





FOR A SCHOOL OF EQUITY,  
QUALITY AND PROMOTION  
A STRATEGIC VISION OF REFORM  
2015-2030

**ABSTRACT**





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The School\* currently lies at the core of Morocco's social project due to its mission to train future citizens, achieve sustainable human development goals and ensure the right to education for all. Those goals are what also places the School at the center of national priorities and concerns.

Not only the School is one of the main pillars in the construction of the Moroccan societal project but it is also the key element to the success of the development efforts undertaken by Morocco from the beginning of the third millennium. However, for Moroccan School to truly fulfill its role, additional sustainable development projects based on the qualification of human resources and positive interaction with the School's environment are needed.

The Moroccan School has accomplished many achievements that would benefit from being further capitalized on and developed. Particularly important achievements to note are the update of the legal and institutional framework, the progress made in the generalization of schooling and the establishment of the institutional structures for a decentralized governance through the development of the regional academies and relative autonomy of the universities.

Other important achievements to mention are the review of School curricula and programs, the pedagogical reorganisation of higher education, the introduction of Amazigh language and culture in the teaching programs, the reorganization of courses, the progressive development of hosting capacities of vocational training and the rehabilitation of traditional religious education.

However, the Moroccan School still suffers from some persistent dysfunctions that were identified by the Higher Council for Education, Training and Scientific Research (the Council) in a report, elaborated by the National Authority of Assessment, entitled «the Implementation of the National Charter for Education and Training 2000-2013: Achievements, Gaps deficiencies, and Challenges.»

These dysfunctions appear clearly at the level of the system cohesion and in the interfacing of its different components especially when we look at the whole system efficiency, its internal and external effectiveness productivity and at the alignment between training programs and the greater system needs.

Dysfunctions also include the degree of the system's involvement in the world of technology and in the society of knowledge, its capacity in promoting and supporting scientific research progress, the economy and areas of human, environmental and cultural development.

Morocco has undergone profound structural changes, especially since the beginning of the third millennium. These changes have been crowned by the adoption of the 2011 constitution and by several important societal choices such as:

- The completion of the edification of a democratic nation, with modern institutions governed by laws promoting equal opportunities and relying on pluralism and participation in public life;

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\*In the context of this strategic vision, "The School" refers to all of the components of the educational system: preschool, primary education, secondary schools, higher education, scientific research, executive training, vocational training and traditional religious education.

- The achievement of sustainable development, particularly in recognizing the right to a modern, high quality and accesible education;
- The recognition of linguistic plurality and the development of a coherent national policy in the field of languages and culture;
- The need to expand and generalise the youth's participation in the socio-economic and cultural development of the country including:
  - The necessity of granting youth an opportunity to master languages, knowledge and skills fully in line with the requirements of the times and with the national and religious values of the Moroccan society;
  - The need to develop in youth the capacity for self expression, communication, dialogue, sense of initiative, research and innovation.

Despite the efforts invested in developing the School, especially during the last decade, the impact on School quality is still limited in terms of learners' achievements, teaching practices and educational facilities.

Conscious of these issues, the Council has engaged in broad national and regional consultations, in order to prepare this new strategic vision project. These consultations have involved various stakeholders in the education system including students, officials, experts, political parties, trade unions and civil society organizations. The rationale for these consultations is to involve all those who can and want to participate in this collective "examination of consciousness", initiated by the highest authority of the nation about the reality and the future of the Moroccan school.

This strategic vision is the result of a collective effort in which all parts of the Council have been actively involved in establishing its foundations, identifying its principal levers and proposals. It incorporates a short, medium and long term strategic vision, covering the period 2015-2030. During this period, the vision targets current cohorts and those to come. This period is sufficient enough to obtain significant results when it comes to making reliable assessments and to sustainably improving the quality of our School.

This vision is based on the constitutional constants of the Moroccan nation: the muslim religion, the territorial integrity, the constitutional monarchy, the democratic choice, the unified Moroccan identity in the diversity of its different components, openness to the world, values of moderation and tolerance, a balanced correlation between the sense of belonging and that of dialogue with different cultures and civilizations.

This vision seeks to establish a new School set on three major pillars: equity and equality of opportunities, education quality for all and the promotion of individuals and society. For this reason, the vision aims to strengthen achievements, suggest solutions to the unsolved, cross-cutting issues and carry out the necessary changes.

Finally, the vision combines ambition and realism by setting priorities and planning for their progressive implementation.

These fundamentals are at the same time structural elements and ideal goals for education, training and scientific research during the whole period selected. In this perspective, the objectives for the changes to be carried out are:

- The switch from a logic of linear transmission of knowledge and memorization to that of learning and developing critical thinking, engaging in personal growth and development, the acquisition of languages, knowledge, civic values and digital technologies skills;
- The continuous improvement of the internal and external efficiency of the School;
- The creation of favorable conditions to allow the School to fulfill its missions of socialization and education in national and universal values, teaching, training and guidance, and promotion of scientific research and innovation. The School also needs support to play its role in preparing individuals and groups for socio-cultural integration and economic activity. It needs support to ensure continuous adequacy of trainings programs and the skills needed for the new and future jobs required by the sustainable development of the country.

The strategic objectives of the new school are:

- Developing a good citizen;
- Responding to the requirements of the society project adopted by the nation, seeking democracy and development,
- Contributing to the integration of Morocco in the knowledge economy and society and strengthening its position among the emerging countries;
- Promoting the transition from a knowledge consuming society to a society that produces knowledge and disseminates it through the good mastery of digital technologies and through the development of scientific research and the culture of innovation and excellence.

Figure 1

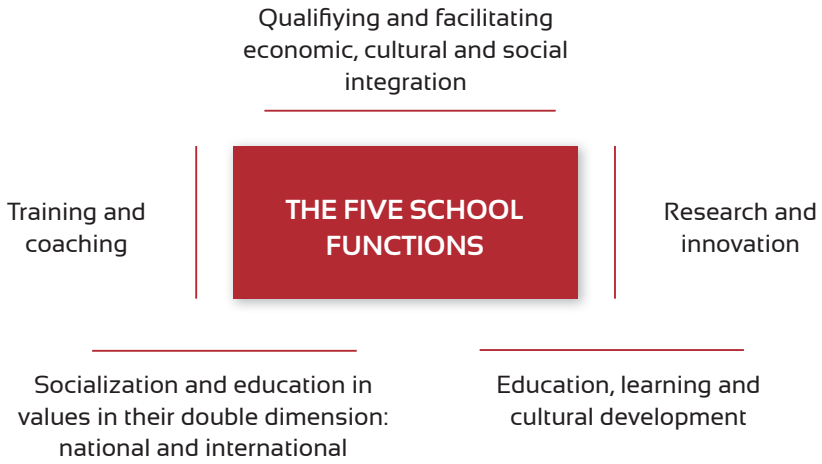


Figure 2





## 1. Towards a school of equity and equal opportunities

Education based on equality of opportunities is a political and societal issue critical to the achievement of equity, both at the socio-educational and the gender equality levels. It is also a factor that helps to eradicate various types of disparities and a necessary component to developing an inclusive and cohesive society.

To consolidate achievements, overcome difficulties and fulfill a fair generalization of education; the Council suggests a set of change measures that can be summarized as follows:

- Committing the State and the families to mandatory pre-school education and its progressive integration into primary education;
- Applying positive discrimination toward schooling in rural, suburban and underserved areas in order to bridge the gaps and overcome difficulties;
- Ensuring the right to education and training for the disabled or for people in specific situations;
- Ensuring an inclusive and unified education for all Moroccan children, without any discrimination and continuing efforts to provide a place for every child of school age, especially during compulsory education for all children between 4 and 15;
- Encouraging the schooling of girls, mobilizing the school environment and consolidating «the school of the second chance»;
- Preparing the necessary, skilled, human resources for education, training and management;
- Enabling territorial collectivities to take part in the School rehabilitation and the fulfillment of compulsory and generalized education;
- Continuing efforts to upgrade traditional and religious education;
- Providing school buildings with qualified human resources, required didactical materials and equipment and strong pedagogical and social support;
- Consolidating efforts to ensure sustainable education and fighting against school interruptions, dropout and failures;
- Providing young people who have left school or who have never been to school with the possibility to learn and overcome illiteracy;
- Organizing intensive non-formal education programs with the aim of allowing non-schooled children and/or those of schooling age re-access education;
- Setting an effective system of monitoring and assessment of literacy and non-formal education programs, capable of regularly measuring the impact of their learning on learners involvement in socio-economic and professional life;

- Ensuring the sustainability of learning and enhancing the level of training and certification through:

- Broadening the offer of vocational training by increasing its enrollment capacity and extending/strengthening its services to rural and remote areas;

- Creating career paths that start from the “middle school” (intermediate stage) and lead to vocational high school degrees and, finally renewing and diversifying training to regularly cope with development of professional activities;

- Developing a clear vision for the Moroccan universities network, through the national map of higher education that encompasses all types of institutions. For educational institutions working on “open-access” basis, this vision opts for diversification in term of models, adequate criteria for students’ admission and an increase in their enrollment capacity. For institutions working on “numerus clausus” basis, the vision should work to diversify their selection criteria, while preserving the principles of transparency, fairness and merit. These institutions must also be able to offer students better access conditions to knowledge and scientific research.

- Considering private education and training as one of the components of the Moroccan School that both complements public education and acts as a real stakeholder in the efforts to achieve a fair distribution of education, enhance its quality and diversify its pedagogical offer. To reach these goals, it is important to:

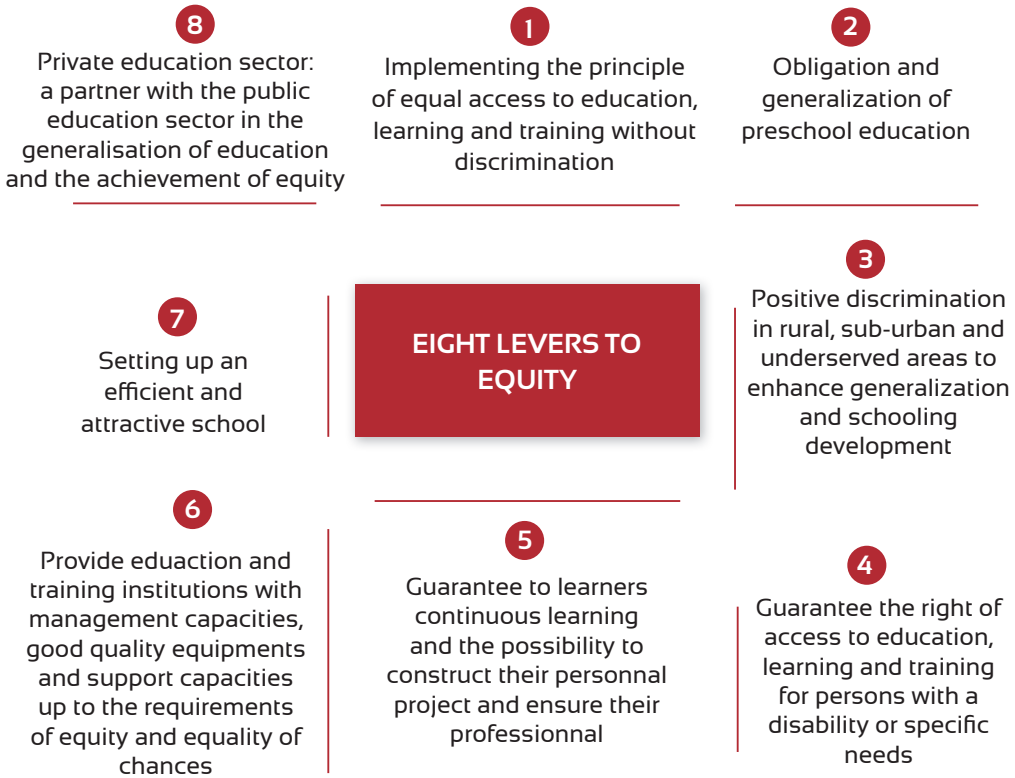
- Confirm the commitment of the private sector to the principles set by public education and consider that its investment in education falls into the public service domain because its objectives belong to the national education and training project;

- Review the drafted laws that organize the private education sector with a view to reduce dispersion, unify qualification criteria, and clearly identify the conditions needed for initial and continuous training and for actions to better encourage valuable initiatives, scientific research and innovation;

- Consolidate government functions considering the organization, the control, the regulation and the evaluation aspects in a sense to better ensure quality in training, training accreditation and degree equivalence. Furthermore, ensuring that it completes its full role in coordination with local authorities to encourage the private sector to invest more in the distribution of compulsory education especially in rural and suburban areas;

- Encourage the private sector to better contribute to achieving the objectives of non-formal education and programs that fight illiteracy while also reinforcing its involvement in social solidarity, especially at the level of education and training of families, children with disabilities and those in special situations.

Figure 3



## 2. Towards a quality education for all

Enhancing the quality of the School, its services and its performance has become a key requirement in the reform. The purpose of this work is to promote quality, according to national norms that have to be built in order to achieve an attractive and useful School, able to fulfill the tasks and functions defined in the strategic vision proposed by the Council.

In this regard, the Council proposes a set of measures for change concerning different pedagogical actors, programs and training, governance in education and ways to improve the level of scientific and technical research and innovation.

### • **Renovation of teaching, training and management professions: the first prerequisite for quality improvement**

- Redefine the functions, the roles and the standards of these professions to answer the new requirements of society and school and to keep up with the developments taking place at the national and international levels;
- Make initial training mandatory for all professions in the educational system while taking into consideration the specifications of each position and encouraging specialization especially for primary education;
- Diversify forms of continuous training and professional development with the aim to encourage effort, motivation, initiative and innovation in teaching practices;
- Put in place structures for continuous and efficient professional development throughout the whole educational career;
- Establish good governance in the management of the professional development careers, based on decentralization, gradual regionalization and consultation with the concerned professionals and their union representatives, in a spirit of fair consideration for these professionals and their missions and functions;
- Institutionalize evaluation and link promotion to merit, performance, ethics and accountability.

### • **A more coherent and more flexible reorganisation of the various components cycles of the Moroccan School**

The Council recommends to introduce structural changes on the current organisation and education cycles, with the aim to establish more coherent educational paths:

- Integrate pre-school, primary and middle school education in order to create a coherent and complete compulsory education cycle;
- Reinforce the dimension of specialization and qualification of secondary education to prepare learners for higher education and vocational training cycles;

- Link vocational training and schooling by integrating them into a coherent and harmonious pedagogical organization including, starting with the intermediate stage, vocational education paths that would lead to the baccalaureate diploma (the high school diploma) of the same type;
- Reinforce the BMD system (Bachelor, Master, Doctorate) in higher education and create the necessary conditions for its implementation, ensuring a continuous development of students' learning and encouraging them to access vocational professional licenses which should be diversified and focused on new, more tailored training.

Other measures are proposed to provide a greater opportunity of mobility for learners on the level of orientation and reorientation and therefore, to promote greater perseverance while raising the level of their qualification and certification as well as their cultural and socio-economic integration. In this regard, the Council recommends to:

- Create coordination mechanisms between the different education and training sectors, at the level of their various cycles, in terms of programs training and bridges;
- Review orientation systems in education and vocational training in order to improve it and ensure equal opportunities to learners, reinforce emulation and social justice and to better contribute to addressing the problems of school abandonment, early school dropout and failure;
- Institutionalize the bridges and complementarity between cycles and specialties in higher education, with the perspective to establish a national certification system;
- Institutionalize cooperation between the university, vocational training and scientific research institutions to review university bridges and cycles and adapt them to the various offers of vocational training;
- Establish a system of equivalence for professional diplomas obtained from non-university trainings that would give their holders access to higher education, on the basis of adequate academic criteria and precise specifications;
- Create conditions of convergence between literacy programs, human development programs and non-formal education programs along with academic and vocational education through bridges and a certification system.

## • A pedagogical and training model based on diversity, openness, relevance and innovation

The pedagogical model is at the heart of schooling. It largely determines the quality of the school in terms of educational achievement and teaching and learning activities. Aware of this fact, the Council considers that the renovation of the current pedagogical model is a key lever in achieving the expected objectives of change. In this way the Council suggests:

### • In terms of engineering and pedagogical approaches:

- Adopt a national integrated curriculum, with specific regional components at the level of departments, fields and areas of studies in all stages of education and training, based on interaction of complementary subjects and specialties, and on the functionality of evaluation and the relevance of orientation;
- Adopt for the engineering of each level of different types of teaching (school, higher education, traditional education, executive training), a referential and cognitive framework that defines its functions, taking into account its specificities, its position in the learners' path and its role in enhancing the learning performance;
- Define a common basis of learning for each cycle that will be the referential framework of knowledge, capabilities and core competences that the learner must master by the end of each learning stage (semester, year, studies or training cycle...);
- Diversify pedagogical approaches, and adapt them to different teaching, learning and training situations;
- Focus the pedagogical relationship on the interaction with learners and among them, encouraging initiative and innovation, effort and pedagogical autonomy.

### • In terms of curricula and programs:

- Review curricula, programs and pedagogical methods to elevate the learners' development of thoughts and their observation, analysis, argumentation and constructive criticism skills;
- Center curricula on the learner as a final goal of the pedagogical act and encourage the development of intellectual curiosity and initiative;
- Consider the learner as a real partner by involving him in teamwork, assigning him research, innovation and management tasks and helping him develop a sense of belonging and duty towards the institution;
- Create the necessary conditions allowing learners to carry out practical work in primary and secondary schools so they can regularly link theoretical knowledge to practical experience and laboratory work; they must also be practically ready to go through the environmental, educational domain and the activities of openness and innovation;
- Open up to teaching which deals with personal development, leadership, learning in use and the foundations of values and ethics;

- Reinforce the human rights culture within curricula and programs and develop them through educational practice of the shared values for civic and democratic behavior;
- Consider the general culture as one of the main areas of modern school curricula and as a strategic cross-cutting competency; in the same direction we need to ground national culture in its different components and reinforce its presence in the school curriculum with respect to the teaching and academic standards.

• **In terms of institutional arrangements:**

- Create a permanent standing committee for continuous program and method renovation and adaptation as it has been prescribed by the National Charter for Education and Training (article 107). The creation of this committee should be endorsed in the law;
- Establish national and regional structures for pedagogical research and innovation in educational curricula, and training programs to promote a policy for innovation and renewal in this domain (Regional Academies for Education and Training, universities, the Faculty of Sciences of Education; especially “Ecole Normale Supérieure” and the Regional Centers for the Education and Training Careers ...);
- Rehabilitate school libraries and mediatheques providing them with resources tailored according to what learners of different ages and different levels need and to what pedagogical and cultural operators demand;
- Reinforce the integration of educational technologies by developing a national strategy which put them at the service of quality learning on the curricula, programs and training levels since the early school years, thanks to various digital media, interactive programs and networks.

• **In terms of the school rhythm:**

- Review the learning rhythm and the school time management to reduce program density and improve its adequacy within the environment in rural areas and enclaved localities.

• **In terms of evaluation and exams:**

- Review the evaluation system and exams in the sense of an overall reform based on equal opportunities for all learners and on encouraging excellence according to objective criteria of meritocracy;
- Give an important position in programs and curricula to formative and diagnostic evaluation, focusing on competences and the degree of appropriation of knowledge and by defining a fair and credible threshold to allow learners to move to a higher level instead of continuing to follow the logic of the school map;
- Create a national certification framework able to adequately organize and classify diplomas according to a clear and transparent referential grid that will guarantee the credibility of diplomas and promote greater mobility of graduates at national and international levels;

- Create a system of validation of professional competences acquired through experience, for the people who would like to continue their studies;
- Create a special access exam to higher education for the benefit of learners who have not succeeded, for diverse reasons, to obtain the baccalaureate exam.

• **In terms of pedagogical and vocational orientation:**

- Review the pedagogical, vocational and university orientation system to develop a new vision based on continuous pedagogical support, on coaching the learner in his personal development early in the primary stage and fostering the culture of “choice” based on motivation and skills.

• **A good mastery of languages and diversification of teaching languages**

Given the key role that language mastery plays in improving the quality of learning and in the learners’ school success and therefore in the internal and external efficiency of the school, the Council considers that the home languages and the teaching languages, are a main lever of the quality in education and training. However, the status of each language used in school should be clearly defined.

The Council recommends a new language architecture based on multilingualism and language alternation that aims at:

- Make learners equally benefit from three languages in the preschool and primary education: Arabic as the main language, Amazigh as a language for communication and French as a language of openness to other cultures; English will be introduced in the first year of their intermediate studies (and in the fourth primary grade in 2025) and a third foreign language will be introduced in the first year of high school (especially Spanish);
- Diversify teaching languages by gradually introducing linguistic alternation as a means to develop learning languages by using the languages in teaching a certain content or modules: this is how French can be partially used as a teaching language in high school in the short-term and during the intermediate stage in the medium-term. Meanwhile, English could be used to teach some modules in high school in the medium-term.

In these language learning conditions, the learner by the end of his high school will be mastering Arabic, will be able to communicate in Amazigh and will be able to use at least two foreign languages.

These multilingual offerings will solve the problem of the transition from a teaching language to another between secondary education and higher education. Indeed, it will be easy for high school students, in these conditions, to continue academic studies, regardless of the language of instruction, in Morocco or abroad.



• **Many accompanying measures are required to implement this architecture:**

- Develop a common referential national framework for official and foreign languages used in the School. The framework will define the different levels of language learning, the competences acquired for each level, the learning methods and the necessary supporting resources;
- Create a specific certification system for languages specifying the learners' acquirements regardless of their school level;
- Provide a significant effort to improve the Arabic language practice through modernization of programs, learning methods and evaluation, and through improving the content and by developing scientific, cultural, educational and digital media in Arabic;
- Continue the action undertaken by the Royal Institute of the Amazigh Culture in preparing the Amazigh language in terms of training in human competencies and developing teaching materials, taking into account the constitutional disposition seeking the promulgation of a law that will specify the process stages necessary to activate the official use of this language and its integration modes in teaching and in priority areas of public life;
- Install Mohammed VI Academy for Arabic language;
- Establish the National Council for languages and Moroccan culture set in Article 5 of the Constitution, which is regarded as the institution that should ensure the protection and development of Arabic and Amazigh languages and different Moroccan cultural expressions. It must, however, include all institutions concerned with these issues;
- Fill the gap in terms of language teachers and pedagogical councilors, developing their general and professional competences, renovating their initial and continuous training by integrating modern pedagogical methods of language teaching and learning based on educational and interactive technologies;
- Provide institutions with libraries and mediateques with resources to encourage learners to develop their reading, oral and creative writing skills.

**Figure 4**

THREE FUNDAMENTALS		
Achieve equity and ensure equal chances in the learning of languages	Standardize the presence of the two national and official languages with their constitutional and social status	Establish a progressive and balanced multilingualism

Figure 5

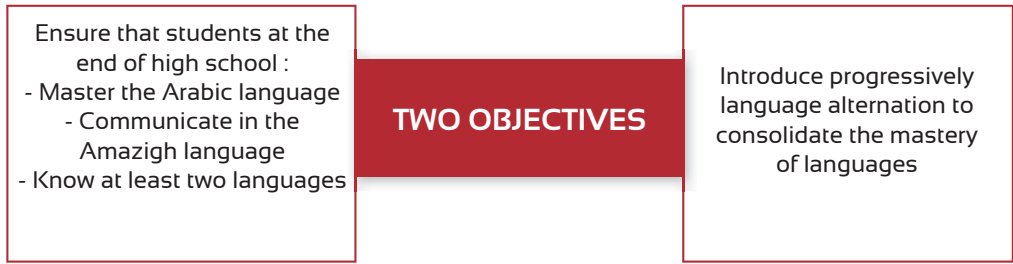


Figure 6

STATUS OF LANGUAGES IN THE SYSTEM OF EDUCATION, TRAINING AND SCIENTIFIC RESEARCH				
Arabic	Amazighe	French	English	A third foreign language
Compulsory taught language and teaching language at all levels of the School cycles	Compulsory in the primary school waiting its generalization throughout the whole schooling system	Compulsory language taught along the whole schooling system	Compulsory language since the intermediate stage waiting to make it start at the fourth year of primary education	Introduced in high school
Diversification of the linguistic choices offered in the different branches, specialties, structures of research and training courses in higher education and the opening of specialised training branches and research structures			A teaching language for certain contents and modules starting from college	

## • Promoting vocational training

Enhancing the vocational training by increasing its enrollment capacity and by considering it as the best place for learners to develop their individual expertise by increasing their chances to meet the requirements set by the economic competitiveness in general, and by the needs of enterprises and the labor market in particular. Four main measures will pave the way for new opportunities in this sector:

- Adopt the principle of openness, flexibility and mobility, through bridges in both directions, adopted for the benefit of learners in different levels of general education and vocational training;
- Establish early orientation systems at the intermediate stage;
- Create cycle options for vocational training such as vocational baccalaureate and review selection and admission criteria;
- Articulate in a better way the complementarity between theoretical and practical training by fostering, in particular, alternate training, in partnership with the economic stakeholders.

## • Promoting scientific, technical and innovation research

Scientific, technical and innovation research plays a strategic role in the country's economic, cultural and social development and in strengthening competitive capabilities globally. For these reasons the Moroccan School is called to review the organization of scientific and technical research and innovation, to upgrade it, with the objective to keep up with other similar emerging countries.

The achievement of expected objectives requires the adoption of a proactive policy whose main guidelines are:

- Establishing a culture of research beginning in early schooling;
- Using the results of research in the various fields of science, technology, social sciences, humanities and arts, to improve the quality of curricula and programs at all levels of school and higher education and to better prepare educators;
- Creating new economic and technological areas built on partnership and cooperation between companies and the various bodies of research and encouraging new specialties in the scientific, technological, industrial and cultural fields;
- Strengthen multidisciplinary work in research and complementary relationships between the basic sciences, applied sciences, social sciences, humanities and arts;
- Extending university structures working in academic research, science and technology in relation to educational and mentoring projects inside university departments, laboratories, institutes and national and international centers of research and innovation;

- Strengthening cooperation between research bodies and national institutions responsible for innovation, copyrights, commercialization and intellectual property protection;
- Establishing a national research council formed of researchers that will be responsible for research strategy, orientation and coordination from various specialties that will coordinate and provide guidelines for the research strategy;
- Gradually raising the GDP ratio allocated to research to 1% in the short term, 1.5% in 2025 and 2% in 2030, and move to a diversification in funding research that will concern mainly applied research;
- Establishing a system of governance and rational management based on accurate indicators of evaluation of scientific and technical research and innovation.

### • Towards an effective governance of the education and training system

Governance remains one of the cross-cutting problems the School has been facing for decades, both in management and in terms of participation, transparency and the correlation between responsibility and accountability.

The challenges facing the School in its mission of advancing human potential, is one of the transformations experienced by the Moroccan society, which leads it to adhere fully to these changes and integrate the requirements of governance needed to achieve the current and the future objectives of our nation.

Based on these considerations, we can situate these challenges at the following levels:

- Working to make public policies and programs converge;
- Establishing a territorial governance system in anticipation of the implementation of advanced regionalization, through:
  - A clear delineation of powers between the governing and regulator ministries, on the one hand and the regional academies and local entities (delegations and institutions), universities and institutions of higher education and research and private sector institutions, on the other hand;
  - The concerned regulatory ministries will define the strategic choices and the broad orientations, the diverse national standards and execution devices for implementing, monitoring and evaluating all educational institutions, including those governed by the private sector, while regional authorities will support local and regional management for more autonomy in all aspects of human resources management;
  - Giving the institution its full autonomy and considering it as the central pivot of the educational system while also recognizing the idea of promoting the "School project" as a factor of good governance and sustainable development of the School;
  - Consolidating decentralization and orienting governance towards advanced regionalization.

- Defining the terms of a contractual framework for the School between the Government and educational and training institutions, on the one hand; and economic stakeholders, the private sector and local communities on the other hand;

- Building an institutional information system for piloting the educational system and its evaluation; a project that requires:

- The creation of an integrated information system, linked to a national database, which processes and provides information on the different components of the School in order to assist with decision-making;

- The creation of systems able to ensure the credibility of the information and its dissemination, in accordance with the right to information; as guaranteed by the Constitution.

- Financing education, training and scientific research system: School funding is based on a certain number of guiding principles and major choices that can be summarized in the key measures below:

- **The guiding principles:**

- The expenditure on education is on both public service and investment expenses allocated to the qualification of human potential and the development of the country. The educational budget should represent the strategic choices and the needs dictated by the School reform;

- The Government will continue to be the main source of funding of the school, while seeking to ensure the diversification of these funding sources;

- Compulsory education is a right fully supported by the Government;

- No one should be deprived of continuing education beyond compulsory education for purely financial reasons, especially if one has the proven skills;

- The agreement on the national solidarity to fund the School.

- **The big choices:**

- The allocation of funds required for achieving the main objectives of the strategic vision: equity and equality of opportunities, quality in education for all and the promotion of the individuals and society;

- The continuation of the Government's effort to regularly increase and consolidate the budget allocated to the School;

- The programming of multi-year budgets for the School to secure it from circumstances of economic and financial vagaries;

- The rationalization of public expenditure of the school, the search for balance between the expenses of operation and those of investment and the simplification of management procedures;
- The obligation and the standardization, in the short term, of preschool education with the participation of the concerned partners, especially the territorial communities;
- The improvement of eligibility criteria for social support and the reinforcement of financial aid programs in favour of the most needy children;
- The reduction of gaps due to geography or gender and the choice for positive discrimination in the allocation of resources in favor of qualifying the school in the rural areas;
- The diversification of financial resources in addition to the public budget through:
  - The promotion of the national and tailored solidarity;
  - The creation of a fund for the standardization of educational quality with the use of the public funds, the private sector and local community of various partners;
  - The imposition of registration fees in higher education and subsequently in secondary education with a systematic exemption for needy families.

**Figure 7**



### 3. For a School promoting individuals and society

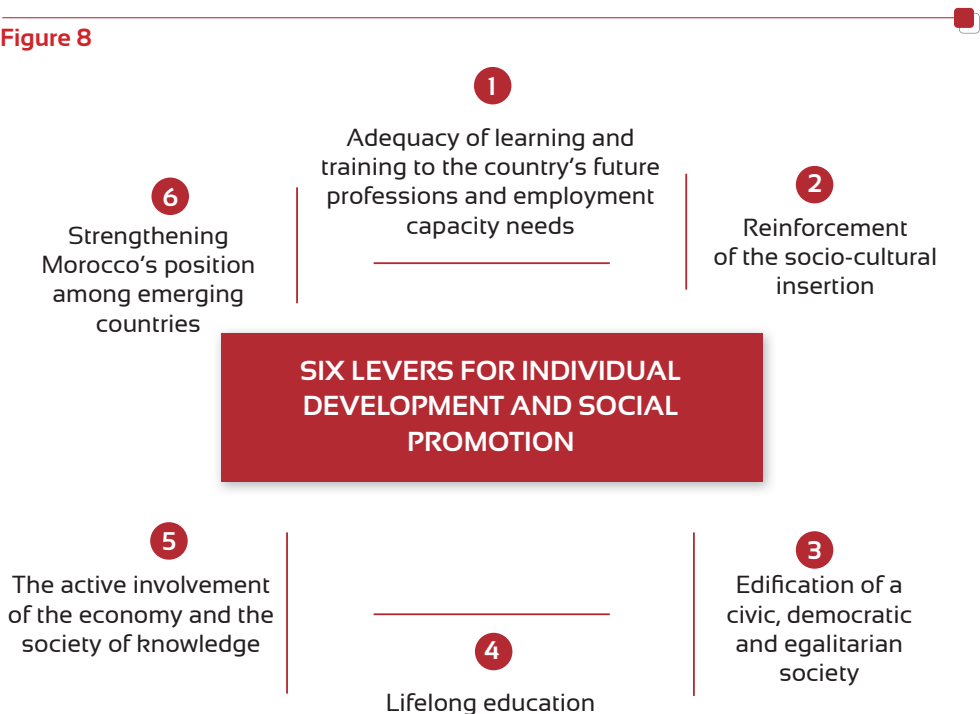
Building a School leading to individual integration in the society and promoting social progress is both a strategic choice in the roadmap brought by the new educational reform and one of its main goals.

It is for this reason that the strategic vision proposed by the Council emphasizes the need to perpetuate and reinforce the constants, the religious and national values of our country, and promote its plural identity and its cultural diversity. It also confirms the importance of rooting the values of democracy, citizenship and civic behavior.

The vision also emphasizes the adequacy between training, economic needs of the country and the requirements of new and future professions. Besides, the vision should cope with different symbiotic requirements to allow better socio-cultural integration and a good economic placement.

Similarly, at the societal level, the vision considers that the School should play its full role as a locomotive in consolidating Morocco's position among emerging countries by promoting access to the society of knowledge, its adaptation to the digital age, its promotion for research and innovation for development, its encouragement of excellence and reinforcement of competitive abilities.

Figure 8



#### 4. For an efficient leadership and a new change management

The effective implementation of the levers of change defined by the strategic vision is dependent on two conditions to be met:

- Mobilization of society;
- Efficient leadership and competent management.

##### • Mobilizing society to contribute to the School renewal

The 2015-2030 period will be proclaimed the “national mobilization period” for the renewal of the Moroccan School. Therefore, education, should, as a national priority benefit from support from all the forces of the Nation (Government, local communities, trade unions, civil and political society, intellectuals, artists, communication and media people and all the various components of the School).

The Council recommends to translate the content of the strategic vision entitled: «School of Equity, Quality and Promotion: 2015-2030» as a “frame law” promulgated by parliament, that prevails as a national contract engaging the contribution from all the forces concerned as noted in the vision implementation and the regular monitoring of its progression and its goals’ achievement.

##### • The availability of efficient leadership and management skills

A new change management requires the adoption of the change spirit by all education actors, the wellness to innovate and to follow a methodical approach in action and management at all levels and in all diverse School components.

Adequate change management needs to be based on high-level human competences in the level of management, communication and implementation of appropriate measures. These competences must be able to report regularly on achievements of the reform and evaluate results. They need to be supported by structures and devices able to develop the sought-after dynamic at national and regional levels.

Among the required qualifications of those responsible to lead change are their ability to regularly involve all officials and stakeholders at the national, regional and local level of institutions, through a constructive dialogue, participation and coordination.

This also requires people in charge of management who accurately master the intimate knowledge of the environment where they have to conduct change, to develop a bottom-up method and project management approach, to opt for progressiveness and experimentation, when it’s needed, and a diligent mobilization of required resources.

All these combined measures will help to create the ideal conditions to successfully conduct the change management and implement the sought reform.

Figure 9

**1**  
A permanent  
mobilization  
of the society

**TWO LEVERS FOR AN  
EFFECTIVE LEADERSHIP  
AND A NEW CHANGE  
MANAGEMENT**

**2**  
An energetic  
leadership and an  
efficient management  
capacity





5

