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I. PLAN OF OPERATION

The UCLA African Studies Center proposes a Fulbright-Hays GPA project in Morocco that will provide teachers with a unique Arabic language and cultural immersion experience for a better understanding of Morocco's place in Africa, North Africa, and the wider world. Project participants will receive intensive Arabic language instruction within a cultural context that will enrich their learning and provide lasting impact. Daily instruction in Arabic and seminars on Moroccan culture and society will be supplemented by site visits and daily interaction with the local population, creating a multidimensional, dynamic learning environment. The project will be based in the iconic Moroccan city of Fes, with organized excursions to Agadir, Marrakesh, Meknes, and other places that illustrate the multicultural diversity of Morocco. Follow-up activities will ensure that participants sustain and continue their language instruction, as well as introduce their students to Arabic through online programs such as *Arabic Without Walls*. Upon return they will be able to maintain linkages with their Moroccan counterparts through the use of iEARN (International Education and Resource Network), the world's largest global network of educators using the web, media, and IT to collaborate on projects that enhance learning.

A. OBJECTIVES

Building on UCLA's rich resources on Africa and previous experience with a Fulbright-Hays GPA project in Morocco, the project will provide a rich experiential learning program that will enable participants to explore an African society and culture that has long captured the American imagination and will shed light on its multicultural diversity. This Fulbright-Hays GPA project in Morocco has **three objectives**: 1- **to provide intensive Arabic immersion language training equivalent to one quarter of elementary-level university language instruction;** 2- **to allow educators to experience first-hand and academically explore the history, cultural diversity,**

and society of a country that has been at the crossroads of globalization since ancient times;
3- to provide participants with the means and media to bring their experience alive in the classroom, school, and school system.

ASC approaches the study of Africa by considering the continent in its entirety, with North Africa and sub-Saharan Africa as two parts of a whole. Our methodology does not see the Sahara Desert as a “natural” divide between “Arabs” on one side and “Black Africans” on the other, but rather as a historic regional network of long-distance trade, Islamic learning, and multiple levels of Arabic literacy. We also believe that the study of Africa requires training in its languages (including Arabic), grasp of the diversity and variety of its people, and appreciation of the complexity of its environment and the sheer vastness of its size. Real knowledge of Africa requires a rethinking of the continent as a substantive space of historic bridges and ethnic interactions. Thus, ASC sees North Africa as an essential part of the continent and a fundamental component that makes up the richness and diversity of the African continent and its people.

Known as the Maghreb (the Arab Far West), this northern region of Africa extends along the southern shores of the Mediterranean and from the northern coast of Africa across the Sahara. Its cultural continuum provides insight into spheres of Muslim civilization such as religion and society, geopolitics, urbanism, and relations with the West, including the United States. North Africa is a region of enormous variation in climate, topography, population, and traditions. Morocco offers a microcosm of this diversity, while the Amazigh (Berber) offer an even more particular illustration of Morocco’s multiculturalism. For centuries, Morocco has been not only at the intersection of the global movement of people and cultures within Africa and between Africa and Europe, but also a central actor in the building of empires and dynasties. However, over the past half-century North Africa has been identified with the Kasbah, the Sahara, the

Foreign Legion, regarded as non-African yet not quite the Middle East. In recent times, the region has become one of the new battlegrounds in the “war on terror.” Because it has been understudied and misunderstood by the American public, it clearly merits closer consideration.

In July 2009, ASC took thirteen teachers for a five-week GPA in Morocco. The project included intensive Arabic instruction and lectures on Moroccan history and culture, as well as experiential learning through visits to locations discussed in the classroom. Feedback from participants of 2009 GPA confirmed the deep impact of this model.¹ The project also integrated multimedia resources such as blogging and video sharing so participants could share their experiences with their students and track their own growth and development. The five-week GPA sought to correct flawed American perceptions of Morocco and its people. By the end of the project, participants had completed the equivalent to a quarter of instruction (42 hours) in elementary Arabic, and many opted to continue their studies in the fall. They also gained a level of understanding of Moroccan society that enabled them to knowledgeably discuss complex concepts and develop content rich units on Morocco. As an added bonus for the project, Moroccan national TV aired two features about the group and its mission to learn the language and culture of Morocco. Several participants were interviewed for the segments, which aired in both Arabic and French news cycles. They shared their experiences and used their new Arabic skills to answer some questions about their interest.

The project took participants through different parts of Morocco to highlight the unique history and culture of each region. The participants witnessed the environmental and cultural diversity of Morocco and, through interaction with local hosts and communities, engaged in

¹ “Because of the strong experiential component what I learned was accepted and the impact deeper.” “The diversity of the people, culture, and geography has truly changed my view of not just Morocco but Africa.” “Cultural enrichment and language acquisition of Arabic were unique and could only have been accomplished in this setting.” “The program successfully integrated the theoretical, historical and cultural from the classroom with experiential and practical information through the travel component.”

valuable experiential learning. By the end of the GPA all the participants had gained new insight and understanding of Morocco, North Africa, and the continent as a whole, reflected in their final project: a wide array of curriculum units that focused on and/or integrated Arabic calligraphy, Amazigh textile art, Gnaua music, and Moroccan history and culture into elementary and secondary level units in art, art history, language arts, and social science.

Utilizing this foundation, ASC proposes to enrich the ability of participants to creatively and fluently teach about Africa, especially North Africa, through an intensive language and cultural immersion GPA in Morocco. This GPA will go further in-depth in examining Morocco's multiculturalism with a focus on the Amazigh through lectures and presentations supplemented by site visits to cultural centers, community groups, and Amazigh villages and towns. Amazigh is a term used to identify the indigenous non-Arab inhabitants of North Africa west of the Nile Valley. The group is discontinuously distributed from the Atlantic to the Siwa oasis in Egypt, and from the Mediterranean to the Niger River. Most live in Algeria and Morocco. Thmazight (the Amazigh language) belongs to the Afro-Asiatic language family and has many dialects among Amazigh sub-groups. The three main dialect groups in Morocco are Tachelhit, Tamazight, and Tarifit, collectively known as *shilha* in Arabic. Tachelhit is also known as *soussi* or *cleuh* and is spoken in south-west Morocco, between Ifni in the south, Agadir in the north, and Marrakech and the Draa/Sous valleys in the east. Tamazight is spoken in the Middle Atlas, between Taza, Khemisset, Azilal, and Errachidia. Tarifit, also known as Rific, is spoken in the Rif area of northern Morocco.

In addition to delving into a study of Amazigh culture and history, the proposed GPA will consist of intensive Arabic language instruction; comprehensive academic training on Moroccan history, society, and culture; direct personal experience in several Moroccan cities and villages;

mentorship by Moroccan educators; and specialized curriculum-development workshops. After the five-week project, educators will receive on-going support and online resources that they can utilize for classroom instruction and student enrichment. Teachers will be equipped with new knowledge and innovative methodologies to guide students in understanding Africa and Arabic and Moroccan cultures. They will be able to direct students in investigating particular African societies and histories, the histories and cultures of Islam in Africa, the development of the trans-Saharan trade, and alternative models of multiculturalism. Furthermore, participants will gain deeper insight into Islam and will be better equipped to counter stereotypes and educate their students through their own personal experiences with Muslims in an Islamic culture.

ASC is well placed to successfully implement a GPA in Morocco given UCLA's vast academic resources and its previously established networks and resources on the ground in Morocco. GPA Resident Director Azeddine Ibrahim was the in-country coordinator for 2009 GPA, responsible for schedule coordination, site visits, and facilitated interaction with local community hosts. He has experience and understanding of the unique elements required to enrich and enhance participants' educational experience.

In addition, ASC has a track record of organizing professional development and teacher-focused programming on Africa, successful completion of which earns teachers four Los Angeles Unified School District (LAUSD) multicultural general salary credits or four UCLA University Extension quarter-units. In summer 2009, ASC co-sponsored *It's A Matter Of Taste: Food In World History and Cultures*, a 10-day program for teachers tracing the evolution of regional and cross-regional food cultures from antiquity to the present, underscoring how food preferences reflect the interplay of local cultures, geographies, and socio-political configurations in the context of broader realities such as transnational economic networks and environmental

change. In summer 2008, ASC hosted a teachers' workshop on *North Africa and Its Neighbors* designed to enhance teachers' understanding of the intimate links between global and local history, as well as the pivotal importance of this region in world history, through an exploration of how people in North Africa have responded to commerce, migration, and conquest. The workshop highlighted eight interrelated themes in a manner consistent with the California history, social science, and language framework: the common heritage of Paleolithic societies bordering the Sahara; North Africa and the Roman Empire; the demographic and cultural impact of the Muslim conquests upon North Africa; cross-fertilization across the Sahel to 1500; North Africa's transformation from the Iberian re-conquest to colonial rule; the Jews of North Africa; imperialism and anti-colonial nationalism in Francophone Africa in the 19th and 20th centuries; and contemporary North African economic, cultural, and demographic issues.

Given this foundation, UCLA is well placed to provide teachers with the necessary background and required follow-up for a rich experience abroad that they can pass on to their students. This GPA will build on these activities, allowing teachers to increase their overall appreciation of the profound diversity of the African continent, the complex nuances of a multicultural society, and the richness of the Arabic language, while simultaneously building instructional resources that will enrich language instruction and curriculum development in Southern California and beyond. The project is uniquely organized to provide teachers with the tangible knowledge and personal experience necessary to introduce innovative, quality instruction on Africa into their schools' curricula. Participants will address the relative lack of information and resources on teaching about Arabic and Africa through first-hand observation and by collecting materials such as newspapers, slides, music, artifacts, and anecdotes for

developing their curriculum units. As a result, the teachers will enhance their delivery of African content to meet—and surely surpass—the goals of the California Standards.

Situating the seminar in Morocco will allow educators to become familiar with a country that challenges their expectations of Africa and encourages comparative analyses of multiculturalism on many levels. The examination of the diversity of the Amazigh will heighten their analysis of multiculturalism and help them to ponder issues such as national identity. The seminar itinerary provides a unique juxtaposition of not only the ancient and the contemporary, but exceptional insight into the diversity of customs and traditions not only within a nation but also within a single cultural group, as well as articulations of nationhood and self-identification. These issues can also be used for exploring US ethnic groups and identity and examining self-identification within a cultural context. At the conclusion of the program, teachers will be able to help students understand contexts and develop perspectives to support a better understanding of contemporary Africa, the processes of globalization, and the long and complex relationships between diverse groups within the a nation. Some of the concepts mandated by the California Standards that teachers can address in this project include:

1. The relationship of climate and environmental zones to trade and the growth of empires;
2. The significance of these people, events, and trends for people today;
3. An analysis of the importance of family, labor specialization, and regional commerce in the development of states and cities;
4. An examination of beliefs, values, and conditions of life of a variety of different people from different times and places;
5. A description of the trans-Saharan caravan trade's role in the religious and cultural characteristics of West and North Africa and the influence of Islamic beliefs, ethics, and law;

6. The growth of the Arabic language in government, trade, and Islamic scholarship.

The Standards for seventh-grade curriculum also direct students to “analyze the geographic, political, economic, religious, and social structures of the civilization of Islam in the Middle Ages.” If the tricky term “civilization” or the deep differences among Islamic societies are to be problematized, individual teachers must rise to the task. If students are to learn that Arabs form a minority of the world’s Muslims, this too must be taught through instructors’ initiatives. Islam was introduced to Africa in the 7th century, and one eighth of the world’s Muslims live there today. Like Christianity (introduced as early as the 2nd century), Islam is a thoroughly African religion; and like Christianity, it has possessed a great many movements and perspectives through its long histories. The proposed project will address details of Islam as they relate to Africa and to the following issues raised by the California Standards:

1. the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practices, and law, and their influence in Muslims’ daily lives;
2. the expansion of Muslim rule through conquests and treaties, emphasizing cultural blending within Muslim civilizations and the spread and acceptance of Islam and the Arabic language;
3. the growth of cities and the establishment of trade routes between Asia, Africa, and Europe, as well as the products and inventions that traveled along these routes (e.g. spices, textiles, paper, steel, new crops);
4. the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

i. Why Morocco?

Linking Europe and Africa and at the intersection of the Mediterranean and Atlantic worlds, Morocco has always been a place of crossroads. Since ancient times, the Phoenicians, Romans, and Byzantines have come and gone, leaving their imprint. Consequently, Morocco is a multicultural land where Amazigh and Arab cultures have merged and Jews, Christians, and Muslims coexist. Morocco's long tradition of intermingling has endowed it with a unique and incomparable cultural heritage, especially in its cities, where great *medinas*, town squares, religious structures, and palaces have been built by subsequent empires.

Experiencing Morocco and learning Arabic will enable teachers to bring the diversity and expansiveness of Africa alive in the classroom. Most instructional and teaching resources focus on a stereotypical, exoticized Africa: ancient, tropical, and monolithic. They often fail to communicate the continent's diversity and fall short in situating the continent in the present global community. To work against these limitations, Arabic can be introduced in the study of the development of international trade routes, exemplified by Ibn Battuta's travels from Morocco to South and Central Asia in the fourteenth century, and in the history of Muslims, Jews, and Christians in the Iberian Peninsula. Arabic can also help understand the historic influence of not only the language, but Islam in North Africa, where an estimated 121 million people—from Egypt and Sudan in the east to Mauritania in the southwest—communicate in Arabic. This exploration of how people in North Africa have responded to international realities such as commerce, migration, and conquest will enhance understanding of the intimate links between global and local history, as well as the importance of Morocco and North Africa in world history.

The project's itinerary includes visits to active commercial capitals, Amazigh villages, learning and spiritual centers, and centers of power that offer a wide sampling of contemporary cultures,

remote village life, and urban life in Africa. Participants will visit cities and villages in the Rif, Atlas, and Sous regions that are the heart of Amazigh culture and history to highlight regional distinctiveness and linguistic differentiation. Teachers will have the opportunity to experience popular culture and socially interact and network with local counterparts. First-hand experience will enable teachers to present contemporary Africa in the classrooms and guide their students in drawing similarities between their lives in the US and the lives of school children in Morocco.

ii. Goals of program

- 1) Develop a core group of teachers who are familiar with Africa and somewhat conversant in Arabic and are academically prepared to teach about Africa and Arabic. Teachers will:
 - a) continue developing their Arabic training through use of programs such as University of California's Consortium for Language Learning & Teaching's *Arabic Without Walls*;
 - b) engage their students in learning Arabic using online Arabic programs in the classroom;
 - c) have direct personal experience in and insight about Africa, North Africa, and Morocco;
 - d) be able to translate their experiences and develop content-rich units on Africa.
- 2) Address and enhance the ability of teachers to meet the stated objectives and goals of The California History/Social Science Framework requirements by training teachers to:
 - a) guide students in exploring Africa within the context of multiculturalism and diversity;
 - b) lead students to engage in active learning and employ critical thinking skills;
- 3) Create a network of contacts and support by:
 - a) facilitating interaction between participants and their counterparts in developing cultural exchange in the classrooms through use of existing programs such as iEARN;
 - b) providing access to UCLA resources and contacts.

B. PROJECT DESIGN

i. Program phases

The project will begin with recruitment and participant selection. Implementation phases will include pre-departure preparation and orientation, local activities, follow-up, dissemination of information and evaluation.

a. Recruitment

Participant recruitment will begin in October 2009 conclude in January 2010. Information and advertisement will be widely distributed through existing networks. UCLA's Graduate School of Education will assist in a special effort to recruit pre-service teachers by disseminating project information and applications to students within its programs as well as to alumni and other teacher education programs at universities in the area. Information and applications will also be distributed through existing teacher alumni networks and listservs. Participants will also be recruited from a pool of schools in UCLA's diversity outreach program, as well as from teachers who have completed past UCLA intensive summer workshops on Africa and/or North Africa.

b. Selection

Basis for selection will be: 1- level of interest in Africa and ability and willingness to integrate Africa into teaching; 2- potential to initiate and lead in introducing and developing curriculum on Africa; 3- support from school administrators. (*see Appendix G*)

The application package will include an essay on reasons for participating in this project, experience in integrating Africa into a curriculum, a letter of support from a school administrator, and a preliminary plan for the development and implementation of an instructional unit on their return. The application will be reviewed by a committee consisting of the ASC Director, Project Director, and Co-Directors of UCLA History-Geography Project.

ii. Pre-departure activities (see Appendix A – Section A)

There will be a total of four pre-departure workshops covering travel preparation information; background on Africa, North Africa, and Morocco; introduction to Arabic and its history; Amazigh culture and identity; developing a curriculum unit; and a special training session in the use of multimedia resources, including introduction to blogging and uploading videos.

The first workshop will be led by the Project Director and will cover passport and visa requirements, travel advisories, and immunization requirements. The session will also go over details of social etiquette, culture, food, customs, and health and safety issues. Special attention will be paid to discussion of appropriate dress in certain areas and extra precautionary gear required for excursions to regions of extreme environmental conditions.

ASC will then conduct two workshops on historical, social, cultural, and environmental topics in both continental and regional contexts. ASC Director Andrew Apter will present a workshop on re-thinking Africa in global perspective, focusing on historic influences throughout the Atlantic, Mediterranean, and Indian Ocean worlds. Professor Ghislaine Lydon of UCLA's History Department will provide content-specific lectures surveying Morocco's history, culture, and society. These two sessions will ensure that participants have acquired basic knowledge about African societies and cultures and have a background on basic Moroccan history.

A workshop will be devoted to an introductory lecture on Arabic language and more advanced presentation on Morocco. Participants will be introduced to the online program *Arabic Without Walls* and to the Arabic language's history and structure, laying a solid base for intensive language training during the seminar. The second part of the workshop will expand on Moroccan society and Amazigh culture by providing specific details on current developments.

The last workshop will ensure that teachers are cognizant of the humanities, language arts, and social science instructional frameworks and have the background to develop a curriculum that links the US to other world regions and the past with the present. The Co-Directors of UCLA's History Geography Project will lead this workshop. The second part of this workshop, led by UCLA's International Institute Media staff, will provide the group with training to implement a new-media-based curriculum by utilizing video to document their experience in the project and incorporate multimedia in their curriculum unit.

iii. Local Activities (for daily information also see Appendix A – Section B)

Activities in Morocco will be coordinated by Professor Azeddine Ibrahim, in consultation with UCLA and in cooperation with *Université Sidi Mohammed Ben Abdellah*, and will include class instruction, curriculum development sessions, one-on-one meetings with local teachers and students, school observations, materials acquisition activities, and site visits. Activities will be structured to provide participants with a strong comparative academic foundation by building on participants' knowledge of Africa. Activities are designed to provide teachers with knowledge and experience that directly impact their treatment of Africa in their classrooms and the quality of the units they will develop. Moreover, the project will provide teachers with direct personal experience of an African culture and awareness of contemporary realities in Africa.

a. Coursework

Central to the project will be instruction in Arabic. Participants will have a total of 42 hours of Arabic instruction, equivalent to a quarter-long course, taught using the textbook *Alif Baa*. By the end of the course, they will have learned the Arabic alphabet as well as gained the ability to comfortably carry on basic conversation. Language course will lay the foundation for teachers to continue their training either in the classroom or using *Arabic Without Walls*, which uses the

same text book and emphasizes the functional use of Arabic in the four language skills: listening, speaking, reading, and writing. Moreover, the immersion component of the project will compel participants to utilize their newly acquired language skills in their daily activities. Midway through the project, participants will be using basic Arabic in daily interactions. Most importantly, participants will be able to introduce their students to the language.

In addition to the 42 hours of Arabic, led by Dr. Rajae Abrighech, there will be approximately 11 class lectures and additional lectures during guided site visits. Lectures are designed to provide participants with a comprehensive understanding of the history of the country, social and contemporary issues, and artistic development and expression through topics such as the history of Amazigh, the development of Moroccan society, the colonial experience, and decolonization. Lectures will also illustrate Islam in Africa, the Jewish legacy and presence in North Africa, along with gender relations, women's role in society, and contemporary trends and movements.

b. Curriculum Development Activities

1. School visitations

The project will incorporate school visitations designed to give participants a brief history of and introduction to the Moroccan education system as well as to generate discussion of the nation's educational structure. As school will be closed during the GPA, participants will visit summer school instruction and larger multi-school orientation sessions organized at the town level. A group visit will be arranged to a Qur'anic school to facilitate a broader understanding of the educational sector and Moroccan society. These visits will provide teachers with the opportunity to observe instruction in two systems that differ vastly not only from each other but also from the US educational system.

2. Curriculum development workshops

Prior to departure, participants will receive detailed guidelines on developing their unit. (*see Appendix F*) Curriculum development workshops will be devoted to providing teachers with support as they apply their experience to developing content-rich curriculum units. Participants who are in pre-service and teacher education programs who may have limited classroom exposure and experience developing units will be provided with additional support and guidance by a seasoned peer educator who will serve as curriculum consultant. Workshop sessions will also be used for research in libraries and in the field. Participants will engage in excursions devoted to collecting special curriculum resources that would otherwise be unavailable, such as newspapers, magazines, videos, artifacts, and other materials they can use as teaching aids.

3. Teacher exchange

The project will have a mentorship component whereby participants are partnered with local educators to offer an extended opportunity to interact one-on-one with colleagues who can also serve as guides to society. The exchange with local teachers will enable participants to open up dialogue and exchange information, pedagogy, curriculum, teaching materials, and perspectives. Local educators will accompany the US teachers on select site visits and attend at least two classroom-based lectures. They will engage in at least two activities with their US counterpart: sharing a meal at home with their family and visiting a local market. They will also help GPA participants collect materials for their curriculum. This extended exchange and school observations will give teachers an opportunity to compare the US and Moroccan programs of study and draw on the different systems in developing their curriculum. Teachers will be encouraged to establish links and institute classroom-based cultural exchange programs by forming “sister classrooms” with their Moroccan counterparts through programs such as iEARN.

This collaboration will facilitate building of human resources that teachers from both countries can utilize in their classrooms and schools.

c. Site Visits

Morocco offers extensive historical and cultural points of interest. Teachers will visit ancient mosques, centuries-old synagogues, and ornate churches in addition to dramatic Roman ruins, picturesque Atlas villages, and thriving metropolises. Seminar site visits will include museums, communities, cooperatives, and historical sites in some of the most iconic cities in Morocco. This seminar uniquely allows participants to visit, interact with, and experience places and locations they learn about in the seminars and academic presentations: for instance, they will learn about the Jewish mellah in the morning sessions and visit that location in the afternoon.

The seminar will start and end in **Casablanca**, a city originally settled by Amazigh in the 7th century as part of the Anfa kingdom. Casablanca is Morocco's largest city, the biggest in the Maghreb, the sixth largest in Africa, and the economic capital of Morocco. The Port of Casablanca, one of the largest artificial ports in the world, is Morocco's chief port and the largest port of the Maghreb and North Africa. From Casablanca, the project will move to **Fes**, which will be the GPA's home base. Fes is one of the imperial cities of Morocco, its fourth largest city, and the capital of the Fès-Boulemane Region. The city is a UNESCO World Heritage site and architecturally classified into: Fes el Bali (old walled city), Fes-Jdid (new Fes), home of the *mellah*; and Ville Nouvelle, the French-created section of Fes. Historically, Fes was the scientific and religious center where Muslims and Christians came to study and is home to the oldest continuously operating university in the world. While in Fes, *Sidi Mohamed Ben Abdellah University* will host the project and provide classroom facilities and other resources as needed.

Project site visits will include **Volubilis** and **Meknes**. Volubilis, an archaeological site that has the best preserved Roman ruins in this part of northern Africa, is a UNESCO World Heritage site and was once the administrative center of Roman Africa's Mauretania Tingitana. Meknes was Morocco's capital under the reign of Moulay Ismail (1672–1727) before it was relocated to Marrakech. The city is an example of the Spanish-Moorish style of architecture, with high walls, great doors, and a blending of the Islamic and European styles of the 17th century Maghreb.

Other site visits include **Marrakesh**, a bastion of Amazigh culture. Also known as the Red City, it is the third largest city in Morocco and was once the capital of an empire that stretched from Spain to Senegal. It is located at the foothills of the Atlas Mountains, at the crossroads of the ancient caravan routes from Timbuktu, where sub-Saharan traders carrying gold, salt, and slaves bound for Europe found reprieve from the desert. Modern-day Marrakesh is a blend of Africa and Europe--east and west--and home to the largest traditional market (souk) in Morocco and to *Djemaa el Fna*, one of the busiest squares in Africa. While in the region the project will also go to **Agadir**, an ancient Amazigh fishing village, and visit *Le Musée des Arts Berber*.

Participants will also travel north to the Rif region to examine another aspect of Amazigh culture. Here teachers will visit **Chauen**, a city founded in 1471 as a small fortress, which exists to this day, by Moorish exiles from Spain led by Moulay Ali Ben Moussa Ben Rached El Alami to fight the Portuguese invasions of northern Morocco. It was known as one of the main concentrations of Moriscos and Jews, who sought refuge in this mountainous city after the Spanish Reconquista. In 1920, the Spanish seized Chaouen to form part of Spanish Morocco but returned the city after Morocco's independence 1956.

The GPA will also visit with groups, associations, and NGOs to gain a perspective on civil society and communal life in Morocco. Among academic groups, the group will visit with the

Moroccan Center for Excellence in Education and Research in Fes and the Moroccan Language Center in Taza. The participants will also have an opportunity to visit with the *Daftir Educational Forum, The Royal Institute of the Amazigh Culture, Friendship Association for Culture and Sport of Ksar El Kebir and the National Deaf and Handicapped Association.*

iv. Follow-up

On return from Morocco, UCLA will organize follow-up workshops that will not only serve as debriefing sessions for participants, but will also assist teachers in finalizing their curriculum units. ASC will provide feedback on participants' instructional units in follow-up workshops especially designed for educators. To ensure execution of instructional units, teachers will submit an implementation report detailing their experience teaching their unit. ASC faculty, students as well as resources of Fowler Museum at UCLA and rare collections in other departments will be available for classroom presentations to supplement their instruction.

All participants will receive on-going support and will be invited to participate in forums, conferences, and lectures hosted by both ASC and the UCLA History-Geography Project. Teachers will be invited to attend North Africa-related programs to further develop their knowledge and understanding of the regions. They will also be invited to present at ASC teacher training workshops to share their experience and lead workshops on developing Africa content units. 2009 GPA participants will present at ASC's teacher scholar programs in Fall 2009.

In the long term, participants will be able to actively participate in programs that focus on Africa at UCLA. They will have the opportunity to continuously update and expand their knowledge of Africa through the numerous talks about Africa by faculty, government officials, and visitors hosted by UCLA. Likewise, many on-campus groups and units convene conferences or host forums that highlight Africa within the humanities and social sciences and teachers will

be encouraged to attend these events as well. Teachers can count on the resource library of UCLA (especially the multimedia collection) to support classroom teaching. ASC is strengthening relationships with school administrators and principals through national programs such as Teach Africa to facilitate teacher training and the development of Africa-related components in schools. Teachers with experience in Africa will be especially valuable conduits for expanding programs on Africa and bringing them into the schools.

v. Dissemination of information

Dissemination of information will take place through traditional methods as well as newly developed multi-media components. Seminar cam will be the primary visual diary for the group. Each participant will direct the seminar cam, or contribute personal video footage, for a segment called “15 Minutes of Fame,” to record and document experiences and observations. Seminar cam will be compiled into a video report on the seminar, edited for use on the ASC website and online video repositories as well as full-length DVDs. In addition to the seminar cam, teachers will be encouraged to bring along video and/or still cameras to capture noteworthy, striking, or otherwise significant sights and sounds. Along with integrating the resulting pictures and video in their curriculum units, the teachers will be asked to develop short clips/pictorial collages highlighting their experience. The video clips and pictorial montages will be placed on ASC websites and posted on other video outlets that target educators.

Moreover, ASC’s educator resource website will feature a section devoted to this project that will contain country information and curriculum development workshop materials as well as the lesson units developed by participants. The GPA section will also contain items such as video clips, pictures, short stories, and journal excerpts that chronicle the teachers’ trip. Final lesson plans and instructional units from this project along with other lesson units on Africa will be

complied and made available on the site. Again, the site will become a part of ASC's permanent web-based repository, which houses lesson units with Africa-related themes and ideas.

ASC will host special forums for K-12 educators where project participants will share their experiences along with their lesson units. Seminar participants will present their lesson units in meetings at their schools, district meetings, and presentations organized by ASC. They will be invited to present on developing Africa-related curriculum and utilizing workshop information at subsequent seminars and teacher education workshops. Participants from the 2009 GPA have presented to their schools as well as at conferences such as the Teacher's Workshop of the African Studies Association meetings, school based professional development workshops and the Texas Art Education Association conference.

Furthermore, all participants will be on the ASC mailing lists and will receive lecture announcements, newsletters, and news of sponsored conferences and forums at ASC and other UCLA departments, as well as announcements about local events such as musical performances, art exhibits, and local African community events.

vi. Evaluation

Both formative and summative evaluation along with collection of data will be part of the project. Please see item **IV** and **Appendix D** for details.

C. PLAN OF MANAGEMENT:

The management plan is designed to ensure successful implementation. A team of specialists will provide their expertise for various stages of the program, including selecting participants; reviewing curricula; and providing support for Project Directors, applicants, and the Resident Director. Thus, the success of the project will be enhanced by a collaborative management plan both at UCLA and in Morocco. Administrative duties for the project will be handled by Azeb

Tadesse, Project Director at UCLA, and Azeddine Ibrahimi, Resident Director in Morocco. Tadesse and Ibrahimi will develop themes, lecture topics, and instructional materials, and prepare participants through pre-departure workshops. Tadesse will be responsible for administering the program at UCLA, developing orientation materials, and coordinating implementation activities, orientation, follow-up meetings, and project evaluation. Upon return, Tadesse will be responsible for notifying participants of future leadership opportunities and coordinating and overseeing evaluation and preparation of the final report. Tadesse, with assistance of curriculum consultant, will oversee dissemination of instructional materials and implementation of the lesson plans.

UCLA History-Geography Project will assist in recruitment of participants through teacher education programs in Southern California. Co-Directors Miller and Hipolito will also lead a pre-departure workshop on curriculum development and provide teachers with a presentation on the California Standards. They will assist in the recruitment of a peer-educator who will be responsible for providing pre-service participants with specialized support and guidance in Morocco. Upon return, they will assist teachers in finalizing their units and review final projects. Finally, they will join in the continuing education portion of the project by providing educators with opportunities to participate in professional development workshops and information on ways participants can share their experience and units.

ASC program assistant Sheila Breeding will assist in development and dissemination of program announcements and assist in receiving applications, creating review files, and coordinating applicant interviews. Breeding will respond to inquiries from applicants and provide additional information upon request. She will also coordinate with UCLA Travel Center for air travel reservations and purchase for participants.

Ibrahimi will serve as the Resident Director for the GPA. He will be in charge of coordinating delivery of services for the programs in Morocco. Ibrahimi will be the primary liaison in Morocco and will arrange for in-country travel, accommodations, coordination of classroom and office facilities, necessary equipment and computer access, and orientation in Morocco. In close consultation with UCLA, Ibrahimi will coordinate lectures by local experts, develop instructional materials, coordinate workshops in Morocco, assist participants in adapting and learning from their experience, and coordinate tours, visits, and school observations.

Dris Soulaïmani will be the language evaluator and provide a pre-departure workshop on Arabic so teachers have a basic understanding of the history and influence of Arabic and its place in Africa and beyond. He will teach them a few useful phrases, such as greetings, that they can use upon arrival. He will also provide participants with a background on Amazigh history and culture as well as an introduction to issues in contemporary Moroccan society. Soulaïmani will also be the language evaluator for the project.

D. USE OF RESOURCE AND PERSONNEL TO ACHIEVE OBJECTIVES

ASC will utilize faculty, staff, and various forms of in-kind support for all phases of the program in the US. ASC is committed to being a local, regional, and national resource and to providing outreach, support services, and information to other UCLA units, K- 12 schools, community colleges, teachers and students, government, community, and business constituents. Since its establishment as a National Resource Center for Africa in 1959, the ASC at UCLA has been dedicated to teaching, research, and public understanding related to Africa. The quality and long-term stability of ASC's academic programs make it one of the premier centers of this kind. The mission of ASC, both as a resource center and an academic unit, is to meet the national need for Africa specialists by providing superior language training and a firm grounding in area

studies. To that end, ASC is committed to providing support for research and intellectual development to create superior teachers, scholars, and public servants.

Academically, the Center offers a Minor in African Studies, a Master's Degree in African Studies, and a Ph.D. with African Studies focus in all major core disciplines. There are more than 60 core and affiliated Africanist faculty who are internationally visible in their field, have extensive Africa experience, and offer courses in a variety of disciplines and 6 professional schools. ASC also hosts 3-4 visiting scholars in residence each academic year. The university library has one of the top collections of Africana materials, holds African print newspapers, and provides access to numerous online databases. Public Programs, Outreach, and Collaborative Activities of the Center include 30-40 events annually, including lecture series, workshops, academic and non-academic conferences, art exhibits, and roundtable discussions. The centerpiece of its outreach is programs for educators at elementary and secondary schools; two- and four- year institutions; businesses; media; and the community at large.

ASC will provide the expertise of Apter, Lydon, Tadesse, and Breeding; the use of Center resources and facilities in communication with educators; venue for all project-related workshops and meetings; and web hosting on the International Institute server for blogs and lesson plans. There will be additional staff support of a budget analyst and grant analyst as well as web support staff to ensure the project's success. The Center will produce the curricular material for the project, including a pre-departure packet and introduction to Arabic packet, prior to departure. The ASC has demonstrated its commitment by making available resources and staff expertise for the project's development and multi-media components. ASC has also committed funds for the pre-departure workshops, one return workshop, and continuing education programs.

E. EQUAL ACCESS AND TREATMENT

ASC will actively encourage participation by underrepresented teachers, with particular attention given to recruiting teachers from schools in the lower socio-economic areas and those serving minority populations. Furthermore, UCLA is non-discriminatory in all programs and activities. By state law, UCLA recruits, appoints, pays, and promotes all employees without regard to race, religion, age, national or ethnic origin, sex, marital status, disability, veteran status, or sexual orientation.

As of 2005, Los Angeles Unified School District served more than 710,000 students; 3.8% Asians, 2.2% Filipinos, 0.3% Pacific Islanders, 11.4% Black, 73.2% Latino/a, and 8.8% White. ASC will adhere to proactive recruitment of minority teachers, educators of under-represented students, and teachers from low-performing and under-resourced schools. The project will ensure that teachers recruited reflect the diversity of not only Los Angeles but society at large.

II. QUALITY OF KEY PERSONNEL

Roles and responsibilities of all parties have been assigned to ensure the quality and success of project objectives. Detailed curriculum vita of personnel is available in *Appendix B* and the roles and responsibilities and qualifications of key personnel are listed below.

A. QUALIFICATION OF PROJECT DIRECTORS

Azeb Tadesse is the deputy director of the James S. Coleman African Studies Center and was Project Director of ASC's 2009 Fulbright-Hays GPA in Morocco. She received her BA in History and MA in African Studies from UCLA. She is an Ethiopian native with extensive international experience and has lived in Europe and Africa. She has lived and studied in Cameroon and Ethiopia and conducted short-term projects in Ghana, Senegal, and Uganda. In her capacity as deputy director, she develops programs for the Center and is currently co-director of ASC's Higher Education and Development (USAID-funded) project on building capacity of

the Business School at Addis Ababa University. She is also an evaluator for the USAID-funded African Diaspora Marketplace competition.

Tadesse directs ASC's outreach program, is responsible for ASC's K-12 outreach program, and has developed numerous professional development and teacher training workshops. She organizes the ASC's Africa seminar for educators, where she engages local schools in improving their Africa content and provides guidance to local teachers in bringing Africa to their classroom, providing resources on Africa for class presentations. She has worked with teachers in evaluating the relevance of curriculum resources and materials as well as in developing balanced lessons on Africa. In June 2008, as the Southern California partner for the Washington, DC-based Teach Africa program, she was part of a national program to increase teaching about Africa in the classroom that took three high school students and three K-12 educators to Uganda, where Discovery Channel Global Education Partnership filmed a documentary on the exchange between US and Ugandan teachers and students. In May 2009, she directed the implementation of the third phase of the Teach Africa program where about 1,000 students spent a day at UCLA learning about Africa in large plenary and various breakout sessions.

Azeddine Ibrahimi, GPA Resident Director, is a native of Morocco and an avid promoter of Moroccan-American exchanges. He was one of the founders of Biomatec-US (the Association Moroccan Biologist in the US) and has frequently served as a liaison for international exchanges and as facilitator and organizer of numerous international meetings in Morocco and the US. In commemoration of the International Year of Planet Earth in 2007, Ibrahimi, with a team of renowned scientists and educators from the US, organized the first Educational Outreach in Earth and Planetary Sciences in Fes. He was one of the main organizers of the first congress on "Dialogue of Civilizations and Cultures" in Fes in November 2007, which brought together

intellectuals and leaders from the east and west and led to the declaration of Fes on the convergence of the Muslim world and the west.

Ibrahimi has a PhD in the biomedical field from the University of Nice, France. He taught at the State University of NY at Stony Brook before joining *Université Sidi Mohammed Ben Abdellah* in Fes in 2003. He has been awarded research grants from the American Heart Association, National Institutes of Health, and the Research Foundation-Stony Brook, among others, to develop research linking obesity and diabetes. He is the author of numerous scientific papers in renowned biomedical journals such as *Nature* and the *Proceedings of National Academy of Science USA*. Ibrahimi is holder of two patents in the field of metabolic diseases. At the *Université Sidi Mohammed Ben Abdellah*, Fes, he participated in the implementation of the reform of the educational system and developed undergraduate and graduate programs in the biomedical field. Taking advantage of his dual expertise, he is in the final stages of establishing a permanent exchange program between SUNY Stony Brook and USMBA-Fes and establishing a new biotechnology program between the two universities.

Ibrahimi has organized many Moroccan cultural symposiums in the New York area and is currently the Vice President of the Friendship Association for Culture and Sport, President of the *Association des Oeuvres Socilal de la Faculte Polydiscilinaire de Taza*, and actively works on educational outreach for *Université Sidi Mohammed Ben Abdellah*. In that capacity, he frequently visits classrooms in Taza, Ifrane, and Fes to inspire students to pursue careers in science. He recently founded the Moroccan Center for Excellence in Education and Research which aims to provide a platform for professors and leaders to share and formulate policy and direction on research and education in Morocco.

B. QUALIFICATION OF KEY PERSONNEL

Emma Hipolito is the Co-Director of the UCLA History-Geography Project, one of the sites of the State of California History-Social Science Project, funded by the state of California to provide high quality professional development for teachers. In this capacity Ms. Hipolito is responsible for designing and implementing professional development opportunities for social studies teachers throughout the Los Angeles region. In addition, for the past five years she has taught courses in the UCLA Teacher Education Program, including Social Studies Methodology and Curricular Decision-making. In this role she has supervised the field work of teams of 25-30 student teachers and/or first-year teachers. Ms. Hipolito has administered the History-Geography Project's involvement in several large grants, including two Teaching American History grants, a Fund for the Improvement of Post-Secondary Education grant (FIPSE)—funded for three years at nearly half a million dollars—and a Regional Partnership Initiative grant in which all the California Subject Matter Projects in UCLA's Center X participate.

Mary Miller, who retired in 2004 after teaching and counseling for 39 years in LAUSD middle schools, is the Co-Director of the UCLA History-Geography Project and the Regional Coordinator of the California Geographic Alliance for the Greater Los Angeles area. She has developed curriculum for the Huntington Library, PBS, and BBC Videos and has made presentations at local, state, and national history and geography conferences. She has done extensive professional development for local schools, served as a Teacher-Leader for summer history and geography institutes at UCLA and Cal Poly Pomona, and has been a board member of the UCLA Friends of Geography. She also served on the Curriculum Development Committee at the Petersen Automotive Museum. Miller was awarded a Distinguished Teaching Award of Merit from the California Geographical Society, an Outstanding Educator Award from the Johns Hopkins Center for Talented Youth, and the Atlas Award from UCLA's Friends of Geography.

Dris Soulaïmani was born and raised in Casablanca and grew up speaking both Tashelhit and Arabic. He received his BA in English Language and Literature from the University of Hassan II in Casablanca, Morocco, specializing in linguistics. He received his MA in Linguistics from Wayne State University in Michigan, focusing on comparative morphology of Arabic and Berber. Dris taught at Wayne State University, the University of Illinois at Urbana-Champaign, Middlebury College, and most recently as a lecturer at Brown University. He is currently a PhD student in Applied Linguistics at UCLA, where he also teaches Arabic as a Teaching Associate.

C. TIME COMMITTED

All work for the project within the United States will be handled by ASC. Tadesse and Ibrahimî, in consultation with committee, will coordinate project planning and development, programming of lectures, and selection of participants. Tadesse will contribute time to follow-up activities and evaluation of materials submitted by participants. Upon notification of award, Tadesse will provide time to review and select participants, and organize orientation and pre-departure lecture activities. She will provide time to disseminate project results, evaluation, and writing of final report. On the ground, Tadesse will be the point of contact for the group and overseeing logistics and implementation. She will work with participants on developing their curriculum and supervise peer-educator who will work with pre-service participants.

Ibrahimî will devote full time to the program during the group's stay in Morocco. As the Resident Director, he will be the primary contact for the project in Morocco. He will assist the project in securing accommodations in each location, in-country transportation, and other needs as they arise. Ibrahimî's responsibilities will include making arrangements for site visits and excursions for collection of resource materials and facilitating the curriculum workshop in

Morocco. He will also ensure that the project is provided with necessary resources and will provide feedback and recommendations during lectures and site visits.

Miller and Hipolito will provide time to recruit participants and serve on the application review committee. Both will also devote time to providing a pre-departure workshop on curriculum development in line with the California Standards. Upon return of the participants, Miller and Hipolito will conduct a wrap-up workshop and review units submitted.

Additional support will be provided by Breeding and International Institute budget and media offices. Breeding will provide time towards managing the application process, organizing logistics of travel arrangements, and providing administrative support as needed. Institute media office will provide support for development of the multi-media component by developing online tools and providing pre-departure training for participants for optimal use of online materials. International Institute Budget office will provide all necessary financial support for proper and efficient payment of vendors and other services.

D. EQUAL ACCESS AND TREATMENT:

UCLA is an equal opportunity/affirmative action employer and complies with all applicable federal and state laws regarding non-discrimination, including Title IX of the Education Amendments of 1972 and section 504 of the Rehabilitation Act of 1973. The university actively promotes a policy of non-discrimination and non-harassment on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation and national origin. ASC will adhere to these guidelines in the advertising, selection, and treatment of participants for the seminar.

III. BUDGET AND COST EFFECTIVENESS

A. BUDGET NARRATIVE (*detailed narrative Appendix C*)

Funds are requested to cover roundtrip international airfare for 13 participants and one project director. Flight cost is based on group rate quotes and travel within Morocco will be coordinated by Ibrahimi using chartered bus. Funds are also requested to assist in offsetting extra costs for accommodating the group at the university and for lecturer payments. Travel for US based resources will be provided by respective institutions. Funds are not requested for project development, implementation, and coordination. Similarly, Moroccan hosts are providing essential and first-rate service for nominal fees, providing the project participants with outstanding in-country resources for exceptionally low cost. This, we believe, is an indication of their enthusiasm for the project and the possibility of creating lasting, long-term exchanges with UCLA. Moreover, pre-departure workshops and post-project follow-up are being provided by respective UCLA units and will not be charged to project.

B. REASONABLENESS OF COSTS:

Project will be going to Morocco *June 26th through July 30th*, which is the height of tourist season when prices are at their highest. UCLA Travel Center will secure deeply discounted group fares, all accommodations are tourist class, and all activities in-country were vigorously negotiated. The project is budgeted to provide 12 participants with an overseas experience in several cities and villages that includes academic instruction equivalent to a university course study, visits to historical and educational sites, school observation, resource material collection, excursions, and curriculum development workshops. Costs associated with pre-departure orientation and lectures, follow-up support, dissemination of project results, and access to all ASC and UCLA resources will be covered through un-expensed support which will include all program development, logistical coordination, and administrative service provided without charge to the project. Additionally, program planning, application and selection of participants,

program development, evaluation, coordination in-country, and follow-up for duration of project are not charged to project. Finally, supplies such as bulk mailing, duplicating and printing announcements will be covered by ASC.

Participants will be responsible for visa and passport fees, vaccination costs, and all other pre-departure costs. Participants and their schools will also be expected to cost-share in all costs associated with orientation and academic year follow-up.

IV. EVALUATION PLAN

At the conclusion of project an external evaluator from UCLA's Office of Instructional Development will evaluate the project and provide a report. For the duration of the project ASC will utilize an evaluation matrix designed for the seminar to maximize efficiency (*see Appendix D Table I*). Project will utilize ongoing observation to determine and ensure project is delivered and operated as planned. Project Directors will observe presenters to evaluate their teaching styles and to see how they are covering the material. Weekly group meetings will be conducted in the form of focus groups in order to collect perceptions of project implementation and operation in order to ascertain participants' views as to whether the seminar was appropriately staffed, suitability of presentations, and progress to objectives. At the conclusion of each phase in the cities, Project Directors will conduct interviews with hosts associated with the project to ascertain their view of the project and their assessment of what has been accomplished. Soulamani will conduct language evaluation, at the beginning and end of project, to determine each participant's language level and acquisition. Evaluation will consist of performance-based assessments to measure comprehension, reading, writing, and speaking proficiency.

Participants will be asked to keep an online blog documenting their initial reactions and their daily experiences during their journey, which will assist them in writing their final summation.

Ongoing feedback and communication among directors, instructors, and teachers will be central during the seminar abroad, with project leaders, including Arabic instructors, meeting daily to assess progress, evaluate effectiveness, and determine if adjustments are required. There will be formal group evaluation sessions at the end of each city visit to assess academic progress and determine overall progress of the program.

A comprehensive evaluation of the program will also be conducted upon return to the US. Participants will be measured using activities and quantifiable measures method to determine accomplishment of project objectives (*see Appendix D Table II*). As part of the follow-up sessions there will be interviews to evaluate and capture the perspectives of project participants. The interview sessions will consist of a structured questionnaire followed by an in-depth interview to provide a well-rounded assessment of the project. The teachers will complete an evaluation form, followed by a discussion of their overall experience and the impact of the seminar on their ability to teach Africa. Teachers will be asked to discuss their personal expectations, their in-country experiences, and their recommendations for future actions. The final phase will consist of a focus group that will evaluate participants' experience regarding content of seminar, operation of project, as well as any barriers they might have faced in fully learning and participating in the project. They will also be asked to evaluate the academic offerings and the project's contribution to their leadership in integrating and introducing African ideas and themes into their classrooms and their schools.

V. ADEQUACY OF RESOURCES

Azaddine Ibrahimi, as Resident Director for the project, will secure and coordinate resources for successful implementation of the project. The project will utilize the resources of *Université Sidi Mohammed Ben Abdellah* and its partners on the ground. In addition to the cooperation of

the university, the project has the support of local community groups and associations in successfully executing this program. Morocco and all cities in the itinerary are safe, modern, urban centers with well-equipped medical facilities, sufficient law enforcement, and other necessary facilities. Participants will be housed in a guest house and hotels that offer comfortable accommodations. Chartered buses will be used for in-country excursions. Classroom facilities are modern, adequately equipped, and comfortable. Office space and access to phones, fax, and email will be made available to project coordinators to ensure close contact with relevant parties in implementing each stage of the project.

The uniqueness and exceptional advantage of this project is the wealth and expertise of partners and resources on the ground. In each city the project will partner with local experts for delivery of specialized lectures and tours. The learning environment for participants will be enhanced by the use of local experts in presentations and excursions. Local hosts have intimate familiarity with lesser-known facts and their expertise will enhance the participants' learning and provide deeper understanding of each city, and by extension of Morocco.

VI. IMPACT

The impact of this project extends well beyond the obvious symbiotic relationship between the realms of formative and higher education, which will be strengthened as a result of this overseas endeavor. In this regard, it is expected that the academic stimulation and curiosity imparted by the cohort of teachers involved in this project will be translated in the long term into increased student interest in Africa and African and Arabic languages which can be fulfilled at the university level.

More significantly, the influence of the project will extend beyond the participants selected to travel to Morocco. This experience will create a group of educators in Southern California and

elsewhere with teaching and leadership abilities who not only have academic knowledge of Africa as a whole and real-life experience in an African country, but are also trained in transforming the California Standards into lessons that prompt students to employ critical thinking. The program and follow-up activities are designed to enrich the home schools of the participants as well as schools and educators nationwide. Participants will be chosen on the basis of their potential to become school leaders in introducing and developing curriculum on Africa. Working directly with participants and creating access to vital resources and contacts, the project will facilitate development of a teacher-leader component in the schools and development of instructional coaches. Resources and contacts gained by teachers will be incorporated into the schools to be shared by colleagues, thereby expanding other teachers' ability to teach about Africa. It is envisioned that this project will sharpen and focus teachers' research and analytic skills (which will be transmitted to students) and greatly augment their approaches to teaching.

A notable impact of the project is the expansion and early introduction of Arabic instruction. The project will offer pre-departure introduction to and use of Arabic followed by a five-week immersion where regular communication will demand use of the language. The experience will leave participants with basic knowledge of Arabic, and access to programs such *Arabic Without Walls* will greatly develop and enhance their ability. As an added advantage, teachers could also use online Arabic resources to introduce Arabic in their classrooms. The ease and usability of many of the online programs make them enjoyable and appropriate for use at most grade levels. Students exposed to basic Arabic instruction at a younger age would be more likely to enroll in Arabic in college and advance to higher levels during their schooling.

Lesson plans developed during the project will be made available on the website and will contain pictures, journal excerpts, and resources utilized by staff and participants during the trip.

ASC will also create and maintain a repository of Africa-related units that will be made available to educators nationwide. Participants will be expected to share their personal experiences and findings, along with their curricula, in staff meetings at their schools as well as at other venues as they become available. ASC will also provide support in further disseminating information and teaching units by hosting workshops and training sessions specially designed for educators.

Moreover, the units and resources produced by the teachers as part of the course requirement will be linked to and featured on the OutreachWorld (developed by the UCLA International Institute) and by extension the EDSITEment web portals, which are visited by thousands daily; the websites of UCLA's International Institute and African Studies Center, Language Materials Project, and Center for World Languages as well as NRCs and LRCs nationwide; and numerous other websites including those of organizations associated with our K-12 outreach project, the History/Geography Project and the California International Studies Project, ISSA, and the NCSS and its state and regional chapters.

VII. RELEVANCE TO INSTITUTIONAL DEVELOPMENT

UCLA is committed to international studies, as evidenced in the strength and excellence of its area studies units and foreign language offerings. Part of the university's public service commitment is passing on this excellence to the community and contributing to the quality of international education in the schools. Committed and informed K-12 educators, especially middle school teachers who bear the responsibility and challenge of introducing Africa and its people to American students, can provide an impetus to the future growth of African Studies by enticing students to consider academic and professional careers ranging from African history, politics, literature, and culture to specializations in education, development, and public health.

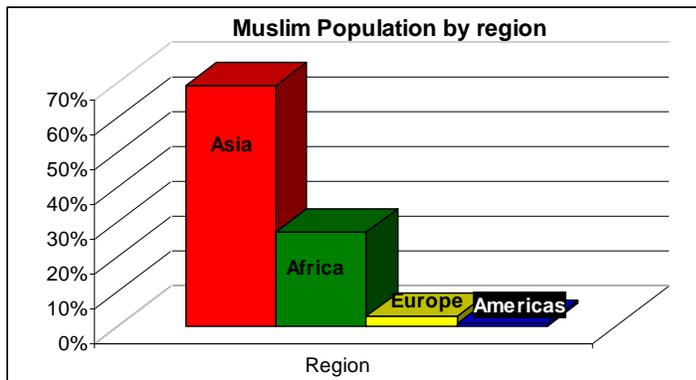
Moreover, UCLA Chancellor Block has reiterated that continued engagement with K-12 education remains one of the top priorities of the university. In line with that mandate, the main outreach objective of ASC is to train teachers in K-12 to incorporate international studies, specifically Africa, in the curriculum. There is great support from the International Institute and UCLA in developing the K-12 component of outreach activities. Over the years ASC has recognized that changing communities and environments require groundbreaking and innovative methods of integrating international studies, especially the study of Africa, into the school curriculum. An example of this innovation is ASC's partnership with the Africa Society of the National Summit on Africa and The Discovery Channel in a USAID-funded Teach Africa program, a national program designed to increase Africa education in the schools. As part of this partnership, ASC took three high school teachers and three students for an exchange with teachers and students in Uganda in the summer of 2008. The exchange was filmed by The Discovery Channel and was developed into a documentary and 10-minute web-based episode. This project is in line with ASC's goal to provide both academic and practical experience for teachers interested in integrating Africa in their curriculum.

ASC's programs are firmly based in the belief that the benefit of a teacher's intellectual engagement with effective curriculum is the student's achievement in all areas: critical thinking, problem-solving, reading comprehension, and building schema for future learning. This project is a demonstration of the belief in empowering teachers to make a difference in their classes and schools. With the success of 2009 GPA Morocco project, ASC, and by extension UCLA, has demonstrated its willingness and readiness to invest in fulfilling the goals of the project as well as a commitment to and leadership in innovative teacher education and international studies. Furthermore, connections established during this project will be utilized to expand and

strengthen the ability of ASC to facilitate faculty research and interest in Morocco. The project enables UCLA to create closer ties and working relationships with host institutions in Morocco.

VIII. NEED FOR INTERNATIONAL EXPERIENCE

Academic study devoid of direct experience is insufficient to counteract the prevailing view of Africa that has shaped thinking and teaching about Africa in the schools. Just as problematic have been widespread misconceptions of Islam and ideas of who or what constitutes an Arab. To most people in the US, “Islam” and “Arab” are interchangeable and their image of Africa is of a continent either overwhelmingly populated by rainforests and wild animals or slipping from one humanitarian crisis to another. These prevailing notions impact the treatment of Africa in the schools and the level of uneasiness teachers might feel in using the inadequate materials available to teach about an area or topic they know little or nothing about.



Perceptions are far from the reality; in fact, not only is Africa home to humankind, but its riches, complexity, and diversity rival those of any other area of the world. Moreover, Africa has been the center of dynamic Islamic

traditions and empires and, today, 45.76% of the continent adheres to the Muslim faith and, after Asia, has the largest Muslim population, more than the Middle East (17.85%). (see chart [Note: Middle East included in Asia]) Media images and ill-informed reporting have greatly contributed to mistaken impressions rendering Africa so remote and desolate that many in Southern California would never think of traveling there. Only a small percentage of the US population travels to Africa, including the teaching population. While popular images of Africa have

contributed to this, travel to Africa also requires greater monetary commitment than destinations such as Europe and Latin America. For many participants, this opportunity will almost certainly be their only chance to travel to Africa.

Overseas experience will transform the participants' treatment of Africa-related curriculum. It is only through individual familiarity that teachers will be able to appreciate the diversity and richness of Africa, be aware of the reality of urban and contemporary Africa, confront and rid themselves of both conscious and subconscious biases, and be sensitized to haphazard and erroneous stereotypes of other people and faiths. Direct personal experience will enlarge teachers' vision of Africa and support more well-informed and balanced teaching about the continent. Simply put, experience abroad will bridge the knowledge gap needed to integrate Africa into the curriculum. With first-hand knowledge and experience, teachers will be more disposed and equipped not only to cover what little Africa content might be available in existing textbooks but to go beyond and develop original units on Africa.

Teachers in this experiential seminar will be trained to integrate the study of Africa, North Africa, Morocco, and Arabic into the middle- and high-school history and social studies curriculum in accordance with national and state instructional frameworks and standards. Knowledge of Arabic serves the national need and interest to educate at a young age the rising generation of American schoolchildren who will face the challenge of communicating with their counterparts in Africa and the Middle East. Our ultimate goal is to inspire pre-collegiate learners to continue the study of the Less Commonly Taught Languages in higher education, thus addressing national and student needs and aspirations.

In addition to strengthening the core humanities, social sciences, and language arts curricula, the study of North Africa, Morocco, and Arabic will inculcate student interest and direct their

attention to Islam as a pivotal religious-cultural realm that is part of the American experience and that encompasses more than one-fifth of humanity. The integrative approach and the productive, enjoyable learning experience will enhance foreign language and international studies in the US.

Host country resources will be maximized to ensure that participants make the most of their exposure to Moroccan society and culture and have unlimited opportunity to develop their language skills. Seminars will be geared towards not only filling in the knowledge gap but also de-emphasizing the sense that Africa, Morocco, indeed that whole part of the world is “foreign” or “alien.” Effort will be made to build connections and parallels between what the participants are learning and their lives in the US, to underscore the commonality people share in their daily lives. Hence, using themes such as multiculturalism, a popular theme in the US and one that most teachers are familiar with, to examine Moroccan society will enhance participants’ experience and lead to richer instructional units.

IX. PROGRAM PRIORITIES

A. ABSOLUTE PRIORITY

The project meets the absolute priority as detailed in the Federal Register by focusing on Africa. The GPA will explore Morocco as an example of Africa’s diversity and richness both topographically and ethnically with focused attention of the Amazigh as a microcosm of that diversity and multiculturalism.

B. COMPETITIVE PREFERENCE PRIORITIES

The project meets both competitive priorities and invitational priority.

i. Competitive Preference Priority I:

This project meets the competitive preference priority I by focusing on Arabic, one of the 78 languages deemed critical on the US Department of Education’s list of LCTLs. Forty-two hours

of intensive language training, equivalent to a quarter of university instruction, is central to this GPA. In addition to in class training, participants will develop their language skills in every-day interaction with local hosts as well as in their activities. Opportunities for continuing Arabic language training after the conclusion of GPA will be provided along with resources for integrating Arabic in the classroom.

ii. Competitive Preference Priority II:

This project meets the competitive preference priority II by providing development of curriculum targeting specific teaching standard requirements along with resources that will develop and improve foreign language and area studies at elementary and secondary schools. The project provides for extensive pre-travel, in-country, and post-travel engagement to ensure development of quality units. The project also has targeted curriculum workshops to develop their units as well as provide opportunity for collection of teaching materials. Moreover, follow-up activities are geared to providing feedback in finalizing and implemented units thereby ensuring that units are accurate, detailed and fully implemented.

C. INVITATIONAL PRIORITY

This project meets invitational priority by partnering with UCLA History Geography project to integrate pre-service teachers and teacher's education students. Project will also ensure that pre-service participants learn and experience at the level of more experienced participants by providing peer-educator to provide additional support and guidance. Peer-educator will have both language and content expertise to ensure suitable guidance in developing their units.