



Morocco

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

The views and opinions expressed in this document are those of the authors and do not commit UNESCO. The designations employed and the presentation of material do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The paper can be cited with the following reference: "Education for All 2015 National Review Report: Morocco". For further information, please contact: efa2015reviews@unesco.org

EFA National Report 2013-2015

July 2014

List of Acronyms

AMAS	Association Marocaine d'Appui à la Scolarisation (Moroccan Association of Educational Support)
AREF	Regional Education and Training Academies
BTS	Brevet de Technicien Supérieur (Advanced Technician Certificate)
CFA	Centres de Formation par Apprentissage (Apprenticeship Training Centre)
CIDA	Canadian International Development Agency
CNEF	National Education and Training Charter
CPGE	Classes Préparatoires aux Grandes Ecoles (preparatory classes for the top-ranking higher education establishments)
HCE	Higher Council for Education
DE	Employment Department
DESFCRS	Department of Higher Education, Professional Staff Training and Scientific Research
DLCAENF	Department of Eradication of Illiteracy and Non-formal Education
DPT	Department of Vocational Training
DSSP	Department of Strategy, Statistics and Planning
EFA	Education For All
ENANSDM	National Survey on Illiteracy, Out-of-School children and Drop-outs
EP	Emergency Plan
ETC	Education and Training Centers
ETS	Education and Training System
FAES	Gender Equality Support Fund
FMPS	Moroccan Foundation for the Promotion of Pre-School Education
GBS	General Budget of the State
GDP	Gross Domestic Product
GMR	Global Monitoring Report
GPHC	General Population and Housing Census
HCP	Haut-Commissariat au Plan (High Commissioner for Planning)
ICM	Infant and Child Mortality
ICTE	Information and Communication Technology in Education
LDA	Local Development Agents
LMD	Bachelor - Master – PhD
MSFFDS	Ministry of Solidarity, Women, Family and Social Development
MEAS	Ministry of Employment and Social Affaires
MNE	Ministry of National Education and Vocational Training
Nat Com	National Committee for Education, Culture and Science
NEB	National Education Budget
NFA	Non-Formal Education

NGOs	Non-Governmental Organizations
NIHD	National Initiative for Human Development
NIP	National Immunization Program
ONDE	National Observatory for Children's Rights
ONDH	National Observatory for Human Development
PASMT-IES	Medium-Term Strategic Action Plan for the Institutionalization of Gender Equality
PGA	Parent/Guardian Association
PNEA	National Learning Assessment Program
PNEI	National Pact for Industrial Emergence
PUC	Pedagogical University Courses
RHP	Rural Health Plan
SDA	Social Development Agency
SIMPA	Information System for the Management of Literacy Programs
TTC	Teacher Training Center
UIS	UNESCO Institute for Statistics
UNICEF	United Nations International Children's Emergency Fund
UNIFEM	United Nations Development Fund for Women
UNS	UN System

List of tables

Table 1: Progression of children's populations from 2011 to 2014	
Table 2: Distribution of female educators by project	
Table 3: Student populations by gender and project (2014)	
Table 4: Infant & child mortality	
Table 5: Coverage rate of vaccination campaigns (in % of children)	
Table 6: NPSUH key indicators	
Table 7: National Program to fight violence against children	
Table 8: Number of preschool establishments (2007-2014)	
Table 9: Student populations in traditional primary education	
Table 10: Support program to enroll children with severe disabilities in specialized centers	
Table 11: Student populations in traditional secondary education	
Table 12: Student populations in traditional senior secondary level	
Table 13: Distribution of second chance schools between 2008 and 2012	
Table 14: Beneficiaries integrated in formal education and vocational institutions	
Table 15: New and expanded establishments between 2006 and 2013	
Table 16 : Total number of trainees	
Table 17: Number of graduates	
Table 18: Number of apprentices by operator in 2012-2013	
Table 19: Private Vocational Training by sector	
Table 20: Beneficiaries of vocational training	
Table 21: Newly registered students	
Table 22: Total number of students	
Table 23: Number of persons subscribed at the literacy programs	
Table 24: Literacy rate of student population aged 10 and above	
Table 25: Gender parity index in primary education (girls/boys)	

Table 26: Parity index by areas (rural/urban)	
Table 27: Gender parity index in lower secondary (girls/boys)	
Table 28: Gender parity index by areas (rural/urban) in lower secondary	
Table 29: Parity index in traditional education	
Table 30: Numbers of subscribed persons in literacy programs by gender	
Table 31: Illiteracy rates for student population aged 10 and above by gender (%)	

List of graphs

- Graph 1: Comparing GDP progression to student populations
- Graph 2: National education budget to GDP increase
- Graph 3: development of the national education budget compared to the general budget of the State
- Graph 4: Share of national education of the general budget of the State and GDP (in %)
- Graph 5: Comparison of Lorenz curves over 10 years
- Graph 6: 10-year progression of Gini index
- Graph 7: Composite fertility rate by area
- Graph 8: Progression of school-age populations by age category (in thousands)
- Graph 9: Number of kindergartens and beneficiaries of the National Cooperation program
- Graph 10: Number of classrooms in preschools
- Graph 11: Student populations in preschools
- Graph 12: net enrolment rates in preschools
- Graph 13: Infant mortality rates (per 1000)
- Graph 14: Gross enrolment rates in preschools: some comparisons
- Graph 15: Student populations in primary education
- Graph 16: Number of Primary schools
- Graph 17: Social support beneficiaries
- Graph 17: Centers and beneficiaries of Social Protection Institutions
- Graph 18: Number of centers for disabled children and beneficiaries
- Graph 18: Specific enrolment rate of 6-11 year old children
- Graph 19: Average drop-out rates in the primary cycle
- Graph 20: Net Enrolment Rate: benchmarking
- Graph 19: Number of colleges by regions
- Graph 20: Number of high schools by region
- Graph 23: Student population in academic secondary education by regions
- Graph 25: Enrolment rates of children 12-14 years old by regions
- Graph 26: Student populations in vocational Secondary by regions and type
- Graph 27: Students beneficiaries of social support (accommodation)
- Graph 28: Enrollment rates of students 15–17 years by regions
- Graph 31: Number of ETCs and beneficiaries
- Graph 32: ETCs and beneficiaries
- Graph 34: Literacy Rate of Youth Aged 15-24: International comparison (2007/2008)
- Graph 35: Distribution of persons subscribed to the literacy programs by age groups for the year 2013
- Graph 36: Rate of Literacy for persons from the age of 15 and more: international comparisons
- Graph 37: Gender parity in school education
- Graph 38: Gender Parity Index in primary education
- Graph 39: Student/class ratio
- Graph 40: Student/teacher ratio
- Graph 41: Completion Rate
- Graph 42: Success rate of schools at the baccalaureate

Table of content

CONTENTS

Introduction.....	10
I. Socio-economic context.....	11
II. Demographic context	16
A. Progression of young populations.....	16
B. Progression of enrolled student populations.....	17
III. Geographic and cultural contexts	18
Chapter 1	19
First goal: Expand early childhood care and education	19
I. Executed programs and projects	20
A. Early childhood Education.....	20
II. Progress towards achieving the goal	30
A. Situation at the national level	30
B. Morocco's international ranking.....	34
III. Major constraints and challenges	34
A. Early childhood education	34
B. Early childhood protection.....	35
Chapitre 2.....	37
Objective 2: insure Universal Primary Education.....	37
IV. Completed programs and projects	38
A. Program of the Ministry of National Education	38
B. Program of the Ministry of Habous and Islamic Affairs (MHAI): Traditional primary education.....	41
C. National Support Program	42
D. Program of the Ministry of Solidarity (MSFFDS).....	44
E. Contribution of the National Initiative for Human Development (NIHD)	45
V. Progress towards achieving the objective	45
A. Situation at the national level	45
B. Morocco's situation internationally.....	47
VI. Major constraints and challenges	48
Chapter 3.....	49
Third Goal: Meet the educational needs of the youth and adults	49
I. Executed programs and projects	50
A. Achievements of the academic and vocational secondary levels (Ministry of National Education and Vocational Training).....	50
B. Non-formal education.....	56
C. Vocational training.....	58
D. National Cooperation Programs	68
E. Higher Education, Professional Staff Training and Scientific Research	72
I. Main achievements of the sector.....	72
II. Main obstacles and challenges	78

III. An additional measurement indicator: literacy rate of young people 15 to 24 years old	79
CHAPTER 4	81
GOAL 4: IMPROVE ADULTS LITERACY Rates	81
I. Completed projects and programs.....	82
II. Progress towards achieving the goal	85
A- National situation.....	85
III. Main Obstacles and Challenges	86
CHAPTER 5	87
GOAL 5: ACHIEVING GENDER PARITY AND equity IN EDUCATION.....	87
I. Gender Equity in the Education System	88
II. International Ranking of Morocco	90
III. Gender parity in adult literacy	91
IV. Gender Approach to Literacy	91
V. The Gender approach to the Vocational Training system.....	92
VI. The gender based approach at the Youth and Sports Department.....	93
VII. Main Obstacles and Challenges	93
CHAPTER 6	94
GOAL 6: IMPROVING THE EDUCATION QUALITY	94
I. Completed programs and projects.....	96
A. Guidance and objectives for quality improvement	96
II. Progress towards Achieving the Goal	103
A. National Situation	103
<u>B.</u> The Situation of Morocco on the International Level	108
III. Main Obstacles and challenges.....	109
GENERAL SUMMARY AND PERSPECTIVE FOR POST 2015.....	111
ANNEXES	120

INTRODUCTION

During the World Education Forum held in Dakar, Senegal in April 2000, the International Community had identified six EFA goals that have become a global reference supported by Heads of States and Governments, including Morocco, who have committed to achieving them by 2015. The six main EFA goals are the following:

1. Improving comprehensive early childhood care and education
2. Ensuring that all children have access to free and compulsory primary education.
3. Ensuring the learning needs of all young people and adults and equitable access to appropriate life-skills.
4. Achieving a 50 per cent improvement in levels of adult literacy.
5. Achieving gender equity by 2005 and gender equality in education by 2015.
6. Improving the quality of education.

Since the promulgation of the National Education and Training Charter (CNEF) in 2000, Morocco has made remarkable progress towards achieving EFA goals by giving priority to the universal and expanded access to school enrolment in the compulsory education levels. With only 17 months remaining until the 2015 deadline, what is the outcome of Morocco's efforts towards achieving EFA goals? What are the country's chances of achieving said goals within the set deadline? What are the main challenges and obstacles to overcome? And what are the required strategies in order to fulfil the country's commitments towards the six EFA goals?

Based on data gathered from departments working of EFA, we deduce that Morocco has made considerable and undeniable progress towards achieving most of EFA goals. Morocco's firm will to endeavor relentlessly to achieve the six EFA goals stems from its strong conviction that education is the vector of socio-economic development and a determining factor in fighting poverty and social exclusion. By improving the performance of the education sector, Morocco will without a doubt provide the right conditions for the immaterial capital King Mohammed VI had highlighted in his speech on the anniversary of the throne day (July, 30th 2014).

However, despite Morocco's efforts, there are still many chokepoints. Data and conclusions highlighted in this report show that regional disparities in education still linger on, delaying the fulfilment of universal education. Such disparities are linked to social inequalities between economically rich regions and regions suffering from a lack of opportunities and underdevelopment. Nonetheless, such a disadvantage based on wealth is not an isolated factor; it is linked to other variables such as geographic seclusion of some population groups and some persisting cultural attitudes especially towards girls' education despite the country's efforts to promote gender equality and to protect young children. Thus, delays in achieving universal education are also the result of accumulated infrastructure deficits since before the reform years and of the under-investment in education since the enactment of the structural adjustment policy with its negative impact on funds allocated to the social

sectors in general and the education sector in particular.

During the past few years, Morocco has given the priority to the reduction of disparities between rural and urban areas in its public policies, especially in education, as evident in the provisions and projects set in the Emergency Plan (2009 - 2012) which had led to the improvement of school enrolment in rural areas and the strengthening of social support policy in favor of disadvantaged children, in addition to efforts made to develop human resources and good governance in the education sector. All these efforts started to bear their fruits as proven by recent data even though some impacts will only be seen in the medium and long term. That is why, it is possible to confirm that for primary education, Morocco is heading steadfast towards achieving the goal of universal primary education for children aged 6-11. On the other hand, many obstacles still impede universal access to modern preschool education as well as adult literacy and adult education. If poverty and vulnerability in rural areas are major impediments to EFA goals, for many years now, we notice that new public policies factor in these elements systematically in their action plans so as to mitigate their effect.

It is worth noting that other factors related mainly to the characteristics of the demand side and of some population categories impact even more the enrolment rate and children's health, thus impacting the progress towards achieving EFA by 2015 if additional resources and capacities are not urgently mobilized to overcome them. In light of these challenges and constraints, and in order to fulfill its commitments and deadlines in achieving the Millennium Development Goals (MDGs), especially those related to EFA, Morocco has launched wide social, economic and educational reforms during the last decade. Such reforms were introduced in an institutional, socio-economic and demographic environment that had seen contradicting developments. This has provided good chances to succeed and good justifications for delays in their implementation, at the same time.

I. Socio-economic context

Relentlessly, Morocco strives to achieve the MDGs, especially EFA goals, by the set deadline.

One of the key factors in achieving the MDGs and EFA goals is a rapid and sustainable economic growth that benefits all social categories in the country. In this regard, the public authorities have launched considerable economic reforms so as to create the adequate conditions for a strong and sustainable growth.

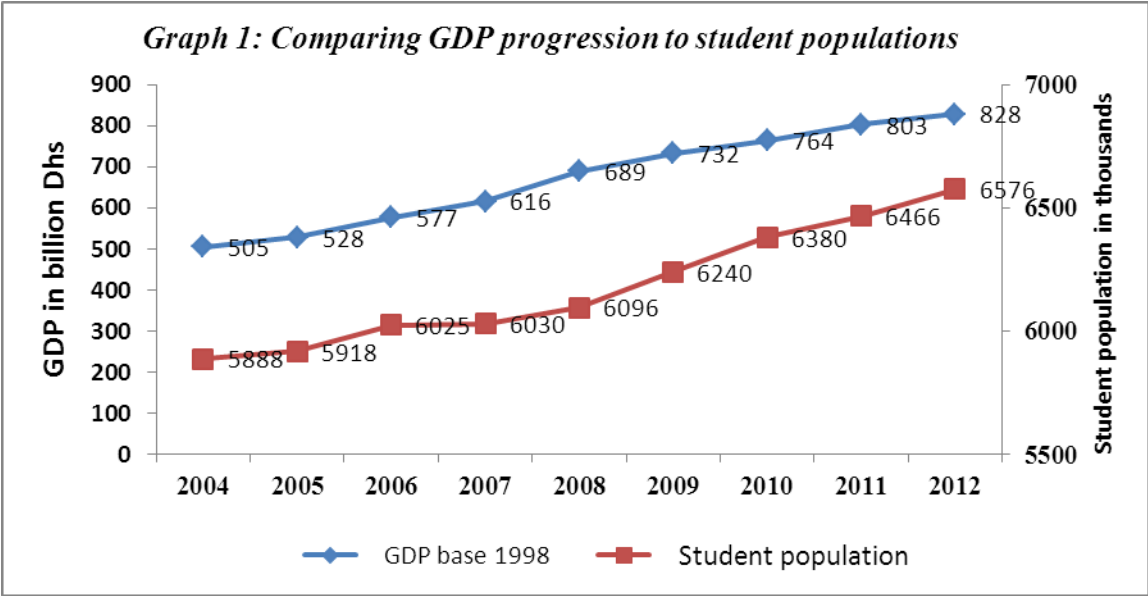
Wide-scale projects have been initiated in the last decade to consolidate and develop the country's infrastructure, to structure the country's economy and promote the social conditions of the vulnerable and marginalized categories in particular.

National economic growth seems to have been 4.3% in 2013 compared to 2.7% in 2012. The primary sector seems to have registered decreased added values by 2.7% in comparison with 2012. Non-agricultural activities seem to have increased at a rate of 2.2%

As a result, growth does not seem to be linked to an agricultural sector that is still subject to climatic change. The structure of the GDP reveals an emerging economy that allows the country to consolidate its international ranking and to become more attractive to foreign investments. In this scope, the curve of overall foreign investments has been on the rise since 1996-1997 with the introduction of privatization. The 1990s were marked by an average of 5 billion dirhams per year. Since the year 2000, the increase was at an average of 26 billion dirhams per year.

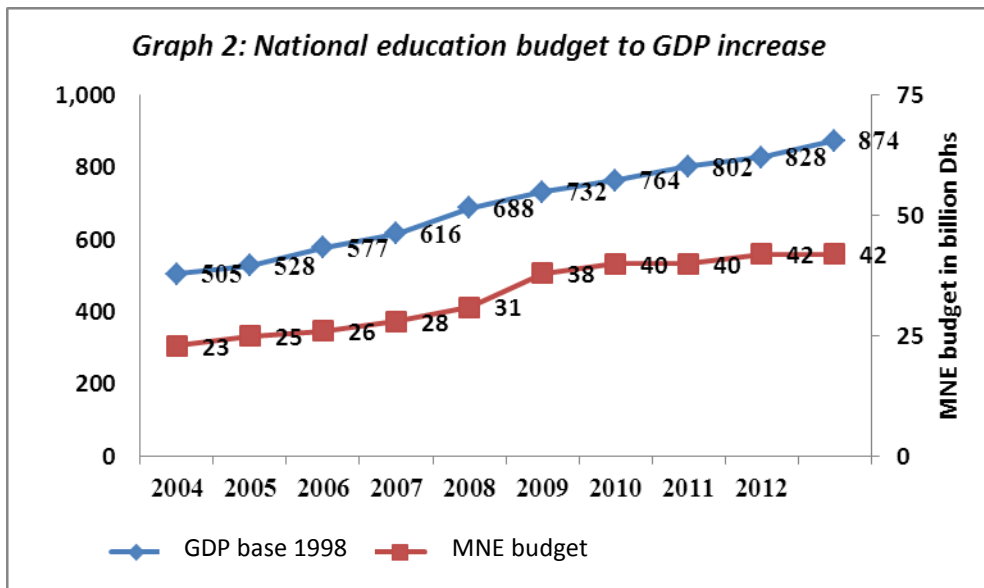
In 2013, Foreign Direct Investments (FDIs) volume in Morocco had increased by 32.2% in comparison with 2012 to reach 28.3 billion dirhams in 2013 against 21.4 billion dirhams in 2012

Although the impact of economic growth on education is unequivocal, nonetheless, investment in education and knowledge is nowadays the most sustainable and profitable window towards sustainable social and economic development.



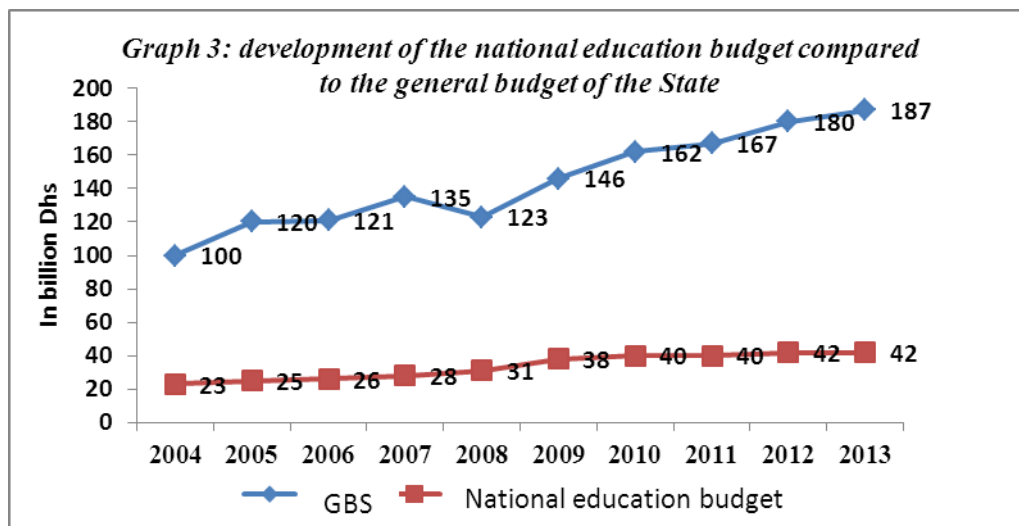
Morocco’s GDP has witnessed a steady increase between 2004 and 2012. The same tendency was noticed with the allocated budget to the Ministry of National Education (MNE). In addition, the financial support to the education sector was even more evident between 2009 and 2011 within the framework of the Emergency Program as the budget allocated to the School Education Department (DES) increased from more than 31 billion Dirhams in 2008 to more than 42 billion in 2012 i.e. a total increase of 35.5%.

This increase translates governments’ strongest commitments to education and to raising aid levels which had led to increasing real education expenditures since 2009, the year the Emergency Program was launched.

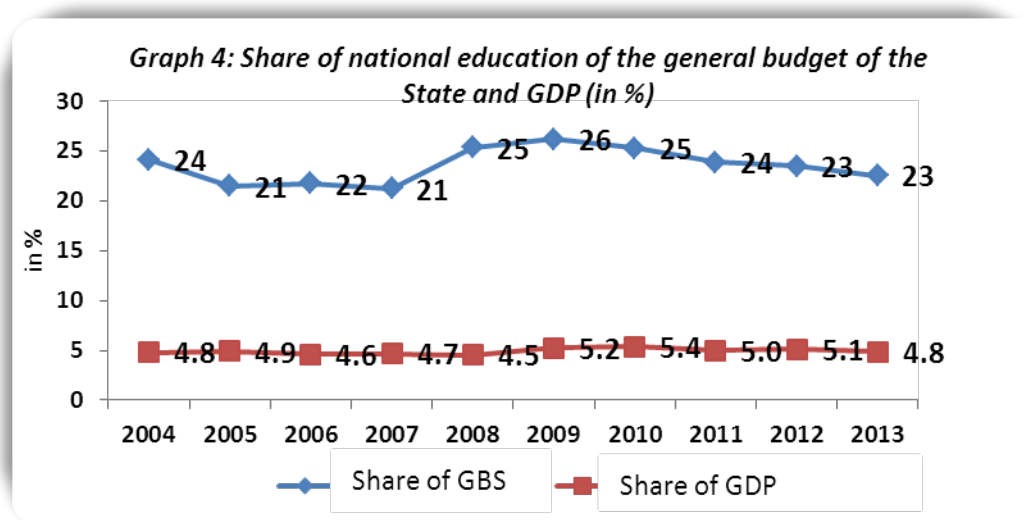


Economic growth and strengthening governments' capabilities to mobilize additional revenues have also contributed to the tangible improvement in education resources.

As for the comparative development between the national education budget and the General Budget of the State (GBS), it is worth noting the comparative trend between 2003 and 2008 while noting that despite the impact of the economic crisis on the GBS in 2009, the State's effort to finance education was sustained and even strengthened.



The index of the total education financing effort (national education budget / GDP ratio) has been since 2009, thanks to the EP, at an approximately 5% average rate. On the other hand, the share of school education of the GBS (relative effort index) had slightly decreased to 23% in 2012 and 2013.



Public financing of the education sector and equitable resource allocation: what about Morocco?

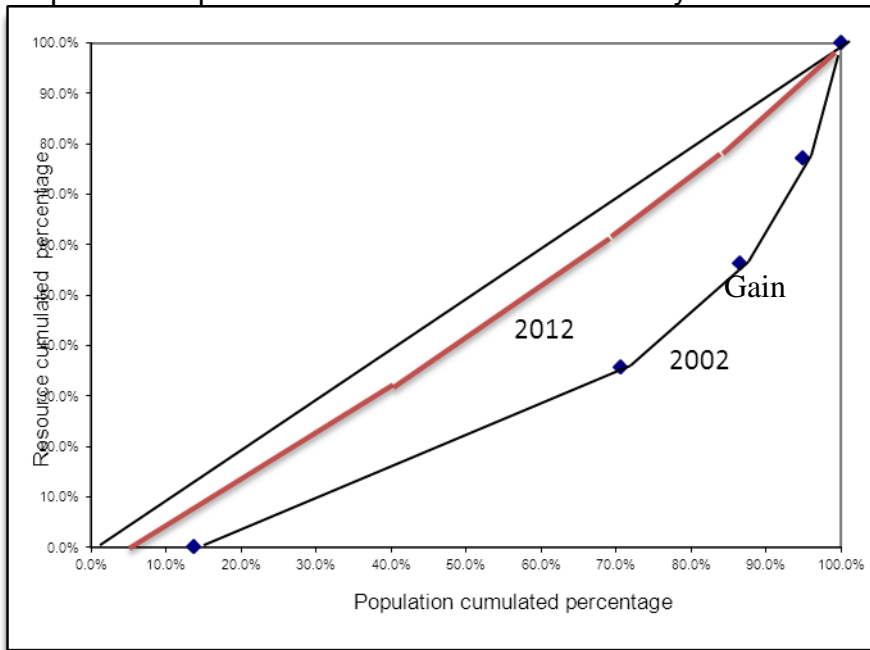
When addressing education financing, it is useful to look into the question of equity. The concept of equity raises the following questions: who contributes to education financing? Who are the beneficiaries?

In answer to the second question, we start from the idea that, depending on their school education and final education levels reached within the school system that is more or less a lengthy process, individuals accumulate public resources that vary according to the education levels and annual unit costs per cycle. According to this principle, those who do not have access to schools do not benefit from any public resource allocated to the system. To the contrary, those who stay too long within the system and reach very high levels acquire important resources.

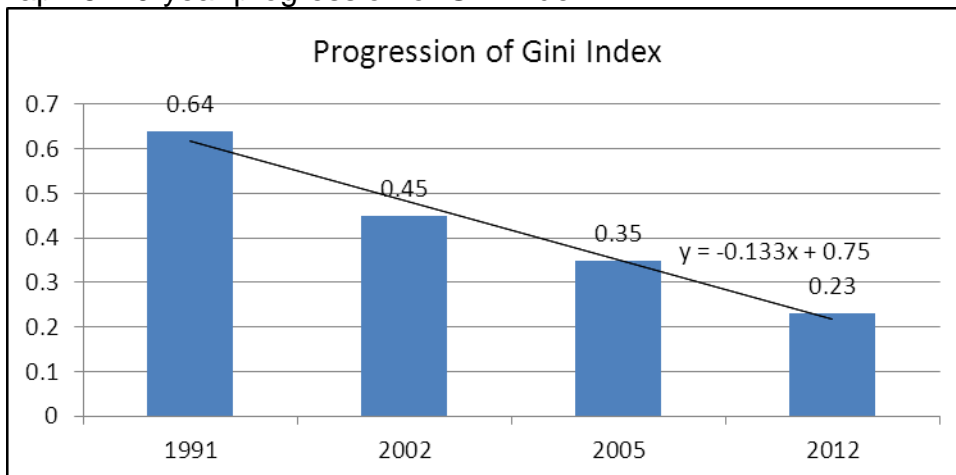
Equity is measured then by the Gini index and reflected by the concentration curve (Lorenz curve). We have applied this methodology to the available education and budgetary data¹. The results reveal a net improvement in equitable allocation of public resources between 1991-2 and 2012-13 (see graph 6).

¹ Brahim CHEDATI, Financing the education system between the Charter provisions and reality, CSE, June 2014.

Graph 5: Comparison of Lorenz curves over 10 years



Graph 6: 10-year progression of Gini index



II. Demographic context

A. Progression of young populations

According to the General Population and Habitat Census (GPHC) of 2004, the average annual demographic growth went from 2.04% between 1982 and 1994 to 1.4% between 1994-2004 which created a demographic shift earlier than expected in the following years.

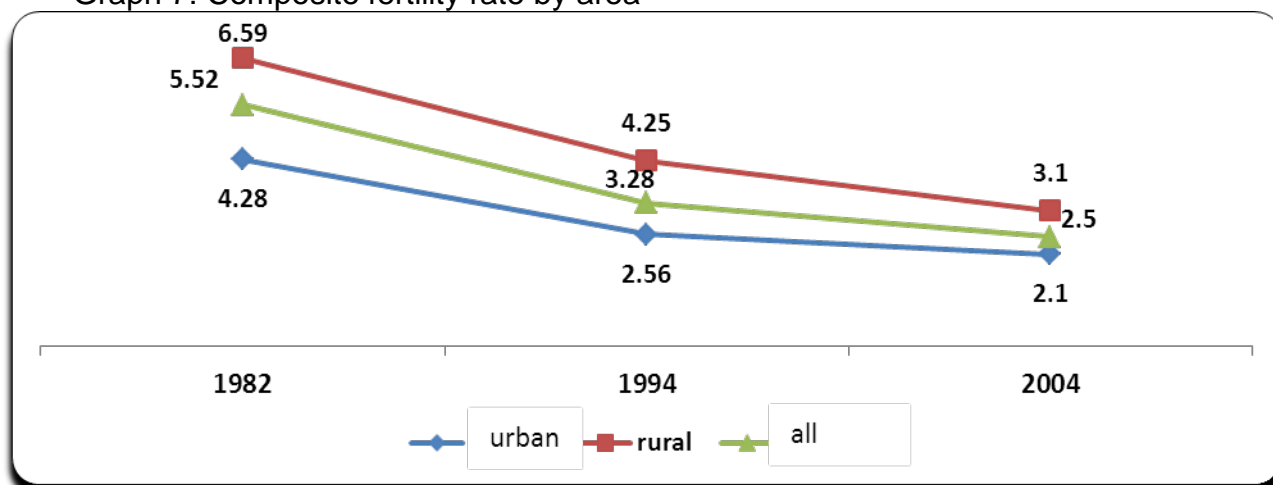
In fact, according to the PHC projections for the next 30 years, the number of children less than one year old has increased until 2007, due to the accumulated demographic momentum in the past and despite the alleged decrease in fertility rates. In return, starting 2008, these populations showed a slight and progressive decline.

The declining fertility rate directly impacts the progression of student populations in pre-school (4-5 years), primary (6-11 years) and lower secondary education (12-14 years). All these age categories are seeing a steady decline in their populations. According to HCP projections, their numbers would be declining between 2004 and 2030 by 13%, 15% and 17% respectively for the age categories 4-5 years, 6-11 years and 12-14 years.

These trends were confirmed by a recent repeated national demographic survey of 105,000 households organized by the HCP in 2010; it showed a clear decline in fertility rate and a subsequent demographic transition. Thus the study had revealed that in 2010, a woman brings in her lifetime 2 children instead of 2.5 as was the case in 2004. In the 80s, the same woman would have 5.2 kids, i.e. practically a decline of 3 kids in 3 decades.

In this event, the average annual demographic growth declined from 1.62% between 1982 and 2010 to 1.05% in 2010. According to the GCP, this progression is the direct outcome of a joint decline in fertility and mortality rates. It is essentially linked to the age decline at first marriage as well as the progressive mainstreaming of different contraceptive measures. In fact, in its various forms, the use of contraceptives increased from 8% for women in the 60s to 63% in 2010. Age at first marriage declined from 17 years for women in 1960 to about 27 years in 2010.

Graph 7: Composite fertility rate by area



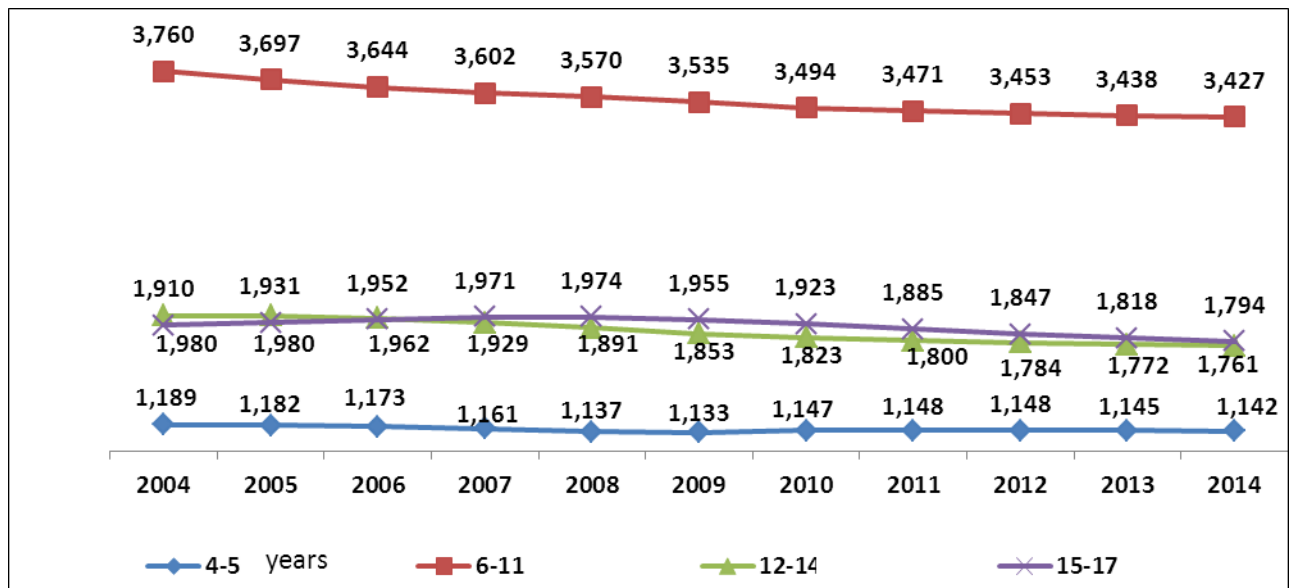
Source: HCP

B. Progression of enrolled student populations

According to the stated demographic transition, the progression of student populations between 2004 and 2014 would be characterized by a slight decline in all age categories with a sharper decline for the 6-11 years category. Worldwide, the declining student populations of 4 to 17 years of age should go on until 2030. The annual average decline is 3.1% for the 2004 – 2014 period alone.

This conclusion will reduce the demographic pressure on current and future school enrolment demand and will allow later on to reorient school enrolment opportunities towards other qualitative aspects of the education and training system.

Graph 8: Progression of school-age populations by age category (in thousands)



III. Geographic and cultural contexts

Morocco has a total area of 71,850 km². It is divided into 16 regions and 82 provinces and prefectures. Its population was 29,891,708 according to the 2004 census, is around 33,304,000 in 2014, of which, 59.7% live in urban areas.

In Morocco, we find the biggest plains and highest mountains of North Africa. The country's landscape is marked by four main systems: the Rif, Central Atlas, High-Atlas and Anti-Atlas mountains.

Morocco is situated in a zone of subtropical climate on the west boundaries of the African continent. In summer, Morocco faces the hot arid conditions while in winter, the climate is moderate and humid.

Also, some regions especially mountainous areas are seasonally isolated in winter while other areas remain exposed to floods. 35% of local communities suffer from seasonal isolation.

Land management impacts the organization of school enrolment opportunities. It is a question that imposes at times restrictive choices and leans in favor of considering other parameters that do not only rely on the sole will of the department in charge of the education sector. It is only during the last few years that the complexity of stakes emanating from organizing social services was taken into account; and public policies integrating several dimensions that were often overlooked in the choice of past public actions saw the light.

This is to say that the education and training system in Morocco, similarly to other countries, was developed in line with local development. Therefore, the rural area remained for a long time less developed from an organizational and schooling point of view, even if its population was far more important. Also, mountainous areas and inaccessible areas witnessed a slower development of schooling opportunities. Finally, Morocco's climate does impact the development of schooling opportunities. Often, many tribes living in mountainous and sub-Saharan areas organize their social life according to climate conditions and are compelled to adopt a transhumance life according to seasons, in search of better life conditions for themselves and for their livestock.

These nomadic and transhumance characteristics have made the organization of schooling opportunities far more difficult. Accounting for this phenomenon and designing a suitable educational offer required a lot of time.

With the decentralization process that started with the division of regions into 16 subdivisions, the lack of basic infrastructure and equitable access to social services emerged as key obstacles to providing universal and fairly costly education for all Moroccans regardless of their socio-economic background.

The geographic location of Morocco rendered it a true multicultural space given its diversified population: Arabs, Berbers and Africans. This ethnic mosaic gives it an important cultural status. Each region has its own particularities, thus enriching the national culture. This diversified culture impacts the development of the education and training system. Multilingualism by itself is a challenge to the education and training system in Morocco regardless of the ideological or political considerations and despite the social choice made as to the language of education, and given all the constraints arising from such a choice. This multilingualism creates real challenges in implementing EFA goals.

CHAPTER 1

FIRST GOAL: EXPAND EARLY CHILDHOOD CARE AND EDUCATION

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Thanks to the strategy adopted by Morocco pertaining to children's protection, especially in the framework of the National Plan of Action for Children (PANE, 2006 - 2015), undeniable progress was achieved in the rights of children to a healthy life (nutrition, health care...) to education and personal development, to protection against violence, against labor exploitation and against all forms of exclusion and discrimination.

The mid-term assessment of the PANE, conducted in 2011, revealed the importance of efforts deployed by all actors to promote a protecting environment for children by strengthening the legal measures in terms of early childhood shelters and programs, especially children victim of vulnerability, violence, abuse or exploitation.

For example, it is important to remember that the coverage rate of immunization campaigns reached 100% during the past five years and that infant and child mortality rates registered a net decrease that will allow reaching the 2015 goal. However, despite these encouraging results, achieving the goal of protecting young children, especially the most vulnerable and underprivileged requires additional efforts, particularly at the local level, in terms of shelters and care infrastructure, capacity building of mentoring and coaching staff, budgetary resources allocated to executed programs and a better coordination between response structures and actors.

Regarding preschool education, despite progress made in the past five years with the execution of the Emergency Program, schooling opportunities still remain higher than (real or potential) demand, especially in peri-urban and rural areas. It is worth noting that this cycle falls under the control of, almost exclusively, the private sector, either in its traditional (Quranic school/M'sid) or modern form (day care centers, nurseries) as they are dominant in urban areas. Private modern preschools (kindergarten) are almost non-existent in rural areas and public ones are still very limited compared to the demand.

In light of this situation, Morocco is asked to deploy additional efforts to improve preschool opportunities whether in the public (integrated classes) or private sectors in order to bridge the deficit, improve the quality of traditional preschools and reduce disparities between rural and urban areas.

If Morocco had deliberately chosen to adopt the two types of preschool institutions for historic and cultural reasons, the challenge remains to develop them in a balanced and coherent way so as to ensure conditions of equal access and success in primary school for all 4-5 year old children.

I. Executed programs and projects

A. Early childhood Education

Since 2008-2009, early childhood education was restructured so as to promote a new preschool education system that is more adapted to set standards for this cycle and to the needs of Moroccan children. The restructuring process caused a setback in the achievement of universal primary education by 2015. During that same period, a slight decline in the number of preschool institutions, classrooms and enrolled student populations is even noted.

The FMPS input

The Moroccan Foundation for the Promotion of Pre-School Education (FMPS) is a non-profit organization that was established on *March 10, 2008* by the MENESCRSFC (Ministry of National Education, Higher Education and Scientific Research and Professional Staff Training), the Higher Council of Education, the Ministry of Interior and Mohammed VI Foundation to promote social works related to Education-Training. Its objective is to elaborate, support and subsidize any action aiming at developing preschool education in Morocco.

In order to equip children of preschool-age with the necessary tools for their social integration and success at school independently of their place of origin and socio-professional categories, the FMPS aspires to render preschool education a universal education by 2017.

The FMPS relies on three factors to make its preschool model accessible to a bigger number of preschool-age children:

- a. Geographic accessibility: provide parents with schools close to their place of residency.
- b. Financial access: apply accessible tariffs to all socio-professional categories.
- c. Cultural accessibility: an environment steeped in local culture with education opportunities of a common-core syllabus with region-specific modules and framework.

The standardization of preschool education proposed by the FMPS is based on four pillars:

- o A standardized and regionalized education: FMPS established partnerships with universities, Regional Education and Training Academies (AREF) and vocational training institutions ... so as to equip universities with a specialized education in preschool education.
- o The education process had already started in Rabat, Meknes and Settat and will be progressively generalized to all universities.
- o A Moroccan education referential system: with a pedagogical vision based on 4 axes: languages, competences, disciplines and measuring children's progress.
- o Infrastructure and equipment standards: the FMPS education project reveals its originality by adopting international infrastructure and equipment standards.

Projects that required FMPS signing partnership agreements benefit 5,682 children (58.8% of them live in urban areas) during the academic year 2013-2014. This total number is entrusted to 278 female educators thus an average of 20 children per educator.

Table 1: Progression of children's populations from 2011 to 2014

Projects	Children's populations							
	2010-2011		2011-2012		2012-2013		2013-2014	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
FM6	1525	0	1881	0	2224	0	2 388	0
INDH	148	0	665	0	984	0	953	0
Associations	0	0	0	1204	0	1218	0	1321
AREF	0	0	0	985	0	1022	0	1020
Subtotal	1673	0	2546	2189	3208	2240	3341	2341

Gross total	1673	4735	5448	5682
-------------	------	------	------	------

As a reminder, projects are implemented within the framework of agreements concluded with aforementioned partners. As for projects signed with associations, classroom management is entrusted to a community network in the framework of a delegated management and according to set terms of reference.

Pilot projects aims to undertake field experiments of a series of management and supervision methods as well as of the FMPS education referential system.

Table 2: Distribution of female educators by project

Partners	(*) number of female educators
FM6	128
INDH	49
Associations (delegated management)	60
AREF	41
Total	278

(*) 2013 & 2014

Table 3: Student populations by gender and project (2014)

Projects	Numbers		
	girls	boys	Total
FM6	1057	1331	2388
INDH	416	537	953
Associations	647	674	1321
AREF	377	643	1020
Total	2497	3185	5682

FMPS anticipated an ambitious program to reach the government objective of 75% of preschool enrolment in 2017, in collaboration with the MNE.

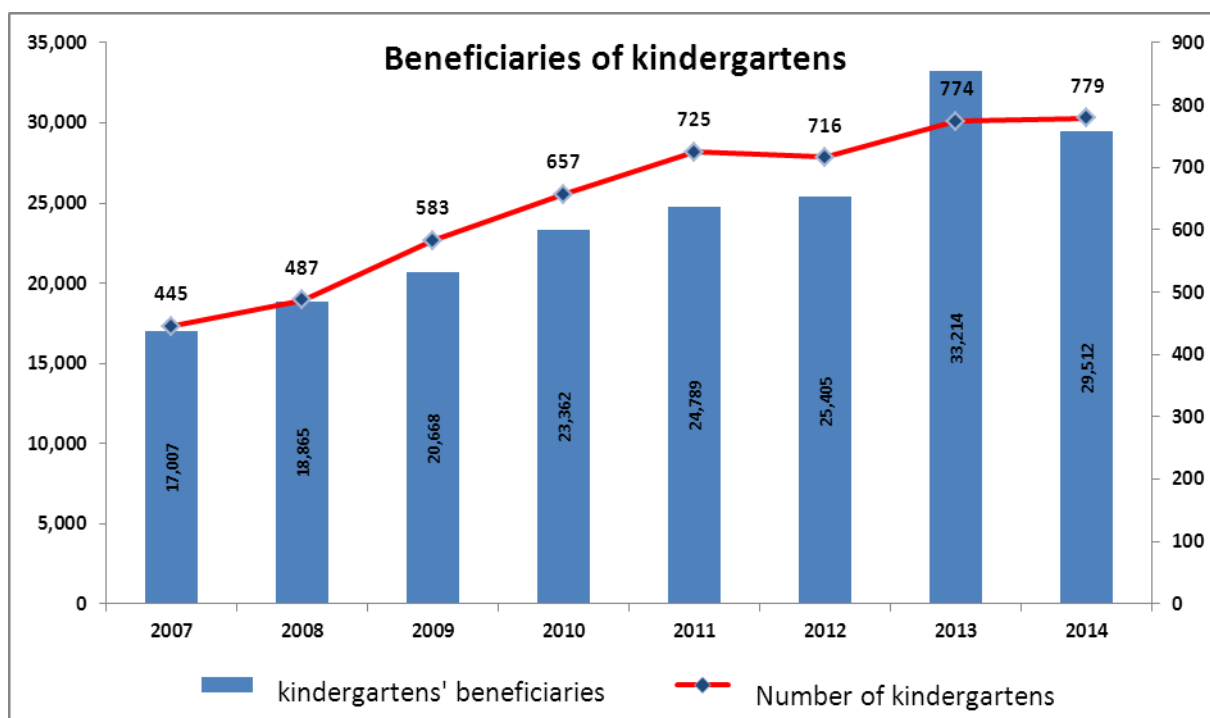
National Cooperation

National Cooperation provides children of poor families with a platform to benefit from an adapted preschool system, allowing them to have more means to survive in classic school cycles especially during the first years of primary school.

This program also planned for an adapted preschool service for children with mild disabilities; it allows their parents to have more time for their active life.

The education support program targets children 4 to 5 years old of underprivileged social communities. It plans for the creation of kindergartens throughout the country. Until 2014, the program had successfully established 779 kindergartens, more than 50% of them in rural areas, receiving around 29,512 children, more than 50% of whom are girls.

Graph 9: Number of kindergartens and beneficiaries of the National Cooperation program



The contribution of the Ministry of Habous and Islamic Affairs (MHAI)

This department firmly contributes to the expansion of traditional preschool education (learning the Arabic language and the Holy Quran). Students' populations in this type of preschool education increased from 321,580 students in 2007 to 345,519 in 2012, i.e. a gross growth rate of 7.44%. This growth is mainly due to the introduction of preschool education to a certain number of traditional system schools, knowing that these schools receive the youngest children (4-5 years) as well as younger children who had never been schooled or who had dropped out of school really early.

The contribution of the Ministry of Youth and Sports

The Ministry of Youth and Sports has widened its network of day care centers and nurseries to 377 institutions, 228 in urban areas and 149 in rural areas. It consolidated its network by creating an average of 10 institutions per year. These establishments receive 11,092 children, with 7,520 of them (67.8%) living in urban areas. Also, 5,200 children are girls, i.e. around 47%. It is worth noting that in the scope of parent-centered activities, 5,724 mothers were introduced to educational and social notions in 2013. This "parental institution" is a real communication means between the family and the child.

As the department in charge of licensing private day care centers², the Ministry deals with investors, studying and following-up on relevant files, thus it contributes to

² The Ministry of Youth and Sports answers requests made by investors to open private day care centers following the prerequisites of law 40-04 on the status of private day care centers, and the implementation decree no. 8.08.678

the improvement of services dedicated to early childhood in Morocco. It also endeavors to improve services conditions by updating pedagogical contents, ongoing staff training, upgrading the equipment and infrastructure of such establishments and especially by creating new structures throughout the country every year.

B. Early childhood protection

Morocco's strategy on child protection especially in the scope of its National Plan of Action for Children (PANE, 2006-2015), falls under the Millennium Development Goals (MDGs), particularly the second goal on EFA. The protection aspects are multidimensional and cover improving nutrition and health care conditions as well as protection against all forms of violence and abuse of young children.

Morocco was firmly committed to reducing maternal mortality by three quarters and under-five mortality rate by two thirds (MDG 4) by 2015. Thanks to many health programs targeting this age category, infant and child mortality decreased from 84 deaths per 1000 live births in 1992 to 30 in 2011, thus a decrease of 64.3%. Nonetheless, despite this result, there are still inequalities in terms of access to health care between urban and rural areas, between regions and between socio-economic levels.

1- Targeted populations

Develop and improve early childhood protection and education, in all aspects, especially most vulnerable and underprivileged children.

The health of an adult person is built since their childhood. Morocco gives high importance to its children through a number of health programs targeting this age category in particular. By adopting the MDGs, Morocco is committed to reducing maternal mortality by three quarters (MDG 5) and under-five mortality by two thirds (MDG 4) by 2015.

Improving children's health was possible thanks to the implementation of a series of health programs.

2- Implemented programs:

The most important health programs targeting specific population categories are the following (*source*: Ministry of Health, 2013):

- the national program on pregnancy and delivery follow-up (the targeted population is 654,824 pregnant women);
- Anti HIV/AIDS programs and especially prevention of mother-to-child transmission (PMTCT) (populations at risk +++).
- Comprehensive child care (2,986,286 under-five children).
- The national immunization program (new births: 654,824 children).
- The national anti-malnutrition and vitamin supplements program (under-five children: 2,986,286 children).
- The national program on school and university health (about 6,777,377 students).

- Providing care for women and children victims of violence (total women and children populations).
- Providing care for children with motor or sensory disabilities (the whole population with disabilities is estimated at 1,540,000 persons according to the national census of 2004, the Minister of Solidarity, Women, Family and Social Development (MDSFS)).

3- Main indicators and impact of child protection programs:

The following indicators are related to the main programs developed by the Ministry of Health which target the most vulnerable populations i.e. pregnant women and children under five.

3.1. Infant and Child Mortality (ICM)

The following table breaks down ICM into neo-natal, infant, child and infant/child mortality (per 1000 live births) according to the studies of the Ministry of Health during the past 30 years.

Table 4: Infant & child mortality

Type of mortality (‰)	1982-1991	1994-2003	2009-2010	2010-2011
Neonatal mortality (from birth to one month)	31	27	-	21.7
Infant mortality (from birth to 1 year)	57	40	30.2	29
Child mortality (from 1 to 4 years)	20	7	6.3	1,7
Infant/child mortality (from birth to 5 years)	76	47	36.2	30.5

Source: MoH; 2013.

The 2012–2016 action plan aims to reduce infant/child mortality to 20 per 1000 live births by 2016. Neonatal mortality, closely linked to the health conditions of the mother during her pregnancy and delivery, remains a big challenge. In fact, more than half of newborn deaths (0-1 month) take place before the first month after birth.

3.2 Diseases targeted by the immunization campaign

The National Immunization program (NIP) is one of the health programs that have particularly contributed to the reduction of neonatal and infant/child mortality and morbidity. In fact, this program being exclusively supported by the State budget (vaccines, medical consumables, means of mobility, cold chain of distribution, information system...) has eradicated several diseases such as:

- Poliomyelitis, the last case goes back to 1987
- Diphtheria, the last case was back in 1991
- Neonatal and maternal tetanus which elimination was certified in 2002.

These programs have also contributed to the decline in meningitis cases and

invasive infections due to Haemophilus influenzae type b (Hib) and of the mortality and morbidity costs due to tuberculosis (essentially meningitis and military TB) to viral hepatitis type B (HB), whooping cough, measles and rubella. The National Immunization Program will certainly contribute to an additional reduction of infant/child mortality due to the introduction of new vaccines:

- Pneumococcus vaccine that will help control invasive infections due to this germ: pneumonias, meningitis and otitis;
- Rotavirus vaccine that will reduce severe diarrhea with young children and thus the inherent cost of hospitalization of such cases.

Table 5: Coverage rate of vaccination campaigns (in % of children)

Type of vaccine	2007	2008	2009	2010	2011	2012	2013
Coverage rate by GBS	93%	96%	99%	100%	98,5%	100%	100%
Coverage rate of DTCP ₃ - Hib ₃ (diphtheria, tetanus, whooping cough, poliomyelitis, haemophilus, influenza)	92%	97%	99%	100%	95%	97%	98%
Coverage rate by anti-measles vaccine	92%	94%	96%	96%	94%	99%	98%

Source: MoH; 2013.

3.3 Fighting micronutrient deficiency and risky behavior

Vitamin A and D (essential for vision, immunity system, bone development) deficiencies are also a public health issue for young children. In fact, more than 4 out of 10 children have vitamin A deficiency and about 1 in 10 children have vitamin D deficiency. The coverage of under-two children with vitamin supplements is around 70% for vitamin A and 80% for vitamin D.

3.4 National Program for School and University Health (NPSUH)

The NPSUH aims at protecting and promoting physical and mental health for students, throughout the education system, via educational, preventive and curative activities at the school and university levels such as:

- The systematic medical visit of students in targeted grades (preschool, first primary and first secondary) and vacationers;
- The sanitary control of preschool premises, schools and their environment;
- Detection of visual deficiencies and prevention of transmissible ophtalmia;
- Promotion of oral hygiene;
- Health education and promotion of a healthy life style;
- Listening and orientation services;
- Medical and health care visits on demand;
- Sanitary control of camp sites and summer camps.

In addition, to strengthen health education and access to health information, special services designated to respond to specific needs of the young and adolescents were established, namely:

- The creation of 32 Youth Health Spaces (ESJ) to promote youth health by providing accessible and adapted services in the field of listening, counselling, psychosocial support, medical and psychological care and orientation that include sexual and reproductive health and addiction problems.
- Creating 20 Reference Centers for School and University Health (RCSUH) and 30 University Medical Centers (UMC); these centers help improve students' health by providing access to services adapted to their specific needs while providing appropriate follow-up and support.
- Elaborating and conceiving educational and teaching support to improve the youth knowledge;
- Creating the following website: "www.santejeunes.ma".

The following table summarizes the progression of key indicators of the National Program on School and University Health.

Table 6: NPSUH key indicators

Activity Year	Systematic medical visit		Visual acuity control	Automatic refraction	Controlling establishments hygiene		Hygiene education	
	School	University			School	University	School	University
2009-10	78%	81%	68%	60%	38%	77%	70%	55%
2010-11	87%	76%	78%	55%	48%	83%	65%	45%
2011-12	81%	81%	74%	53%	52%	80%	58%	42%
2012-13	81%	74%	75%	49%	46%	73%	76%	36%

Source: MoH; 2013.

3.5 Support and follow-up of children with disabilities

The Ministry of Health in partnership with the Ministries of National Education, Social Development and Training, Mohammed V and other actors, exerts huge efforts for the early detection of children with physical or sensory disabilities so as to provide school support and follow-up.

A regional multi-sectoral commission is in charge of establishing a list of all students with disabilities, every school year, according to the type and severity of disability; and to orient them towards the appropriate establishment. A team of teaching and medical specialists is in charge of the educational support and medical follow-up.

It is worth noting that the Ministry of Health (MoH) provides ongoing training to healthcare professionals in different areas related to disabilities, namely:

- Training regional trainers on preventing disabilities through awareness

and genetic counselling to families (30 pediatricians and general physicians trained in 2009);

- Ongoing training of 137 health professionals (gynecologists, pediatricians, general practitioners and mid-wives) in 2012, on early detection and support for perinatal and early childhood pathologies behind disabilities in 5 regions (Marrakech-Tensift-Haouz, Doukala-abda, Tangier-Tétouan, Fes-Boulmane, Meknes-Tafilalt).
- Ongoing training for health professionals on early detection of scoliosis in children (36 students in 2012 and 26 students in 2012).
- Ongoing training of 183 prosthetics and orthotics experts (47 in 2011; 37 in 2012; 99 in 2013).

3.6 Parental education

Parental education is an approach that was integrated into the health system in collaboration with UNICEF and local communities. It is centered on sending simple messages to parents (especially in rural areas) about their children's health and theirs, through Local Development Agents (LDA). LDAs are usually skilled volunteers living within targeted communities by said approach and that have good relations with the local population.

These messages are usually about their children's development, breastfeeding and nutrition, hygiene, vaccination, following-up on children's growth and healthcare. In this scope, several activities were put in place including:

- Preparing a reference guide to LDA (2008)
- Acquiring audio-visual and educative equipment for selected facilities
- Training health professionals and LDAs on child and mother health issues, and on the outreach approach for behavioral change
- Preparing education aids (flip charts, methodology guide for LDAs, CD-ROMs on parental education issues, brochures, documentaries, posters etc.)
- Organizing many education sessions for parents by LDAs.

3.7 HIV/AIDS

Although the incidence of the disease is still relatively weak amongst young children, vigilance remains nonetheless a must. According to the latest recommendations of UNAIDS, preventing mother-to-child transmission (PMTCT) "at all costs" remain a challenge for the next years.

Detection and treatment are free and covered by the MoH under the principle of patient confidentiality so as to avoid any stigmatization. A civil society network also contributes to fighting AIDS at the national level and provides the useful and necessary information about the dreadful disease.

3.8 Taking charge of children victims of violence

Fighting violence against women and children is also one of the main concerns of the public authorities. The MoH in collaboration with the Ministries of Social Development, Family and Solidarity, Justice and Interior (General Directorate of National Security, Royal Gendarmerie) and in partnership with many CSOs, has

elaborated a real forensic and social apparatus to protect women and children against violence and sexual abuse.

The following table summarizes the achievements of the National Program to fight violence against children in the past four years.

Table 7: National Program to fight violence against children

Type of services	2010	2011	2012	2013
Number of specialized units in operational support	75	76	76	76
Number of children victim of violence that were supported	623	850	907	963
Number of children victim of violence who received at least one psychological consultation	350	450	462	513
Number of health professionals trained on the reporting procedures in cases of child abuse	375	572	622	722
Units coverage rate by psychologists	27%	30%	30%	30%

Source: MoH, 2013.

In this framework, worth noting is the following:

- Efforts were deployed to strengthen the institutional capacity of actors for a better protection of children against violence by:
 - Decreasing the number of students in social protection establishments from 40 children in 2007 to 25 in 2009.
 - Increasing the number of judicial police officers in charge of minors (OPJCM) from 2,724 in 2010 to 3,171 in 2011.
 - Equipping regional brigades of the Royal Gendarmerie with special venues for minors.
- The emergence of a new generation of community-based social services for the protection of children against violence such as:
 - Establishing two SAMU Social (Social emergency rescue service) by the Ministry of Solidarity, Women, Family and Social Development (MSFFDS) in Casablanca and Meknes. The aim of this project is to help fight social exclusion and provide support for street children.
 - Creating 75 integrated care units for women and children victim of violence in public hospitals and UMC.
 - Establishing call centers and mediation centers in schools
 - Creating a special unit to secure and protect schools environment in 2008 within the General Directorate of National Security.

3.9 Fighting child labor:

- Reviewing the old list of dangerous jobs (decree of December 22, 2004) prohibited to children less than 18 years old in line with the provisions of the International Labor Convention related to fighting child labor.

- Widening the list of dangerous jobs prohibited to children under 18 years from 10 to 33. The decree related to this new list was approved by the Council of ministers in 2010 and published in the Official Gazette no.5899 dated December 13th, 2010.
- In the scope of the implementation of article 4 of the Labor Code, a draft law on domestic work was prepared and finalized. Aims at setting labor and employment conditions of domestic workers by prohibiting the employment of young girls less than 15 years of age. It includes the new constitutional provisions related to socio-economic rights in line with the International Convention no.189 on decent labor for domestic workers (2011), and the national action plan for children 2006-2015 “Morocco worthy of its children” (Maroc digne de ses enfants).
- Elaborate a draft law that would define the labor and employment conditions for purely traditional activities in collaboration with the Department of Handicrafts. This draft law prohibits child labor for those under 15 years of age in line with the provisions of articles 143 and 153 of the Labor Law. It was referred to the Secretariat General of the Government (SGG) on March 8th, 2012.
- Designating 51 focal points (work inspectors) since 2008 to the Labor delegations (circular of the Minister of Labor no.1/2008 of January 7th, 2008) to insure the follow-up of the anti-child labor file at the national level as well as the implementation of the Labor Law provisions governing child labor.
- Reducing the number of children 7 to 15 years old who are working from 517,000 in 1999 to 92.000 in 2012 according to the High Commissioner for Planning (Haut-Commissariat au Plan HCP) which represented respectively 9.7% and 1.9% of the total children population of this age category. Given its proportional importance in the labor market, the share of this population category of the employed active population declined from 5.50% in 1999 to 0.87% in 2012.
- Support to the institutions concerned with fighting child Labor by the Ministry of solidarity, Women, Family and Social Development as well as the Minister of Labor and Social Affairs.

II. Progress towards achieving the goal

A. Situation at the national level

Table 8: Number of preschool establishments (2007-2014)

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Traditional	Urban	8 529	7 454	7 444	7 602	6 864	7 134	7 425
	Rural	13 997	13 823	13 647	13 222	12 042	12 104	12 346
	Total	22 526	21 277	21 091	20 824	18 906	19 238	19 771

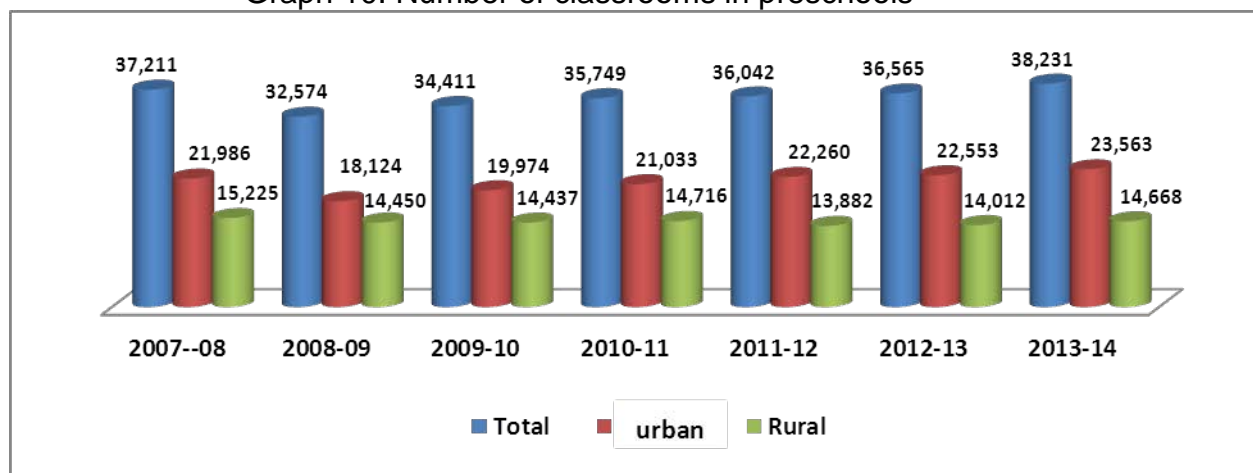
Private	Urban	1 599	1 822	1 933	2 042	2 304	2 238	2 412
	Rural	20	30	47	55	65	69	70
	Total	1 619	1 852	1 980	2 097	2 369	2 307	2 482
Public	Urban	304	396	521	624	668	620	653
	Rural	862	1 013	1 209	1 445	1 583	1320	1452
	Total	1 166	1 409	1 730	2 069	2 251	1940	2 105
Total	Urban	10 432	9 672	9 898	10 268	9 836	9 992	10 490
	Rural	14 879	14 866	14 903	14 722	13 690	13 493	13 868
	Total	25 311	24 538	24 801	24 990	23 526	23 485	24358

Source: DSSP/MNE

As shown in the previous table, the total number of preschool establishments decreased by 3.8% between 2007 and 2013, from 25,311 to 24,358 establishments. It was the traditional preschool education that had seen a noticeable decline (12.2%) from 22,526 to 19,771 institutions during the same period. This decline has been in both rural and urban areas.

In addition, in general, the number of classrooms decreased from 37,211 in 2007-2008 to 32,574 in 2008-2009 to 38,231 in 2013-2014, with some differences between rural and urban. Urban areas registered an increase of 7.2% compared to a decrease in rural areas by 4% although the MNE had created 2,269 integrated classes in rural primary schools (of a total of 3,391 integrated classes).

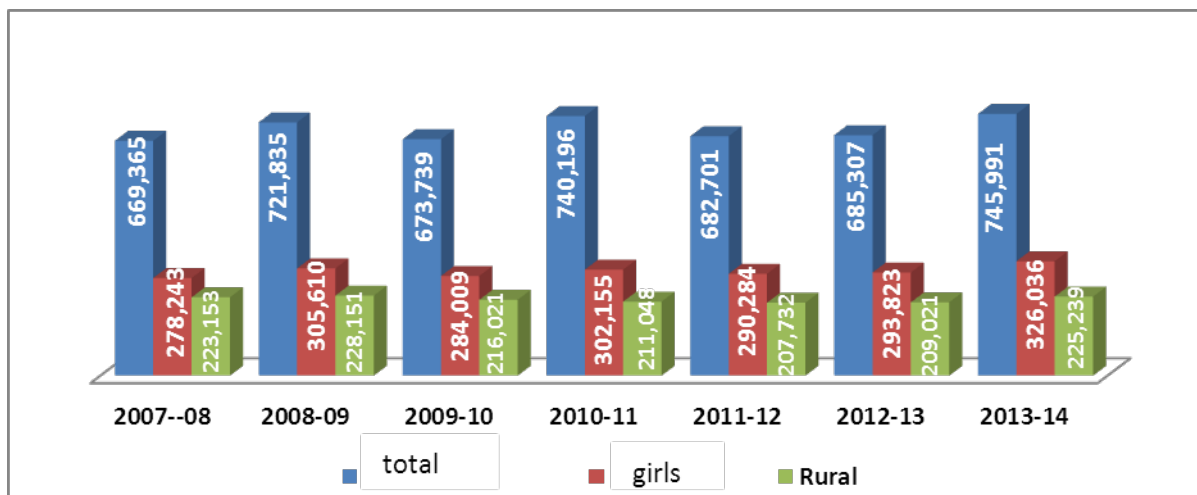
Graph 10: Number of classrooms in preschools



Source: DSSP/MNE

Regarding student populations, preschool education saw an growth rate of 2% as the number of enrolled children grew from 669,365 students (278,243 girls) in 2007-2008 to 745,991 (326,036 girls) in 2013-2014 with a deficit in rural preschools with numbers going from 223,153 in 2007-2008 to 225,239 students in 2013-2014.

Graph 11: Student populations in preschools



Source: DSSP/MNE

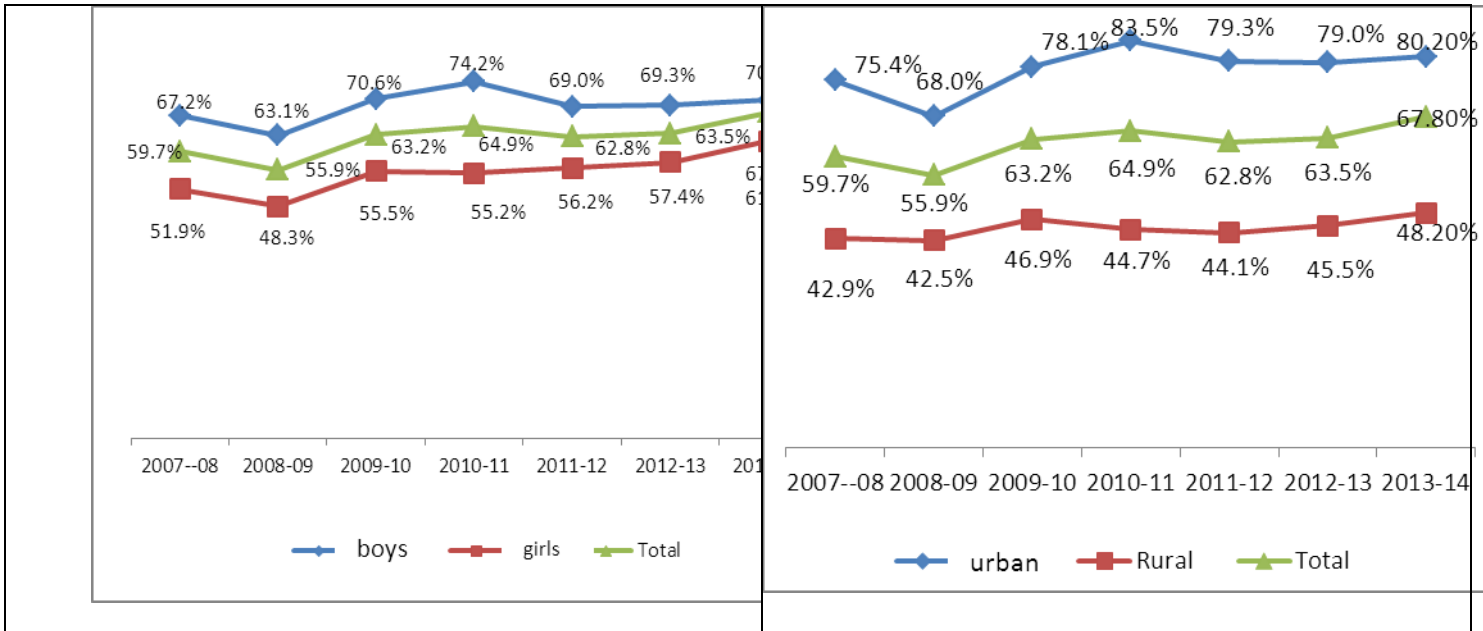
To measure the gap towards achieving the EFA goal for young children, one of the most appropriate indicators is the enrolment rate of children 4 to 5 years old. In fact, it is the ratio of children 4 to 5 years old enrolled in preschool or primary education to the total 4-5 year old population, knowing that a 1998 law allows 5 and a half years old to be enrolled in primary school.

The total progression shows a net improvement between 2008-2009 and 2013-2014 since the said rate grew from 55.9% to 67.8%. This means that 32.2% of 4-5 year old children are still out of school. However, this percentage of children enrolled in preschool should be considered compared to the rates in the Arab countries which do not exceed 20%. This is due among other reasons to the place given to traditional education, its wide national spread and its role in promoting the Arabic language and religious education.

On the other hand, the gap between boys and girls is still discriminative against girls as it was 15 points between 2007 and 2009 and surpassed 10 points between 2013 and 2014. Urban/rural disparities increased as well with a preschool enrolment gap of more than 32 points in 2007 to about 32 points between 2013 and 2014.

The main conclusion from early childhood education data is that 32.2% of the out-of-school 4-5 year old children is more concentrated in rural areas though at quasi stable rates. Given the current growth rate of preschooling, it is most probable that the 2015 EFA goal will not be achieved. However, integrating preschool classes in primary schools will soon bare its fruits in the coming years especially if preschooling opportunities are expanded even more. The following graph summarizes the progression of preschooling rates by gender and by area, between 2007 and 2014:

Graph 12: net enrolment rates in preschools



Source: DSSP/MNE

Upon reviewing the progression of the net enrolment rate presented in preschools in graph 12, we can notice four progression phases:

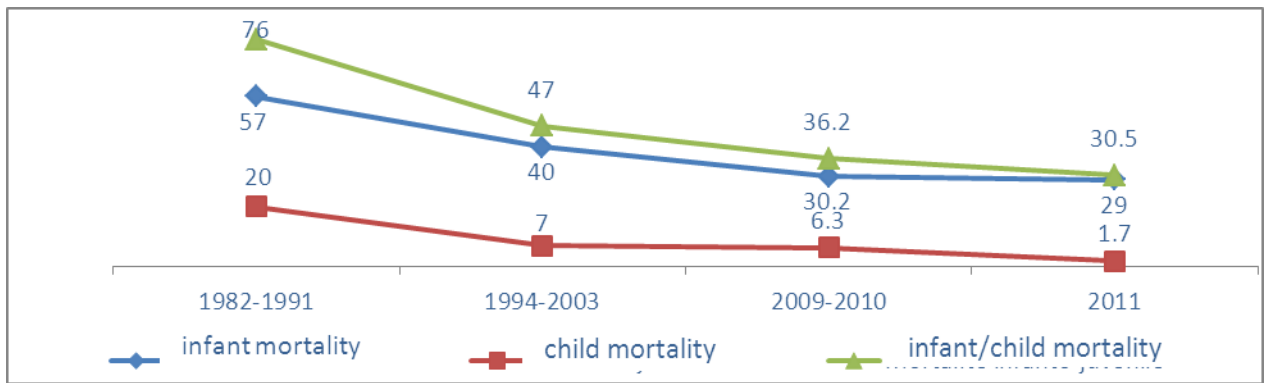
- A first phase of a very short decrease (2007 to 2009) where the net enrolment rates in preschools dropped by 3.8 percentage points³;
- A second phase of net growth between 2009 and 2011 of 9 percentage points (15.5 pp in urban areas).
- A new phase of declining net enrolment rates in preschools between 2011 and 2012 by 2.1 percentage points.
- A weak recovery of 0.7% starting 2012.

Regarding progress made in terms of early childhood protection, the progression is related to infant/child mortality rate which gives some information about early childhood health environment, and more generally that of the whole population.

In this scope, the infant/child mortality rate has witnessed a net decline during the past 30 years as it decreased from 76 per thousand children during the 80s to 30.5% per thousand in 2010-2011. Morocco still has to gain 10 points since the 2012-2016 action plan aims to reduce ICM to 20 per live births in 2016. Neonatal mortality which is tightly linked to mothers' health, pregnancy and childbirth conditions, remains nonetheless an important challenge to tackle.

Graph 13: Infant mortality rates (per 1000)

³ Regression is the strongest in rural areas (7.4 percentage points)

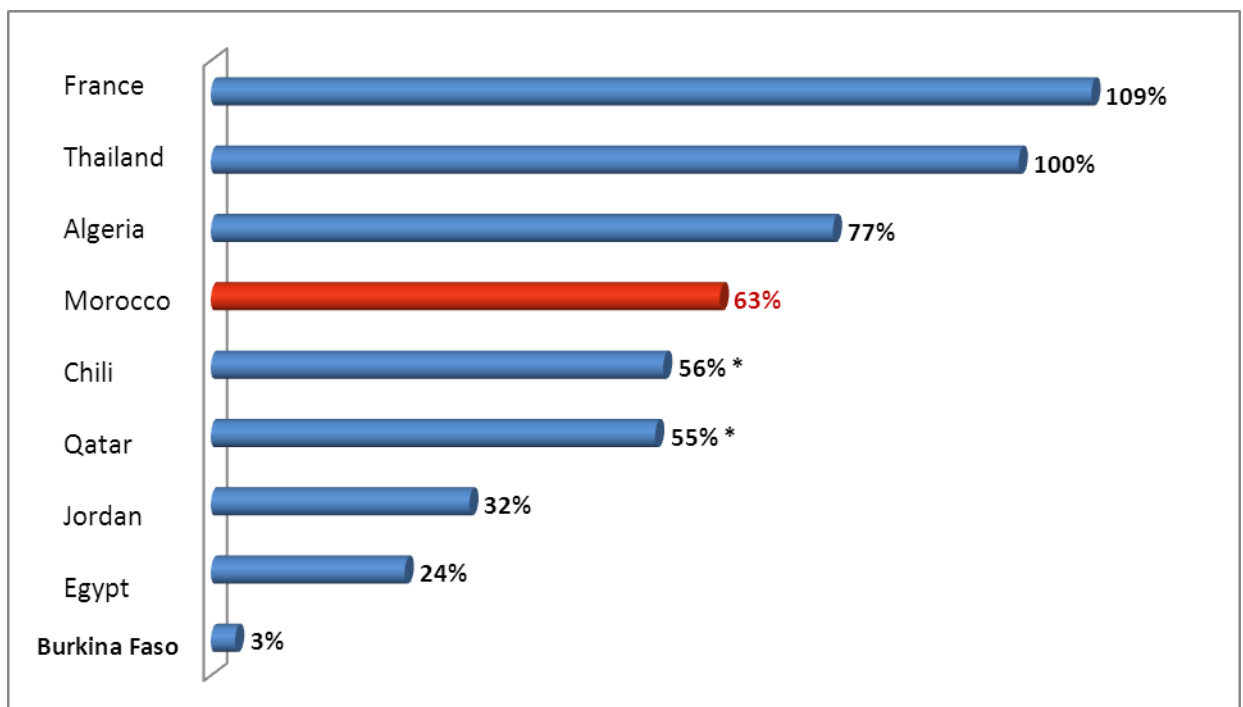


Source: Ministry of Health (MoH)

B. Morocco's international ranking

Even if the data of the Global EFA Report stop at 2010 and therefore do not account for the efforts deployed by the State during 2009-2012, they can help in benchmarking with countries of different development levels. Morocco's international ranking as to preschool enrolment is satisfactory compared to countries with similar economies. On the other hand, it is far behind countries like Thailand and France.

Graph 14: Gross enrolment rates in preschools: some comparisons



Source: 2012 EFA Global Monitoring Report, UNESCO

Data of 2010 academic year

(*) Data of academic year ending in 2009

III. Major constraints and challenges

A. Early childhood education

Preschool sector in Morocco has faced many challenges and constraints due to the low number of public and private preschool establishments and their balanced distribution between rural and urban areas as well as to the quality of their services and staff.

The preschool restructuring strategy is still at the beginning and will only bare its fruits in the medium and long term. It is especially the case of the process of creating preschool classes integrated in primary schools. So far, out of the expected 3,600 classes, 3,391 were opened (2,269 in rural areas). But such a measure is far from meeting the education needs due to the gap that must be bridged in terms of out-of-school children at this level.

Given the specificities of the Moroccan context, the population's socio-economic and cultural level and their type of needs, the main challenge is to reconcile these requirements and mainstreaming the new concept of preschool education that would create the suitable conditions for early-learning and education of all children in preschools. It is worth knowing that currently two thirds of the enrolled population in this level gets a traditional education that is different of facilities managed by MNE, private sector, CSOs or other public actors. Challenges linked to this cycle are still considerable; they are related to human, physical and financial resources that must be mobilized for the success of the censusing and restructuring or traditional preschool establishments, upgrading basic infrastructure and equipment, and training of administrative and supervisory staff of these establishments.

This strategy cannot succeed without mobilizing the education authorities but also all the other relevant departments and administrations, and without increasing the private sector and CSOs participation. Early childhood education is in fact the responsibility of the whole society and deserves to be managed and piloted in a partnership framework that would highlight a good mobilization and synergy level and that would give further impetus to the momentum initiated in 2008 for a universal preschool education in Morocco.

B. Early childhood protection

In terms of early childhood protection, Morocco has registered tangible progress as revealed by the improvement of most indicators on health care services (eradicating some pathologies, increasing vaccination rates, reduction of infant and child mortality); on fighting all forms of violence (care and support mechanism) and economic exploitation of children (updating national legislations on child labor in particular).

Nonetheless, such progress is still not enough to bridge the lingering gaps in all these aspects. In health, the main challenges are the following:

- Improving health care access to the most needy populations and those living in remote areas;
- Strengthening the support mechanism of some chronic diseases affecting children such as diabetes, kidney failure, physical and mental disability...
- Widening basic medical coverage (medical assistance plan for the economically disadvantaged (RAMED) and a compulsory insurance scheme AMO) for the most disadvantaged classes.
- Finding additional financing means to compensate the lack of funds for the public health sector.
- Strengthening the human resources of the health sector in terms of staff numbers (doctors and health care staff) and staff qualifications to take charge of children with specific needs.

- Adopting an efficient strategy to fight some risky behaviors for children and the youth such as smoking, bad dietary habits, addictions, etc.

Regarding the protection of children from violence and early entrance to the labor market, the progress made still needs to be consolidated through the following:

- Operationalizing measures and provisions set in legal texts.
- Strengthening coordination between the different relevant departments especially the Ministries of Health, National Education, Justice, interior, Solidarity etc. especially so as to ensure a better coherence of their actions and identify the chain of responsibilities to take charge of children victims of violence, abuse or economic exploitation.
- Completing the process of aligning shelters for vulnerable children with the provisions of the law.
- Strengthening the capacities of all the personnel in charge of this category of children (educators, health staff, psychologists, enforcement authorities, justice staff etc.).

CHAPTER 2

OBJECTIVE 2: INSURE UNIVERSAL PRIMARY EDUCATION

Make sure that by 2015, all children, especially girls, children with difficulties and children of ethnic minorities, have the possibility to access a compulsory and free qualitative primary education and to complete the primary cycle.

Offer all children a free and compulsory primary education

In light of the demographic transition Morocco is facing, with a decreasing fertility rate, school populations in the primary cycle are stabilizing despite the net improvement in enrolment rates since the launching of the reform process (implementation of law 04-00 on compulsory education in 2000) and the acceleration of the process with the Emergency Plan of 2009. As such, primary school populations went from 3,878,640 in 2007-2008 to 4,030,142 in 2013-14 and school enrolment of children 6 to 11 years old went from 84.6% (80.6% for girls) in 2000 to 97.5% (96.3% for girls) in 2010-2011 and 99.5% (99.1% for girls) in 2013-2014.

These results reflect the efforts exerted to promote primary education and improve education opportunities in this cycle in urban as well as rural areas, while focusing on rural girls that have been so far the most disadvantaged. Thus, Morocco is in a good position to reach the goal of universal primary education by 2015.

Nonetheless, despite the importance of these achievements, the qualitative dimensions of universal primary education have not received the necessary attention to insure acceptable retention and promotion rates. Quantitative indicators such as repetition and drop-out rates and qualitative such as weak results of primary students in assessment examinations are the main challenges that must mobilize all the efforts for the next deadlines, especially post-2015 phase.

I. Completed programs and projects

A. Program of the Ministry of National Education

The first main goal of the MNE strategy is to ensure a compulsory education for children until 15 years. For that reason, the MNE gave more importance to primary education through several projects from school constructions to the improvement of teaching methods and to innovative projects on social support and fighting inequalities.

Therefore, during 2007-2008 to 2013-2014 period, enrolment opportunities have been improved through the creation of 455 primary schools, i.e. almost 2,742 new classrooms, in addition to the program on the establishment of community-based schools in rural areas. Community-based schools, as a new concept in the implementation of the compulsory and universal primary education in rural areas, is defined as a public school with an attractive education space with boarding facilities to provide accommodation and meals to students, accommodation for teachers as well as other vital services for a good education. Such schools would be quite open to their environment and their management is usually provided by highly engaged civil society actors.

In the same context, social support directly impacts the efficiency of the education system. Such an impact is tangible and easily measurable. The strategic objective of social support is to overcome socio-economic and geographic obstacles that impede access to compulsory education and promotes learners retention by tackling the causes of dropping out. As such, to support students of underprivileged social backgrounds, an integrated action plan was set up with a number of social support services, and that has continuously increased the number of beneficiaries.

From a financial perspective, the annual budget allocated to this action plan

increased from 800 million Dirhams in 2008-2009 to 1,9 billion Dirhams in 2011-2012. Therefore, during the academic year 2013-2014, 3,230,946 students have benefited from school bags and stationary under the Royal Initiative “one million school bags”. 1,212,628 students benefited from school canteen services and 2,114 students from school transportation services.

One of the innovative programs of the social support strategy, with a positive impact on enrolment and retention rates, is the “Tayssir” program. It provides a direct and conditional financial support to needy families in rural areas; the aim is to improve the attendance rate in class and reduce wastages. The total number of beneficiaries out of this program was 88,000 students in 2008-2009 and 730,000 students in 2011-2012, i.e. a growth rate of 730%. The impact of this mechanism on the efficiency of the education system is quite significant. It is an improvement of the enrolment rate of 6.5% of gender parity (equal access to boys and girls) of 2 points, and a reduction of drop-outs by 1.5 points during the same period.

Therefore, in order to improve equity in the Education and Training System (ETS), the MNE developed also actions to ensure equal access to education in favor of children with specific needs, children in penitentiaries, street children and children in situation of child labor which remains a main concern for education professionals. Efforts were thus essentially centered on creating the necessary education opportunities for integrating disabled children in the education circle.

It is worth noting that more than 350 access passages for disabled children to ordinary and specialized classes and the creation of 114 integrated classes allowing for the enrolment of around 1370 disabled children.

Nonetheless, there are still efforts needed to enroll this population of students with special needs, efforts that could be deployed in partnership with the Ministry of Social Development, Family and Solidarity to enroll disabled children.

From a pedagogical point of view, individual follow-up mechanisms for children were set up through a personalized follow-up booklet to assess student learning. Thus, at the primary level, more than two million personalized follow-up booklets were produced.

The MNE initiative “child to child” that organizes awareness campaigns about out-school children and drop-outs, allowed for the participation of students from more than seven thousand schools. It was a wide scale operation that compiled a register of more than 600,000 out-of-school children or drop-outs and to raise the awareness of more than 3,7 million Primary students about the consequences of early dropping out.

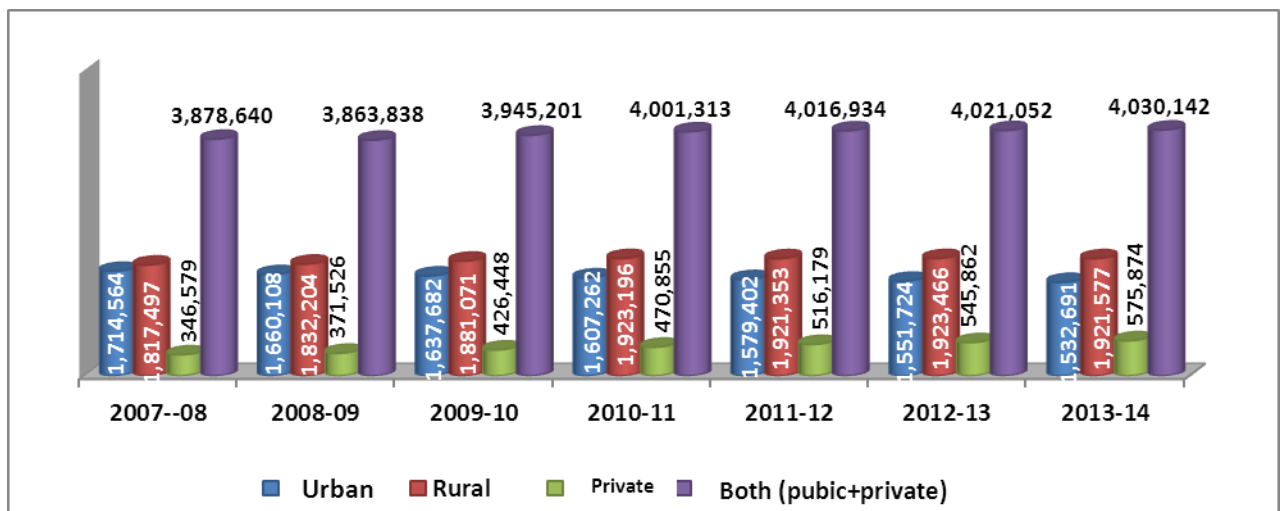
The Educational Support program (ACS) that is currently a pilot project in four Regional Education and Training Academies (AREF) is attempting to develop innovative approaches in association with CSOs and education professionals to promote education support in schools. The direct beneficiaries of this program are essentially the reinserted students from the second chance schools as well as students identified by the support units requiring education support and showing personal or environmental risk factors in a particular school environment. Additional intervention areas at school, which are of an educational type, contribute to the personal blossoming of students and offer better success and promotion chances at school; namely:

- Assistance with homework and tutoring
- Social and cultural assistance
- Family/school mediation.

Number of Primary students and schools

Primary education is a six-level cycle that officially welcomes children 6 to 11 years old, though a ministerial circular of 1998 has authorized the enrolment of children 5 and a half years old in the first year of primary education. Student populations in this cycle are continuously growing: from 3.8 million in 2007-2008 to more than 4 million in 2013-2014 (11.2% in private schools) thus a total growth of 4%. Student populations in rural areas have seen a growth of 1.3% during the same period. Enrolment in private schools has increased from 8.9% in 2007-2008 to 14.2% in 2013-2014.

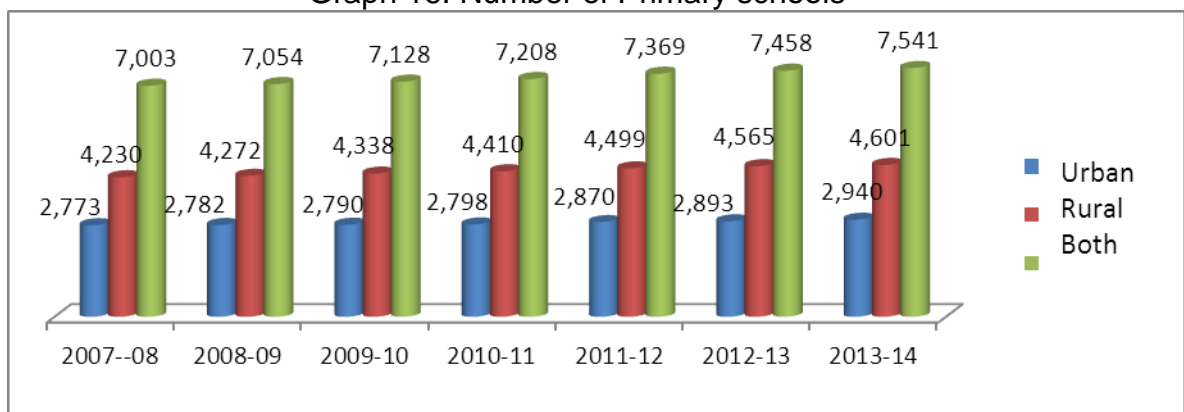
Graph 15: Student populations in primary education



Source: DSSP/MNE

The number of public primary schools increased from 7003 in 2007-2008 to 7541 in 2013-2014, due to the creation of 538 new establishments. The rural areas received the majority of these new establishments (371 establishments).

Graph 16: Number of Primary schools

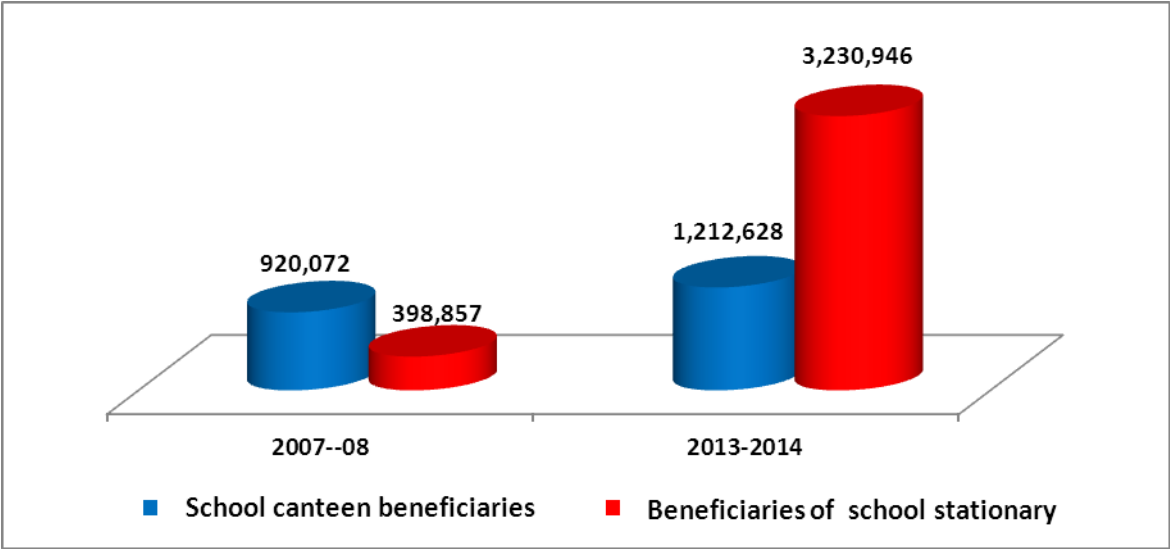


Source: DSSP/MNE

It is confirmed today that one of the factors impeding children enrolment is school tuitions bared by families either as direct expenses such as purchase of stationary and textbooks or indirectly due to the lack of income since enrolled students cannot work and are no longer source of income for their families. The

ministry had already engaged in many operations to lower school charges carried by families. Among these operations, we can namely mention the increase of financial aid to the needy families, creation of school canteens and the distribution of school bags and stationary. Thanks to these actions, the number of those who benefited from school canteens went from 920,072 in 2007-2008 to 1,212,628 in 2013-2014, i.e. and increase of 31.7%. Also, the number of students benefiting from stationary grew from 398,857 in 2007-2008 to 3,230,946 in 2013-2014, covering thus all students in rural areas.

Graph 17: Social support beneficiaries



Source: DSSP/MNE

B. Program of the Ministry of Habous and Islamic Affairs (MHAI): Traditional primary education

Traditional education aims at teaching students the Qoran, the Sharia and the principles of modern sciences; at developing their knowledge of the Islamic culture and being open to other sciences and cultures while respecting the principles and values of tolerance in Islam.

Table 9: Student populations in traditional primary education

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
National		13,687	12,361	12,861	12,748	11,678	12,675	14,115
Area	Rural	-	-	-	6,637	5,889	6,386	7,475
	Urban	-	-	-	6,111	5,789	6,289	6,640
Gender	Girls	-	-	-	1,947	1,831	2,147	2,642
	Boys	-	-	-	10,801	9,847	10,528	11,473

Source: MHAI

Statistical data show that the student population in traditional primary education has declined between the academic years 2007-2008 and 2011-2012, an annual

average decline of 5% with an almost equal distribution between rural and urban areas. This decline is mainly due to the new constraints related to the following:

- The publishing in 2006 of the regulatory texts of law 13.01 which introduced new subject areas such as foreign living languages, exact sciences on the one hand, and on the other hand, an assessment, examination and certification system.
- Some schools have preferred to stick to teaching the Holy Quran due to a lack of infrastructure and human resources.
- Enrolment of children above 6 years of age in the traditional primary cycle requires memorizing the whole or part of the Holy Quran and sitting for a placement test.

In addition, between the two academic years 2011-12 and 2013-14, student populations in the traditional primary has seen an average annual growth of 10% as a result of the MHAJ strategy to improve schooling opportunities; it is based on the following:

- Building new establishments (2 to 3 per year)
- Managing and expanding the existing establishments (10 to 15 per year)
- Equipping the institutions (20 establishment per year)
- Increasing the number of those benefiting of the compensatory payments to educational and administrative staff.
- Improving the material and social conditions of students.
- Strengthening cooperation, partnership and coordination with relevant departments and civil society.

C. National Support Program

- Supporting the education of children in difficulties and vulnerable children

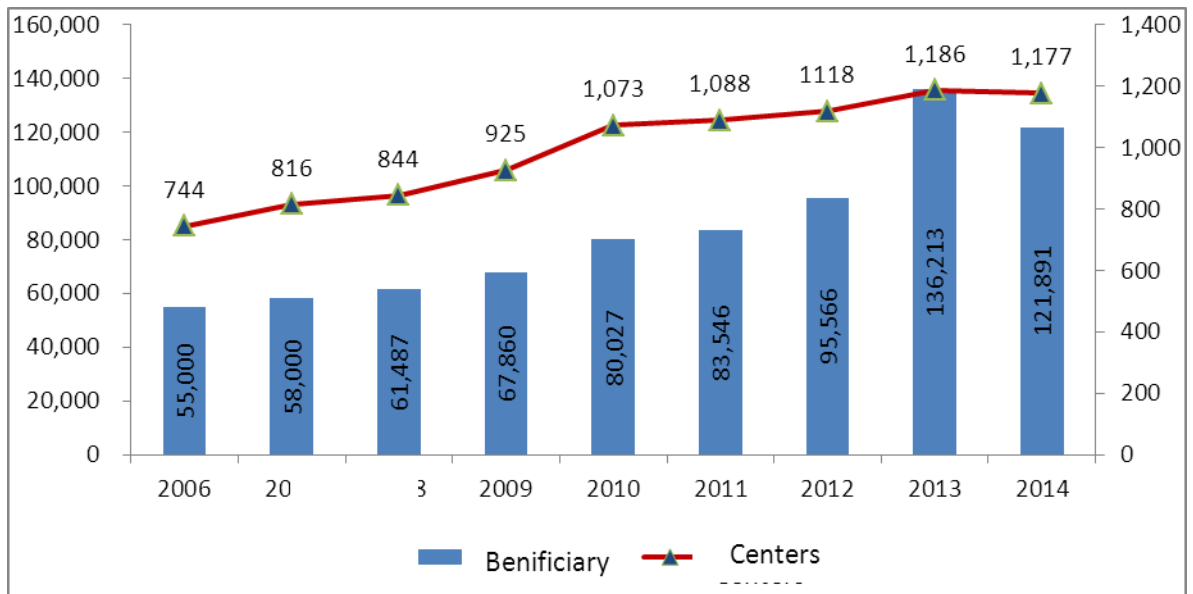
The education and enrolment support program is reserved to children of poor families or in difficulties falls under a vision of bridging the gap in preschool education and enrolment especially in underprivileged areas. As such, the National Support program increases favorable chances and conditions allowing poor citizens to benefit from and integrate public education programs.

Education and enrolment support is related to a number of social protection establishments: Dar Al Atfal, Dar Taliba, Dar Talib, centers for underprivileged minors and traditional schools. It is a matter of taking full charge of children during their enrolment in schools by covering the logistics pertaining to accommodation, food, psychosocial support and life skills. These services target low income families especially in rural areas.

These institutions will maintain school enrolment of poor families. Without them, these families will choose to keep their children at home to be a source of income.

Law no. 14-05, promulgated in July 2007, aims at regulating social protection institutions by governing their services and infrastructure giving thus the National Support program an additional role of public influence.

Graph 17: Centers and beneficiaries of Social Protection Institutions



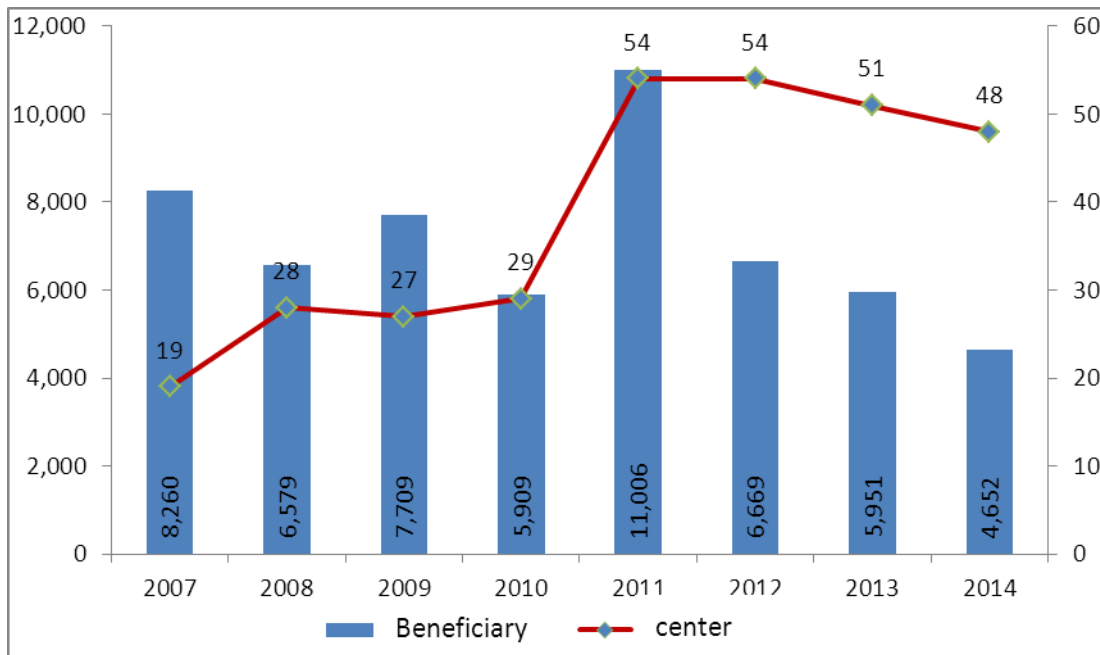
Source: National Support

The National Support program in favor of these establishments can be summarized as follows:

- Providing a financial support for associations in charge of the management of these centers, which reached in 2013 around 115 million Dirhams including social protection institutions in charge of children with special needs.
 - Supporting these institutions in upgrading these centers in line with law 14.05 governing these facilities.
 - Providing National Support personnel for administrative, educational and accounting support.
 - Organizing training sessions for the staff of these centers.
 - Organizing sports, cultural and recreational activities for children.
 - Auditing and controlling subsidized associations.
- Action in favor of disabled children.

It is a support program for the enrolment of children with disabilities from poor families into specialized centers, the number of specialized centers is continuously growing, from 19 centers in 2007 to 48 in 2014. However, the number of beneficiaries fluctuated every year to settle at 4,652 in 2014. .

Graph 18: Number of centers for disabled children and beneficiaries



Source: National Support program.

D. Program of the Ministry of Solidarity (MSFFDS)

The Ministry of Solidarity, Family, Women and Social Development (MSFFDS) has developed several actions to support the process of taking charge of disabled children. Several aspects were established especially in training on mental health and physical rehabilitation of the disabled, namely:

- Elaborating a training module on specialized education targeting teachers in charge of integrated classrooms and staff of centers for disabled children.
- Training 300 physicians on strengthening the early detection and treatment of pathologies causing deficiencies that would lead to disabilities.
- Implementing the Education Support program for children with severe handicaps coming from poor families, in specialized centers. The allocated budget to this program grew from 8,359,400 DH in 2006 to 14,994,200 DH in 2011.

In the framework of integrating disabled children in vocational training institutions, the OFPPT has created a dozen mixt centers that can receive such children.

In 2010, more than 3000 children with disabilities took part in sociocultural, sports and recreational activities during the 8th edition of the National Festival for children with special needs.

Table 10: Support program to enroll children with severe disabilities in specialized centers

Academic year	Associations	Children	Girls	Boys
2006-2007	34	982	-	-
2007-2008	43	1 301	467	834

2008-2009	48	1 427	531	896
2009-2010	64	1 780	636	1 144
2010-2011	68	1 963	717	1 246
2011-2012	42	1 579	571	1 008

Source: MSFFDS

E. Contribution of the National Initiative for Human Development (NIHD)

The NIHD has strongly contributed to the Royal Initiative “One million school bags” by allocating 20 million DH in 2008 to the Moroccan Association for Educational Support. This operation aimed at:

- Giving a strong impetus to universal basic education
- Stressing its compulsory aspect so as to guaranty equal opportunities in education
- Fighting dropping out
- Improving learning quality
- Supporting poor families.

During the first phase 2008-2009, the initiative had benefited 1,300,224 students in primary education and of the first year of lower secondary, enrolled in 6,076 school units in NIHD targeted areas; other zones also benefited from this initiative.

Out of a total cost of 2514 million DH, 235 million DH which was the target of the convention signed on September 2008 with the Moroccan Association for Educational Support (AMAS), focused on distributing school bags, stationary and textbooks for benefiting students.

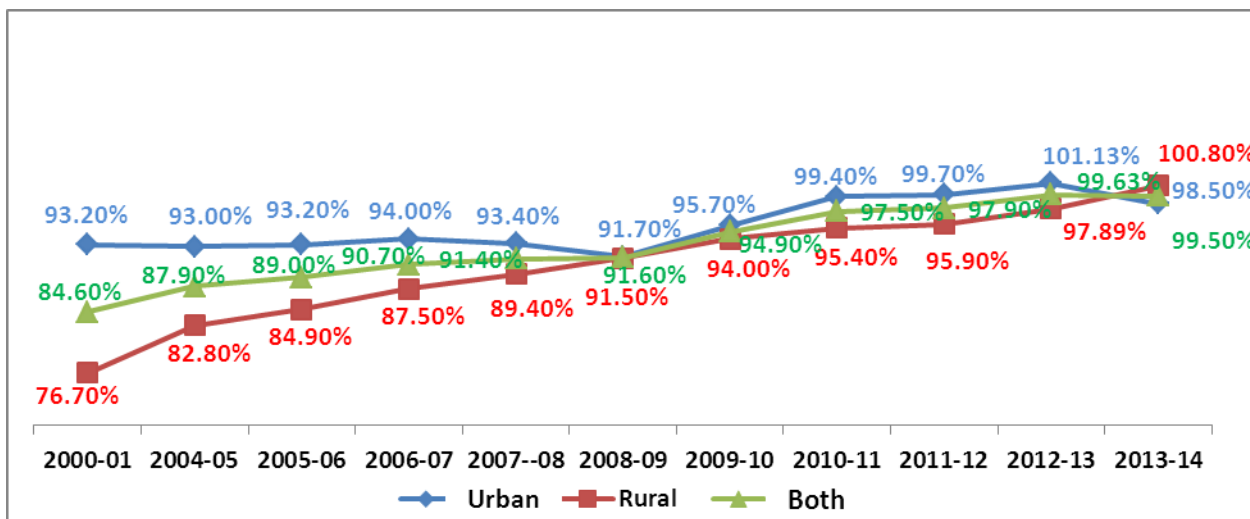
For the academic year 2011-2012, under its policy of compulsory education until 15 years of age, the Ministry of National Education has widened its “Initiative 1,000,000 school bags” to 3,898,000 students enrolled in primary and lower secondary education in Morocco.

II. Progress towards achieving the objective

A. Situation at the national level

The appropriate indicator to measure the progress towards the second EFA goal on universal primary education by 2015 is the specific enrolment rate of 6-11 year old children.

Graph 18: Specific enrolment rate of 6-11 year old children



Source: DSSP/MNE

During the 2000-2012 period, this rate kept increasing from 84.6% in 2000-2001 to 99.5% in 2013-2014. This upward curve is characterized by a few growth between 2000 and 2008 then by a strong surge starting 2008. This growth is mainly due to the huge efforts of the MNE especially in rural areas in order to reduce regional enrolment disparities.

The rural schooling has been steadily growing throughout the past decade. In return, urban schooling was at a standstill between 2000 and 2008 and then increased significantly between 2008 and 2014.

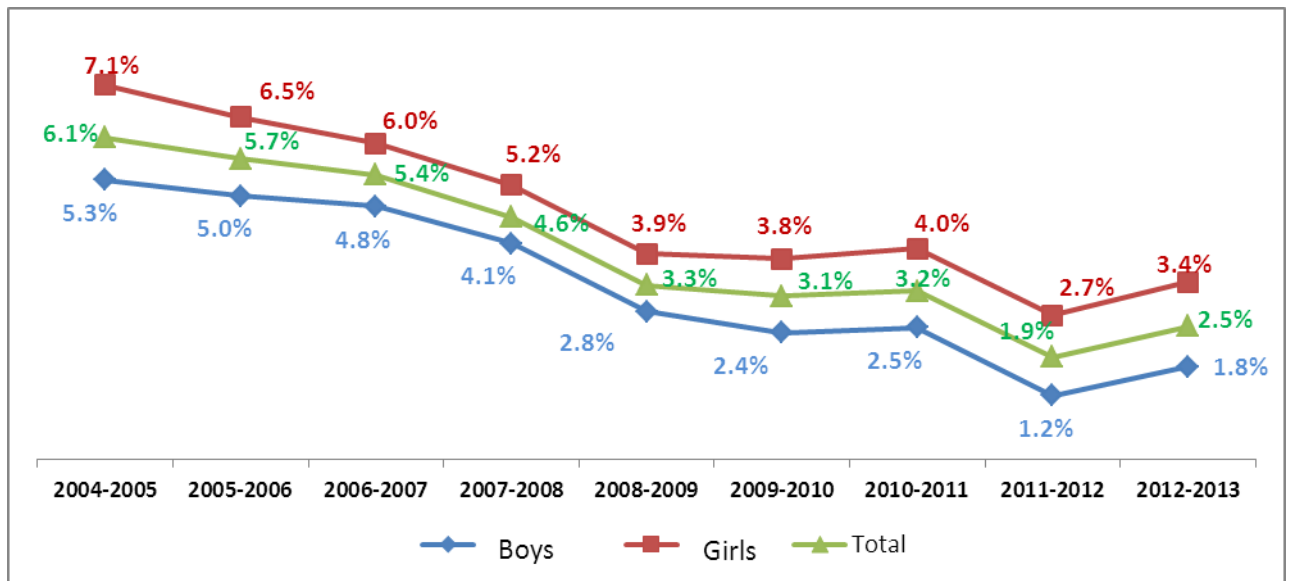
In total, almost 0.5% of children 6 to 11 years old are today out of school. As such, it can be deemed that achieving the goal of universal primary education is within the reach of Morocco by 2015. Nonetheless, it should be clarified that this is a difficult gap to bridge as it is related to children in difficult situations (disabled, street children, children of poor families, children of remote areas etc.).

These out-of-school 6-11 year old children account for about 92,400 children (2013-2014). If we deduct the 11,006 schooled disabled children in specialized centers within the Educational Support program, about 81,394 children were effectively out of school in 2011. To reach EFA goals, the enrolment of this category requires the concerted efforts of many departments to develop the integrated strategy to enroll this category of children who have no place at school.

UPE can only be efficient if we succeed to fight another phenomenon negatively affecting our ETS, i.e. school drop-out. The MNE allocated important means to mitigate if not eradicate this phenomenon. Thus, many projects were executed in this regard, from projects increasing education opportunity supply, especially in rural regions, by adopting a new type of primary schools (community-based school), to fighting dropping-out, or social support through conditional financial aid to the parents of underprivileged children.

Thanks to these efforts, the average drop-out rate in the primary cycle was reduced by half, from 6.1% in 2004 to 2.5% in 2013 as seen by the following graph.

Graph 19: Average drop-out rates in the primary cycle



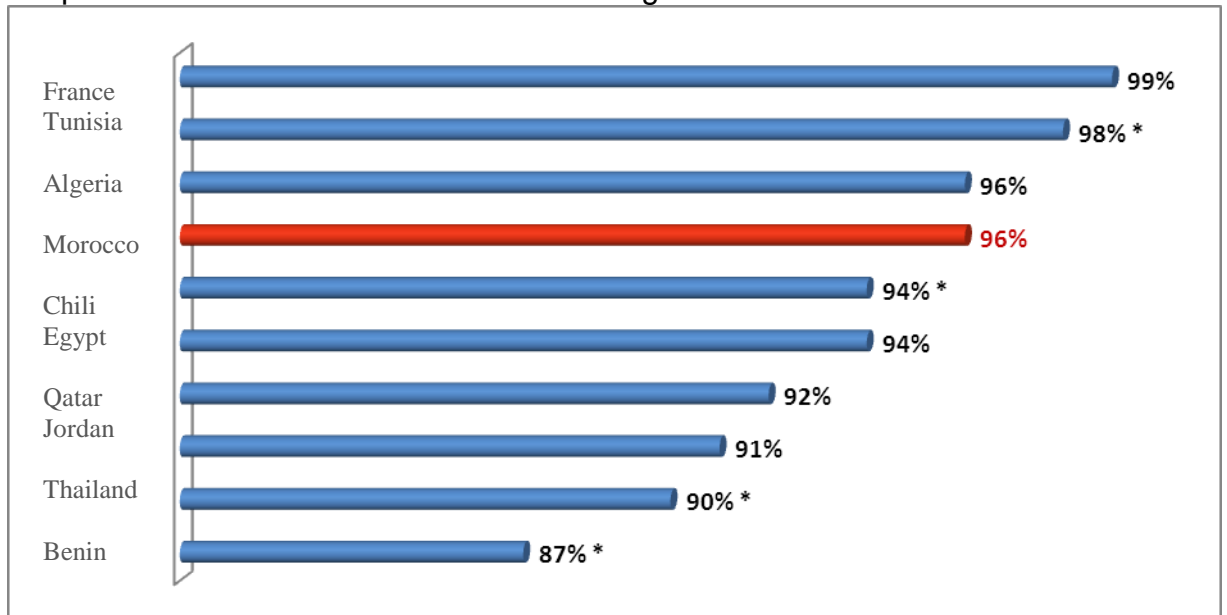
Source: DSSP/MNE

The gender gap is narrowing down even if it seems to be slow. If the trend persists, the war waged by the ministry against dropping-out could be won with efforts focused on raising awareness of school actors.

B. Morocco's situation internationally

The EFA Global Monitoring Report of 2013 places Morocco behind France and Tunisia in primary education rates. However, data used in the GMR reflect Morocco's real situation, as the net enrolment rate in the Primary cycle reached 96.6% in 2013-2014.

Graph 20: Net Enrolment Rate: benchmarking



Source: EFA GMR 2012, UNESCO.

Data of the academic year ending in 2010

(*) Data of the academic year ending in 2009

III. Major constraints and challenges

Despite the deployed efforts and progress made in the education sector, the latter still faces several obstacles that negatively affect the rhythm and quality of the expansion process. Poverty and exclusion are the main exogenous obstacles to a balanced development of the schooling process and are some of the causes of dropping out. The other factors, endogenous, are linked to the state of rural infrastructure.

The challenges before UPE are of two types: the first is the difficulty to target this population which represents 0.5% of outofschool children per year, as it is a marginalized and heterogeneous population that needs the intervention of different ministerial departments and local actors.

The second challenge is related to school drop-outs. In fact, a little more than 0.5% of Primary students have dropped out of school in 2013, and that was even before acquiring the skills that would allow them to retain the maximum number of students until the end of the primary cycle; nonetheless, the contribution of the other departments is a must especially in areas that are difficult to access.

CHAPTER 3

THIRD GOAL: MEET THE EDUCATIONAL NEEDS OF THE YOUTH AND ADULTS

Ensure that the educational needs of all youth and adults are met through the equitable access to the adequate programs enabling them to acquire knowledge and life skills.

In order to meet the educational needs of young people and adults, Morocco adopted significant measures to provide equitable access to appropriate learning and basic and ongoing vocational training programs for a better economic and social integration.

Similarly to primary education, Morocco dedicated significant investments to the academic and vocational secondary education leading to higher education and the professional training sector. These investments focused on increasing enrolment rates, improving literacy and non-formal education programs, the development of social and academic support programs and diversifying vocational and higher education degrees.

All these measures show Morocco's desire to achieve the third EFA goal. However, these efforts remain insufficient because of the many needs and increasing social demand on the one hand, and on the other hand the many challenges imposed by the national and international socio-economic environment on the educational and vocational training system.

I. Executed programs and projects

Between 2007 and 2013, significant achievements have been made in the academic education (secondary education), vocational training, higher education and non-formal education sectors enabling young people to access programs tailored to their needs and offering them the opportunity to acquire knowledge and life skills.

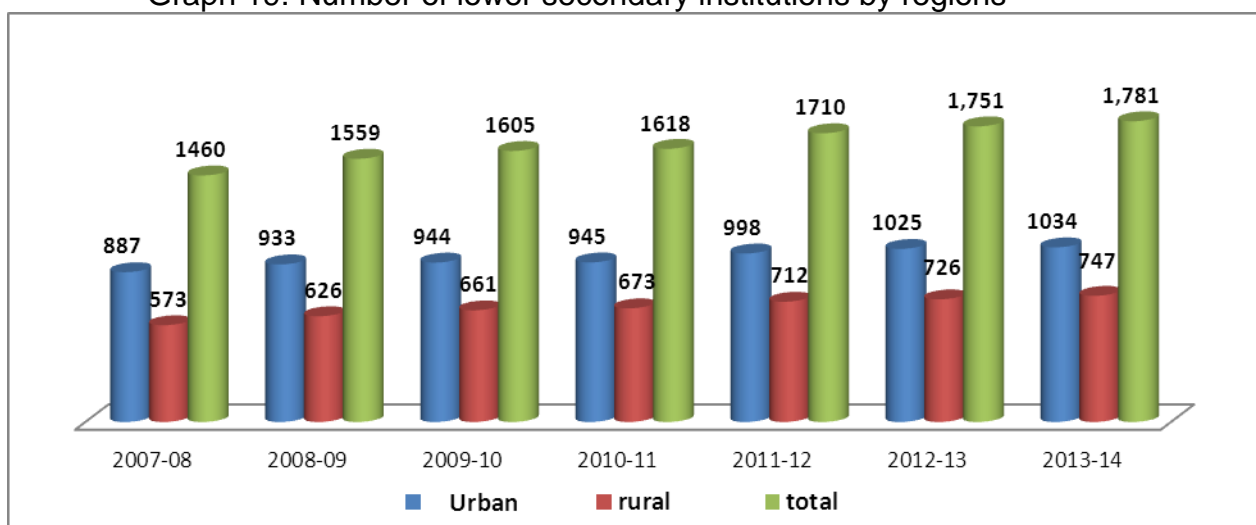
A. Achievements of the academic and vocational secondary levels (Ministry of National Education and Vocational Training)

➤ Schools construction program 2007-2013

In the last seven years, the academic and vocational Secondary infrastructure was reinforced with the construction of 321 colleges and 299 high schools, which means 4,706 additional classrooms to the academic secondary levels and 6,229 additional rooms to the vocational secondary levels.

In the academic secondary levels, the total number of schools increased from 1,460 to 1,781 between 2007-2008 and 2013-2014. Rural areas received 174 additional schools (over 54% of new constructions) as shown in the graph below:

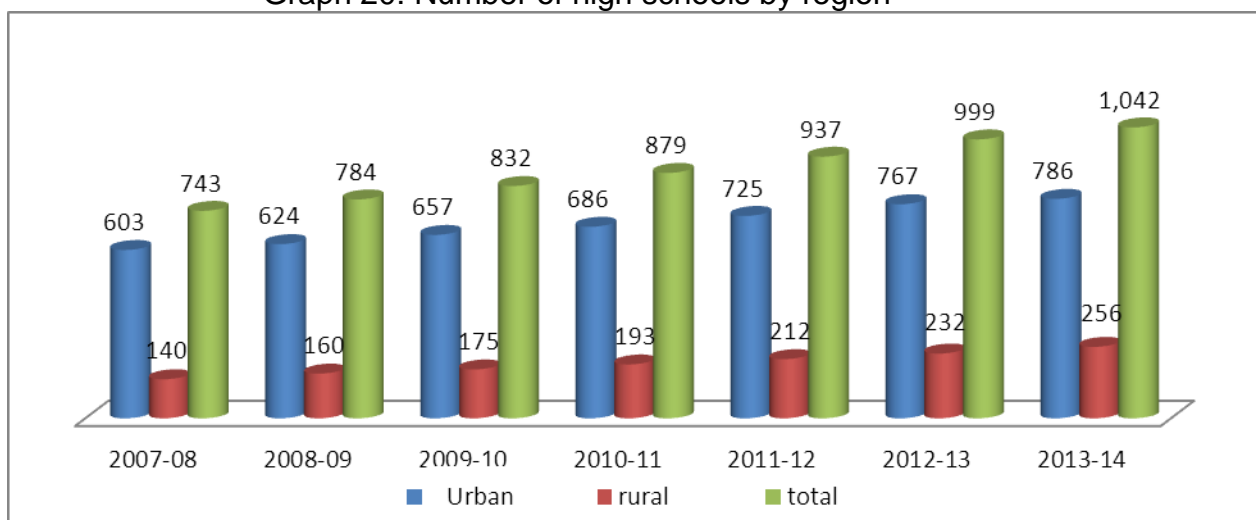
Graph 19: Number of lower secondary institutions by regions



Source: DSSP/MNE

As for the upper secondary level, 299 new educational establishments were built in seven years raising the total number of schools from 743 in 2007-2008 to 1,042 in 2013-2014. Urban regions benefited the most with an increase of 183 establishments against 116 in rural areas.

Graph 20: Number of high schools by region



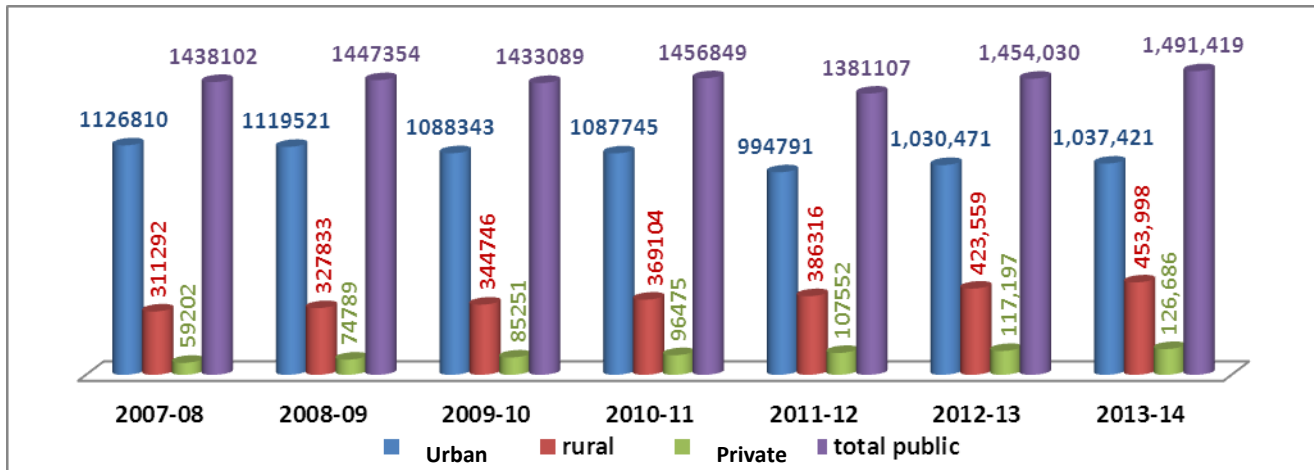
Source: DSSP/MNE

➤ **Enrolment rates and student population in Secondary schools**

- Academic Secondary levels (public and private)

For these levels, the number of enrolled students has slightly increased of about 4% between 2007-2008 and 2013-2014, with an enormous increase in rural regions (46%). It is to note that the number of students in the private sector rose sharply by about 114% during the same period.

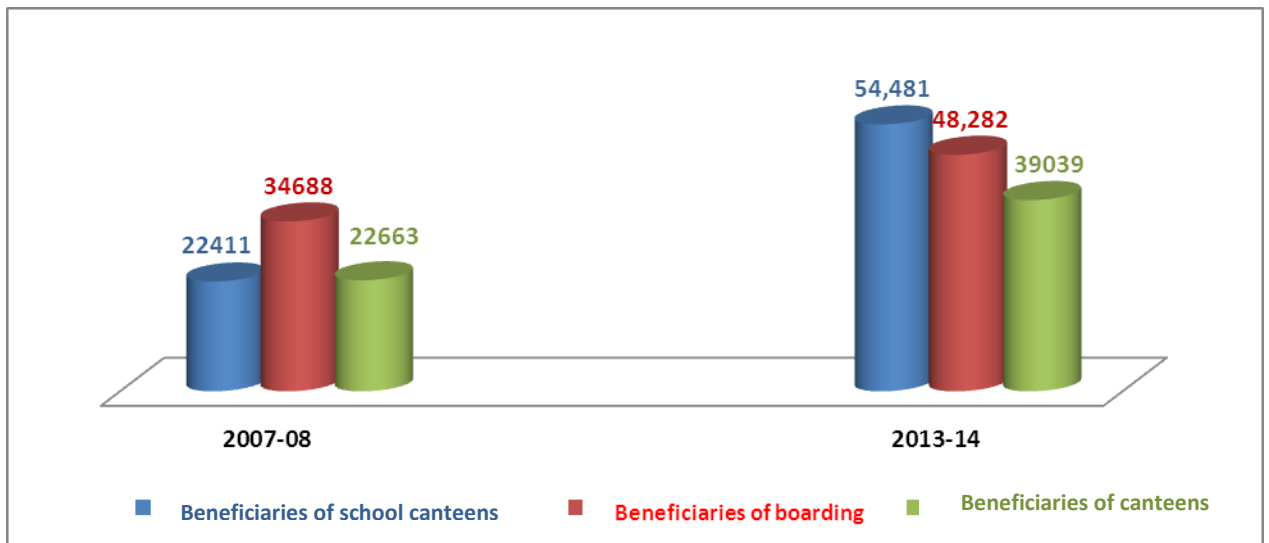
Graph 23: Student population in academic secondary education by regions



Source: DSSP/MNE

Furthermore, special emphasis was put on social support operations in favor of college students, namely those coming from rural regions in order to mitigate the effects of poverty and the remoteness factor resulting in dropping out of school. Thus, the number of beneficiaries of school canteens, boarding school and Dar Ettalib (shelters run by NGOs) students has increased by 143%, 39% and 72% respectively.

Graph 24: Students receiving social support

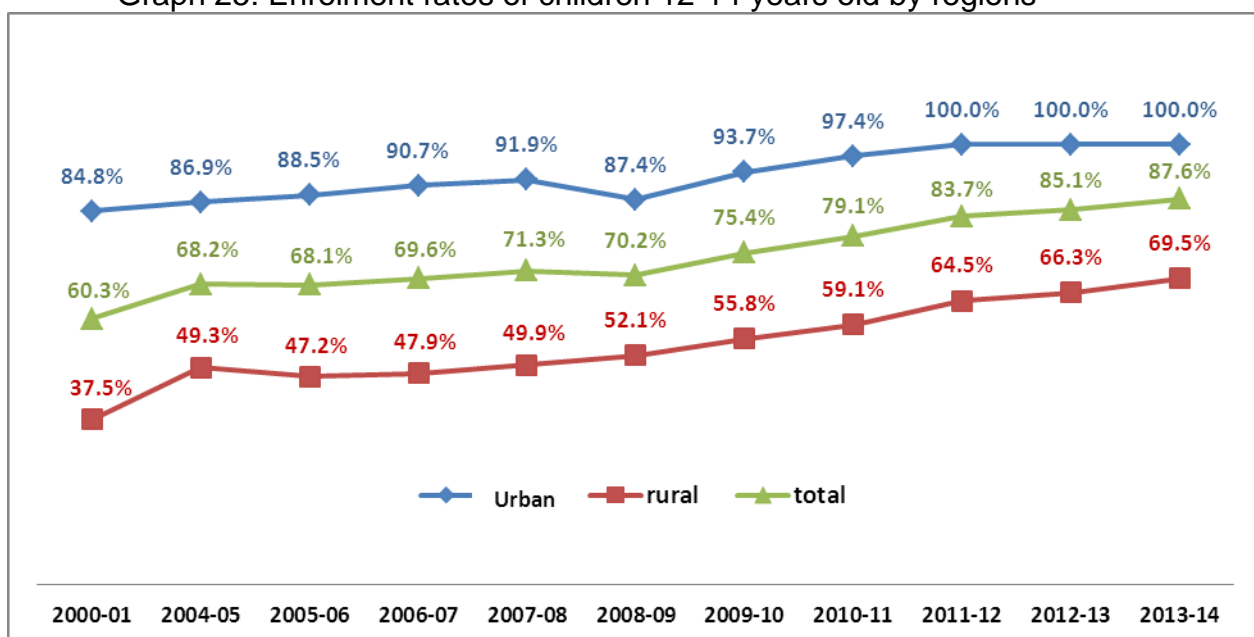


Source: DSSP/MNE

It should also be mentioned that during the current academic year (2013-14), the majority of college students from poor families received school bags with stationary. The number of such beneficiaries has increased almost 20 folds, from 26,098 students in 2007-2008 to 504,475 in 2013-2014.

It is easy to notice the progress made in terms of school enrolment through the enrollment rates for children 12 to 14 years old, as measured by UIS lower secondary enrolment rates for this age population. Between the academic year 2000-2001 and 2013-2014, this rate recorded an increase of about 27 percentage points, from 60.3% in 2000 to 87.6% in 2013- 2014, as illustrated in the graph below:

Graph 25: Enrolment rates of children 12-14 years old by regions



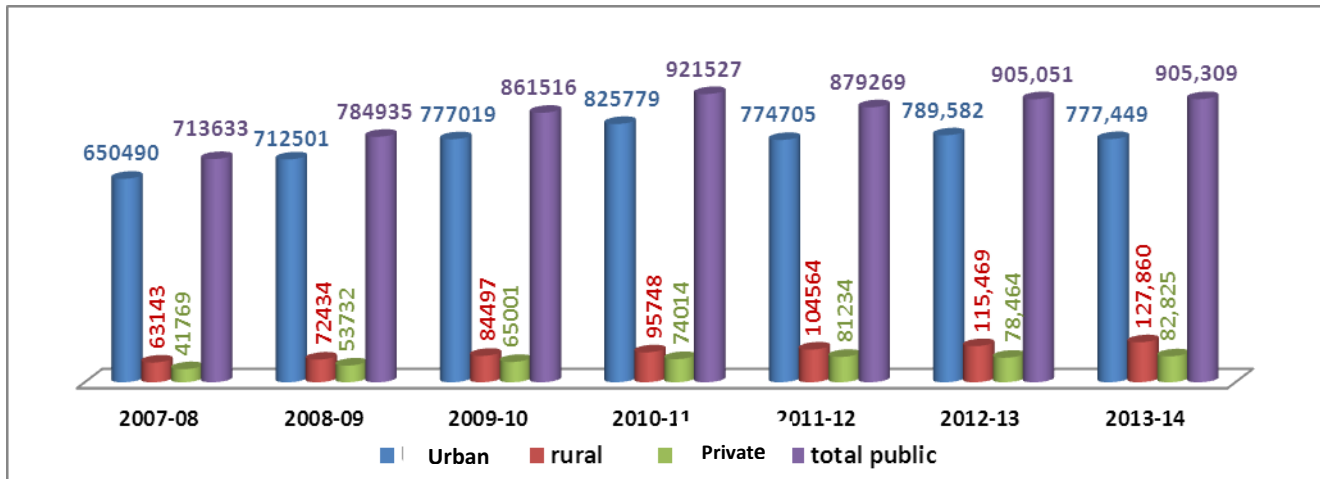
Source: DSSP/MNE

This data reveals that the enrolment of all children 12-14 years old in urban regions is almost achieved (100%). However, rural regions still lag behind with an enrollment rate of 69.5% in 2013-2014. Nevertheless, there is a different interpretation because a significant proportion of rural students are enrolled in schools located in urban regions. Between 2000 and 2007, the rural/urban gap remained stable and began to shrink as of 2008 and until 2014.

- Vocational Secondary Education (public + private)

The overall student population in vocational secondary education increased significantly, from 713,633 students in 2007-2008 to 905,309 in 2013-2014, i.e. an increase of 27%. While students from rural areas account for only 14% of all the vocational education students, their numbers have dramatically increased by 103% between 2007-2008 and 2013-2014. Moreover, the number of students in private schools has seen an increase of about 98% during the same period.

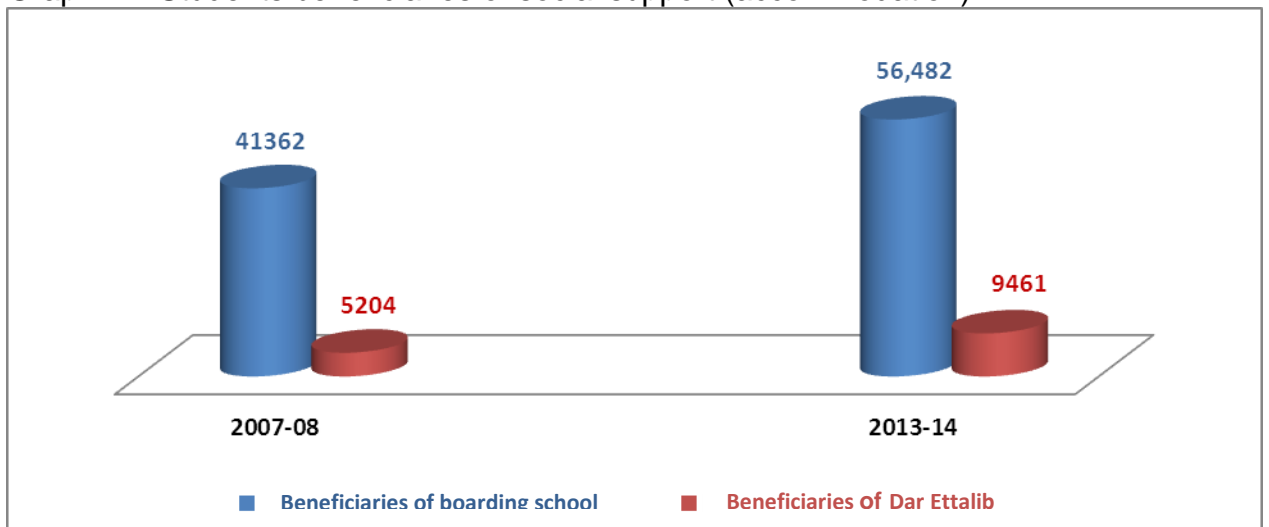
Graph 26: Student populations in vocational Secondary by regions and type



Source: DSSP/MNE

Furthermore, a substantial progress was made in terms of students' accommodation with the aim of improving their education and thus increasing their retention rate. The graph below shows that the number of students in boarding schools increased by 37%, from 41,362 in 2007-2008 to 56,482 in 2013-2014, whereas the number of students housed in Dar Ettalib grew by 82%.

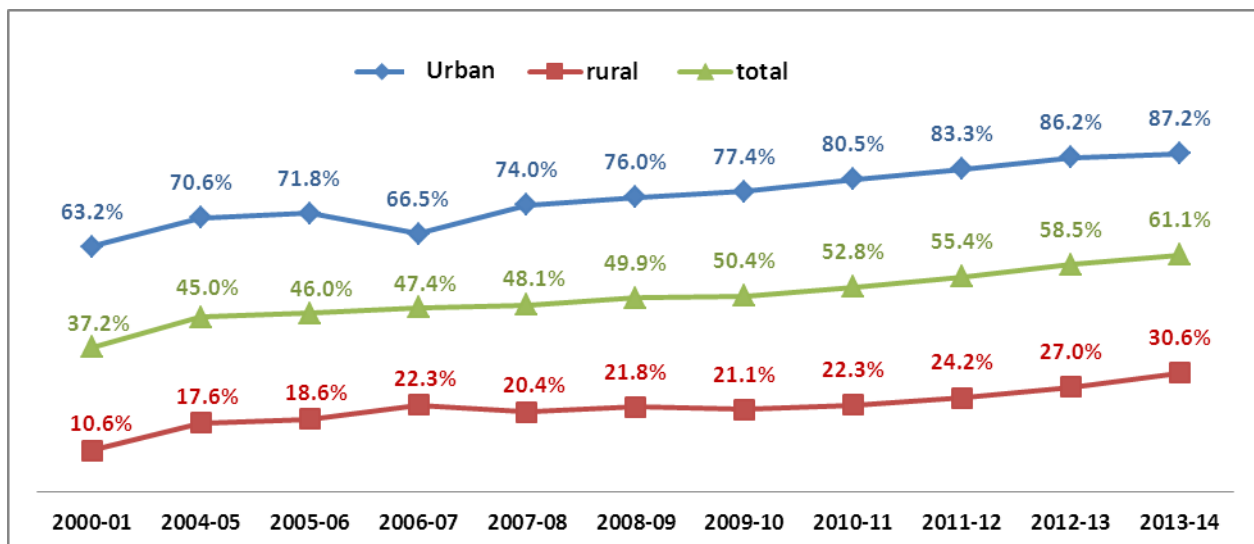
Graph 27: Students beneficiaries of social support (accommodation)



Source: DSSP/MNE

The enrolment rate of young people aged 15 to 17 years witnessed a significant improvement, increasing from 37.2% in 2000-2001 to 61.1% in 2013-2014. However, this improvement is far from meeting the needs of this age population, given that almost 39% of this population is out of school. The gap between regions (rural/urban) is still wide with 57 percentage points. It is to note that many students enrolled in urban schools come from rural areas because of the small number of vocational schools in their regions.

Graph 28: Enrollment rates of students 15–17 years by regions



Source: DSSP/MNE

➤ **Traditional secondary education**

The number of students in traditional secondary education had reached 2,020 students in 2011/2012 against 1,189 students in 2007/2008, i.e. an annual increase of 14.16%.

Table 11: Student populations in traditional secondary education

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
National		1,189	1,237	1,513	1,700	2,020
Region	Rural	-	-	-	733	848
	Urban	-	-	-	967	1,172
Gender	Girls	-	-	-	53	49
	Boys	-	-	-	1,647	1,971

Source: MHIA

➤ **Traditional senior secondary level**

The number of students in the traditional senior secondary level has also increased from 198 students in 2007-2008 to 407 students in 2010-2011 with an annual growth rate of 51.35%. However, in 2011-2012, the number of students slightly decreased by 14.25% to reach 349 students.

Table 12: Student populations in traditional senior secondary level

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
National		198	262	324	407	349
Region	Rural	-	-	-	0	0
	Urban	-	-	-	407	349
Gender	Girls	0	0	0	11	14
	Boys	198	262	324	396	335

Source: MHIA

B. Non-formal education

Out-of-school and drop-out problems remain a major concern in the country. In fact, the number of out-of-school children aged 9-15 is estimated to exceed 800,000 children, representing 15% of the student population of this age group.

Non-formal education is a direct solution to this problem. Its main goal is to put in place a specific curriculum to children excluded from the formal system, and to give them a second chance to be integrated in formal or vocational education.

Morocco has developed interesting models of Non-Formal Education to give a second chance to children excluded from formal education. However, the non-formal education sector is facing many challenges impeding efforts toward making this system a real alternative to ensure socio-educational and/or professional integration of out-of-school children. The number of beneficiaries is limited to about 35,000 children per year and the number of those among them who manage to integrate formal or vocational education is still modest, despite efforts exerted by the regulatory department, civil society key players and international cooperation partners.

To address out-of-school and drop-out issues, the adopted strategy focused on preventive and remedial approaches with various goals and focus areas.

➤ Preventive approach: fight against school drop-out

This approach was adopted in 2005/2006. It aims at preventing school dropout by establishing a monitoring system within schools and by encouraging the school staff to be involved in fighting school dropout and providing individualized support for students at risk of dropping out. The approach can be achieved through two programs:

The program to fight repetition and dropout aims at establishing educational monitors in schools to reduce wastages and students' failure in order to:

- Reach in 2014-2015, a primary school completion rate of 90% without repetition for children born in 2009-2010
- Reach in 2017-2018, a college completion rate of 80% for students born in 2009-2010.

The support program considered as part of the preventive approach and the fight against school dropout. It comprises a set of actions aiming at providing a personalized support for students who were integrated in schools after graduating from the second chance schools or through the awareness operations "Child to child" and "Caravan", to overcome problems and difficulties of following school curriculum.

This program is implemented either in partnership with NGOs (after the second chance schools and with students in transition from primary to secondary education), or through the follow up provided by establishments and delegations' administrations to the directly integrated children - Idmaj Moubachir (direct integration).

➤ Remedial approach: Second chance schools.

The non-formal education was initially established as a "Second Chance School." It is a suitable framework to provide education outside the formal schooling system and to target every child of school age who is not enrolled in any school for one reason or another. Therefore, the non-formal education complements the formal schooling system in order to achieve total enrollment of children in school age.

The total number of non-formal education beneficiaries (Second Chance School) between 2008 and 2012 reached 214,483, 50% girls and 58% from rural areas, as shown in the table below:

Table 13: Distribution of second chance schools between 2008 and 2012

	2008	2009	2010	2011	2012	Total
Beneficiaries	32,419	33,177	38,198	46,119	64,570	214,483
Girls	55%	51%	50%	49%	48%	50%
Beneficiaries from rural areas	51%	49%	59%	65%	62%	58%

Source: NFE/MNE

In 2011-2012, the registered student population reached about 64,570 beneficiaries, of whom 2,474 were supported by sponsorship agreements. For this purpose, the MNE delegations signed 418 agreements with associations at the national level. These associations projects are funded by the state budget and because of their closeness to local communities, they are responsible for the identification, registration and management of NFE classes in order to integrate the beneficiaries in schools, the labor market and society.

The table below shows that the number of children integrated in formal schools or in vocational institutions has steadily increased since the implementation of the new NFE strategy. Thus, from 2007 to 2011, 29% (54,219) of the 149,913 NFE programs beneficiaries have been integrated in the formal education (43,802) and in a vocational training institution. (10,417).

Table 14: Beneficiaries integrated in formal education and vocational institutions

Beneficiaries	2007	2008	2009	2010	2011	Total
Integrated in formal education	4,551	4,839	4,980	13,611	15,821	43,802
Integrated in vocational institutions	1,596	1,726	1,684	2,104	3,307	10,417
Integration percentage	17%	20%	20%	41%	41%	29%

Source: NFE/MNE

It is worth mentioning that the NFE administration led all these programs and actions in partnership with many local and national organizations as part of an international cooperation (see Box No. 2)

Box 2: NFE programs with international cooperation

The NFE Department is working on several cooperation programs with various international partners in order to develop a model that would improve NFE quality. The following are some examples of cooperation programs:

- Morocco-UNICEF cooperation program: it focused on the development and piloting of an educational model to improve the quality of non-formal education in conformity with the CRC in order to develop a national strategy to help non-enrolled and out-of-school children/young people.
- Cooperation with the French Community of Belgium (CFWB): it focused on the

development, piloting and revision of NFE curricula, and the development of the education support strategy.

- Moroccan-Spanish cooperation: it provided financial support for the implementation of NFE strategy in the Northern, Eastern and Souss-Massa provinces in terms of creating NFE classes and School-Workshop.
- EU cooperation: it provided a strong boost to the execution of the strategy on consolidating the program financial capacity, broaden the supply sources and improve the performance indicators including the integration rate and technical assistance for a better intervention quality.
- Cooperation with the International Program on the Elimination of Child Labor (IPEC): it carried out NFE activities as an alternative to child labor especially in the handicraft sector in rural areas and developed tools to fight against school dropout.
- Morocco-USA: As part of this cooperation, the United States Department of Labor (USDOL) funded NFE activities to fight against child labor in some areas through ADROS (I study) and DIMA-ADROS (I always study) projects taking care of out-of-school and drop-out children (like girls working as domestic workers and children working in mechanical industries and handicrafts) in order to reintegrate them in schools and vocational training institutions and to provide them with education support to mitigate the drop out phenomenon.

C. Vocational training

The beginning of this century was marked by the adoption of the National Education and Training Charter, which enshrines the role of vocational training as a basis for meeting the companies need for skills on one hand and for improving the employability of workers and promoting youth employment on the other hand.

The adopted development strategy was based on a new integrated approach to integrate the training system with the productive sector. This strategy is based on a policy of openness and dynamic partnership involving the political parties, trade chambers and associations, social partners, NGOs, etc.

Thus, thanks to the combined efforts of the different stakeholders, the last decade recorded many achievements, both in the field of basic vocational training and in-service training.

The following achievements targeted basic vocational training enabling young people to gain basic qualifications:

- Developing the vocational system capacity in order to offer graduates of basic, primary and secondary education the needed qualifications to enter the labor market;
- Making the workplace a privileged space to acquire skills by developing the dual training and apprenticeship tracks. The apprenticeship track has been characterized in recent years by a new development approach based on the creation of the Intra-Enterprises Apprenticeship Training Centre;
- Establishing a partnership with the economic sector by developing a contractual training policy with the professional fields in order to involve them even more in managing training processes and launching a program that defines how to create sector-wide training centers managed by experts;
- Developing the private training sector which has become a major partner in the State's efforts to develop the training system;
- Developing the training system in favor of social vulnerable populations,

in order to promote their social and professional integration, including prisoners. A program to create vocational training centers in prisons was launched in 2002;

- Adopting a skill-based approach to redesign the vocational system.

Efforts exerted towards improving the in-service training targeting company employees can be summarized as follows:

- Establishing the in-service training development mechanisms (Special training contracts + Inter-professionals Advisory Group), designed to help companies identify their needs for qualified skills and improve employability. These mechanisms are driven by the companies needs and not by the available training. They are:
 - The Inter-professionals Advisory Groups are associations formed and directed by the professional organizations in order to help companies establish a strategic analysis for their development and identify their needs of skills and training.
 - Special Training Contracts System that provides a partial reimbursement of expenses incurred by companies to provide training programs for their employees.
- The introduction in 2008 of a direct training system managed by ANAPEC, designed to assist the companies of the four Global Jobs in Morocco namely the automobile industry, aeronautics, electronics and offshoring.

In parallel to these mechanisms, the department launched support measures to develop companies' human resource management and the advisory and training supply market, namely:

- 1- Developing a qualification system for the in-service consulting and training stakeholders, to help companies choose service providers, to develop the portfolio of national expertise and to promote the quality of in-service consulting and training services;
- 2- Launching pilot operations to validate the professional experience in the construction and public works sectors and in the textile industry to enable employees, who did not receive initial training and have a proven work experience, to get a certificate in their skills. The expansion of these operations to other sectors, namely tourism and meat processing.

This system offers a new way to obtain a degree or a certificate outside the initial training system that will promote the development of employees' career paths and the opening of new in-service training systems.

C.1 Development and diversification of public and private training

During the last five years, efforts aiming at expanding the training system capacity were resumed in order to meet the companies' need for skills and to promote youth employment.

From 2006/2007 until 2012/2013, the public sector has witnessed the creation of 133 new establishments and the expansion of 16 existing facilities (table 15).

Table 15: New and expanded establishments between 2006 and 2013

Creation and expansion of establishments in the public sector		
Year	Number of establishments	
	Created	Expanded
2006/2007	9	-
2007/2008	24	-
2008/2009	16	5
2009/2010	15	5
2010/2011	14	4
2011/2012	14	2
2012/2013	41	-
Total	133	16

Source: vocational training

Concerning the private vocational training system, the number of functioning educational facilities increased from 1,470 in 2006/2007 to 1,493 in 2012/2013.

Therefore, in 2012/2013 the total number of public and private vocational training facilities reached 2,004 (511 in the public sector and 1,493 in the private sector).

The capacity expansion covered almost all sectors: including Travel/Hospitality, Textile/Clothing, Information and Communication Technologies, Agriculture, Fishing, Handicraft, Agro-Business, and Mechanical, Metallurgical, Electronic and Electromechanical Industries, Health, Transport and Logistics, Construction and Public Works, Aeronautics, Automotive, etc.

It should also be mentioned that this period saw the launching and implementation of several sector-wide training programs, in particular for the Emergency Plan, in partnership with professionals. The ongoing and completed operations are based on the support of:

✓ **The National Pact for Industrial Emergence:**

The National Pact for Industrial Emergence classified the automotive, aeronautic, electronics, offshoring, textile / leather and food sectors as the new engines of the Moroccan economy growth, given their potential in terms of job creation.

The implementation of this National Pact will create 220,000 new jobs over the period of 2009-2015 as follows:

Automotive: 70,000; Electronics: 9,000; Offshoring: 70,000; Textile/Leather: 32,000; Aeronautics: 15,000; and Food: 24,000.

The quantitative and qualitative skills availability largely determines the success of the Pact. Since 2009, the Pact aimed at launching sector-wide training plans for these six Global Jobs of Morocco and restructuring the existing training systems in a way to match the needed skills for these sectors.

In the same context, the Department started establishing specialized training institutes dedicated to these professions; they will be managed by experts from the relevant sectors:

- An aeronautical institute in Casablanca in partnership with GIMAS, the

- Moroccan aerospace industries association ;
 - A training institute for the automotive industries in Tangier, in partnership with Renault;
 - Three other training automotive institutes in Casablanca, Tangier and Kenitra, in partnership with the Moroccan Association for Automotive Industry and Trade;
 - A training College for creativity and fashion in Casablanca, in partnership with the Moroccan Association for Textile and Clothing;
- ✓ The Azur Plan for the hospitality industry through the optimization and development of the vocational training system with the aim of training 67,000 persons by 2012.
 - ✓ The Green Morocco Plan requires apprenticeship training of 60,000 farmers' children by 2012.
 - ✓ The 2015 Vision for Handicraft, requiring the apprenticeship training of 60,000 new artisans by 2012.
 - ✓ The Audio-Visual and Film sector through the creation of a Higher Institute for Audio-Visual Training and Film in partnership with experts from the industry to keep up with the changes taking place in Morocco in the Audiovisual and Film sector.

Efforts aiming at improving the training system will be followed by:

- ✓ Implementing programs aiming at creating 39 educational facilities in the public sector and expanding 21 other existing ones in 2011-2012.
- ✓ Providing support to other recently adopted sector-wide strategies, namely for logistics, Rawaj plan, digital Morocco, Halieutis Plan, and Solar Energy by creating three centers in Oujda, Ouarzazate and Tangier.

C.2. Increasing the number of trainees and graduates

Between 2006-2012, the total number of trainees, in all education and training sectors combined, saw a significant surge from 223,000 in 2006/2007 to about 331,981 in 2012/2013, i.e. an increase of more than 49%, with the girls representing 42% of the total number of trainees.

Table 16 : Total number of trainees

Number of trainees		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
in-house and alternating training	Public	135,670	150,867	175,328	194,714	202,073	217,557	225,359
	Private	67,184	73,368	76,279	75,266	70,153	75,890	76,104
	Total (1)	202,854	224,235	251,607	269,980	272,226	293,447	301,463
Apprenticeship (2)		20,177	27,371	30,592	31,948	33,620	34,302	30,518
TOTAL (1) + (2)		223,031	251,606	282,199	301,928	305,846	327,749	331,981
From the Office of Vocational Training and Labor Promotion (**)		119,203	133,950	158,670	177,775	187,116	201,741	210,601

(**) These numbers do not include beneficiaries of the vocational and in-service

training, evening classes and mobile units training.

As for graduates, the vocational training system provided the labor market with over 911,600 young and skilled graduates during 2006-2012.

Table 17: Number of graduates

Number of graduates								Total 2006- 2012
Training track	2006	2007	2008	2009	2010	2011	2012	
in-house and alternating training	89,093	93,034	108,439	116,332	123,400	132,045	130,342	792,685
Apprenticeship	12,581	13,273	15,348	17,711	18,085	17,242	17,719	111,959
Total	101,674	106,307	123,787	134,043	148,476	149,287	148,061	911,635
From the Office of Vocational Training and Labor Promotion	46,399	49,773	61,475	67,172	81,455	85,843	83,884	476,001
From the private sector	35,951	37,729	41,750	46,026	45,726	42,672	44,529	294,383

C.3. Apprenticeship training

Apprenticeship training is a new training track mentioned in the National Education and Training Charter and established by Law No. 12.00. It aims at facilitating the integration of out-of-school children who may not have the means to access vocational training, into the workforce and to ensure that rural young people are adequately trained to fit in the labor market in their specific environment.

1. Number of apprentices in training

In 2012/2013, the number of apprentices had reached 30,518. Nine training operators contribute to the organization of this type of training.

Table 18: Number of apprentices by operator in 2012-2013

Training operator	Training level				Numbers
	CAP	S	Q	T	
AREF	255	25	230	99	609
ASSOCIATION	101	2,586	609		3,296
CFA PRIVES		25	62		87
CFA-IE	2,384	1,206	198	33	3,821
CCIS	60		121		181
D.AGRICULTURE	5,775	2,628			8,403

D. Handicraft	348	6,233	480		7,061
D. Maritime Fishing	518	174		692	
D.TOURISM	439	439		878	
NATIONAL SUPPORT/ENTRAIDE NATIONALE	225	3,070	1,781		5,076
UNAMFR	45	212	157		414
Total	9,193	16,942	4,251	132	30,518

AREF: Regional Academy for Education and Training

CCIS: Chambers of Commerce, Industry and Services

UNAMFR: National Union of Rural Households

Development of Intra-company Apprenticeship Training Centers:

In order to ensure a better efficiency of the training system through apprenticeship and to make it closer to the companies, the Department of Vocational Training, with the support of the German cooperation, launched since 2004 a program to establish Intra-company Apprenticeship Training Centers in the sectors of Textile, Leather, Hotels and Jewelry, Automobile and the transformation of meat and the professions of journalism.

The Department provides technical and financial support to the companies in order to create internally their own apprenticeship training centers to train their workforce and continuously develop their skills.

The follow up with the companies' part of this program allows them to organize and structure the recruitment process of their employees and to develop their skills in accordance with their needs.

The various tools developed in the framework of this program will be the basis of the perpetuation of the concept of creation of Intra-companies Apprenticeship Training Centers as well as its expansion to other sectors specifically those mentioned in the National Pact for Industrial Emergence.

Convergence of the apprenticeship programs with the National Initiative for Human Development

Besides the partnership established with the traditional training providers, the Department of Vocational Training paved the way for new providers with an important potential regarding training capabilities. This mainly refers to NGOs.

Given the acknowledged role of proximity and social mobilization of the associations and in order to provide for the specific needs of some youth groups in vulnerable situations, the DPT concluded partnership agreements with associations working in the field of training for the creation of apprenticeship programs that will benefit this group.

These associations are supported by the DPT to establish training programs through apprenticeship either in partnership with a public training provider (National Cooperation, Agriculture...) or as provider of private vocational training. In the last case, the eligible associations get the necessary support to create their own

apprenticeship training centers.

On the other hand, in order to align the apprenticeship programs with the NIHD, the Department of Vocational Training has identified, in partnership with the local actors, projects specifically targeting the youth from the neighborhoods and communities relevant to the NIHD as well as the partners in charge of their execution.

Given the importance of this project for the improvement of the living and socio-professional conditions of the youth in a vulnerable situation, the Department works on developing partnerships to achieve specific training programs for these youngsters.

C.4. Development and Enhancement of the Private Vocational Training

Since the Private Vocational Training is in charge of a public service mission, it is controlled since May 2000 by the law 13.00 stipulating for the private vocational training and its implementation texts.

To this end, the Ministry in charge of Vocational Training undertook a number of reforms for the promotion and enhancement of this sector.

1. Progression of the number of the trainees and candidates:

The private offer for vocational training currently ensured by 1493 establishments represents nowadays around 25% of the global offer of the system; the analysis of the progression of the number of the trainees shows that:

- The subjects of the levels ST and T remain the most wanted as they amount for 22.800 trainees for the year 2012/2013, compared to 22.800 trainees for the levels Q and S.
- The sectors of the Construction and Public Works, the Paramedical and Health have recorded an important progression.

Table 19: Private Vocational Training by sector

Sector	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Administration, Management and Commerce	26,137	25,055	24,904	25,528	24,742	26,760	25,846
Hairdressing and Beauty	15,570	15,977	16,106	15,605	14,173	14,423	14,489
ICT	7,958	11,552	13,565	12,872	11,472	12,470	12,785
Paramedical and Health	7,362	9,018	9,050	8,704	8,329	9,310	10,775
Tourism and Hotel Management	3,219	4,660	5,151	5,261	4,668	5,125	5,013
Textile, Clothing and Leather	2,555	2,635	2,737	2,607	2,383	2,509	2,558
Metallurgical, Mechanical and Electromechanical Industries	1,356	1,376	1,304	1,188	933	1,724	962
Construction and Public Works	419	603	875	1,213	1,264	1,445	1,658
Others (Production Arts and Crafts, Home assistance, Transportation, Agro-food Industries, ...)	2,608	2,492	2587	2,288	2,189	2,124	2,018
TOTAL	67,184	73,368	76,279	75,266	70,153	75,890	76,104

This dynamic shows the capacity of the private sector to maintain itself in a market that is rather favorable to the public sector and to take part in the State effort regarding training of capabilities particularly in the growth sectors.

2. Enhancing the sector

The sector of the private vocational training benefits from an integrated support program that includes qualifying operations for the training sectors, accreditation of the private vocational training institutions and the contribution of the state to the costs of training and administrative and pedagogical support of the private vocational training institutions.

✓ Qualification of the private vocational training sectors

The qualification of the private vocational training sectors is a voluntary action through which a private vocational training institution submits one or more of the training sectors it provides to be evaluated regarding its/their conformity with the current technical and pedagogical norms. This process is overseen by the Private Vocational Training National Sectorial Committees established for this purpose.

The qualification certificate is granted for a period that does not exceed 5 years. It is up to the relevant institution to renew the qualification during its last year of validity according to the same rules and procedures as the first time it was granted.

✓ Accreditation of private vocational training institutions

We mean by “accreditation of private vocational training institutions” that was launched starting 2003, the action of authorizing the institutions that fulfill the set conditions to organize tests for the trainees that completed their training at those institutions and to give them degrees. The stamp of these degrees by the administration represents their acknowledgement by the State and provides the degree holder with the same rights given according to the enforced legislation and regulation to the holders of corresponding degrees given by the vocational training institutions from the public sector.

133 Private Vocational Training Institutions were accredited during 2013 from the 166 candidates including 38 new Private Vocational Training Institutions bringing the total to 403 accredited Private Vocational Training Institutions. The number of trainees in the accredited Private Vocational Training Institutions reached 36427 for the year 2012/2013, which represents 48% of the total number of trainees in the private vocational training sector.

✓ Participation of the State to the cost of training

In order to encourage the demand on private vocational training, a contribution of the State to the cost of training was established to support the trainees of the accredited Private Vocational Training Institutions who are part of the level Specialized Training in the primary sectors within the limit of 4.000Dh per year and per trainee.

3,102 trainees, registered at the level of specialized technician within 181 accredited Private Vocational Training Institutions, benefited from this contribution for the year 2012/2013 bringing up the total number of beneficiaries to 11805 trainees within 25 accredited Private Vocational Training Institutions with a budget of 43 million Dhs.

C.5. Development of vocational training to the benefit of the vulnerable populations

In order to favor the socio-professional re-integration of the vulnerable populations, the ministry prepared a plan, in partnership with the relevant parties, for the development of the trainings particularly in favor of the detained, the blind and visually impaired and the mentally handicapped.

1. Vocational training for the detained

To follow the Royal Guidelines of His Majesty, and to achieve the objectives behind the creation of the Mohammed VI Foundation for the Reintegration of Prisoners that has the honor of being presided effectively by His Majesty Mohammed VI, an integrated program for the reintegration of the prisoners was launched in 2002; it aims at developing the capabilities and faculties of the inmates of the penitentiary institutions which paves the way for their socio-professional reintegration after their release.

The program includes the creation of vocational training centers within the penitentiary institutions.

This program started in 2001 in 4 pilot penitentiary centers and was expanded to include 47 penitentiary institutions in 2012/2013 in order to generalize it to include all the penitentiary institutions.

2. Vocational training for youth with disability:

In the framework of the development of vocational training for youth with disability, the Department of Vocational Training achieved, in partnership with the relevant parties, a program including the following actions:

- The creation of a pre-qualification center for the blind and visually impaired at Temara
- The creation of a training center within the Mohammed VI National Centre for the Disabled at Sala El Jadida;
- The organization of training sessions in the field of handicap for the trainers and guidance counsellors;
- The creation of a roster of the most accessible jobs for the population of the blind and visually impaired.

Furthermore, specific training programs through apprenticeship were established in the framework of the NIHD for the benefit of this population and in partnership with the NGOs working in this field.

C.6. Development of in-service training

Being aware of the stakes of qualification of human resources that are considered as the main engine of economic growth, Morocco deployed great efforts regarding the training of human resources in-service in order to strengthen the capabilities of the employees and to keep up with the competitive modernization of the National Economy.

In this regard, the Public Authorities adopted a strategy that focuses on the dynamic public-private partnership as the main vector of development for the valorization of human resources and the improvement of the employability of employees.

The targeted objective is to improve the level of skills of the labor in Morocco to increase the competitiveness of the companies to better face the challenges of the international competition and gradually integrate Morocco within the international economic space.

1. Development mechanisms of the in-service training:

1.1. Inter-professional Counselling Groups (GIAC):

The Inter-professional Counselling Groups are associations established and managed by the professional organizations in order to help the companies achieve strategic analysis for their development and show their needs regarding skills and training.

Nine Inter-professional Counselling Groups have been created until now; they cover the main sectors of economic activity and around 1650 companies benefitted from their financing, more than 75% of which are SMEs.

This mechanism proved its efficiency in supporting the needs and skills of the companies.

1.2. The system of Special Training Contracts (CSF):

The Special Training Contracts system allows for a partial reimbursement of the costs undertaken by companies to provide training programs to their employees.

This system has encountered difficulties in the recent years, but the social partners, the economic partners and the public authorities have launched this year a global reform to give the professionals a leading role in the management of the funds allocated to it.

1.3. The financing of the mechanisms of the in-service training:

According to the decree adopted in 2002 that amends the decree of 1974 relevant to the vocational training tax (TFP), the financing of the mechanisms of the Inter-professional Counselling Group (GIAC) and Special Training Contracts (CSF) is now provided by the allocation starting 2007 of a fraction of 30% of the abovementioned tax i.e. around 350 MDh per year.

2. Mechanism of direct aid for training:

The direct aid for training mechanism started in 2008 to help companies in four World Trades of Morocco i.e. automotive, aeronautics, electronics and offshoring.

This mechanism for direct aid training whose management was entrusted to the National Agency for the Promotion of Employment and Skills has the following

objectives:

- To succeed in the recruitment of human resources for the development of their skills in order to make them operational starting their first year of recruitment;
- To fulfil the needs of continuous learning of the employees during the second and third year following their recruitment.

3. Support for the Management of Human Resources within companies and development of the offer market regarding counselling and training:

3.1. Qualification of the players in the field of counselling and in-service training:

In accordance with the principles of the National Education and Training Charter, the Ministry in charge of the Vocational Training worked for the creation of a qualification system for the counselling and/or in-service training that allows for the acknowledgment of the vocational capability of these organizations with a set field of skills.

The qualification of the layers in the field of counselling and in-service training has the following objectives:

- Enlighten the companies during decision making for the choice of a counsel and/or training provider through the publishing of the Vocational Training Department of a roster of the qualified organizations for counsel and/or training.
- Ensure the development of the portfolio of national skills regarding providing counselling and in-service training;
- Promoting the quality of the provision of counsel and in-service training.

3.2. Validation of the acquired lessons of the vocational experience:

The execution of the operations of validation of the acquired lessons of the vocational experience aims at allowing the employees who benefitted from an initial training and who have a confirmed vocational experience to certify their skills.

That system is indeed offering a new way to access a degree or a title outside of the initial training and will allow favoring the vocational promotion of the employees and the opening of the training systems to the professional space.

The validation of the acquired lessons of the vocational experience system will be reinforced in the sector of Construction and Public Works and expanded to other sectors especially Textile/Clothing and Tourism/Hotel Management, meat transformation.

D. National Cooperation Programs

The integration training such as used by National Cooperation is within a vision to rehabilitate young adolescents (girls and boys) in a situation of major difficulty. This intervention allows those young people to access other alternatives and horizon that promote the integration in the work force. Two training and apprenticeship programs have been set:

The first program is relevant to the Education and Training Centers with a curriculum adapted to the situation of the targeted populations. It is a qualifying training for the positions of services and production required in the proximity market. The choice of the training fields is more and more oriented towards the high economic value activities in order to facilitate the integration. It is a dynamic

supported internally by continuous research and by taking into consideration the requirements of the environment.

The second program is developed through a partnership with the department in charge of the vocational training where National Cooperation plays the role of operator through its Education and Training Centers. This program targets the youth in difficulty with a majority who are victims of school disaffection and dropout. For an acknowledgement of the acquired skills, training certificates and internal degrees are issued to the interested persons.

Additionally, National Cooperation provides specific programs for minors on the streets within the provinces of Tangier, Beni Mellal, Nador, Khouribga and Ben Guerir. It is an experimental activity supported by an external expertise to elaborate the necessary tools to offer this category of minors a second chance.

In general, this process of Training/Integration works according to a three-phase protocol:

- Counselling and orientation of the “minor” to help him to face the daily risks of life in the society (drugs, alcohol addiction, situation on the street, exclusion, ...);
- Integration in a training and apprenticeship path adapted to his profile;
- Integration and follow up that favor the Social and Solidarity Economy (cooperatives, micro finance, economic interest group, solidarity trade...).

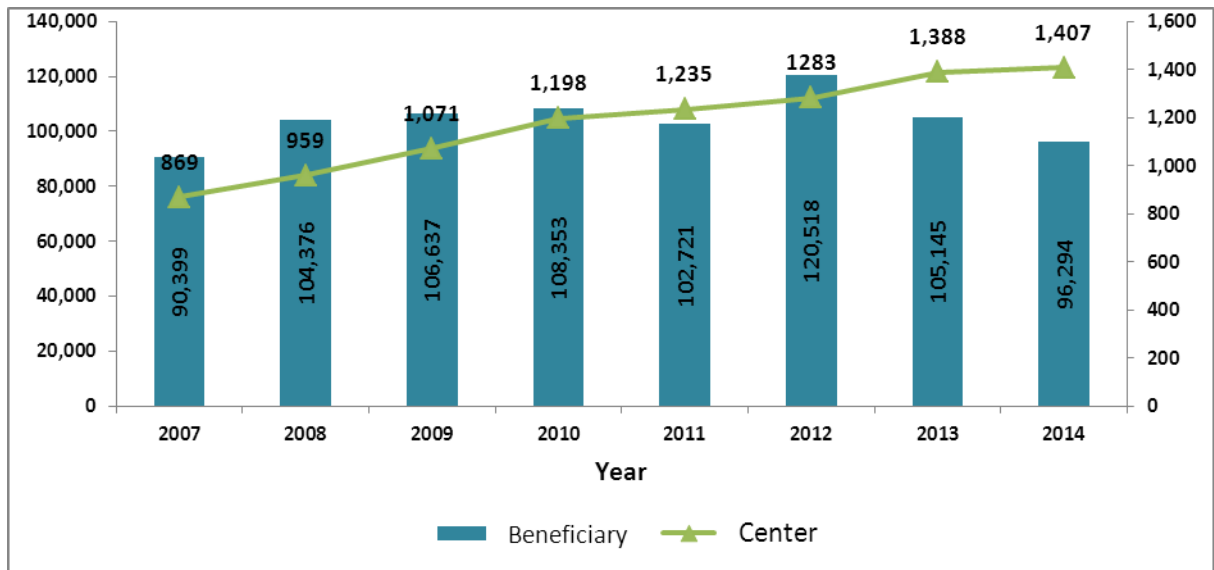
Within the efforts to ensure a proximity to the training and integration action, National Cooperation works first directly through its own centers (ETC, re below box) and through the partner associations specialized in this field.

Box 3 : Education and Training Centers (ETC) – National Cooperation
Target population: illiterate females, young girls and boys out of schools and in disadvantaged areas...
Implementation areas: national territory (45% in rural areas)
Provided services:

- Qualifying trainings in traditional and modern cutting and sewing, embroidery, knitting, computer, home management, hairdressing and beauty, mountain guide, early childhood female educators, painting on glass, painting on silk, ceramics, decoration on pottery, jewelry...
- Literacy classes, sanitary education classes, citizenship education classes and training sessions for the strengthening of the life capabilities for females and young girls in a difficult situation
- Support for the socio professional integration (creation of micro projects, organization as associations and/or cooperatives, creation of Very Small Enterprises

As represented in the below graph the number of ETCs reaches 1235 centers hosting more than 102 721 beneficiaries of which 93% are girls and females. The latter benefit from apprenticeship courses for crafts defined according to the regional and local characteristics and the work market requirements with a follow up of the candidates of the ETCs for the marketing of their products (issuance of 24 000 certificates to the successful candidates of the ETCs).

Graph 31: Number of ETCs and beneficiaries



Source: National Cooperation

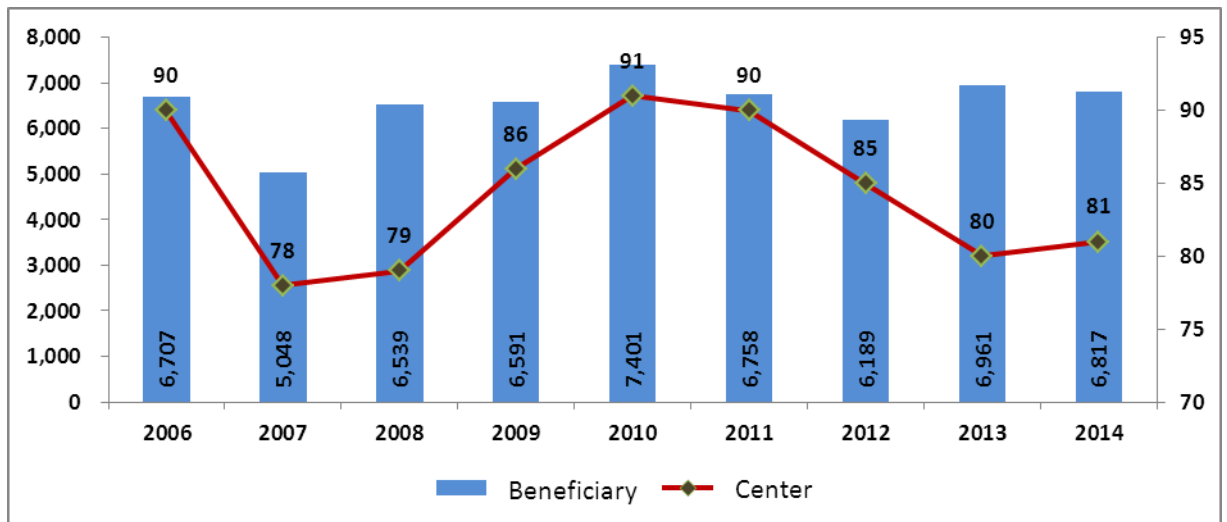
As explained in the below graph, the number of ETC students reaches 1407 centers hosting over 96 294 beneficiaries of which 93% are girls and females. The latter benefit from apprenticeship courses for crafts defined according to the regional and local characteristics and the work market requirements with a follow up of the candidates of the ETCs for the marketing of their products (issuance of 24 000 certificates to the successful candidates of the ETCs).

1. Vocational Training

In partnership with the department in charge of the vocational training the National Cooperation welcomes within ETCs the youth in a difficult situation of school disaffection or dropout aged 15 or more offering them apprenticeship for crafts adapted to the capabilities of the various youth groups according to the approach of training by alternation along with a follow up to facilitate the integration of young laureates and a psycho-social support and medical support in certain cases (drug addiction, alcohol addiction, ...)

Geographically the ETCs are in the majority of the provinces and areas that have the necessary companies to complete the apprenticeship curriculum according to the 28/80 principle (theoretical lectures (20%) and practice within companies: (80%)).

Graph 32: ETCs and beneficiaries



Source: National Cooperation

The number of vocational training centers issued from the National Cooperation has reached 81 in 2014 with a number of beneficiaries reaching 6817 learners of which 36% are girls. The ETCs program is relevant to the service and production handcrafts, hotel management, restaurant management, computer science, Construction and Public Works and social aid.

E. Contribution of the Ministry of Youth and Sports

1- In the field of vocational training and Fe males' Affairs:

In the extension of the mission of the Ministry of Youth and Sports towards young people and according to the services that this mission can provide them with, training is one of its main functions. The ministry deploys efforts to organize programs matching the expectations and needs of the young population through ensuring a qualitative training in its female centers, namely:

- Residential vocational training for young girls between the ages of 15 and 30 who passed the entry test having completed the 6th level of primary education for the Specialization level and the 3rd year of secondary education for the qualification level. The pathways of this training include activities of modern / traditional sewing activities – hairdressing – kindergarten teachers – computer operator – cashiers saleswomen – home arts – embroidery – weaving.
- Vocational initiation to awareness and outreach activities for females and young girls starting the age of 10.

Despite the efforts deployed at the level of the ministry we notice a decrease in the number of beneficiaries of females institutions in rural / urban areas, which can be explained by the deterioration of the infrastructures allocated for training and the lack of equipment.

Table 20: Beneficiaries of vocational training

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Vocational Training						
Urban	5880	5490	5139	4753	4279	4203
Rural	100	127	116	74	46	48
Vocational Initiation						
Urban	8594	8325	7554	7807	7107	8044
Rural	2647	3063	2692	2001	1185	1369

Source: DPT

2- In the field of youth:

Youth centers are educational and cultural institutions that aim at the promotion of the fulfilment of the personality of young persons and their adaptation to modern life by providing them with ways to express themselves, develop ideas, skills and ambitions, all within a frame of respect of the culture and values of our society.

The aim of the youth centers is to organize socio-educational, cultural, artistic and sporty activities.

On the other hand, youth centers set programs for awareness activities against social phenomena that can be summarized as follows:

- Literacy project for adults
- Project of fight against STI/AIDS

E. Higher Education, Professional Staff Training and Scientific Research

I. Main achievements of the sector

As for the other levels of education, the higher level of education has witnessed during the last five years important advances both on the level of the growth of numbers and the development of the infrastructures and on the level of the increase of pathways of training as well as the restructuring of scientific research.

The implementation of the action plan for the period 2013-2016 by the Ministry of Higher Education, Scientific research and Professional Staff Training has contributed to the strengthening of the achievements through various measures completed during the year 2013-2014. These measures can be summarized as follows:

1. Review of the university map and strengthening of the reception infrastructure to face the expansion of the social demand for higher education and to fulfil the needs of the national and regional socio-economic environment and the spatial coverage, the upgrading of the university infrastructure and the strengthening of the system's training offer. These measures are explained as follows:

- The definition and adoption of new criteria that take into consideration the regional dimension and the needs of the national and regional socio-economic environment and the spatial coverage ;
- The expansion of the existing establishments through the completion of the programmed projects by accelerating their works and transforming some multi-disciplinary faculties into institutions that offer its promising specialties in agreement with all the stakeholders;

- Programming and realizing new projects:
 - Programming and launching works for the completion of two medicine and pharmacy universities in Agadir and Tangier;
 - Programming the construction of the National School of Business and Management in Dakhla;
 - Programming of the construction of 2 Higher Schools of Technology at Beni Mellal and at El Kalaa of the Sraghna;
 - Construction of the Faculty of Science of Charia at Samara;
 - Construction of the Higher Institute for Health at the University of Hassan 1 Settat;
 - Programming the construction of the Higher School of Applied Arts at the University Hassan II Mohammedia;
 - Publishing of 5 legal texts in the context of the implementation of the legal stipulations mentioned in the texts of the executives training institutions relevant to the creation of annexes to these institutions;
 - Creation of new institutions for the training of executives (creation of 6 annexes to the National School of Architecture in the following cities: Fes, Marrakesh, Casablanca, Agadir, Oujda and Tetouan).

➤ Expansion of the reception infrastructure

For the university year 2013-2014, higher education in Morocco with its public and private components includes 22 universities and 412 institutions distributed as follows⁴:

- 15 public universities including 125⁽⁵⁾ university institutions distributed over 30 university campuses in 14 regions;
- 70 higher education institutions that are not linked to the universities (executives' training) including 39 for scientific and technical training (15 training institutions for the Health Careers have been recently created), 16 for economic, judicial, administrative and social training, 15 for pedagogical training;
- 216 institutions from the private higher education authorized by the Ministry of Higher Education, Scientific Research and Professional Staff Training;
- 1 public university under private management (Al Akhawayn University at Ifran);
- 6 private universities including 1 that was created in the framework of a public-private partnership in Rabat, these universities are in the cities of Casablanca, Agadir, Marrakesh and Ben Guerir.

The number of higher education institutions moved from 362 in 2009/2010 to 412 in 2013/2014, be it an increase of 14%, which allowed for an increase and diversification of the training offer. The reception capacity of the institutions of university higher education moved from 339081 in 2009/2010 to 420000 in 2013/2014, be it an increase of 24%.

➤ Progression of the number of students:

The number of newly registered students for the three components of higher education went from 111.414 in 2009/2010 to 207.767 in 2013/2014, be it an

⁴ This data is temporary.

⁵ Including 6 scientific research institutes.

increase of 86%. This number is distributed as follows:

- University education: 185,055 new registered students;
- Professional Staff training: 13,712 new registered students;
- Private higher education: 9,000 new registered students.

Table 21: Newly registered students

Sector	2009/10	2010/11	2011/12	2012/13	2013/14 (*)
University Education	90 601	117 402	157 677	191 980	185055
Professional Staff Training	10 983	8 700	9 987	14 235	13712
Private Higher Education	9 830	7 912	8 314	9 137	9000
Total	111 414	134 014	175 978	215352	207767

Source: Ministry of Education, Higher Education and Scientific Research and Professional Staff Training

(*) Temporary data

Thus, this data shows that the university institutions host 89% of the newly registered within higher education while the professional staff training institutions only host 6.5%. The private sector only includes 4.5% from the total of the newly registered.

Regarding the complete number of students within higher education, it went from 365.399 in 2009-2000 to 669.724 in 2013-2014 showing an increase by 83%. The total number of students is distributed as follows as:

- University education: 603,626 students;
- Professional Staff: 27,598 students;
- Private Higher Education: 38,500 students.

Table 22: Total number of students

Sector	2009/10	2010/11	2011/12	2012/13	2013/14 (*)
University Education	308 005	360 574	447 801	543 419	603 626
Professional Staff Training	22 276	20 759	22 897	29 342	27 598
Private Higher Education	35 118	35 648	36 434	37 920	38 500
Total	365 399	416 981	507 132	610 681	669 724

Source: Ministry of Education, Higher Education and Scientific research and Professional Staff Training

(*) Temporary data

Comparing the total number of students in the higher education, the university institutions host 90% of the students while the institutions of professional staff training only host 4% and the private higher education institutions host 6%.

2. Improvement and diversification of the pedagogical offer

The implementation of the pedagogical reform within universities has allowed for the development and diversification of the offer for training and the creation of trainings that respond to the needs of the national economy. Many acquired

improvements have been noted, mainly:

- The adoption and implementation of the new pedagogical architecture (L, M, D) in accordance with the higher education reforms launched at the national level;
- The implementation of the national pedagogical standards and an evaluation and accreditation system for the training pathways in order to improve their quality and their adequacy with the needs of the work market;
- The diversification and increased professionalism of the university education through:
 - Multiplying by 8 the number of accredited careers between 2003-2004 and 2013-2014;
 - Multiplying by 20 the number of vocational careers between 2005-2006 and 2013-2014;
 - The vocational careers represent 64% of the accredited pathways in 2013-2014;
 - Guiding the vocational offer of the higher education towards the disciplinary fields “science and technology” and “legal science, economic and social science”.
- The completion of two self-evaluations at the national level (the evaluation of the Bachelor in fundamental studies in 2008-2009 and the evaluation of the university degree in technology and vocational BA and MA in 2010) with the objective of reaching continuous improvement of the quality of the training.
- The launch of works relevant to the reform of medicine, pharmacy and dental medicine studies.
- Matching the training to the needs of the work market through:
 - The active participation in the big efforts to activate the national economy through the training of human resources that are skilled and specialized (Initiative 10.000 engineers, Offshoring Program, initiative 3.300 Physicians, National Pact of Industrial Emergence (the new world careers of Morocco) and other initiatives and fields (Energy, Tourism, Transportation and Logistics, Environment).
 - The creation of an integrated mechanism for language teaching that revolves around the Language Resource Centers (placement tests, digital manuals and resources, language proficiency certificates).
 - The introduction of transversal studies in the curriculum of the Bachelor degrees: modules of university work methodology, language & communication modules, computer science modules.
 - The creation of a tutoring system for the first semester students (S1) and second semester (S2) for all BA students in all universities.
 - The creation of two programs for the follow up of the integration of graduates of the higher education within some universities in the framework of a partnership with the European Union.

These achievements are strengthened by the main outcomes noted during the year 2013-2014. We are mainly referring to:

- The increase of the number of seats of the common entrance exam for the access to the main schools of engineering: 3340 seats in 2013;
- Development of the offer of training in medicine through the increase of the number of physicians in order to improve the medical density;
- The diversification of the trainings and their adequacy to the needs of the work market and the big projects for skilled human resources:

- The global number of accredited programs reached 2207 in the various disciplines including 64% that are vocational;
- The introduction of training by alternation;
- The signing of a cooperation agreement with the CGEM for the common conception of training programs and trainings for students in order to ensure more adequacy between the training and the needs of the companies.
- The guidance of a big number of students towards vocational trainings through:
 - The launch of the training program for 10000 pedagogic professional staff in the teaching professions. This program started in 2013-2014 through the training of 2220 trainees in 47 careers.
 - The launch of vocational trainings in the new university institutions (Faculty of Science of Charia at Samara, the Higher Institute for the Sciences of Health at Settat...)
 - The implementation of the attributes of the national schools of commerce and management regarding the preparation and delivery of the national degree of accountant: preparation of a project of a national pedagogical chart for the “National accountant Degree” in coordination with all the relevant parties.
- The improvement of the conditions ruling the access of regulated access institutions through:
 - The integration of National Schools for Applied Sciences and Faculties of Science and Technology in the national common entrance exam to the main schools of engineering;
 - The adoption of new standards relevant to the access to regulated access institutions: unified procedures for the acceptance, selection and entrance exam to those institutions.
- The strengthening of the systems of bridges and redirection in the program of higher education: creation of bridges in the national schools of commerce and management for the students of the preparatory years of the higher schools “economy and management major”;
- The pursuit of the pedagogic reform of the higher education through various measures:
 - The completion of the reform program of medicine, pharmacy and dental medicine;
 - The review of the legal texts relevant to the higher education institutions that are not linked to the universities when it comes to the adoption of the pedagogic reform such as university institutions.
- The improvement of the efficiency and effectiveness of the trainings offered by the system through a number of projects mainly focused on:
 - The global self-evaluation of the training cycles with open access and regulated access (University Technology Degree, Bachelor, Masters, Engineer, National school of Business and Management and Translator) from the perspective of the renewal of the accreditation;
 - The evaluation of the teaching system for the common modules “language and communication”;
 - The preparation for a new approach to teaching language courses;
 - The review of the national pedagogical chart linked to all the national degrees;

- The preparation of the content of the national common parts relevant to the Basic Studies Bachelor, Bachelor of Science and Technology from national business and management schools to ensure more mobility for the students between universities;
 - The approval of the national commission for the coordination of higher education of the new national education standards chart linked to all the national degree and to the content of the national common parts;
 - The completion of the first self-evaluations of the management and activities of the PHD studies centers and of the output of the programs accredited since 2008-2009.
 - The submission of the project of law regarding the National Agency for evaluation of higher education and scientific research for parliamentary consent.
3. The development of social works for the benefit of the students

The higher education department has always deployed considerable efforts to facilitate the access and training conditions to students all over the territory of the Kingdom. Many actions have been undertaken for the promotion of social works for the welfare of the students:

➤ Scholarships:

- Increase of the global number of students with a scholarship for higher education from 128000 in 2009-2010 to 244800 in 2013-2014, be it a growth of 91%.
- Approval of 91800 new scholarships for bachelors for the year 2013-2014 compared to 81200 in 2012-2013, be it a growth by 13%.
- Dematerialization of the procedure for the withdrawal of scholarships by the students through the implementation of a prepaid card "Minhaty" in collaboration with the General Treasury of the Kingdom, it allows students to access their scholarship money directly at the ATM machines of these two institutions.
- Review of the Decree setting the conditions for the approval of scholarships and the procedures of credit approval necessary for the national office of social in cultural works.
- Review of the procedures and criteria for the granting of scholarships in order to reach the neediest students.

➤ Accommodation and restaurant services

The accommodation and restaurants services have witnessed a considerable development through:

- The increase of the hosting capacity of university campuses. Thus university year 2013-2014 has witnessed:
 - The opening of the university dorms in Fes-Sais 3 with a capacity to host 2232 beds.
 - The construction of the university villages of Tetouan (2400 beds), Agadir (2100), Nador (1400), Safi (1400) and university residences in Taza (1200 beds) and Marrakech (1200 beds).
 - The expansion of the university dorms of Oujda (1025 beds), Settat (400 beds), Meknes (760 beds) and Moulay Ismail Rabat (1000 beds).
 - The construction of 2 restaurants in Agadir and Beni-Mellal (6000 meals for each).
 - The completion of the construction of the restaurant in Tangier and Fes (6000 meals each).

- The start of the construction works of new restaurants in Fes (6000 meals), El Jadida (6000 meals), Tetouane (6000 meals), Safi (6000 meals), Nador (6000 meals).
 - The adoption of a new procedure for the accommodation of students both males and females according to set criteria along with the use of an information system for the classification of files and the triage of those accepted for merit;
 - The adoption of an internal statute for university dorms.
- The “INJAZ” program

The INJAZ program launched on November 13, 2010, is part of the strategic priority for the “Social Transformation” of the national strategy Digital Morocco 2013 that aims at making high debit Internet accessible to students and favoring access to exchange and knowledge.

The year 2013-2014 was marked by the fifth edition of this program including 24400 students with the integration of tablets in the offer of this edition. Thus, the total number of beneficiaries of this program, after its 4th edition, has reached 86047 students.

II. Main obstacles and challenges

Despite the progress achieved on the level of improvement of the quality of higher education, many obstacles remain. This is mainly in reference to:

- The absence of the national integrated system to determine the needs of the work market;
- The lack of implication of the socio-economic partners in determining the needs of the work market;
- The weak internal and external outputs of the system;
- The absence of contribution of the socio-economic partners in the creation and supervision of trainings;
- The absence of a national information and guidance system;
- The absence of the national follow up system for the integration of graduates in the evaluation of external output;
- The pedagogical learning difficulties linked to the difference between the teaching language in school and the language in universities;
- The low rate of pedagogic support particularly in specific specialties and specific institutions;
- The lack of scientific and pedagogic equipment as well as hosting infrastructure;
- The absence of bridges between programs to guarantee the mobility between training sectors;
- The problems at the level of the proper management of the common modules.

Facing these obstacles, the ministry scheduled various projects and measures as part of its action plan for the period 2013-2016. Basically, these projects aim at the increase of the potential of the candidates to be employed in the work market, the restructuring of the students’ information and guidance system, the development of PhD cycles and the creation of a quality regulation and development.

III. An additional measurement indicator: literacy rate of young people 15 to 24 years old

- National situation

The complexity of creating an indicator to measure the level of achievement of the Goal 3, leads us to favor the indicator suggested in the EFA GMR 2001, i.e. the rate of literacy of youth (15-24 years) that measures the impact of the education system on literacy of the groups between the ages of 15 and 24. For Morocco, this indicator moved from 58% in 1994 to 77% in 2008 showing a clear progression of 19 points. Nevertheless, the number of young persons that remain illiterate is still high (23%). The initiatives undertaken since 2009 by the government on the level of school and university education as well as on the level of vocational training seem to guarantee the full literacy of this young population by 2015.

Another way to approach the completion of this goal is through the evaluation of the importance of the young aged 12 to 17 that are not enrolled in school. The level of school enrollment in secondary education allows us to have an estimate of this population of about 1 200 000 young persons in 2010. Nevertheless, the young persons included in the care of the Vocational Training Department, Non Formal Education and National Cooperation represent almost 45 000 young persons. We can conclude that around 750 000 young person from this age bracket are not enrolled in education and training institutions.

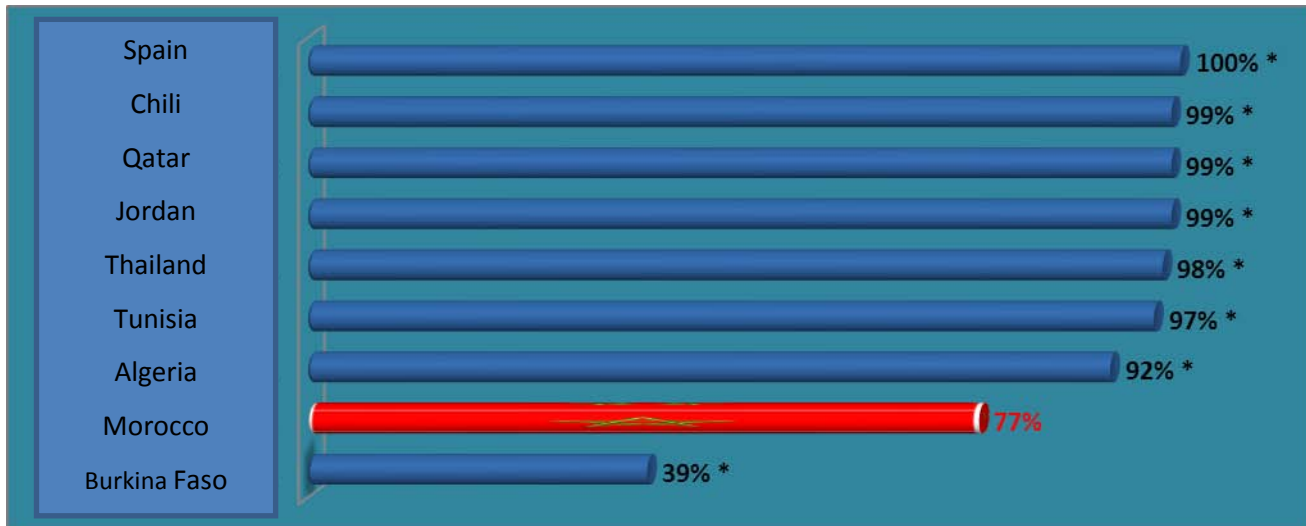
Despite the demographic change that shows a widening of the 15-19 age bracket population it seems that the universal school enrolment of this age group is an objective that may be achieved by 2015. On the other hand, despite the improvement of the rate of enrolment in higher education, measured by the ratio of the number of students in higher education and the number of persons in the population aged between 19 and 23 years that went from 12% in 2006 to 18%⁶ in 2012, a delay in the full enrolment of the population after the age of 20 is expected. This shows the relevance of a strategy more oriented towards universities and schools and vocational training institutions that are open to their environment to allow apprenticeship all through life.

- The Situation of Morocco on the international level

It seems that the impact of school enrolment programs for youth and adults is still not tangible. Indeed, the literacy rate of youth aged 15 to 24 years is only 77% in 2008 which places Morocco in a difficult position in comparison with countries of similar economies. Morocco is required to deploy further efforts in this field to reach the completion of goal 3 of the EFA by 2015.

Graph 34: Literacy Rate of Youth Aged 15-24: International comparison (2007/2008)

⁶ By accounting for all students enrolled in higher education after the baccalaureate



Source: EFA Global Monitoring Report 2011, UNESCO

(*) National estimate of more recent data for the period 2005-2008

CHAPTER 4

GOAL 4: IMPROVE ADULTS LITERACY RATES

Improve by 50% the levels of literacy of adults and especially females by 2015 and to guarantee the fair access of all adults to the programs of basic education and continuous education.

Thanks to the strategy of fight against illiteracy adopted since the beginning of the third millennium, Morocco managed to reduce the levels of illiteracy for the population of the age 15 and up that moved from 43% in 2006 to 28% in 2011 (estimates from HCP). This effort mainly helped the female population that has the highest level of illiteracy and the highest motivation for the suggested programs.

These results will be strengthened by the recent creation of the National Agency for Literacy in order to reduce the levels of illiteracy to become below 20% in 2015 and the almost complete eradication of the phenomena by 2020.

Morocco can, due to its experience in fighting illiteracy and the support of the UNESCO and other national and international partners, achieve this goal if it pursues its strategy to fight school dropouts and improve the rate of completion of the mandatory education levels main sources of illiteracy in the country. The creation of the National Agency for Literacy represents a great advantage for the implementation and success of such a strategy.

I. Completed projects and programs

The situation of illiteracy in Morocco

Thanks to the State efforts in the field of literacy the illiteracy level in Morocco has decreased significantly. Indeed, for the population age 10 and above this rate reached 43% by the end of 2004 according to the General Population and Housing Census to 38.5% according to the National Survey on Illiteracy, Out-of-School Children and Drop-outs (ENANSDM) conducted in 2006. This rate scored 28% in 2012 (37% for females) according to the results of the second edition of the National Survey on Illiteracy in Morocco.

According to the same sources, the level of illiteracy for the population age 15 and above moved from 43% in 2006 to 31.2% in 2012.

The strengthening of the current dynamic regarding literacy could allow the completion of the goal 4 of the EFA by 2015.

Literacy Programs

In conformity with the axis of the national literacy strategy, four diversified literacy programs have been implemented according to the characteristics of the target groups:

- General Program: achieved within the hosting structures of the Ministry of National Education and its human resources, it targets all the illiterate population from the age of 15 and above;
- Public Operators' Program: a program completed in collaboration with the public operators to the benefit of their staff or illiterate populations that benefit from their services. Those operators are relevant to: National Cooperation, Youth and Sports, Endowments and Islamic Affairs, Agriculture, Maritime Fishing, Justice, Royal Armed Forces, Auxiliary Forces, Handcrafts, Local Authorities;
- Associations' Program: achieved in the framework of a partnership with the Non-Governmental Organizations (NGO);
- Companies' Program: training program aimed at the company employees.

Since 1998, the budget allocated to this sector has clearly increased; it went

from about 50 million Dirhams to more than 210 million Dirhams in 2012.

With the creation of the National Agency for the Eradication of Illiteracy this budget might be increased.

Quantitative Output of the Literacy Programs

The efforts deployed for the eradication of illiteracy from the various players and operators does not need further proof. Indeed, the recent studies, the cyclical reports on illiteracy and the observations of the international organizations all confirm that the commitment and mobilization of all the parties (public operators, NGO, companies,...) have led to a gradual decrease in the rates of illiteracy within the population age 10 and more to score 28% in 2012 as mentioned above.

These results have been confirmed by the annual evaluation of the literacy programs and their output as well as the positive results achieved in the framework of the national strategy for literacy support program from the European Union.

Furthermore, in his Speech to the Nation on Throne Day on July 30, 2013 His Majesty King Mohammed VI described the results of the national programs for literacy as “unprecedented”.

Moreover, UNESCO attributed to Morocco the honorable mention for the Confucius award – UNESCO for literacy in acknowledgment for the efforts deployed by Morocco in 2012 for its literacy and post-literacy program and its participation in the empowerment of females.

The international jury highly appreciated the program for its strong impact on the decrease of the levels of illiteracy in the country and for its contribution to the socio-economic integration of females.

As for the numbers of registrations in the literacy programs, they have scored a clear increase with more than 769400 beneficiaries during the year 2012-2013 (a record number), which means a growth rate of more than 170% between 2002-2003 and 2012-2013. In addition, we should mention that the number of persons subscribed for the literacy programs during the last 5 years (2008-2009 to 2012-2013), has reached more than 3 565 000 persons.

In 2012-2013, more than half of the beneficiaries who are registered for the program of fight against illiteracy supported by the associations (more than 1250 NGO), be it 402379 beneficiaries of which 90% are females whilst 55% of the beneficiaries are from rural area.

For the same year as well, around a third of the beneficiaries are subscribed to the illiteracy eradication program in the mosques with the support of the Ministry of Habous and Islamic Affairs, be it 252 675 beneficiary of which more than 88% are females and around 41% come from rural areas.

The below tables show the progression of the numbers of beneficiaries during the last 5 years.

Table 23: Number of persons subscribed at the literacy programs

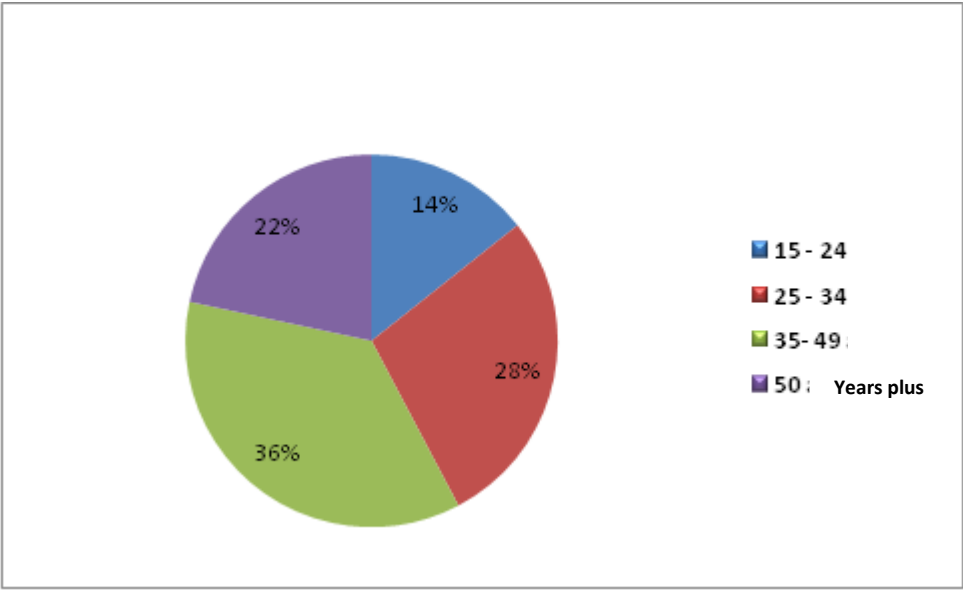
Year	Number of Subscriptions
2008-2009	656 307
2009-2010	706 394
2010-2011	702 119
2011-2012	735 062

2012-2013	769 402
Total	3 569 284

Source: National Agency for the Eradication of Illiteracy

In 2012-2013, the data collected by the Information System for the Management of Literacy Programs shows that 14% of the persons subscribed to this program are from the age group 15-24 years whilst the beneficiaries in the age bracket 25-34 represent 28%. The persons from the age bracket 35-49 represent 36% and the subscribed persons who are 50 years old and more represent 22% of the total number of subscribed persons.

Graph 35: Distribution of persons subscribed to the literacy programs by age groups for the year 2012-2013



Source: National Agency for the Eradication of Illiteracy

II. Progress towards achieving the goal

A- National situation

The rate of literacy of the population of the age of 10 years and more is estimated at more than 71% according to the National Census on Illiteracy conducted in 2012. This rate was evaluated at 61.5% at the end of 2006 by a national enquiry on illiteracy in Morocco conducted by the Department of the eradication of illiteracy (53.2% for females and 68.6% for males, 72.8% in urban areas and 45.6% in rural areas).

We note that ever since the last general census of the population in 2004, the rate of literacy was around 57%.

Table 24: Literacy rate of student population aged 10 and above

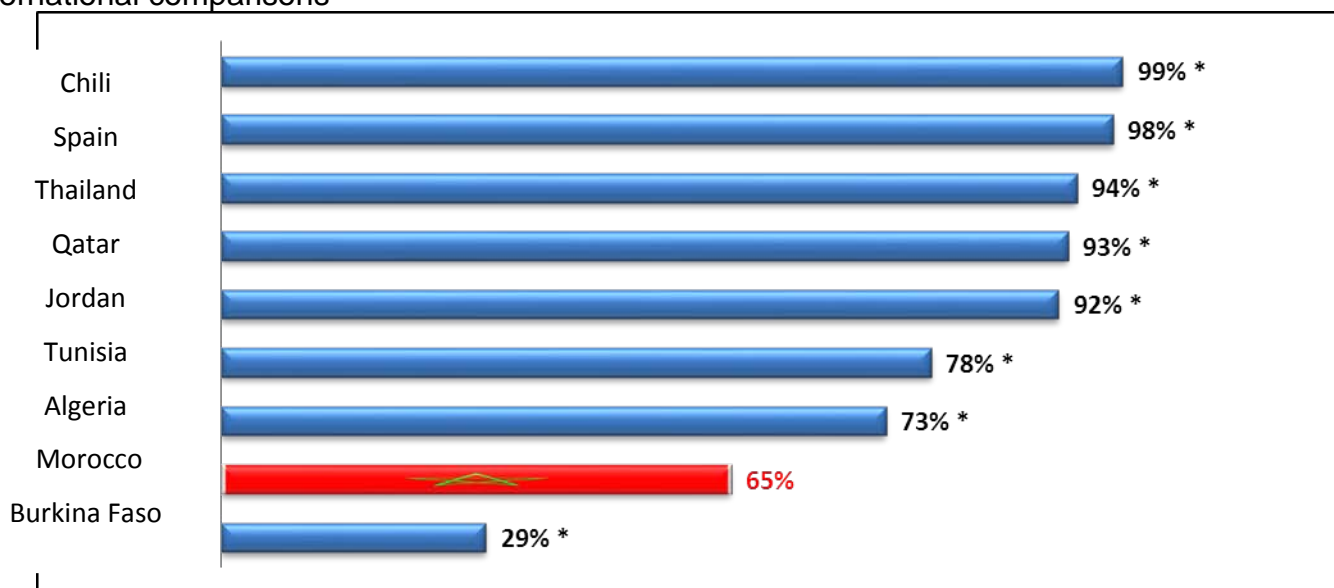
Year	Gross rate	Female	Male
2006 (ENANSO)	61.5%	53.2%	68.6%
2012 (ENAM)	71.8%	63.2%	79.9%

ENANSO: National Survey on Illiteracy, Out-of-school Children and Drop-outs, 2006.
 ENAM: National Survey on illiteracy (ENAM, 2012).

The situation of Morocco on the International Level

The literacy of adults is also one of the indicators that penalize the situation of Morocco in the international evaluations particularly the evaluations of the United Nations Program to estimate the progress regarding human development. In these evaluations that have been very criticized for their methodology, Morocco is in ranks that are not up to the level of the efforts deployed compared to countries that sometimes have a similar level of development.

Graph 36: Rate of Literacy for persons from the age of 15 and more: international comparisons



Source: EFA Global Monitoring Report 2011, UNESCO

(*) National estimate of the most recent data for the period 2005-2008

III. Main Obstacles and Challenges

Despite how significant they are, the achievements in matters of literacy in comparison with the set goals and the extent of the phenomenon have not made it possible to put an end to this scourge that handicaps the development of Morocco. This situation is the result of a mixture of factors and obstacles of which we will mention:

- The insufficient means for the improvement and expansion of the offer, especially the lack of financing;
- The geographical dispersion and heterogeneity of the target population;
- The huge needs regarding programs and actions of post-literacy that may avoid the return to illiteracy;
- The weak participation of some of the relevant sectors (particularly the private sector);
- The absence of equivalence system and bridges for the promotion of the integration of the beneficiaries;
- The weak convergence of the literacy programs with other sectorial development plans and local development plans.

CHAPTER 5

GOAL 5: ACHIEVING GENDER PARITY AND EQUITY IN EDUCATION

To eliminate gender disparities in primary and secondary education by 2015 and achieve gender equity by 2015 by ensuring girls an equitable access without restrictions to a high quality basic education with the same chances for success.

Morocco mobilized important human and financial resources to achieve the goal of the eradication of disparities in the establishment of equity between sexes in the primary and secondary education by 2015. These efforts have started to show their results with the launch of the process of the reform of education and training and especially since the launch of the emergency program in 2009.

The statistics show that indeed it is clear that the parity index got clearly better in the decade 2000-2010 as it went from 0.84 to 0.94 (from 0.76 to 0.92 in rural areas) for primary education and from 0.75 to 0.81 for traditional secondary education and from 0.85 to 0.98 in vocational secondary education (which shows the parity given the demographic structure of Morocco). Thus, we can reach two conclusions from the school data. First, Morocco has great chances of achieving the parity goal even before 2015 for the lower levels. Second, the indicator of parity between the sexes is improving with years as shown by the data in this report.

Nevertheless, delays in the achievement of parity still exist in the rural areas and in the disadvantaged socio-economic groups. For the characteristics of the constraints that are linked to social and cultural aspects, some innovative solutions need to be adopted especially as a positive discrimination policy that targets girls from those vulnerable environments which might speed up the completion of the parity goal.

It is important to note again that the National Education and Training Charter mentions in the basic principles that “the education and training system aims at the achievement of the goal of parity between citizens, the equal chances offered and the right for all girls and boys to education be it in rural or urban areas in conformity with the Moroccan Constitution”.

The “gender” dimension was included through the creation of a middle term strategic action plan for the institutionalization of gender equality (PASMT-IES). All of the projects of this plan have been integrated in the government’s agenda for gender equality that has just been approved by the cabinet in March 2011. This agenda will make it possible to ensure the coordination and the synergy between the various departments in the field of gender approach promotion.

I. Gender Equity in the Education System

Regarding gender equity (girls/boys) it is almost completely achieved for vocational primary and secondary education. Nevertheless for conventional secondary education equity is in regression due to the obstacles mainly linked to the available education offer in rural areas and the quality of this offer as well as the cultural obstacles that prevent the accommodation of girls out of the family home.

For the primary level, the progression of the parity index between the areas (urban/rural) and girls and boys is as follows:

Table 25: Gender parity index in primary education (girls/boys)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Urban	0.95	0.95	0.95	0.95	0.95	0.95	0.94
Rural	0.86	0.89	0.91	0.92	0.94	0.95	0.95
Total	0.91	0.92	0.93	0.94	0.94	0.95	0.95

Source: DSSP/MNE

Table 26: Parity index by areas (rural/urban)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Boys	0.96	0.99	1.02	1.05	1.05	1.07	1.11
Girls	0.87	0.93	0.97	1.02	1.04	1.07	1.11
Total	0.92	0.96	0.99	1.04	1.05	1.07	1.11

Source: DSSP/MNE

For the lower secondary level, the parity index evolved from 2007-2008 till 2012 as follows:

Table 27: Gender parity index in lower secondary (girls/boys)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Urban	0.92	0.90	0.91	0.90	0.89	0.90	0.90
Rural	0.57	0.57	0.57	0.58	0.59	0.63	0.66
Total	0.84	0.82	0.82	0.81	0.81	0.82	0.83

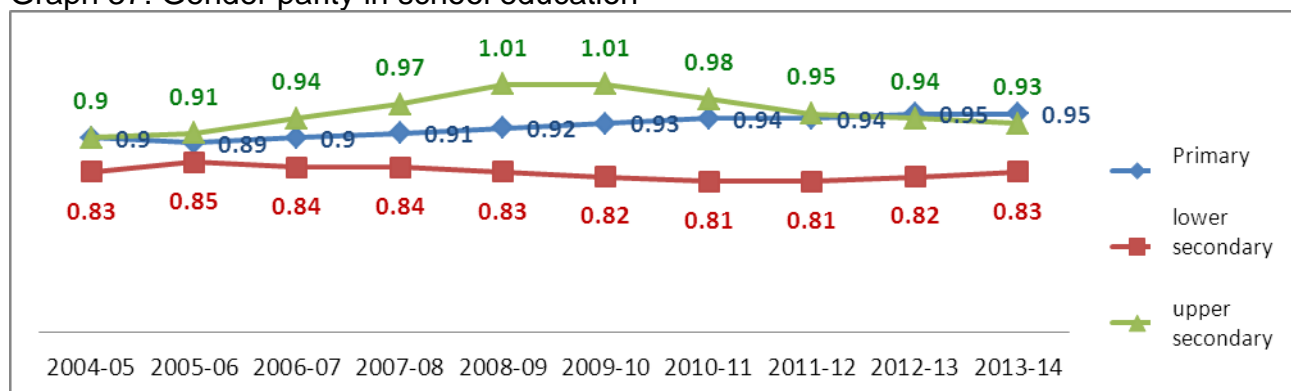
Source: DSSP/MNE

Table 28: Gender parity index by areas (rural/urban) in lower secondary

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Boys	0.35	0.37	0.41	0.44	0.47	0.49	0.55
Girls	0.21	0.23	0.26	0.29	0.31	0.34	0.40
Total	0.29	0.31	0.34	0.37	0.39	0.43	0.48

Source: DSSP/MNE

Graph 37: Gender parity in school education



Source: DSSP/MNE

Furthermore, gender parity (girls/boys) in the conventional education under the umbrella of the Ministry of Habous and Islamic Affairs is far from being achieved: the further we go in the education cycle the weaker the parity rate (0.18 for conventional primary education compared to 0.03 for the senior years).

The Ministry of Habous and Islamic Affairs developed in its strategy measures to guarantee that girls get a fair and unrestricted access to a quality basic education with the same chances for success; namely:

- Increasing the number of schools especially dedicated for girls through the establishment of new schools including boarding facilities for girls;

- Building boarding schools specifically for girls in the schools that are yet not equipped;
- Raising the level of awareness of the families regarding the importance of enrolling girls in conventional education.

Table 29: Parity index in traditional education

Year	2010-2011	2011-2012
Primary	0.18	0.19
Lower secondary	0.16	0.13
Secondary	0.03	0.02
Senior	0.03	0.04

Source: MEIA

Regarding higher education, we should note that the level of females participation exceeds 50% in some majors; mainly in dental medicine (74%) and business management (63%).

The level of participation of females is:

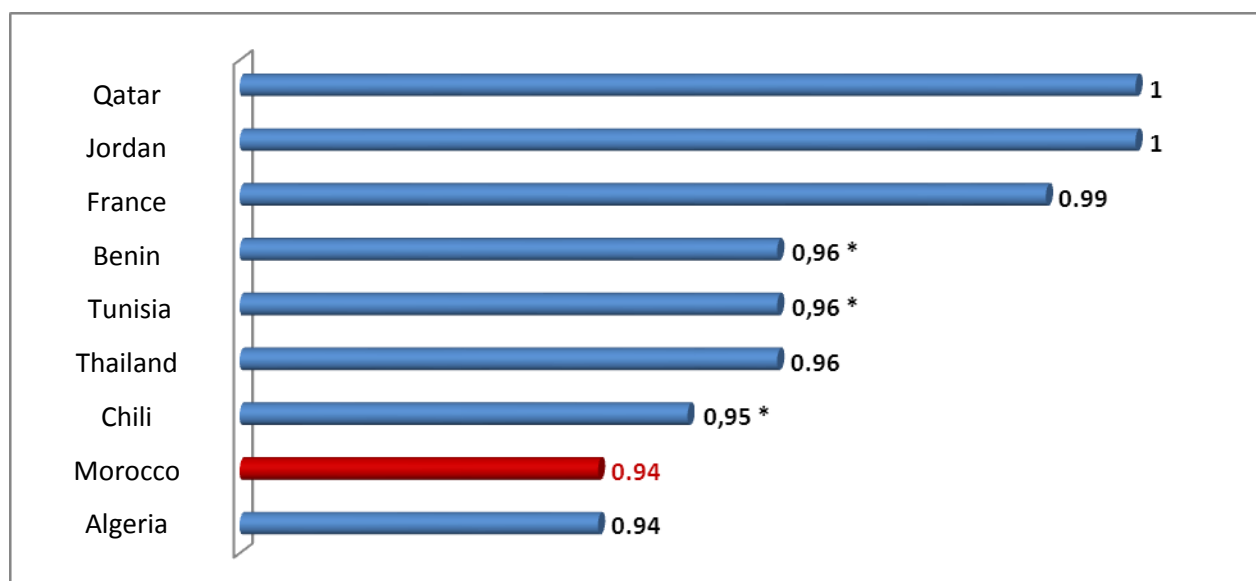
- 48% in university higher education institutions;
- 54% in the higher education institutions not linked to universities;
- 43% in private higher education.

The total enrolment rate in higher education is 18%; it is 17.5% for females.

II. International Ranking of Morocco

Regarding gender parity, Morocco is in the lower ranks. Nevertheless, the gap between those countries is rather narrow. We should also mention that due to the demographic structure of the population of Morocco characterized by a femininity rate lower than 1, gender parity is around 0.95.

Graph 38: Gender Parity Index in primary education



Source: EFA GMR 2012, UNESCO.

Data for the school year ending in 2010

(*) Data for the school year ending in 2009

III. Gender parity in adult literacy

The literacy programs are largely beneficial for females, during the period 2008-2013 more than 85% of the persons subscribed to these programs are females.

Table 30: Numbers of subscribed persons in literacy programs by gender

Year	Total	Males	Females	Females' Share
2008-2009	656 307	105 001	551 306	84,0%
2009-2010	706 394	103 805	602 589	85,3%
2010-2011	702 119	115 031	587 088	83,6%
2011-2012	735 062	96 098	638 964	86,9%
2012-2013	769 402	87 019	682 383	88,7%

Source: National Agency for the Eradication of Illiteracy

To the contrary, the number of illiterate females remains much higher than illiterate males in the last 5 years. Female illiteracy rate moved from 46.8% in 2006 to 37% in 2012, compared to 31.4% in 2006 and 20% in 2012 for males.

Gender parity in matters of literacy is far from achieved; females are the most disadvantaged with illiteracy rates exceeding males' rates by more than 50%.

Table 31: Illiteracy rates for student population aged 10 and above by gender (%)

Year	Total	Female	Male	Parity (F/M)
2006 (ENANSD)	38.5	46.8	31.4	1.49
2012 (ENAM)	28	37	20	1.85

ENANSD: National Survey on Illiteracy, Out-of-school and drop-outs in Morocco (ENANSD), 2006.

ENAM: National Survey on Illiteracy in Morocco (ENAM), 2012.

IV. Gender Approach to Literacy

It should be mentioned that nowadays the gender approach is integrated in the content/curricula of the literacy programs. To this end, the current manuals have been reviewed to integrate this approach that has now become a prerequisite and a condition during the conception and elaboration of all the tools for learning regardless of the target population.

Furthermore, the gender approach has been adopted and integrated in the budget allocation of the literacy programs. Indeed, the sector was dealt with separately within the pilot departments of that action lead by the Ministry of Economy and Finance in partnership with the UNIFEM. Thus, two relevant indicators have been selected to ensure the efficiency of this approach in the fight against illiteracy, namely: the number of females who subscribed to the literacy programs and the rate

of illiteracy among females.

V. The Gender approach to the Vocational Training system

The gender approach in the vocational training

The stipulations of the new constitution confirm the principle of equality as an original concept for the creation of a state based on:

- The equality of rights, responsibilities, means and chances;
- The acknowledgment of the value of the contributions of females and males in the private and public fields;
- The awareness of the importance of the needs, obstacles, interests and expectations of males and females during the elaboration, execution, follow up and evaluation of the development policies and programs;
- The recognition of the full citizenship of both genders.

The constitution has set the right to vocational training in article 31 that stipulates that “the public authorities work to mobilize all the available means to ease the equitable access of the female and male citizens to the conditions that allow them to benefit from the right to vocational training and physical and artistic education”.

Furthermore, the National Education and Training Charter states in the basic principles that the “education and training system aim at the materialization of the principle of equality of citizens and the equal chances that are presented to them and the right of all girls and boys to education be it in rural or urban areas according to the Moroccan constitution”.

In the Vocational Training Department, the GEEI started materializing, following the Moroccan-Canadian agreement in the framework of the project REAPC (Reform of the Education through the Approach by Skill) with the creation in February 2013 of the Gender Management Unit. Its interventions are distributed over four axes:

The institutionalization of the equality and equity of gender within the DPT

Created in February 2013, the Gender Management Unit aims at supporting the department in the changes due to the political will to institute gender equality and equity shown in the governmental orientation. This unit is supported by persons relaying resources who represent the training operators associated with the REAPC project, i.e. Agriculture, Maritime Fishing and Tourism.

Nevertheless, the objective of the institutionalization is for the long term and should eventually be applied to all sectors. This is why a focal point was designated in every division of the DPT and an Institutionalization Committee should be created to ensure the deployment of the GEE in the vocational training system. The role of this committee is to supervise the general and strategic orientation of the GEEI process and the control over its implementation.

Development of a training program

The GEEI cannot be materialized without training and awareness. Indeed, these actions contribute to the optimization of the adhesion of the staff of an organization to the institutionalization process and help the staff to better understand and use the conceptual components and the gender analysis tool. In this perspective the GMU organized trainings addressed both to the presenters in this field and the DPT staff along with the three training Operators.

These training sessions cover various themes: gender analysis, institutionalization of gender equality and equity in vocational training (Ministry of Employment and Social Affairs, 2010b), as well as the gender and work teams,

gender and communication and gender sensitive evaluation. Eight training activities were organized to this day in the aim of integrating gender in the vocational training system.

VI. The gender based approach at the Youth and Sports Department

The action of the youth department reflects the recommendations of the National Strategy for equity and Equality between the genders that aims among other things at ensuring an equal access to socio-economic rights. Note as well that the State policy in the field of youth completely matches the efforts deployed by Morocco in the completion of the Millennium Development Goals. The various actions undertaken in the department of youth's field of action contribute mainly to the completion of the MDGs including the following targets:

- To ensure comprehensive education for girls and boys in preschool. In 2009, the net rate of school enrolment for preschool registration went from 40.5% in 1990 to 48.2% in 2009.
- To reduce by half – in comparison with 1990 – the overall rate of illiteracy (age 10 and above). In 2009, this rate is 60.3% compared to 45% in 1994.
- To eliminate the disparities between males/females regarding access to employment.

The Youth Department might allow for the execution of the objectives set by the CEDAW mainly those mentioned in article 10 that stipulates that the member States shall take all the appropriate measures to eliminate discrimination against females in order to provide them with equal rights with men regarding education, scholarships, vocational training, literacy, access to specific information in the field of education that tend to ensure the health and wellbeing of females.

VII. Main Obstacles and Challenges

Three main obstacles are to be taken into consideration and that still require efforts in the field of:

- ✓ The development of outreach and dissemination activities of the legislative gains in favor of females;
- ✓ The improvement of the means and mechanisms of follow up and implementation of laws, strategies and policies;
- ✓ The automatic adoption of gender sensitive budgeting in strategies by sector.

CHAPTER 6

GOAL 6: IMPROVING THE EDUCATION QUALITY

To improve, under all aspects, the quality of education in an effort for excellence in order to achieve recognized and quantifiable apprenticeship results for all – especially regarding reading, writing, calculus and the necessary skills for daily life.

The improvement of the quality of education has represented for the past few years a primary objective in the education reform strategy and vocational training in Morocco. This concern has taken a particular dimension with the publishing of the results of various national and international evaluation tests for the intake of the students in the primary education, in the lower secondary cycles and the vocational secondary. These tests have shed the light on the shortcomings of these students in the main learning points in reading, writing and calculus.

Of course, the measures adopted until now have made it possible to achieve good results in the improvement of the rates of waste and completion in all cycles along with a major increase in the number of baccalaureate holders and access rates to higher education. Nevertheless, these positive quantitative results still cannot bridge the quality deficits that remain in the results of the students of the confirmation of their learning and necessary skills for their daily life and their vocational integration.

Thus, for the deadline 2015 and beyond, Morocco should not only keep on this multidimensional strategy to improve the levels of drop-outs and completion but also take tangible measures to reinforce the pedagogic skills of the teaching staff and pedagogic supervision staff, provide additional efforts to improve the supervision rates, modernize the pedagogic approaches, reduce the inequalities and disparities in the learning conditions between geographical areas and socio-economic categories (infrastructure and equipment; pedagogic material and tools...).

The issue of quality is as important today as much as all the new challenges and problems relevant to education. The young persons should nowadays be prepared to face those new challenges; they should be armed with new knowledge, techniques, skills and behaviors. The education values should be strengthened through a quality education that provides all students with an equitable access regardless from their geographical area of residence.

The importance of the quality of education for the development is obvious given the level of priority that was granted to it in the Millennium Development Goals (MDG). The goals of the EFA defined during the international forum in Dakar in April 2000, brought up the issue of the quality of education and committed countries to improve all the aspects of learning. This is why the quality of education is a must that goes beyond its importance or usefulness for development.

To focus the efforts on a quality education in order to fight social exclusion we need to face the problems that are an obstacle to the achievement of the right to a quality education for all and to deeply identify the obstacles linked to the participation of the students that are subject to discrimination, marginalization and social exclusion.

In its policy of fight against social disparities, Morocco has launched in the framework of the MDGs and EFA a set of reforms aiming at the elimination of the social marginalization problems, a handicap that is transmitted from generation to the other, the problems of unemployment or social exclusion thanks to the adoption of a financing system that aims at integrating the most disadvantaged students.

On the level of quality the Ministry of National Education started a process of reform that aims at the strengthening of the pedagogic support mechanisms, the development of an evaluation and accreditation system, the development of the use of new information and communication technologies and the training and qualification of the teaching staff.

I. Completed programs and projects

The Ministry of National Education committed itself to many ambitious projects covering various fields to resorb this deficit and trying to improve the quality of the education system. Part of those efforts is the improvement of the pedagogic system, the review of the curricula, the integration of Information and Communication Technology for Education (ICTE) in the learning process, the strengthening of the skills of the teaching staff and the strengthening of the evaluation system for the school results.

A. Guidance and objectives for quality improvement

The main undertaken measures aiming at improving the education quality mainly cover:

- The improvement of the pedagogic system for a better quality of learning by ensuring the acquisition of basic knowledge and skills;
- The initiation of students to the use of ICTE and develop their skills through a policy of follow up and evaluation of good practices;
- The fight against the school drop-out and failure in a way to increase the completion of students till the end of the lower secondary cycle;
- The development of an evaluation and accreditation system;
- The review of the curricula to improve the quality of teaching;
- The upgrade of the skills of the teaching and administrative staff through a basic and continuous education and training system;
- The promotion of excellence and the stimulation of innovation.

Summary of the qualitative achievements

Although it is difficult to dissociate the phases of the quality projects, it is still important to mention the improvements achieved in the last two years in the effort to reach the set qualitative objectives.

a. Improvement of the pedagogic system and reorganization of school life

The Ministry has launched a project for the improvement of the quality of the pedagogic system through the analysis of the pedagogic support and the creation of a training module for the integration of the rights based approach and the gender based approach. Awareness, appropriation and sharing seminars for the concepts linked to the universal values and principles of Human rights have been organized in many Regional Academies for Education and Training and have seen the participation of the various stakeholders.

Moreover, the improvement of the reorganization of the school life materialized through measures especially relevant to the creation of listening centers and pedagogical clubs, and the adoption of the principles of the convention on the rights of children...).

The year 2012 was mainly marked by the launch of a project and the activation of the regional observatory for the fight against violence in the school environment.

The school project also targeted civic actions distributed between the school and extracurricular programs, the mechanism of educational clubs, particularly citizenship clubs have seen great progress in the recent years and have encouraged the youth in schools to undertake civic actions within the school.

In order to improve its pedagogic system in the traditional education, the Ministry of Habous and Islamic Affairs committed to elaborate:

- A document that includes the methodological and pedagogical directives general and common to all the subjects taught in this sector;
- Specific pedagogic and methodological orientation for each of the school units in conventional education.

The organization of extracurricular activities in the traditional education that became an essential component in the strategy of the Ministry of Habous and Islamic Affairs, the aim being to favor the launch of the institutions of traditional teaching on the socio-cultural environment according to the texts of the law 13.01.

Vocational training

The creation of a national framework

Creation of a national framework for accreditation by the Vocational Training Department

In order to improve the mobility of the workers and the learners in the frame of the agreement that our country concluded with the European Union in October 2008, the Vocational Training department launched a process for the conception and implementation of a National Framework for Accreditation. This national framework for accreditation will allow:

- The guarantee of transparence and the comparability of the issued degrees and certificates ;
- The creation of bridges in the education and training system, the adoption of a system for the validation of the professional gains and to favor the continuous training for life;
- The contribution to the modernization of the education and training system as well as the progression of the acquired skills to face new economic and technological issues;
- The establishment of correspondences with the European Framework for Accreditation to improve the mobility and integration of Moroccan workers and learners in the framework of the advanced position given to our country on October 13, 2008 with the European Union.

This closeness to the European Framework for Accreditation cannot be materialized according to the advanced position granted to Morocco since October 13, 2008 in its relations with the Treaty on European Union without:

- The encouragement of matching the university curricula in Morocco with those of the EU by the support of the creation of teaching and training programs based on unit systems that can be capitalized, transferrable and comparable;
- The strengthening of the certification process in the teaching field in order to ensure the quality and transparency of the accreditation. This will contribute to the modernization of the education and training system and to the progression of the acquired skills.

The phase of conception of the EFA is complete and validated which led to a matrix of 8 levels and 6 descriptions.

As for the governance phase, a project of decree for the creation of the framework and the means of its guidance have been elaborated and is currently being finalized in accordance with all the partners.

Quality Assessment REVA

In 2009, the DPT in collaboration with the National Authority for Evaluation achieved the Quality Assessment of the vocational training provided by the main training departments namely, Agriculture, Maritime Fishing, Tourism and Handcrafts. A similar study was conducted in the sector of private vocational training including 150 Private Vocational Training Institution.

The first objective of this study was the production of a global reference. The first version of this reference was completed in 2011 but this reference was neither consensual nor unified (as only for training departments were part of the study).

In the framework of the production of a unified, uniform and consensual evaluation tool, the Planning and Evaluation Directorate elaborated starting with the already produced reference project an evaluation tool (REVA), its objective is:

- To measure the quality of the training provided by the vocational training institutions;
- To evaluate the organization, the functioning and the administrative management of the establishment;
- To evaluate the pedagogic organization and management of the provided training;
- To estimate the level and quality of the relations linking it with its immediate surroundings.

b. Integration of ICTE and Innovation in the Field of Education

Many measures have been adopted to generalize the use of ICTE in education in order to improve the apprenticeships and the promotions of practices. Thus, 87% of school institutions have a basic multimedia environment with a budget of 635 MDH, 2838 institutions have multimedia labs and multimedia carts and are connected to the Internet with filters and 6500 primary schools are equipped with multimedia carts.

The literacy field has witnessed in the framework of partnership with UNESCO in 2007, the adoption of a new information system. The evaluation of its adoption in 2009 has shown the need for a further adaptation of the chosen software to the characteristics of the Moroccan context.

In this context, new software was developed based on the same logic of conception and the same architecture as the previous one. This new information system for the management of literacy programs (SIMP) is formed by 3 modules:

- 1) A survey module for operators, programs, courses, trainers and learners
- 2) A module of management procedures that allow the financial follow-up, the identification of the needs of the literacy trainees, and the management of manuals and guides' stock.
- 3) A reporting module that produces statistic, functional outputs corresponding to the information needs of the three levels of decision making (local, regional and national), and planning and management of the literacy programs. Those statistic outputs are relative to the distribution of the beneficiaries by gender, the area of residence or the age brackets, the distribution of trainers according to their years of experience in literacy or the experience of the centers according to the intervention programs or the place of residence, ...

The module also allows the measurement of the performance indicators of the literacy programs. Its generalization and deployment in all the Regional Academies of Education and Training have been achieved during the year 2010/2011. During the last three years, SIMPA, with its progression capacity, was enriched with other modules mainly dealing with specific programs, post-literacy programs and the training of literacy learners.

c. Fight against Failure and School Drop-Out

The fight against school drop-outs and the access of all students to a quality education is one of the priorities of the Strategic Goals of the Ministry of Education. The adopted strategy includes the creation of observation cells that focus on spotting inconsistent students in every institution.

The success of these observation and support units depends on their integration in the institution project and on the enthusiasm of the teaching teams towards the training offer.

Other measures have been adopted in that same direction, namely the creation of a personalized follow-up mechanism to detect students with learning difficulties and providing them with solutions before the child finds himself in a situation of failure or/and dropout. These measures provide the support to students by giving them the chance to express their problems and to think introspectively about the causes and consequences of their actions, to reflect on their lack of interest or absence with the aim of providing them with the necessary support to overcome their crisis.

In addition to these measures, the Ministry of National Education launched a school support mechanism for students of all levels.

d. Development of Evaluation and Accreditation System

The Ministry started a number of measures in order to improve the evaluation and accreditation system. Part of the objectives of these measures is to ensure the validity of the accreditation and the establishment of quality norms relevant to the management of tests. The major goal was to establish and institutionalize quality norms relevant to the management of the various procedures of certificate granting exams; to standardize the tools to measure and evaluate the apprenticeships (with a certification character) and to develop "AREF"s, a bank of items specific to the exam presented to get the certificate of the end of the lower secondary cycle.

The current direction of the MNE in the fields of the institutionalization of the quality criteria relevant to the management of various processes of certificate granting exams revolves around:

- Updating the references relevant to the certificate granting exams at the end of the cycles of primary education, lower secondary and baccalaureate;
- Amending the ministerial decree controlling the sample regional exam for the end of the lower secondary cycle;
- Elaborating and editing the ministerial decree number 45 of April 05, 2011 regarding the procedures chart relevant to the baccalaureate exams. This chart aims at normalizing and standardizing the procedures relevant to the main exam processes;

- Amending the ministerial decree overseeing the national baccalaureate exams to allow the candidates that passed the make-up session to benefit from the best grade scored during the first session and the second session of the baccalaureate;
- Integrating digital technologies in securing the management of school exams (de-materializing the main processes linked to the exams), the objective being the improvement of the management of the securitization of the processes linked to the exams whilst at the same time decreasing their costs of time and energy.

The Ministry of Habous and Islamic Affairs created in this context since the school year 2006/2007 an evaluation and accreditation system allowing the granting of recognized degrees (degrees of traditional, primary, lower secondary, secondary and Al Alimya education) to graduates of traditional education, which facilitated their socio-professional integration and the continuation of their higher degree studies (masters and PhD).

The evaluation of the acquired skills is also a major part of the learning process in the field of literacy. It constitutes one of the pre-requisites of official acknowledgments of the acquired skills by the learners which condition in turn the creation of bridges between literacy and the formal education system (vocational training included).

In this context, the DLCA launched in 2009 a national evaluation and accreditation system to measure the level of acquisition of skills by the beneficiaries of the literacy programs, and to improve the quality of their learning and to establish a culture of evaluation in the literacy process.

Two documents have been drafted by the DLCA to structure the conception and implementation of the evaluation and accreditation process and harmonize its functioning. One document is the evaluation guide of learning that includes a bank of items elaborated based on the skill reference for every type of evaluation (initial/placement, formative and summative), and two assistance guides for evaluation and accreditation.

In order to improve the mobility of workers and learners within the advanced position our country reached with the European Union in October 2008 the Department of Vocational Training initiated a process for the conception and implementation of a national framework for accreditation (CNC). This national framework will allow us to:

- Ensure the transparency and comparability of the issued degrees and certificates;
- Create bridges in the education and training system, to establish a system for the validation of professional acquisitions and to favor the life-long training of individuals;
- Contribute to the modernization of the education and training system and to the progression of the acquired skills to face the new stakes of economy and technology;
- Establish correspondence with the European Framework for accreditation to improve the mobility and integration of Moroccan workers and learners within the advanced positions that our country signed on October 13, 2008 with the European Union. This closeness to the European Framework for Accreditation cannot be materialized according to the advanced position granted to Morocco since October 13, 2008 in its relations with the Treaty on European Union

without:

- The encouragement of matching the university curricula in Morocco with those of the EU by the support of the creation of teaching and training programs based on unit systems that can be capitalized, transferrable and comparable;
- The strengthening of the certification process in the teaching field in order to ensure the quality and transparency of the accreditation. This will contribute to the modernization of the education and training system and to the progression of the acquired skills.

The conception phase of the CNC is completed and validated and led to a matrix of 8 levels and 6 descriptions. The vocational training department elaborated based on the reference projects already produced in the framework of evaluation studies, an evaluation tool (REVA) its objective is to:

- Measure the quality of the training provided by the vocational training institutions;
- Evaluate the organization, functioning and administrative management of the institution;
- Evaluate the organization and the pedagogic management of the training it provides;
- Evaluate the level and quality of relation it keeps with its immediate environment.

e. Strengthening the Skills of the Teaching Personnel

The training of the teaching personnel is an inevitable stage for the improvement of the quality of learning and one of the main choices for the implementation of the pillars of this strategy and the achievement of its goals. Indeed, the training of educators targets the professionalism of those major actors in the learning process, and the diversity of the programs and players and the permanent renovation of the training approaches in didactic terms. Whereas, the organized training sessions take into consideration the levels of “initiation” for the new recruits and “in-depth” knowledge for others that already completed the initial training. Thus the number of teachers completing the training sessions increases year after year reaching 243 555 teachers in 2011 of which 39 597 female teachers which meant the completion of 3721 days of training.

Convinced by the education mission completed by the supporters of the program for the eradication of illiteracy in the mosques the Ministry of Habous gave a particular interest to this professional category by implementing a continuous training program that aims at allowing its members to be in conformity with the modern pedagogical theories and to work according to the skills approach. In the same effort, workshops are regularly and intensely organized with the objective of ensuring the qualification of the education personnel and the enhancement of their performances.

f. Review of the Curricula

The learning strategy at the Ministry of National Education stipulates a process that aims at identifying and following the strengths and needs of every student - thanks to a continuous evaluation at the learning service and tools such as student and class profiles-, and determining a series of pedagogical approaches that could offer a personalized and targeted evaluation and teachings for all the students.

Thus, actions have been undertaken to review the content of the curricula. This means the elaboration of guides on basic skills and apprenticeships for all the levels of primary education as well as the re-scheduling of the timeframe in the primary education to alleviate the time allocated to the teaching of disciplines and allocate a part of this time to school support.

The results achieved due to the continuous efforts of the teaching professionals were encouraging. Along with the positive welcome of these professionals to the principals and strategies mentioned in the education, these results provided the Ministry of National Education with the help it needed to bridge the performance gaps of all the students.

The division for the eradication of illiteracy drafted in this context new literacy curricula according to the skills reference, namely:

- Curriculum of the basic training for adults « literacy for employability » ;
- Elaboration of the curriculum in French "j'apprends et je me développe";
- Elaboration of the manual "basic training on roads education";
- Elaboration of a manual "based on the environment";
- Creation of two CD-ROMs corresponding to the literacy programs in Arabic and one CD-ROM for literacy in French;
- Preparation of Television literacy classes (150 video lessons to learn reading and writing in Arabic)
- In the context of cooperation with a specialized Italian university (UNINETTUNO). Those courses aired on the two Moroccan channels (AL AOULA and ERRABIAA) and the Italian satellite channel RAI NETTUNO SAT.
- Creation and launching, in collaboration with the institution radio ECCA, specialized in remote teaching, literacy classes via radio in the region of Souss-Massa-Draa.

g. The promotion of excellence and stimulation of innovation

The promotion of excellence and the stimulation of innovation through the creation of a dynamic in favor of the students with excellence awards according to the objectives of the development contract is a project adopted by the Ministry of Higher Education and the Ministry of Habous and Islamic Affairs to improve the quality of education.

Indeed, the Ministry of Habous and Islamic Affairs organizes annually two excellence awards for education in order to encourage excellence and improve the quality of teaching within the traditional education institutions. Namely the Mohammed VI Award for Quranic schools ruled by the Dahir 1.02.204 of July 23, 2002 and the pedagogic excellence award in traditional teaching.

Universities offered excellence awards to 1% of their students (more than 2 300 students). Many actions were undertaken to encourage training through research and strive for excellence especially by granting scholarships for merit to 50% of Master's students and 70% of Doctorate students. The number of those grants went from 4.766 in 2006-2007 to 13.707 scholarships in 2011-2012, be it an increase of 188%. Around 1000 researcher students in PhD benefited from excellence scholarships in scientific research between 2006-2007 and 2010-2011 (2.300 Dh/month for 12 months over 3 years).

In the context of innovation stimulation, four major awards for innovation and research in science and technology between 2006-2007 and 2010-2011 were

organized with the participation of 131 Moroccan candidates, during those events 14 researchers were awarded during the first 3 editions.

The program INJAZ is also part of the strategic priority for innovation and social transformation of the national strategy “Digital Morocco 2013” that aims at making high speed internet accessible to citizens and to favor the access to exchange and knowledge. This program is also part of the development contracts for the promotion of quality and excellence within universities.

This program was implemented starting 2009-2010. Thus, nearly 15.000 students in engineering, masters in science and techniques benefitted from laptops with access to the internet subsidized by the state up to 85% with a maximum of 3600 Dh. In 2011-2012, they come from 44 institutions distributed as follows:

- 10.000 students registered in engineering programs, Master and specialized Master’s degree;
- 3.500 students of doctorate in Science and technology registered in the doctoral studies’ center (CEDOC).

II. Progress towards Achieving the Goal

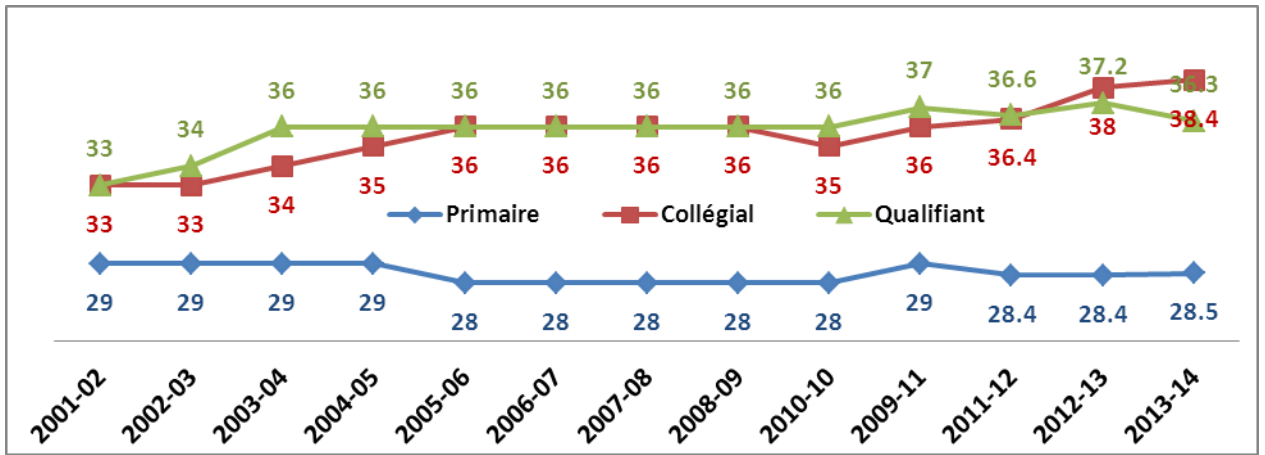
A. National Situation

Although the quality of school cannot be measured by the mobilized means but rather according to the results, the use of appropriate means is obviously a necessary condition to reach the desired results.

In the absence of recent results of the international evaluations of the school acquisitions such as TIMSS, PIRLS and national evaluations such as the National Learning Assessment Program (PNEA) developed by the National authority for the Evaluation of Education and Training that is part of the Higher Council for Education to measure the quality of the learning of the Moroccan students, it might be beneficial to use some means indicator that could tell indirectly the quality of our teaching.

The student/class ratio, even if it represents a basic average, could nevertheless be an indicator about the general conditions of education. For the almost uniform level of Moroccan teachers, the number of students per class definitely impacts the learning conditions. Thus for the primary education, the number of students per class is generally in favor of a quality education. Nevertheless, it shows that this national average tends towards a balance around 28 and 29 students per class in the primary and 33 to 37 in lower secondary and vocational education.

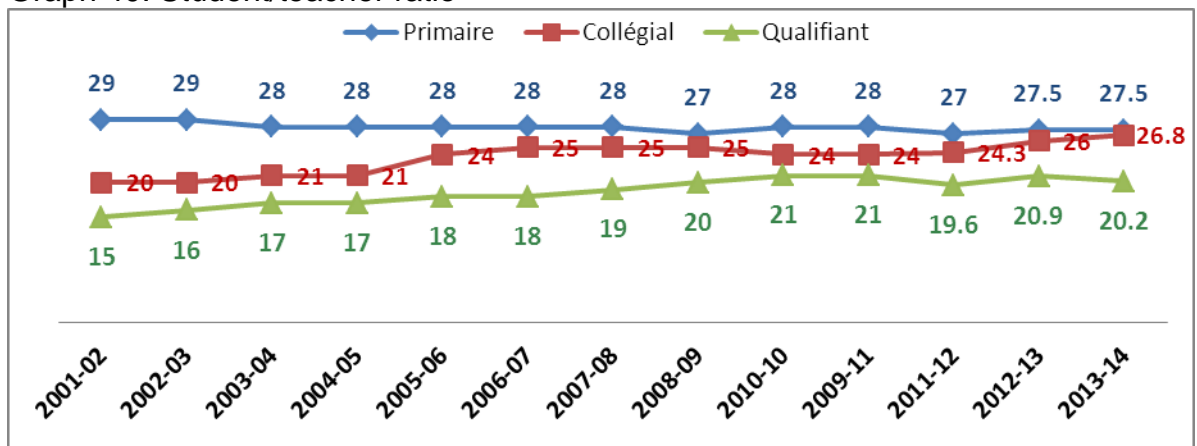
Graph 39: Student/class ratio



Source: DSSP/MNE

The number of students per teacher could also inform us about the quality of learning since it indicates the status of the pedagogical support to the students. The time comparison shows that the situation is almost satisfactory for primary and lower secondary education, but for the vocational level this ratio went from 15 students per teacher in 2001 to a figure around 20 in 2011 and 2012 which shows a lack of teachers for the vocational level.

Graph 40: Student/teacher ratio



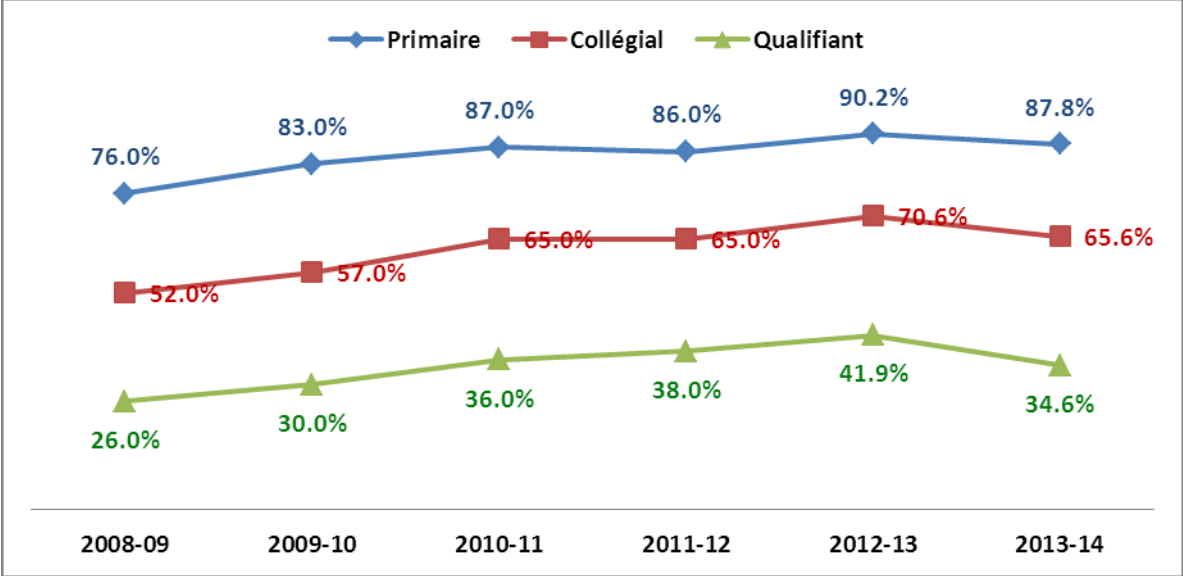
Source: DSSP/MNE

Since the indicators measuring the quality of the education system are still scarce, the indicator of completion of primary education used by the UNESCO assumes that the students that complete a cycle of education have acquired the basic skills of this cycle. This completion rate could be in that regard a quality indicator if the learning evaluation system provides all the scientific guarantees to measure the progress of the learning.

In the case of Morocco, the completion rate is around 86% for 2011-2012 in the primary education, 65% in the academic secondary and 38% in the vocational secondary. Since the school year 2008-2009 this rate showed an increase by 10 points for primary education, 13 points for academic secondary and 12 points for vocational secondary. The progression of the completion rate in the three cycles, given the practices of formative and summative evaluation that are in place, allows us to confirm that the students that succeeded in acquiring the skills that should be

mastered at the level of the various education cycles are in clear improvement.

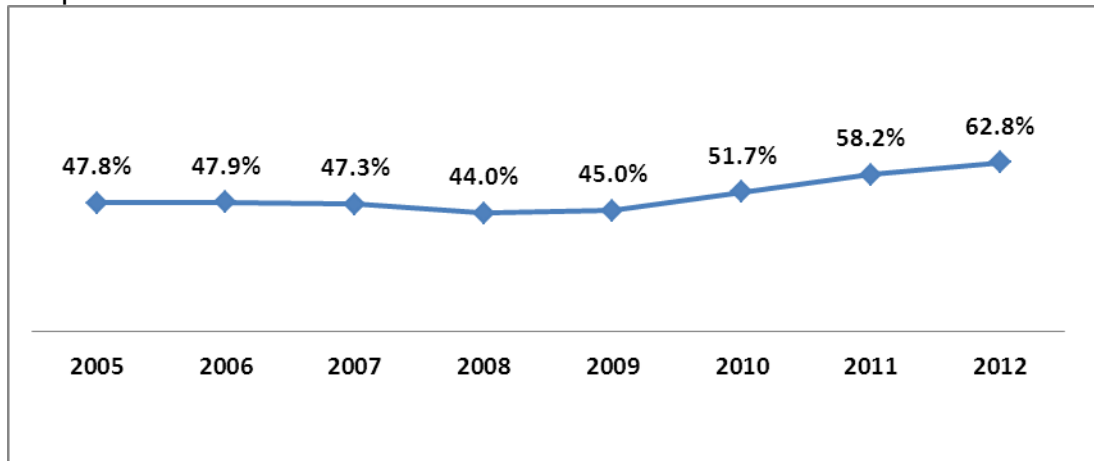
Graph 41: Completion Rate



Source: DSSP/MNE

Another indicator that is not of the least important ones for the measure of quality of learning in the rate of success of those enrolled in schools in the baccalaureate. Between 2007 and 2012, this rate went from 44.0% to 62.80% gaining 8.8 points in four years. It is obviously a positive trend that translates the efforts undertaken in the recent years.

Graph 42: Success rate of schools at the baccalaureate



Source: DSSP/MNE

Nevertheless, the most direct way to measure the quality of the teaching procedures is the evaluation of the learning results in various fields of activity. Many international and national studies, although they are not recent (more than 4 years), allow us to form an opinion about the performance of the Moroccan students in regard with the set goals of these studies.

The Higher Council for Education (CSE) developed the National Learning Assessment Program (PNEA 2008) and conducted a first survey in 2008-2009 on a total sample of 26 520 students to evaluate the learning of students in Arabic, French, Math and Science at the level of the fourth and sixth year of primary education as well as the second and third year of lower secondary education.

Table 32: Total learning rates by subject matter and level

Subject	Primary		Secondary	
	4th Year	6th year	2nd year	3rd year
Arabic	27%	36%	42%	43%
French	35%	28%	31%	33%
Mathematics	34%	44%	25%	29%
Sciences	39%	46%	23%	29%
Physics/Chemistry	-	-	34%	35%

Source: Summery report, PNEA, 2008

The total results of this survey reveal that the learning levels of the students remain relatively weak since the average levels of school learnings are situated depending on the level between 27% and 43% in Arabic, 28% and 35% in French, 25% and 44% in Math and 23% and 46% in Science. Nevertheless, it is important to note a slight increase in education learning in the final years of the basic mandatory education compared to the intermediary years.

Achievements of the Ministry of Culture in the fields of quality improvement:

One of the priorities of the strategy of the Ministry of Culture is to reduce the inequalities in access to culture. The school being the most democratic vector of culture diffusion it presents itself mainly through the place of the artistic teachings within the school system. In this context, cultural actions for students, youth and adults were set and skills in the artistic field are made available in the school environment.

THEATER:

- Support of the theater groups of the child ;
- Organization of the international theater festival for children in Taza (15th edition).

Table 33: Number of theater halls and beneficiaries

Year	No of halls	No of beneficiaries
2012	5 in urban area 7 in rural	16,200 students
2013	5 in urban 9 in rural	26,400 students
2014	6 in urban 14 in rural	35,000 students

Participation of the musical group of the students in the festival's closing ceremony.

- Support to the theater workshops in schools and the preparation of a play at the end of every workshop.

VISUAL ARTS :

- Organization of regional gatherings of young painters;
- Organization of national gatherings of young painters;
- Organization of the NUIT DES GALERIES event;
- Organization of workshops for students in the cultural institutions (media center, cultural centers and culture homes);
- Organization of exhibitions.

BOOKS AND READING:

- Organization of the book and children editions exhibition at El-Jadida from April 28 to May 04 2014;
- Organization of the children book fair at Casa 05/12/2014 in collaboration with the regional academy of the Ministry of Education and vocational Training of the big

CASA;

-support of books, magazines, stories and novels for CHILDREN.

MUSIC / CHOREOGRAPHY ARTS :

-Support and follow up of young talents;

For a restructuring of the national musical major and its progressive integration in the cultural and creative industries, the Ministry of Culture set a support mechanism through calls for projects in the musical creation fields as well as the promotion and marketing of the musical product and choreography arts. This mechanism's ambitions encourage and support young talents that bring nowadays new styles, creativity and an artistic effervescence and the start of a new dynamic.

-Support of the international music and pedagogic song festival organized from April 10 to 13 under the high patronage of His Majesty King Mohammed VI.

PROJECT OF THE MUSIC TEACHING REFORM IN MOROCCO:

Review the conservatories and their environment: human resources, structure of education, content of teaching and evaluation system.

SOME DATA:

- Around 10500 students registered in the conservatories linked to the Ministry
- 31 musical learning centers with a relation to the Ministry. In 2013 the number of teachers was 492 of which only 81 full professors (around 16%)
- The institutions that do not refer to the Ministry are:
 - 5 municipal conservatories (other than partners)
 - 3 military conservatories
 - 12 private schools (authorized)
 - The music section of the CPR of Rabat

The Situation of Morocco on the International Level

The international surveys represent an important source of information for the performance evaluation of the education systems in various regions of the world with regards to learning acquisitions. If most countries of the South rarely collaborate in that type of surveys, the countries of the Maghreb have taken part of these international evaluations.

Table 34: Results TIMSS 2011 (Math for the 8th year) (international average 500)

Country	National Average	International Ranking
Lebanon	449	27/45
Tunisia	425	32/45
Qatar	410	36/45
Bahrain	409	37/45
Jordan	406	38/45
Palestine	404	39/45

Saudi Arabia	394	40/45
Morocco	371	43/45
Oman	366	44/45

Source: TIMSS, 2011

Note that all the Arab countries are below the average and Morocco is ranked 40th amongst the 45 participating countries. We should be aware that these results are prior to the recently deployed efforts in the context of the objectives of the education policy.

Table 35: Results of TIMSS 2011 (math 4th year) (international average 500)

Country	National Average	International Ranking
Qatar	413	46/52
Saudi Arabia	410	47/52
Oman	385	48/52
Tunisia	359	49/52
Kuwait	342	50/52
Morocco	335	51/52
Yemen	248	52/52

Source: TIMSS, 2011

III. Main Obstacles and challenges

It goes without saying that the development of a Moroccan education system during the last decade has mainly focused on the quantitative aspects more than qualitative ones. Despite the breakthroughs in the improvement of the quality of the education system by different programs and projects launched since 2007, many challenges remain to be overcome to succeed in a balanced development of our education system.

The first challenge is linked to the teaching language since even if the CNEF clearly set the issue of the teaching language; the expected results of the undertaken actions remain below expectations. The reality is that the vernacular languages and their declinations (spoken, and Amazigh dialects) and the teaching language as well as foreign languages are a serious challenge both for the teachers and the students. Even if the hours reserved for language studies exceed the norms sometimes, the mastery of languages is a burning question that shall require more attention. Everyone agrees that the language is the mother of knowledge and its mastery favors acquiring and developing other skills.

The training of teachers is the second challenge for the education authorities. Indeed, the innovations that were adopted such as the regional training centers and the education majors of higher education deserve to be executed at a higher pace. Nevertheless, we should stress that the majority of teachers benefitted from a continuous training on integration pedagogy and pedagogical guides and manuals.

The third challenge is the success of the implementation of the National Learning assessment Program. Indeed, this mechanism is essential not only for

teachers and political officials but also for parents and public opinion in general. Regular evaluations provide precise and continuous information about what children learn in schools. Thus, it is important to pay further attention to the continuous implementation process of the national learning assessment program if we want to be able to achieve the goal of quality education for all.

GENERAL SUMMARY AND PERSPECTIVE FOR POST 2015

In light of the accomplished progress and the achievements that need to be consolidated, but also the challenges that lie ahead, the concluding chapter of this report will focus on the identification of some thoughts on the relevance of EFA goals for post 2015 and on the broad guidelines to be adopted by Morocco to provide quality, equitable, and relevant education and training to fulfill the personal and professional needs of its children, its youth and its adult population.

1. Main progress and achievements to be consolidated

In an economic and social context that was not always favorable, Morocco has succeeded in introducing important reforms on its education and training system as part of a national strategy and in compliance with its international commitments relevant to Millennium Development Goals and EFA. The assessment presented in the previous chapters of this report can be considered generally positive when compared to the sector's status before the implementation of the reform process in 2000, but also in relation to the six EFA goals. This progress involved the following main aspects:

- The near generalization of primary education and the significant increase in enrolment rates in secondary and higher education and in vocational schools;
- A major effort to improve the provision of education, in terms of increasing the number of schools, their rehabilitation / upgrade, adapting the offer with the constraints and the needs of rural areas (community schools), but also in terms of diversifying the fields of study, including vocational training and higher education;
- A strategy against school wastage by adopting preventive (support for pupils with learning difficulties) and curative measures (non-formal education programs);
- A multi-sectoral literacy strategy targeting various categories of illiterate population and offering many programs according to individual and professional needs of participants, and a certification scheme that is being finalized.

2. Main weaknesses to overcome / deficits to fill

- Pre-school education remains the weak link in the system. Efforts to restructure the sector so far and budgetary resources mobilized are insufficient. This preschool deficit is today a powerful factor in aggravating access and success inequalities, especially between urban (relatively better served) and peri-urban and rural areas where preschool education does not exist or does not have the conditions that meet the minimum standards for this level of education;
- Many children in the age group 6-15 years are still out of school for various reasons, either because they have never accessed, whether they have prematurely abandoned;
- The low transition rate from primary to lower secondary or vocational training;
- Insufficient equity and quality progress (beyond parity of access), mainly for the most economically and socially vulnerable groups;
- Persistence of a high illiteracy rate, especially for young people in the age group 9-24 years and for rural females. Illiteracy still affects nearly a third of the total population, and the rate is likely to increase if the dropout problem persists.

Therefore, if Morocco has managed to make significant progress in reforming its education and training system, reaching good levels in achieving the EFA goals, efforts will continue until 2015 to try to further improve the aspects which are still experiencing delays or deficits to be filled. The time remaining before the end of 2015 should also be devoted to reflection on the post-2015 educational strategy of Morocco. A first draft is given below in the form of broad guidelines and priority goals, which are expected to be more detailed at a later stage.

3. Broad guidelines and priority goals for 2015 and beyond

The broad guidelines and priority goals for the coming deadlines are part of a national and international context characterized by the following features:

The international context

It is dominated by the overall findings that "despite recent progress on the global level in the field of education, we find in some countries unprecedented disparities in access to education, as well as poor learning outcomes, while the demand for education grows and the offered forms of education diversify. In many parts of the world, inequality of opportunity in education will get worse, for that the number of unregulated private institutions is increasing, and wealth, or economic status, is becoming the most important criterion of access to quality education. ... Therefore, we must remind the states of their primary obligation to ensure that the right to education without discrimination or exclusion is fully respected and realized. States must comply with the fundamental principles of non-discrimination and equal opportunities for all in education, if we are to avoid reproducing in the future, the current imbalance between the commitments relevant to Millennium Goals and the realities noted on the ground. "(Report on the Right to Education, Council for Human Rights, UN, August 2013)

Moreover, education is a lever of development for all developing countries that cannot improve their economic performance without ensuring proper preparation of their human resources in terms of qualification and building the necessary skills in a heavily competitive economic context. It is now widely recognized that education is "a key part of human development" giving it a sustainable character, given its power to transform individuals and societies (empowerment of females, fight against poverty and social exclusion, improving productivity and living standards, etc.).

Some key ideas / lessons learned from the experience of implementing EFA goals:

- The generalization of access to the detriment of the quality of learning: the quality was, for many countries, sacrificed. This was reflected in the results relevant to students' fundamental achievements, and in the worrying levels of indicators such as completion rates and dropout rates.
- The primary level has attracted the attention to the detriment of preschool and secondary levels in its technical and professional components (this is explained by the goal of generalizing primary education provided for in the MDGs), hence the need to expand the universal goal of education in order to consolidate the achievements of the generalization of primary education, but also to increase qualification levels to meet the challenges of a globalized knowledge economy.

The national context

As for the commitment with the international community, the process of education sector progression must necessarily take account of current and future global trends, as well as opportunities and constraints of the international environment. It is also mainly influenced by the variables of the national context and their progression in the coming decades. Certainly, the progression of the demographic variable appears rather favorable with a gradual decrease in the

pressure on the lower levels of the education system (preschool and primary). This would theoretically allow a gradual improvement of enrolment conditions at these levels.

However, transferring the pressure to lower secondary, high school and higher education levels will require mobilizing larger human and financial resources.

Similarly, the downward trend of the rural population (it will be less than 40% of the total population by 2030, according to HCP projections) will reduce the differences / inequalities in education in comparison with urban areas. However, the education sector in urban and peri-urban areas is going to experience a continuing population pressure with changing needs and training profiles and a much stronger requirement of quality.

The requirement to improve the quality of education and training also comes from the progression of the Moroccan economy and the likely impact of sectoral strategies that are in place, including the strategy for industrial recovery (2014-2020) which provides for the creation of some 500,000 jobs within seven years, in the six main sectors in which Morocco has a proven competitive advantage.

The Broad guidelines and priority goals beyond 2015 will be organized around some basic principles that form the bedrock of every action and every project

➤ The principles

These are principles that are enshrined in both the founding texts of the education reform since the early 2000s (National Charter of Education and Training), and were forcefully reaffirmed in the new Constitution of 2011. It is the time now and for the post-2015 phase to implement them in the conduct of educational policy:

- Respect for human rights, including the right to education, which raises the issue of equity and the need to end all forms of inequality and discrimination (gender, social groups and geographical areas) as well in the access to success. An additional effort is still needed to reduce persistent gaps between girls and boys in rural areas, between advantaged and disadvantaged social groups (usually in urban peripheries and the most isolated rural areas);
- The adoption of participatory approach and promoting social accountability, in that it is important to ensure the involvement of all key stakeholders who can play a role in enhancing the school and monitoring and evaluating its operations and results. Considering education as a public good (including schools of private status) is important to entrench the culture of citizenship favourable for a general mobilization for school. This is primarily the parents, the guardians of students, and local communities. This is also the private sector, the civil society, and local authorities (municipal, provincial and regional);
- The adoption of principles and the operationalization of the devices of the "New Public Management" based on accountability and the accountability obligation at all levels of system management: from the basic cell that is the class to the central administration, and provincial delegations and regional academies of education and training. This implies the design of assessment tools with indicators for measuring the state of achievements against the targets that are set for each system component;
- Strengthening the guidelines towards adopting management approaches driven by results and by projects, along with the process of decentralizing the sector and transferring the powers from the central government to the provincial and regional levels, and that of empowering schools' management.

➤ **Priority goals for education post 2015**

In view of the overall results of both the accomplishments and achievements of the reform of the education and training system in the context of EFA, and the main weaknesses and gaps to fill, four structural axes can be retained as priority goals for the post 2015 Phase. These are the equity of access and academic success, the quality of education, skills and employability, and the finance governance.

Let us repeat briefly each of these priority axes, and leave the details of the activities to "Table A2" annex)

- **Ensure equity of access and school success**

Admittedly, a progress has been made in recent years in the indicators of gender parity in access to different levels of education and training; however, this progress would be more beneficial if it is followed up on and consolidated by improving equity in retention and success and in girls' access to scientific, technical and professional majors.

Further efforts should be made to improve the equity indicators for the most vulnerable population categories, especially in rural areas.

- **Promoting the quality of education and training**

Even if the quality dimension of education has always been a major concern in all the education reform projects in Morocco, it is important to acknowledge that the generalization of the primary and the expansion of subsequent levels happened through the pressure exerted on public financing relatively at the expense of quality. On the other hand, the expansion pace was too fast for it to happen in good organization conditions of support and preparation of the proper infrastructures and human resources.

The post 2015 development program should allow, whilst preserving the expansion achievements regarding access to school, give all the necessary attention to the quality variables. Given the major role of human resources in the promotion of the quality of learnings, the reorganization of teaching and training professions may be set on top of the priorities. We should give special attention to the teachers and the pedagogic supervision staff (recruitment, training, evaluation, motivation and advancement). The creation of institutions for training for the teaching professions is an opportunity to launch this organization.

- **Improving the skills and employability**

The education strategy should include the dimension of the employment possibilities for the "products" of the system. In addition to the priority interest to be allocated to the various aspects of quality promotion of trainings that will definitely have an impact on the improvement of their social and professional integration, we need to make progress regarding the following important aspects:

- The creation of bridges between the general education systems and the vocational training system along with the need to reflect on a coordination mechanism. The unification of the departments of national education and vocational training in one Ministry is in this regard a great opportunity to establish an efficient coordination system.
- The strengthening of the information and orientation system for the pupils and students as well as trainees in vocational training institutions and the follow up to accompany their choice of career and specialization that correspond to their

potential whilst taking into account the progression of the needs of the work market.

- The coordination with the socio-economic actors: the private sector, the professional associations and the future Employment and Employability Observatory (OEE) in order to ensure a better matching between the progression of the education system and the progression of training and needs and expectations of the economic world.

- **A good governance and a proper financing: keys to success**

The extensive work on the good governance of the education and training sectors has a major importance regarding the success of the EFA post 2015. The commitment of Morocco in the advanced regionalization project is an opportunity to strengthen the decentralization process of the education and training system. Based on the basic principles stated earlier, this process may be strengthened by making the management mechanisms operational as well as the mechanism for responsibility and control and efficient implementation of the measures mentioned in the texts of laws and rules.

Major importance should be given in the following phases to the mechanisms of follow up and evaluation. Tools such as the process and result indicators will make it possible to determine the progress of the implemented programs and their impact on the students' results and on the qualitative aspects of the learnings.

- **Are the EFA goals still relevant for post 2015?**

In the context of an effort from the international community on the key post 2015 goals, given the progression of Morocco in the completion of the EFA goals, a first evaluation of the relevance can be presented and summarized in the following table:

Goal	Relevance
Improving comprehensive early childhood care and education	<p>This goal is still relevant for post 2015 as the issues of early childhood care from the standpoint of health and against all types of violence, economic exploitation and abuse will always be relevant since:</p> <ul style="list-style-type: none"> - The number of children outside of the education system and potentially at risk remains high; - Many households live in a situation of vulnerability economically and socially; - The percentage of illiterate females remains high especially in rural areas. <p>This goal is always relevant also due to the delay in the completion of access to preschool for all. The restructuring efforts of this level of education is still at its beginning and the efforts to bring it up to the level compared to the applied standards (for matters of organization, infrastructure and training of male/female educators) can only bare their fruits on the medium and long term.</p>

<p>Ensuring that all children have access to free and compulsory primary education</p>	<p>As it is stated, this goal is no longer relevant for post 2015 as the level of the primary education is compulsory for almost all children even if it is not free for all the enrolled children (a big part of them is enrolled in private institutions, exclusively in urban areas).</p> <p>It would be more appropriate to widen this goal to include lower secondary education (general and vocational) and to mention the concept of quality.</p>
<p>Ensuring the learning needs of all young people and adults and equitable access to appropriate life-skills</p>	<p>As it is stated, this goal is not relevant to post 2015.</p> <p>This might be the goal that needs the greatest precisions since:</p> <ul style="list-style-type: none"> - It contains a complex concept of skills - It mentions the Anglo-Saxon notion of <i>life-skills</i> (skills necessary to daily life) that includes basic professional skills as well as personal development skills and those necessary to community life, which is not reflected in the French translation - It targets two big groups of population that have different and specific needs: youth and adults - It does not determine the level of education required <p>For all these reasons, this goal has a problem regarding the determination of key indicators to measure it in the relevant way.</p>
<p>Achieving a 50% improvement in levels of adult literacy</p>	<p>This goal is still relevant to post 2015. Even more so since about a third of the population is still illiterate although the level of illiteracy has clearly declined in the past ten years.</p> <p>It is necessary to restate this goal in a way targeting more the used assets, the rural females and the young persons between 15 and 35 years old.</p> <p>This goal should also include the post literacy and the longtime education as a response to the return of illiteracy.</p>
<p>Achieving gender equity by 2005 and gender equality in education by 2015</p>	<p>This goal is still relevant for post 2015. It might be more so if it gets more specific by detailing it for instance for process indicators (retention rates) or results (success results, level of completion) or even according to education careers (literary/ scientific/ vocational and technical)</p>

<p>Improving the quality of education</p>	<p>This goal is still relevant in the post 2015 phase. It should even be set as the first goal for the next stage given that the quality determining aspects have so far been sacrificed to the benefit of quantity expansion of mandatory education regarding the number of enrolled persons, of completed infrastructure and social support along with the global education.</p> <p>Nevertheless, given its transversal aspect, wouldn't it be more relevant to set quality indicators for each of the goals set for the upcoming phase?</p> <p>In conclusion, a deeper examination of the indicators for quality measuring to be more appropriate for the post 2015 phase</p>
---	--

It is certain that a deeper examination of the follow up and evaluation indicators is needed for post 2015 in order to confirm the direction towards a governance system based on responsibility and management through results and accountability.

ANNEXES

Table A1: INDH Projects and Actions 2005-2013 in rural education

Axis of INDH-Education 2005-June 2014	Rural Area			
	No. Projects/Actions	Total number	Part of INDH	No. of Beneficiaries
Primary School	558	201 385 264	138 956 957	76 086
Dar TALIBA – House of the female student (Dar Al Fatat)	775	611 470 188	427 168 849	54 916
Dar TALIB – House of the male student	620	399 400 354	321 379 815	54 140
Preschool	467	124 299 521	91 600 210	44 178
Minibus and bus for school transportation	625	307 548 819	224 493 358	59 009
Satellite school (classroom)	342	87 852 955	72 924 417	34 957
Enclosure wall	350	101 351 802	76 871 177	57 080
Sanitary blocs	288	75 918 225	48 749 640	48 741
Stationary (Kits and textbooks)	145	23 983 648	17 709 018	24 247
Teacher accommodation	315	299 653 770	180 035 869	4 966
Support unit	52	26 532 279	9 051 590	7 321
Nursery	98	24 315 781	14 402 092	6 372
School library	114	16 557 869	12 688 440	18 941
Kindergarten	95	29 332 366	21 783 731	7 460
Multimedia room	65	11 763 476	8 120 584	8 109
Non formal education	67	16 058 242	7 567 411	7 084
School canteens	122	58 839 209	45 683 388	16 322
Bicycles	99	22 936 315	10 652 086	10 126
IT training	21	3 498 082	2 957 432	2 322

Purchase of IT equipment	55	11 682 690	5 298 951	8 293
Quranic school	77	25 301 454	18 835 907	7 213
Lower secondary	42	34 894 785	24 402 937	6 833
Upper secondary	17	3 682 113	2 854 116	3 120
Boarding	65	79 307 468	62 428 342	6 116
University	2	1 834 694	1 834 694	173
Educational support center	5	740 000	572 000	734
Gross Total (Education in rural areas)	5 481	2 600 141 369	1 849 023 011	574 859

Table A1.a: INDH Projects and Actions 2005-2013 in urban education

Axis of INDH-Education 2005-June 2014	Urban Areas			
	No. of Projects/Actions	Total number	INDH Part	No. of Beneficiaries
Primary School	591	247 382 833	182 309 878	154 278
Dar TALIBA – House of the female student (Dar Al Fatat)	248	287 234 737	176 103 372	18 542
Dar TALIB – House of the male student	241	214 579 164	141 193 476	25 102
Preschool	256	118 773 851	80 669 881	29 186
Minibus and bus for school transportation	92	55 820 322	45 919 592	10 068

Satellite school (classroom)	197	81 282 910	56 822 317	26 830
Enclosure wall	58	54 351 022	15 364 855	13 182
Sanitary blocs	83	29 845 709	25 303 383	18 980
Stationary (Kits and textbooks)	192	102 741 171	42 493 798	43 999
Teacher accommodation	4	18 633 840	1 529 264	181
Support unit	237	50 833 077	29 273 082	43 899
Nursery	162	64 920 272	45 136 204	16 233
School library	119	23 783 591	19 186 543	25 359
Kindergarten	111	52 050 980	27 719 779	10 075
Multimedia room	107	26 838 140	19 032 447	19 897
Non formal education	104	23 167 337	16 147 182	16 647
School canteens	49	22 061 149	16 264 446	8 157
Bicycles	60	9 374 579	7 664 947	5 789
IT training	128	23 991 810	15 500 748	15 414
Purchase of IT equipment	71	14 394 132	9 423 523	10 842
Quranic school	47	32 599 139	20 902 762	4 630
Lower secondary	71	22 405 352	13 833 407	17 414
Upper secondary	77	34 457 511	21 190 520	17 051
Boarding	15	11 160 845	6 390 845	2 316
University	28	35 725 037	12 616 339	5 370
Educational support center	21	5 703 111	3 679 557	1 906
Gross Total (Education in urban areas)	3 369	1 664 111 621	1 051 672 147	561 347

Table A1.b: Total INDH Projects and Actions 2005-June 2014 in Education

Axis of INDH-Education 2005-June 2014	Total urban and rural			
	No. of Projects/Actions	Total number	INDH Part	No. of Beneficiaries
Primary School	1 149	448 768 097	321 266 835	230 364
Dar TALIBA – House of the female student (Dar Al Fatat)	1 023	898 704 925	603 272 221	73 458
Dar TALIB – House of the male student	861	613 979 518	462 573 291	79 242
Preschool	723	243 073 372	172 270 091	73 364
Minibus and bus for school transportation	717	363 369 141	270 412 950	69 077
Satellite school (classroom)	539	169 135 865	129 746 734	61 787
Enclosure wall	408	155 702 824	92 236 032	70 262
Sanitary blocs	371	105 763 934	74 053 023	67 721
Stationary (Kits and textbooks)	337	126 724 819	60 202 816	68 246
Teacher accommodation	319	318 287 610	181 565 133	5 147
Support unit	289	77 365 356	38 324 672	51 220
Nursery	260	89 236 053	59 538 296	22 605
School library	233	40 341 460	31 874 983	44 300
Kindergarten	206	81 383 346	49 503 510	17 535
Multimedia room	172	38 601 616	27 153 031	28 006
Non formal education	171	39 225 579	23 714 593	23 731
School canteines	171	80 900 358	61 947 834	24 479
Bicycles	159	32 310 894	18 317 033	15 915
IT training	149	27 489 892	18 458 180	17 736

Purchase of IT equipment	126	26 076 822	14 722 474	19 135
Quranic school	124	57 900 593	39 738 669	11 843
Lower secondary	113	57 300 137	38 236 344	24 247
Upper secondary	94	38 139 624	24 044 636	20 171
Boarding	80	90 468 313	68 819 187	8 432
University	30	37 559 731	14 451 033	5 543
Educational support center	26	6 443 111	4 251 557	2 640
Gross Total	8 850	4 264 252 990	2 900 695 158	1 136 206

Table A2: Summary table of EFA strategic axes

Goals	Priority Strategic Axes
Goal 1	<p>Early childhood education</p> <p>Early childhood protection and education can only succeed in the framework of an integrated strategy that engages local communities, the government and civil society. Given the importance of traditional preschool education, it is essential to focus particularly in this strategic development plan on traditional education institutions (traditional schools and Katatib), to survey and upgrade them in line with acknowledged standards, and to coordinate with the different stakeholders to ensure their synergy with and integration in the preschool cycle as organized and managed by MNE, for a better control of the preschool map.</p> <p>Early childhood protection</p> <p>Amongst the newly opened tracks, we mention:</p> <ul style="list-style-type: none"> – Elaborating new strategic trends for the National School and University Health Program and youth healthcare that are mainly based on adapting the education system to healthcare and promoting a healthy life style. – National strategic plans to fight cardio-vascular diseases, cancer, diabetes, chronic kidney failure, mental health problems and HIV/AIDS. – Elaborating and implementing the Rural Health Plan (RHP) which aim is to improve health coverage in remote and out-of-reach areas. – Providing universal basic medical coverage to underprivileged populations and students. – Strengthening the prerogatives of health authorities within regions and provinces. – Developing local community participation and multisectoral partnerships to improve people’s health.
Goal 2	<p>Increase education opportunities by creating community-based schools in main rural communities. Develop even further the strategy on community-based schools simultaneously and carefully along the creation of satellite schools while paying special attention to the specific needs, nature and environment of each rural community.</p> <p>Fight school drop-out and school wastages by strengthening support units within schools, identifying and following-up students with difficulties, organizing school support programs and different social support actions.</p> <p>One of the experiences to be mainstreamed throughout the different communities is that of the conditional financial aid program to the poor families, “Tayssir program”.</p> <p>The National Initiative for Human Development (NIHD) should be consolidated in order to initiate and help poor rural communities build integrated programs aiming at helping their populations, especially in education and health.</p>

Goal 3	<p>Improve and diversify higher education opportunities, the Ministry had set in its 2013-2016 action plan a series of measures to tackle the increasing social demand on higher education, to ensure equitable access, and to provide adequate training programs; this is related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facing the growing pressure on higher education by increasing the absorption capacity through 190,000 additional places created by 2016 and upgrading available infrastructure. <input type="checkbox"/> Keep on developing, diversifying and increasing the professional aspect of training offered by Universities. <input type="checkbox"/> Developing training opportunities in non-university higher education institutions. <input type="checkbox"/> Developing private higher education to meet social and economic demands. <input type="checkbox"/> Increasing the percentage of students in the private education sector to 15% of the total higher education student populations. <input type="checkbox"/> Strengthening the coordination between governmental institutions and diversifying partnerships with the civil society and international organizations. <input type="checkbox"/> Encouraging qualitative scientific research on education issues to inform efficient education policymaking. <input type="checkbox"/> Consolidate linkages between education/training/employment.
Goal 4	<p>Accelerate the achievements pace to reach a million beneficiary per year and increase the literacy rate to 20% in 2016 while targeting the young (15-34 years) and the active population.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create the suitable conditions for a synergy between literacy programs and the different training and certification programs and between literacy projects and the different anti-poverty sector-wide projects. <input type="checkbox"/> Widen and diversify partnerships. <input type="checkbox"/> Improve service quality by: <ul style="list-style-type: none"> – Diversifying approaches, programs and tools pursuant to the different beneficiaries' needs. – Adopting a certification system and linkages for integration purposes. – Improving the professional dimension in the implementation of programs (strengthen learners' capacity). – Diversifying follow-up and assessment mechanism.
Goal 5	<p>Promote gender equality and women empowerment through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The systemization of gender analysis and the integration of the gender dimension in the functions and mandates of sector-wide action plans.

	<ul style="list-style-type: none"> <input type="checkbox"/> The territorialization of the gender dimension in local development plans and the operational aspects of the commission on gender equity and equal opportunity. <input type="checkbox"/> The strengthening of the gender-based approach in national and local budgets. <input type="checkbox"/> The development of a gender-based follow-up/assessment system (producing statistics, surveys, studies, follow-up/assessment reports).
Goal 6	<p>Consolidate advanced regionalization and accelerate the decentralization of authorities with a resulting social pressure, calling for a transparent, participatory and outcome-centered management; all these issues insinuate that the question of quality will remain for a long time a constant important objective.</p> <p>Improve the information system to provide analysts and administrators of the education and training system, at all levels, with relevant and useful information for the decision-making process.</p> <p>Improve the scientific research capacity at the Ministry and regional level to develop strategies and design efficient education policies that would improve the quality of the education system.</p>