

COMMUNITY CONTRACTING WITH THE PUBLIC SCHOOL IN MOROCCAN LAW

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Abstract :

The study deals with one of the modern concepts in the field of education, which is the term community schools, which means cooperation and participation with government institutions and effectiveness, and civil society organizations, the community school with integrated services in addition to the active participation of parents and guardians of students, and to benefit the community more from it recognizes the principle of lifelong learning.

The world has witnessed a number of successful results in this type of school, based on the experience of the United States of America, Jordan, France and others. In order to achieve the objectives of this type of school, Morocco has engaged in a similar experiment called community schools, and despite the good results achieved, there are a number of obstacles to their implementation, which calls for efforts.

Keywords : Community contracting - public school - Moroccan Law

Introduction:

The right to education is one of the highest rights that a set of religious and man-made legislation combines to adopt, as everyone regardless of race, sex, nationality, religion, ethnic origin or social environment has the right to quality education, especially at the primary level.

One of the most important means by which this right is achieved is to provide the necessary educational infrastructure for all so that it is equipped with all the necessary materials and facilities, including buildings, teaching materials, educational tools, and human resources, in addition to the need to provide health facilities and drinking water suitable for consumption, in order to enable access to education for all so that educational institutions are available to all groups, safe and close to communities.

While the universalization of basic education in Morocco has been a goal since independence that must be achieved, urban agglomerations are among the first to have independent schools, and in order to cover the educational offer in the middle of villages, towns and remote rural towns with a low population density, the pattern of the central school and several sub-schools has been adopted. Despite the latter's role in the universalization of education in this environment, a number of structural imbalances, mainly related to the unfavourable social and economic conditions of most rural towns, have prevented the achievement of the requirements for the development of quality education. This led to the gradual abandonment of the type of secondary schools in Morocco in favor of a new model, which is community schools or educational vehicles, as they are called in comparative experiments, aimed at establishing quality education, improving the internal profitability of the educational system, in addition to organizing administrative and educational supervision, and integrating the school into its community environment.

The idea of integrating the school into its community environment, as well as organizing social support, in addition to the axis of partnership with various bodies in civil society - as objectives

of the community school in the emergency plan - suggests a modern concept of the school called: the community school, considering that the latter serves as a historical framework for the emergence of community schools, as it aims to strengthen an interactive partnership relationship between the school and the local community, and to develop a model for a community school to support school improvement efforts, and to consolidate the concept of educational development, as well as stimulate a sense of responsibility. Among all service providers and beneficiaries, the community school is therefore breaking down the walls between the school and the community. Referring to comparative experiences, the beginnings of the emergence of the concept of the community school were in America in 1957, and refers to an effective educational institution that includes the school, the family and the community, so that it follows effective strategies for the community in order to support additional services and achieve the basic needs of learners, whether psychological, cognitive, and value, and provide a sound educational environment, and achieve the principle of learning for all and fight school dropout, in addition to strengthening partnership, and carving a group of educational systems in the world towards this type of school, including Canada, Jordan, and Niger. and other states.

1. Search problem

If the community school aims, inter alia, to achieve a genuine partnership between the local community and the school, in a way that contributes to the improvement of students' learning, then when extrapolating and following the legislative requirements and the practical implementation of community schools in Morocco, it should be based on an interactive relationship between the school and the community, in a way that guarantees the principle of learning for all, combats school dropouts, and expands the framework of school services in rural areas, in order to overcome the imbalances in secondary schools. Which leads us to ask: What are the features of the community school in the style of communal schools in Morocco?

2. Research Objectives:

- Defining the concept of community school and mechanisms for achieving it in the community schools project
- Highlight the characteristics of the community school
- Listing some global experiences in community schools
- Extrapolating legislation and describing the reality of some comparative experiences in the light of the determinants of the community school, and its manifestations in community schools compared to sub-schools.

3. Previous studies

After my research on the subject of collective schools, there are a set of studies related to the subject, and among the studies that dealt with it, we find:

Study (Supreme Council for Education and Training, 2021). Where he worked on a comparative study of community schools and sub-schools, and the report included answers to a number of problems, most notably monitoring the imbalances of sub-schools, in addition to comparing the socio-economic environment of community schools with the environment of sub-schools, and lessons learned from the experience of community schools, especially those related to partnerships with civil society and relevant sectors. It is no wonder that these topics have a great deal to do with the topic of community school, which we are about to approach in this study, and there is no doubt that the report will be useful in revealing the features of the community school desired behind the collective schools that are absent at the same time in the secondary schools.

As for the subject of the community school, it has been dealt with by a series of national and international studies, some of which can be mentioned as follows. As for the study (Al-Ghafir, 2015), it worked to define the community school in origin, development and concept, in addition to explaining its distinctive characteristics and educational policies in some comparative experiences such as France, the United States of America and Syria. The descriptive, analytical and comparative approach has been adopted, with a focus on the field applied aspect. The study monitored a number of results and conclusions, the most important of which is the existence of obstacles that prevent reaching the desired goals behind the adoption of the community school model in Syria, similar to successful experiences in the world. The study (Al-Tower, 2014) examines the nature of the relationship between modern Moroccan society and its school, by analyzing the circumstances of the emergence of the modern Moroccan school and the societal and political stakes that accompanied the emergence of this institution, especially in the time of protection, while shedding light on the conditions that govern projects to reform the educational system and its link to the societal aspect.

As for foreign studies, there is a study (Smreker, 1992), a study conducted in the United States of America on community building, aimed at examining the impact of social class in its various spectrums on the interaction between the family and the school, and concluded that differences in the level of individual income have an impact on the level of achievement in the school on the part of parents, and that community cohesion according to the study are all tools that help to achieve social disparities. The study (Newman and Ruttur, 1985), a study conducted in the United States of America, talked about the contribution of secondary schools in community service, and concluded that semi-urban areas are more inclined to offer community service programs, while civilized areas are more inclined to provide community service programs through volunteer activities.

4. Study hypothesis:

Improving the school offer and improving learning depends on a number of conditions, the most important of which is the availability of basic infrastructure and educational equipment, in addition to providing a suitable school climate, and reports and studies attribute the failure of secondary primary schools - in addition to other factors - to their weak openness to their social and economic environment, and the absence of meaningful partnership. With what distinguishes community schools in terms of construction standards, the bet of the community school is supposed to be achieved behind it in view of its slogan of openness to the ocean because it is a group of students belonging to multiple roundabouts and population centers, allowing the population to contribute to the process of its work, whether through mothers and fathers associations and the management council or through associations supporting Al-Najah School or also through local groups and civil society associations.

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1. The community school is a historical framework for communal schools in Morocco

1.1 The concept of a community school

1.1.1. Definition of a community school and its components

The concept of community school is based on the idea that the family and society in general are basic units and therefore have a significant impact on the upbringing and education of children.

Those interested in the community school have defined several definitions, including:

It is an educational institution with a comprehensive social function in cooperation with the community, and it is an essential unit for planning and change in cooperation between its members, in addition to the educational and educational goals that it seeks to achieve through concerted efforts between it and its community (Mujahid, 2008, p. 88).

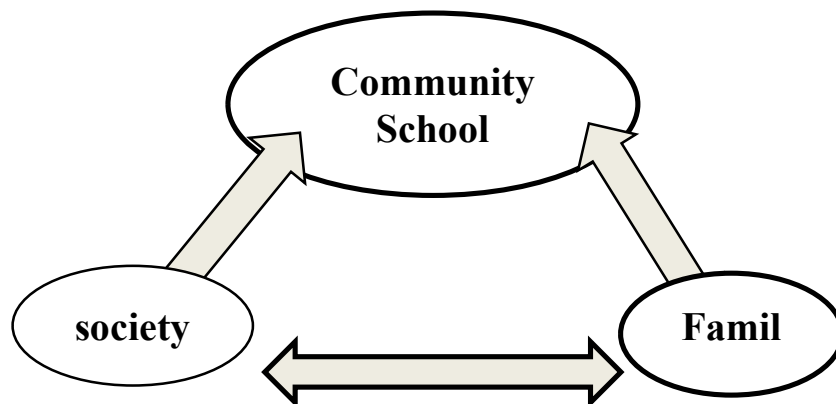
Community school was also defined as: the participatory relationship between the school and the community, within a fully democratic framework and method, to provide the services needed by students and the local community of the school, and to identify the relationships that bind them, in order to solve problems and improve skills, and to develop joint efforts to expand learning opportunities for all (Al-Khatib, 2006, p. 31).

It was also defined as: an effective educational institution that includes the school, the family and the community, and works to eliminate the gap between these parties (Al-Shaboul, 2014, p. 8).

According to these definitions, the community school is the embodiment of individuals and civil society organizations in actively participating in efforts to improve education, in order to increase the effectiveness of the school in achieving its educational function, and despite the disparities in the segments of society and their relationship with the school environment, it disappears by virtue of social cohesion (Smreker, 1992).

Interest in community schools has been increasing recently, as part of a strategy aimed at building strong societies in the twenty-first century by working to increase parents' interest in the school, and their participation in its affairs, and the idea of community schools has spread in most developed and remote countries of the world, under different and varied names: future, evolutionary, and pioneering schools. Its vision is to work with public and private community institutions, with the aim of preparing individuals in the process of education for life, and contributing to the development, training and rehabilitation of people in those societies (Ashour, D.T.).

The network of influence and influence, which governs participatory relationships in the community school, can be represented as follows:



The figure refers to that participatory interrelationship between the school, the family and the community, and how each of them is affected by the other and is affected by it, so that the school moves from its traditional role related to learning to make the school a unit for change and

renewal, and to meet the needs of the learner and society.

It should also be noted that the community school varies with what will suit the countries and their culture and in many different ways with specificity in the state, and the level of its social, economic and political members, and in general, the components of the community school can be as mentioned by Ashour (without date) are:

- Cooperation and participation with governmental institutions and actors, and civil society organizations: they thus seek to develop the local community, and the community seeks to develop the community school within the framework of a great cooperation that benefits both parties.
- The community school with integrated services: to meet the needs of learners psychologically, healthily, socially, and athletically.
- The active participation of parents and guardians of students: in appropriate activities and programs, which also raise the capabilities and talents of parents for the impact of parallel school programs and activities, and benefit from parents with high abilities and talents.
- Lifelong learning: The community school provides education for all and is not limited to a specific age group, but learning and training is a lifelong process, opening its doors at all times.

1.1.2. Establishment of the Community School:

The content of the community school is not modern, and therefore we find that a group of thinkers put forward its meaning, including John Dewey, where he considered that the school is a social institution, and he also assumed that the concept of education as practices and community work does not mean anything until we know the type of society that it means, the school in his view is a model of a miniature society. If this theory was from Dewey to the school in 1916 in his book (*Democracy and Education*), the idea of community schools began in the United States of America during the fifties of the last century (Baddah, 2008).

Referring to the educational system in Morocco, despite the fact that this type of school has not been approved, its stakes and the objectives of achieving it are not hidden, in every reform document and every legislative requirement that serves this basis since the era of protection. An educational approach based on evoking the community in the heart of the school, and getting out of it with everything that benefits the country, which requires weaving new relations between the school and its environmental, societal, cultural and economic space (Ministry of National Education, 2009, p. 8).

The emergency plan was considered one of the measures of success in winning the bet of a successful school, the establishment of selective and effective partnerships, mainly local (territorial) communities, institutional actors, representatives of the economic and business world, associations and parents of students (Ministry of National Education, 2008). The provisions of this Charter and the plan are a confirmation of the decision of His Majesty King Mohammed VI at the opening of the autumn session of the third legislative year on education in 1999.

If these provisions mostly serve to benefit the school from society and not the other way around – and the community school is influential and influenced – what does the Moroccan school offer in light of the National Charter for Society and the Family?

It has been decided in advance that the community school varies from one country to another and from one economic and social environment to another, it may depend on all components or limited to some of them and to one without the others, and the National Charter answers the

previous question by considering the school provides the community with qualified competencies on the one hand, and on the other hand, the charter considered that school buildings and equipment require the adoption of multifunctionality and optimal management of use times, including the institution's reception of continuous training programs, and the succession between formal education and informal activities, educational support operations, the fight against illiteracy and the hosting of scientific, artistic, technological and other presentations (Ministry of National Education, 2008). However, as mentioned by Newman and Ruttur (1985), the United States experience in accepting community service programs is more present in civilized areas than schools located in semi-urban schools.

2. The community school is a mechanism for reforming and developing education in comparative experiences

With the spread of the idea of community schools in the world, developed and developing countries have paid attention to it, for example, some comparative experiments can be mentioned, and then the study of the branch school and its evaluation in the light of the concept of the community school, and in the context of these experiences.

2.1. USA:

Schools in the United States occupy a unique position in the government structure, because they are run as a public service spent on them from public funds and are dominated by state-mandated boards of education. PTCs are voluntary organizations that seek to improve the learning conditions of each student through close collaboration between teachers and parents (Baddah, 2008).

What frames the school pattern spoken of in the United States of America is the endeavor to strengthen the reciprocal relationship between the school and its community and to emphasize the importance of the school serving and developing its community and strengthening the link between the school and its local environment, in addition to identifying its needs and interests, and the possibility of benefiting from them and working to encourage the local community to strengthen its relationship with the school and increase its material and moral participation to develop its diverse conditions and capabilities and improve the level of its performance, to reach the goal of preparing a generation capable of optimal adaptation and contributing to comprehensive development. For the community, such as the Association of Communities in Schools, Al-Manara Community Schools, Twenty-first Century Schools (Al-Shaboul, 2014).

2.2. Kingdom of Jordan

The project of activating the role of community schools in their partnership with the community in Jordan dates back to 2008, when the International Relief and Development Organization, funded by the United States Agency for International Development, began implementing it in 28 public schools in 26 districts, and its number reached 67 in 2013, and the aim of the project was to improve the educational environment, consolidate the concept of educational development, stimulate a sense of ownership and responsibility among service providers and school beneficiaries, enhance efforts in these schools, and cohesion between the community and the environment surrounding the school (Al-Shaboul, 2016).

2.3. France

According to the Public Education Law, a community school is a school that is open to its environment and that establishes close relationships with the community to improve coordination and consistency in procedures, and in return actively participates in its community through

partnership with community-based organizations in order to achieve its mission in education and rehabilitation (Al-Ghafir, 2015).

France has known the model of the community school close to the model of communal schools in Morocco, where the so-called common school, developed in rural areas, by combining various community assistance in the same structures that include the school, and at the same time increasing the services provided by the school to students such as the library, the computer lab, playgrounds, and gymnasiums (El Ghafir, 2015).

3. Community school indicators from sub-school to communal school in Morocco

3.1. Definition of the collective school and the context of origin

The Reference Framework for Community Schools in Morocco issued on July 25, 2017 attempted to provide a definition of communal schools, and considered the latter:

- They are subject to the statute of public education institutions
- Entitled children, especially in villages, the right to access the school and its goal is to advance the educational offer.
- One of its first pillars is the provision of school transportation, feeding and the gradual abandonment of subsidiaries.

Dr. Abdel Ati Al-Asfar (2022) defined it as: a school located in the rural world and in an area that has the most important necessary conditions of water, electricity and vital supplies, with rooms, administrative and educational facilities, a restaurant, sports fields, specialized halls, housing for teachers and teachers, an interior and halls for activities, and provides students living in its surroundings with means of transportation, in order to provide appropriate conditions for study.

In this sense, it is close to the concept of the community school, and in support of this, the above frame of reference referred to a number of services provided by the community school that are at the heart of the components of the community school, including:

- Educational Services
- Parallel activities
- Social support

The financial management of this type of school, as indicated in the frame of reference, requires its director to ensure the diversification of funding sources through openness to various initiatives and partnerships, the latter of which is in cooperation between academies, elected councils, civil society and economic and social actors, and is obtained either through financial support, socio-educational projects or parallel and cultural activities.

In fact, the emergence of the idea of the communal school in Morocco was under the constraints experienced by the sub-school, and the community school at that time was not a direct factor behind this emergence, but the intention was to gather learners and eliminate the dilemma of common sections imposed by the social, economic and demographic conditions in the rural area, and as a consequence the rationalization of human and material resources. However, the context of origin can also be linked to those obstacles witnessed by village secondary schools, especially the poor quality in many cases, resulting from interrelated factors, including the absence of integrated educational institutions (Asfar, 2022).

3.2. Features of the community school in the style of communal schools in Morocco

Based on the aforementioned components and characteristics of the community school, there are a number of indicators in the experience of community schools in Morocco in Sibel to win the

bet of an effective and effective community school in developing education and achieving the desired reform in education and building generations. In total, these indicators lead to two:

3.2.1. Considering the Community School as an Educational Composite:

In some comparative experiments, the communal school is called the educational complex, and the Niger experience is called: private schools for basic education with a non-profit purpose. Being an educational compound because it provides feeding, boarding or a student's home; a wing for pre-school education; a wing for primary education; sanitary facilities - an educational information / multimedia hall - a reception hall - classrooms - playgrounds - a director's residence - a professor's residence.

This is supported by the fact that in the experience of the State of Canada, which knew community schools before Morocco, the first community school was launched in the province of Saskatchewan in 1980, but it is not limited to the rural orbit but also includes urban areas, and works to provide comprehensive services as educational vehicles, while giving it the freedom to implement and evaluate educational programs that ensure raising levels of academic achievement (Asfar, 2022).

In terms of figures recorded as a comparison between branches and communal schools in Morocco, in addition to the basic services surrounding the school, statistics indicate that a large percentage of students in the sixth grade of primary school in communal schools have school canteens, sports fields, and green spaces inside their schools, and their percentages are respectively 84%, 76%, and 69%. With a lack of access to people with special needs, libraries and a first aid room, 90% of the members of community schools have safety and hygiene services, while the presence of strikes for these services does not exceed 30% in terms of security and 20% for cleaning services in secondary schools (Al-Ghafir, 2015).

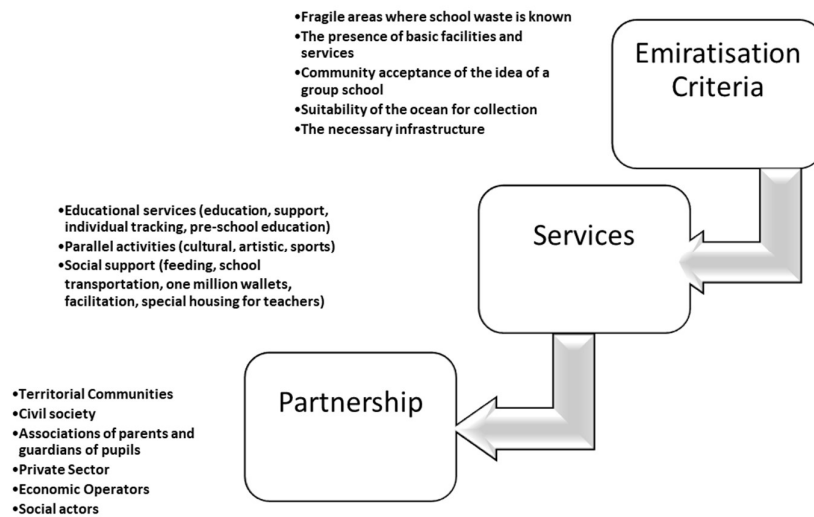
3.2.2. Partnership with the community:

Al-Noah (2014) stated that partnership, as John Wells sees it, is a process whereby the capabilities of the local community are integrated to achieve mutual interests between the parties to the partnership (Al-Nouh, 2014).

For example, Egypt knows a community / community school model called the community schools project in disadvantaged villages, which is closest to the experience of the community school in Morocco, so that UNICEF signed an agreement with the Egyptian government to develop and coordinate the community schools project in deprived villages of the upper countryside of Egypt, and the partnership extended to training in effective teaching methods, and schools became Community contacts for health services and community development activities, and above all to achieve the primary purpose for which it was established, which is to combat school dropout and provide quality education (Al-Ghafir, 2015).

This consideration is explicitly stated in Law 51.17 as the framework law, especially in article 20 of Title II, stressing the need to expand the experience of community schools, especially in rural areas, and to work to develop and support them, and to increase their performance within the framework of partnership agreements between the State, territorial communities, public institutions, civil society associations and the private sector.

In any case, we can summarize the indicators of the community school through the reference framework document as follows:



• **Conclusion :**

After this, we presented the concept of the community school as a historical framework for community schools, and what it refers to from the close link between the school, the family and the community within the framework of the relationship between influence and influence, it is clear that the establishment of this relationship must be a number of components and foundations on which this community school is based, including cooperation and participation with government institutions and effectiveness, and civil society organizations The community school with integrated services in addition to the effective participation of parents and guardians of students, and to benefit the community from it to a greater degree, it recognizes the principle of learning Lifetime.

After talking about the emergence of this type of school, it was necessary to refer to some international experiences in the field such as the United States of America, France, and Jordan. Hence, the concept of the collective school is determined in the light of the framework document, and what education experts have proposed, so that the relationship between the two concepts: the community school and the community school is linked, by studying two indicators, the partnership index, and the educational vehicles index, without neglecting the comparison with international experiences such as Canada, Egypt and other countries.

Through the above presented, we can conclude a number of results, the most important of which are :

- The community school is a historical framework for the community school, and if it were not for the lack of stereotyping that characterizes the latter, the synonymy between the two concepts would have occurred.
- Extrapolating the legislative requirements (emergency plan, strategic vision, framework document, framework law) highlights the concern of openness to the social environment influenced and influenced by the educational authorities in Morocco.
- The success of international experiments was through concerted efforts, each from the angle of his specialization, and Canada's experience in scientific excellence is the best evidence of that.
- The high royal patronage of His Majesty King Mohammed VI, may God protect him, emphasizes the importance of the community school.

- The limited benefit of society from the community school, direct benefit, except for literacy lessons or non-formal education, and the community school, as in the broader experiences in this field, is open to society at all times.
- In view of the potential of the education and training sector in Morocco, as well as the managerial competencies of the sector for other girls to win the bet of a community and community school that achieves quality and fairness.

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