

Discover Ltd / Education for All Morocco

Y6 – Y7 Geography Transition Unit

June 2020

Dear Pupil

Welcome to this study unit about Morocco. By working through the different activities in this pack you will learn:

- where Morocco is in relation to the countries of Europe and North Africa;
- the similarities and differences between your home area and the local areas of other pupils in Morocco;
- the major physical geographical features of Morocco and the surrounding areas (Sahara Desert; Rif, Atlas and High Atlas mountains; the coastal plain; Mediterranean Sea; Atlantic Ocean; Canary Islands)
- how tourism impacts on a local area (the good, the bad and the even better); and
- how being given the chance to go to a secondary school can have a major impact on your life.

So why learn about Morocco?

A very good question, well... the people who have written this unit of work all know a lot about Morocco and we would like lots more people, e.g. YOU to learn more about this amazing country and it's people. Also, we all work for two organisations (Discover Ltd and Education for All Morocco (EfA)) which are based in Morocco, and hence Morocco is like a second home to us.

Discover Ltd was set up over 40 years ago to take pupils from secondary schools on fieldtrips to Morocco. Since 1980 many thousands of pupils have had the opportunity to learn about Morocco from first-hand experience. Discover Ltd now owns a hotel in Imlil, the Kasbah du Toubkal. In 2007, the owners of the hotel along with members of the local community helped to set up the charity Education for All Morocco (EfA). EfA now runs 6 boarding houses in which approximately 250 girls (aged 11-17) live from Monday to Friday. This means that they are now able to attend a secondary school.

And so we have lots and lots of resources that we have decided to put together into this unit of work. Your teacher(s) will explain to you how to work through the activities, either at school or at home.

The unit has been designed for you to start with Section 1 through to Section 7. You can of course always go back and change your response to any of the questions. ***Please, please do not forget to add any questions you would like answers to by filling in the table at the end of Section 7.***

In the meantime, have fun learning about Morocco, and we hope that you find it as exciting as we do.

From the teachers at Discover Ltd and Education for All Morocco.

The different sections of the study pack

- 1) What I already know (self-audit of all things geographical)
- 2) The geography of Morocco
 - a) the country: rivers; mountains and the climate (physical geography)
 - b) the people: where do they live and what do they do (human geography)
- 3) How tourism impacts on a village; a city; the country and its people?
- 4) Why is it important that all children have the opportunity of an education?
- 5) What do I now know about Morocco and its geography and my local area – what is similar and what is different?
- 6) What I'd like to know more about....

Section 1: What I already know (self-audit of all things geographical)

Task 1.1: What I already know about my local area:

Theme	I know already that...
What is the name of my local area (is it the name of a village or a part of a town / city)	
Can I find my local area on a map?	
If it is a built up area, how would you describe the buildings (are they mainly houses; shops; offices; factories; farms)	
How long would it take me / my family to walk to buy some bread and milk (or do you have to get in a car / bus to be able to get to the local shops)	
Do you know what some of the jobs the adults in your local area do?	
What has the weather been like for the last 4 weeks?	
Can you name some 'human' geography features of your local area?	
Can you name some 'physical' geography features of your local area?	

Task 1.2: What I already know about Morocco:

Theme	I know already that...
Which continent Morocco is on	
How long it would take to travel to Morocco from my home area	
The name of their money is called	
Some popular foods (& fruits) are	
The weather in Morocco in the summer is?	
The names of some of the towns / cities	
I can name some 'geographical' features	

Section 2: The Geography of Morocco

Morocco: the country

Morocco is a country in North Africa bordering the Atlantic Ocean and the Mediterranean Sea. Morocco has mountainous regions and large desert regions and is bordered to the east by Algeria, with the Western Sahara to the south. This is a section of land that Morocco claims belongs to it and calls it its Southern Provinces. Ownership of this piece of land however has been under dispute for many years.

Morocco has a mainly hot climate and can grow crops such as date palms, oranges and a variety of spices (e.g. mint, saffron, ginger, coriander, turmeric and cinnamon.)

Historically Morocco has close links with France and so many people speak not only Arabic or Berber dialects, but French as well.

- The official name of Morocco is the Kingdom of Morocco.
- Morocco is about half the size of the UK.
- There are over 37 million people living in Morocco (2020) compared with the population in England of 56 million (2020).
- The capital city of Morocco is Rabat, although the largest city is Casablanca with nearly 4 million people. Casablanca is the major business and commercial centre of Morocco.
- Marrakech is a very well known city, extremely popular with tourists as it is very close to the sea (Atlantic Ocean) as well as the Atlas Mountains.
- The Berber people have been living in North Africa for centuries, historically living in the mountainous areas but in more recent times moving to the cities for work.
- From 1912 to 1956, Morocco was divided into French and Spanish zones. There are just two small Spanish-controlled areas still remaining today (Ceuta and Melilla).
- The currency in Morocco is called the Dirham. (There are approximately 12 Dirham = £1 UK.)
- Moroccan cities commonly have: mosques with beautiful towers called minarets; market areas called bazaars or souks; old medieval sections called medinas and old fortresses called kasbahs.
- Green tea with mint and sweetened with sugar is very a popular drink in Morocco.
- The most famous of Moroccan dishes is couscous, other popular dishes include pastilla, tajine, and harira. Chicken is the most widely eaten meat.
- The most popular sport in Morocco is football (soccer). In 1986, the Moroccan national team became the first African and Arab country to make it to the 2nd round of a World Cup.
- The university called al-Qarawiyyin was founded in the city of Fes in AD 859 as a madrasa (an Arabic educational institution) and is considered by some to be the oldest university in the world.

Morocco: Its economy

- Morocco is classified by the World Bank as a 'middle-income' country. The UK, USA and Europe are classified as 'high income' countries.
- This is calculated by adding up the total amount of all goods and services that a country produces in a year. This is then divided by the total population of that country to calculate what is called the Gross National Income per Person.

Country	Gross National Income / Capita (person)
Morocco	\$3,000
USA	\$63,000
UK	\$42,000
France	\$41,00

- Morocco has a labour force (the number of people of working age) of approximately 12 million. Almost 40% (5 million) work in the services industry. This is most likely in relation to the booming tourist industry the country has seen in the past twenty years.
- Another 40% (5 million), of the population are employed in farming and agricultural related industries. Morocco is believed to have 75% of the worlds' reserves of phosphates which is helping to increase the amount of money the country earns from selling goods overseas. (*Phosphates are used to make fertilizers for agriculture.*)
- Despite a recent boom in tourism, almost one in ten Moroccans of working age are unemployed. Surprisingly, it tends to be the young (26%) educated (18%) and women (15%) who are suffering the most, suggesting that the growth in economy is not yet capable of meeting the modern needs and skills of those seeking formal work.

Morocco: Where does it get its energy from?

- In 2015 two-thirds of electricity in Morocco was produced from burning imported fossil fuels (such as coal and oil). These two resources are not found anywhere within Morocco and so it has to buy them (import) from other countries.
- As part of a national strategy to increase the amount of energy that can be produced from within the country Morocco is working hard to establish renewable and alternative energy sources.
- The King (Mohammed VI) and the government envisage that the rise in renewable energy production through solar and wind in particular. Solar power is considered the most efficient way forward in generating vast quantities of renewable energy for everyone, no matter where in the country they live.
- Morocco has approximately 3,000 hours of annual sunshine in Morocco. (In the UK it is 1500 hours). In 2009, Morocco launched a mega-scale solar project (The Moroccan Solar Plan). Today, it has the largest solar farm in the world which is the size of 3,500 football pitches!
- The government believes that this constant supply of low cost electricity will make Morocco a very attractive location for foreign companies to invest in.

Morocco: how it is dealing with climate change

- Morocco has at least four different climate zones: a warm and dry Mediterranean climate; a moist Atlantic climate; the cooler Atlas mountains and the hot desert climate of the Sahara.
- There is an upward trend in the frequency of warmer days and fewer cool days. This has considerable negative impacts on water availability and consequently on agriculture.
- Generally, the northern areas of Morocco are thought to be the most vulnerable to rising temperatures (up to 2.5°C by 2050) and falling rainfall, which will significantly impact, on agriculture in the long term.
- A staggering 83% of harvested water is used to support agriculture. In a country where water is sometimes scarce this level of threat will only increase.
- Roles within agriculture have also changed. Younger men are now moving to the cities in order to find work and send money home, leaving women and older males to work in the fields. There is every chance these young men will never return to the country.

Conclusion

Morocco is an excellent example of a country adapting to the causes and effects of climate change. It is becoming a world leader in the development and use of solar power as well as developing the use of wind power. It is also developing a range of sustainable solutions to adapt current farming methods to meet the challenges of water shortages. All of this good practice would be just as applicable to other African countries.

Task 2:1: Compare and contrast the country you live in with Morocco

	<i>Insert name of the country you live in</i>	Morocco
Capital city		
Main languages spoken		
What countries / seas / mountains does your country border		
Main crops grown		
What is the weather like in: Winter; Spring; Summer & Autumn?		
Make a list of the different jobs that people do		

Task 2:2: Comparing climate (temperature and rainfall) data

Climate data Marrakech, London and Imlil (and you home area)

Climate data for Marrakech

	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	18	20	23	26	29	33	38	38	33	28	23	19
Rain (mm)	25	28	33	31	15	8	3	3	10	23	31	31

Climate data for Imlil

	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	4	6	8	11	14	18	22	22	18	13	8	4
Rain (mm)	62	61	75	74	40	15	4	5	20	46	68	70

Climate data for London

	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	5	5	7	10	13	17	19	19	15	11	7	5
Rain (mm)	78	50	61	54	55	57	45	56	68	73	77	79

Climate data for (insert the name of your nearest town / city)

	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)												
Rain (mm)												

Q1: what is similar or different between the temperature and rainfall in Marrakech and your home area?

A:

Q2: why do you think that the temperature and rainfall is so different between Marrakech and Imlil, (especially in November, December, January and February) when they are only 40 miles apart?

A:

Q3: if you look at the temperature data for Marrakech in June, July, August and September – can you think of a reason(s) why lots of families would like to travel from the city to come and spend a day in the mountains?

A:

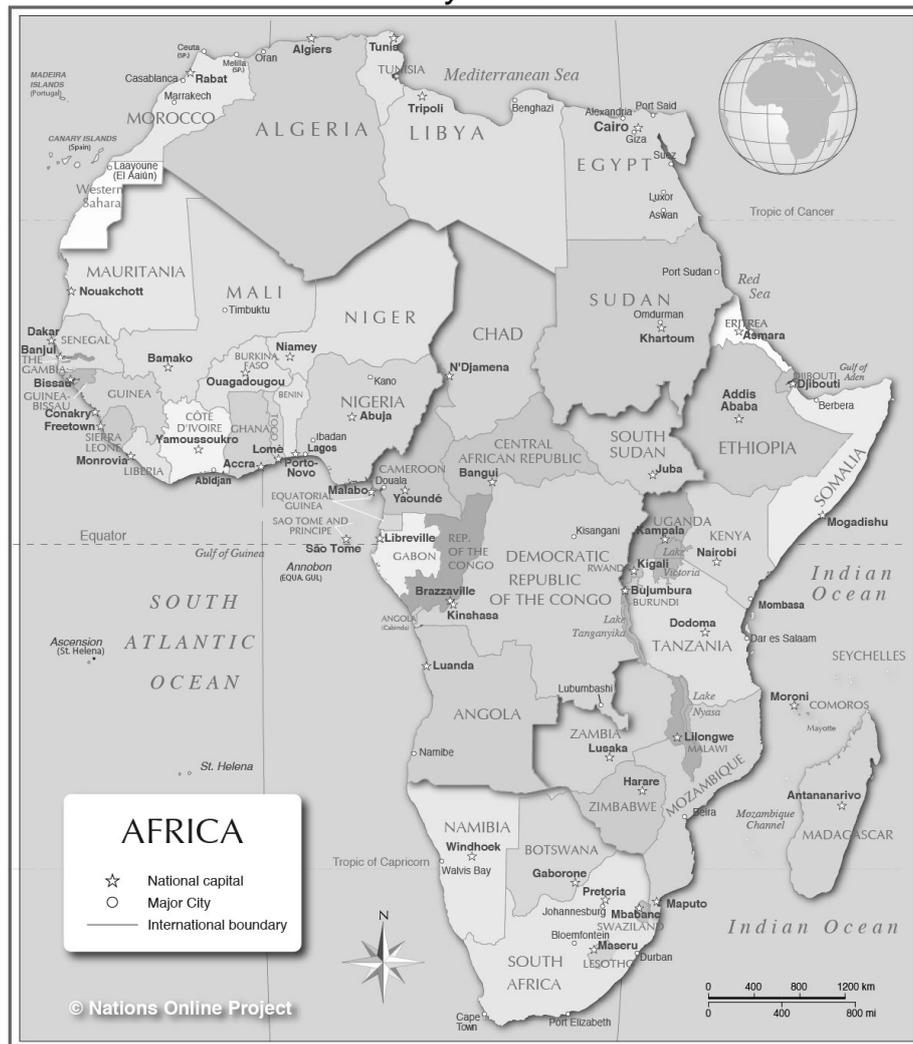
Task 2:3: Locate Morocco in relation to Europe and it's place in Africa

Below is a map of the UK, Europe and Africa.

- a) *can you mark on the outline of the UK (on this map) where you live.?*
- b) *can you mark on the map, the **North Sea**; **Atlantic Ocean** and the **Mediterranean Sea**?*
- c) *can you mark on the map, the countries of: UK; France; Spain; Portugal; Morocco and the Canary Islands?*
- d) *Can you think why the Canary Islands are such a popular tourist destination?*
- e) *Which countries would you travel through / over (by plane) from your home country to Morocco? (Draw the route you would take to get from your home to Morocco.*
- f) *Are you able to use google maps to calculate how long each part of the journey would take.*



- g) on the map below, locate where **Morocco** is (the most north-westerly country)
- h) What is the name of the country that lies to the east of Morocco?



Task 2:4: Locate the major towns and geographic features of Morocco

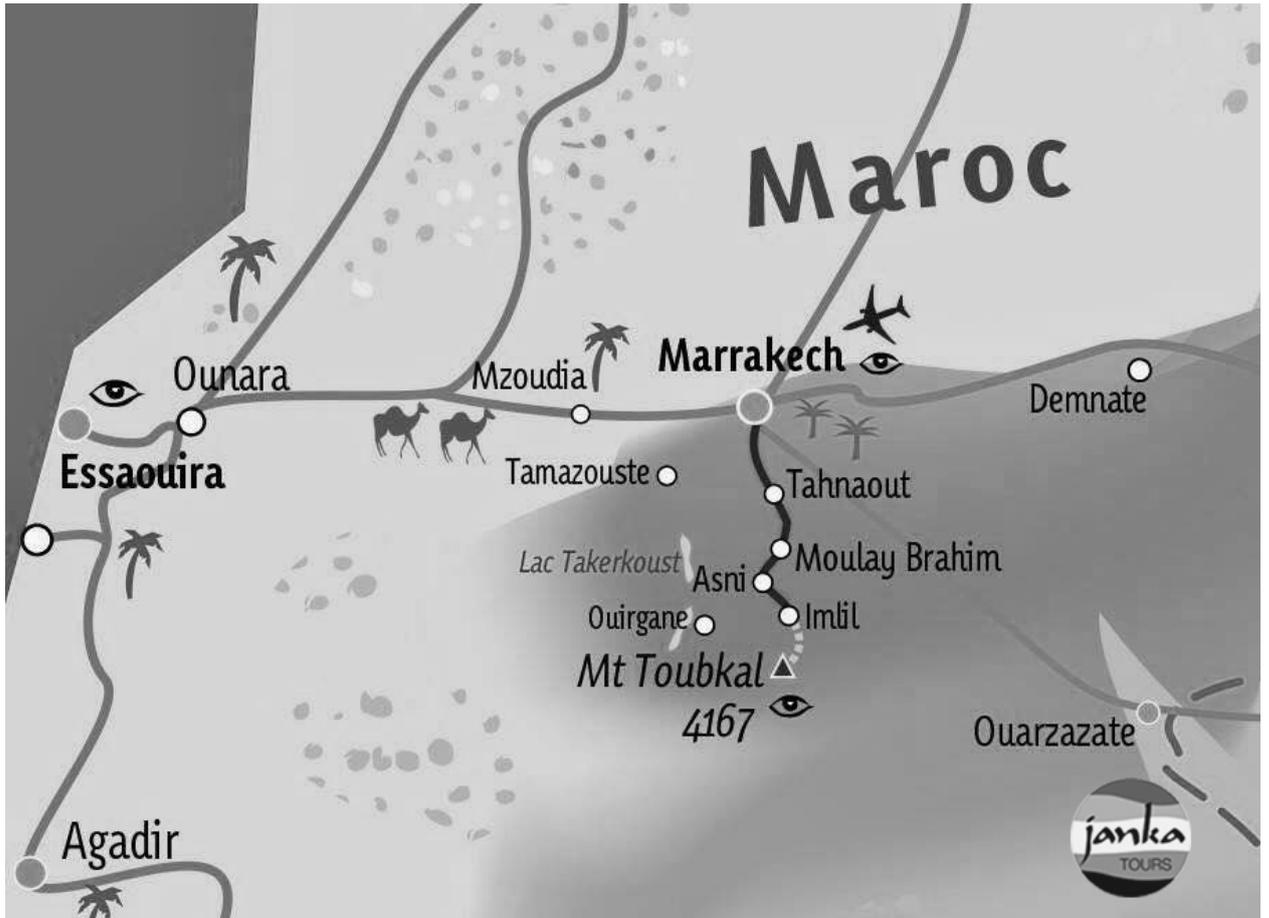
- a) can you see how close the town of Ceuta in Morocco is to Gibraltar. This is the narrowest part of the Mediterranean Sea and there are only 9 miles between Europe (Spain) and Africa (Morocco).
- b) see how the Atlas and the Anti-Atlas Mountains form a divide from the south west to the north-east of Morocco (can you find where the Sahara desert is?)
- c) notice how on the western side of these mountains all of the rivers flow directly towards the sea (clearly the river is flowing down from the higher land in the mountains down across more 'flatter' land towards the sea)



Task 2:5: Locate Asni & Imlil in relation to Marrakech

- a. can you locate where Mount Toubkal is? It is the highest mountain in North Africa (and it is very close to where we are going to learn about in Sections 3 & 4.
- b. Marrakech is approximately 50 miles north of Mount Toubkal (mark this on the map)
- c. Asni is approximately 40 miles south of Marrakech
- d. it is then a further 12 miles south, along a narrow road from Asni to Imlil – and this is where the road ends
- e. can you make a list of all the forms of transport you would have to use to get from your home to the village of Imlil. (*from my home in London I would:*
 - a. *I'd get the tube (Piccadilly line to Heathrow airport)*
 - b. *at the airport – I'd have to get on a tram / little train to the boarding gate*
 - c. *at Marrakech – I'd have to get a taxi to the city centre*
 - d. *from Marrakech to Imlil I would get a bus as far as Asni and*
 - e. *from Asni, I would get a taxi to Imlil (there are no buses on this part of the journey)*





Section 3: how does tourism impact on a village; a city; the country and its people?

Tourism and it's impact

Tourism is the second largest source of income in Morocco and numbers are continuing to rise. In 2015 over 10 million tourists visited Morocco. This compares with 9.3 million in 2010 and 3.5 million in 2002.

In 2015, most tourists arrived from:

France	845,000	Italy	508,000
USA	775,000	Turkey	362,000
Spain	682,000	Germany	350,000
China	570,000	UK	345,000

The growth of tourism, once largely concentrated in the cities, is now affecting Moroccan life in many parts of the country. The King of Morocco (King Mohammed VI) and the Tourism Ministry are actively encouraging tourism in rural areas such as the High Atlas. Imlil is the gateway to the Toubkal National Park containing the trekking magnet of Jbel Toubkal which, at 4,167 metres, is the highest peak in North Africa. In common with much of Morocco, Imlil is a colourful, dynamic and purposeful place where people from a variety of backgrounds and different nationalities work and live together in harmony.

The main city of southern Morocco is Marrakech. It is a busy, bustling city with many souks (market), palace and beautiful building. Most of the old city is made from a pink colour stone, hence it is often known as the 'pink city'. From almost anywhere in Marrakech you can see the High Atlas Mountains twhich are only 30 miles south of the city centre. This is where you would find typical Berber villages such as Asni and Imlil. From these villages you can go hiking upto Mount Toubkal. However, for the children living in the villages near to this famous mountain it can be very difficult to be able to attend a secondary school. (we will learn more about this in section x)

Imlil – recent changes and developments

Imlil is a collection of eleven small villages comprising about 8000 people in total with approx 500 living in Imlil itself. Most of the villages are expanding with about 2–3 new houses being built in each village each year. Most of the existing houses, traditionally made out of stone and mud, are being improved using stone and cement. There are very strong family ties, with extended families occupying several houses in the same village. On average there are about 5 people per household.

In the past, due to a lack of jobs, young males left the area in search of work. This has slowed in Imlil itself due to increased job opportunities in tourism. Some out- migration continues in the outlying villages, with young men moving to work in Marrakech or further afield in France.

Imlil lies at an altitude of 1,700 metres. It is located in a widening of the valley where three tributaries join the Rehraha River. Tourism – both domestic and international – has been a feature of the area since the 1930's when the Club Alpin Français (CAF) created a number of refuges (basic huts for trekkers to spend the night in) in the High Atlas. However, social developments in the area have only taken place relatively recently.

1997	Electricity
1999	Telephone
2001	Mobile Phone
2002-3	Tarmac road constructed between Imlil and Asni (regional centre, on the main road to Marrakech)
2003	Piped water available in all houses
2007	Tracks bulldozed to all villages giving them road access
2017	New road developments including traffic calming measures in Imlil itself, raised pavements and the construction of a car park on the edge of the village
2018	Street lighting
2018	4G mobile signal available in the area

Imlil's – what do they 'farm'?

Imlil's traditional economy is based on subsistence agriculture. Whilst this has declined in recent years as tourism has grown, it still exists to some extent particularly in the outlying villages.

Farming involves the herding of sheep and goats. Many farmers follow the traditional practice of moving their animals upto the higher pastures during the summer before returning to the valley floor in winter. (This is called transhumance)

Intricate systems of water management in the valley irrigate tiny hill slope terraces on the hill-sides and most families have small walled gardens by the river where maize and vegetables are grown and grass pastures are established for grazing any cattle.

Walnut trees grow profusely in the area. They provide firewood, timber for building and walnuts themselves, which are an important source of income. The walnuts are harvested in October – a dangerous activity as men from the local villages climb into the trees to collect the walnuts – bag them up and then transported them to Asni for storage. They are subsequently transported to markets in Marrakech. Increasingly, much of the harvest is sold 'on the tree'. Walnut trees are protected by the government and there is a programme of replanting in the valley. Many of the trees in and around Imlil are several hundreds of years old.

In recent years, the cultivation of staple food crops such as wheat and maize in the valley has been replaced by tree fruit such as apples, cherries, quince and apricots. The fertile, well-watered valley floor together with the sunny and warm summer weather provide ideal growing conditions for what has become a reasonably profitable business. Once picked, the fruit is stored in cold warehouses in Asni before being transported to the major cities such as Marrakech.

The use of mechanisation is limited partly for economic reasons but mostly due to the steep relief and the small scale of most plots of land either in the form of terraces or floodplain gardens. Irrigation is of critical importance during high summer. There is a network of concrete channels supplying fresh water to the terraces whereas on the floodplain, an intricate system of small dams and rock-edged canals enables water to be transferred to the numerous small gardens on the valley floor.

Imlil - impact of tourism on a village in the Atlas Mountains.

Several thousand people now visit Imlil each year and numbers are growing. International tourists – primarily Europeans, but increasingly Americans and Asians – visit throughout the year with Moroccans swelling the summer population as they escape the intense heat of cities such as Marrakech and Casablanca.

Most tourists are drawn to the area to take part in adventurous activities such as trekking and mountain biking. Others seek peaceful retreat activities such as yoga, enjoying the spectacular mountain backdrop and the clean, fresh air.

Today about 80% of Imlil's population derive some of their income from tourism. This might involve working in hotels and restaurants, retailing (both formal through shops and informal through street selling), construction and maintenance, guiding and mule transport (the most effective means of transporting people and goods in the area). There are over 60 registered guides – recognised as a high status occupation – and in summer up to 150 mules working the valley.

Most tourists arrive on organised tours or are walkers heading for Toubkal. The majority stay for just 2/3 days, long enough to enjoy a couple of treks into the mountains and to soak up the unique atmosphere of the place. Amongst the many hotels is one that is founded on the principles of sustainable tourism, the Kasbah du Toubkal. This is a restored hill fort, which has been voted one of the top five places to stay in the world. About 8,000 people visit Kasbah du Toubkal each year.

The impacts of tourism

Life in Imlil and the surrounding villages is changing fast as the economy transforms from one largely dependent on subsistence agriculture to one reflecting the advantages and disadvantages associated with the rapid growth of tourism.

Advantages

Tourism has increased the wealth of the area and many people have benefited. Improvements to the social infrastructure have both resulted from this growth and contributed to it – such as recent improvements in roads, the provision of pavements and street lighting. There is no doubt that road improvements have been a major stimulus for growth in visitor numbers in recent years. Asked about the impacts of tourism, most local people see only advantages as incomes and lifestyles improve.

There have been a number of improvements resulting from the growth of tourism including:

- The Imlil Village Association (similar to a local council in UK), founded in 1997 and largely funded by a 5% levy imposed on tourists who stay at the Kasbah du Toubkal. The Association seeks to monitor tourism and support projects that upgrade rural life without destroying it.
- In 1999, an Ambulance was brought to Imlil which has reduced journey times from Imlil to the nearest doctor at Asni 21 km away
- A pharmacy has been built, next to the enlarged primary school (secondary education is in Asni). A nurse is available to support the local community and a doctor visits nearby Asni.
- In 2004 a public hammam (traditional steam bath) was constructed to help improve personal hygiene in the village.
- In 2011 the Village Association purchased a JCB for construction work. This has been used widely particularly in maintaining road communications following flooding or landslips

Disadvantages

Whilst most local people see the growth in tourism as a good development, bringing with it increased job opportunities, higher incomes and social and infrastructural improvements, there are some issues.

- Some international tourists fail to embrace the local Muslim culture particularly regarding the dress code for women. The exposure of bare flesh is counter to Muslim beliefs and can cause offense and embarrassment. It can also lead to family conflicts when young girls wish to dress in a similar way to western tourists.
- Traffic congestion is an issue in the high summer season when both international tourists and local Moroccans visit the area
- Sanitation provision is patchy across the area, particularly in the more remote settlements
- Waste and rubbish disposal has become a major issue. Litter bins do exist in the villages – though their use is not universal – and they are emptied periodically by a rubbish truck. Whilst some waste is transported to Marrakech, a lot is dumped unsorted in the river bed just below the village where it is burned.

Service provision in Imlil

The table below shows the recent growth of tourism, with significant increases in the number of tourist shops, cafés/restaurants and hostels/ hotels/gites between 2004 and 2018. Specialist adventure tourism outlets offering tours, clothing and equipment now feature strongly in the village. Whilst there has been a small increase in some general services the number of incinerators has dropped to zero, exacerbating the problem of waste disposal in the area.

Changes in service provision - Imlil (1989–2018)

Service	1989	2004	2018
Shops (general, food)	16	41	55
Tourist shops	3	6	19
Café/restaurants	5	6	30
Trekking hostels, hotels, gites	1	18	60
Doctor	0	1	1*
Dispensary / pharmacy	0	1	2
Ambulance	0	1	1
Incinerators	0	2	0
Hammam	0	1	1
Specialist outdoor (trekking, cycling)	0	0	14
Police	0	0	1
School (Primary)	0	1	1
Administrative building	0	0	1
Informal street trades	0	0	5
<i>*doctor one day a week in Asni (nurse available at the dispensary)</i>			

(This survey reflects those premises operating at the time of survey (3-4pm in early April 2018) and does not include outlying villages. Several premises were not operating at the time of survey, some of which may operate at other times of the day/ year. It is not known exactly when the surveys for 1989 and 2004 were conducted. Some general shops will provide goods for tourists as well as locals.)

Can sustainable tourism be achieved?

In common with many places, Imlil faces significant challenges in the future. Unregulated and explosive growth in tourism can destroy the very attractiveness of a place as it becomes congested, polluted and transformed.

Without careful management, Imlil's unique sense of place – its pristine mountain hiking trails, traditional buildings, characterful streets and warm welcoming people – risk being subsumed by mass tourism.

The construction of a car park on the edge of the village can be seen as a sensible development though this may need to be expanded in the future. Whilst the tarmac road to Asni is a welcome development, along with other road developments it does increase ease of access to tourists. Clearly this has both advantages and disadvantages.

One of the most pressing issues to be addressed is waste disposal. There is a general absence of sorting or recycling (metals, plastics, food, paper and cardboard). This mixed waste is frequently dumped in the river bed and then burned. As a result, toxic waste is released into the air and into the river. The waste looks very unpleasant and clearly spoils what is such a beautiful area.

In conclusion

Imlil and its surrounding villages have undergone a significant level of change in recent years. This once isolated and largely subsistence-based rural community now enjoys good road access, modern service provision and even 4G coverage. Employment opportunities and incomes have increased and peoples' standard of life has improved.

The vast majority of people have benefited from the growth of tourism and in almost all respects tourism is seen as a good thing and something to be encouraged. Many of the developments respect and protect the valley's unique attractions and, despite the challenges that lie ahead, there is every chance that, through careful management and community-led initiatives (together with government support), a higher level of sustainable tourism will be achieved in the future.

Imlil – case study of sustainable tourism: Kasbah du Toubkal



One of the reasons behind this increase in the amount of accommodation for tourists in Imlil was the development of Kasbah du Toubkal, above. **Kasbah** is the Arabic name given to a fortified house – we use the word Castle and in France it would be called a Chateau.

In 1990, the Kasbah du Toubkal was a ruin – little more than a pile of stones and rubble. Two brothers from England who were exploring Morocco after leaving university. One day whilst out walking they saw the ruins of the Kasbah and had a dream of returning it to its former glory. They wanted to make it into a hotel and a field centre where secondary school students could come and stay whilst doing geography and biology fieldwork.

Today, the Kasbah du Toubkal, which is situated on a small hill overlooking the village of Imlil, is one of the best-known mountain hotels in the world. All of the staff who work at the Kasbah are Moroccan as is all of the food, fixtures and fittings. (*Talking of which – every bit of wood, stone, sand and cement had to be carried up the mountain from Imlil on a mule. And even today, all of the food, furniture and sometimes guests are transported to the Kasbah on the back of a mule*). Guests who stay at the Kasbah pay an extra 5% of their bill which is given directly to the Imlil Council for the development of the village. In recent years, the council have bought: rubbish bins and a weekly bin collection; an ambulance, to get anyone in an emergency to hospital in Marrakech; a medical centre for the village community; a hammam (similar to a steam room) especially for women to use, as well as helping to pay for the building of the boarding houses.

In this way, the owners of the Kasbah, believe that they are contributing to the on-going (**sustainable**) development of tourism in Imlil and the surrounding villages.

Due to the success of the Kasbah and the increasing number of people coming to stay there – this has attracted local Moroccans to convert houses into hotels and set up services such as guides to take you hiking; shops selling sports and hiking gear; cafes and restaurants that can provide you with meals as well as food for picnics in the mountains. Today, it is not just overseas tourists who you would see in Imlil but a lot of Moroccan families who have travelled out from Marrakech to spend a day walking and enjoying life in the mountains.

Task 3:1: The impact of tourism on the village of Imlil

Q1: can you think of some of the new jobs that are available in Imlil today compared to 25 years ago?

A:

Q2: what could be the disadvantage of having increasing number of tourists in a small village like Imlil?

A:

Q3: what could be the advantage of having increasing numbers of tourists into Imlil.

A:

Q4: if you were a member of the Imlil Village Council, what would you recommend to the rest of village, regarding:

The growth in tourism (increased cars; walkers and shoppers) and possible jobs; income for people; damage to the environment (noise /rubbish /)

Protecting the beauty of the mountains and countryside

A:

Q5: Can you think of other places that you might have visited or learnt about which have been badly affected by tourism, why was this?

A:

Q6: Can you think of other places that you might have visited or learnt about which have been improved by tourism, and how did they manage this? why was this?

A:

Q7: How would you ensure that all tourism in Imlil is sustainable and benefits all of the people who live there?

A:

Tourism in Morocco (go to www.discover.ltd.com for colour versions)

Marrakech: *Picture a) The Jardin Marjorelle, Marrakech*



Picture b) The Koutoubia Mosque, Marrakech



Picture c) Camels and horses by a roundabout in Marrakech



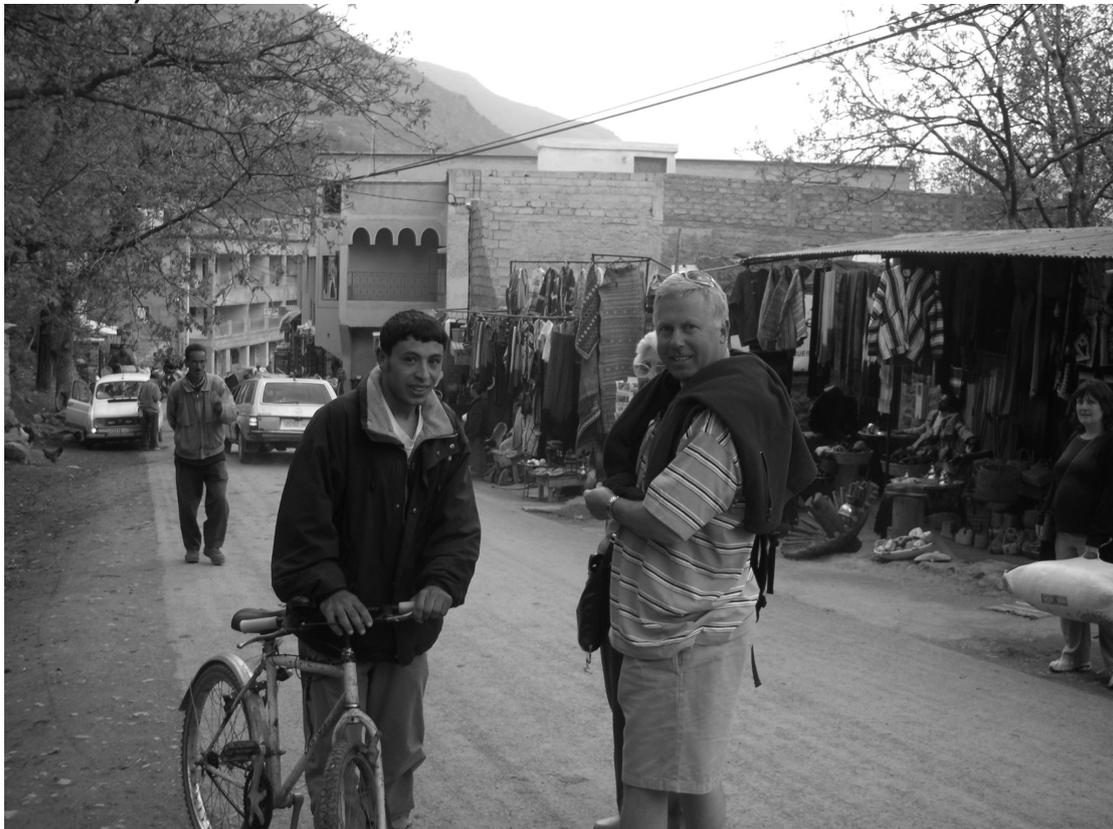
Picture d) Busy traffic in the centre of Marrakech



Picture e) Jemaa el-Fnaa (the main square in the centre of Marrakech)



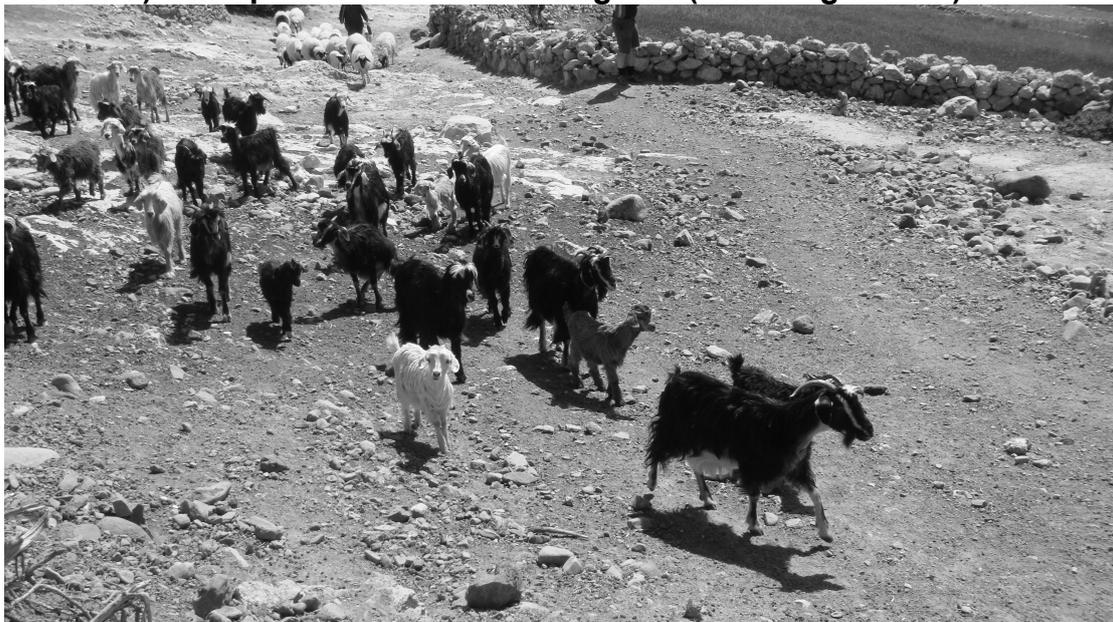
Picture f) The main street in Imlil



Picture g) New supermarket and apartments, Imlil



Picture h) A shepherd and his flock of goats (returning to Imlil)



Section 4: Why is it important that all children have the opportunity of an education?

Women and Girls Education – some facts and figures (Unesco.org)

UNESCO (The United Nations Educational, Scientific and Cultural Organization) is an agency of the United Nations. Its aim is "the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information."

- For far too many, being born a girl remains a primary cause for exclusion in the 21st century.
- Education is a basic human right, yet far too many girls around the world do not get the opportunity to go to school.
- With a quality education, women and girls can break the vicious cycle, and shape the world according to their aspirations.
- They are then able to can informed choices, improving the lives of their families and communities, and promoting the health and welfare of the next generation.
- Empowering women and girls means empowering societies as a whole. It's one of the strongest foundations for lasting peace and sustainable development.

Some facts from around the world:

- Girls are more likely to never enter primary school than boys.
- Less than 40% of countries provide girls and boys with equal access to education.
- Only 39% of countries have equal proportions of boys and girls enrolled in secondary education.
- 54 million of the 76 million illiterate young women live in only 9 countries.
- Despite all international and national efforts, over half of children out of school are girls.
- ***In Morocco, only 45% of girls complete a primary school education and only 15% complete secondary school. (In the UK, almost all girls complete their primary school education and 85% complete secondary school.)***

Study after study demonstrates the positive impact of gender equality in education.

- Educated mothers mean healthy children. A child born to a mother who can read is 50% more likely to survive past the age of 5.
- Each extra year of a mother's schooling reduces the probability of infant mortality by 5% - 10%.
- An educated female population increases a country's productivity and fuels economic growth. Some countries could make more than \$1 billion a year by ensuring girls are educated to the same level as boys.

This is why 'Education for All Morocco's' mission is:

'if you educate a girl you educate the next generation'.

What is Education for All Morocco and why was it set up?

Very few girls from the rural communities of the High Atlas Mountains (in Imlil and its surrounding villages) get the opportunity of continuing their education after primary school. Secondary schools, are often several kilometres away larger towns, are not accessible to them because:

- They are too far away to travel there and back each day and they cannot afford the cost of daily transport
- Their parents cannot afford to pay for lodgings near to the school and sometime they lack confidence in trusting the people who look after the children in the boarding houses.

It is only in the last ten years that the Government gave money for the building of boarding houses for girls. Prior to this they were only built to house boys.

Education in Imlil

For the boys and girls who live in Imlil or in the surrounding villages getting to school is quite a journey.

There is a primary school in Imlil and for some pupils (aged 5-11) this involves a 30-45 minute walk along mountain paths to reach the village and it's school. These pupils are then expected to walk back home at the end of morning lessons to have lunch with their families and return for afternoon classes. It is not uncommon for many pupils to spend over two hours a day walking back and forwards to school.

Once they reach the age of 11 the nearest secondary school is in Asni which is over 10 miles away, along a road which no buses pass. The only way of getting their would be by getting a lift in a car, but, most families cannot afford a car or by climbing onto the back of a truck or lorry. Clearly this is not the safest or most reliable way for a young pupil to travel to and from school.

As a result it is not uncommon for both boys and girls from Imlil and the surrounding villages to stop their education at age 11. They then spend their days looking after the family home (washing; cleaning; cooking); any animals that the family has or even looking after their younger brothers and sisters.

It is even more common that girls rather than the boys would stay at home to support the family. Families 'used to believe' that it was more important for a boy to continue with his education than it was for a girl.

When did Education for All Morocco begin?

In 2006, the Imlil Village Association asked the owners of Kasbah du Toubkal for help.

They wanted to ask if the additional payment (5%) that all guests at the hotel paid in support of the village association could be used to build a boarding house in Asni especially for girls from Imlil and the surrounding villages.

Within twelve months (2007) the very first boarding house with room for 36 girls was opened in Asni. The house is less than 50 meters from the secondary school. It was challenging at first to convince parents to send their daughters to stay in a boarding house. The employment of Moroccan women as Housemothers reassured them that their daughters would be extremely well cared for. Within two years of opening the first boarding house – a second one had to be built to meet the demand for places!

These two short films give an insight into the workings of EfA:

<https://vimeo.com/221266691>

<https://vimeo.com/366552160>

In September 2009, the second boarding house was built in an even more remote area of the High Atlas mountains, 100 km from Marrakech in the town of Talaat n'Yacoub. This increased the intake to 36 more girls and in 2010 EfA built a third house in Ouirgane for another 36 girls.

Since then 3 more houses have been opened and as of 2020, over 230 girls are now able to access a secondary school education, in one of six boarding houses

In addition, over 90 girls are studying for a degree at the University of Marrakech. Two girls have completed their degrees and are now studying for a Masters Degree.

EfA builds and run high-quality boarding houses for girls aged from 12–18. ***Everything is provided for free.*** The girls are provided with 3 very healthy meals a day, hot showers, cosy beds, access to computers, study support via an international volunteer programme and dedicated, local Moroccan housemothers. The overall environment makes it easy for the girls to settle in and thrive in their studies.

Girls arrive at their boarding house on a Sunday evening in time for school on a Monday morning. They stay in their boarding house during the week and return to their families after school on a Friday. Occasionally they may stay at the boarding house over a weekend if any specific events are taking place or they need some where to study before their end of year examinations.

It is not uncommon that the girls living in the EfA boarding houses get the highest scores of all their class-mates. In 2019 every girl who took the end of school 'Baccalaureate' examination passed. This was much higher than the average pass rate across Morocco as a whole.

For a slightly longer film behind the setting up of EfA watch this short film:

<https://vimeo.com/391977191>

Task 4:1:

<p>Q1 <i>What did the owners of the Kasbah du Toubkal (KdT) set out to do and why?</i></p>
<p>Q2 <i>How have they (owners of KdT) worked with the local community and in what ways have the community benefited from this?</i></p>
<p>Q3 <i>What do you think the title of the organisation 'Education for All' means to the families / communities who live in the Atlas Mountains?</i></p>
<p>Q4 <i>What do John Woods and Andrew Carnegie have in common - and why do you think they did what they did?</i></p>
<p>Q5 <i>What do you think the role of a House Mother is, and why do you think it's so important (Also: how similar / different is this to the role of your form tutor / head of year / house?)</i></p>
<p>Q6 <i>Can you identify some (say 3/4) ways in which these 'girls' when they leave school or university will have a beneficial impact on the lives of their families or the communities (villages / towns) in which they live?</i></p>
<p>Q7 <i>How has watching this short film made you reflect upon the opportunities you have as a child growing up in England?</i></p>

Finally: can you think of some questions you would like to ask:
a) the owners of KdT who helped set up Education for All?
1
2
3
b) Latifa or Hadeji, two of the lead House Mothers?
1
2
3
c) one of the girls who are supported by Education for All?
1
2
3

Some photographs of the EfA boarding houses and students.

The boarding house in Ouirgane



Girls doing their homework



Meal time at Dar Asni



Helping each other with their homework



Play-time!



The House Mothers



Additional Resources

Education for all Morocco (The official website for EfA Morocco)

www.efamorocco.org

A short film introducing the girls at EfA Morocco

<https://www.efamorocco.org/videos/>

The most recent EfA Newsletter

https://www.efamorocco.org/p/Newsletter_201912.pdf

(should you wish to receive your own personal copy of the newsletter – please write to: info@efamorocco.org

The day that Prince Harry and the Duchess of Sussex visited EfA (February 2019)

https://www.efamorocco.org/p/RoyalVisit_LR.pdf

Should your school wanted to get involved in supporting the girls at EFA

<https://www.efamorocco.org/get-involved/>

Video: Changing Worlds in the Atlas Mountains

This short documentary was filmed in Morocco, primarily at the Education for All boarding houses in Asni and on location in Atlas villages and Marrakech. It's a universal story of hope, love and support as showcased by an inspiring NGO in rural Morocco which helps teenage girls access education.

Thanks to the work of British- and Moroccan-registered charity Education for All founded by Mike McHugo MBE of Kasbah du Toubkal eco lodge, over the last 10 years scores of girls who otherwise wouldn't have continued their studies beyond the most basic of primary schooling, have been able to access a secondary education. Typically, girls who stay in the remote rural villages of the Atlas Mountains are obliged to marry as early as at the age of 13. By giving girls and young women this support it makes a dramatic difference to the wellbeing of our world — for all of us.

<https://www.bouteco.co/sustainable-luxury-travel/2019/7/26/changing-worlds-in-the-atlas-mountains-a-short-film-kuba-nowak>