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# Kingdom of Morocco Education and Training Sector Survey

(In Six Volumes)

## Volume VI: Non-Formal Education

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Education and Manpower Development Division  
Europe, Middle East and North Africa Region

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KINGDOM OF MOROCCOEDUCATION AND TRAINING SECTOR SURVEYTable of Contents

	<u>Page No</u>
GLOSSARY	
BASIC DATA	
INTRODUCTION	
I. OVERVIEW	
A. Background	
Land, People, and Resources.....	I.1
Economy.....	I.2
Education and Training System.....	I.3
Education Strategy.....	I.5
B. Education and Training Issues	
Primary School Efficiency.....	I.6
Moderating the Growth of Higher Education.....	I.9
Expanding Skill Training.....	I.10
Content and Coverage of Agricultural Training.....	I.12
Expenditure Reductions.....	I.13
II. INVESTMENT IN EDUCATION AND TRAINING	
A. Introduction.....	II.1
B. Investments in Education and Training.....	II.2
Planned Investments in Education and Training.....	II.2
Proposals for Reducing Costs.....	II.4
Capacity to Execute the Program.....	II.8
C. Operating Costs of the Education and Training System.....	II.9
Present Costs and Expenses.....	II.9
Financial Outlook.....	II.11
Proposals for Reducing MOE Expenditures.....	II.12
Operating Expenditures for Training Institutions.....	II.21
Conclusion.....	II.22
III. GENERAL EDUCATION	
A. Organization of the Educational System.....	III.1
B. Principals, Objectives and Priorities.....	III.3

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## Table of Contents (Cont'd.)

	<u>Page No</u>
C. Analysis of the System.....	III.5
The Ministry of Education Plan.....	III.5
Enrollments by Level.....	III.6
Internal Efficiency: Repeaters and Dropouts.....	III.8
Geographical Imbalances.....	III.10
Teacher Training.....	III.11
Administration.....	III.13
Educational Research.....	III.13
Summary of Problems and Inadequacies in the System.....	III.13
D. Conclusions and Recommendations.....	III.15
Educational Reform.....	III.15
Priority Problems.....	III.15
Elements of a Strategy.....	III.19
IV. AGRICULTURAL EDUCATION AND TRAINING	
A. Introduction.....	IV.1
The State of Agriculture in Morocco.....	IV.1
Agricultural Development Policy.....	IV.2
Human Resources of the Rural Sector.....	IV.4
Agricultural Technical Staff.....	IV.6
B. Issues in Agricultural Training.....	IV.9
Young Farmer Training (CRAFAs).....	IV.9
Agricultural Higher Education.....	IV.12
Agricultural Technical Education.....	IV.15
C. Conclusions.....	IV.24
V. TECHNICAL AND VOCATIONAL TRAINING	
A. Introduction.....	V.1
Socio-Economic Background.....	V.1
Manpower and Training Data.....	V.2
B. Training.....	V.6
Overview.....	V.6
Ministry of National Education (MOE).....	V.11
National Office of Vocational Training and Work Promotion (the Office).....	V.13
Ministry of Commerce and Industry.....	V.21
Ministry of Housing.....	V.23
Ministry of Social Affairs and Handicrafts.....	V.24
Ministry of Public Works.....	V.25

Table of Contents (Cont'd.)

	<u>Page No</u>
C. Major Issues and Areas of Possible Intervention.....	V.26
Overview.....	V.26
The Issues.....	V.26
Areas for Possible Foreign Participation.....	V.32
VI. NON-FORMAL EDUCATION	
A. Introduction.....	VI.1
B. Existing Non-Formal Programs.....	VI.1
Vocational Training for Boys.....	VI.2
Training for Girls.....	VI.4
Handicrafts Training Centers.....	VI.6
Literacy Training.....	VI.7
Educational Television.....	VI.8
C. Conclusions and Recommendations.....	VI.9
Definition of Objectives.....	VI.9
Women's Training.....	VI.10
Handicrafts.....	VI.10
Basic Education.....	VI.11
Teacher Training.....	VI.12
Financing.....	VI.13
Equivalency.....	VI.13
Annexes.....	VI.14



## ABBREVIATIONS

- ALESCO: Arab League Educational Scientific and Cultural Organization
- CET: "Centre d'Education et Travail" - Women's workshop
- CFP: "Centre de Formation Professionnelle" - Vocational Training Center
- COR: Centre d'Orientation et de Rééducation"
- Foyer: "Foyer Féminin"- Women's Center
- MASA: Ministry of Artisanat and Social Affairs
- MYS: Ministry of Youth and Sports
- Office: "L'Office de Formation Professionnelle et Promotion du Travail" - Office of Vocational Training and Employment Promotion
- Ouvroir: See CET - Women's Workshop
- RTSM: "Radio Télévision Scolaire Marocaine" - Moroccan Educational Radio and Television.
- UNESCO: United Nations Educational Scientific and Cultural Organization



## KINGDOM OF MOROCCO

### EDUCATION AND TRAINING SECTOR SURVEY

#### VI. NON-FORMAL EDUCATION

##### A. INTRODUCTION

6.01 A 1963 Royal Decree declared that all Moroccan children 7-13 years old, regardless of sex, had a right to free public education. Despite the Government's efforts to expand school enrollments, this right is not yet enjoyed by all Moroccan children. As Annex 1 shows, 67% of seven-year-old boys and only about 43% of seven-year-old girls were enrolled in the first year of primary school in 1980. Moreover, some 16% of these children will not complete the fourth grade, which is considered the threshold of literacy. Enrollment figures include a large proportion of average repeaters (averaging 27% in grades 1-4 and rising to 50% in grade 5). The formal education system thus bypasses 40% of Moroccan boys and two-thirds of Moroccan girls. Non-formal education could give these boys and girls a second chance to achieve basic education and to acquire skills for improving their income-earning potential. At this time, however, non-formal education in Morocco is both qualitatively and quantitatively insufficient for this task. Greater financial and human resources must be allocated to its improvement and expansion.

6.02 Most of the vocational training courses aimed at preparing Moroccan youths for employment in the modern sector require at least seven to eight years of formal education. Lower-level vocational training for boys is currently limited to about 11,000 places; of these, about 2,500 are open only to juvenile delinquents. The remaining boys who are unable to continue formal education or to qualify for places available in mid-level training courses are forced to remain unskilled laborers. The situation for girls is even more acute; more than one million girls aged 7-13 do not benefit from the formal education and training system. One reason for the lower enrollment of Moroccan girls is that they are expected to assume the traditional roles of wife and mother, and consequently parents attribute less value to their formal education. Nonetheless, it is estimated that approximately 400,000 women aged 10-24 are in the labor market (see Annex 4). Moreover, while in 1971 women represented 19% of the urban labor force and 12% of the rural labor force, they represented 21% of all unemployed. A 1976 survey carried out in the urban slums of Rabat indicated that as many as 75% of the unemployed in these areas were female heads of households. There is consequently an urgent need to provide both remedial education to the large proportion of girls who do not attend or complete primary school and vocational training for those girls entering the labor market. Although training is provided to some 100,000 girls and women, it is far from meeting the demand, and the range of skills for which training is offered is very limited.

##### B. EXISTING NON-FORMAL PROGRAMS

6.03 Most non-formal education is carried out by the Ministry of Social Affairs and Handicrafts MASA (Ministère de l'Artisanat et des Affaires Sociales) or by the Ministry of Youth and Sports MYS (Ministère de la Jeunesse et des Sports). Both these Ministries offer programs for school dropouts that

combine vocational training with basic education (although the scope and content of the basic education component vary widely between programs). The programs do not generally require a particular level of formal education --most trainees have not completed primary school-- although in some cases literacy is required. Lower-level vocational training (without a basic education component) is also offered by the Office de Formation Professionnelle et Promotion du Travail (the Office) under the Ministry of Planning but is limited to construction trades. MASA is also responsible for adult basic education (literacy/numeracy training) and is hoping to launch a pilot program in this field in 1982. In addition, the Moroccan educational television agency (Radio-Télévision Scolaire Marocaine, RTSM) provides one half hour daily of educational programming aimed at the general public.

#### Vocational Training for Boys

6.04 Ministry of Social Affairs. MASA's Vocational Training Centers (Centres de Formation Professionnelle, - CFP) offer two-year courses in general and auto mechanics, plumbing, electricity, welding, carpentry, barbering, and tailoring to about 1,950 boys, 14-20 years old, in 13 centers in urban areas throughout the country. All applicants must receive a certificate of poverty" from the local authorities and must be literate. Selected centers offer three-year courses (auto mechanics, electricity and modern carpentry) for orphans having completed two years of junior secondary school. Basic education (grammar, mathematics) is sometimes offered through the cooperation of local school teachers but this instruction does not exceed one half day a week. The mission was told that demand for admission to the centers is at least double the number of available places.

6.05 Classes vary in size from 10 to 30 students and are usually on a half day shift basis. Teaching is heavily oriented towards practical activities (65% to 80% of class time); workshops are not, however, held continuously on a rotational basis, due to constraints on the number of teaching staff. Equipment, generally donated, varies considerably in quality and quantity; in addition, it frequently cannot be used because of the lack of raw materials. Theoretical lectures are dictated by the teachers without the benefit of textbooks or teaching aids. Many of the teachers are expatriate volunteers (U.S. Peace Corps, Japanese technical assistance). There are no standard qualifications for Moroccan teachers; most local teachers have completed at least junior secondary school and hold a diploma from the Office's vocational training program but have had no pedagogical training. There is no provision for in-service training. Monthly salaries range from DH 400 to DH 1,000 depending on experience (in comparison, primary school teachers' salaries start at DH 1,200).

6.06 Although a diploma is given, it does not have equivalency with formal education certificates, nor can it be used to qualify for entry in the middle-level vocational training courses offered by the Office. Placement is informal at best.

6.07 Boys Reformatories. About 2,450 of the estimated 10,000 juvenile delinquents in Morocco are sent to special reformatories run by the MYS. There are 16 such schools (Centres d'Orientation et de Rééducation, COR), which house 1,350 boys under 18 years old. After a three-month observation period, a delinquent is sent to one of the following: (a) a single reformatory offering a regular secondary education program; (b) 13 reformatories offering two years' vocational training in mechanics, welding, plumbing, electricity, construction, carpentry, or tailoring; or (c) 2 reformatories offering three-year vocational training programs in electricity and mechanics (modeled on the Office's training program for skilled workers), for those having some secondary schooling.

6.08 Although the educational level of the students varies considerably, basic education is offered by local primary school teachers only as an optional evening class. Training is heavily oriented (80%) toward practical work, and equipment is relatively good in the boarding schools, although no teaching aids are available for the two-year classes. Some training is also offered for day students through Probation Centers (Centres en Milieu Ouvert), but the quality of such training varies widely.

6.09 The reformatories' administrative and counseling staff are trained in Rabat at the Royal Staff Training Institute (Institut Royal de Formation des Cadres), which trains all MYS professional staff. Five years of secondary school are required for entrance into the two-year training program, which concentrates on psychology and social sciences, pedagogical techniques, and administration. After one year's supervised work in a reformatory, graduates are hired by the MYS at DH 900-1,000 per month. Every other year, the Institute provides two weeks of in-service training for staff. Teachers providing skill training at the reformatories generally have a diploma from one of the Office centers, but no pedagogical training. No systematic placement of COR graduates exists, although the Probation Centers try to help place them. MYS is collaborating with the Office to upgrade the quality of its vocational training and develop equivalency with Office training courses.

6.10 Construction Training. The Office's only training programs not requiring a particular level of formal education are its six months' training courses offered in masonry, carpentry, and plumbing to boys aged 14-20 at 52 Projet Bâtiment training centers in rural areas and small towns. Demand appears to have peaked in 1978, when enrollment was 4,000 students, declining to about 3,440 in 1980, with the greatest decline in the more remote rural areas. Enrollments in masonry, originally expected to be 70% of total enrollments, have dropped to about 50%. Training is almost entirely practical and includes actual construction work on local infrastructure projects. Basic education is not included. Students receive food supplements equivalent to DH 2.50 per day through the World Food Program. In the 240 courses given in 1980, class sizes ranged from 5 to 25 students. The teachers have generally received training in one of the Office's CQPs, supplemented with short-term pedagogical training, and receive a salary of DH 1,000 a month. The expansion of these programs is highly dependent on the growth of the Moroccan construction industry.

## Training for Girls

6.11 The "Ouvroirs". About 55,000 girls aged 8-20 and 8,400 women currently attend two-year training courses at MASA's Women's Workshops, (Centres d'Education et de Travail-CET), commonly known as "Ouvroirs." MASA runs 370 Ouvroirs, of which about two-thirds are in rural areas and the remainder in urban slums. Vocational training is generally confined to traditional women's crafts: embroidery, sewing, knitting, and crocheting. Training is practical, based on copying models or patterns. Trainees are required to have an official certificate of poverty. Trainees formerly received food supplements provided through the U.S. P.L.480 Program, but this food distribution has recently been terminated. Many of the girls have not completed primary school, and many, especially in rural areas, have had no formal schooling. Among girls, the proportion of illiterates varies from 30% to 80%, and most women are illiterate. Basic education (mainly literacy) is offered during half of each school day, with students sharing primary school textbooks (one for every two to four students). Only about 10% of these students achieve primary school equivalency, and few of the adult women achieve full literacy. Vocational training classes are large and crowded, with sometimes up to 60 students. Trainee fees, DH 5 a month, are used to pay the utilities for the center and to purchase materials and equipment. Facilities are generally offered free by the local authorities or wealthy patrons. Though scarce and outdated, equipment is well-utilized on a rotational basis.

6.12 The approximately 3,000 monitresses at the Ouvroirs are supposed to have completed the second or third year of secondary education. However, except for literacy instructors, this requirement is not always strictly observed. The literacy instructors also receive in-service training from the Ministry of Education's Regional Educational Counselors for one half day each week. The vocational training monitresses are usually themselves graduates of an Ouvroir or of a Foyer Féminin program (see below), but have had little or no pedagogical training. Monitress salaries average about DH 250 a month, plus food supplements from USAID.

6.13 MASA has developed three-week in-service training programs for provincial supervisors, Ouvroir directors and monitresses, under the Institute for Social Services Training (Institut National d'Action Sociale -INAS) which opened in Tangiers in November 1981 with support from USAID. The Institute will also be offering two-year post-baccalaureate courses for social workers. There were more than 600 applications for the first 50 places at the Institute. The eventual total capacity will be 185 students.

6.14 Graduates of the Ouvroirs do not easily find work in textile factories; most work in the informal handicrafts sector or at home on piecework orders. MASA has encouraged graduates to form cooperatives and about 117, often located at the Ouvroirs, have been established. MASA's Handicrafts Division also promotes the sale of the products of these cooperatives, especially embroidery work, in the national Crafts Galleries.

However, most of the production is sold only in the local area for trousseaus. USAID has supported a survey of new skill training fields for women and will finance the establishment of five pilot centers to test new programs developed for typewriter and sewing machine repair, kindergarten teaching, production of simple orthopedic appliances, food preservation techniques, and modern leatherwork.

6.15 The "Foyers Féminins", women's centers run by the MYS, offer two- and three-year training programs in 355 centers for about 45,000 girls and women aged 12-24. The Foyers are somewhat like social clubs, with a greater orientation to improving the homemaking skills of future or actual wives and mothers than to training their members for income-earning activities. Nonetheless, the content of the vocational training courses is the same as in the Ouvroirs: embroidery, sewing, knitting, and crocheting. However, about 35% of the courses focus on home economics: child care, basic health and family planning, nutrition and food preparation and family budgeting, and about 15% focus on civics and recreation. The educational level of Foyer members tends to be higher (about 10% have had some secondary education) than that of the Ouvroir trainees but here also most girls, especially in the rural areas, are primary school dropouts, and up to 80% may be illiterate. Literacy training generally does not exceed six hours a week. Students do not have to make any contributions to the Foyer (as they do in the Ouvroirs) but must pay for their materials.

6.16 The approximately 1,100 Foyer monitresses have usually completed five years of secondary schooling and have received specialized training at the MYS Royal Staff Training Institute. Training at the Institute has recently been lengthened from one to two years and includes about 41% skill training, 23% pedagogical techniques, 21% general social sciences, and 15% basic education. Approximately 50 new monitresses graduate each year and undertake one year's practice teaching before being hired as MJS staff (at DH 800 to DH 1,000 per month). Monitresses adapt their own courses from standardized teaching plans; no teaching aids or textbooks have been prepared by the Ministry. Monitresses are given two weeks of in-service training annually, either at the Institute or at the regional level, and generally meet once a week at the provincial level to exchange experiences. To increase its staff training capacity, MYS hopes to establish five regional training institutes at Casablanca, Marrakech, Agadir, Oujda, and Fez during the 1981-85 Plan period.

6.17 Despite the supposed social orientation of the Foyers Féminins, most of their members view the benefits primarily as preparation for income-earning activities. The Foyers are intended to support the establishment of cooperatives for their graduates, although these activities are still at a preliminary stage. A contract for USAID-financed technical assistance to help the MJS analyze the current Foyer training programs and devise new training curricula was recently cancelled, due to problems with the U.S. contractor. A baseline survey of current training programs was undertaken, but no qualitative evaluation of the training offered which could serve as a basis for new proposals, has been made.

## Handicrafts Training

6.18 MASA Handicrafts Training Centers (Centres d'Apprentissage) offer two years of training to 5,100 boys and girls (breakdown by sex unknown) in 150 handicrafts training centers, of which 83 are attached to national Crafts Galleries (Ensemble Artisal). Training is given in some 20 traditional Moroccan handicrafts: carpet-making, woodworking, leatherworking, spinning, weaving, embroidery, jewelry-making, brassworking, etc., depending on the particular region. During the 1981-85 Plan period, 28 new training centers were expected to be established, primarily in rural areas, following a survey of current handicrafts activities and future growth sectors. For certain crafts, such as leatherworking and shoemaking, practical training is combined with theoretical classes on production procedures and design. These lectures are in French and are dictated, with few teaching aids (paper models only) and no textbooks. Equipment appears generally adequate, but here also, because of the shortage of teachers/monitors, a rotation system which would maximize utilization is seldom used. For many crafts, training is carried out by attaching up to 10 apprentices to local master artisans or artisans' cooperatives (of which there are about 250) which receive free work space and utilities in return for training the apprentices. Apprentices residing locally receive scholarships of DH 3.00 per working day; those living further than 30 km from the centers receive DH 5.60 per day. During their second year of training, apprentices may receive extra income as bonuses from the cooperative to which they are attached. In return for training, these cooperatives can receive not only free space in the Crafts Galleries but also low-interest credit for working capital, equipment, or construction of facilities, based on new jobs created.

6.19 Apprentices are supposed to have completed primary school but, except for these crafts with theoretical classes (primarily leatherwork and shoemaking), this requirement is not strictly observed. At some of the training centers, local school teachers offer about one and a half hours per day of basic education (literacy, mathematics and French language). MASA has launched a literacy training campaign especially for the young rug-apprentices (mostly girls) which is financed by the allocation of DH 0,50 per square meter from the grade label tax on rugs. About 13,000 apprentices or women rug-makers have benefited from this training since 1980 in Rabat/Sale, Tangiers and Marrakech. A special textbook for these courses is being prepared.

6.20 Teachers of the classroom-oriented crafts have generally studied at the Ministry's Leather and Textile Institute at Fez. This two-year program requires seven years of secondary school for candidates (though not necessarily a baccalaureate degree) and graduates 50 to 60 students per year, of which about half will work with MASA. The training program covers five specializations: tanning, shoemaking, spinning, weaving and fabric finishing (dyeing, printing, etc). The curriculum is equally divided between theory and practical training and includes a one-month internship in a factory or handicrafts center. Teachers for the Institute recruited from the private sector, receive three to six months pedagogical training. In-service training

is limited to participation in a three-day annual nationwide seminar on handicrafts' training, production, and marketing. The teachers receive a monthly salary of DH 1,400.

6.21 MASA has recently created a new level of handicrafts training for students who have completed four years of secondary school. These "Traditional Crafts Schools" (Ecoles d'Arts Traditionnels) offer three years of training in ceramics (pottery and decorative plaster), metalwork (wrought iron, brass and silversmithing), and wood-working, comprising a common program of mathematics, natural sciences, accounting and management, and specialized practical and theoretical classes in the chosen specialty. Two schools have been completed at Agadir and Meknes since late 1981 and a third is under construction at Fez. Each school can accommodate 100 students (35 in each specialty) per year but they are not yet functioning at full capacity due to a lack of teachers. Teachers for the theoretical classes are currently recruited from the formal school system; the practical workshops are supervised by master craftsmen.

6.22 Placement of graduates is limited to their attachment to local crafts cooperatives, which absorb 35-40% of the apprentices. The Handicrafts Training diplomas have no formal education equivalency. However, MASA would like to develop training programs equivalent to the junior secondary school cycle and even a "crafts baccalaureat", that would combine formal education with technical training in handicrafts. These plans are at a preliminary stage.

### Literacy Training

6.23 It is estimated that some two million Moroccan school-age children are completely bypassed by basic formal education (Annex 1). In addition, of the 485,484 primary school students enrolled in the first grade in 1980 (Annex 2), about 80,000 were not expected, at current dropout rates, to complete the four years of primary schooling considered to be the literacy threshold. The overall illiteracy rate among adults was still estimated at 75% in 1980 (most estimates date from the 1971 Census). The rates were higher for women (85%) than for men (63%) and higher in rural areas (87%) than in urban areas (54%). About 98% of rural women were estimated to be illiterate. The Government is aware of the importance of literacy for the adoption of modern practices in agriculture and industry, as well as regarding family health care, and has decided to set up a special program under MASA to provide accelerated basic education courses for youths and adults.

6.24 Morocco has received technical assistance from UNESCO/ALESCO in the formulation of a literacy training strategy. Results from a survey, conducted in late 1980 with the collaboration of the local government authorities, to determine the size and degree of illiteracy throughout the country are still being gathered and analyzed. About 20 MASA staff have been sent for three months' training in Egypt and Iraq. Short (one-week) training courses in literacy teaching techniques have been organized since 1978 for some 375 local government officials, MASA staff, and local voluntary associations. Similar courses for about 600 participants, including Ouvroir monitresses, were to be

held in 1981/82 under the supervision of four special Education Counselors. The mission was unable to visit any of these training courses to observe their methodology.

6.25 MASA also plans to organize a special crash campaign to provide night classes to illiterates aged 12-45 in selected urban areas. It is expected that two hours of classes would be given four evenings a week, with four hours per week of literacy, two hours of numeracy, and two hours of instruction on Moroccan laws and socio-political institutions as well as on the Islamic religion. The basic course would last six months and could be followed by a supplementary six-month course. The first campaign, planned for 1982, would be aimed at some 10,000 illiterates in the slums of Casablanca, Meknes and Marrakech. The target group originally included a smaller proportion of women (one-third) but their participation turned out to be stronger than anticipated and exceeded the number of men enrolled. Two-week courses were given to 245 primary school teachers who provided evening literacy training in local primary schools for a salary supplement of DH 200 per month. MASA estimates that the training would cost DH 60 per trainee, not including the cost of textbooks. With the help of ALESCO, manuscripts for textbooks on literacy, numeracy, and civic/religious matters have been prepared and field-tested in voluntary adult education programs organized with MASA's assistance. (The manuscripts were not reviewed by the mission.) MASA would like to expand this program to reach about 620,000 adults during the Five-Year Plan period (1981-85), and plans to double its outreach to cover 20,000 adults in 1983, despite budgetary constraints.

#### Educational Television

6.26 Radio-Télévision Scolaire Marocaine (RTSM), a branch of the Ministry of Education, initially concentrated on the production of films and cartoons to upgrade the knowledge and teaching skills of school teachers and to supplement teaching aids in the classroom. Since the late 1970s, RTSM's focus has shifted to programs for the general public, using the national TV channel under the Ministry of Information. One half hour has been devoted three evenings a week to the following subjects: general social sciences; religion and geography; child psychology; natural sciences; mathematics; and English and German. Most of the programming is in Arabic, though lessons in French are part of a French language teaching program. Films and cartoons are accompanied by printed background materials for the teachers. In December 1980, an interministerial seminar (Ministries of Youth and Sports, Education, Public Health, the National Agronomy Institute, Traffic Safety Bureau, and the Red Crescent) financed by UNESCO and the United Nations Children's Fund (UNICEF), explored the potential of using educational TV for promoting basic education. As a result of this seminar, four half-hour pilot programs on nutrition, basic numeracy, first aid, and home repairs were developed. In addition, the United Nations Fund for Population Activities (UNFPA) and UNESCO have sponsored production of a pilot program on family life education. These new programs have been pre-tested and, in view of RTSM's expanded programming schedule (now five evenings a week), they may be developed into two new series.

6.27 It is estimated that there are at least 1.6 million TV sets in Morocco, opening the possibility for educational TV to reach more than 10 million adults and children. The majority of TV sets are in urban areas or in villages close to major urban centers; more remote villages apparently run TV sets on batteries. In addition, a number of Foyers Féminins are equipped with TVs, and if the RTSM could disseminate basic education programs during daytime hours, the medium could be used to supplement basic education and literacy training courses within vocational training programs. Moreover, the possible inauguration of a second TV channel will give RTSM additional programming scope. RTSM's present staff and equipment appear of high quality; expansion of its programming would require additional production studios and staff.

### C. CONCLUSIONS AND RECOMMENDATIONS

#### Definition of Objectives

6.28 Existing non-formal programs are clearly insufficient to meet the current and future demand for lower-level vocational training and to supplement formal education. Due to the lack of a clear-cut definition of its policy objectives and target clientele, non-formal education has become the "poor relation" of the more highly structured formal education system, and has consequently suffered from a severe lack of financial, physical, and human resources. The programs described above try to fulfill a variety of objectives: remedial education, vocational training, community and family life improvement, civic socialization, and recreation. Although a combination of activities may often be desirable and appropriate, specific training objectives should be identified for the various target groups so that more clearly focused, effective, and efficient training programs can be developed.

6.29 If the primary objective of such programs is the transmission of income-earning skills, the labor market should be thoroughly analyzed to ensure that the level and content of skill training respond to employment needs. Such analysis should be based on the results of the study on Education, Training and Employment recently launched by the Ministry of Planning under the Third Education Project (Loan 1220T). This study should be supplemented by more specific surveys, focusing on the employment prospects and training needs for particular target groups. These surveys could be carried out by Moroccan agencies who already have a certain experience in this field such as the Office, under service contracts for the Ministries in question. In this way, new training programs, can be identified and designed in order to adapt training to the changing nature of Moroccan agriculture, industry and service sectors. If possible, employers should participate at the outset in the design and implementation of the training programs. Such participation would also facilitate trainee placement and follow-up. In this respect, MASA's crafts training programs, which combine production and training and use actual artisans as trainers, are to be commended, although this practical approach should be supplemented with training and other assistance in management and marketing. Placement should be carried out more systematically. Tracer studies on those placed could provide continuous feedback on utilization of training and lead to adaptation of training to changing labor market needs.

6.30 In addition, training programs should be adapted to the particular educational characteristics and employment experience of the potential trainees. The relatively long (two to three years) programs currently offered could be structured into training units or curriculum "modules," with intermediate levels of certification leading to final credentials. The experience of the Office in this regard could serve as a useful model. This would allow greater flexibility in matching the needs and circumstances of trainees who do not require all aspects of training, or who might not be able to afford the high opportunity costs of long-term, full-time training, but would prefer part-time courses. However, such a system would require not only a restructuring of current curricula but also improved procedures for student selection and orientation as well as continuous analysis and adaptation of the training to mesh with the skills demanded by the job market.

#### Women's Training

6.31 The need for a thorough re-evaluation of objectives in women's training is particularly acute. Current programs appear to be based on the premise that the Moroccan woman's role is exclusively confined to that of homemaker, and thus the vocational training offered by the Ouvroirs and Foyers Féminins is restricted to traditional women's crafts and home-based activities. Despite longstanding socio-cultural perspectives concerning the limited role of women in Moroccan society, both rural and urban women make an important contribution to family income, and their economic roles may be changing significantly in response to modernization. However, although it seems highly likely that women could benefit from a wider range of training activities, it should be cautioned that any revision or expansion of women's training should be based on a careful analysis of women's current economic activities and the social, legal, economic, and educational constraints on their employment prospects. An analysis of the current and potential contribution of rural and urban women to the Moroccan economy could help to illuminate possible new training fields, such as food production and processing, health care, light industry or industrial assembly activities, sales, and accounting. New training programs could then be designed to fill these needs. Pilot projects in women's training such as those under way with the Office (AMIDEAST Program) or planned with MASA (Human Resources Management) should be evaluated to determine whether they could be expanded. The operations of post-graduate cooperatives should also be analyzed to identify constraints to the development of cooperative production and marketing of women's crafts. A clearer definition of responsibilities between the two Ministries now serving basically the same population with similar programs (MASA and MYS), would allow the development of differentiated training programs and reduce the apparent duplication of efforts.

#### Handicrafts

6.31 Handicrafts training, because of its tradition of apprenticeship, naturally integrates training with production. This approach facilitates the identification of training needs, the provision of practical experience and the eventual placement of graduate apprentices. The handicrafts sector also contributes significantly to exports, ranking fifth among export earners and

providing more than DH 400 million in foreign exchange in 1982. Moreover, given the high labor-intensity of handicrafts production (which is estimated to employ more than 650,000 workers or about 13% of the labor force) an expansion of handicrafts production could absorb a significant amount of skilled and semi-skilled labor. Handicrafts training could thus contribute significantly to two important national development objectives: increased exports and employment.

6.32 Training should include not only pre-service courses for young apprentices but also outreach extension activities aimed at upgrading the knowledge and skills of working artisans (either individuals or as members of cooperatives). These extension services would familiarize artisans with new production techniques and encourage them to adapt traditional designs to changing consumer tastes, especially abroad. A system of quality control similar to that now used for rug grading, could serve to stimulate the interest of artisans in adopting technical and design improvements. In addition, this technical upgrading should be supplemented by training, both for apprentices and working artisans, in management, accounting and marketing. In this way, artisans can learn to carry out market analyses, plan for changes or expansion in production, and monitor their production and sales as well as to make better use of credit and other incentives or services available to them. The curriculum of the new Traditional Arts Schools gives considerable emphasis to management and accounting but this has not yet been reflected in the lower-level training offered to apprentices.

6.33 One of the major bottlenecks to an expansion of handicrafts training is the lack of well-prepared trainers. While the practice of using master artisans for practical training should be continued, properly trained trainers are needed for design theory, basic education and management/accounting courses. The Institute of Leather and Textiles at Fez should be renovated and reoriented to serve as the major source of trainers for the handicrafts sector. Finally, the national Crafts Galleries should be restructured to improve their outreach to artisans in the surrounding communities and should be the centers for the above-mentioned extension activities.

#### Basic Education

6.34 The inclusion of basic education and literacy training in handicrafts training programs as well as in women's training is laudable, although the time devoted to this component and its results are highly variable. However, not all lower-level vocational training, especially for boys, includes a basic education component, and thus a certain proportion of illiterate children remain excluded from skill training. The training of special literacy/numeracy teachers has received inadequate attention, and the use of primary school textbooks designed for young children has contributed to the low efficiency of these programs (only about 10% success rate). It should be recalled that non-formal education in general and literacy training in particular are aimed at reaching those who have been rejected by, or have rejected, conventional education. Consequently, research should be undertaken on the reasons why these groups did not attend school or why they failed to succeed in formal education, as well as on their learning habits and constraints. The results of such a study could be used to develop special

teaching materials and methods based on the actual learning needs of the target population, with formats and scheduling more appropriate to their life-styles and attitudes, rather than on trying to replicate conventional educational approaches.

6.35 MASA's development of teacher training courses and the preparation of textbooks especially geared to adults are positive steps. However, given the "captive audience" represented by the vocational trainees, it is unclear why MASA is apparently concentrating on the development of evening courses in literacy alone instead of combining literacy with daytime or evening skills training programs. In view of the benefits literacy could bring in worker productivity, employers should be encouraged to offer basic education as part of on-the-job training. Literacy/numeracy could also be integrated into simple courses on management, credit, accounting, and marketing for small entrepreneurs in the informal sector and for members of crafts or farmers' cooperatives. Linking literacy training more closely to higher income and subsequent opportunities to use these skills in a practical way should increase the learning incentives for the target population and reduce the risk of retrogression so often found after accelerated literacy programs. One of the common errors of literacy training efforts that are not part of wider development programs is that the number of illiterates is assumed to represent the demand for literacy training; in fact, the demand for literacy alone may be much lower. Literacy training integrated within skills training programs could draw on the vocational material, making both the vocabulary and numeric concepts more relevant, and facilitating post-literacy follow-up courses. The use of educational television to supplement direct training should also be explored.

6.36 In view of the high proportion of illiterate women as well as the influence of female literacy on the adoption of improved preventive health, nutrition and family planning practices, priority should be given to women in literacy campaigns. The 100,000 girls and women enrolled in the Ouvroirs and Foyers Féminins represent an easily reachable first target group. The pilot program for women rug-makers and apprentices could serve as a model in this regard. Literacy training could also serve as a vehicle for transmitting basic information on health, family economics and community development. The teaching materials and teacher training programs already developed by MASA for its evening courses could easily be adapted for this target population.

#### Teacher Training

6.37 The major constraint to the improvement and expansion of non-formal education is the shortage of appropriately trained teachers. The training of teachers for the programs described above varies considerably. In the MYS programs, teachers have received adequate pre-career and in-service training, although more emphasis could be given to literacy/numeracy training. The proposed regionalization of training will help expand the supply of teachers and facilitate in-service upgrading. MASA teachers, in contrast, generally appear to have received little or no pedagogical training and limited skill training. However, MASA's Nutrition Training Institute at Marrakesh provides

a good model for a well-organized in-service training program for upgrading nutrition monitresses; it is to be hoped that the pilot in-service training programs organized for MASA vocational training staff under the new Social Service Training Institute (INAS) at Tangiers will be expanded to reach all MASA training staff. It would be useful to develop standardized teaching credentials for this kind of training. Moreover, teacher training should be supported by the production of teaching materials and audio-visual aids, which are lacking in almost all programs.

### Financing

6.38 The reorientation, restructuring or expansion of non-formal education will require much larger financial resources than the relatively limited funds presently allocated to that purpose. The need for additional funds will be most acute as regards recurrent costs: studies and surveys to examine training needs; additional staff to design and test new training programs; better salaries for better qualified trainers; preparation and distribution of training materials; and provision of raw materials for workshops. The examples of the Office, which is partially funded by a special withholding tax on salaries in industrial and service enterprises, and the special literacy program for rug-makers, financed through earmarking part of the rug grading tax, can serve as models in this respect. Such sources of self-financing could at least cover the recurrent costs of the proposed programs, limiting the budgetary contribution required to investment costs.

### Equivalency

6.39 Finally, non-formal education programs should be fully integrated in the educational system so that appropriate equivalency for training and recognized credentials are given to trainees. These credentials must be accepted by both the formal education system and employers, including the civil service. The 1981-85 Development Plan has proposed a new system of educational bridges, or passerelles, permitting students to pass from one training level to another and, in certain cases, from vocational training back to the formal education system. If non-formal education is appropriately organized with clearly defined objectives, well-designed curricula and teaching materials, and adequately trained teachers, it should become an accepted part of the total education and training system. Vocational training in general and non-formal education in particular must be upgraded and socially validated and cease to be characterized as a "second-class education" aimed at the "rejects" of the formal school system. It has a unique role to play in offering a second chance for Moroccan children and youths who have not benefited from formal education to acquire the basic education and skills essential to becoming a productive member of Moroccan society.

Annex 1

IN-SCHOOL POPULATION AGED 7-13 YEARS, 1980  
(In thousands)

Age	Total		Female		Male	
	Population	In School	Population	In School	Population	In School
7	610	337	300	128	310	209
8	588	310	289	117	299	193
9	567	306	279	113	288	193
10	545	284	268	103	277	181
11	523	253	257	91	266	162
12	506	198	249	69	257	129
13	496	146	244	50	252	96
Total 7-13	<u>3,835</u>	<u>1,834</u>	<u>1,886</u>	<u>671</u>	<u>1,949</u>	<u>1,163</u>
Percentage:						
In-school		48		36		60
Not in-school		52		64		40
(Number)		(2,001)		(1,215)		(786)

Sources: Population figures are World Bank projections. Enrollment figures (by age) are from Royaume du Maroc, Ministère de l'Education Nationale, Statistiques, Enseignement Primaire 1979-1980 (Tableau 1.1.20).

Annex 2

PRIMARY SCHOOL DROPOUTS, 1979/80

Grade	Total <u>a/</u>	Female	Male
1. Number enrolled	485,484	181,542	303,942
Percentage dropouts	(4.82%)	5.22%	4.58%
Number dropouts	23,396	9,476	13,920
Number in school	462,088	172,066	290,022
2. Number enrolled	390,005	142,597	247,408
Percentage dropouts	(2.47%)	2.28%	2.59%
Number dropouts	9,659	3,251	6,408
Number in school	380,346	139,346	241,000
3. Number enrolled	372,424	135,060	237,364
Percentage dropouts	(3.27%)	3.11	3.36%
Number dropouts	12,175	4,200	7,975
Number in school	360,249	130,860	229,389
4. Number enrolled	340,912	122,425	218,487
Percentage dropouts	(3.87%)	3.22%	4.23%
Number dropouts	13,184	3,942	9,242
Number in school	327,728	118,483	209,245
5. Number enrolled	395,947	140,393	255,554
Percentage dropouts	(16.12%)	14.18%	17.21%
Number dropouts	63,889	19,908	43,981
Number in school	332,058	120,485	211,573

Sources: Enrollment figures are from Royaume du Maroc, Ministère de l'Education Nationale, Le Mouvement Educatif au Maroc (November 1981). Dropout rates by sex are from Royaume du Maroc, Ministère de l'Education Nationale, Statistiques, Enseignement Primaire, 1979-80.

a/ Enrollment figures are from 1979/80; dropout rates are from 1978/79.

SECONDARY SCHOOL DROPOUTS, 1979/80

Grade	Total <u>a/</u>	Female	Male
(Junior Secondary)			
6. Number enrolled	138,998	54,789	84,209
Percentage dropouts	(1.9%)	2.0%	1.7%
Number dropouts	2,528	1,096	1,432
Number in school	136,470	53,693	82,777
7. Number enrolled	123,970	47,911	76,059
Percentage dropouts	(2.0%)	2.3%	3.5%
Number dropouts	3,764	1,102	2,662
Number in school	120,206	46,809	73,397
8. Number enrolled	111,048	41,940	69,108
Percentage dropouts	(3.1%)	3.1%	3.2%
Number dropouts	3,511	1,300	2,211
Number in school	107,537	40,640	66,897
9. Number enrolled	120,896	45,020	75,876
Percentage dropouts	(7.4%)	9.0%	6.6%
Number dropouts	9,060	4,052	5,008
Number in school	111,836	40,968	70,868
(Senior Secondary)			
10. Number enrolled	64,743	21,967	42,776
Percentage dropouts	(9.2%)	10.3%	8.6%
Number dropouts	5,941	2,262	3,679
Number in school	58,802	19,705	39,097
11. Number enrolled	42,996	13,499	29,497
Percentage dropouts	(5.7%)	6.1%	5.5%
Number dropouts	2,445	823	1,622
Number in school	40,551	12,676	27,875
12. Number enrolled	45,091	13,544	31,547
Percentage dropouts	(15.0%)	14.4%	15.3%
Number dropouts	6,777	1,950	4,827
Number in school	38,314	11,594	26,720

Sources: Enrollment figures are from Royaume du Maroc, Ministère de l'Education Nationale, Le Mouvement Educatif au Maroc (November 1981). Dropout rates by sex are from Royaume du Maroc, Ministère de l'Education Nationale, Statistiques, Enseignement Primaire, 1979-80.

a/ Enrollment figures are from 1979/80; dropout rates are from 1978/79.

Annex 4

ECONOMICALLY ACTIVE POPULATION AGED 10-24 YEARS

	Total	Female	Male
<b>Participation rates</b>			
10-14 years		6.87%	14.54%
15-19 years		16.57%	58.68%
20-24 years		13.47%	85.59%
<b>Population</b>			
10-14 years	2,560,000	1,259,000	1,301,000
15-19 years	2,317,000	1,138,000	1,179,000
20-24 years	1,872,000	890,000	982,000
<b>Number Economically Active <u>a/</u></b>			
10-14 years	275,658	86,493	189,165
15-19 years	879,607	187,770	691,837
20-24 years	960,377	119,883	840,494
<b>Total Economically Active 10-24</b>	<b>2,115,642</b>	<b>394,146</b>	<b>1,721,496</b>

Sources: Participation rates for each group from 1971 Census. Population figures are World Bank projections.

a/ The calculation of the economically active population is based on the assumption that participation rates remained stable. Since total participation of women grew from 5.9% of the labor force in 1960 to 8.0% in 1971, the rates for women are expected to have increased again during the 1970s. Participation rates for males dropped from 50.1% in 1960 to 44.5% in 1971, largely because of increases in school enrollments.