

ROYAUME DU MAROC



Conseil Supérieur de l'Éducation, de la Formation et de la Recherche Scientifique

Instance Nationale d'Évaluation du Système d'Éducation, de Formation et de Recherche Scientifique

Teacher supply and the challenge of the quality of education in Morocco

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Key ideas

- Universalization of Education and the challenge of learning quality
- The teacher at the center of the reform
- Teacher supply and the quality of supervision
- Changes in teacher recruitment
- Attractiveness of the teacher profession: Career Paths and Motivations
- Teacher training: compulsory and professionalizing initial training
- New initiative to enhance quality of education



Higher Council for Education, Training and Research

Independent advisory institution for:

- Good governance
- Sustained development
- Participative democracy

Two main missions:

- Opinions, strategic orientations and studies
- Evaluation

The scope of its work and production:

All issues related to: education, university training, vocational training and research





- The focus has historically been on achieving universal quality education
- The goal of making education accessible to all has been achieved
- The current challenge is to improve the quality of learning
- Enhancing the performance of teaching staff and the overall attractiveness of the teaching profession



Universalisation of education

- Several reforms over the past two decades to guarantee quality basic education for all (aged 4 to 15).
- Increasing girls' enrollment in rural areas and reducing territorial disparities
- The net enrollment rate stands at 99% in primary education, and around 78% in lower secondary education



The challenge of learning outcomes quality

Program for International Student Assessment (PISA 2018)

- Integrated framework that enables Morocco to move toward universal education with a high-quality basic skills
- Improve student achievement and learning outcomes
- Only 24% of Moroccan pupils aged 15 have attained the minimal level of mathematics proficiency needed for successful social integration.
- 27% acquired the minimum skills in reading.
- 31% acquired the minimum skills in science.



The challenge of learning outcomes quality

National Program for the Assessment of Moroccan Students' Achievements (PNEA 2019)

- 76% of lower secondary students have mastered less than 21% of the prescribed French program
- 41% of students in their sixth year of primary school lack the necessary language abilities
- 48% of students comprehend less than 23% of prescribed mathematics program in the sixth grade of primary school
- 44% of students mastered less than 23% of prescribed mathematics program in the third year of lower secondary school.

Strategic Vision 2015-2030 of the High Council CSEFRS

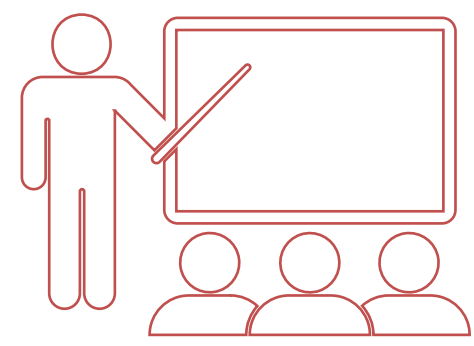
- Recognizes the significant role that teachers play in the quality of education
- The professionalization of educational actors and the renovation of the teaching profession at the core of the Moroccan educational system reform
- The professionalization and the renovation of the teaching profession linked to the foundations of the Strategic vision:
 - ❖ Equity and equal opportunities
 - ❖ Quality for all
 - ❖ The promotion of the individual and society





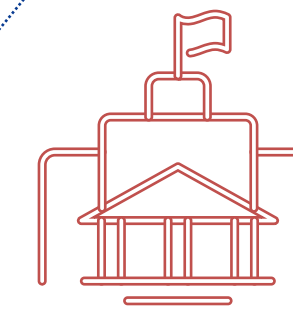
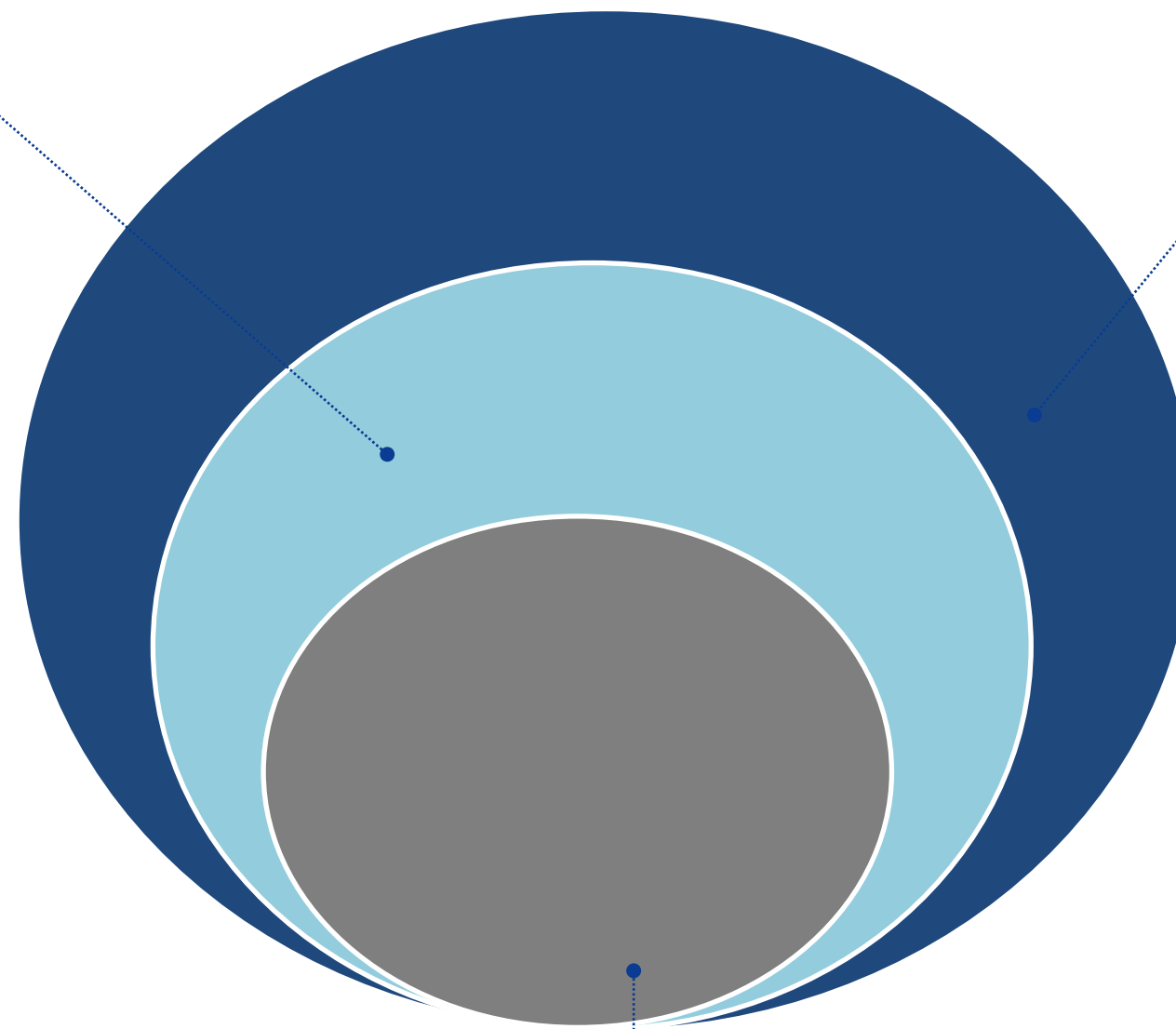
The teacher at the center of the reform

Roadmap of Ministry of National Education Preschool and Sports



Teacher

Empowered teachers, appreciated and fully engaged to help students succeed



Schools

Institutions that provide a safe and suitable environment that allows cooperation between all actors



Students

Students controlling basic learning and completing their compulsory education



Teacher supply and the quality of supervision

- Slow increase in the teacher population compared to the educational system's demands has inevitably affected the quality of supervision.
- In 2023-2024, 300.000 teachers for 8 million students across all levels (primary, secondary) in public and private schools.
- The student-to-teacher ratio:
 - *In public primary education: 27.5 in 2010, 31.0 in 2017 and 26.7 in 2023.*
 - *In public lower secondary education: 24.4 in 2010 and 28.2 in 2023.*
 - *In the upper secondary education: 20.6 in 2010 to 17.6 in 2023.*
- The student-to-teacher ratio can indeed reach unacceptable levels in certain provinces and regions.



Changes in teacher recruitment

- Between 2018 and 2030: *around 149.000 teachers will leave the system, either due to retirement or joining training centers.*
- Moroccan government recruited more than 100.000 contract teachers between 2016 and 2021
- Need to tackle the global teacher shortage and raise the quality of supervision: *Ministry's plan to recruit more than 200.000 teachers by 2030.*



- Recruitment and teacher training policies have undergone sudden changes:
 - Regional Centers for Education and Training Professions (CRMEF) in 2012
 - The separation of training and recruitment in 2015
 - The recruitment on a fixed term contract starting in 2016
 - The restructuring of training from 2018 and new recruitment and selection modalities
 - A new status was approved in 2019: the contract recruitment system was abandoned, and teacher regularization took place
 - the introduction of a new unified teacher status in 2023 and its revision



- The Higher Council :
 - The rules regulating entry into the profession were subject to frequent changes through ministerial notes and circulars (CSEFRS, 2021).
 - Recommended the clarification of criteria for entering initial teacher training and pursuing a career in teaching for all categories
- Challenges: ensuring a steady supply of qualified teachers and improve the attractiveness of the profession



- Higher council's report on teaching profession (CSEFRS, 2021)

- **Extrinsic motivations:** most prevalent in Morocco
 - Linked to economic and social factors (job availability, stability)
 - Teachers are mostly recruited among open-access university graduates (high unemployment rate)
 - School vacations and convenient working hours: 30 hours per week (primary education) compared to 44 hours in a private company).

- **Intrinsic motivations**
 - A sense of vocation or enthusiasm for the subject matter.
 - Motivations are more frequently observed among secondary school teachers.



- **To enhance the attractiveness of the teaching profession**
 - improving teachers' working conditions
 - enhancing social recognition of the profession
 - fostering a sense of vocation for teaching

- **situational judgment test:**
 - Implemented during recruitment exams to evaluate : Motivation, passion for the profession, empathy, integrity, and psychosociological balance
 - Specific criteria will be introduced to refine the selection of future teachers



Compulsory and professionalizing initial training

- **The Strategic Vision:** make initial training compulsory and professionalizing it according to the specificities of each profession
 - Launch of the education bachelor's degree.
 - New five-year training program was implemented in 2018
- **The ministry's goal:** most new teachers by 2026 will have completed a long training program:
 - Bachelor's degree in education sciences,
 - Undergoing a one-year professional training
 - And participating in a one-year supervised internship in a school.
- Teachers become experts in their field and possess the necessary abilities to adapt their professional practices to the students' needs.



■ Challenges

- Enrolling in an education degree program does not guarantee systematic recruitment for teaching.
- Revision and extension of the teacher training duration have not translated into an improvement in the future teachers' salaries.
- The time required to prepare a new qualified teacher generation with long training program: the first cohort beginning in 2018-2019 graduates in 2023.
- The gap between the needs of teachers and the training capacity of the university system, given the still low enrollment in education degree



■ Higher Council (CSEFRS):

- Generated both a thematic report and an opinion on the teacher professionalization.
- Is preparing an opinion on professional development for teachers following the recent changes in the teacher recruitment and training process
- Is participating in the international Teaching and Learning International Survey (TALIS): comprehend educational practices, international comparison, identification of shared challenges, exploring perspectives and insights (practices, training, professional development...)



■ **Ministry & Higher Council (CSEFRS):**

- The development of the centralized curriculum and program initiative is currently underway in Morocco.
- Reforming the school curriculum to focus on essential elements for pedagogical continuity.
- Teaching at the Right Level program (TARL): provide academic support within the framework of the centralized curriculum and program initiative
- is designed to ensure that all students, regardless of their geographical location, have access to quality education
- Council is responsible for external evaluation of quality assurance

Thank you for your attention