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أثر قوانين إصلاح التعليم على مهنية المعلمين وتطوير المناهج في شمال أفريقيا

*The Impact of Education Reform Laws on Teacher Professionalism and Curriculum Development in North Africa**

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الملخص:

لقد أدّت تشريعات إصلاح التعليم في دول شمال أفريقيا إلى تعديل أساليب التدريس وتطوير المناهج التعليمية بهدف إنشاء أنظمة تعليمية حديثة تلبي احتياجات التحديث ومتطلبات العولمة الاقتصادية. وقد نفذت دول شمال إفريقيا، وعلى رأسها مصر، المغرب، الجزائر، وتونس، خططًا لتطوير التعليم، رغم استمرار التحديات المتعلقة بتدريب الكوادر التعليمية، وتنفيذ المناهج، والسياسات التعليمية. ومن أبرز أهداف مبادرات التحديث كان توحيد آليات استقطاب المعلمين، إلى جانب تعزيز الموارد التعليمية المبنية على الأداء، واستخدام أساليب التعليم الرقمي. إلا أن نتائج التطبيق تفاوتت بسبب التحديات التي واجهت تنفيذ السياسات المتعلقة بتأهيل المعلمين وتنظيم المناهج، نتيجة لمقاومة سياسية واقتصادية وثقافية. تبحث هذه الدراسة في كيفية تأثير قوانين إصلاح التعليم على دعم المعلمين، وانعكاساتها على العمليات اليومية والبيئة المهنية في المؤسسات التعليمية. كما يستعرض تأثير تلك القوانين على أساليب تقديم المناهج، ومدى مرونتها، ودرجة شمولها لمختلف أنماط التعلم. ويستند البحث إلى دراسات أكاديمية وتقارير سياسية حديثة لتحليل إصلاحات التعليم في شمال أفريقيا والتحديات التي تواجهها. وتُظهر نتائج الدراسة أن تحقيق نجاح تعليمي مستدام يتطلب تطويرًا متزامنًا لكل من كفاءة المعلمين ومحتوى المناهج الدراسية.

الكلمات المفتاحية: تطوير المناهج، قوانين إصلاح التعليم، احترافية المعلم، شمال إفريقيا

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Abstract:

Education reform legislation in North African countries has modified teaching approaches and education curriculum development to create modern educational systems that meet modernization needs and economic globalization requirements. North African nations led by Egypt, Morocco, Algeria, and Tunisia have implemented educational development plans, although they continue to face issues with teaching personnel training, curriculum execution, and education policies. Notably, talent procurement unification for educators was an objective of modernization initiatives, which also promoted performance-based educational resources and digital instruction methods, although outcomes differed in implementation because the policies that strengthened teacher preparation and curriculum organization experienced implementation obstacles due to political, economic, and cultural resistance.

This research examines how educational reform laws affect teacher support and their impact across operations and workplace scenarios of educational institutions and explores their effects on curriculum delivery methods together with flexibility and inclusive learning patterns. The research investigates North African education reforms and their obstacles through recent scholarly papers and policy reports. The research finds that perpetual educational success requires simultaneous development of teaching expertise and educational curriculum content.

Keywords: Curriculum development, Education Reform Laws, Teacher Professionalism, North Africa.

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Chapter 1: Introduction

1.1 Background of Education Reform in North Africa:

Educational reform is a priority policy issue in North African nations because these countries need modern systems, economic transformation, and global educational norms. Egypt, Morocco, Algeria, Tunisia, and Libya governments have established multiple educational reforms to offer better access, mission, and appropriate curricula. According to Benhenda (2023), these reforms reflect a dual North African nations' dual mission to educate students about global economic challenges and maintain their cultural and linguistic heritage. Benhenda (2023) notes that post-colonial educational institutions in North Africa inherited their organizational structures from France and Britain, their former colonial powers. The colonialists' priority involved building primary and secondary educational institutions because educational literacy and arithmetic were essential for developing the nations. Thus, governments began introducing modernization programs targeting education quality and curriculum relevance, after which they implemented initiatives regarding curriculum reform and teacher training alongside digital education (UNESCO, 2023).

International factors serve as essential drivers behind the educational reforms in North Africa. For instance, North African regions benefit from UNESCO, a partnership between the World Bank and local development agencies that campaigns for education reforms based on competency development, digital adaptation, and expert teacher development programs (World Bank, 2022). Thus, the international education movements involving STEM education, bilingual teaching, and soft skills instruction have guided North African reform initiatives.

However, these initiatives have not fully addressed the fundamental changes in educational systems since North African nations face ongoing difficulties because their educational system shows uneven access to quality

learning, and rural towns receive inferior services than urban ones. At the same time, front-line teaching staff receive insufficient remuneration, and societal resistance hinders the implementation of new policies. Additionally, some countries establish modern educational curricula and digital educational models, but several nations fail to obtain adequate funding to meet the challenges of training teachers and adapting curricula to meet regional needs. Therefore, a complete evaluation of educational laws on teaching practice and curriculum growth must occur because of the identified regional problems.

1.2 Statement of the Problem:

Implementing education reform laws in North Africa encounters difficulties because socio-economic conditions and political circumstances create barriers that obstruct the enhancement of teacher quality and curriculum transformation. Additionally, adequate education reform progress remains blocked because governments encounter employment compensation challenges and red tape barriers, while training educators deserves more emphasis (El-Kogali & Krafft, 2022). Therefore, the lack of equality in teacher professional development continues since urban staff members from North Africa, especially Morocco and Tunisia, receive training opportunities while their rural colleagues receive few resources (Benhenda, 2023).

Additionally, educational institutions experience significant personnel changes because teachers receive minimal pay, and poor working environments affect student academic performance. Moreover, competency-based learning, among other curriculum reforms, tends to ignore diversity in both linguistic and cultural heritage at the education level. According to Boudarbat and El-Hamidi (2023), the Algerian educational modernization faces opposition from society because of worries that Arabic and Islamic teachings will be sidelined. Thus, the existing gap between

digital groups reduces the effectiveness of educational reform initiatives. Even the Ministry of Education Egypt (2022) asserts that the ease of access to digital learning through Education 2.0 has not ensured sufficient infrastructure in rural schools, thus exacerbating social inequalities across Egypt.

1.3 Research Questions and Objectives:

Research Questions:

1. What impact have education reform laws had on curriculum development and instructional practices?
2. What adjustments to teacher professionalism occurred after education reform laws were passed in North African nations?
3. What challenges do educators and policymakers face in implementing these reforms?
4. What strategies can enhance teacher professionalism and curriculum effectiveness in North African education systems?
5. What modifications to teacher professionalism elements have occurred because of the educational reform laws in North African nations specifically for training and certification systems and professional working environments?

Research Objectives:

1. Analyze the evolution of education reform laws in North Africa and their intended goals.
2. Evaluate the impact of reforms on teacher training, professional development, and working conditions.
3. Assess curriculum changes resulting from these reforms, focusing on their effectiveness in enhancing student learning outcomes.

4. Identify key challenges hindering the implementation of reforms and propose solutions for improving the education system.
5. Propose policy recommendations aimed towards improving teacher professionalism, curriculum effectiveness, and equitable access to quality education in North Africa.

1.4 Significance of the Study:

This study is significant because it comprehensively analyses how education reform laws impact teacher professionalism and curriculum development in North African countries. This is because understanding these effects can help policymakers, educators, and international organizations design better education policies that support teachers, enhance learning outcomes, and promote sustainable education systems.

Specifically, this research provides insights into the successes and failures of North African education reforms, offering lessons for future policy adjustments. It also examines teacher professional development initiatives, highlighting best practices and areas needing improvement and evaluates curriculum changes, determining whether they align with modern educational needs and student competencies. Moreover, it highlights rural–urban disparities, advocating for equitable access to training and resources for all teachers.

1.5 Research Gaps and Justification:

While numerous studies focus on education reform in Africa, limited research explicitly addresses these reforms' effects on teacher professionalism and curriculum development in North African countries. This study aims to fill that gap by conducting a comparative analysis of education reform policies in Egypt, Morocco, Algeria, and Tunisia, assessing their impact on teachers and curricula.

Key research gaps include:

Limited Studies on Teacher Autonomy in North African Education Systems Existing research often discusses teacher training programs, but few studies examine how education reform laws affect teachers' autonomy in lesson planning and instruction methods.

Inadequate Analysis of Curriculum Modernization:

While curriculum reform is a significant policy focus, research on whether these new curricula meet the needs of diverse student populations remains scarce.

Gaps in Research on Policy Implementation and Local Adaptation:

While many reforms are well-conceived, their implementation at the school level remains under-researched.

Therefore, to bridge these gaps, this study examines policy implementation challenges and proposes evidence-based recommendations for improving teacher professionalism and curriculum reform effectiveness.

Chapter 2: Literature Review

Countries in North Africa have chosen education reforms as their central policy because they must adapt their educational quality standards and economic development needs to meet the demands of globalization. The governments of Egypt and neighboring countries, including Morocco, Algeria, Tunisia, and Libya passed legislative changes to revamp their educational systems toward improving teacher expertise and curriculum redesign (Benhenda, 2023). The reforms target three key areas: teacher professionalization, curriculum development, and access to educational opportunities. Notably, the teaching profession has developed as a vital element that focuses on developing qualified teachers who receive proper compensation while accessing professional advancement opportunities. Additionally, the education system underwent new curriculum changes that

matched international educational directions, focusing on STEM education, digital instruction, and skill-oriented instruction methods (World Bank, 2022). Thus, many reforms consciously try to change educational equality by focusing on remote communities and areas lacking sufficient educational services. However, efforts to carry out these policies face continued difficulties despite the recently established improvements. For instance, insufficient funds, opposition from teaching staff, and unstable political conditions create barriers that prevent educational reforms from maximizing their goals (UNESCO, 2023).

2.0 Education Reform Laws and Their Impact on Teacher Professionalism:

2.1.0 Teacher Certification and Training Reforms:

Education reform laws in North Africa focus on establishing uniform teacher training and certification standards. Within the region, various cadres of teachers exist, and their qualifications range from untrained to formally educated or trained staff members. These inconsistencies led to varied outcomes in student achievement and teaching quality (El-Kogali & Krafft, 2022). Thus, government entities established necessary certification programs to solve teaching issues by forcing teachers to finish expert training programs beginning and continuing throughout their professional teaching journey.

For example, the Education 2.0 Reform of 2018 in Egypt established teacher certification protocols and digital pedagogy education as part of its mandate to give educators proper training for contemporary classrooms (Ministry of Education Egypt, 2022). Additionally, as part of its long-term reform strategy Vision 2015-2030, the Moroccan Ministry of National Education instituted education programs focused on modern teaching techniques, bilingual learning, and classroom technology applications (Moroccan Ministry of National Education, 2023). According to UNESCO

(2023), under the 2015 Teacher Professionalization Law of Algeria, each instructor must pass tests for subject expertise and teaching methods before getting certification.

However, several areas, including rural and underprivileged regions, face implementation gaps because their teachers experience limited opportunities to access professional development programs. Krafft and Alshabrawy (2023) research demonstrated that North African educators working in urban centers amply benefit from professional training, yet those teaching in rural areas encounter barriers to getting relevant educational resources. Additionally, the resistance of senior educators who are reluctant to embrace teaching with technology stands as an obstacle because these teachers find it challenging to embrace digital instructional methods.

2.1.1 Teacher Salaries and Working Conditions:

Teachers' wages and school conditions determine teaching staff work satisfaction, job retention, and teaching effectiveness. Boudarbat and El-Hamidi (2023) noted that adjustments in salaries through reforms have slightly improved teacher incomes, although teachers still receive lower pay than other professionals across North Africa. Notably, insufficient compensation for educators is the biggest problem that impairs teaching careers throughout North Africa, with studies showing that teachers often leave their profession due to meager pay, which enables them to secure different positions at higher salaries.

Although under the Education 2.0 initiative of Egypt, teachers have received salary improvements based on their performance, many educators continue to earn less than equivalent professionals earn nationally, thus creating teacher scarcity and widespread contentment issues (World Bank, 2022). According to Zouhir and Mokrani (2022), Algerian teachers have repeatedly demonstrated because of inadequate benefits and meager salaries, which they demand to rectify through improved wages and

professional conditions. On the other hand, the government of Morocco rewards teachers who work in remote locations, but these policies lack proper execution, resulting in widespread unfavorable conditions among educators serving isolated communities (UNESCO, 2023). Most notable is that financial limitations present the key challenge that blocks teachers from receiving better payment, as most educational funds in North African nations go primarily to infrastructure and technology, leaving limited funds to boost teacher pay levels (World Bank, 2022). Additionally, the increasing student-to-teacher ratio in many schools places an excessive workload on educators, further reducing job satisfaction and effectiveness.

2.1.2 Teacher Autonomy and Pedagogical Freedom:

Education reform laws have significantly influenced teacher autonomy in North Africa. According to Benhenda (2023), some reforms have granted teachers greater flexibility in lesson planning and instructional methods, while others have introduced standardized curricula and assessment frameworks that restrict pedagogical independence. For instance, Tunisia's Educational Reform Strategy (2020-Present) has granted teachers greater flexibility in adapting lesson plans based on students' needs and contextual realities (World Bank, 2022). By contrast, Egypt's Education 2.0 initiative has introduced structured digital curricula that limit teacher autonomy in designing classroom activities, and educators must follow pre-determined lesson plans integrated into state-sponsored digital learning platforms (Ministry of Education Egypt, 2022). According to Zouhir and Mokrani (2022), in Algeria, government-imposed curriculum reforms have been met with resistance from educators who argue that rigid policies limit their ability to tailor instruction to students' diverse needs.

However, one of the main concerns regarding reduced pedagogical freedom is the impact on teacher creativity and student engagement. Standard educational programs enforce standardized teaching quality

across schools, but they fail to consider students' learning methods and cultural characteristics (Boudarbat & El-Hamidi, 2023). Thus, numerous experts argue that severe levels of standardized teaching impede teachers from adapting lessons according to their students' unique educational requirements.

2.2.0 Education Reform Laws and Their Impact on Curriculum Development:

2.2.1 Modernization of Curriculum Content:

The reform of educational curricula represents the primary educational policy concern throughout North Africa, with a central interest in competency-based teaching, STEM instruction and digital learning implementation. According to El-Kogali and Krafft (2022), in previous curricula across North Africa, the content focus was predominant, its memorization carried significant weight, and practical abilities and problem-solving received minimal attention. Nowadays, modern education reforms direct the sector toward contemporary competencies along with integrated teaching practices and employment-driven instruction.

Project-based learning and critical thinking modules entered primary and secondary education through the Education 2.0 framework in Egypt (Ministry of Education Egypt, 2022). On the other hand, the Moroccan educational plan Vision 2015-2030 leads the nation toward bilingual training and strengthens STEM subjects because technical and scientific competencies are becoming vital for workforce success (Moroccan Ministry of National Education, 2023). According to the World Bank (2022), within its curriculum reforms, Tunisia adopts competency-based learning, which maintains international standards and defends local communities' cultural and linguistic diversity.

However, multiple obstacles exist while executing these initiatives and the related teacher training requirements. For instance, teaching staff faces

challenges when implementing new curricula because they do not possess adequate training, especially in delivering technology-based and STEM educational content. According to Benhenda (2023), the variance between urban schools and rural institutions remains significant because urban areas have better infrastructure and teacher expertise, which enables them to implement modernized curricula better.

Chapter 3: Methodology

3.1. Research Methodology:

This research relies on qualitative methodology to study different educational reforms, teacher training activities, and curriculum modernization strategies adopted by Egypt, Morocco, Algeria, and Tunisia. The qualitative research method enables researchers to examine education reform processes extensively because of its extensive nature.

3.2 Research Design and Approach:

The research adopts qualitative research methods because they are most suitable for education policy assessments, teacher training frameworks, and curriculum reform evaluations. This framework's assessment process analyzes government reports, North African education legislation, and educational studies across nations. Creswell and Creswell (2021) assert that in contrast to quantitative research, which conducts statistical analysis of numerical data, qualitative research provides an in-depth evaluation of essential themes, implementation barriers, and motivational factors.

The research uses comparative case studies to examine distinctions between education reform laws within North African nations and their effects on teaching personnel and educational curricula. The educational policies of Egypt, together with Morocco, Algeria, and Tunisia, serve as the basis for comparative research because their systems show distinct links between them. These four nations have colonial roots in their education systems, yet

their contemporary educational modernizations present unique dimensions and levels of success and various impediments (El-Kogali & Krafft, 2022). The research also analyzes similarities between these nations and examines efficient practices and additional improvement locations.

Additionally, the research adopts document analysis by conducting an organized review of education reform laws and government reports, academic articles, and policy documents. The structured evaluation of education policy development, teacher professionalism improvement, curriculum content, and delivery impact emerge through this method (Yin, 2021).

The Comparative Analysis of North African Countries:

Country	Major Education Reform	Impact on Teachers	Impact on Curriculum
Egypt	Education 2.0	Improved training but low salaries.	Digital integration, but causes urban-rural disparities.
Morocco	Vision 2015-2030	Substantial CPD but causes rural gaps.	Enhances STEM and competency-based learning.
Algeria	Curriculum modernization.	Reduces teacher autonomy.	Encourages resistance to Western educational models.
Tunisia	Competency-based learning reforms.	Leads to more pedagogical freedom.	Ensures digital learning is integrated into classrooms.

3.3 Data Collection Methods:

The research utilizes secondary data comprising UNESCO, World Bank, and OECD, as well as academic journal articles, legislative documents, government reports, and policy papers. Such sources supply

authentic information about ongoing reform strategies in North African educational systems (Bowen, 2022). Notably, secondary data analysis is an efficient tool for policy research because it helps identify teacher training professional standards and curriculum development patterns throughout time.

A stringent selection procedure was implemented to verify the data quality, including applicable sources. The study used the latest publications from 2021 and after to present contemporary trends and progressive reforms. It also evaluated only authoritatively reviewed journal articles, official public documents, and reports from well-known international organizations. Additionally, each source needed to focus on teacher professionalism and curriculum reforms or broader education policies within Egypt, Morocco, Algeria, and Tunisia, while a combination of keyword searches served to locate important documents in the research. Moreover, several related keywords, including "education reform in North Africa" and both "teacher training programs" and "curriculum modernization," along with "teacher professionalism policies" and "STEM education in Africa," were utilized in various scholarly databases extending to Google Scholar, JSTOR, and Scopus.

3.4 Data Analysis Methods:

After data collection, the thematic analysis method enabled the researcher to recognize themes, patterns, and policy trends in North African education reforms. The qualitative analysis method of thematic analysis includes qualitative data coding into significant categories to find fundamental connections among data (Braun & Clarke, 2021). The data analysis process started with becoming familiar with the obtained information, where a review of all obtained documents allowed the researcher to understand the main emerging themes in education reform policies at their broadest level. Important matters such as teacher education

specifications, wage scales, educational curriculum innovations, and digital teaching methods were identified in this phase.

The second analytical phase entailed categorizing the obtained data based on themes. For instance, the professionalism of teachers and curriculum changes received coded assignments during analysis through the identification of teacher certification policies and policies related to pedagogical freedom, salary structure, and STEM curriculum expansion. Therefore, a systematic comparison between the four selected countries became possible through this classification method.

The next phase focused on discovering patterns and trends between extracted themes, where every country showed increased teacher certification requirements, yet implementation difficulties appeared in rural areas. The available evidence showed that the four nations simultaneously executed curriculum modernization campaigns, yet urban schools received better access to digital education than rural educational settings during this period. The last step involved analyzing how research questions were answered in the study, and the findings underwent examination to verify the success of education reforms in improving teacher professionalism and curriculum quality and the remaining difficulties. Finally, the research integrated all results to assess the success of North African education reform laws.

3.5 Ethical Considerations:

Researches must uphold ethical principles that provide the foundation for academic honesty, transparency, and credibility standards. The research study identified three primary concerns regarding ethical standards of source citation and objective data analysis, together with appropriate management of secondary information. The study preserves academic integrity by adequately citing all government reports, policy documents, and academic articles used during research. The research also tracks source

authors for citation, eliminating plagiarism opportunities (American Psychological Association, 2021). Additionally, data drawn from UNESCO and the World Bank demonstrates accuracy by maintaining their original form since no changes have been made.

In addition, the analysis demonstrated objective perspectives when handling data. For instance, the study maintains an evidence-based stance through verified data because education reform policies frequently receive political influence. Moreover, cross-guaranteeing results with independent academic studies allowed the researcher to overcome biases in government reports and policy documents. Therefore, the research uses secondary data while adhering to all access rights restrictions and publication limitations, meaning that documents not publicly available or those that required permissions were excluded to maintain ethical compliance.

3.6 Limitations of the Study:

Despite the study's strengths, several limitations must be acknowledged. One of the primary limitations is the exclusive reliance on secondary data, meaning firsthand experiences from teachers, students, and policymakers were not collected through interviews or surveys. Notably, while secondary data provides broad insights into policy trends, it may not fully capture educators' practical challenges in implementing reforms (Bowen, 2022). Therefore, future research could complement secondary data analysis with qualitative interviews to gain firsthand perspectives on the effectiveness of education reforms.

Another limitation is the geographical focus of the study. Although Egypt, Morocco, Algeria, and Tunisia represent a significant portion of North Africa, the findings may not be fully generalizable to other African or Middle Eastern countries with different historical, economic, and cultural influences on their education systems. Therefore, expanding the study to include more African nations would provide a more comprehensive analysis of education

reform trends. Additionally, government reports may not fully capture policy implementation gaps, often focusing on stated objectives rather than actual outcomes. Moreover, some discrepancies may exist between what is written in official policy documents and what is practiced in schools. Thus, to mitigate this limitation, the study cross-referenced government data with independent academic studies and NGO reports.

Chapter 4: Results and Discussion

4.1 Impact of Education Reform Laws on Teacher Professionalism:

North African education reform initiatives substantially modified the requirements and standards for teachers, their educational practices, and workplace settings. Additionally, public institutions have created training and development programs for professionals that enhance educational quality. As noted, the Education 2.0 policy of Egypt requires teachers to follow continuous professional development (CPD) courses that focus on digital pedagogy and competency-based education according to regulations from the Ministry of Education Egypt (2022). Additionally, the Moroccan Ministry of National Education, under Vision 2015-2030, has reorganized teacher training to incorporate contemporary teaching approaches and STEM subject matter while implementing bilingual education (Moroccan Ministry of National Education, 2023).

However, most teachers experience difficulties transitioning to new educational methods because rural settings often lack training facilities and sufficient technological platforms. Research shows that urban instructors obtain regular training benefits, but rural teachers receive scarce professional development programs, which produce adverse learning effects on students (Krafft & Alshabrawy, 2023). As established, the low pay teachers receive is a significant issue because it drives teachers to leave their jobs and creates dissatisfaction among educators (Boudarbat & El-Hamidi, 2023). For instance, in Algeria and Tunisia, teachers protest about

insufficient compensation and demanding workloads because education unions demand better working environments and pay increases (Zouhir & Mokrani, 2022).

These reforms have reshaped what teachers can do regarding lesson planning and instructional strategies. For instance, the Tunisian educational reforms enable teachers to create modified lesson plans with increased teaching flexibility and personalized learning approaches (World Bank, 2022). On the flipside, Egypt and Algeria have faced limitations in teacher content modification through standardized curricula, which diminishes classroom teaching effectiveness (Benhenda, 2023). Therefore, while standardization ensures uniformity in education quality, it also creates rigid learning environments that may not address diverse student needs.

4.2 Impact of Education Reform Laws on Curriculum Development:

The modernization of curricula is a significant focus of education reform laws, with governments emphasizing STEM education, digital learning, and competency-based instruction. The research established that in Egypt and Tunisia, reforms have shifted curricula toward interactive learning models, reducing reliance on memorization and encouraging critical thinking and problem-solving skills (Ministry of Education Egypt, 2022). On the other side, Morocco's curriculum reforms prioritize bilingual instruction and STEM subjects, recognizing the growing demand for technical skills in the job market (Moroccan Ministry of National Education, 2023).

However, despite these positive changes, implementation challenges persist, particularly in underfunded schools. Many teachers lack adequate training to deliver newly designed curricula, especially in technology-driven classrooms. Furthermore, rural schools often lack access to modern learning resources, which creates disparities in education quality between urban and rural students (El-Kogali & Krafft, 2022). The research also established that specific reforms in Algeria face cultural resistance from

conservative groups because these groups oppose modernized curricula that allegedly de-emphasize Arabic and Islamic studies (Zouhir & Mokrani, 2022).

4.3 Challenges in Implementing Education Reform Laws:

The recent educational reform laws have delivered new progressive policies, yet their execution remains irregular across the educational landscape. Poor funding is the main obstacle to educational success, which reduces teaching wage scales and hinders educational programs while limiting classroom resources (World Bank, 2022). Additionally, educational budgets, which are insufficient in many North African governments, result in prolonged delays of policy execution and inconsistent implementation across various parts of the country. According to UNESCO (2023), some countries are experiencing political instability, which triggers recurrent changes to educational policies, thereby creating challenges for education reform advancement.

A significant technical barrier impairs the ability to execute technology-driven curriculum reforms because of the digital divide. Despite its efforts, urban schools implement digital learning effectively, while rural schools face challenges because they do not have access to computers and trained information technology teachers or receive internet connectivity (Boudarbat & El-Hamidi, 2023). Moreover, digital learning initiatives become unproductive in regions without established sufficient technological infrastructure according to current standards. Furthermore, the resistance of some teachers toward educational change remains a continuing problem because they find it hard to learn competency-based teaching methods and stick to conventional methods (Benhenda, 2023).

Chapter 5: Recommendations and Future Directions

5.1 Increasing Teacher Training Systems:

The educational reforms throughout North Africa have significantly progressed in developing curricula and teacher professional skills. However, the advancement of education reform in North Africa faces multiple obstacles, including inadequate teacher training, insufficient pay, structured learning programs, inadequate resources, and differences between rural and urban schools. Therefore, official institutions should build better teacher training systems while updating curricula and filling current implementation gaps with worldwide assistance for lasting innovative progress.

5.2 Enhancing Teacher Professionalism:

The success of educational reform relies heavily on enhancing educational programs for teachers and raising professional requirements. Many rural educators remain without continuous professional development (CPD) opportunities. Egypt and Morocco are among the few nations that enforce mandatory training and digital pedagogy courses (Krafft & Alshabrawy, 2023). Thus, nationwide teacher training programs that use modern online learning tools should be expanded as a solution to close this educational gap.

As noted, low wage levels are the main factor that drives teachers to leave their positions and lead to professional dissatisfaction in their work. Therefore, the retention rate will increase when teachers receive increased pay and performance-based incentive rewards and benefits designed for those teaching in rural areas (Boudarbat & El-Hamidi, 2023). According to Benchenda (2023), to achieve balanced excellence, reforms should establish processes that enable teachers to modify education programs according to district-specific learning requirements without sacrificing national standards.

5.3 Strengthening Curriculum Development:

The modernization of curricula serves three main aspects: STEM education, bilingual instruction, and digital learning methods. These educational changes match international strategies, yet numerous educational facilities and certified staff members cannot execute the new programs effectively (World Bank, 2022). Therefore, implementing competency-based learning requires governments to guide curriculum changes from content-centered to competency-based learning through a progressive approach and by providing enough support for teachers.

The deployment of digital learning exists in a vast disparity between cities and rural areas because urban schools adopt technology effectively, but rural schools struggle with internet connectivity (Zouhir & Mokrani, 2022). The modernization of education will achieve complete accessibility through improved digital education funding alongside rural internet expansion and education on e-learning strategies for teachers. Thus, educational curriculum development should strike an equilibrium between global educational standards and native traditions to build student abilities for global learning and analytical thinking.

5.4 Bridging Implementation Gaps and Leveraging International Support:

The main impediment to successful reform occurs when policies that have been created fail to be effectively executed. Implementing many reform initiatives encounters delays since they experience inadequate funding, weak linkage between policymakers and teachers, and a lack of willingness to accept new practices (UNESCO, 2023). Therefore, sufficient education budget allocations from governments must be accompanied by transparent funding processes that maintain clear policy directives at each school.

Additionally, UNESCO and the World Bank are essential organizations that deliver funding to schools, provide technical assistance, and offer policy regulations. Thus, enhancing partnerships with these organizations will help speed education changes while directing them toward optimal worldwide approaches. Moreover, investment from the private sector into teacher training programs and technological frameworks will support public school funds.

Chapter 6: Conclusion

Educational reforms in North Africa have reshaped the professional practices of teachers alongside curriculum development patterns. The governments of Egypt, together with Morocco, Tunisia, and Algeria, have put forward diverse educational policies and legislation to revolutionize education systems through better instructor performance alongside curriculum adjustments that follow global STEM directions in addition to digital education and competency-based systems. However, despite these reforms' introduction of beneficial changes, their effectiveness remains uneven because training for teachers lacks consistency, and teacher pay remains low. At the same time, the implementation of curricula faces obstacles, and acute differences exist between education systems in cities and rural areas (El-Kogali & Krafft, 2022).

The professionalization of teaching has emerged as a primary consequence of education reform laws by establishing higher educational requirements, CPD training, and better pedagogical educational techniques. These reforms face barriers to success because of low teacher salaries, insufficient teaching force, and trained teachers' reluctance to embrace new instructional methods (Boudarbat & El-Hamidi, 2023). Moreover, modern curriculum implementation efforts struggle mainly with implementation challenges since they target underfunded rural educational institutions (World Bank, 2022).

These reforms will be sustained if governments adequately address how policies convert to effective practices. For instance, teacher training should grow, and digital education requires more financial support. Additionally, teachers should receive rewards for their performance, and all students must have equal access to updated educational materials to establish an effective learning system (UNESCO, 2023). Therefore, a combination of international organizational partnerships with private industry stakeholders creates opportunities to receive technical assistance alongside funding support for reform enhancement. Additionally, research investigation should continue its dedicated study between educational professional viewpoints and digital learning curricula structures so future analysts can better understand these concepts. Finally, North Africa can develop an inclusive education system of high quality through well-designed policies combined with strategic investments that prepare students for modern world needs.

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