

# NATIONAL ENVIRONMENTAL IMPROVEMENT OF RURAL SCHOOLS IN THE KINGDOM OF MOROCCO

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## Abstract

The National Programme for Environmental Improvement of Rural Schools is an initiative that seeks to improve environmental and living conditions in rural schools through the installation of sanitation infrastructure and the integration of sustainable development education in schools rural. It is expected that implementation of the program will directly benefit 17,500 rural schools, which is a group of about 2 million schoolchildren, establishing their development for the horizon 2015. To achieve the goals set for this program is necessary to adapt in infrastructure for water supply and deployment of services and facilities for sanitation and waste water purification in rural schools. This conditioning allows schools to provide an environment suitable for educational activities both in health and hygiene as well as environmental.

## Introduction

One of the Millennium Development Goals, to halve by 2015 the proportion of people who did not have latrines or toilets in 1990. However, progress towards the Sanitation Goal has been extremely slow. But with political will, financial investment, participation and technology education and hygiene, Sanitation Goal 2015 will be enforced.

Sanitation contributes to social development, and when there are sanitation and the population observes proper standards of hygiene, lower illness rates, decreased child malnutrition, increasing school attendance, particularly of girls and improves performance school, as well as safety and dignity of women.

Moreover, in the Millennium Development Goals including, expressly, aspects related to ensuring the right of persons to education. This reflects the nature of human rights, respect for which is an unavoidable part of any conception of development.

Also in 1990, the World Conference on Education for All was the need to ensure universal primary education as part of an "expanded vision", that education is a complex set of actions to meet basic needs learning of individuals (World Conference on Education for All, 1990).

In 2000, the World Education Forum held in Dakar, we evaluated the progress against the targets set in 1990 and established a framework which includes, inter alia, ensure that all children have access a primary education of good quality and completion.

It follows that complete primary education is seen as a minimum that all countries have to guarantee their children, whether in each identify their own needs and challenges.

The 2,600 million people without sanitation live in rural areas especially. It is important to note that the more precarious is the environment where they live, the greater the impact of the lack of toilets and washing facilities and drainage.

Morocco's rural population accounts for almost half the entire country and not having, unlike the inhabitants of the urban environment, infrastructure, potable water and basic sanitation. In fact, most of the rural schools in Morocco lack of equipment and appropriate action on the environment, which has a very negative impact on the smooth conduct of educational activities in general, as well as students and body teachers so particularized.

To improve this situation, the Moroccan government in 2005 launched the National Programme for Environmental Improvement of Rural Schools, which has as main objective the improvement of living conditions in rural schools through the installation of infrastructure for drinking water sanitation in schools that have these shortcomings.

### **Consistency of the National Environmental Improvement of Rural Schools**

The diagnosis of the situation of rural school equipment, school census 2005–2006, shows that it is possible to implement educational activities in schools where the environmental situation is degraded, with no drinking water, sanitation facilities ( services) and health.

In fact, in rural areas, of the 17,500 primary schools included in this program, 12,180 primary schools, ie about 62% are not equipped nor sanitation infrastructure and drinking water. The remaining schools (35%) are without drinking water or no sanitation

Negative impacts affecting these 2 million children are diverse:

- Low rate of schooling in general, but particularly low for girls (22%) than boys (52%). This is because the lack of basic health services, requiring girls from a certain age to leave school.
- Impact on school health suffering from diseases linked to poor hygiene and / or waterborne.

- Table does not guarantee educational conditions to educate the school population health habits or environmental values.
- Environmental degradation in the environment of schools

In order to improve environmental and living conditions in rural schools through the installation of infrastructure for drinking water and basic sanitation, the Moroccan government launched the National Programme for Environmental Improvement of Rural Schools. This program will be deployed for a period of 10 years, from 2006 to 2015.

Spanish cooperation, noting the efforts made by Morocco to address its challenges of human development, harmonization has pursued a policy such cooperation and development in that country. In fact, since 2007, under nominal subsidies that the General Directorate of Water MMARM CENTA Foundation grants, establishing a hub of activity aimed at cooperation in water in the area of Mediterranean countries, which is framed to support rural schools program.

In these four years, the total amount devoted to these actions of cooperation has been of € 1,716,154 (an average of € 429,000 per year), of which approximately 60% has been allocated to support the National Programme for Environmental Improvement Rural Schools.

According to technical documents prepared by the Moroccan administration of the 12,180 rural schools in Morocco, which lack basic infrastructure and sanitation supply, approximately 10% (1,234) are in the provinces of Tangier–Tetouan., Being the estimated cost of infrastructure of about € 6,000,000.

Within the framework of such cooperation have been carried out works for a total of € 766,096, so that the contribution of the Directorate General of Water to infrastructure equipment program amounts to more than 10% of total planned investment in the Northern provinces.

The actions contained in the Programme and have been developed by the Foundation Center have been the construction of 191 latrines, adequacy of 14 toilets, 32 septic tanks and cesspools 32. All school units have been supplied with water by connecting the units to the mains water supply or by building a reservoir which is then filled with water from springs or boreholes.

It is a fact the increase in the number of children attending schools in general and girls in particular since it launched the program.

Thus, the number of children beneficiaries of this program and enjoy the benefits brought about by having sanitation facilities on campus has reached the figure of 7,375 students (3,726 students and 3,649 females) and 247 teachers have benefited projects funded under the Spanish cooperation.