I. General outline of the 1960-1964 Five-Year Plan

A. GENERAL PRINCIPLES

The purpose of national education is to produce healthy citizens conscious of their duties, rights and obligations and also capable of integrating themselves into the life of the nation so as to work in the public interest and be able to contribute towards the country's achievements at the national and international level.

It was this goal which was pursued in preparing a Five-Year Plan for 1960-1964 designed to bring about a reform of education, promote a bold educational policy in keeping with the country's aspirations, and enable as many children as possible to attend school.

The sponsors of the Plan were guided by the following principles:

1. Need for training in citizenship, so as to give all citizens a sense of common nationality and inculcate a spirit of fraternity and solidarity.

2. Development and extension of the national language. For educational reform the aim should be the total Arabization of the curricula, but without any resultant lowering of academic standards or reduction in the volume of general and scientific knowledge essential for the education of the individual. The development of the national language is therefore closely bound up with teacher training.

3. Preparation of uniform curricula and time-tables. The essential object here is to build up a truly national culture rooted in Moroccan traditions and history but enriched by the findings of science and technology.

4. Importance of physical culture. The physical culture of the citizen has to be regarded as a matter of more than secondary importance; it is essential for the development of all the individual's faculties.

5. Adaptation of the individual to the economic and social system. It is essential to include technical studies in the Moroccan education system in order to ensure the adaptation of the individual to the economic and social system. This requirement is bound up with three different problems:
(a) Problem of general schooling and literacy courses. Half the population of Morocco (5 million) consists of young people under 20 years of age, about 2,500,000 of whom are illiterate. Provision has to be made for them to attend school if they are of school age, or to receive vocational training supplemented by elementary schooling, or to receive basic education.

(b) Problems of vocational training. No effective training of this kind can be provided without knowing what the needs and possibilities of the public and private sectors are. An inventory of requirements and resources has therefore to be drawn up.

(c) Problem of providing guidance for students. Such guidance is possible only if the recruitment of students is systematically planned and supervised.

6. Action to ensure the implementation of the Plan. The methods to be employed for this purpose are as follows:

(a) Intensive teacher training.

(b) Revision of the regulations in force, particularly those relating to the organization of studies.

(c) Raising the standing of teachers so as to make the profession more attractive to people of talent.

(d) Simplification of procedures for constructing school buildings.

(e) Recasting of the administrative arrangements for education.

In short, the Five-Year Plan in its conception, raises problems of truly major importance. It represents a nation-wide undertaking on which the future of the country depends, and all forces will need to be mobilized to ensure its fulfilment.

B. THE NEW APPROACH TO SCHOOL EDUCATION

Before gaining its independence, Morocco had three systems of education - Islamic, modern and private. Owing to the substantial differences between these three types of education (teaching methods, curricula and the languages used as the medium of instruction, etc.), young Moroccans have widely different backgrounds, depending on the education they have received.

The new approach to school education is based on the key principle of establishing a unified standard national school, with all schools throughout the country providing the same sort of education. The unified standard national school education provided will be uniform at the primary and the lower secondary level, with no specialization until the first year of the upper secondary level. In order to establish this unified national school, the following conditions have to be met.

1. Revision of curricula

If we examine the three previously existing types of education, we find that the modern schools provided a French type of education, the Islamic schools an old-fashioned traditional type of education, while the private schools taught modern subjects in the national language but left very little place for the studies related to Morocco.
The curricula will therefore be revised so as to provide the ideal type of education in view and the new ones will put the emphasis on Arabic and Islamic studies having a direct bearing on Morocco and the modern world, with a necessary distinction being made between two types of subjects - those of national import and those of world-wide import.

(a) The former, centred on the Muslim world, but with the dominant stress on North Africa and particularly Morocco, are:

- Arabic language and literature;
- Religious studies;
- History and geography of the Arab and Muslim world.

Frequent reference would be made in the teaching of all these subjects to Morocco.

(b) The latter, bearing on the world as a whole, are:

- World history; general geography; mathematics; physics; chemistry; other natural sciences.

The Centre for Educational Research and Action, specially set up under the Ministry of Education to deal with curricula and teaching methods, is planning the preparation of curricula reflecting these changes in emphasis.

2. Preparation of textbooks

Suitable teaching aids, particularly textbooks, have to be prepared as the instruments for this completely novel educational approach.

To make the unified school a reality, the following measures need to be taken:

- Enrolment of all children at primary schools;
- Extensive admission of children to secondary schools;
- Recruitment and training of teachers;
- Construction and equipment of new schools.

These measures will be considered in fuller detail in the paragraphs relating to respective types of education.

C. THE VARIOUS TYPES OF EDUCATION

Before discussing details of the reforms introduced in each type of education, it is necessary to give a general picture of the new national education system.

Education under the Five-Year Plan, is to be organized on the following general lines:

TRADITIONAL EDUCATION

Islamic education covers the following subjects: Arabic language and literature, history of Islam and the Muslim world, theology and Muslim law. It
had hitherto been divided into a primary, secondary and higher cycle, and reform
had become a necessity if educational methods were to be unified. The reform
entered into force in October 1960, with the introduction of a standard curriculum
for lower secondary education and a course of study preparing for the Shari'ā
(Islamic Canon Law) Faculty and the institution of the Shari'ā faculty itself.
Only one course of secondary studies of this type is to be provided, together with
the faculty course. This reform of Islamic education has been effective without
traditional culture and the traditional heritage being adversely affected in any
way.

MODERN EDUCATION

This is divided into the following three levels:

- Higher education;
- Secondary education;
- Primary education.

Higher education: The University of Rabat comprises the following faculties:

(a) Faculty of Arts and Social Sciences;
(b) Faculty of Law and Economics;
(c) Science Faculty.

Also attached to the university are:

An Institute of Sociology (leading to a degree in sociology);
An Institute of Political Science (leading to a degree in political economy
and a degree in political science);
A school for Practical Medicine (located at Casablanca and providing
theoretical and practical instruction for the fifth and sixth years of the
medical course).

In addition, an Engineering School was set up in October 1960. It is intended
for the training of civil engineers for employment on the technical staff of
government departments, public services and private industry. The entrance
qualification is the baccalauréat. The course lasts three years, and students
may specialize in mechanical engineering, mining, public works or electrical
engineering.

The first batch of engineers trained entirely in Morocco is due to graduate
in 1963.

Secondary education

Two types of secondary education are available to pupils on completion of
their primary schooling - a full course and a short course.

Full course

This comprises two three-year cycles, as follows:
Lower cycle: This constitutes the "mainstream" for all pupils attending general or technical secondary schools.

Upper cycle: On completion of the lower cycle, pupils may take either a general or a technical course of studies in the upper cycle.

The upper cycle of the general course offers four different branches of study:

Islamic literature (study of Arabic and Muslim thought and civilization);
Modern literature (optional for the study of literary subjects only);
Science (with special emphasis on experimental science, physics and chemistry);
Science and mathematics.

The upper cycle of the technical course leads either to the baccalauréat or to the senior certificate (brevet supérieur) for technicians. A student taking the baccalauréat may specialize either in technology or economics. Those wishing to obtain the senior certificate for technicians may choose between:

Industrial studies;
Commercial studies;
Social studies (for girls).

Intermediate education

The intermediate course lasts only three years. Its aim is to train middle-grade personnel and it caters for two-thirds of the pupils receiving secondary education. The other, and more gifted one-third complete the full secondary course. The intermediate course offers five different branches of study:

General studies;
Industrial studies;
Agricultural studies;
Commercial studies;
Social studies.

Primary education

The most important reform in this case has been the establishment of a uniform Moroccan type of school where the same education is provided for all children between the ages of 6 and 14. Specialization does not begin until after the lower secondary course. Thus the principle of unification has led to the establishment of a uniform type of school, where all pupils receive the same education based on the same curricula.

The new system provides for five years of schooling:

Introductory course;
Elementary course, first year;
Elementary course, second year;
Intermediate course, first year;
Intermediate course, second year.
A number of provisional measures are being applied to speed up universal school attendance and make up the leeway in this field (for instance, in the introductory course a "half-time" system has been introduced which makes it possible to take two groups of 50 pupils successively in the same premises, one in the morning and the other in the afternoon. In the other courses, a system of rotation has been set up in some cases allowing two groups of pupils to use the same classroom, thus doubling the capacity of school premises).

HIGHER EDUCATION

The Dahir establishing and organizing the University of Rabat was published in the Official Bulletin of 7 August 1959. It was drawn up in such a way as to establish a high academic level, and to begin the progressive "Arabization" of curricula and "Moroccanization" of the teaching staff. The university is a public institution and corporate body, but is not financially independent, its finances being administered by the appropriate department of the Ministry. It comprises five faculties, of which four are already in existence (Faculty of Legal, Economic and Social Sciences; Faculty of Letters; Faculty of Mathematical and Natural Sciences; and the Shari'a Faculty, set up in 1959 and attached to the Kairouan University). The fifth faculty (Medicine and Pharmacy) is to be established in Rabat. In addition, institutes and study centres may be founded by decree, wherever they meet an educational or research need.

The University is headed by a University Council which is presided over by a representative of the Ministry of National Education assisted by the Rector, and acts as a progress committee and disciplinary board (for both teachers and students). It also has the task of ensuring the scientific development of the university and co-ordinating the work of the faculties and institutes. The Rector, who is appointed by Dahir, is responsible for carrying out the decisions of the University Council and for the administrative co-ordination of the faculties and other bodies. Each faculty is headed by a Dean, also appointed, like the Rector, by Dahir.

The faculties prepare students for degrees in their respective fields, and award the degrees. The regulations covering instruction, curricula and the award of degrees are established by ministerial decree, after consultation with the University Council.

The expansion of the university raises a number of problems:

1. The space problem: The Faculty of Medicine has to be constructed, apart from which the existing faculties are too small, with the increasing number of national and foreign students.

2. The problem of the language of instruction: The use of Arabic presents no difficulties in the Faculty of Letters and the Faculty of Law, where two separate degree courses are organized, one in Arabic and the other in French. However, in the Science Faculty instruction is given exclusively in French.

3. The problem of the equivalence of degrees also has to be settled.
SECONDARY EDUCATION

A study of the school pyramid, i.e., the distribution of pupils in secondary education, showed the position on the eve of the application of the Five-Year Plan to be as follows:

Inadequate rate of enrolment in the first-year of the secondary course;

Insufficient number of pupils attracted towards technical education;

Considerable and steady decline in the number of pupils as the secondary course proceeds.

To remedy this situation and carry the reform of secondary education into effect, measures were applied from October 1960 onwards in respect alike of the administrative position of the staff and admission and direction of children at secondary schools.

The measures decided on at the beginning of that school year included the following:

(a) The pupils enrolled in the first year of the technical education sections of the intermediate course were immediately directed to the specialized sections (industry, commerce, agriculture, domestic science).

(b) The complementary schools and first-cycle colleges were converted into intermediate schools.

D. PRIMARY EDUCATION

The number of Moroccan children aged from 6 to 14 years in 1959 totalled 1,910,000, and the school enrolment in October of that year already amounted to 728,000 or 38%). In these circumstances it was considered essential to bring about the 100% enrolment of Moroccan children as quickly as possible; to guarantee the children a first-rate primary education; to unify primary education; to make Arabic the first language (which meant that the primary cycle would have to begin with the teaching of the national language); and to "Moroccanize" the teaching staff.

I. Aims of the Five-Year Plan

1. Complete unification by 1964

(a) European schools

The conversion of these schools into Muslim schools will take place according to the following time-table:

October 1959: 100 classes
October 1960: 200 classes
October 1961: 200 classes
October 1962: 200 classes
October 1963: the remaining 100 classes.

WS/0461.153
Unification will therefore be complete in this section by October 1963.

(b) Private schools

These schools had hitherto been administered by a special service, the Private Education Service. In 1959 they were attached to the Primary Education Division, and it will now be possible to apply the official curriculum by progressive stages, subject to the necessary safeguards and any alterations which have to be made in it in view of the special nature of these schools.

2. Increase in the rate of school enrolment to the following levels:

(a) Total rate of enrolment to be doubled, rising from 38% to 76% in five years.

(b) Rate of enrolment for children reaching school age to be increased to 100% by 1965; in other words, provision of premises and qualified staff sufficient to allow all Moroccan children who have reached the minimum primary school age to start school at the beginning of each school year.

3. Regularization of the total rate of enrolment throughout the whole Moroccan territory

The new schools to be constructed during the next five years by the Ministry of National Education or by local communities will be sited in areas determined on a planned basis, thus making it progressively possible to achieve a uniform rate of enrolment in all parts of Morocco.

4. This line of action, approved by the promoters of the Plan and by the Higher Council of Education, has been adopted by the Government.

II. Special measures

Children who have reached the age of 14 and have had at least 7 years' schooling are no longer allowed to remain at primary schools. A general system of school card indexes has been set up to permit the necessary control.

Decisions concerning the organization of studies

(a) Elimination of the introductory course for the second year. Attendance is thus for 5 years (see above).

(b) Restriction in the number of pupils allowed to stay on in the same class for a second year.

(c) Time-tables: a "half-time" system in the introductory course, (15 hours a week); in other courses, 30 hours a week, though possibly with a rotation system which doubles the capacity of school buildings.

(d) Establishment of a building programme.

(e) Decisions concerning the teaching staff (see below, Section E of the present study).
(f) Decisions on curricula. The revision of curricula goes hand in hand with
the creation of new textbooks suited to Morocco’s needs.

* *

The rate of enrolment, thanks to all these measures will rise from 38% to
76% within 5 years. By the beginning of the 1964 school year (October 1964)
1,402,380 children will be attending State schools, while with the pupils at
private schools also reckoned in, the total number of children attending school
will be 1,514,380 (out of 2,152,000 children who will have reached school age by
1964). Moreover, by October 1963 all 6-year old children will be eligible for
enrolment at school. Alongside this effort, the Five-Year Plan, with the object
of ensuring that children unable to find places in the ordinary State schools
during the next few years do not fall victims to illiteracy, has provided for the
establishment of a Re-absorption Section. Under this arrangement, children not
enrolled at schools are given 20 hours of instruction a week (4 hours a day) by
moniteurs (teaching assistants) working in teams under the supervision of a
qualified teacher. The premises used are separate from those of the ordinary
schools. It has been found possible, thanks to this system, to give instruction
to a large number of children aged 11 to 13 to a total of 138,000 in 1960 (the
1963 figure will be 495,000).

At the end of the Five-Year Plan, the Re-absorption Section’s premises will
be gradually transferred to ordinary schools.

E. STAFF REQUIREMENTS

There is still a great need for primary school staff and the maximum possible
number of Moroccan teachers will have to be trained.

Local recruitment is at present carried out in two ways:

1. Direct recruitment by inspectors. These recruits, whose professional qualifica-
tions are below standard, are given intensive training in the form of a preparatory
course, and permanent refresher training in the form of weekly courses.

2. Training at the Regional Teacher-Training Schools. These schools produce
approximately 700 teachers a year. The budgets for producing trainee-teachers
under the Five-Year Plan provide for a steady increase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1960</td>
<td>1,000</td>
</tr>
<tr>
<td>October 1961</td>
<td>1,500</td>
</tr>
<tr>
<td>October 1962</td>
<td>1,800</td>
</tr>
<tr>
<td>October 1963</td>
<td>2,100</td>
</tr>
<tr>
<td>October 1964</td>
<td>2,400</td>
</tr>
</tbody>
</table>

In spite of this effort, staff requirements are still in excess of the
country’s resources, and provision has to be made for an additional supply of
teachers from abroad. The following number of French-speaking recruits has there-
fore had to be provided for:
October 1961:  500  
October 1962:  600  
October 1963:  200  
October 1964:  600

F. FINANCIAL ASPECTS OF THE PLAN

It is obvious that large financial allocations will be necessary in order to implement the Plan. The following budgetary estimate of the allocations needed for the various education sectors for the period of the Plan give an idea of the amount needed (the figures in the table are in millions of francs, or ten thousands of dirhams):

**Primary education**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments</td>
<td>11,825</td>
</tr>
<tr>
<td>Operation (staff)</td>
<td>29,036.17</td>
</tr>
<tr>
<td>Re-absorption Section</td>
<td>21,306</td>
</tr>
</tbody>
</table>

**Secondary education**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments</td>
<td>27,239.208</td>
</tr>
<tr>
<td>Operation (staff)</td>
<td>27,620.262</td>
</tr>
</tbody>
</table>

**Higher education**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments</td>
<td>2,349.6</td>
</tr>
<tr>
<td>Operation (staff)</td>
<td>680.34</td>
</tr>
</tbody>
</table>

**Islamic education**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments</td>
<td>1,730</td>
</tr>
<tr>
<td>Operation</td>
<td>17,213.92588</td>
</tr>
</tbody>
</table>

**Total** 139,501

With the addition of the allocations for youth activities and sport (3,494.25), the resultant total for the Ministry of Education as a whole is 142,995.25.