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ROYAUME DU MAROC

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



VALUES Education

in the National System of Education,
Training and Scientific Research

Summary Report

January

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Background and objectives of the report

This report on “Values Education in the National System of Education, Training and Scientific Research” is based on a set of considerations, the most important of which are:

- The fact that values education is one of the foundations of human life in its individual and social dimensions;
- It is at the core of the concerns of the State, society and of the public debate about school, its missions and its social, cultural and qualifying roles;
- It is one of the major levers of training and qualification of human capital and its ongoing development;
- Finally, it represents a structural element for schools’ missions, especially those related to socialization, education, culture, socio-cultural integration of learners, strengthening social bonds and social cohesion.

The Council considers that the elaboration of this report is an appropriate opportunity to:

- Assess the capacity of the education system to fulfill its objectives of socialization and education. It is worth highlighting that values education is a shared responsibility amongst school, family, media and all the other institutions working in the fields of education, culture and mentoring in a complementary way;
- Suggest a set of recommendations aimed at fostering values education and improving its quality at the organizational, institutional, human, pedagogical and material levels. Thus, it represents a major way to the improvement of economic growth indicators and individual living conditions as well as to the permanent progress of human and environmental development indicators.

The Council adopted a holistic approach to values education covering psychological, behavioral, social, civil, cultural and environmental elements. It also included aspects related to language, knowledge, and skills. Special attention has been given to technological media due to the central place they have come to occupy in the lives of younger generations.

This report comes within a constantly changing national and international context, characterized by the emergence of new frameworks in terms of values education.

At the national level, Morocco has undergone a set of institutional and legislative reforms that have culminated in the adoption of the 2011 Constitution. It has given special attention to shared national values, which include:

- The articulation of social life on values of democracy, human rights, freedom, dignity, gender equality and responsible citizenship;
- The prominent place of Islam in the Moroccan identity, national unity and territorial integrity;
- The indivisible national identity with its diverse components, openness, moderation, tolerance and creativity;
- The necessary dialogue and comprehension between world cultures and civilizations.

In the same vein, the Royal speeches have highlighted the capital importance of anchoring the rule of law, institutions and the close relationship between democracy, and human and environmental development, along with that of fostering civic values by focusing on the role of school in promoting values education.

Concerning social change, Morocco ratified international agreements on human rights, the rights of women and children and the fight against all forms of discrimination against women. It also ratified conventions on gender equality, the fight against torture, the rights of people with special needs, programs of continuous integration of immigrant children legally residing in Morocco and the promotion of cultural and linguistic plurality.

However, this report comes as a response to conditions that violate the rights of children and young people, both male and female, within and outside of school. It parallels civil initiatives that reinforce social development in all dimensions and increase effectiveness in implementing this value system and spreading the culture of human rights.

At the international level, it is important to refer to the growing status of values education in national strategies, in a world influenced by important and rapid changes responsible for the reoccurrence of crises, the instability of cultural references, and the emergence of phenomena and problems threatening international civic identities. The very same changes also threaten environmental, social, democratic and civic stability, at the local and global levels. This is evident from the continuous degradation of the environment and climate change, wars (internal or external) and armed conflicts, growing xenophobia, intolerance and violence, and religious and ideological extremism. Furthermore, this includes the changes undergone by the social pyramid of the different societies and the emergence of new needs and lifestyles.

In light of these considerations, this report confirms that the shared core values mentioned in the Constitution provide the principle framework to which Moroccan schools should adhere in order to educate younger generations, which is an open framework to global values.

The report is based on the Strategic Vision of Reform 2015-2030, which places the school at the core of the social project. It incorporates the mission of values education as the main function for creating schools that are based on equity and equal opportunities, quality and individual and social promotion.

The report aspires to contribute to the achievement of the following principle objectives:

- Allow the educational system to fulfill at its best one of its principle missions, namely socialization and education;
- Continuously increase the quality of the training system, ensuring the synergy between developing knowledge and skills and the anchoring of values;
- Support school efforts to accomplish the socio-cultural and values integration of its graduates;
- Develop pedagogical methods and the networking system within the school as well as between the different education, training and research institutions and the environment in a way to foster the dimension of values and the culture of rights and duties;

- Use the educational system as an agent of change for community and social development, governed by the values set in the Constitution.

Axis 1:

Values education, overview and challenges

a. Overview

The Moroccan system of education realized important achievements related to values education, both at the level of prescribed reform projects and at that of public policies related to education, training and research. The following are the most outstanding:

- The Constitution of Morocco that focusses, in many of its articles on the constants of the Nation and its system of values;
- The National Charter of Education and Training, which determined structuring principles of the education system pertaining to Islam as a religion founded on values of tolerance and moderation, citizenship, the quest for knowledge and innovation and ultimately to the spirit of initiative. By the same token, it determines rights and obligations which focus on individuals, groups and institutions;
- The progressive integration into school and pedagogical training programs of civic education, human rights education, and gender equality, as well as values of tolerance, respect for the environment and the principles which underlie the family code, in compliance with the legal and social reforms carried out in different domains;
- The Opinion Statement issued by the Higher Council for Education on “The Role of School in the Promotion of Civic Behavior” that is based on the instructions of the Royal letter in 2007. The purpose of promoting civic behavior, as it is determined in this statement, consists of shaping a citizen committed to national and religious beliefs and to his/her identity with its multiple components, imbued with values of tolerance, solidarity, peaceful coexistence, democracy and openness to universal values;
- The Strategic Vision of Reform 2015-2030, which sets among the aims of the education system the necessity to strategically consider democratic

values education, citizenship and civic behavior as well as the promotion of equality and the fight against discrimination;

- The programs and plans to implement the Strategic Vision of Reform, elaborated in 2015 by the governmental departments in charge of education and training, which insist on reinforcing integrity, values and learning skills that support the acquisition of civic behavior and values, and developing a responsible attitude toward school.

Despite the importance of these achievements, difficulties and dysfunctions still exist, including:

- The plethora of values education programs, together with the lack of coordination and accumulation of learning outcomes;
- An irregular pace in the implementation of contents and resources in conformity with legal, institutional and learning reforms at the national or international levels;
- Gaps between the objectives of the curricula and the reality of pedagogical practices;
- The incompatibility and the weak coherence of values in school subjects;
- The weakness of the pedagogical methods established to achieve the prescribed objectives;
- The scarcity of partnerships between school and its environment regarding the programs and activities related to values education.

The aforementioned diagnosis as well as the conclusions of several national reports on behaviors that are in contradiction with school values constitute a problematic issue that the Moroccan school must deal with. Four principle inconsistencies summarize the situation:

- A positive attitude towards values education, despite a lack of clarity and coherence in the school system of values and a growing gap between discourses on values, rights and duties, on the one hand, and effective practices on the other hand;
- The launch of ambitious institutional programs related to values education, not or rarely accompanied with a regular evaluation of their impact on schools;
- The investment in educational actors with significant roles in terms

of values education, even if their initial and continuous training was inadequate, which shall influence their pedagogical practices and their effective adherence to reforms;

- Despite the fundamental role of the environment in values education, the school still pains in developing partnerships, particularly those related to institutional projects of promoting school and university life.

b. Challenges

Based on the abovementioned, it is worth questioning the ability of the national education system to develop the educational, institutional and human capacities related to values education. This educational system faces important challenges, including:

- The ability to effectively contribute to developing and qualifying human capital, with regard to the important role of education, teaching, and training in the acquisition of competencies, values and behavioral abilities related to values education;
- The capacity of the education system to develop a reference model for values education, integrated and coherent with other school functions (teaching, learning, training, supervising, and research);
- The necessity to ensure quality training for educational actors, all profiles included, particularly in the field of values in the general, but also the school system of values, which targets both learners and educational actors;
- The elaboration of institutional and environmental partnerships between the school and its environment and the use of social and cultural media to achieve this.

Axis 2:

Perspectives of development and change

a. Guiding principles

- The success of values education depends on the implementation of a system consistent with the nation's fundamental choices as expressed in the Constitution of the Kingdom; a system of values in which rights and duties are impartially mentioned, and embodied in practices and behaviors.

- Values education is a shared responsibility between the school and other social, civil and institutional actors.
- Values education is aligned with the functions of the school and one of the foundations of its quality. It relates to the different levels and cycles of education and training and requires the assimilation of the components of these cultural, religious, historical and aesthetic values, besides the establishment of an integrated curriculum approach.
- Institutional and pedagogical structures in the school and its environment have a much more important impact on the success of values education than theoretical discourse.
- Educational actors should receive quality training and appropriate qualifications especially in values education pedagogies and benchmarks.
- Continuous promotion of values education requires the development of a school environment that contributes to quality education.

b. Areas of development and restoration of values education ———

The Higher Council for Education and Training and Scientific Research has identified seven key areas for the development of values education:

1. Programs, curricula and training

- Clarify the options and approaches for integrating values education in the general school curricula.
- Elaborate reference guides and adopt a matrix of priority values based on the Moroccan Constitution.
- Adopt an approach based on values and human rights in school curricula programs and teaching tools.
- Promote a culture of equality in education and fight against all forms of discrimination.
- Support creativity and innovation in education, especially the development of communication skills and technology.

2. Diversity of tools and digital space

- Develop the roles of media space in schools.
- Use best practices, starting from the earliest grades, for computer tools and digital literacy in education programs and activities for values education, and ensure an optimal use by the learners.

- Develop critical, moral and civic thinking and create a clean cyberspace within the school or the school district, in which students can find resources related to the value system and participate in debates on relative issues.

3. School and university life and civic practices

- Rehabilitate school and university life.
- Arrange school timetables in a way that permits the achievement of values education objectives.
- Encourage and reproduce educational clubs that focus on raising awareness about values.
- Develop practices aiming at anchoring the sense of belonging.
- Develop a spirit of initiative, innovation and research among students regarding issues related to values, through projects, and encourage the practice of citizenship in the frame of school improvement projects.
- Establish structures and devices to guarantee the introduction of learners and their active participation in the management of school life, educational activities and projects.
- Set up mechanisms for mediation, conflict management and problem solving through dialogue, negotiation and counseling for learners in their own educational institutions.

4. Pedagogical actors

- Integrate specific indicators pertaining to values-based education in recruitment tests of administrative and educational officers.
- Strengthen initial and continuous training curricula of pedagogical actors through programs and units that foster values education, and reward the most innovative actors on the subject.
- Launch pedagogical workshops, within schools, universities and training institutions, aiming to make the various actors partners in shaping the vision of civic education, within and beyond the school, and spread the culture of coexistence.

5. Educational relationships between schools, their environment, institutional partners and civil society actors

- Renovate the formulae of school-family cooperation and partnership, making the latter partners in creating values oriented educational programs.

- Develop integrated policies and incorporate partnerships with institutional actors, organizations and civil society associations concerned with this issue of values and values education.
- Develop joint-cooperation actions between the educational system, national councils and bodies having expressed their willingness in this regard, national research observatories and institutes operating in human development, citizenship and civil behavior fields as well as international organizations.

6. Scientific and pedagogical research

- Endorse pedagogical research pertaining to values education, and integrate the latter within research projects.
- Expand cooperation and partnerships between, on the one hand, national research centers and structures specializing in human development, environmental, educational and social strategies, and, on the other hand, their international counterparts.
- Make the most out of these research results to develop initial and ongoing training programs for the various educational actors.
- Spread at large scale national research, studies and reports pertaining to this subject in order for public policies to take into account their results for the development of a values education system.
- Build a values-based system specific to scientific research, built upon quality, scientific exactitude and research ethics to constitute a reference framework for the scientific and pedagogical research.

7. Categories of learners in special or vulnerable situations, and/or living with disabilities

- Strengthen policies of education and training dissemination, achieve equity and equality and ensure the right to education for everyone, including categories living with disabilities, and/or in special or vulnerable situations. This includes eliminating all causes of inequality or children and youth marginalization which can impact their values and perceptions and laying the foundations for adequate psychological, pedagogical and social support mechanisms.

- Develop programs on the basis of educational policy and training for Moroccan children and youths living abroad that promote the culture and values of their origin. These programs aim at allowing them to internalize the values of their society of origin, hone their talents and multiple competences and contribute to the dialogue of cultures.

Final Recommendations

a. Development of a national and regional implementation program

- Launch, in the short term, a national and regional action program at every educational level, training and research establishment to implement measures of the proposals and recommendations included in this report. The elaboration of this program should include pedagogical and national actors and families.
- Integrate the proposals of this report into the curricula and programs during the upcoming review operation to which they will be subject.

b. Elaboration of a national and contractual educational charter on values education

- Develop within a participatory approach, a national and contractual educational charter on values education.
- This charter must include a chart of shared values, objectives and purposes of the values education and commitments of the school and its partners in this regard.
- It must serve as a reference to strike a balance between curricula, school and university training programs, training of actors and preparation of the institutional project.

c. Elaboration of a general reference framework of a targeted values-based system

- Build a reference framework of the school system of values that should be targeted within the programs and activities of values education, emphasizing the main contractual and legislative references of the Moroccan society, knowledge, constitution and international conventions

ratified by Morocco and international charters and conventions pertaining to the rights of children, women and human rights in general.

- This reference framework must determine the rights and obligations of learners and educational actors as well as the fields of values education: religious and national values, local and global citizenship values, environmental conservation, sustainable development and school values.

d. Coherent and complimentary approaches and methods for implementing suggestions and proposals

- A preventive approach to avoid all the factors that can induce behaviors contradicting values within the school.
- An approach based on positive discrimination in favor of categories living with disabilities or those in special situations, including learners from rural or vulnerable areas.
- A forward-looking approach aiming at the continuous improvement of areas and infrastructures, curricula and methods, and legislative texts.
- A reference plan to activate and implement educational and scheduled training projects within the framework of values education within which interactive activities, field work, knowledge acquisition and innovation are linked together.

e. Monitoring and follow up reinforcement

- Revive the experience of values observatories and create regional observatories, including in higher education and vocational training.
- Develop institutional assessments, and measure the impacts and scale of the command of the targeted competences in terms of values, using an indicators grid related to the main adopted values in the curriculum and in the school improvement projects.

f. Recommendations to successfully implement the report's proposals

- Supply human and material resources and the necessary legislative prerequisites for the implementation of this report's proposals and recommendations.
- Facilitate workshops in schools to mobilize educational actors and communicate the Council's orientations.

- Use this report's recommendations and proposals to establish the guidelines of public debate on values education, define scientific pedagogical research orientations on the subject and position the legislative, legal and institutional framework governing education, training and scientific research as well as educational public policies, while attending to update it and enrich it when necessary.





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