The Education Reform in Morocco through the Emergency Plan (2009-2012) And Its Impact on Schooling

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ABSTRACT: *The study analyzes the situation of education since the implementation of the educational reforms in 1999, by focusing on the National Chart for Education and on different programs undertaken to activate the reform process for better schooling and social equity among all. The study aims to see how far these goals were achieved, the reasons behind the reform's fall (2000-2009), in addition to the general overview of the education system in Morocco after the Emergency Plan. The following study focuses on analyzing the educational system in Morocco during and after the Emergency Plan period, especially at first through monitoring schooling ratios in Primary, Elementary and secondary cycles, secondly, identifying some schooling quality indicators and thirdly analyzing the profitability ratios on one hand and school drop out on the other hand, in order to evaluate the effectiveness of the educational system and the approved reforms. Summary of results is improved both quantitative indicators during the years of the completion of the emergency plan and after the implementation of the program, especially in primary and secondary wire and to a lesser degree in secondary qualifying wire, have reached enrollment rates in primary education, 99% and above in the total urban and rural areas and 98% in rural areas the two mediums reached 100% in urban areas, and exceeded enrollment ratios Balaaadada 85% total of the two mediums urban and village did this ratio exceeds 66% in rural areas, and approached alerted schooling Baltohela than 60%, as recorded 58.5% total of the two mediums, but the rest of schooling in this corps world rates Karoui very low with an 27% e. but despite this national effort to the day the qualitative indicators are all, or almost, in a recession or collapse.*

KEYWORDS: Emergency Plan, Schooling Indicators, Vocational Education, Schooling Ratios, School Drop Out.

INTRODUCTION

The Educational System in Morocco has undergone many reforms. Since 1999, the referential text of the National Chart for Education & Training, has been launched , which is considered as the political and pedagogical framework to reform the school system and the informal trainings as well, and due to the lack of the official reform of 1985 to achieve the desired goal, especially at generalizing schooling, adjusting people with the changing social work dispatching and solving the school languages issue, in addition to training teachers and reforming the administration. For all these reasons, it seems necessary for educators to set a new reform in mid nineties with the objective to fix the errors that resulted from the previous reform plan of 1985. So, what is the new Reform?

The education reform in Morocco is a project that has been mainly under the guidance of foreign political and economic forces. The World Bank, for example has written a report on education and training in the twenty first century in Morocco in 1995, in which it outlines the difficulties and weaknesses of the Moroccan schooling system. The report also called for a reform and a more productive system able to sustain social development, and especially fighting illiteracy, the lack of pedagogical content, the absence of qualified people, school drop outs and the adjustment of schooling with the rapid changes in technology.

The intervention of the World Bank doesn't only involve diagnosis and guidance (World Bank report, 1995); it goes beyond to a more political control through financing these reform projects. Therefore, it is necessary to study the effects of foreign dynamics on the current educational reform knowing that it goes in parallel with the evolution of the Moroccan society: even with the increase of the schooling demand, the integration of teachers, the results remain unsatisfying due to a crowded schooling system, and also to unqualifying students and their ability to get jobs. The increase of unemployment is far from the goals stated by the Development of Human Capital and those of the schooling system \ (HAMDAOUI, J., 2006). Thus, it is necessary to review all the mechanisms of counseling, knowledge and teaching methods, with the emphasis on the planning methods, experience and the acquisition of knowledge and skills by those involved. We have to look at our educational system in the context of a comprehensive system aiming for the future and able to achieve more results according to social, cultural and technological changes (National committee on educational affairs, 1996, p123).

In the same context, the new educational reform reflected the opening of the government to political forces within the society. The Constitution of 1992 and 1997 has been reviewed to include the expansion of the government and parliament powers. Thus, and based on free and fair elections, the achievements done on Human Rights, the need to have a political alternative of power (ELRHAZI 0.2001) seems appropriate. An alternative Government has been formed on March 18th, 1998 in which the National Chart for Education & Training has been consented between the Government and the Opposition to reform the schooling system in Morocco.

The Theorical context

If all these factors have contributed to implement a New Educational Reform, what are the main characteristics?

- **Characteristics:**

A. Compatibility: the Government has implemented the New Reform of 1985 called the Primary Education System, which didn't involve the political and civil parties. The New Reform in the opposite was characterized from the beginning and under the World Bank guidance by having all the political and unions represented in the Parliament with some of the educational, religious and social actors forming a committee of 350 members. The Government rebutted the results and started a new committee called (the National Committee on Educational Affairs, 1996, p.127) in reference to a letter addressed by the King on March 8th, 1999. The new Committee which members represented all the political, unionists, scientific and religious actors, envisioned a new educational system capable of alleviating challenges of the Millennium by adopting a clear and structured methodology based on individual and group efforts, interactive listening, responsible and open dialogue to build the future and achieve a maximum result (MEZIANE BELFKIH, 2002).

Even though we noticed compatibility among political actors to participate in the implementation of a new education reform, we can tell that it didn't involve all the actors of civil society. As limited as it is, the positive goal of this consensus consists on the fact all the actors have contributed on unifying views on the principles and main foundations of the New Reform. To be part of this reform, teachers, educators and administrators have to be involved in order to be successful (BERDOUZI, 2000, p.14).

So it was noted that the interest of these groups by the new reform is much stronger than the one for the former reform 1985, and that their willingness to be involved is growing more.

Some forms of the new reform have been implemented such as improving male and female educators' financial conditions, generalizing and supporting schooling, and redesigning curriculums and school manuals.

B. Mode: the most distinctive characteristics of the new reform is its comprehensive approach, it's not about one component as updating a department, or reviewing a course in elementary or secondary school, or integrating a specific educational program, on the opposite, it's an ambitious reform project which main goal is to restructure the educational system.

Therefore, the National Chart includes two main components: a section containing basic principles, which is constituted of main goals, principles, rights and duties of partners, a national effort to make this project a success. The second section of the chart contains six areas divided to nineteen supporting pillars. Despite the confusion between the concept of the reform and the changes mentioned in the National Chart, the areas of the reform, (The Kingdom of Morocco, National Charter for Education and Training, 1999) are:

- The first area: the spread of education and linking it to its economic environment
- The second area: the pedagogical strategy
- The third area: the increase of the quality of education and training.
- Fourth area: the focus on Human Resources, training, evaluation of recruitment and incentives policies.
- Fifth Domain: management.
- Sixth field: Partnership and financing.

If the six areas were arranged vertically to make education for everyone, then working transversally remains the only condition to avoid selectivity when applying the National Chart.

The National committee working on education issues as listed on the final report of the chart (1995) was clear and more democratic in discussing the main principles of the education system reform through two characteristics:

- A clear statement on equal educational offers and linking "democratization of education and the democratization of society politically, socially and culturally". (National Committee on Educational Affairs, 1996, p.126).
- A precise identification of the desired development.
- Link planning with the development of economical and social infrastructures (National Committee on Educational Affairs, 1996, p.124).

The New National Chart of 1999 doesn't use the concept of development to reform the education system and build the society culturally and socio economically; instead it uses the concept of renaissance in an ideological perspective reconciling tradition and modernity, meaning that the real change has to be part of an overall development of the country (article 4). The same text mentions the economic growth instead of the concept "development" (article 5), based on the idea that economic growth starts with a good mastery of technology and sciences, and that will help Morocco be among developed countries in terms of the role of technology and sciences in any economic development.

The concept of "development" is only mentioned in article 10, as the university becomes the main driving force to development, by insisting on its scientific aspect from a technical perspective rather than political; social or economic side.

The ability to achieve and apply the 19th pillars of the reform requires a strong national and political management from the government and from all the political and societal actors. Thus, an effective strategy that allows finding creative solutions and measures capable of processing the articles in the chart into reality. Such reform raises multiple questions about whether the government and society are able to fund and structure this reform. Especially, since the decentralization adopted in the Chart is derived from administrative and territorial decentralization, which are still very limited, and at last the willingness to review and monitor public funds management and legislation mechanisms.

C. Application: the evolution in the application of the National Chart of Education & Training is mostly linked to adopting an effective educational strategy represented by elite who adheres to the reform and development objectives. This strategy is considered as a "set of principles and standards that govern the education sector Activity", guide its movement within multiples interactions with others institutions and control decision making operations and its application." MAHMOUD MOUHAMED, 2010).

Therefore, with the approval of the Parliament since 2001, a series of laws were passed for Primary Education, Private education, exams and Human Resources…this effort wasn't enough, because the main goals of the reform consist on facing the bureaucratic resistance especially from administrative leaders – the decision makers, and insisting on a more selective and partial approach used for political, self interest, or on legal ways to apply the reform. The same case was emphasized by the researcher MOHAMMED BERDOUZI through two aspects: the simulated and the sectorial considered both as two

contradictory phenomenons to enforce reform (BERDOUZI, 2010, p 10 – 12 – 13). The financing is another factor to implement the reform, because it can slower its execution.

A continuous effort is noted to convert the chart into laws, decrees and regulatory decisions that match the main chart. Thus, these laws must translate the reform's objectives, be open to reviews and respect the deadlines imposed by the chart. To do so, the leaders have to be replaced, which can't be done because they still control the educational system especially at the headquarters.

The transition phase is what the Ministry of Education is using to justify the difficulties of transitioning from what we have to new reforms and how to implement them. Despite the lack of resources, there is a common elitist reasoning that aims to control the application of the reforms.(The Kingdom of Morocco, A Guide Legislative and Regulatory Texts, 2002 -1998).

- It should be noted that the issuance of such laws, decrees and decisions is not enough. There are more announcements that have been made. However it's necessary to choose the best ways to implement and provide the conditions to execute these laws. Other reference and orientation documents also tackled some of the components related to education and were considered as the white Book which is stated as a reference to programs review, manuals, student guide, and school books manuals etc...(The Kingdom of Morocco, White Book, 2002).

There is no doubt that the conversion of the National educational Chart into applicable laws and procedures within various areas of the schooling system from 2009-2000, requires the participation of a selected members capable of implementing an educational policy based on good planning, organization, funding, evaluation and review.

The whole project has known some confusion and slowdown despite the announcement done to consider 2005 as an important station for the implementation of the requirements of National Education Chart (The Kingdom of Morocco, The Strategic Framework for the Development of the Educational System, 2005).

 The challenge set by the Government to accept financial and technical support from foreign parties such as The World Bank to set an educational strategy plan, and then the development of a strategic framework through the activation of an intermediate plan, and the Canadian support   PROCADEM since 2006 has led to reinforce the institutional capacities of the educational system and activate the decentralization by focusing on communication, and participative management.

The administrative staff has benefited from this support at the headquarter, regionally and locally. At the end of the decade, it seems clear that the implementation of the reform has to start from an educational strategy based on selection and experiments, knowing that the desired results haven't been achieved yet as stated in the chart, in Primary education, informal schooling, school tutoring, drop out, curriculums, languages, evaluation systems and setting a decentralized strategy.

The whole reform process didn't have a clear and consistent strategy especially at finding a way to implement the reform. The 2005 strategic plan supported by the World Bank as mentioned earlier hasn't been executed and the Ministry of education couldn't clarify the reasons why. In addition, we note a split in roles between the state which is represented

by the Higher Commission for Education (2006) and the Government which is the executive member of the reform. Thus, the statistics announced by the Higher Commission for Education in her 2008 annual report, reflected a poor result compared to the objectives and the administrative and financial efforts intended to implement the reform.

So, it becomes clear that both the school and the university couldn't fulfill their responsibilities at best, which is translated by a poor ratio of the system's internal profitability", the increase of non attendance to schools and the lack of capacity learning of students(...) and despite the high spending in education, the educational system couldn't achieve the desired results (Supreme Education Council, 2008).

The Higher Education Council in his 2008 annual report stated that if the net percentage of schooling in Primary education reached 94% in 2007, The National Education, in 2007 showed only 50% of students who were capable of continuing their education up to secondary. For example, in the 2006 -2007 school year, about 80 000 students discontinued their school for reasons other than expulsion or failure.

Based on the above indicators, the report showed the poor results of the reform and the lack to implement it. This pushes the government to set a procedural approach program to get through this crisis and then the elaboration of the Emergency program 2009 -2012.

Since 2003, many national, Arab and international reports shed the light on this new educational system in Morocco. We will explain in detail the results of these reports and their   content.

The World Bank Report **«the undertaken Path. The Education Reform in the Middle East and North Africa**

There are three components of the reform:

    1- sculpt and design the framework that guarantee a right use of it

    2- offer incentives to improve performance

    3- public auditing to ensure that education is a public affair and serve the people 'interest.

The report indicates that those countries concerned are to change their educational systems to decrease unemployment and improve schooling, and are in need to various methods such as design, motivation and incentives and social responsibility mechanisms. Those systems if implemented have to change the relationship between the labor market and the training according to the report. only three countries (Jordan, Tunisia, Lebanon) have achieved an improvement in education and especially for educators, compared to other countries like Morocco, Algeria who use archaic systems (the World Bank, Report on Education in the Middle East and North Africa, 2008, p.11-12). The report also asks those countries to implement a reform in education and technology set in a highly competitive way, and involving young adults with high qualifications. The report presents an indicator for results of fourteen countries including achievements done in terms of accessing schools, quality of education in the first three periods.

According to the general indicator, Jordan comes first after Kuwait, then Tunisia in the Seventh place, while Morocco was ranked 11th. (the World Bank, Report on Education Reform in the Middle East and North Africa, 2008, p.17).

D. The Emergency Plan: a new way of a reform

The Emergency Plan is far from being a new reform of education, its a strategic procedure issued from different areas of the reform as stated in the National Chart of Education and Training. The first area which is the effective enforcement of schooling as cited in article 24-30. The second area concerns empowering initiatives and excellence in article 122- 123-124. The third area talks about the horizontal problematic of the educational system as mentioned in article 134-135-136 and 144-145-146-147-148. The fourth area which concerns the tools and mechanisms to achieve and succeed are found in article 164 to 168.

The whole education reform in Morocco has been centered on main factors such as the lack of a comprehensive policy that includes programs and plans with concise goals and strategies capable of transforming the National Chart of education into reality. The Emergency Plan was the challenge set by the Government to save and speed up the reform operations.

The Emergency Plan was set by Moroccan and foreign experts in 2008 and includes four areas:

- The enforcement of schooling to the age of 15. Ten projects were created related to this.
- Empowerment and motivation in secondary schools and universities with four projects
- Encounter the horizontal problematic of the educational system
- The means to ensure the success of the Emergency Plan and it includes two projects.

The Emergency Plan with its new methodology focuses on:

- Setting an ambitious and very defined program
- Focusing on a participative vision
- Involving qualified people
- Setting a close follow up strategy
- Putting a foundation to manage change and communication (the Kingdom of Morocco. emergency Plan, 2009).

The first area which talks about setting a defined program with specific goals and in which some projects have been planned is more serious in terms of the technical part of the project and how to deal with the administrative and educational area of it. The issue here is combining projects like school counseling with renovation and construction work, and equipments. The technical training provided to the project managers at a regional and local level was very limited.

The second area about the participative vision, the adopted strategy was unclear. Thus, every academy gave a special consideration through limiting the participation or adopting a more abroad one. However, generalizing the Emergency Plan all over academies has

been linked to selecting project managers and members, coordinators at the headquarter, locally and regionally.

The fourth area about setting a close follow up, no procedures has been planned. No effective action also for the fifth area. And the last one, no terms were put down based on institutional evaluation.

The question now is to speed up the emergency plan in order to get first results in a short term. That is a crucial factor to avoid the failure of the projects and the loss of employee motivation. It will also contribute to add more credibility to the processed methodology and encourage sponsors to commit and support the project.

Its important to note that meeting deadlines and respecting the time allowed to achieve these projects, has become a crucial factor for the functioning of any project, and therefore, ensure a high professionalism in a global world.

The same factor pushes all the parties involved in the reform to be more motivated and work hard to ensure efficiency. There is no doubt if done in a transparent way, in which powers are delegated properly, and training is ensured for top management and participants, the results should be positive.

Some departments demand a rapid processing, such as planning, reporting and execution, while its not advised to speed up work in quantitative areas as teaching methods, manuals, programs, evaluations and training.

Here is a highlight of the overall emergency plan projects:

The first area: the enforcement of schooling up to 15 years

Ten projects are in effect:

- Project n 1: Development of primary education
- Project 2: Expanding the offer of mandatory schooling
- Project 3: push educational institutions to become qualified to have students
- Project 4: Equal chances for a mandatory education
- Project 5: fight the phenomena of failing and dropout
- Project 6: development of gender approach in the education and training system
- Project 7: special attention for children with special needs
- Project 8: focus on acquiring knowledge and core skills
- Project 9: improving the quality of school life
- Project 10: establish the School of respect

The second area involves encouraging entrepreneurship and excellence in secondary, vocational and university and includes:

- Project 11: prepare the educational offer in the secondary education
- Project 12: encourage excellence
- Project 13: Improve educational offer in Higher Education
- Project 14: encourage scientific research

The third area involves the horizontal problematic in the education system and it includes 7 projects:

- Project 15: Support qualified employees
- Project 16: Support all tracking and evaluation mechanisms for educators
- Project 17: guide the management of Human Resources for the education & Training system
- Project 18: continue to apply decentralization and restructuration of the ministry of education
- Project 19: Planning and management of education and training system
- Project 20: master Languages
- Project 21: effective setting of information and orientation

The Fourth area involves the means of success:

- Project 22: provide a permanent funding
- Project 23: keep an open communication about the school

The strategic context for the development of the educational system of 2005 has monitored the following elements:

- Evaluate the situation of the education on many levels and track the difficulties and all the opportunities
- The critical areas to develop the educational system , future plans and funding
- The strategic goals and priorities at every schooling level
- An action plan over a medium term divided into measures, procedures and execution of the action plan
- Coordinate, follow up, measure and evaluate the strategic planning

This strategic planning was aimed to be implemented according to regional planning to develop the education sector. Few questions were raised about the causes of not adopting an action plan, the reasons why no funds were allocated and why it wasn't part of the Emergency Plan of 2009/2012.

There is no doubt that a critical assessment of the achievements made within ten years is an important factor for the implementation of the Emergency Plan (The Kingdom of Morocco, Emergency Plan, 2009).

There is a certain organic link when comparing the Emergency Plan's directives and the Higher Council of Education reports, the latter insists on orienting and structuring the Ministry of Education's policy. The 2008 Annual report focuses on three important areas where 24 projects should be realized:

1. Equal opportunities through setting mandatory schooling of Moroccan kids up to 15 years
2. Independence and excellence in education in post primary and secondary and in professional training
3. Primary horizontal issues

These areas are discussed in the Emergency Plan. The first area consists on fighting drop out from schools, and focus on developing skills and basic acquired knowledge in Early education, Primary, and secondary education. The second area involves funding educational projects in secondary education and deepens the independency in universities and scientific research and develops professional training. The third area consists on

encouraging educators to be more involved, set Good Governance and insists on language learning.

To explain further these challenges, no planning for possible solutions was done to correct the following issues:

- The language of instruction
- The Governance issue
- The difficulties related to the teaching job
- The inefficiency of pedagogical models and the difficulty of adjustment
- Low financial resources
- The lack of a vision related to the education and training system
- The negative effects left by the deficiency in the reform

METHODOLOGY

The reform plan was set by the political, economical, national and international powers after a thorough report about the Education and Training system in Morocco. The report discussed in details the lack and difficulties encountered by the education system in Morocco, and required that system to be more productive, efficient and able to support development.

The report focuses first on assessing the education system in Morocco through and after the Emergency Plan, especially through observing schooling rates in primary, elementary and secondary education. Secondly, the report cites some indicators of quality in education, and thirdly, analyzes the percentages of profitability and those related to school drop out. Lastly, the reform shed the light on the higher education situation and it characteristics.

To reach our objective in this study, we relied on the analytical methodology. The official statistics of the Ministry of National Education of Morocco (The Kingdom of Morocco, Statistical Reports of Education, 2012-2013) has helped in showing the progress of the quantitative indicators of the education system such as the number of students, the schooling rates in primary, elementary and secondary levels from 205-2006 to 2012-2013, the qualitative indicators such as the ratio of students per room, the ratio of students per classroom, the ratio of students per teacher from 2005-2006 to 2012-2013, the ratio of school drop out and discontinued schooling for the 2012-2013 school year. It should be noted that, the method of calculating the percentage of girls solarization, divide the number of girls enrolled in different environments (urban, rural and total) on total girls each medium.

RESULTS
The Quantitative indicators for the Education and Training System in Morocco
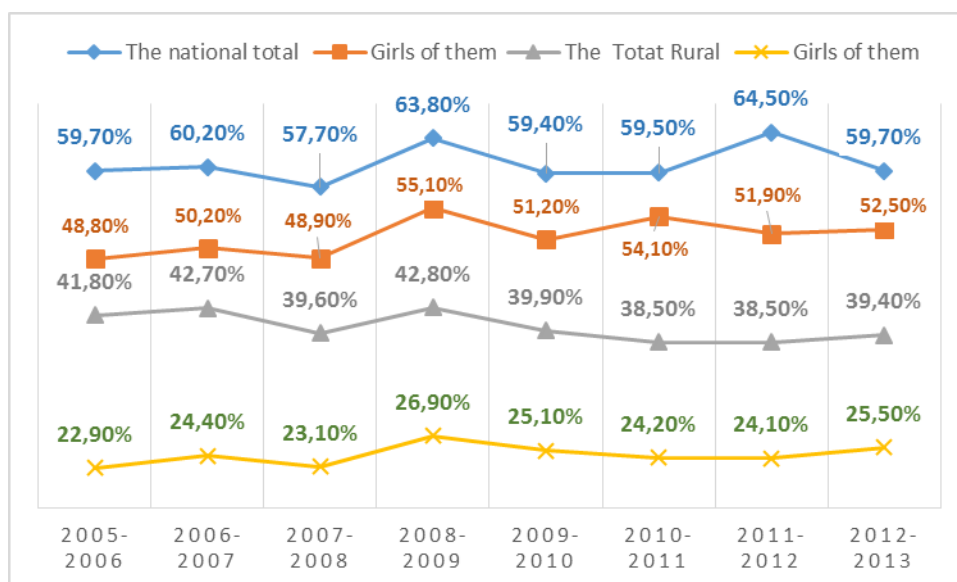**Primary Education**

Table 1: The Number of Primary students during 2013 year depending on the type of education

	Number	Percentage
Traditional Primary Education	444516	64,9%
The modern Primary Education	176022	25,7%
Rrimary Public Education	64769	9,4%

According to Table 1, the traditional primary education represents more than half of the primary education components, although it's not generalized in rural areas. The modern primary education is ranked second with 25.7% while the public primary education represents only 9.5%.

Table 2: the development of the number schooled in Primary Education

		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The national total	Total	705753	669365	721835	673759	740196	682701	685307
	Girls	288762	278243	305610	284019	302155	290284	293823
Rural area	Total	242379	223153	228151	216021	211048	207732	209021
	Girls	67581	63504	69503	66378	64389	62798	65542

Graphic 1 : Percenatge d'évolution scolarisation brut enseignement primaire

According to Table 2 and graphic 1, there is a huge difference between rural, urban areas and their total in the Primary Education. There is an important percentage of boys in primary education especially in urban areas, compared to a low percentage of girls in rural areas.

Elementary Education

Table 3: The New enrolled students in grade 1 by age (public - private)

	Number	**Percentage**
5 years and less	110222	17,5%
6 years	449472	71,4%
7 years	53925	8,4%
8years and up	16896	2,7%

According to Table 3, the most important category of new enrolled students are at the age of 6 (more than 71%), and 10% are for new students age 7 and 8.

Table 4: The Distribution of Elementary students by age

	Number
Less than 6 years	3,%
6-11 years	83,0%
12-14 years	13,1%
15-17 years	0,9%

Table 4 indicates some important facts, the average age range of 6 to 11 reached 83% while the percentage of more than 11 years old Elementary students is 14%.

Table 5: The Distribution of Elementary teachers in public schools by age

	Number	**Percentage**
Less than 30 years	17829	14,1%
30-39 years	39957	31,6%
40-49 years	29082	23,0%

The Table shows that 1/3 of Elementary teachers are between the age of 30 and 49, which is considered as the best performance age if accompanied by trainings.

Table 6: The Development of schooling ratios for age 6 to 11 (Public and Private)

		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The national total	**Total**	3306606	3283246	3262903	3353414	3407599	3399622	3466420
	Girls	1576947	1571750	1575273	1622452	1651949	1650011	1683414
Urban area	**Total**	1735849	1713101	1696811	1772643	1841250	1841061	1883668
	Girls	851701	840015	833365	869020	902068	901703	922394
Rural area	**Total**	1570757	1570145	1572019	1580771	1568151	1558561	3466420
	Girls	725246	731735	741908	753432	749881	748308	1683414

Table 7: The Development of schooling ratios for age 6 to 11 (Public and Private)

		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The national total	**Total**	89,0%	90,7%	91,4%	91,6%	94,8%	97,5%	97,9%	99,6%
	Girls	86,3%	88,0%	89,1%	89,9%	93,5%	96,3%	97,0%	99,1%
Urban area	**Total**	93,2%	94,0%	93,4%	91,7%	95,7%	99,4%	99,7%	100,0%
	Girls	92,6%	93,6%	93,0%	91,4%	95,1%	98,7%	98,9%	100,0%
Rural area	**Total**	84,9%	87,5%	89,4%	91,5%	93,9%	95,4%	95,9%	97,9%
	Girls	80,0%	82,4%	85,0%	88,3%	91,7%	93,6%	94,8%	97,7%

According to Table 7, we notice a remarkable change in schooling ratios for age 6-11 during 2005-2006 school years to 2012-2013. There is also an increase of 10 Points between 2005 and 2013 for schooling ratios for age 6 – 11 in rural and urban areas. When comparing schooling for boys and girls with the same age during 2005-2006 school year, we notice a big difference compared to other school years.

Secondary - Preparatory Education

Table 8: The New enrolled students in First year of Secondary cycle by age (Public & Private)

	Number	Percentage
11years and less	42235	8,2%
12 years	249805	48,5%
13 years	120010	23,3%
14 years	61807	12,0%
15years and up	41206	8,0%

There is an important number of new enrolled students age 12 (more than 48%), the percentage of 43% goes for students age 13, 14 and 15.

Chart 9: The Distribution of Public Secondary education students by age

	Number	**Percentage**
Less than 12 years	12502	0,8%
12-14 years	973544	62,3%
15-17 years	525057	33,6%
18 years and up	51568	3,3%

Table 9 shows the age category of 12-14 contributes with more than 62% of the total of students in public secondary education. In addition to students aged 15-17. We can conclude that an important percentage of these students are between 15 and 17.

Chart 10: The distribution of Public Secondary Education teachers by age

	Percentage	**Number**
Less than 30 years	16,15%	9038
30-39 years	22,80%	12774
40-49 years	24,00%	13405
50-55 years	24,50%	13713
56 years or more	12,55%	7034

Table 10 shows that more than 1/3 of teachers in Public Secondary Education are between 30 and 49 which indicate their high performance at that age if they are trained in a permanent way.

Table 11: The Development of the number of students - age category 12-14 (Public & Private)

		2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
The national total	Total	1365532	1368900	1328003	1397873	1442763	1507905	1518508
	Girls	613165	619977	599876	636104	659743	693924	702753
Urban area	Total	902572	897497	849082	900371	928504	961083	968771
	Girls	434986	433583	409074	435897	460501	465129	469174
Rural area	Total	462960	471403	478921	497502	513412	546822	549737
	Girls	1365532	183346	1328003	1397873	1442763	228795	233579

Table 12: The Development of schooling ratios for age 12-14 (Public & Private)

		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The national total	Total	68,1%	69,6%	71,3%	70,2%	75,4%	79,1%	83,7%	85,1%
	Girls	62,1%	63,7%	65,5%	64,8%	69,8%	73,5%	78,3%	80,1%
Urban area	Total	88,5%	90,7%	91,9%	87,4%	93,7%	97,4%	100,8%	101,4%
	Girls	86,1%	88,4%	89,7%	85,5%	91,5%	95,0%	98,5%	99,2%
Rural area	Total	47,2%	47,9%	49,9%	52,1%	55,8%	59,1%	64,5%	66,3%
	Girls	37,3%	37,9%	39,9%	42,7%	46,1%	49,6%	55,3%	57,8%

Table 12 shows a noticeable development for schooling ratios for age 12-14 during 2005-2006 to 2012-2013 school year. There is an increase of schooling ratios for students age 12 - 14 with 17 Points more between 2005 and 2013 in rural and urban areas. Even though, we notice a 40 points in difference between these two areas. There also a difference in schooling for boys and girls for the same age category in 2005-2006. The same difference is still registered until now.

Secondary Education: Qualifying

Table 13: The New enrolled students in the Common Qualifying Core

	Number	Percentage
14 years and less	11046	4,0%
15 years	119571	43,7%
16 years	66950	24,4%
17 years	41624	15,2%
18 years and up	34637	12.7%

Table 13 shows a significant number of new enrolled students aged 15 (more than 40%), and 53% for students aged 16, 17, 18 and up.

Table 14: The Distribution of Public Secondary Qualifying students by age for 2012-2013

	Number	Percentage
Less than 15 years	11150	1,23%
15-17 years	528627	58,41%
18 years and up	365274	40,36%

Table 14 shows that the age category of 15-17 contributes with more than 58% of the total of students in this cycle, there's also a significant percentage of students aged 18 and up who contributes with more than 40%.

Table 15: The Distribution of Public Secondary Qualifying teachers by age in 2012-2013

	Number	**Percentage**
Less than 30 years	5535	12,7%
30-39 years	11372	26.20%
40-49 years	12530	28,90%
50-55 years	10190	23,50%
56 years and up	3765	8,7%

More than 1/3 of these teachers are aged between 30 and 49, which is as one of the advantages of the Education System, considering them in their best age to perform.

Table 16: The Development of the number of Qualifying Secondary students (Public & Private)

		2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
The national total	Total	681369	713633	784935	861516	921527	960503	983515
	Girls	327737	346556	386310	424052	447724	460035	469854
Urban area	Total	620904	644006	704328	773284	825779	855927	867797
	Girls	304931	319319	353849	388708	410087	419130	424505
Rural area	Total	60465	69927	80607	88232	95748	104576	115718
	Girls	22806	27237	32461	35344	37637	40905	45349

Table 17: The Development of schooling for students age 15-17 (Public & Private)

		2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
The national total	Total	46,0%	47,4%	48,1%	49,9%	50,4%	52,8%	55,4%	58,5%
	Girls	40,7%	42,3%	43,0%	45,6%	48,2%	50,3%	46,3%	53,4%
Urban area	Total	71,8%	66,5%	74,0%	76,0%	77,4%	80,5%	83,3%	86,2%
	Girls	67,6%	69,3%	71,2%	73,5%	75,3%	77,7%	80,1%	83,1%
Rural area	Total	18,6%	22,3%	20,4%	21,8%	21,1%	22,3%	24,2%	27,0%
	Girls	11,9%	13,1%	13,6%	14,9%	14,1%	14,9%	16,3%	18,8%

Table 17 shows significant schooling ratios for students aged 15-17 during the 2005-2006 school year until 2012-2013, which represent more than 12 points between 2005 and 2013 in rural and urban areas. However, there is still a difference between the two areas with more than 50 points. There also a difference in schooling for boys and girls for the same age category in 2005-2006. The same difference is still registered until now.

The Qualitative indicators to measure the Education & Training system Quality

Primary Education

In this study, we tried to focus on some qualitative indicators to measure the quality of education in Morocco. As shown in Graphic 2; the Ratio of students per classroom has reached 28.4 in both rural and urban areas during 2012-2013 school year. The same percentage didn't change during 2006 to 2013. Thus, the difference of 8 points was noticed in both areas not only in 2013 but during the entire period between 2006 and 2013.
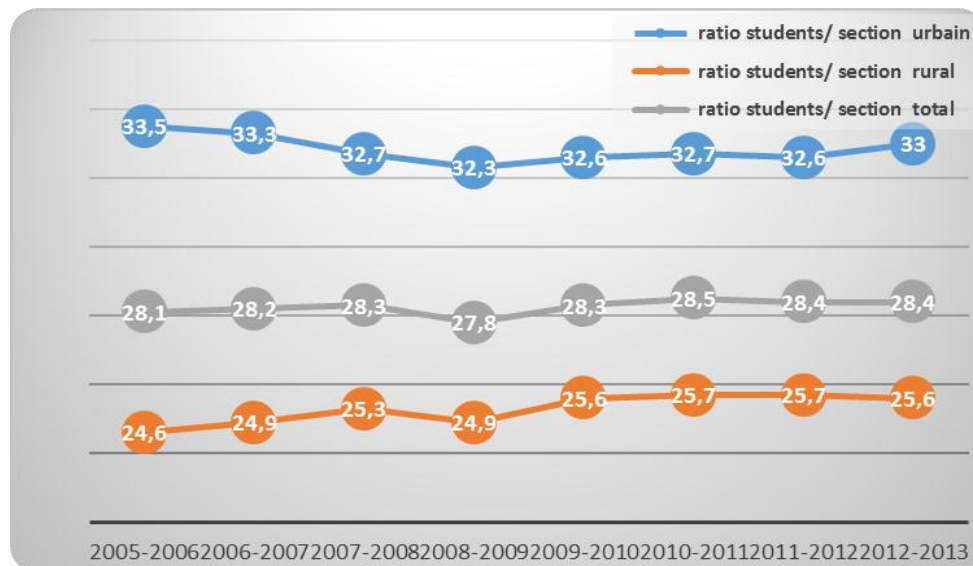
Graphic 2 : The Ratio of Primary students per classroom

As shown in Graphic 3, a 27.5 was registered during the Primary period in 2013 in both rural and urban areas, 25.2 in rural area and 31 in urban area. According to this indicator, there is a significant difference between these two areas. This indicator has evolved in urban areas between 2006 and 2013 in a positive direction, it decreased by 2.5 points, while it remained unchanged for the sum of the two mediums.
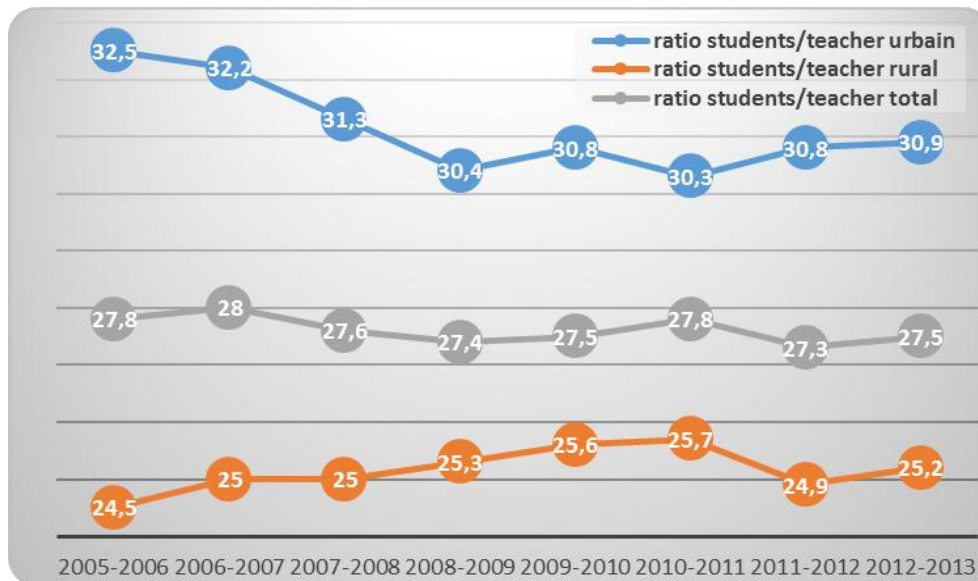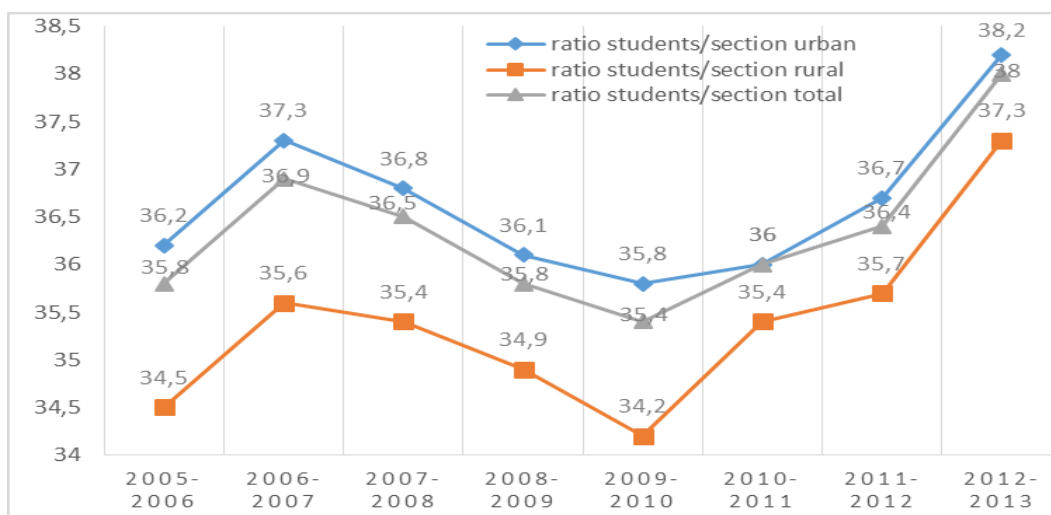
Graphic 3: Number of students' ratio who fail according to levels for the 2012-2013 school year (Public Primary education)

A 10.60% was registered for students who failed Primary classes in both areas with 12.25% in rural area.
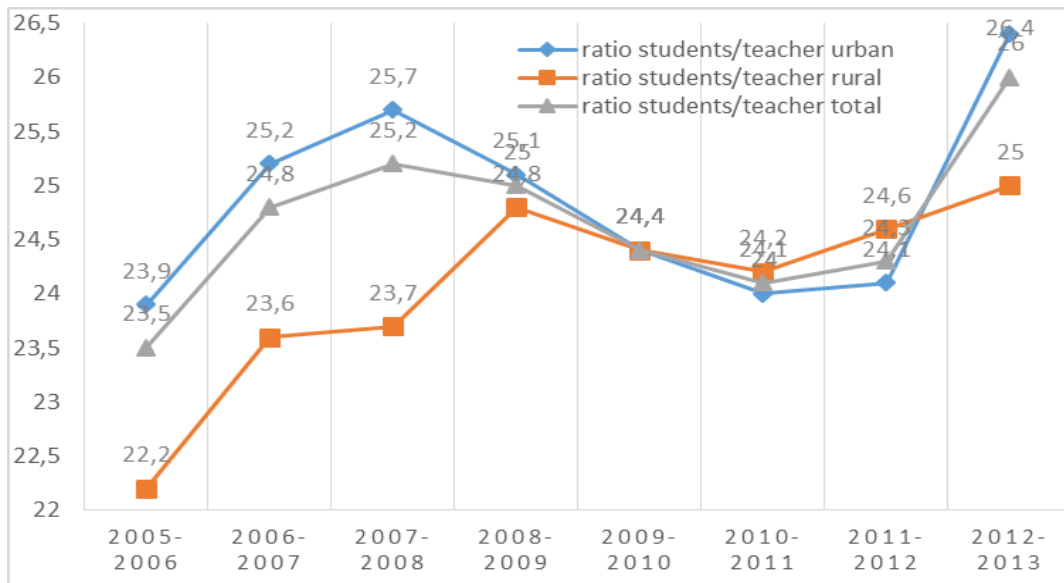
Preparatory Secondary cycle

For the Preparatory cycle, the Ratio of students per classroom has reached 38 in both rural and urban areas in 2012-2013 as shown in Graphic 4. This indicator has evolved considerably in a negative way during the period of 2006 to 2013 with 2 points of both areas, while there 's only 1 point difference between the two of them during the period of 2006 to 2013.

Graphic 4: The Ratio of Preparatory students per classroom

As shown in Graphic 5, 26 were registered during 2012-2013 school year for both areas, 25 in rural area and 26 in urban area. The indicator reflects a difference of less than 1.5 point in both rural and urban areas. This indicator has evolved considerably in a negative way during the period of 2006 to 2013 with 2.5 points in urban area.

Graphic 5: The Preparatory students' ratio per 1 teacher
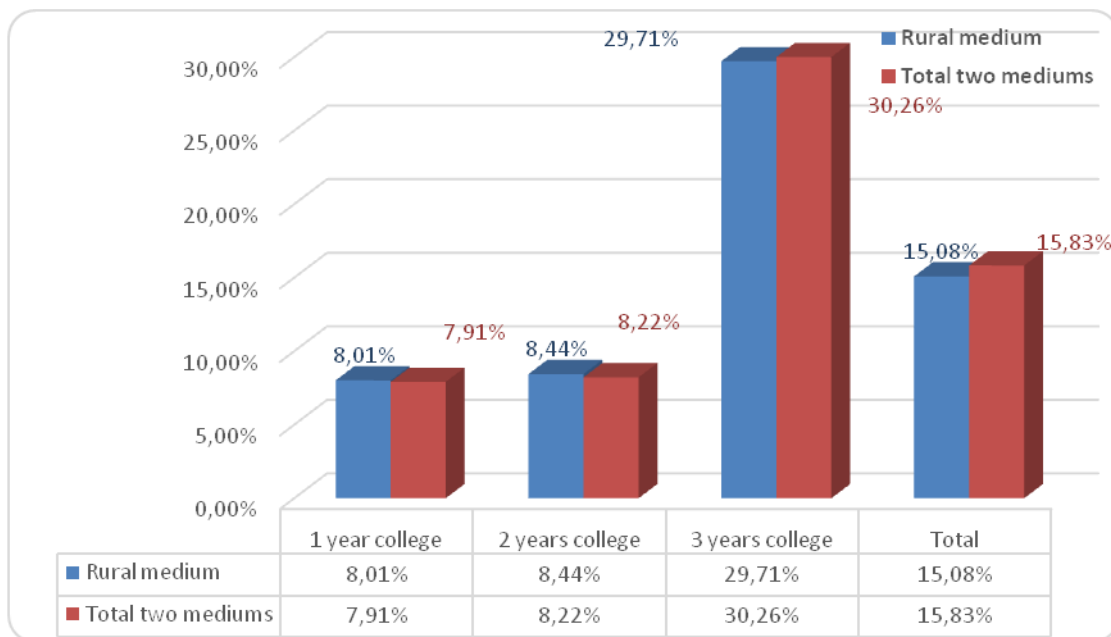

Graphic 6: The number of students' percentage who fail according to levels for the 2012-2013 school year (Public Primary education)

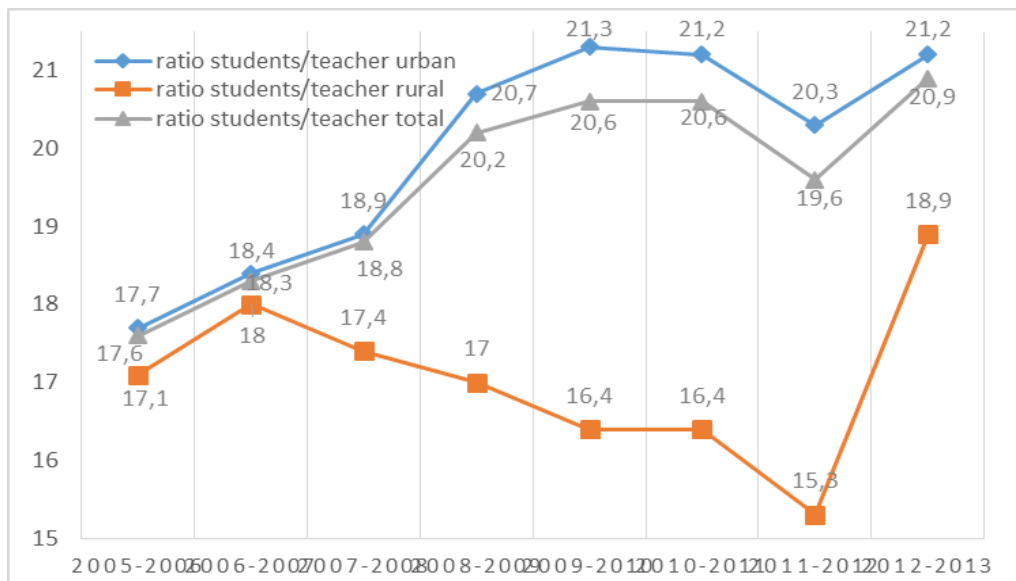A 16% was registered for students who failed Preparatory classes in both areas with 15% in rural area.

The Qualifying Secondary Education

As for the Preparatory Secondary education, the ratio of students per classroom in both areas has reached 37.2 in 2012-2013 school year as shown in Graphic 6. This indicator has increased between 2006 and 2013. The same remark was noted for the ratio of students per classroom in rural and urban areas. A significant difference was observed in both areas with a 4 points difference not only in 2013 but from 2006 until 2013.
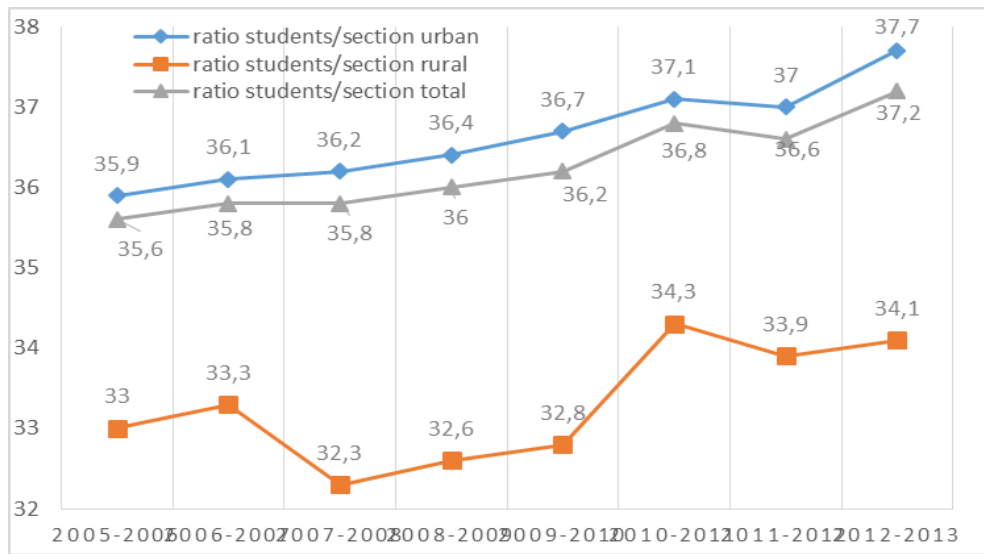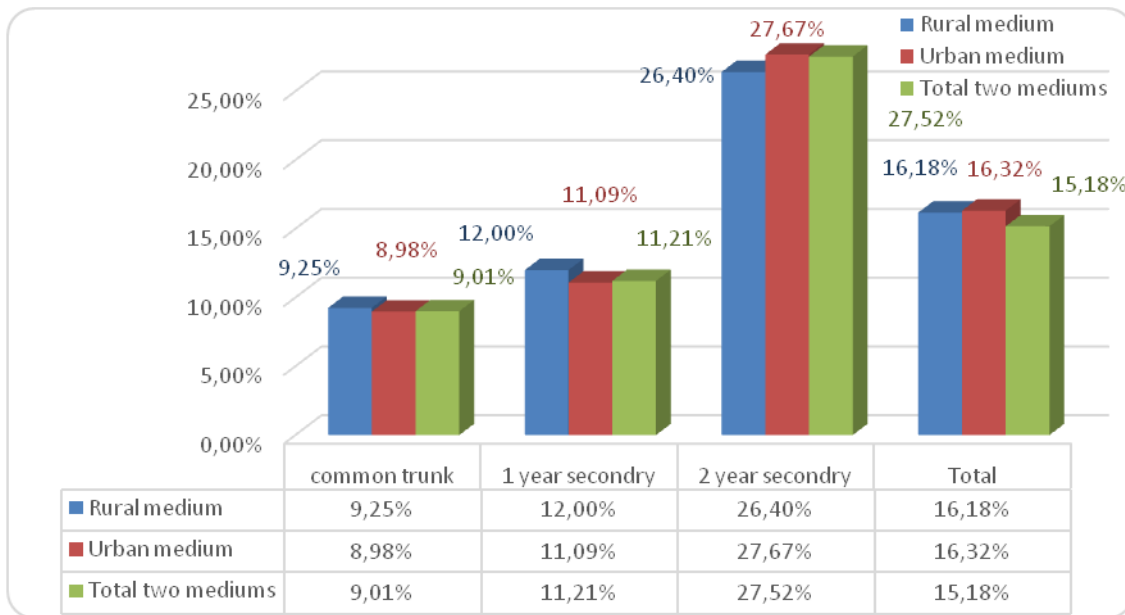
Graphic 7: The Secondary students' ratio per classroom

As shown in Graphic 7, 21 were registered during 2012-2013 school year for both areas, and 19 in rural area. The indicator reflects a difference of 2 point in both rural and urban areas in 2012-2013.
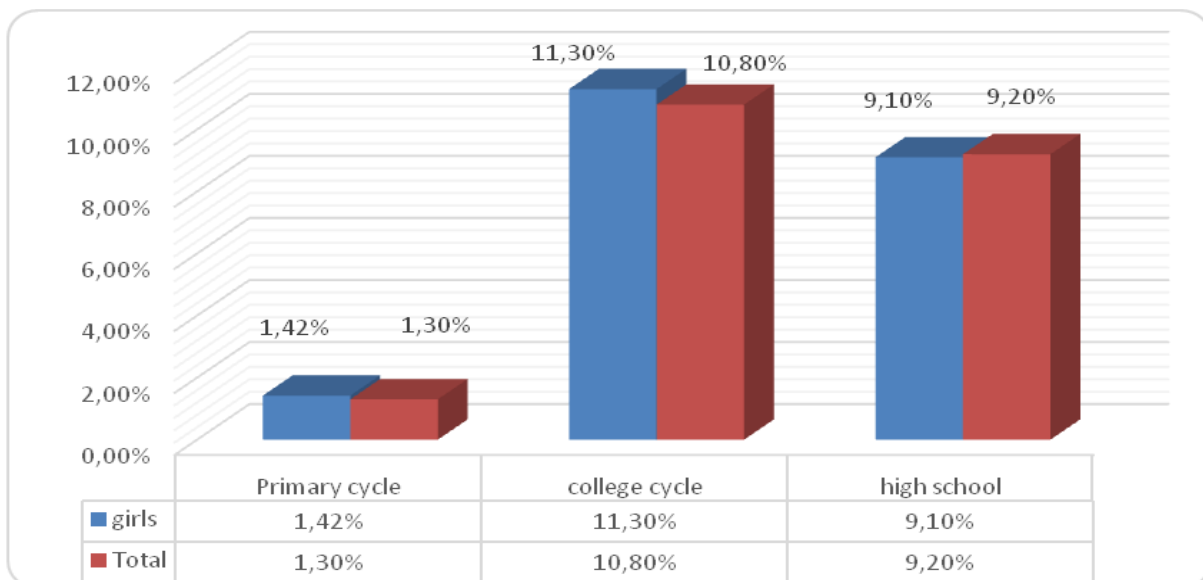

Graphic 8: The Secondary students' percentage per teacher

Graphic 9: The percentage of students who failed according to their level for 2012-2013 school year (Public Qualifying Secondary education)

For students who failed Preparatory classes in both areas, an important percentage of 15.18%, 16.18% and 16.32% was registered.

Graphic 10: Drop out from school percentage for 2012-2013 school year

The Drop out from school ratio was significantly high in Preparatory classes with an increase of 11% and 9% for the Qualifying Secondary classes.

DISCUSSION

Based on these results about the organization, documentation and analysis of a set of quantitative indicators of the educational system, such as the number of students in the three cycles, including primary education, indicators on measuring the quality of the education system such as the ratio of students per classroom, the students ratio per class and per teacher, and the ratio of drop out schooling, we will try to explain and analyze further these results.

The Traditional Primary Education represents a significant part, more than half of the Primary Education components, even though it's not generalized in rural areas, which is an indicator that this sector hasn't been updated to shape the child's personality which creates a disparity in terms of skills and competences acquired by Moroccan children. Thus, the traditional Primary Education which doesn't apply programs using the scientific training of skills is usually found in rural and urban areas with poor population. While the modern Primary education is attended by rich kids.

There is also a huge difference in enrollment in Primary between the two areas. A significant percentage for boys is noticed especially in urban areas while girls schooling remains low in rural areas, which affects the Gender Approach and encouraging girls schooling later.

For Primary Education, a significant ratio of new enrolled students have the ageof 6 years (more than 71%), a 10% is registered for students aged 7 and 8 years old which affects negatively the Emergency Plan goals of reaching 100% enrollment ratio for students aged 6 years old.

The age group of 6-11 represents 83% while 14% is registered for Primary education students aged 11. It can be explained as follow:

- A late enrollment of new students at the age of 8 or 9 years old.

- A failing rate during the Primary cycle

As for schooling rates recorded in this cycle, a significant increase of 10 points in schooling was noticed for age group of 6-11 during the 2005-2006 school year to 2012-2013 (between 2005 and 2013) for both areas.

When comparing Boys and Girls' schooling, we notice a difference during 2005-2006 school year, the same difference decreases within school years until it becomes even in the last year. All these positive outcomes are the result of seven projects of the First part of the Emergency Plan which requires a mandatory schooling up to 15 years of age.As for the Preparatory cycle, an important number of new enrolled students are aged 12 (more than 48%), students age 13, 14 and 15 represent a 43% ratio, which impacts negatively on the Emergency Plan's objective to reach 85% of students' enrollment with age 12-14.

The age group between 12 and 14 of age represents 62% of the total of Public Preparatory Secondary students, there's also other age categories ranging between 15-17 and 18. It can be concluded that there is a significant ratio of students age 15 to 18 which can be explained by:

- A late enrollment of new students at the age of 8 or 9 years old.

- A failing rate during the Preparatory Secondary cycle

For the age category of 12-14 in Preparatory cycle during the 2005-2006 school year until 2012-2013, we notice an increase of more than 15 points (between 2005 and 2013) in both areas. However there is a 40 points difference registered between rural and urban areas.

When comparing Boys and Girls' schooling, we notice a difference during 2005-2006 school year, the same difference is still registered up to 2016 which requires an additional effort to reach the desired level. The positive progress noted in schooling ratios in the Preparatory cycle is maily due to the Emergency Plans' projects.

As for the Qualifying Secondary cycle, an important number of new enrolled students are aged 15 (more than 40%), and 52% is registered for school age 16, 17 and 18, which reflects negatively on the Emergency plan's objectives with a schooling ratio of 65% for age 15-17.

While the age category 15-17, they contribute with 58% from the total of students in this cycle, and there's also the age category 18 and up who register a 40% ratio.

For the age category of 15-17 in Qualifying cycle during the 2005-2006 school year until 2012-2013, we notice an increase of more than 12 points (between 2005 and 2013) in both areas. However there is a 50 points difference registered between rural and urban areas.

When comparing Boys and Girls' schooling, we notice a difference during 2005-2006 school year, the same difference is still registered up to 2016 which requires an additional effort to reach the desired level. The positive progress noted in schooling ratios in the Qualifying cycle is mainly due to the Emergency Plans' projects.

As for the three cycles, we notice that more than 1/3 of teachers are aged between 30 and 49 year old, which is a positive indicator of the high performance at this age if accompanied by continuous training.

We will study some quantitative schooling indicators for the three cycles, especially those concerning the ratio of students per classroom in Primary education cycle in rural and urban areas. A 28.4 was registered during 2012-2013 school year. The same indicator didn't undergo any changes during the period of 2006 to 2013. The same ratio was registered for the total of students per classroom in both areas. However, there is a difference of 8 points between the two areas between 2006 and 2013. There are many factors related to population density in cities; migration to cities and the high percentage of enrollment in cities compared to rural areas.

For the 33 ratio registered in urban areas, during 2012-2013 school year, it doesn't reflect the real image of crowded Primary schools in urban areas, there are more than 45 students per classroom which impact negatively the quality of school performance in Primary education in Morocco.

We also noted a 27.5 ratio of students enrolled in Primary education in 2013 for areas, 25.2 in rural areas and 31 in urban areas. There is a huge difference between these two areas with a certain progress shown between 2006 and 2013. If we compare these ratios with the ones from other countries, we notice that Morocco is ranked 72 compared to Tunisia ranked 17, Cape Verde, Algeria and Egypt ranked 23rd. Morocco remains very far compared with Gulf and European countries (World Bank, 2013).

There also a difference registered in both areas with 6 points during 2012-2013 school year, it increased to 8 points in 2005-2006. This difference is attributed to the same factors mentioned earlier for the students ratio per classroom.

For the Preparatory cycle, the students' ratio per classroom has reached 38 in both areas during the 2012-2013 school year as shown in Model 4. This indicator has been developed in a negative way during 2006 and 2013 with 2 points for the total of the two areas. While the difference is 1,5 points during 2006 and 2013. This is due to these schools were built in areas close to urban areas.

For the ratios registered in urban areas which reprsents 38 during 2012 and 2013 school year doesnt reflect the real situation of crowded schools in urban areas, with more than 50 students per classroom, which impacts negatively the quality of school performance in Morocco.

For the students / teachers ratio, we have registered 26 in Preparatory during 2012 and 2013 school year as shown in Model 5 in both urban and rural areas, and 25 in rural areas and approximatively 26 in urban areas. There is a difference of less than 1,5 points between the two areas. This indicator has been developed in a negative way for both areas between 2006 and 2013 by an increase of 2.5 points from 2006 to 2013.

For the Preparatory Secondary cycle, the students' per classroom ratio has reached 37.2 in both areas during 2012-2013 school year. This indicator has shown a 1 point increase during the period of 2006 to 2013. The same remark was noted for the ratio of students per classroom in rural and urban areas. However, ther is a 4 points difference shown not only in 2013 but during the entire period between 2006 qnd 2013. Many factors led to this results, for example the density of population in cities, the migration from rural areas to cities and the increase of schooling demand in urban areas compared to rural areas.

For the ratio registered in urban areas, it has reached 37.7, this number doesnt reflect the real situation of crowded schools in urban areas with 54 students per classroom, which impacts negatively on the quality of school performance in Qualifying Secondary education in Morocco.

Implication to Research and Practice

Because the main goal of the Government is to give more autonomy to regions, the education sector prevail to build a foundation based on solidarity and proximity (AL FARHI, A, 2014), and to provide adjustments in the working methods adopted by the Government. To implement good local governance, and work within networks at local, regional, national and international levels, resources have to be exploited at their best. Universities and cultural centers have to be places that produce and spread knowledge, dream makers and those that protect public interest.

The internet for example, which is considered a good example for a non centralized system, do not obey to the public authorities control or censure. The social growth of the internet and the changes in creating institutions, constitute a huge issue, the situation now in universities doesn't seem appropriate to adapt to the evolution in information and communication technology, but will be eligible for that in the case of restructuration.

To help design the education system framework in Morocco, we propose few ideas according to five themes:

1. Jobs and Tasks: they are defined based on services provided by the educational system through institutions to all educators.

2. Educational resources: involves all the necessary resources needed to accomplish these tasks. For example, knowledge and skills inspired from society and how to implement them in school manuals, programs, educational tools, buildings, equipments and social and psychological support.

3. Human Resources: involves providing sufficient employees, train them, motivate, evaluate, delegate and ensure their participation into the Reform Plan.

4. Good Governance and Financing: is all about administrative and educational management, implementing the concept of autonomy in managing institutions, continue activating centralized and decentralized system, implement the principles of advanced regionalization, data systems, decision making policies, follow up and monitoring, in addition to funding, financial acquisitions and managing partnerships.

5. Working mechanisms: involve services provided to educators as below:

   - Services: are the school areas, school environment (family, social and economic environment, partnerships, Delegation department, other institutions…), lessons, homework, applied programs, integrated activities, sports, acquired skills, school planning, school projects, class assignment, student's personal project, pedagogical chart, curriculum, performance of educators and technical staff, partners contribution, methods and available educational materials.

   - Placement of data includes the reference manual for skills and jobs, qualification of educators, school curriculum (school manuals, supplement guides, teaching methods)…legislative and regulatory texts (specialization and tasks), pre-requisites, national reference for quality.

   - Monitoring: is about evaluating educators and administrative staff's performance, permanent monitoring, exams, quality control…

   - Setting : is all about solving all issues related to quality, alternatives solutions, managing disparities, establish a trusting environment, training, rewards, changing tasks, using the available educational resources, pedagogical support,

   - Coordination: involves dispatching educational resources, educator's placement and the use of back up

   - Organization: includes dispatching educators and new staff, acquisition and distribution of equipments, school supply, unifying and improving school curriculum and all adopted teaching methods, investing in hard cover and digital references, supplement budget and preventive maintenance…

- Evaluation: includes schedules, teachers' planning, school project(outcome), challenges, educational profitability

- Supervision: involves provisional school map, educational infrastructures, school performance indicators (success/Failure/ discontinuing schooling rate), conferences and school seminars, school project(preparation), applied research, pedagogical innovation, provisional maintenance

- Applied research by choosing appropriate theme related to the Regional, African and Euro-Mediterranean environment.

CONCLUSION

Education is considered one of the most important issues in Morocco, starting with The Primary education until higher education. In this study, we tried to analyze all the statistics, the Education system and the educational quality indicators in Morocco through implementing the Emergency Plan as a way of Reform. We have relied on an analytical, organizational methodology, based on official statistics of the National Education Ministry in Morocco (the Kingdom of Morocco, Statistical Reports of Education, 2012- 2013). The report indicates the progress of the quantitative indicators, such as the number of students in schools, the schooling ratios in the three cycles from 2005-2006 school year to 2012-2013, the progress of the qualitative indicators as the students per classroom ratio, the students per class ratio and the students per teacher ratio from 2005 to 2013, there is also the drop out ratio in schools in 2012-2013.

All these indicators have been conducted to evaluate the internal situation of the education and training system in Morocco and the achievement done during and after the Emergency Plan.

The most important conclusions given in the study are the centralization issue and the gap between the quantitative efforts done in years, especially during and after the Emergency Plan the education system. The problem is not in the scarcity of funds spent on schools, but it's in the non conformity of the material effort and the expected output.

Ten years ago, many educational institutions were created in all regions in Morocco, with a 30% increase, while the ratio of the number of students per classroom remained 28 students for Primary education from 2005 to 2013, and 45 students per classroom in urban areas. The same thing observed in Preparatory and Qualifying cycles.

As a conclusion, all the quantitative indicators during and after the implementation of the Emergency Plan, especially in Primary and Preparatory cycles, not excluding Secondary Qualifying cycle, the percentage of schooling in Primary education has reached 99% in both areas, 98% in rural areas and 100% in urban areas. The schooling ratio in Preparatory exceeded 85% in both areas, and 66% in rural areas. The schooling ratio in Qualthe exempt of some educatorsifying education has reached 60%, with 85% of the total of both areas. While the schooling ratio in rural areas remained low with 27%, and the increase of qualified teachers' ratio, age 30 to 49 in the three cycles, we still notice a certain stagnation and a breakdown of these indicators.

In addition to all these indicators, there is the drop out from schools which is considered the worse. More than 300 000 students were reported every year.

In the report of The Cooperation and Development Organisation (OCDE, PISA, 2012), among 65 countries, Morocco has been ignored totally, which reflects the real situation of the Education system in Morocco. Another report about the level of acquired knowledge for students in Grade 4 in 2011 based on the results of the International study (Marti. & Mullis, 2013), in which many developed and undeveloped countries have participated. The report shows that " Upper skills in Morocco didn't exceed 1 or 2% while the lower referential skills didn't reach 21% in reading and 15% in Sciences".

To rebuild the educational system in Morocco according to the Qualitative indicators, we should allow the use of more innovative methods such as the web.

Here are some of the issues encountered which the Emergency Plan didn't pay attention or couldn't solve:

- The lack of a strategic plan over a medium tem to solve the structural problems of the educational system
- The absence of clear practical procedures to implement the Emergency Plan
- The lack to monitor what has been achieved through the Emergency Plan and benefit from it strength
- The fall back to old practices instead of focusing on new projects
- The work at the integration pedagogy has been stopped without finding an alternative
- All trainings have been suspended for all categories, and the decision makers are the headquarter.
- The excessive centralization in decision making
- Precipitated decision making with a lack of vision and giving alternatives (private education for example)
- A significant decrease in 2013 budget for a number of projects
- The Budget for academies (for investment) has decreased considerably which will impact construction projects, accreditation and extending schooling offer
- The exempt of some educators from passing the Professional Qualification Certificate
- The status for the aggregate still encounter some problems
- The allocations for working in far areas haven't been released yet
- The lack of new structure for regional academies

Future Research

To give a futuristic dimension to this study, and to achieve satisfactory results , Morocco has to design and renovate the educational system for the upcoming thirty years, the reform should be based on the cultural and development backgrounds of the country, and the strategic mechanisms inspired from the most innovative countries, especially in education.

The reform also has to take into consideration the Human and the nation development according to the values, directions and competencies set by Morocco.

Based on the need to recreate balance between all these challenges in a democratic way, we can propose to build an educational system that reflects the nation's values and can fulfill

everyone's desire within one vision and a clear strategy, in addition to regions capable to have the necessary means to bring up all their potential.

The vision consists in enforcing our educational system with values which guarantee the involvement of all parties in society, in order to build a more democratic nation based on a participative strategy along with other executive strategies at a regional level.

We will propose further studies with an analytical approach of the Quality indicators realized during and after the Emergency Plan, especially the success ratios results for Primary, Preparatory and Secondary education, and the continuing education ratios, which will show the effects of the Emergency Plan on success and performance rate in schools.

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