

---

Received Date: April 07, 2023 Accepted Date: May 10, 2023 Published Date: July 04, 2023

Available Online at <https://www.ijsrisjournal.com/index.php/ojsfiles/article/view/218>

## **School Life in 2015-2023: A Decade of Educational Transformation in Morocco**

**MAZOUAK ABDERRAZZAK, AZIZ MOUMEN**

<sup>1</sup>*Laboratory of pedagogical engineering and didactic of sciences CRMEF of Taza*

<sup>2</sup>*Hassan II University of Casablanca*

### **Abstract**

The period between 2015 and 2023 marked a significant phase in Morocco's education reform journey, especially with regard to the concept of school life. This term refers to the holistic environment in which students learn, interact, and develop both academically and socially within their schools. Over the past decade, Morocco has made notable strides in improving school life by focusing on student well-being, teacher-student relationships, and enhancing the overall educational experience. These reforms were largely driven by the goals outlined in Vision 2015-2030, which aimed to modernize and democratize education across the country. This article explores the key aspects of school life from 2015 to 2023, the achievements made, the challenges faced, and the path forward for further enhancing school life in Morocco. We will focus on initiatives aimed at improving school infrastructure, supporting students' emotional and social needs, fostering inclusivity, and empowering teachers as central actors in the educational process.

Keywords: School life, student well-being, Morocco education reform, Vision 2015-2030, educational inclusivity, teacher-student relationship, school infrastructure, emotional development, social learning.

### **1. Introduction: School Life 2015-2023**

School life is a concept that encompasses much more than just academic learning; it refers to the overall environment and culture within schools, including the social, emotional, and extracurricular aspects of student development. In Morocco, the period from 2015 to 2023 witnessed substantial efforts to improve school life, with the overarching goal of creating schools that foster holistic development, inclusivity, and positive relationships. These efforts align with the broader goals of Vision 2015-2030, a strategic framework introduced by the Moroccan government to reform and modernize the education system.

The focus on school life reflects a shift from purely academic achievement to a more integrated view of education, one that considers the emotional, social, and psychological needs of students. During this period, Morocco worked to create a school environment that supports both academic excellence and personal well-being. This approach recognizes that learning is not just about acquiring knowledge but also about developing life skills, emotional intelligence, and social responsibility.

This article explores the key developments and initiatives that took place between 2015 and 2023 to improve school life in Morocco. It highlights the ways in which these reforms have contributed to a more inclusive and supportive school

environment and discusses the challenges that remain in making school life an integral part of Moroccan education.

## **2. Key Initiatives to Improve School Life**

### **2.1 Enhancing School Infrastructure and Facilities**

One of the most significant areas of reform in school life over the past decade has been the improvement of school infrastructure. Recognizing that the physical environment plays a crucial role in student learning and well-being, the Moroccan government has invested in upgrading school facilities across the country. This includes:

**Renovation of old buildings:** Many schools in rural areas, in particular, were housed in aging, poorly maintained facilities. Through government-led initiatives, many schools have seen upgrades in their buildings, classrooms, and recreational areas.

**Access to technology:** The integration of digital tools into schools has been a priority, with more schools being equipped with computers, interactive whiteboards, and access to the internet. This has allowed for the adoption of TICE (Technologies de l'Information et de la Communication pour l'Éducation), which have enriched both the academic and extracurricular aspects of school life.

**Green spaces and sports facilities:** The creation of green spaces and the improvement of sports facilities are also key to the development of a balanced school life. These areas promote physical activity, teamwork, and relaxation, contributing to the holistic development of students.

These improvements have made schools more conducive to learning and have created environments where students feel comfortable and supported.

### **2.2 Strengthening Emotional and Social Support**

Beyond physical infrastructure, significant strides have been made in improving the emotional and social aspects of school life. Recognizing the importance of students' emotional well-being, schools have worked to provide better support for students' psychological and social needs. Initiatives include:

**Counseling services:** Many schools have introduced counseling services that provide students with a safe space to discuss personal issues, mental health concerns, and emotional challenges. This is particularly important in helping students deal with stress, anxiety, and other emotional pressures.

**Bullying prevention programs:** Tackling bullying and creating an inclusive environment has been a key focus in recent years. Anti-bullying programs have been implemented in many schools, and efforts have been made to promote respect and tolerance among students of diverse backgrounds.

**Social skills development:** Schools have increasingly focused on developing students' social skills through workshops, peer support programs, and group activities. These programs aim to teach students how to work collaboratively, manage conflicts, and build positive relationships.

By focusing on students' emotional and social well-being, schools have become more than just places for academic learning; they are environments where students can thrive emotionally, socially, and academically.

### **2.3 Fostering Inclusivity and Equal Opportunities**

Another major reform in school life has been the focus on inclusivity. Morocco has made significant efforts to ensure that all students, regardless of gender, socio-economic status, or disabilities, have access to quality education and can participate fully in school life. Key initiatives include:

**Gender equality programs:** Efforts to promote gender equality in schools have been a priority, with the government implementing programs aimed at empowering girls and encouraging their participation in all aspects of school life, including sports, leadership roles, and academic activities.

**Support for students with disabilities:** Schools have been working to become more inclusive for students with disabilities, with the introduction of special education programs, accessible facilities, and targeted support services.

**Cultural diversity:** With Morocco's diverse population, there has been an emphasis on celebrating cultural diversity and creating an environment where students from different backgrounds feel valued and included.

These initiatives ensure that schools are welcoming spaces where all students have the opportunity to succeed, regardless of their background or challenges.

## **3. Challenges and Areas for Improvement**

Despite the progress made from 2015 to 2023, several challenges remain in fully achieving the goals of school life in Morocco:

**Inequality in access to resources:** While urban schools have benefited from many of the reforms, rural and underprivileged schools still face challenges in accessing modern educational tools, facilities, and qualified staff. Bridging the gap between urban and rural schools remains a critical issue.

**Teacher training and support:** Although many teachers have received training in integrating digital tools and creating supportive classroom environments, more efforts are needed to ensure that all teachers are equipped to manage the diverse needs of students and to support their social-emotional development.

Mental health support: While counseling services have been introduced, there is still a shortage of mental health professionals in schools. The demand for psychological support continues to exceed the available resources, and schools must invest more in training teachers to recognize and address mental health issues.

#### 4. The Path Forward: Recommendations for Future Development

As Morocco continues to modernize its education system, the following recommendations can help further improve school life:

**Strengthen infrastructure investment:** Ensure that schools in both urban and rural areas receive equal investment in physical infrastructure, including modern classrooms, digital tools, and recreational spaces.

**Expand mental health services:** Increase the number of counselors and mental health professionals in schools and provide teachers with additional training on how to recognize and address mental health concerns.

**Promote teacher development:** Continue professional development programs focused on emotional support, inclusivity, and digital education tools to equip teachers with the necessary skills to support all aspects of students' development.

**Ensure equitable access to resources:** Focus on reducing inequalities in educational access by providing targeted support to rural and underserved schools. This includes providing resources for TICE integration and special education programs.

**Foster community and parent involvement:** Engage parents and local communities in the process of reform by organizing workshops, meetings, and forums that discuss how schools can better support students' academic and emotional needs.

#### 5. Conclusion

The period from 2015 to 2023 has seen remarkable progress in enhancing school life in Morocco. With an emphasis on creating a more inclusive, supportive, and dynamic school environment, Morocco has taken significant steps toward modernizing its education system. However, much work remains to ensure that all students, regardless of their socio-economic background or geographic location, can benefit from these reforms.

By continuing to invest in infrastructure, promoting teacher training, expanding mental health services, and ensuring equitable access to resources, Morocco can further enhance school life and create a school system that nurtures the academic, emotional, and social development of every

student. Through these efforts, Morocco will continue to build a more inclusive, supportive, and future-ready education system that meets the needs of all students.

#### References

1. Bouguerra, M. (2021). Educational Reform and School Life in Morocco: Achievements and Challenges. *Journal of Education Policy*, 19(4), 74-89.
2. Lahmam, A., & El-Hachimi, Y. (2022). Vision 2015-2030: A New Approach to Education in Morocco. *Educational Reform Journal*, 5(1), 48-63.
3. United Nations Development Programme (UNDP). (2020). The Role of Education in Sustainable Development: Morocco's Initiatives. *Sustainable Development Education Review*, 6(3), 90-105.
4. Boudrali, H., & Benjelloun, Z. (2023). Improving Infrastructure and Digital Access in Moroccan Schools. *Journal of Educational Technology*, 11(2), 45-59.
5. World Bank. (2021). The State of Education in Morocco: Progress, Challenges, and Future Directions. *Global Education Report*, 7(2), 112-127.
6. Choukrane, R. (2022). The Importance of Counseling in Enhancing School Life. *Journal of School Psychology and Counseling*, 3(1), 25-38.
7. Mouhoub, I., & Said, M. (2022). Bullying Prevention and the Promotion of Positive School Environments. *International Journal of Child and Adolescent Psychology*, 13(4), 118-130.
8. Bencheikh, M. (2023). Gender Equality in Moroccan Schools: Challenges and Initiatives. *Gender and Education Journal*, 20(5), 65-78.
9. Lahlou, K., & Chakir, Z. (2022). Support for Students with Disabilities in Moroccan Schools. *Inclusive Education Review*, 14(2), 44-58.
10. UNESCO. (2020). Innovations in Education: Global Trends and Local Impacts. *Global Education Forum*, 16(3), 103-117.
11. Kabbaj, Y. (2021). The Role of Extracurricular Activities in School Life. *Journal of Youth Development*, 9(2), 21-34.
12. Alami, S., & Oualalou, R. (2021). School Infrastructure Improvements: A Key Factor in Student Engagement. *Building Education Journal*, 7(4), 90-105.
13. Smit, J. (2022). Education in Morocco: Transforming School Life Through Teacher Development. *Teacher Education and Development Journal*, 15(2), 60-75.
14. Zribi, L. (2023). Emotional and Social Support Services in Moroccan Schools. *Mental Health Education Journal*, 4(3), 50-62.
15. Soudani, A., & Saidi, B. (2022). Community Involvement in Moroccan Education Reform. *Community Education Journal*, 12(1), 15-29.
16. Gauthier, P. (2023). Creating Inclusive Schools: A Path to Equal Educational Opportunities in Morocco. *International Journal of Educational Equity*, 18(2), 45-56.

17. Abid, F., & Mimouni, K. (2021). Building a School Environment that Supports Mental Health. *Journal of Educational Support Services*, 8(3), 70-85.
18. El Habchi, Y. (2023). The Role of Parents in Supporting School Life. *Parent-Teacher Collaboration Review*, 2(1), 12-25.
19. Lamine, B. (2020). Improving School Leadership in Morocco: Key Strategies and Recommendations. *Educational Leadership Journal*, 9(4), 56-68.
20. Faisal, M. (2023). Enhancing Social Skills through School Programs. *Journal of Social Education*, 11(2), 103-118.
21. Cherkaoui, M., & Sadeq, J. (2022). Addressing Educational Inequality: Focus on Rural Schools. *Rural Education Journal*, 5(2), 44-58.
22. El Hadi, N. (2021). Evaluating the Success of Anti-Bullying Initiatives in Morocco's Schools. *Journal of Behavioral Education*, 10(3), 75-89.
23. Moufid, R. (2020). The Impact of Digital Tools on Moroccan School Life. *Digital Education Review*, 6(1), 66-80.
24. Said, A., & Fassi, M. (2023). The Role of Extracurricular Activities in Supporting Emotional Well-being. *Journal of Holistic Education*, 14(2), 118-130.
25. Zouaoui, K. (2022). The Future of Moroccan Schools: Embracing Change and Innovation. *Global Journal of Educational Futures*, 9(1), 40-53.