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Problems and strategy of educational development in Morocco

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Abstract

The quality of education is one of the major challenges facing many countries in the world, and Morocco is strongly concerned. Health and education in the Kingdom remain the sectors that suffer the most, and where there are many dysfunctions. Since Independence, the Moroccan education system has been subject to several reforms, involving a considerable amount of work and money spent without finding the right formula. From Arabisation to the emergency plan 2009–2012, passing through a large number of successive proposals, wiping failure after failure in the absence of a rigorous plan. As a result, the entire school and university system today suffers from structural problems.

Keywords: Education, strategy, development.

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1. Introduction

Today, the world is undergoing a profound and rapid transformation at various levels, where there is no room for ignorance. As a result, we are obliged to give great importance to the teaching of our children (Chedati, 1988; Coombs & Ahmed, 1973; Little, Smith & De Coster, 1975; UNICEF, 2000) if we are to meet the challenges (Chedati, 1989).

At the same time, our society is undergoing a general transformation, facing demographic pressure and the challenges of democratic consecration. We can only win by generalising the teaching (Aghion & Cohen, 2004; Dessus, 2000; MEN, 2004), knowing that education is not limited to teaching and passing on the knowledge, but that it has other dimensions to achieve social, cultural and economic integration (D'Hainaut, 1979; Dieuzeide, 1980; Husen, 1972; Little & Smith, 1971; MEN/UNICEF/UNESCO, 2001; Schramm et al., 1970).

A net enrolment rate close to 100% (96.6% specifically), a completion rate of lower secondary education that went from 51.8% to 65.3% and a ratio of girls to boys to primary school enrolment up by two percentage points (from 96.8% to 98.6%): Morocco made this progress due to the reforms undertaken in the framework of the first loan in support of the development policies in the region, education and lessons learned from a previous project to support basic education reform (MEFP, 2012a; 2012b; UNESCO, from 2014 to 2018; World Bank, 2014)

2. Problems of education in Morocco

2.1. The problem of education is a national problem

- Whereas the need for education concerns all the families and represents an essential daily necessity that must meet the demand for education of a young and continuously developing society;
- Whereas teaching is a social necessity that is essential and does not accommodate one-off, one-sided and isolated solutions, as well as tolerating no stopping in the conception, organisation and improvement of the system teaching;
- Whereas education is one of the main factors in overcoming ignorance, poverty, underdevelopment, dogmatism and political and cultural isolation...
- Finally, education is a factor of demographic and economic integration and, consequently, a factor of total development.

The answer to these challenges lies in taking into account these expectations and implementing the clauses of the Convention on the Rights of the Child which stipulates the right of children to schooling without discrimination; it means two things at the level of education:

- Ensure a bench for every child who has reached the legal school age.
- The need to combat illiteracy among children and young people between the ages of eight and eighteen, with the aim of saving those who have been forced to leave school prematurely.

2.2. Great efforts are made by the state to develop the education sector

- The large budget allocated to education;
- The important steps taken in the generalisation of basic education;
- The noticeable change in reception capacity, supervision and school facilities;

- The relative improvement of school services and their quality, as well as the content of the courses taught;
- The multiplicity of studies and projects of international cooperation.

2.3. Disturbed disturbances still characterise the educational system

- Despite what has just been said, inequalities that still exist between provinces, urban and rural, between boys and girls and among social strata, lead to an anomaly in the desired national distribution. Consequently, we have not been able to achieve the desirable level of generalisation of education and sometimes guarantee the minimum necessary to eradicate illiteracy among children;
- There is a clear imbalance between general economic growth on the one hand and the socio-cultural progress desired through the education system and its external profitability on the other.
- The school no longer meets the needs of the socio-cultural and economic environment;
- The school does not fulfil its full mission in the field of preparing the child for social and practical life.

2.4. The objectives of this synthesis study

The evolution of the education sector must go hand in hand with the evolution of the other sectors of economic, political, social and cultural life, and by going beyond the cyclical causes of the current level of education, which are due to short-term attempts and recovery techniques, the structural adjustment plan and other elements. As a result and in the light of the structural components of the education system (in terms of design, training, management, evaluation and internal and external efficiency) and on the basis of the various provisions of the UN Convention—United on the rights of the child, it is:

- To expose and determine the decisive elements to make the diagnosis of the educational system;
- To stop at the level of constraints and major handicaps that hinder the full development of the education system;
- To propose essential and concrete elements that can help in the development of a strategy to promote the education sector and rehabilitate it. It is a sectoral, synthetic, preferential, progressive, rational and multi-partner strategy.

3. Strategy for development of the education sector

The generalisation of the education is an essential bet for the current situation in Morocco and for its future. Indeed, there can be no democracy in an illiterate society. Moreover, education is an essential means for the overall development of society, and in rural areas in particular.

The generalisation of education in Morocco is highly dependent on its generalisation among rural children, and particularly among girls who live in the countryside.

But, this requires focusing efforts on the following five levels:

- The level of infrastructure
- The educational level
- The social level
- The media level
- The scientific level

3.1. Infrastructures

The development, generalisation and evolution of rural education to meet the needs of this environment, require to provide the constituent elements and the structures of the education system which are the construction of schools in all the villages which have a minimum of pupils in all the rural communes. It is also necessary to equip schools in canteens, libraries, and housing for teachers. It is also necessary to provide these schools with water, electricity and telephone, just as it is necessary to tarmac all the access roads to these schools.

3.2. The educational level

- The education and school system will not be effective until the school is integrated into its socio-cultural and economic environment so that it is a means of social, economic and intellectual change and change in that society;
- The development of a specific concept of the school in the rural areas, which would make it a sociocultural and economic complex open to the outside world, and which would help the child to meet his basic needs and to express his intellectual skills and abilities. (as a part of cultural activities);
- The teacher is a fundamental element in the educational and school process and in the evolution of school design in the rural areas. Consequently, its preparation and its initial and continuous training, in a way that is in keeping with the socio-cultural specificities, the needs and requirements of this environment, must alternate learning and the acquisition of skills.
- The nature of rural life requires flexibility in the scheduling of vacations and the organisation of school work schedules.

3.3. The social level

The encouragement of the child of the rural world to continue his schooling cannot be realised without the following adequate social and economic conditions:

- Free school supplies for needy children;
- Boarding schools at colleges;
- The generalisation of scholarships for all the needy pupils in basic and secondary education;
- The mobilisation of all the sectors to eradicate the illiteracy of children, and especially among girls.

3.4. The scientific level

Conducting scientific studies and field research on pedagogical, educational and school aspects in rural areas to determine its needs and requirements.

3.5. The media level

- Raising the family's awareness of the importance of education and teaching in global development by using the necessary means of information, while applying the law with rigor, if necessary.

To achieve the goal, it is necessary to:

- Create a national commission to monitor and evaluate the development of rural education.
- Develop schooling in the rural areas, from the point of view of structures that themselves depend on the general economic and social development of this environment, while involving all the sectors concerned.

- Conduct prospective studies to discover the qualitative and quantitative needs of children and youth in the coming decades.
- To carry out, continuously, especially at the beginning of each school year, a campaign of general mobilisation of all the concerned parties in particular, the rural parents in order to inform them, to sensitise them to become aware of the importance of the education and teaching in global development using the necessary means of information.
- On the other hand, if generalisation requires quantity improvement, it also requires giving importance to the qualitative aspect, continuity and profitability, and this requires:
- The reform of methods, curricula and textbooks as well as the continuation of school education while making teaching of the Rights of the Child a compulsory subject in the curricula of basic and secondary education.
- Establish bridges between vocational training and basic, secondary and higher education.
- The participation of the mass media in raising awareness on the theme of the rights of the child, with the participation of all the components of civil society.

4. Financing

The question of financing education is essentially a responsibility of the State as regards equipment, training, maintenance and management. Managing this budget needs to be optimised and streamlined.

However, with respect to cultural and educational activities, we must not rely solely on the ministry; Parents of pupils, especially the rich, must participate by creating funds to consolidate the principle of solidarity and social justice. This participation, which will take place at the level of the school, according to known criteria and a fixed ceiling, is likely to help the education, the training of the student, while involving him in the management, this which will allow him to learn the principles of democracy and respect for the property of the school.

- The management of these funds by the school council with the participation of parents, teachers and pupils does not in any way constitute the abolition of free basic education.
- The change of the current conception of the Moroccan school by making it a centre of cultural, educational, anti-literacy and educational outreach to educate citizens to good management and democratic behaviour.
- The participation of local communities in financing cultural and outreach activities in preparation for the creation of the municipal school.

4.1. In the field of elementary education

- - Given the importance of elementary education and its impact on the future of the child, as it constitutes the essential basis of all the education, and in accordance with the High Guidelines contained in the Royal Message addressed to the administrative and educators and educators, and in accordance with the provisions of the United Nations Convention on the Rights of the Child and in particular article 28, which states that education is one of the rights of the child, the commission granted a particular interest in the theme of elementary education. Indeed, this teaching is characterised by the lack of organisation and supervision both at the legal, pedagogical level and at the level of its quantitative and qualitative contents with great inequalities between cities and countryside and even within the same town. This situation requires interventions at several levels:

1. The organisation and supervision of elementary education under the supervision of the Ministry of National Education.
2. The organisation of the legislation governing elementary education by a law which modifies the law of 1937.
3. Encouraging investment in basic education, exempting it from taxes according to defined criteria, and promulgation of the implementing texts of the Investment Code submitted to Parliament in April 1987.
4. The radical revision of the structures, means and modalities of control of elementary education by the M.E.N. The constitution of a commission made up of researchers in this field, administrative and educational leaders and educators to unify its programmes to meet the needs of the Moroccan child, in harmony with the foundations of society and its identity civilisational.
5. Reflection on the best teaching methods adapted to children, with a view to reorienting this cycle of teaching.
6. The establishment of institutes and training institutions, and the organisation of training cycles for elementary education.
7. The democratisation of access to elementary education.

4.2. In the field of the eradication of the illiteracy of the children

4.2.1. The permanent challenges

- Whereas illiteracy is still widespread and at high rates in our society, despite efforts by the state and the O.N.G to eradicate it;
- Whereas illiteracy is not only a problem of education and teaching but essentially a problem of civilisation; the fight against illiteracy is an essential factor for achieving economic and social development.

Furthermore, knowing that illiteracy is spreading among children, for a number of reasons, and that it reached 33% among children aged 10–14 years in 1991, and that this rate is even higher in rural and urban areas, particularly, among girls and that the illiteracy of children feeds that of adults.

It is becoming clear that in order to meet this challenge, a national strategy against illiteracy must be developed as a part of a holistic approach to overall development through:

- The management of the fight against illiteracy by the M.E.N, in terms of organisation, supervision and training;
- The distribution of children in homogenous age groups and the adaptation of teaching methods according to age and levels.
- Establishment of a national commission composed of government bodies and all components of civil society to monitor the fight against illiteracy of children;
- The promulgation of a law that makes the emancipation of illiteracy an obligation;
- The mobilisation of the mass media and various sectors to eradicate the illiteracy of children and especially among girls;
- Using local opportunities to provide the material and educational foundation for eradicating illiteracy among children.

4.2.2. Practical proposals

First, there is a need for local opportunities to create a new kind of school for the fight against child illiteracy by:

- The construction of schools or study rooms and their equipment by the materials available in the area while providing children and teachers with the necessary supplies;
- Select teachers, as far as possible, from the youth of the region, and train them through intensive courses and subsequent training sessions;
- Provide a teacher for each group of 20–30 children so that they can participate effectively in all the school activities;
- Set the course duration to 3 hours a day only, and set aside hours for agricultural or industrial training for five days a week;
- Focus school curricula on practical and practical issues;
- Divide children into homogenous age groups, and adapt teaching methods according to age and levels.

We propose to distinguish illiterate children in three stages:

a—Children from 7 to 12–13 years old, who will be given remedial classes so that they can enter the official basic education.

b—Children from 14 to 16 years old, who will be taught functional education combining academic education and vocational training in order to integrate them into the job market.

c—Children aged 17–18, whose illiteracy will be comparable to that usually followed for adults, while offering them the possibility of acquiring vocational training.

Second: The creation of a committee to monitor the fight against illiteracy constituted by government bodies and NGOs, which will be responsible for:

- Conduct scientific studies on the phenomenon of child illiteracy.
- Look for funding at the local, national and external levels.
- The mobilisation of the mass media to contribute to the eradication of the phenomenon.
- Give priority to rural areas that suffer from a high rate of illiteracy.

Third: The employment of unemployed graduates (especially, the graduates of the faculties of arts) in the operation to combat the illiteracy of children.

Fourth: The employment of retired teachers, especially teachers, in the fight against illiteracy.

Fifth: Ensure coordination between the Monitoring Committee on Illiteracy and Universities on curriculum development and evaluation training of trainers and carrying out studies and research on this topic.

Sixth: The promulgation of a law making the emancipation of illiteracy an obligation.

4.2.2.1. The promotion of school demand

- By intensifying the need for schooling, and the institution of compulsory education in fact, which implies:

a—The application of free education for the poor

b—The adaptation of the material support means according to the priorities: (loan of books, school bus, canteens ...)

c—Awareness of the population:

This action aims at changing the conceptions and the behaviours vis-à-vis the school and this by the information and the awakening on the national and particularly local level. To do this, it is necessary to make Assure people's responsibilities by involving them in the construction and maintenance of schools.

d—The fight against the illiteracy of parents.

4.2.2.2. Appeal to parties concerned with the problems of education and teaching

The Committee on Children and Education, coming out of the National Congress on the Rights of the Child:

- Considering articles 28, 29 and 30 of the United Nations Convention on the Rights of the Child, which stipulates his right to education and to the development of his personality of his gifts, his mental and emotional faculties.
- Aware of the vital role of the family as the first unit for the development, education, protection and integration of children in society: calls on parents and guardians of children to guarantee their right to education without discrimination of sex and encourages them to consolidate the educational work of the school

The Commission, aware of the privileged position that education has always enjoyed in its commitment to genuine social values, requires teachers to put more effort into assuming the heavy responsibility that lies with them.

Finally, the committee calls for more material and moral consideration for the teacher to fulfil his mission.

4.2.2.3. The increase of the means of the offer

a—the diversification of the sources of Financing.

- Public funding
- Non-public funding (communities, companies, development institutions, associations, inhabitants, ...)

b—The equipment:

- Streamlining existing school coverage by considering the access factor, local materials and flexibility according to regional specificities;
- Intensification of local school coverage
- Provision of the necessary educational resources;
- Provision of adequate and adequate housing for teachers;
- The creation of sufficient school canteens;
- The creation of boarding schools in the second cycle of basic education in the countryside.

4.2.2.4. Improving the profitability of education

- Focus on the qualitative aspect of teaching.
- Define the principles and orientations and objectives in a precise way for the child's training process.

a—In terms of quality:

- Promote teaching in the countryside by reviewing the functions of the school.
- Review curriculum design during initial or continuing education.
- Renew educational strategies;
- Renew the training of current teachers.

b—In terms of adaptation:

- Adapt teaching methods to the implementation of the educational learning process.
- As much as possible, call on local teachers in rural areas.

4.2.2.5. Mastery of the functioning of the education system

a—Consolidation of coordination:

- Between political, administrative and scientific authorities; by creating a higher authority or institution.
- Prioritise coordination on funding, ministries in charge of education, training and illiteracy.

b—Conducting research and targeted studies, with a view to:

- Identify priority sectors.
- Evaluate the entire education system.
- Master knowledge of certain vital sectors that require urgent interventions.

c—The need to provide information:

- Accurate and credible
- Quantitative and qualitative
- National domiciliation at the community level.
- Ensure sufficient fluidity and transparency between producers, organisers and the user of this information.

5. Conclusion

- Ensure the improvement of total development.
- Total annual national mobilisation with the participation of all.
- The creation of a specialised department in the field of education and training within the National Observatory for the Rights of the Child.
- Special measures:
- With regard to the children of the Moroccan community abroad, it is necessary to take into consideration the following modalities:
- The immigrant child has the right to the education in the language of his country of origin and to acquire the culture and civilisation of his country of origin in suitable material and moral conditions that facilitate his social integration.
- The development of adequate educational and cultural programs that take into account the data and social particularities of immigrant children.
- Provide adequate educational support for these children.
- Promote scientific research in the field of immigration and its impact on the educational, psychic and social training of the Moroccan immigrant child.
- As for the handicapped, it should be noted that there are around 300,000 in Morocco, which requires special care at the level of research, supervision and pedagogical training for those of them who are of old age to be educated.

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