



The implementation of the sustainable development goals the level of education in Morocco.

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Abstract

Morocco is committed to achieving the sustainable development goals set by Un by 2030. Education is one of the key areas for the achievement of these objectives. This article presents a diagnostic study and evaluation of the implementation of the sustainable development goals at the level of education in Morocco.

The study was conducted using a mixed methods approach including surveys, interviews and document analyses. The results revealed that despite the efforts made by the moroccan government, challenges persist in the implementation of the sustainable development goals in the field of education.

Some of the key challenges identified include lack of financial resources, unequal access to education, quality of education, and the regional disparities. In addition, there is an urgent need to integrate the principles of sustainable development objectives in the curricula, the training of teachers and teaching practices.

On the basis of the results, the article proposes several recommendations to improve the implementation of the sustainable development goals at the level of education. This includes the strengthening of the financing and resources, the promotion of equal opportunities, the improvement of the quality of education and raising the awareness of key stakeholders.

In conclusion, this study highlights the importance of the implementation of the sustainable development goals in the field of education in Morocco. It highlights the current challenges and offers recommendations to strengthen the integration of sustainable development objectives in the moroccan educational system in order to achieve the goals set for 2030.

Key words: sustainable development goals, SDGS, education, Morocco, implementation, policies, programs, access, quality, equity, initiatives, partnerships, teachers, learners, educational communities, challenges, progress, good practices.

Introduction

The sustainable development goals (SDGS) provide a global framework ambitious to achieve a sustainable future by 2030. Adopted by the United Nations in 2015 as part of Agenda 2030, these goals encompass a broad range of global challenges, ranging from poverty eradication, the fight against climate change, through access to quality education and the promotion of gender equality.

The SDGS consist of 17 goals interconnected, supported by 169 specific targets designed to guide countries in the implementation of policies and practical actions for a sustainable development on a global scale. These goals are universal and apply to all countries, be they developed or developing, recognizing that the achievement of a sustainable future requires a collective action and international cooperation.

One of the key areas of the implementation of the SDGS is the education sector. Education is recognised as a key driver of sustainable development, since it plays a central role in the creation of opportunities, the empowerment of individuals and the transformation of societies. The SDGS 4 focus specifically on quality education, focusing on equitable access to inclusive education, the promotion of the skills needed for daily living and professionally, and the promotion of a conducive learning environment throughout the life.

In Morocco, a country located in North Africa, the implementation of the SDGS in the field of education is of crucial importance for achieving the objectives of sustainable development. Morocco has made significant progress in terms of access to education in recent years, but challenges persist, particularly in regards to the quality of education, gender equity, and the matching of skills to the labour market.

This article aims to review the implementation of the sustainable development goals at the level of education in Morocco, by analyzing the policies, programmes and initiatives put in place to integrate the SDGS in the country's education system. We will also explore the results obtained so far, the challenges encountered and recommendations for strengthening the implementation of the SDGS in the field of education in Morocco. Special attention will be paid to the period from 2015 to 2030, corresponding to the

period of implementation of the SDGS set by the agenda 2030.

By examining the current situation of education in Morocco and the efforts to integrate the SDGS, this article aims to provide an in-depth analysis of how the country is progressing towards the achievement of the sustainable development goals in the field of education.

The article will be structured in the following way:

- Section 1: Presentation of the objectives of sustainable development
- Section 2: education as a lever for sustainable development
- Section 3: the Status of education in Morocco
- Section 4: Integration of the SDGS in the moroccan educational system
- Section 5: Results and impacts of the implementation of the SDGS in education in Morocco
- Section 6: Challenges and barriers to the implementation of the SDGS in education in Morocco
- Section 7: Recommendations to strengthen the implementation of the SDGS in education in Morocco

Section 1: Presentation of the objectives of sustainable development:

1. What are the 17 sustainable development goals set by the United Nations?
2. What are the main global challenges that the SDGS are trying to answer?
3. What is the importance of the SDGS for sustainable development on a global scale?

Sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland, 1987, p : 32).

According to the Charter of the Land, the sustainable development is "a process of change in which the exploitation of resources, direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet the needs and human aspirations" (Earth Charter International, 2000, p : 12).

The United Nations defines sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs, ensuring a balance between the economic, social and environmental development" (UN, 2005, 18).

The definition of sustainable development adopted by the FAO can be considered as a very general for the

sustainable development of fisheries. It recognizes five elements key: the resource multiple in its environment; human needs, economic and social; the technology; and the institutions. If the first two are the items to keep, the other must be, respectively, met, controlled and established by the general process of management. (FAO, 1995, p: 10)

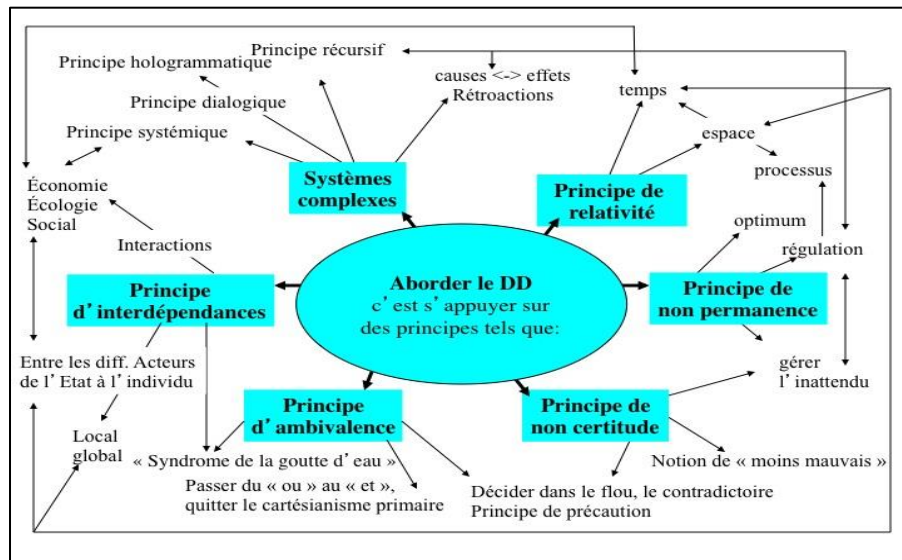


Figure 1. The different principles of sustainable development (SD)

(Source: (Pellaud, 2004, p : 21))

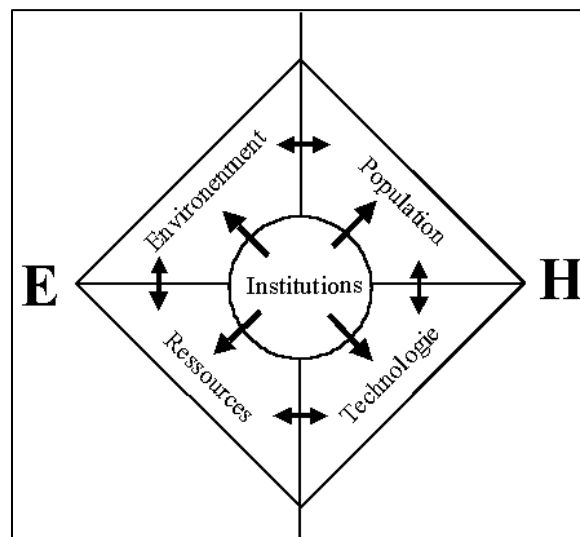


Figure 2. Schematic representation of the schema of sustainability adopted by the FAO

(Source: Garcia & Staples (in press))

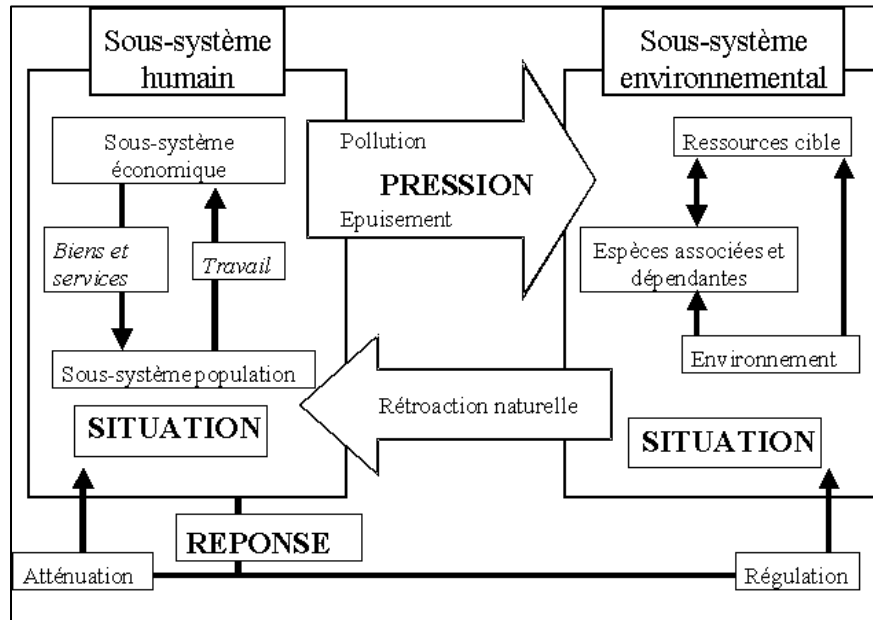


Figure 3. General scheme for the sustainable development

(Source: Garcia & Staples, in press, modified version of UNEP/EAP, 1995)

The 17 sustainable development goals (SDGs) set by the United Nations are the following:

- No poverty: end extreme poverty in all its forms and to guarantee a decent life for all.
- Hunger 'zero': to Ensure food security, improve nutrition and promote sustainable agriculture.
- Good health and well-being: Ensure healthy lives and promote well-being for all at all ages.
- Quality education: Ensure inclusive, equitable and quality learning opportunities throughout life.
- Gender equality: Achieve gender equality and empower all women and girls.
- Clean water and sanitation: Ensure access to safe drinking water and adequate sanitation facilities for all.
- Clean energy and affordable: Access to clean energy, reliable, sustainable and affordable for all.
- Decent work and economic growth: Promote sustained economic growth, inclusive and sustainable, and decent work for all.
- Industry, innovation and infrastructure: Build resilient infrastructure, promote a sustained industrialization and foster innovation.
- Inequalities reduced: Reduce inequality within and among countries.
- Cities and sustainable communities: Make cities and human settlements are inclusive, safe, resilient and sustainable.
- Consumption and production managers: Ensure patterns of sustainable consumption and production.
- Measures relating to the fight against climate change: Take urgent action to combat climate change and its consequences.
- Aquatic life: Preservation and sustainable exploitation of the oceans, seas and marine resources.
- Life on land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt the loss of biodiversity.

- Peace, justice and effective institutions: Promote the advent of companies peaceful, fair, and inclusive, and effective institutions.
- Partnerships for achieving the goals: Strengthen the means of implementation of the global partnership for sustainable development.



Figure 4. General pattern for the SDGS

(Source: <http://www.un.org/sustainabledevelopment/fr/> (Seen 06/06/2023, 21h30min))

These objectives address a broad range of global challenges and aim to create a sustainable future by balancing the economic, social and environmental development.

The sustainable development goals (SDGS) are trying to answer many of the global challenges interconnected. Here are some of the main challenges auxquels SDGS aim to do in the face:

- Poverty: poverty eradication in all its forms and everywhere in the world is one of the fundamental objectives of the SDGS. It aims to ensure that nobody is left behind and that everyone can have access to decent living conditions.
- Hungry: The SDGS seek to eliminate hunger and ensure food security, promoting sustainable

agriculture, improving nutrition, and promoting food systems that are equitable.

- Health: The SDGS are designed to ensure a healthy lifestyle and well-being for all, focusing on access to quality health services, prevention of diseases, promotion of mental health and the fight against epidemics.
- Education: achieving quality education for all is a major goal of the SDGS. This is to ensure equitable access to inclusive education, to promote literacy, the skills necessary for employment and learning throughout the life.
- Gender: SDGS seek to achieve gender equality and empower all women and girls, putting an end to discrimination, violence and inequality based on gender.

- **Water and sanitation:** The SDGS aim to ensure universal access to safe drinking water and adequate sanitation facilities, by promoting a sustainable management of water resources.
- **Clean energy:** The SDGS are intended to promote access to clean, reliable and affordable, while promoting the use of renewable energy sources and sustainable to reduce emissions of greenhouse gases.
- **Economic growth:** The SDGS promote sustained economic growth, inclusive and sustainable, promoting employment and decent work, entrepreneurship, and access to financial services.
- **Sustainable infrastructure:** It is to develop infrastructure resilient, sustainable and quality, facilitating access to basic services such as transport, energy, information technology and communications.
- **Inequality:** The SDGS are aimed at reducing inequality, both within and between countries, promoting an equitable distribution of income, resources and opportunities.

These global challenges are closely linked and interdependent, and the SDGS seek to address them in a holistic and integrated approach to promote sustainable and equitable development worldwide.

The sustainable development goals (SDGS) are of paramount importance to achieve sustainable development on a global scale. Here are a few reasons that underscore their importance:

- **Global Vision:** The SDGS offer a global vision of sustainable development by integrating economic, social and environmental. They recognize that these aspects are interconnected and require an integrated approach to find sustainable solutions to global challenges.
- **Priorities of universal:** The ODD set of priorities to be universal in identifying the major problems facing humanity, such as poverty, access to education, health, gender equality, environmental preservation, climate change, etc, they provide a common road map for the country all over the world.
- **Participation and partnership:** The SDGS and encourage the active participation of all stakeholders, including governments, civil society, the private sector, international organizations, and citizens. They put the emphasis

on the need to forge strong partnerships and inclusive to achieve the set objectives.

- **Long-term sustainability:** The SDGS are designed to ensure a long-term sustainable development, taking into account the needs of present and future generations. They promote sustainable practices in all areas of consumption and production, responsible for the management of natural resources.
- **Integrated approach:** The SDGS recognize that global challenges are interconnected, and require an integrated approach. For example, the fight against poverty is closely linked to access to education, health, gender equality, protection of the environment, etc., The ODD encourages a coordinated effort and the synergy between the different areas to maximize the positive impact.
- **Monitoring and accountability:** The SDGS are accompanied by a framework of monitoring and evaluation to measure progress. This will make the country and the actors responsible for their commitments and to adjust policies and actions on the basis of the results obtained.

In summary, the SDGS are essential to promote a sustainable development on a global scale by setting common goals, promoting collaboration and participation, and by incorporating the dimensions of economic, social and environmental. They represent an essential framework to guide the policies and actions toward a future that is more just, inclusive, and respectful of the environment.

Section 2: education as a lever for sustainable development:

1. How can education contribute to the achievement of the SDGS?
2. What is the role of education in creating awareness and mobilizing people for a sustainable development?
3. What are the links between education and the various sustainable development goals?

Education plays an essential role in the achievement of the sustainable development goals (SDGS) in several ways. Here are some of the ways in which education can contribute to the achievement of the SDGS:

- Awareness and understanding: education help raise awareness of the global issues and challenges faced by our planet. It promotes a better understanding of the SDGS, their targets and their implications, which encourages commitment and mobilization for sustainable development.
- Acquisition of knowledge and skills: education provides the knowledge and skills needed to promote sustainable development. It allows you to learn the basic principles of sustainability, to acquire skills related to problem-solving, critical thinking, collaboration, creativity, communication and other essential skills to contribute to the achievement of the SDGS.
- Eradication of poverty and reduction of inequalities: quality education plays a key role in the eradication of poverty by giving people the skills and opportunities necessary to improve their economic situation. It also helps to reduce inequalities by providing equal opportunities for education to all, regardless of their social origin, their gender, or their geographical location.
- Health and well-being: education in the promotion of health and well-being in imparting knowledge on health, nutrition, reproductive health, disease prevention, etc. It also encourages the adoption of healthy behaviours and responsible, which helps to reduce the health risks and to improve the quality of life.
- Empowerment of women and girls: education plays a crucial role in the empowerment of women and girls by providing them learning opportunities, skills development and access to information. This contributes to their empowerment, their active participation in society, their leadership and their ability to contribute to the achievement of the SDGS, in particular the gender equality goal.
- Protection of the environment and sustainability: The environmental education plays an important role in the awareness of the environmental issues, conservation of natural resources, protection of biodiversity and the promotion of sustainable practices. It promotes an awareness of the consequences of our actions on the environment and encourages the adoption of behaviour that is respectful of the planet.
- A change of mentality and behavior: education can contribute to a change of mentality and

behavior in raising the awareness of the values and attitudes needed to promote sustainable development. It encourages critical thinking, the questioning of existing standards, and promotes the adoption of responsible behavior, such as sustainable consumption, waste reduction, etc

In sum, education is a powerful lever for the achievement of the sustainable development goals. It forms the citizens of tomorrow, prepare to meet the global challenges and gives them the tools necessary to contribute to a future that is more sustainable, equitable, and prosperous.

The role of education in creating awareness and mobilizing people for a sustainable development is crucial. Here are some of the main aspects of the role of education in this field:

- Awareness of the issues: education can educate individuals on issues of sustainable development, such as climate change, environmental degradation, poverty, inequality, etc It provides a basic knowledge on these issues, their causes, and their consequences, which allows individuals to understand the challenges we face.
- Awareness of individual and collective responsibility: The education raises the awareness of individuals to their role and their responsibility in preserving the environment and promoting sustainable development. It encourages critical reflection on our lifestyles, our consumption choices, our behaviors and their impacts on the planet and for future generations.
- Promotion of active participation: education encourages the active participation of individuals in the search for durable solutions. It encourages individuals to participate in projects and initiatives related to sustainable development, whether at the local, national, or global. It also stimulates the civic and political participation, enabling individuals to assert their voice and contribute to the decision-making process.
- Development of skills and values: education develops skills and values essential to sustainable development. It encourages critical thinking, problem-solving, creativity, collaboration and communication, which are key skills to find sustainable solutions. In addition, it promotes values such as solidarity, equity, accountability

and respect for diversity, that are fundamental for a sustainable development.

- Training of leaders and agents of change: education in the form of leaders and agents of change, able to initiate and carry out actions in favour of sustainable development. It promotes the development of leadership, strategic thinking and the ability to positively influence others. Individuals educated and are able to inspire, mobilize resources, and create meaningful change in their communities.
- Intergenerational Transmission of knowledge: education is the intergenerational transmission of

knowledge and values related to sustainable development. The young people are learning from previous generations, which often have experience and wisdom accumulated in the management of natural resources, the preservation of culture and the promotion of sustainable lifestyles.

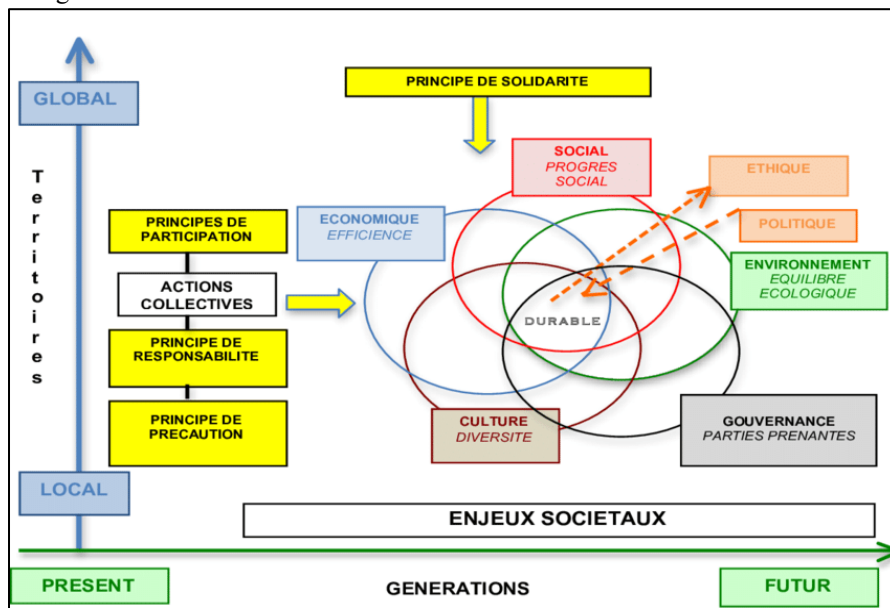


Figure 5. Think of the education for sustainable development

(Source: OECD, 2016, p: 23)

In summary, the education plays a vital role in the sensitization and mobilization of people for a sustainable development. It informs, educates, empowers and inspires individuals to take concrete steps to preserve the planet, reduce inequality and create a more sustainable future and to be fair.

- Education is closely linked to all the sustainable development goals (SDGS). Here are a few examples of the links between education and some of the ODD:
- Quality education (SDGS 4): goal 4 aims to ensure quality education, equitable and inclusive,

and to promote learning opportunities throughout life for all. Quality education is a goal in itself, but it is also essential for the achievement of the other SDGS. A quality education provides individuals with the knowledge, skills and values needed to participate fully in sustainable development.

- Eradication of poverty (SDGS 1): education plays a key role in the elimination of poverty by providing individuals the skills and opportunities necessary to improve their economic situation. A quality education can break the cycle of poverty by empowering individuals with employment

- opportunities, entrepreneurship and skills development.
- Gender equality (SDGS 5): education is a key factor for achieving gender equality. It helps to eliminate discrimination and gender stereotypes by offering opportunities for learning fair for girls and women. Quality education enables girls and women to access education, to develop their full potential and to participate fully in the social and economic life, and to contribute to sustainable development.
 - Health and well-being (SDGS 3): education is essential for promoting the health and well-being. A quality education can impart knowledge on hygiene, nutrition, reproductive health, prevention of illness, etc, It promotes the adoption of healthy behaviours, informed decision-making in health and contributes to improve the health and well-being of individuals.
 - Clean water and sanitation (SDGS 6): education plays an important role in the promotion of access to safe drinking water and adequate sanitation. It allows to raise awareness of the issues related to water and sanitation, promote responsible behavior in the use of water and sanitation, and to encourage the sustainable management of water resources.
 - Consumption and production managers (SDGS 12): education is essential to promote patterns of consumption and production managers. It raises the awareness of individuals to the social and environmental impacts of their consumption choices, encourages the adoption of sustainable behaviour, and shape the individuals to the practices of responsible use and management of resources.

It should be noted that education is transverse to all of the SDGS, as it plays an essential role in the achievement of each objective. Quality education is an engine of economic and social transformation, it promotes the empowerment of individuals, builds capacity and promotes the active participation in the achievement of the sustainable development goals.

Section 3: the Status of education in Morocco:

1. What is the structure and organization of the moroccan educational system?

2. What are the main indicators of education in Morocco, such as access, quality and equity?
3. What are the challenges and opportunities that the system of education is the moroccan faced?

The moroccan educational system is organized into several levels, including preschool education, primary education, secondary education and higher education. Here is a general description of each level:

- Early childhood education - is the education intended for children ages 4 to 6 years. It is not mandatory, but it is widely available in schools, kindergartens, public and private.
- Primary education: primary education is compulsory and lasts for six years, from 6 to 12 years. The subjects taught include Arabic, French, math, science, history, geography, civic education and religious culture.
- Secondary education: secondary education is divided into two cycles:
- The cycle college: It lasts three years and for students aged 12 to 15 years. The subjects taught include Arabic, French, mathematics, physical and natural sciences, history, geography, islamic education, and civic education.
- The cycle calling: It lasts three years and for students aged 15 to 18 years. It includes sub-sectors of general and technical disciplines. The subjects vary as a function of the chain chosen.
- Higher education: Post-secondary education, students can access higher education. The system of moroccan higher education includes universities, colleges and institutes. The students can obtain bachelor, master and phd in various fields of academics.

It should be noted that the moroccan educational system has undergone reforms over the years to improve the quality of education and align with international standards. Programs such as the emergency Plan for the education and the national development Plan of education have been put in place to increase access to education and improve educational outcomes.

The main indicators of education in Morocco can be assessed in terms of access, quality and equity. Here are a few of these indicators:

- Access to education: access to education in Morocco has significantly improved over the years, some challenges persist. Access indicators

include the enrolment rate, the rate of transition from one level to another and the school dropout rate. Efforts have been made to increase the enrolment rate of children in the age to go to school, especially in rural and poor areas.

- Quality of education: The quality of education in Morocco is an area that requires further improvements. Indicators of quality include the rate of success in the exam, the skills of the students assessed by standardized tests and the training of teachers. Educational reforms have been put in place to strengthen the quality of teaching and learning, focusing on approaches to teaching and learning more interactive and participatory.
- Equity in education: in Spite of the efforts to promote equity in education, disparities persist between urban and rural areas, as well as between the different categories of socio-economic. Equity indicators include the fair access to education, the reduction of gaps in performance between students from different backgrounds and the elimination of gender discrimination. Measures have been taken to promote inclusion and reduce disparities, including through scholarship programs, initiatives aimed at improving access to education for girls and policies of positive discrimination.

It is important to note that these indicators may vary according to the regions and the specific contexts in Morocco. The moroccan government continues to implement reforms and policies to improve the indicators and ensure a quality education, equitable and accessible to all citizens.

- Access and equity: Although progress has been made in terms of access to education, disparities persist between urban and rural areas, as well as between the different categories of socio-economic. Access to education for children in rural areas, girls and children from disadvantaged backgrounds remains a challenge. The opportunities lie in the improvement of the geographical accessibility of schools, the promotion of inclusive education and the elimination of social and economic barriers to education.
- Quality of education: The quality of education is a major challenge. The school's results and pupils' skills need improvement. The opportunities lie in the implementation of curriculum reform, the

continuous training of teachers, the use of innovative teaching methods and the adoption of effective evaluation to evaluate the performance of the students.

- Teacher training: The moroccan educational system faces challenges in terms of training of teachers. There is a need to improve the quality of programmes of initial teacher training, to strengthen the teaching skills and professional teachers, and promote the continuous professional development. The opportunities lie in the revision of training programs, the integration of modern teaching methods and the improvement of the working conditions of teachers.
- Curriculum relevance: the relevance of the curriculum with the needs of the labour market and the demands of society is a significant challenge. It is necessary to review and update the curriculum to better prepare students with the skills required for the job. The opportunities lie in the development of curricula more relevant, the integration of 21st century skills, encouraging the spirit of entrepreneurship and the adoption of professional orientation programs effective.
- Education funding: The funding of education is a major challenge, particularly to meet the growing needs in terms of infrastructure, educational resources and teacher training. The opportunities lie in the increase of investment in education, the mobilization of public-private partnerships, as well as the improvement of efficiency and transparency in the use of resources allocated to education.

By addressing these challenges and seizing the opportunities, the moroccan educational system can progress to a quality education, equitable and relevant, encouraging the development of the individual and the socio-economic growth of the country.

Section 4: Integration of the SDGS in the moroccan educational system:

1. What policies and initiatives have been put in place by the moroccan government to integrate the SDGS in education?
2. How education programs moroccan integrate the sustainable development goals?
3. What are the partnerships between educational institutions and local actors to promote the SDGS in education?

The Moroccan government has put in place several policies and initiatives to integrate the Sustainable Development Goals (SDGs) in the field of education. Here are a few examples:

- **Emergency Plan for education:** In 2009, the government launched the emergency Plan for education, which aimed to improve the access, quality and equity of education in Morocco. This plan included measures such as the construction of schools, the recruitment of additional teachers, the improvement of the curriculum, and the promotion of girls' education.
- **Program Tayssir:** The Program Tayssir, launched in 2008, aims to promote the education of children from low-income families. It provides financial incentives in the form of conditional cash transfers to families who send their children to school and ensure their regular attendance.
- **Curriculum reform:** The government has initiated a reform of the curriculum to integrate the principles of the SDGs and promote education for sustainable development. The curricula have been revised to include cross-curricular competencies such as citizenship, environmental sustainability, human rights and social equity.
- **Strengthening of environmental education:** The government has put the emphasis on environmental education as a means to promote sustainability and raise awareness of the environmental issues. Initiatives such as the integration of environmental education into the school curricula, the training of the teachers and the student's awareness to the management of natural resources have been put in place.
- **Promotion of inclusive education:** The Moroccan government is committed to promote inclusive education for all children, including those with disabilities. Policies and measures have been put in place to ensure equitable access to education and to providing support and reasonable accommodation to students with special needs.

These initiatives reflect the commitment of the Moroccan government to integrate the SDGs in education and to work towards a quality education, equitable, and sustainable.

The educational programs in Morocco are progressively incorporating the Sustainable Development Goals (SDGs) in order to make students aware of the environmental, social and economic.

Here are some of the ways in which educational programmes in Morocco integrate the SDGs:

- **Review of educational programs:** The programs of study have been revised to include specific modules on the SDGs. Topics such as environmental sustainability, the fight against poverty, gender equality, health, sustainable agriculture, biodiversity conservation, and the management of natural resources are integrated into subjects such as science, geography, civic education, Islamic education and other relevant areas.
- **Interdisciplinary approach:** The educational programs encourage an interdisciplinary approach to address the SDGs. This involves linking different fields of study to understand the links between the social, environmental and economic sustainable development. For example, a research project may combine subjects such as agriculture, economics, geography, and ethics to examine the impact of sustainable agricultural practices on food security.
- **Learning based on the problems:** The educational programs promote learning based on problems, where the students face challenges related to the SDGs and are encouraged to find solutions. This promotes a hands-on approach to learning and develops skills such as critical thinking, creativity, problem-solving and collaboration.
- **Extra-curricular activities and community projects:** Schools encourage extracurricular activities, and community projects that promote the values of the SDGs. It may be projects to raise awareness of environmental initiatives, fundraising for social causes, campaigns against food waste, programs, planting trees, etc., These activities help students to connect specifically to the challenges of the SDGs, and to become agents of change in their community.
- **Teacher training:** Teachers receive training on the SDGs and the integration of these objectives in the curriculum. This helps them to develop the skills and knowledge to address the SDGs effectively in the classroom and to guide students in their understanding of and commitment to these objectives.

By integrating the SDGs in education programs, Morocco aims to train a generation aware, informed and engaged in the realization of a sustainable and responsible development.

In Morocco, there are various partnerships between educational institutions and local actors to promote the sustainable development Goals (SDGS) in education. Here are a few examples of these partnerships:

- Partnerships with non-governmental organizations (NGOS): The schools often cooperate with local NGOs that focus on specific areas of the SDGS, such as the protection of the environment, access to education, health, the fight against poverty, etc. - These partnerships may include joint programs, training courses, workshops, awareness campaigns and joint projects to encourage students to engage in concrete actions related to the SDGS.
- Partnerships with local communities: educational institutions are collaborating with the local authorities, including municipalities and local authorities, to promote the SDGS in education. These partnerships can involve the implementation of community projects related to the SDGS, the participation of students in local initiatives for sustainable development, the awareness of the community to the challenges of the SDGS and the promotion of sustainable practices within the community.
- Partnerships with businesses and industries: schools may enter into partnerships with businesses and local industries to promote the SDGS in education. These partnerships may include mentoring programs, company visits, internships, conferences, and hands-on activities that allow the students to understand the links between the SDGS and sustainable business practices.
- Partnerships with universities and research centres: The educational institutions may establish partnerships with universities and research centres to benefit from their expertise in the field of SDGS. These partnerships can involve the training of teachers, the design of academic programs, collaborative research on topics related to the SDGS, as well as the involvement of students in projects of sustainable development.
- International partnerships: The Moroccan government and educational institutions can also engage in international partnerships to promote the SDGS in education. This may include collaboration with international organizations, twinning projects with schools from other countries, exchanges of students and teachers, as

well as participation in programs and international competitions focused on the SDGS.

These partnerships between educational institutions and local stakeholders are key to strengthening the awareness of the SDGS, share best practices, mobilize resources and encourage the active participation of students in the achievement of the SDGS at the local level and global level.

Section 5: Results and impacts of the implementation of the SDGS in education in Morocco:

1. What is the progress made so far in the integration of the SDGS in the educational programs Moroccans?
2. What are the changes observed at the level of the learners, teachers and educational communities?
3. What are some concrete examples of success and good practices in the implementation of the SDGS in education in Morocco?

So far, Morocco has made significant progress in the integration of the sustainable development Goals (SDGS) in education programs. Here are some of our progresses:

- Review of programmes of study: Morocco has undertaken the revision of the curriculum to integrate the SDGS. Specific modules on the SDGS have been developed and included in different materials in order to make students aware of the challenges of sustainable development. This has put the emphasis on such topics as the preservation of the environment, the fight against poverty, access to education, health and gender equality.
- Promotion of environmental education: Morocco has stepped up its efforts to promote environmental education in the school curriculum. Extra-curricular activities, field trips, projects related to the environment and awareness programs have been organized to help the students understand the importance of the preservation of nature and natural resources.
- Awareness-raising and training of teachers: education and awareness programs and training have been put in place for teachers to familiarize themselves with the SDGS and to prepare them to incorporate these goals into their teaching practices. Teachers play a key role in the transmission of knowledge on the SDGS, and in

the encouragement of students to take action in favour of sustainable development.

- Community projects and commitment of students: schools have encouraged the participation of students in community projects related to the SDGS. These projects provide students with the opportunity to put into practice their knowledge and skills related to sustainable development, contributing to local initiatives for sustainable development and awareness.
- Partnerships with local actors: partnerships have been established between the educational institutions and local actors, such as NGOs, local communities and businesses, to promote the SDGS in education. These partnerships have increased efforts to raise awareness of the SDGS and helped to organize practical activities in connection with the objectives.

This progress demonstrates the commitment of Morocco to integrate the SDGS in the education and training of a generation of citizens conscious and committed to sustainable development. However, despite these achievements, there are still challenges to be overcome, such as the deepening of the integration of the SDGS in the curriculum, the consolidation of partnerships with local actors, and the ongoing evaluation of the effectiveness of these initiatives to ensure sustainable progress.

The integration of the sustainable development Goals (SDGS) in education programs moroccans had significant impacts on learners, teachers and educational communities. Here are the main changes observed:

- Increased awareness: learners, teachers and educational communities have become more aware of global issues related to sustainable development. They will better understand the challenges the world is facing, such as climate change, poverty, access to education and gender equality.
- Commitment and accountability: The learners are more engaged in concrete actions in favour of the SDGS. They participate in community projects, awareness-raising initiatives and activities related to sustainable development. This strengthens their sense of responsibility towards the environment and society, and promotes their involvement as active citizens.
- Development of cross-curricular competencies: the integration of The SDGS in the educational

programs has contributed to the development of transversal skills among learners. They acquire skills such as critical thinking, creativity, collaboration, communication, and problem solving, which are essential to address the complex challenges related to sustainable development.

- Change in pedagogical practices: teachers have adopted new approaches to teaching and learning focused on the SDGS. They use active learning methods, collaborative projects, case studies based on real-life problems and practical activities to promote understanding of the challenges of sustainable development by learners.
- Strengthening partnerships: The educational communities have developed stronger partnerships with local actors, such as NGOs, local communities and businesses. This has resulted in increased collaboration for the implementation of projects, the mobilization of resources and the sharing of expertise in support of the SDGS.
- A change of mentality: the integration of The SDGS has contributed to a change of mentality within educational communities. Learners, teachers and communities are recognizing the importance of sustainability, solidarity and equity in their daily lives. They have become increasingly sensitive to social and environmental problems and actively seek solutions.

These observed changes reflect the positive impact of the integration of the SDGS in the educational programs in morocco. They contribute to the formation of conscious individuals, responsible and committed, ready to meet the challenges of sustainable development and to contribute to a more sustainable future for Morocco and the world.

In Morocco, several concrete examples of success and good practices have emerged in the implementation of the sustainable development Goals (SDGS) in education. Here are a few examples:

- Program "Green Generation": The program aims to integrate environmental issues in moroccan schools. It encourages sustainable practices such as waste management, preservation of biodiversity, the protection of water and awareness of sustainable agriculture. School gardens, reforestation projects and awareness programs are put in place, providing students with

a practical experience of the importance of the environment and sustainable development.

- Environmental education: initiatives of environmental education have been set up in Moroccan schools to make students aware of environmental issues and promote sustainable behaviour. Activities such as field trips, workshops, awareness, clean-up campaigns and recycling projects are organized to encourage students to take concrete measures to protect the environment.
- Networks of sustainable schools: networks of sustainable schools have been created to foster the exchange of good practices and cooperation between the schools involved in the promotion of the SDGS. These networks enable schools to share their experiences, to implement joint projects and benefit from the expertise of other schools.
- Teacher training: training programs are put in place for teachers to prepare them to integrate the SDGS into their teaching practices. These courses reinforce their knowledge on the SDGS, enable them to acquire competencies in education for sustainable development and help in the design of learning activities relevant to the students.
- Community projects: The Moroccan schools encourage community-based projects focused on the SDGS. For example, outreach projects in the health, anti-poverty, access to education, preservation of the environment and promotion of gender equality are implemented in collaboration with local communities. These projects allow the students to understand the social and environmental challenges of their own community and take steps to resolve them.
- Awards and recognition: awards and recognitions are awarded to schools which differ in the implementation of the SDGS. This encourages schools to continue their efforts and serves as an inspiring model for other institutions.

These real-world examples of success and good practices demonstrate the commitment of Morocco to promote the SDGS in education. They also show that the integration of the SDGS can be achieved in a convenient and efficient manner, providing students with the skills and knowledge necessary to become agents of change in favor of sustainable development.

Section 6: Challenges and barriers to the implementation of the SDGS in education in Morocco:

1. What are the challenges and constraints to which Morocco is facing in the implementation of the SDGS in education?
2. What are the factors limiting the effectiveness of policies and programs related to the SDGS in education?
3. How can we overcome these barriers and improve the implementation of the SDGS in education in Morocco?

The implementation of the sustainable development Goals (SDGS) in education in Morocco is facing a number of challenges and constraints. Here are some of them:

- Limited financial resources: The lack of financial resources is one of the main challenges for the implementation of the SDGS in education. The necessary investments to improve the school infrastructure, provide educational materials adapted to the SDGS and to train teachers may be limited, making it difficult to implement effective programmes and sustainable.
- Regional disparities: Morocco faces regional disparities in terms of access to education and quality of education. Some rural and remote areas have limited access to educational resources, which makes it difficult for the consistent implementation of the SDGS in all countries. Equity in access to quality education remains a major challenge.
- Training needs of teachers: The implementation of the SDGS in education requires adequate training of teachers so that they can incorporate these goals into their teaching practices. However, there may be gaps in terms of teacher training on the SDGS, which limits their ability to effectively transmit knowledge related to sustainable development.
- Coordination and collaboration cross-cutting: The SDGS are cross-sectoral by nature, which requires coordination and collaboration between different ministries and stakeholders. The coordination between the ministry of Education, ministries of Environment, Health, social Development and other stakeholders can be a challenge to ensure a consistent approach in the implementation of the SDGS in education.

- Awareness and commitment of the company: For the successful implementation of the SDGS in education, it is essential to involve the whole of society, including families, local communities and civil society organizations. However, the awareness and the commitment of the company in the promotion of the SDGS can be limited, which may hinder the full realisation of the goals.
- Assessment and monitoring: the monitoring and evaluation of the progress made in the implementation of the SDGS in education can be a challenge. It is essential to have mechanisms to follow up a solid base to assess the effectiveness of initiatives and programs put in place in order to be able to make necessary adjustments and improvements.

These challenges and constraints require continued attention and concerted efforts on the part of the government, educators and society as a whole to overcome obstacles and progress in the implementation of the SDGS in education.

Several factors can limit the effectiveness of policies and programs related to sustainable development Goals (SDGS) in education. Here are a few of these factors:

- Lack of coordination: A lack of coordination between the different ministries and stakeholders involved in the implementation of the SDGS in education can limit their effectiveness. The lack of coordination can lead to duplication of efforts, gaps in the implementation of coherent policies and inefficient use of resources.
- Lack of financial resources: policies and programs related to the SDGS require adequate financial resources to be implemented in an efficient and sustainable way. However, the lack of financial resources may limit the scope and impact of these initiatives, making it difficult to achieve the objectives set.
- Lack of institutional capacity: The institutions responsible for implementing the policies and programs related to the SDGS can do in the face of gaps in terms of skills and capabilities. This can interfere with their ability to plan, implement, monitor and evaluate effective initiatives related to the SDGS.
- Low involvement of stakeholders: The active involvement, and significant stakeholders, including teachers, students, families, local communities and civil society organizations, is

essential to ensure the effectiveness of policies and programmes related to the SDGS. However, a low-involvement can reduce the adhesion, the ownership and the impact of these initiatives.

- Lack of monitoring and evaluation: monitoring and insufficient evaluation of policies and programmes related to the SDGS can limit their effectiveness. The absence of mechanisms for monitoring and evaluation solids makes it difficult to measure progress, identifying challenges and gaps, as well as the adjustment of interventions to improve outcomes.
- Regional disparities and socio-economic regional disparities and socio-economic conditions can be a challenge for the effectiveness of policies and programs related to the SDGS in education. The resources and opportunities may be unevenly distributed, which can affect access to a quality education and to restrict the results obtained.

To improve the effectiveness of policies and programs related to the SDGS in education, it is important to take these factors into account and work to strengthen the coordination, resources, institutional capacity, the involvement of stakeholders and the mechanisms of monitoring and evaluation.

To overcome the barriers and improve the implementation of the sustainable development Goals (SDGS) in education in Morocco, here are some measures that can be taken:

- Strengthening of the coordination: It is essential to improve the coordination between the different ministries and stakeholders involved in the implementation of the SDGS in education. This can be achieved by establishing coordination mechanisms, formal, promoting the exchange of information and good practices, and encouraging cross-sectoral collaboration.
- Adequate Allocation of financial resources: It is necessary to give priority to budget adequate to the implementation of the SDGS in education. This may involve an increase in public investment in education, the mobilization of additional financial resources through public-private partnerships or international financing, as well as the efficient and transparent use of the resources available.
- Institutional capacity building: It is important to strengthen the capacities of institutions responsible for the implementation of policies and programs related to the SDGS in education. This can be achieved through continuous training,

exchange of expertise and good practices, and the establishment of mechanisms for monitoring and evaluation robust.

- Active involvement of stakeholders: It is crucial to actively involve key stakeholders, including teachers, students, families, local communities and civil society organizations. This can be achieved by encouraging the participation and consultation, encouraging the co-creation of policies and programs, and recognizing and valuing the contributions of the stakeholders.
- Strengthening monitoring and evaluation: It is important to develop robust mechanisms for monitoring and evaluation to assess progress in the implementation of the SDGS in education. This will identify challenges, gaps and good practices, and to take corrective measures to improve the results.
- Reduction of regional disparities and socio-economic: It is necessary to put in place specific measures to reduce regional disparities and socio-economic factors in access to quality education. This may include programs targeted at the most disadvantaged regions, measures of equity in terms of access and quality of education, as well as strategies to reduce the gap between the social groups.
- Awareness-raising and mobilization of the society: It is essential to raise awareness and mobilize the society as a whole on the issues related to the SDGS in education. This can be achieved through awareness campaigns, training programs, and partnerships with the media and the promotion of a culture of sustainability and civic responsibility.

By implementing these measures, Morocco can progress in the achievement of the SDGS in education and ensure that every child receives a quality education, equitable and inclusive, in line with the principles of sustainable development.

Section 7: Recommendations to strengthen the implementation of the SDGS in education in Morocco:

1. How to strengthen the effectiveness of policies and programs related to the SDGS in education?
2. What innovative approaches, and what good practices can be adopted to improve the

implementation of the SDGS in education in Morocco?

To enhance the effectiveness of policies and programmes related to sustainable development Goals (SDGS) in education, here are a few strategies and key actions:

- To develop a holistic approach: Adopt a holistic approach by integrating the various aspects of the SDGS (social, economic and environmental) in the educational policies and programmes. This means that the objectives and actions should be designed to promote inclusion, equity, and environmental sustainability, and economic development.
- Strengthen the coordination and governance: Put in place mechanisms for inter-ministerial coordination and multi-players to ensure better collaboration between the various government entities, international organizations, civil society and the private sector. Effective governance will help ensure that the efforts, share resources and maximize the impact of policies and programs.
- Strengthen the institutional capacity: Invest in strengthening the capacity of the educational institutions responsible for the implementation of policies and programs related to SDGS. This includes the training of teachers and education officials, as well as the strengthening of the skills of planning, monitoring and evaluation of initiatives related to the SDGS.
- Ensure adequate funding: Mobilize adequate financial resources to support the implementation of policies and programs related to the SDGS in education. This may include the increase of public investments, the exploration of public-private partnerships and the use of innovative financing mechanisms, such as the funding of social impact and development partnerships.
- Strengthen the integration of the SDGS in the educational programs: Integrate the principles and objectives of the SDGS in the curriculum and the school curricula. It is important to educate learners from a young age to global issues, sustainability, human rights, gender equality and other values essential to the achievement of the SDGS.
- Promote stakeholder engagement: Engage actively with stakeholders, including teachers, students, families, local communities and civil society organizations in the design,

implementation and monitoring of policies and programmes related to the SDGS. Their participation and commitment will ensure a better adhesion, greater ownership and a more effective implementation.

- Strengthen the monitoring and evaluation: to Put in place robust mechanisms for monitoring and evaluation to measure the progress made in the implementation of policies and programs related to the SDGS in education. This will identify successes, challenges, and opportunities for improvement, and adjust interventions accordingly.

By adopting these strategies, Morocco can enhance the effectiveness of its policies and programmes linked to the SDGS in education, thereby contributing to the achievement of the sustainable development goals at the national level.

To improve the implementation of the sustainable development Goals (SDGS) in education in Morocco, here are a few innovative approaches and good practices that can be adopted:

- Pedagogical approach participatory: Adopt a pedagogical approach of participation that encourages the active engagement of learners. This can include methods of learning based on projects, investigations, debates and discussions, where students are encouraged to develop skills such as critical thinking, problem-solving, and informed decision-making.
- Learning through action and experience: Integrate learning activities by action and experience that enable learners to put into practice the concepts related to the SDGS in real life situations. This may include community service projects, field visits, internships and collaborations with local organizations to solve real-world problems and develop practical skills.
- Use of technologies of information and communication technology (ICT): the integration of ICTS in education to facilitate the access to information, promote learning online, facilitate collaboration and sharing of knowledge. The e-learning platforms, digital resources and interactive tools that can reinforce the commitment of the learners, and promote the acquisition of digital skills are essential.
- Partnerships with the private sector: partnerships with the private sector to mobilize financial resources, technical expertise, and opportunities

for internships and employment for the learners. Businesses can support educational programs that focus on the skills in demand on the labor market, contribute to the development of laboratories and infrastructure, and provide opportunities for training and mentoring.

- Strengthening education for global citizenship: from Mainstream education programs to global citizenship that sensitize the learners to global issues, human rights, cultural diversity, sustainability, and civic engagement. This may promote the development of skills such as empathy, tolerance, mutual respect and social responsibility.
- Promotion of research and innovation: Encourage research and innovation in the field of sustainable education. Educational institutions can support the research initiatives of teachers and students, to encourage experimentation with new approaches to teaching and learning, and to share good practices and the results of research to facilitate continuous learning and improvement of policies and programs.
- Establishment of networks of sustainable schools: Establish a network of sustainable schools where establishments can exchange ideas, share resources, and collaborate on joint projects related to the SDGS. This can foster mutual learning, creating a sense of belonging to a community educational wider and the adoption of sustainable practices on a large scale.

By adopting these innovative approaches, and drawing on the best practices, Morocco can improve the implementation of the SDGS in education, thus providing learners with the learning opportunities of high quality, relevant and aligned with the challenges and current issues.

Conclusion:

The implementation of the sustainable development Goals (SDGS) in the field of education is of crucial importance to sustainable development in Morocco. The SDGS provide a global framework to fight poverty, promote quality education, reduce inequality, protect the environment and foster economic development, inclusive.

The Moroccan educational system has made progress in the integration of the SDGS, with the adoption of policies and initiatives to promote access, quality and equity of education. However, challenges

still remain, such as limited access to education in rural areas, the gender disparities and deficiencies in terms of quality of education.

The Moroccan government has put in place policies and programmes to integrate the SDGs in education, in particular by revising the curriculum to make it more aligned to the objectives of sustainability, strengthening the training of teachers on the issues of the SDGs and by encouraging the participation of stakeholders.

Partnerships between educational institutions and local actors also play a key role in the promotion of the SDGs in education, promoting the exchange of knowledge, sharing of resources and the mobilization of communities.

The progress made so far in the integration of the SDGs in the educational programs Moroccans are reflected by the changes observed in the level of the learners, teachers and educational communities. Learners develop a better understanding of global issues, develop key competencies for sustainable development and are more engaged in civic actions. The teachers benefit from enhanced training and are better able to address the SDGs in their teaching practices. The educational communities mobilize and work together to support the achievement of the SDGs.

Concrete examples of success stories and good practices in the implementation of the SDGs in education in Morocco, which include the creation of networks of sustainable schools, the promotion of education for global citizenship, the use of technologies of information and communication, and the establishment of partnerships with the private sector.

However, challenges and constraints remain, such as the lack of adequate funding, weak institutional capacity and socio-economic barriers. To overcome these barriers, it is essential to strengthen the coordination and governance, mobilization of adequate financial resources, to strengthen the capacity of educational institutions, to strengthen the integration of the SDGs in education programs, to promote the involvement of stakeholders and to strengthen the monitoring and evaluation. By adopting specific actions such as awareness, stakeholder engagement, capacity building and collaboration, multi-stakeholder, Morocco can enhance the effectiveness of its policies and programs related to the SDGs in education and contribute to the achievement

of sustainable and inclusive development in the country.

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