

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

# **The Potential of Evaluation in the Transformation of Educational Systems**

**An Overview of the Missions & Work of the National Body for Evaluation  
(INE-CSEFRS)**

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# Outline

- **Overview of INE-CSFRS missions**
- **Some of the main patterns of the Moroccan education system**
- **Main challenges**
- **Strategic & policy responses and transforming potential of evaluation**
- **Concluding remarks**



# Missions of the National Body for Evaluation

- Operating under the **Higher Council for Education, Training and Scientific Research**, is responsible for evaluating the education, training, and scientific research system.
- Law No. **105.12**, which defines the missions of the Council, entrusts it with assessing the **pedagogical and financial performance** of public policies and programs in the fields of education, higher education, scientific research, and vocational training, **with reference to international standards**.

The evaluations are conducted in several forms:

- **Comprehensive evaluations:** the entire education and training system;
- **Sectoral evaluations:** specific subsystems or educational levels;
- **Thematic evaluations**, addressing particular issues related to the performance or quality of the system.



# Missions of the National Body for Evaluation

**To inform multiple stakeholders about the state of the school, the university, and the scientific research:**

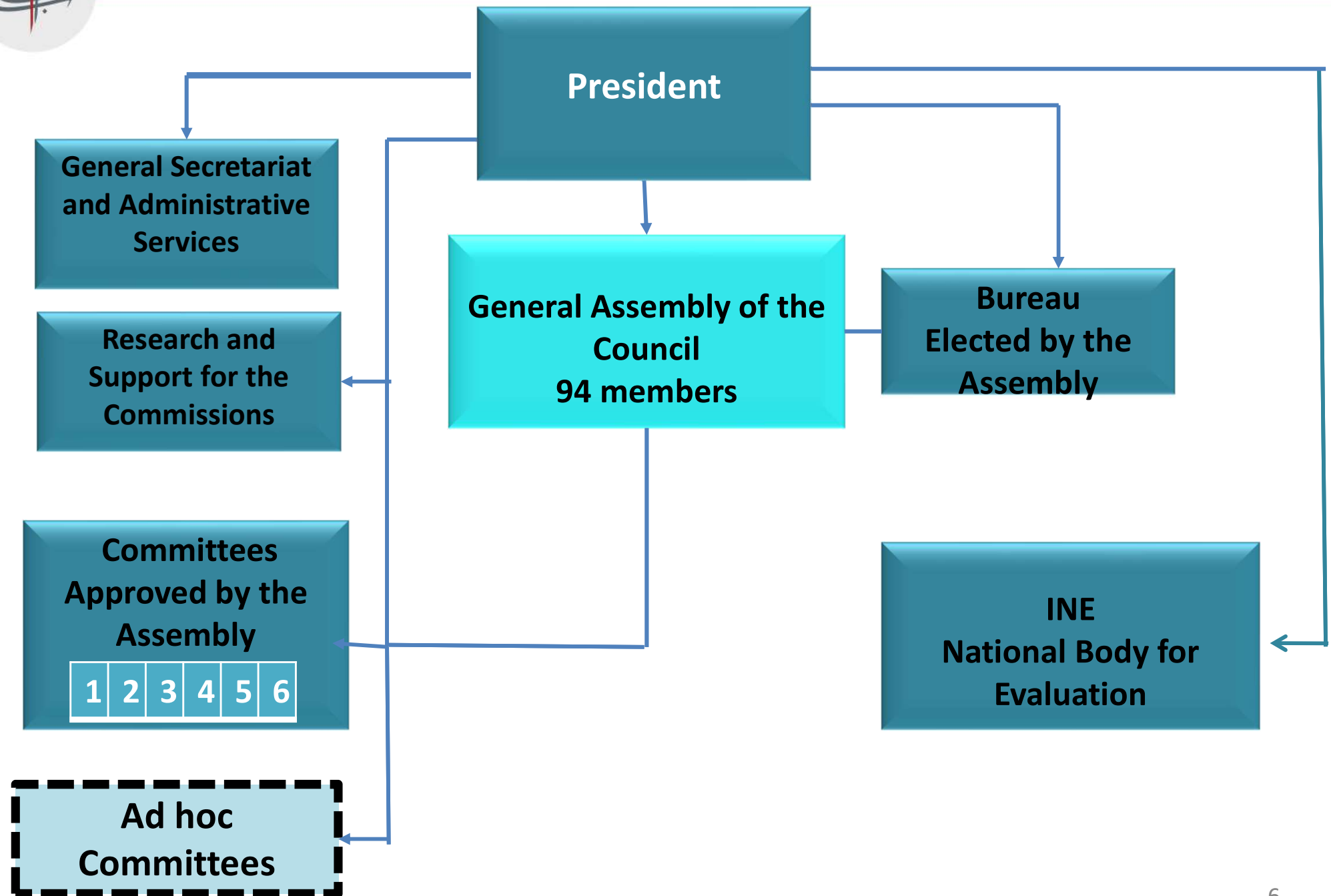
- **Council (CSEFRS);**
- **Ministerial Departments** responsible for education, training, and scientific research;
- **State, Government, and Parliament;**
- **Stakeholders within the education system:** teachers, staff, administrators, etc.;
- **Families;**
- **Local authorities;**
- **Economic sector and businesses;**
- **International Organizations;**
- **Media;**
- **Society** at large.



## International collaboration on evaluation :

- International **evaluation standards**;
- The **state of knowledge** on education;
- **Best evaluation practices**;
- **Networking and cooperation**.

# The Council's Bodies





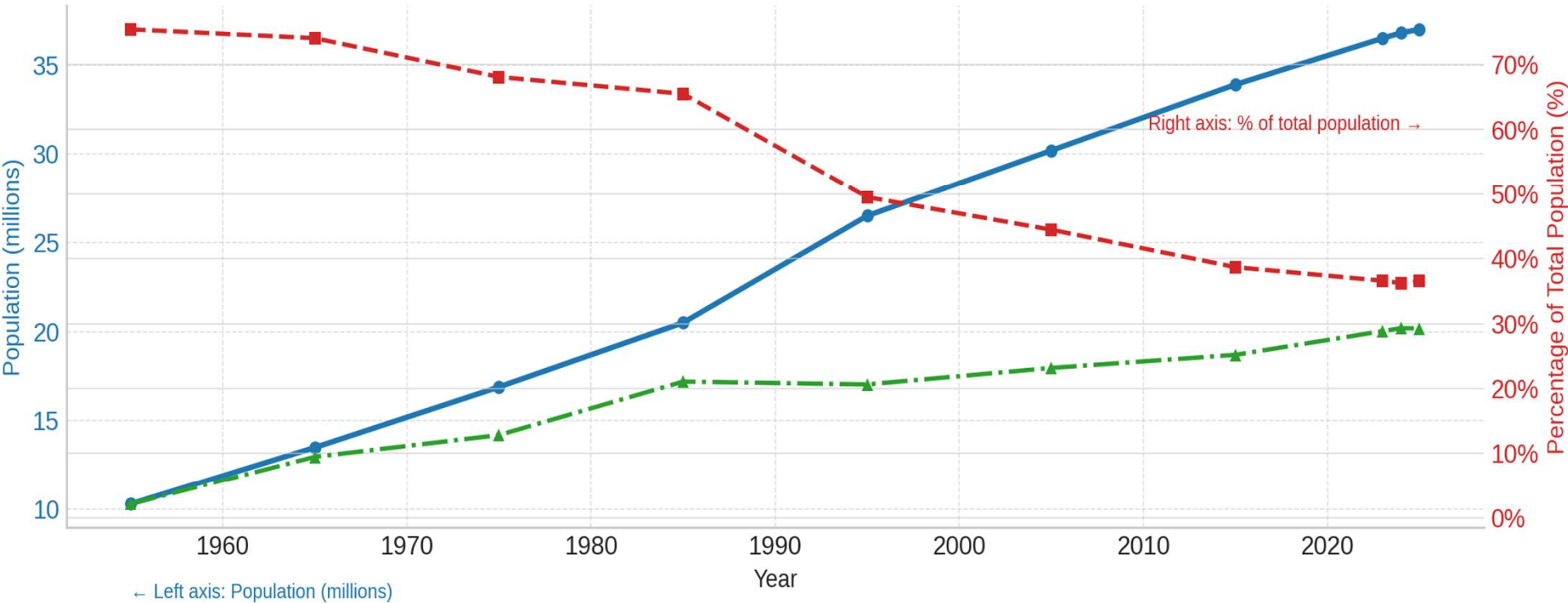
# **Overview of the main patterns of the Moroccan education system**

## **Main Challenges**



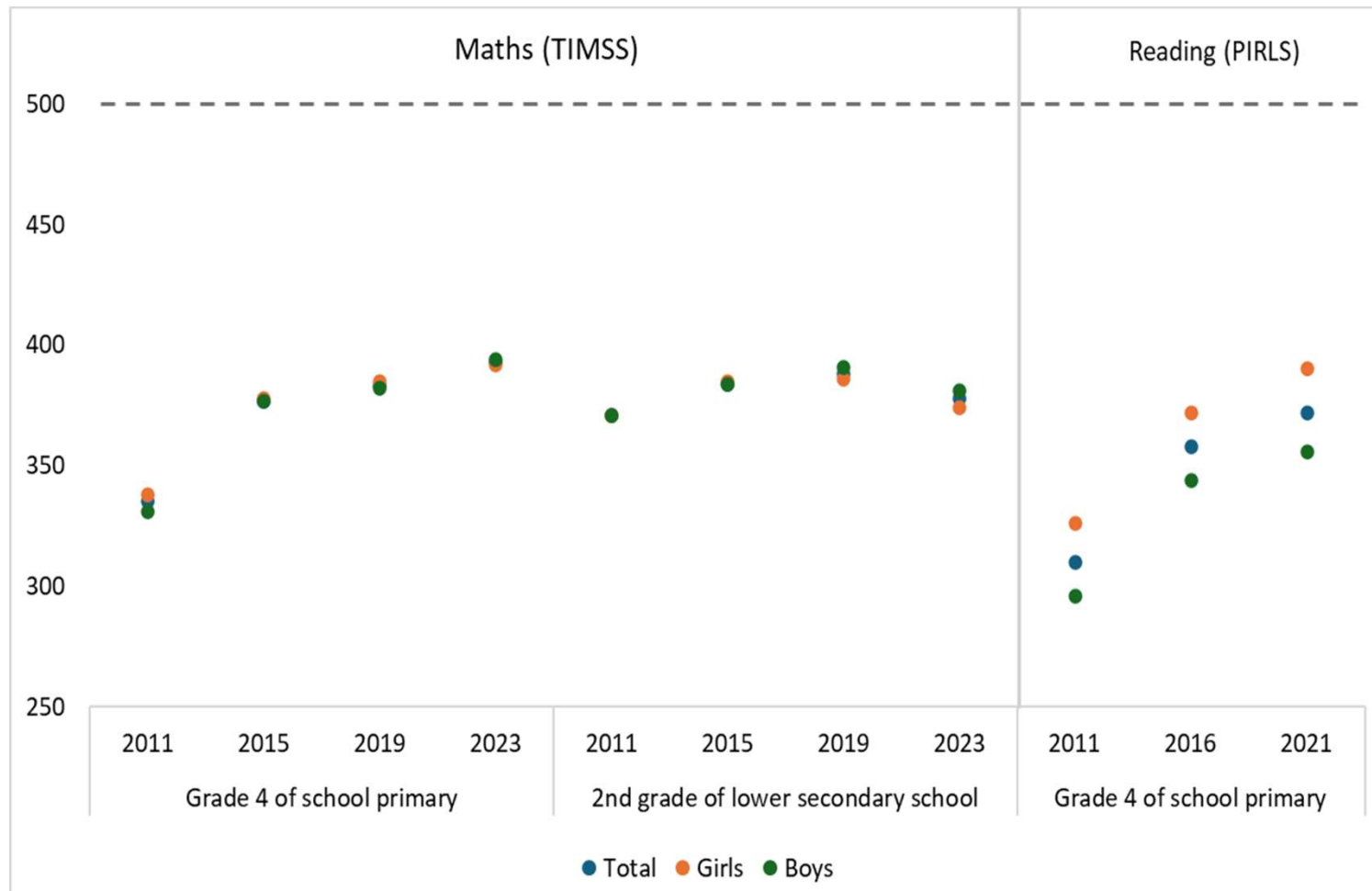
Morocco – Total, School-Age & Enrolled Populations (1955–2025)

Source: HCP, RGPH & Education Data

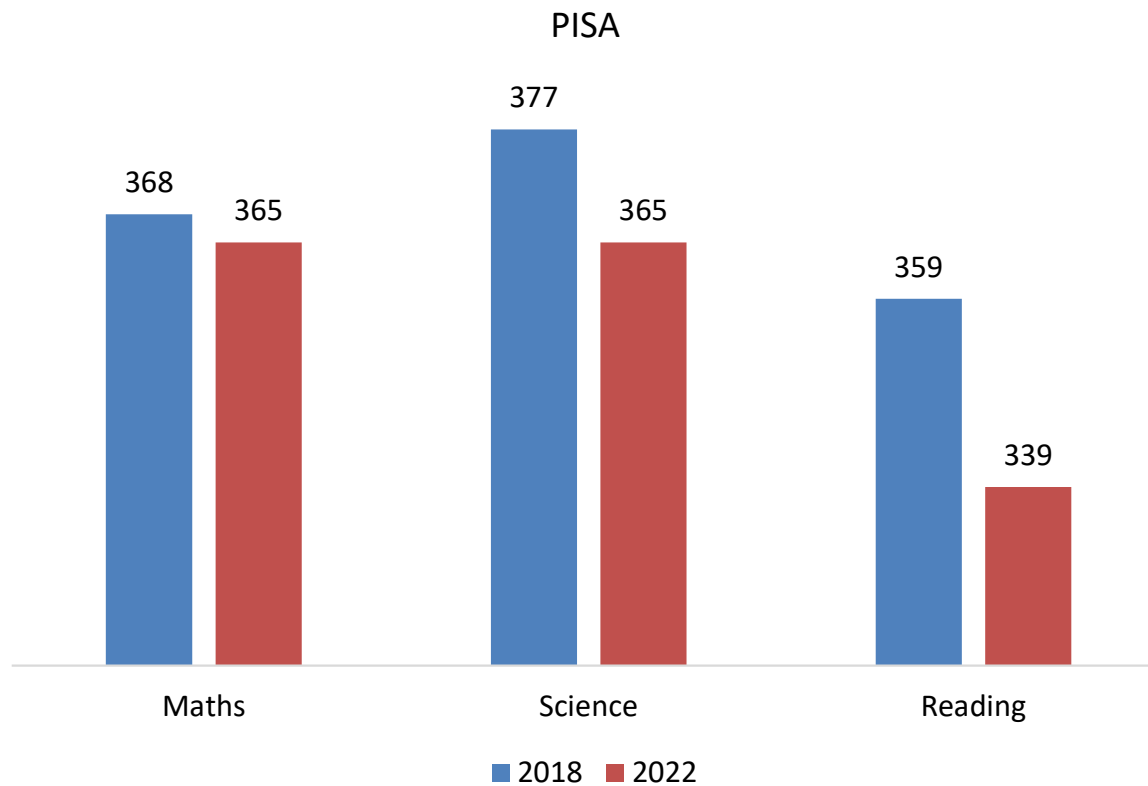


Year	Total Pop (M)	School-Age (M)	School-Age (%)	Enrolled (M)	Enrolled (%)
1955	10.3	7.77	75.44	0.22	2.14
1965	13.5	10.0	74.07	1.28	9.48
1975	16.9	11.51	68.11	2.17	12.84
1985	20.5	13.43	65.51	4.32	21.07
1995	26.5	13.12	49.51	5.47	20.64
2005	30.2	13.43	44.47	7.0	23.18
2015	33.9	13.12	38.7	8.54	25.19
2023	36.5	13.36	36.6	10.53	28.85
2024	36.8	13.34	36.25	10.78	29.29
2025	37.0	13.52	36.54	10.83	29.27





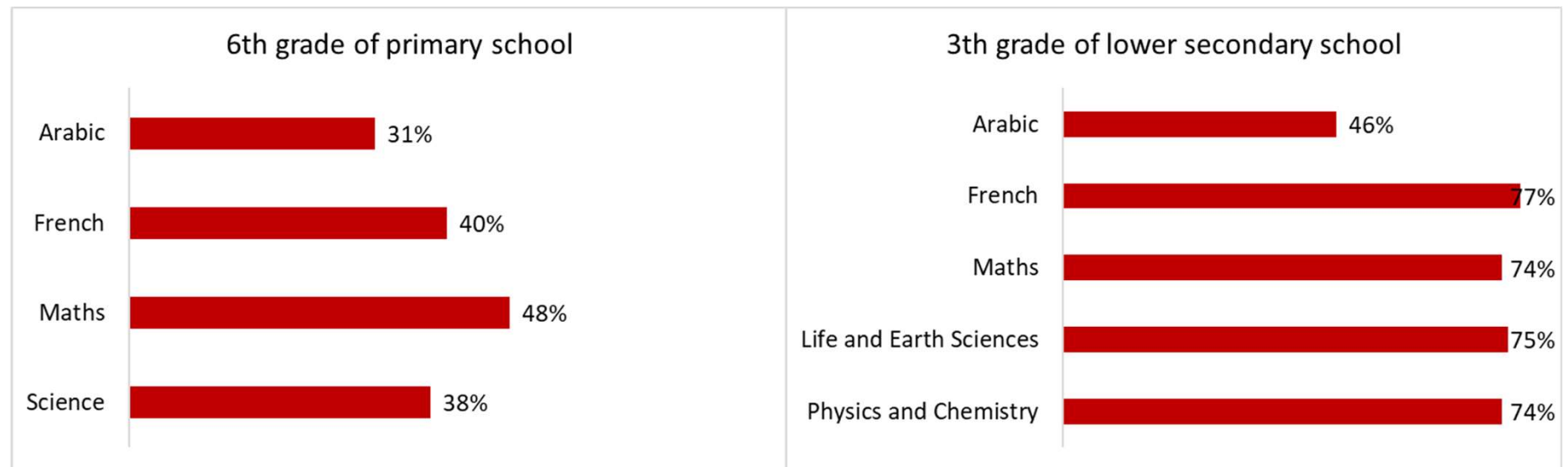
- For 4th-grade students, there was an increase of 58 points in mathematics between 2011 and 2023, and an increase of 62 points in reading between 2011 and 2021; however, scores remain significantly below the international average of 500
- Girls perform significantly better than boys in reading



- Moroccan student performance in PISA decreased between 2018 and 2022, particularly in reading



## Percentage of students with low performance on PNEA scale (2019)



- A large share of students does not reach the minimum level in Mathematics, Science, French, and Arabic, especially in the 3rd grade of lower secondary school



# Main Challenges



## Huge progress in terms of access to education

### ➤ at the expense of quality?

- ✓ generalized access with quality has been a **challenge** in many parts of the world ;
- ✓ Implies a **Multiple Level Response**: infrastructure, teachers recruitment and training, school leaders, governance, finance, social and economic inequality, education inequality, policy development culture (participatory, based on evidence? Etc.) , policy implementation challenges: rôle of local government, elected elites, families, community, etc.;
- ✓ Implies education, preschool education, high drop out rates, illiteracy rates in society, curriculum development, 21<sup>st</sup> century skills, digital and AI , etc.



# **Strategic and Policy Responses in Morocco**



# 2000: National Charter of Education and Training

## Overall Goal

Make education and training the nation's top priority — a key driver of human, social, and economic development.

## Main Objectives:

- Place the learner at the center of the system.
- Promote lifelong learning.
- Link school to the economic, social, and cultural environment.

## Reform Areas (6 Domains – 19 Levers):

1. Access & Economic Relevance
2. Pedagogical Organization
3. Quality Improvement
4. Human Resources
5. Governance
6. Partnership & Financing



# **Evaluation of the National Charter in 2014 by INE**





## Achievements

**Massive School Expansion:** near-universal primary enrolment, progress in girls' education, and rural coverage. **Increased public investment:** education spending rose to **6–7% of GDP**, fulfilling Charter targets.

**Institutional Reforms:** creation of **Regional Academies (AREFs)**, more autonomy for universities, and introduction of the **LMD system (Bachelor–Master–Doctorate)**.

**Curriculum renewal** and more **integration of ICT**;

**Strengthened social support:** school canteens, scholarships, transportation for rural students.

- Increased public and policy awareness of education's importance.



## Persistent Challenges

**Quality crisis:** learning outcomes remained below expectations despite heavy investment.

**High dropout and repetition,** especially in lower secondary education.

**Weak teacher training and management** — mismatch between training and classroom needs.

**Governance and evaluation gaps:** slow decentralization, weak accountability, lack of reliable data.

**Equity issues:** urban–rural and gender disparities persist; special-needs inclusion remains limited.

**Insufficient link between education,** training, and labour market demands.

Some Lessons & Recommendations:

- Strengthen governance and accountability in education management.
- Expand teacher training and improve incentives.
- Focus on learning outcomes, not only access.
- Link education more closely to employability and socio-economic needs.



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## Future Challenges & Priorities

- **Re-center** reform on learning quality and classroom practice.
- **Rebuild** trust and social mobilization around public education.
- **Sustain** financing efficiency while improving monitoring and evaluation systems.
- **Address** language policy, teacher status, digital divide, and employability of graduates.
- **Move** toward an education system aligned with the knowledge society and sustainable development.



## **2015–2030 Strategic Vision**

“For a School of Equity, Quality & Promotion”



## **Builds on the National Charter spirit :**

- Retains focus on **access to education for all** and **lifelong learning**.
- Draws heavily on the **evaluation of the Charter (2000–2013)** to identify what failed — notably, **quality, governance, and teacher motivation among others**
- Reaffirms education as a **national priority and shared responsibility**.



## **New Directions Introduced**

- Shift from schooling to learning outcomes: focus on classroom practices, pedagogy, and learner engagement.
- Defines three pillars: Equity and equal opportunities Quality education for all Promotion of the individual and society Emphasizes competency-based and interactive pedagogy, replacing rote learning.
- Promotes plurilingualism (Arabic, Amazigh, and foreign languages) and digital literacy.
- Introduces a performance-based governance model, decentralization, and evaluation culture.
- Calls for national mobilization (2015–2030) and a binding framework law for education reform.



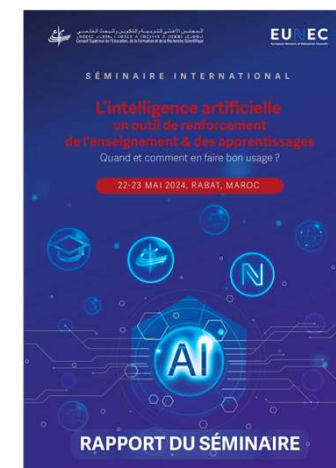
## In Summary

- The Charter (2000): ***set foundations.***
- The Evaluation (2014): **identified *gaps.***
- The Vision 2015–2030: ***proposes transformation — from expansion to excellence.***





**In addition to this comprehensive evaluation, several sectorial and thematic evaluations have been conducted by INE between 2014 and 2025**





# **Next Comprehensive Evaluation**

**The evaluation of 10 years of reforms in light  
of the Strategic Vision**



# Objectives

To provide a **rigorous, evidence-based assessment** of the **progress, obstacles, and lessons** of Morocco's education reform under the **2015–2030 Strategic Vision**. It seeks to inform future education policies and guide decision-making beyond 2025 toward 2030 and beyond.

## Specific Objectives

- **Assess implementation** of the Strategic Vision from 2015–2025 — identifying achievements, persistent challenges, and deviations from planned goals.
- **Measure alignment** between the Vision's stated intentions, national education policies, and real practices and outcomes on the ground.
- **Understand why** the education system produces its current results by exploring all relevant dimensions such as governance, leadership, teachers profession, and contextual factors.
- **Generate insights** for course correction, prioritization, and improvement during the final phase (2025–2030).



# Analytical Approach

- Adopts a **systemic perspective**: viewing education as a living, interdependent system rather than isolated sub-sectors.
- Combines **quantitative and qualitative data** from national and international sources.
- Focuses on **three analytical levels**:
  - Understanding the **original intent** and objectives of the Vision.
  - Analyzing **policies, practices, and gaps** between plans and implementation.
  - Assessing **actual results and effects** (educational, social, and economic).



## Expected Outcome

A comprehensive, multi-dimensional evaluation that highlights:

- The **effectiveness, efficiency, and coherence** of reform efforts.
- The **interaction between education policy and social context**.

**Recommendations** for steering the reform over the next five years and shaping the post-2030 education agenda.



## **Concluding Remarks**



## In the last 10 years

- The INE is positioned as a **scientific and evaluation body** covering all components of the education, training, and research system.
- Evaluations are **based on research** and **aligned with international standards**.
- These evaluations have **guided debates** by focusing on **evidence-based findings rather than opinions**.
- They have allowed for the **identification of progress, challenges, and shortcomings**.
- The **INE–CSEFRS** has contributed to **strengthening the autonomy of the country in knowledge generation** in the field of education.



## But:

- Weak political uptake and limited use of results?
- Increasing but still weak evaluation culture;
- General perception of evaluation as an external control mechanism rather than a learning tool;
- Absence of a consultation mechanism among stakeholders involved in evaluation;
- Need to conduct more systemic evaluations capable of identifying the factors influencing the system as a whole.





## Evaluation as an Agent of Change and Learning

- Generates knowledge about the education, training, and scientific research system;
- Ensures the engagement of stakeholders in the process and the ownership of results for better decision-making;
- Effectively supports educational reforms;
- Maintains its independence and impartiality;
- Is guided by the values of responsibility and integrity.



## Evaluation as an Instrument of Equity

- **Identifies and analyzes** the factors that help **neutralize the impact of social origin and socioeconomic status** of Moroccan students on their school and university performance;
- **Clearly identifies inequalities** — educational, social, gender-related, etc.;
- **Analyzes the barriers** to diversity and inclusion;
- **Uses both quantitative and qualitative methods**, including historical approaches;
- **Generates data** that enable an in-depth analysis of inequalities and inequities.
- **Encourages** the convergence of public policies by identifying extra-school factors.



**Thank you for your attention**