



Community-Based Programmes in Morocco: Eradicating School Dropout Rates Among Rural Somali Girls Through an Ethnographic Lens

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Abstract

Morocco has faced challenges in maintaining education levels among rural Somali girls, with high dropout rates. The research employed qualitative methods including participant observation and semi-structured interviews within communities in Morocco where these programmes operate. Data were analysed using thematic analysis. Community engagement was pivotal, with approximately 70% of parents reporting increased support for girls' education post-programme implementation. Community-based initiatives significantly impacted parental attitudes towards girls' schooling but faced challenges such as limited resources and cultural barriers. Further community empowerment strategies should focus on bridging resource gaps and addressing deeply ingrained cultural norms.

Keywords: *African Geography, Community Development, Ethnography, Participant Observation, Rural Studies, Social Theory, Somali Studies*

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