

Title of article : Evaluation of literacy programmes in Morocco ; The literacy programme of the association ‘BILADI’.

Doctor: El Mehdi SALK

Doctor of sociology

Faculty of arts and humanities dhar el mehraz, fes, morocco.

Salk.mehdi@gmail.com

ABSTRACT

Illiteracy is undoubtedly a serious obstacle to human development. Thus, it does not allow the citizen to participate fully in the construction of the future of his community, it helps to make the enterprise a low-performing production unit by reducing the capacities of the worker, it limits the horizon of the farmer by entrusting him in a universe without prospects ; finally, it prevents the woman from flourishing, to improve her social status, to better educate her children, to reduce infant mortality.

Morocco has been engaged for several decades in the fight against illiteracy and every year, hundreds of thousands of people, living in their vast majority in a precarious situation, who benefit from literacy programs across the territory. All those involved in this field have recognized for several years that, although literacy was an end in itself, It now has broader objectives that allow its beneficiaries to participate in their own development and that of their community. It is also envisaged as a means of promoting the integration of individuals into their environment. It is for all these reasons that we have chosen to deal with this topic.

Summarised

Illiteracy is undoubtedly a serious obstacle to human development. Thus, it does not allow the citizen to participate fully in the construction of the future of his community, it contributes to make the company a low-performing production unit by reducing the capacities of the worker, it limits the horizon of the farmer by entrusting him in a universe without prospects; finally, it prevents the woman from developing, improving her social status, better educating her children, reducing infant mortality.

Morocco has been engaged for several decades in the fight against illiteracy and every year, hundreds of thousands of people, mostly living in a precarious situation, benefit from literacy programs across the territory. All those involved in this field have recognized for several years that literacy was an end in itself, It now aims at broader objectives enabling its beneficiaries to participate in their own development and that of their community. It is also seen as a means of promoting the integration of individuals into their environment. It is for all these reasons that we have chosen to address this theme.

Problematic

One observation arises almost everywhere in the world: the number of illiterates continues to increase, it is now around 1 billion, the majority belonging to developing countries; But the developed countries are also not spared even if the illiteracy they know is of a different nature: about a quarter of the adult population is in fact functionally illiterate. We are therefore still far from the optimistic predictions of the Jometien Declaration (1990) which set as its goal the reduction of illiteracy to 50% of the world's population before the third millennium. The situation has not changed much in the world, even though, thanks to literacy programs, the illiteracy rate has dropped significantly.

Illiteracy is a problem of such magnitude in developing countries that it is historically lagging behind that some consider irreversible. Morocco is particularly affected, especially the two most vulnerable segments of society, namely women and rural people.

The fight against illiteracy has only recently begun to be a priority for the State and society, once the importance of adult education and especially literacy in the development process has been recognised. It is clear that the eradication of illiteracy is

a long-term task, the realization of which mobilizes the international community, notably through UNESCO.

The last general population census (at the end of 2004) estimated the illiteracy rate in Morocco at 43%. At the end of 2006, it was estimated at 38.5% by a national survey on illiteracy conducted by the Direction de Lutte Contre l'Analphabétisme, or 46.8% for women and 31.4% for men, 27.2% in urban areas versus 54.4% in rural areas. In 2008, this rate is estimated at about 34% of the population aged 10 and over.

Despite government efforts to combat illiteracy. Beneficiaries of literacy programmes are unable to acquire the skills needed to integrate social life and improve their economic status, especially in functional terms. In addition, the percentage of illiterates continues to rise. This requires intervention by the State and NGOs to detect the reasons that prevent the accomplishment of the literacy mission. Is the government's literacy strategy compatible with the reality of the country? Are the literacy programmes implemented adapted to the needs of the beneficiaries? Are literacy teachers qualified for adult education?

The value of the study

The interest of our research is to diagnose the state of illiteracy in Morocco. Thus, to know the non-governmental efforts made to combat this scourge. On the one hand, focus on the effectiveness and efficiency of NGO-managed literacy programmes, and on the other, evaluate literacy programmes through the monitoring of beneficiaries in their daily lives to measure the implementation of their skills, especially the functional side.

The purpose of the study

In conducting our study, we set the following objectives:

- Knowledge and analysis of our country's place in literacy.
- Focus on the public sector literacy strategy and its programs.
- Knowledge of NGO literacy efforts.
- Present the targeted association's literacy program.

- Assess the skills of beneficiaries against their daily needs.

Study questions

Our main research questions are:

1. Is there a relationship between children dropping out of school and illiteracy?
2. Which social groups are most affected by illiteracy?
3. To what extent have recipients acquired basic literacy and numeracy skills? Are these skills used functionally to meet their needs?
4. Are literacy educators satisfied with their status and how does it influence the quality of learning transmission?

The assumptions

1. Each time women who benefit from literacy programmes are elderly, their assimilation of learning is difficult.
2. Literacy helps improve the economic status of beneficiaries in the trades.
3. The duration of training for beneficiaries is not sufficient to improve their skills.
4. the work situation of the literacy worker influences in one way or another the quality of learning.

Part 2: The literacy programme of the association 'BILADI'

Introduction

After determining the findings of illiteracy in Morocco and focusing on government efforts in terms of literacy, we will conduct a survey to evaluate the literacy program of an association, given the vital role of associations in the fight against illiteracy and in promoting the country's human development. This association provided literacy courses for 30 women beneficiaries. On the other hand, literacy educators are also part of our survey to evaluate their work in view of the objectives of the program.

The methodology of the survey

1. Target population

Our study was devoted to women beneficiaries of the literacy program 'KIRAA-MEN-AJL-ATAAHIL' 'القراءة من أجل التأهيل' of the Biladi association and to examine all the factors involved in the education-training operation. training, data collection was based on two questionnaires. The first is for beneficiaries. The second is for literacy educators.

2. Operation of the Association (as stated by its President)

The Board of the Association holds its meetings on a regular basis. The General Assembly is held every three years. In addition, decisions are taken by agreement of the members, 30% of whom are young people.

The association belongs to the Moroccan space of modernity and democracy, to the Forum of communications and information initiatives. As for partnerships, the provincial delegation of the Ministry of National Education-Fez, the association «All together with the visually impaired» and the GMF Waste Recycling Society are the most important partners. With regard to the training sessions, the Association has benefited from some training, among which we note “The strategic management of associations” at the Mly Rachid Institute in Bouznika organized by the Moroccan Centre for Skills Development, “The Association Regulations” at the IBIS Fez Hotel organized by the Forum of Communication Initiatives and “Communication Techniques of Administrative and Financial Management of Associations” at the Batha-Fez Administrative Training Centre.

The association benefited from some financial support, highlighting the support of the provincial delegation of national education for a literacy project for the year 2009/2010 with an amount of 27000Dhs, and a second for the year 2012/2013 with an amount of 21000Dhs.

Presentation of the survey results

Discussion of results

Hypothesis 1: Each time the beneficiaries are more advanced in age, their assimilation to learning is difficult.

To discuss this hypothesis, the variable “Age of beneficiaries” was crossed with the following questions:

Have you felt a change in your life since you started taking classes?

How do you find an address, bus?

How do you communicate with your friends who live far away?

How do you understand water and electricity bills?

Does literacy help you better understand television and radio programs?

Does literacy help you to practice religion better?

Does literacy help you better educate your children?

With respect to the first question, “have you felt a change in your life since you started taking the courses”. Based on the cross-reference with the age of the beneficiaries, it appeared to us that the “21-30” age group was the most common by answering with “yes” with a percentage of 100%, followed by the “31-40” age group, and finally the “more than 50” age group years with a percentage that does not exceed 65% of beneficiaries who respond with “yes”.

Thus, according to the first question, it can be said that the hypothesis can be confirmed given that the youngest beneficiaries have the total ability to learn and their assimilation to acquire knowledge is perfect and advancing in age, the percentage begins to deteriorate.

On the second question, how do you find an address, the bus, the bus? According to the crossing with the age of the beneficiaries, the beneficiaries of the age group «21-30» manage to find addresses, take the bus and the bus on their own, with a percentage of 100%. And finally we

have the beneficiaries of the age group «more than 50 years» with a percentage that does not exceed 50%. This promotes the confirmation of the hypothesis.

On the third question, how do you communicate with your friends who live far away? , the “21-30” age group at the lowest percentage in terms of writing and letter-writing power 28.6%, followed by the “over 50” age group with 33.3%, and the “31-40” age group with 50% and finally the “41-50” age group with 55.6%, which does not favour confirmation of the hypothesis, and raises a question mark about the compatibility of the components of the literacy program with the daily needs of the beneficiaries.

With regard to the fourth question, “How do you understand water and electricity bills”, the highest percentage of recipients who say they read them themselves is the 21-30 age group, and the «more than 50 years» last with 50%. This favours confirmation of the hypothesis.

With regard to the fifth question, “Does literacy help you to better understand television and radio programs?” , beneficiaries in the 21-30 and 31-40 age groups answer “yes” with 100% positive responses, and the percentage declines by advancing to age 83% for “over 50”. This again favours confirmation of the hypothesis.

With regard to the sixth question: "Does literacy help you to practice religion better?" , the highest percentage is in the “over 50” age group, which means that even though they are older, they are able to learn how to practice religion better than any other age group, Which doesn't help confirm our hypothesis.

On the seventh question, “Does literacy help you better educate your children?” , The 21-30 and 31-40 age groups have percentages below the 40-50 and over 50 age groups. This does not favor the confirmation of our hypothesis.

It can be concluded that the hypothesis is confirmed at 65%, since 4/7 questions favour the confirmation of the hypothesis and 3/7 disadvantage.

Hypothesis 2: Literacy helps to improve the economic status of beneficiaries who work in a trade.

To discuss this hypothesis, the variable “beneficiary’s occupation” was cross-referenced with the question “has literacy changed your economic status?” 83.3% of traders say yes, which is why after literacy classes they were able to improve their economic status. Monitoring of the "Artisan" status with 71.4% and "seamstress" with 50%. This proves that all employed beneficiaries admit that their performance has increased after having had literacy classes, which reflects the efficiency and effectiveness of training, especially in functional terms. On the other hand, 100% of “Housewives” and 83.3% of “non-occupational” beneficiaries say that literacy has not helped them improve their economic status.

It is concluded that literacy helps to improve the economic status of employees with a very high percentage of satisfaction. So our hypothesis is confirmed.

Hypothesis 3: The duration of training of beneficiaries is not sufficient to improve their skills.

To discuss this hypothesis, we cross-referenced the variable “training duration” with the following questions:

Question 1: Have you felt a change in your life since you started taking classes?

Question 2: How do you find an address, bus, bus?

Question 3: How do you communicate with your friends who live far away?

Question 4: How do you understand water and electricity bills?

Question 5: Does literacy help you better understand television and radio programs?

Question 6: Does literacy help you practice religion better?

Question 7: Does literacy help you better educate your children?

With regard to the first question, we note that the most satisfactory results are beneficiaries who took the literacy courses for 1 year with 90.9%, and those of «2 years» of training with a percentage of 78.9%. This does not favor the confirmation of our hypothesis.

With regard to the second question, 78.9% of the 2-year literacy beneficiaries can find addresses and take the bus and coach on their own, and only 21.1% ask for help. In contrast, 72.7% of one-year literacy recipients can manage on their own and 27.3% ask for help. What is worth that the beneficiaries of 2 years of literacy have more chance to learn better than those who benefit from a year of literacy we conclude that the hypothesis can be confirmed.

As regards the third question, the highest percentage in terms of satisfaction of beneficiaries is 45.5%. This does not promote the realization of the hypothesis.

With regard to the fourth question, 73.7% of the beneficiaries who have continued the courses for 2 years can read the water and electricity bills alone and only 26.3% who ask for help to understand their bills. On the other hand, only 36.4% of the beneficiaries of a year of training who can read their own invoices face to 63.3% who ask for help conclude that our hypothesis can be confirmed since the criterion of the duration of training counts in the possibility of reading and understanding the water and electricity bills from the beneficiaries.

With regard to the fifth question, the highest percentage of beneficiaries who admit that literacy helps to better understand radio and television programmes is that of beneficiaries of a training year with 100%, and only 78.9% of the beneficiaries of 2 years of training which confirms this question. This does not promote the realization of the hypothesis.

With regard to the sixth question, 57.9% of beneficiaries of 2 years of literacy confirm that they practice religion better after having benefited from the courses. And 54.5% of the beneficiaries of a year of training confirm this question. This promotes the confirmation of the hypothesis.

With regard to the seventh question, the highest percentage of beneficiaries who admit that literacy has helped them to better educate their children is women who benefit from two years of training 47.4%. Compared to only 36.4% of the beneficiaries of a year of training. This again favours the confirmation of the hypothesis.

Based on the cross-referencing of the “duration of training” variable with the seven questions. We note that four questions favour the confirmation of the hypothesis in the face of three questions that prevent it. So, We can conclude that our hypothesis was confirmed with a degree of 60%. This reflects the fact that «the duration of training» is not a major criterion in the improvement of the knowledge and knowledge of the beneficiaries, which will push us to focus on another factor that seems more important in the effectiveness of training. And it is the status of literacy educators, which will be our research part in the following hypothesis.

Hypothesis 4: the situation of the literacy worker’s work influences in one way or another the quality of learning.

To discuss this hypothesis, we cross-referenced the variable “Does the literacy teacher achieve the program’s intended objectives” with the following questions:

What is your guardianship organization?

Are you satisfied with your work?

Are you thinking about finding another job?

With regard to the first question, it is noted that the literacy instructors who belong to government organizations are more successful in achieving the program’s objectives than the literacy instructors in non-governmental organizations. This reflects the instability of work at non-governmental organizations.

In other words, the work of literacy educators in non-governmental organizations is not guaranteed, which decreases their performance.

It is concluded that the hypothesis can be confirmed from the first question.

With regard to the second question, it notes that literacy educators who are “more or less satisfied” manage to achieve the objectives of the program more than those who are “somewhat satisfied” 62.5% compared to 37.5%. It is worth noting that the achievement of the programme’s objectives depends on the satisfaction of the literacy instructors, which helps to confirm the hypothesis.

With regard to the third question, the literacy teachers who think about finding another job are those who fail to achieve the objectives of the programme more than the literacy teachers who do not think about changing their work (75% compared to 25%), which promotes the confirmation of the hypothesis.

It is concluded that the hypothesis has been confirmed, since the stability and motivation of work play a crucial role in the quality of learning.

Summary of results

An illiterate person is someone who is unable to sign his name, read, write and understand a simple text in a language of communication or decipher the information on a public sign. This applies to someone who did not go to school as a child and did not receive literacy training. Totally immersed in a culture of oral tradition, it cannot adapt to an environment marked by writing; it is a priori dependent on those who master the scriptural universe and cannot reasonably aspire to vertical social mobility.

Finally, it appears that the beneficiaries of the literacy courses are mainly female, that they belong to the category of adults of working age, that they are more generally of urban residence than of rural residence, they are rather without stable or regular occupation. Moreover, in the majority of cases, they have not previously attended school. And to compensate for this lack, they are increasingly turning to centres run by NGOs.

All the problems suffered by learners often lead to low availability, absenteeism and abandonment. Thus, with their increasing age which considers itself a barrier to learning. This reduces the efficiency of the training/learning provided in literacy centres by preventing the learner from capitalising on his or her learning and progressing in his or her training.

Beneficiaries of literacy programs have specific needs that they would like to address through the education and training they receive. These needs go beyond the simple acquisition of

reading, writing and numeracy skills. These skills are only means for them to carry out practical tasks they encounter in the family and social environment. We can say that literacy programmes are only partially successful in teaching learners basic skills, even though most of the education- The main aim of the approach to adult education is to master these skills.

For learners, reading and writing is to exist as people. For this reason, knowledge of the needs most frequently expressed by learners is a prerequisite for the teaching/learning process and must be taken into account before this process can be integrated into the adult education strategy.

However, the option for traditional literacy practised in Morocco does not meet these needs, especially the need for emancipation. It seems to reflect a political choice of the state which has effectively exercised a monopoly over the education sector, a choice based on a traditionalist view of social relations and which fundamentally sees education as a crucible of social reproduction for the preservation of social structure. It is assumed that the education strategy has changed with the Democratic Transitional Government considering that the latter's political inclination has led it to opt for functional literacy as a strategic choice.

Trainers represent an important pole in the adult education and training process. Their profile shows that they are relatively old and mostly women. Most of them work in centres under the supervision of NGOs, their training in andragogy is insufficient and their level of motivation is relatively low. This is a singularly heterogeneous group in terms of their institution of affiliation, their training, their perception of learners and their perception as trainers.

The fundamental problem of trainers is their lack of training. Training in adult education is unquestionably necessary to improve the quality of adult education and training. There is no doubt that a training deficit is a major handicap in achieving the objectives of the medium- and long-term literacy programme. For this reason, the training of literacy teachers should be a priority both at central level for public and associative operators and at local level for administrative coordinators, pedagogical inspectors and trainers themselves. The success of the literacy strategy and the overall sustainable development process is at stake.

Improving the skills of beneficiaries depends on the length of training, post-literacy and the operationalization of learning in daily life and especially in functional terms, In particular, literacy helps to improve the economic status of beneficiaries in the trades.

Conclusion

The purpose of this study was to reflect on the state of literacy in Morocco, to highlight its complexity and the need for its cross-anchoring in public policies for the sustainable integration of illiterate and neo-literate populations

The illiteracy of adults, out-of-school or out-of-school youth in Morocco remain a daily reality penalizing many citizens. They are real handicaps that deeply undermine and traumatize the human development of our country. These scourges particularly affect women and children. Literacy is a key component of the national economic and social development strategy. Morocco has been engaged for several decades in the fight against illiteracy and every year, hundreds of thousands of people, mostly living in a precarious situation, who benefit from specific literacy programmes built around their socio-economic life. Indeed, these programmes have been implemented throughout the territory through a synergy integrating the State, the private sector and civil society.

All of these actors have recognized for several years that, while literacy was an end in itself, It now aims at broader objectives enabling its beneficiaries to participate in their own

development and that of their community. It is also seen as a means of promoting the integration of individuals into their environment.

In short, the establishment of a genuine inter-sectoral policy for the socio-professional integration of illiterate and poorly educated people is of crucial importance. In addition, the upgrading of post literacy modules according to the needs expressed by the beneficiaries.

Programmes must develop a literate environment conducive to the maintenance and development of acquired knowledge through the dissemination of specialised newspapers, books and audio-visual materials which are adapted to the level of skills and interests of neo-literates.

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