (C.L.I.M.B)







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