

VI International workshop at University of Konstanz  
November 15<sup>th</sup> - 17<sup>th</sup> 2012



## Who is a Moroccan University student?

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## Outline

- Introduction: country profile
- Aspired student's profile
- Actual student's profile
- Why empirical study (in-progress)
- Challenges
- Recommendations

## Country profile (1)

<b>Population:</b>	2004 2009	29,891,708 (2004) 31,992,592 (2009)	
<b>Age structure:</b>	0–14 years	Male	4,707,703 (16%)
		Female	4,552,919 (15.3%)
	15–64 years	Male	9,122,317 (30.8%)
		Female	9,628,963 (32.4%)
	65+ years	Male	810,642 (2.7%)
		Female	857,525 (2.8%)
<b>Median age:</b>	2008	<b>Total population</b>	<b>24.7</b>
		Male	24.1
		Female	25.2
<b>Population growth rate:</b>	2000–2009	1.3% (UNICEF)	

## Country profile (2)

<b>Literacy rate:</b> (percentage of those aged 15 and over who can read and write)	2009	Total population	56% (World Bank, 2008)
		Male	69% (WHO)
		<b>Female</b>	<b>44% (WHO)</b>
<b>GDP per capita</b>	2009	In USD	<b>PPP: 4,900 (2010)</b> GDP: 91,374,705,225 (2009)

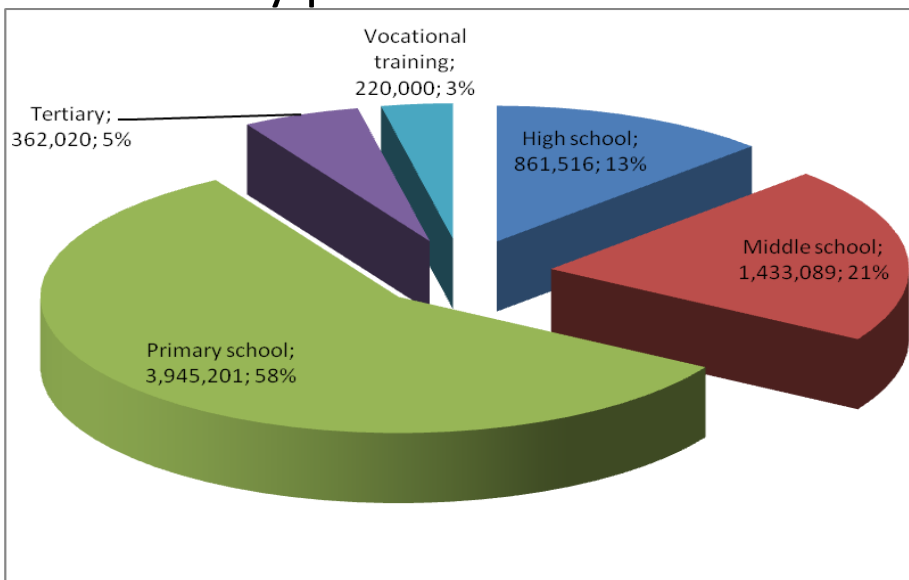
## Morocco (2004: 100 inhabitants)

Gender	Female		Male		
	51		49		
Age	Under 15		Between 16 and 59		Over 59
	30		62		8
Marital status	Unmarried		Married		Other
	40		52		8
Education	Illiterate				
	43				
	Read and write languages				
	Arabic only		Arabic and French		Other
	17		30		10
	Population of 10 years and above				
	Kindergarten		Primary, junior, and high schools		Tertiary
3		50		5	
Employment	Population of 15 years and above				
	Unemployed male		Unemployed female		Total
	12 (17 urban)		13 (26 urban)		12
Urban/rural	Urban		Rural		
	55		45		

## Country profile: levels and ages

Level	Grade	Age	Other schools*	
Pre-school	Kindergarten	3	Schools of medicine, dental medicine, pharmacology; engineering; commerce and management (these schools are restricted to high ability students)	
	1 <sup>st</sup> Grade	4		
	2 <sup>nd</sup> Grade	5		
Primary school	1 <sup>st</sup> Grade	6		
	2 <sup>nd</sup> Grade	7		
	3 <sup>rd</sup> Grade	8		
	4 <sup>th</sup> Grade	9		
	5 <sup>th</sup> Grade	10		
Middle school	6 <sup>th</sup> Grade	11		
	1 <sup>st</sup> Grade	12		
	2 <sup>nd</sup> Grade	13		
High school	3 <sup>rd</sup> Grade	14		
	Common core	15		
	1 <sup>st</sup> Year Baccalaureate	16		
Undergraduate	2 <sup>nd</sup> Year Baccalaureate	17		5 years of studies except faculties of medicine in which studies last 7 years.
	Semesters 1 and 2	18		
	Semesters 3 and 4	19		
Master's	Semesters 5 and 6 (BA, BSc)	20		
	Semesters 1 and 2	21		
Doctorate (PhD)	Semesters 3 and 4	22		
	3 to 5 years	25–28		

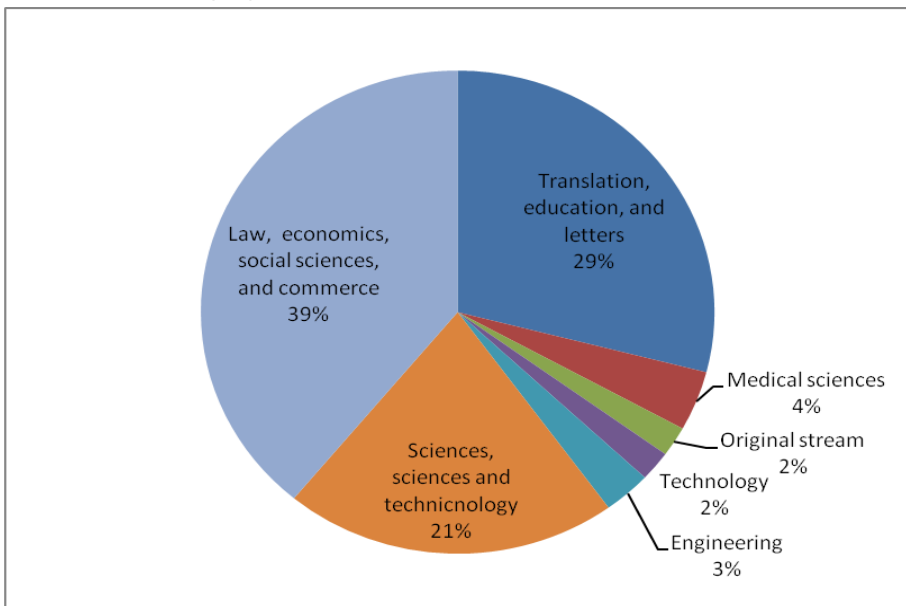
## Country profile: st distribution



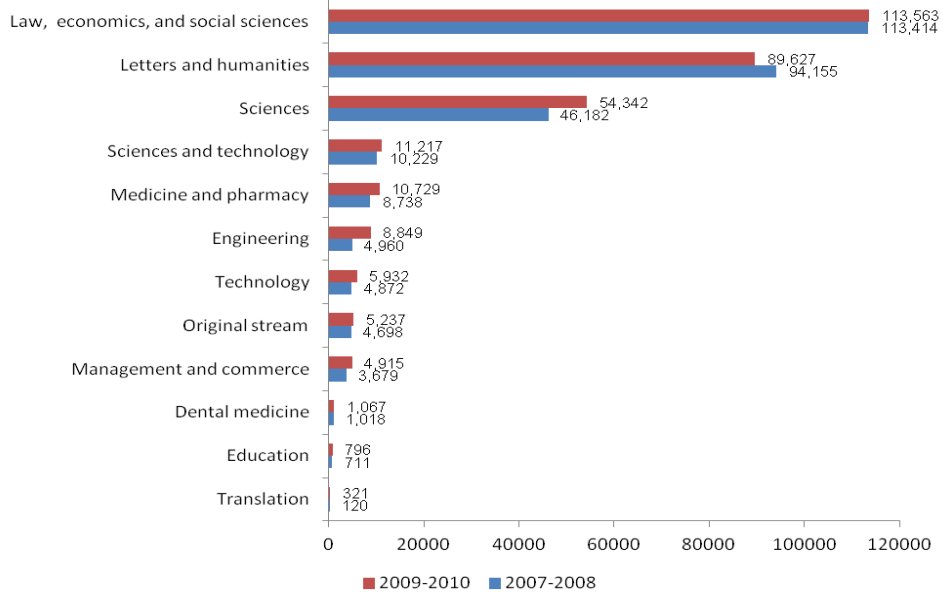
## Country profile: Universities

Students	293,642 (47% female, 2.4% international students)
Teachers	10,103 (25% female, <b>65% aged 45 and older, 46.5% professors</b> )
Graduates	35,152 (50% female, <b>65.5% of original streams, humanities, and social sciences</b> )
Universities	15 (public universities)
Facilities	320
Accredited programmes	1500
Research institutions	6
Doctoral centres	50
Dormitories	25 (34,399 students live in these dorms, 60% are female)
Grants	118,142 beneficiaries (0.03% for overseas universities)

## Country profile: Univ st distribution



## Country profile: st distribution



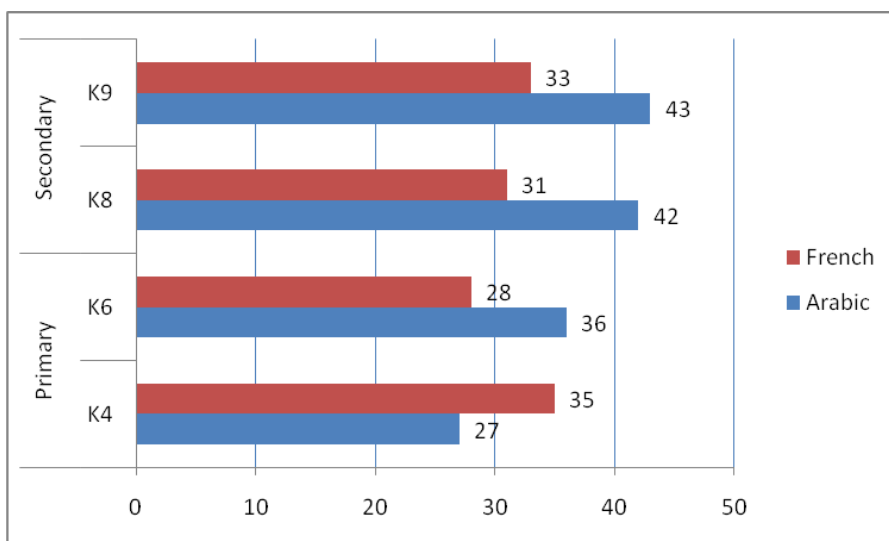
## Aspired profile

- A Moroccan Baccalaureate holder is supposed to acquire the following:
- In addition to his/her specialty, s/he is supposed to be at least **C1 in Arabic**, **B2 in French**, and **B1 in English** (or in another foreign language).
- S/he is also supposed to have developed **critical thinking**, **logical reasoning**, and **technology literacy**.

## Are the sts connected?

- 78% connect from home, 25% from a public place (**only 1% do not connect at all**)
- 52% spend more than 10 hours / w surfing
- 89% use Msn and 75% Facebook
- 36% have laptops, 35% desktops, 29% neither
- 74% have one telephone, 22% two, and 3% three
- *L'Economiste* (June 2011) *Les Jeunes d'aujourd'hui 2011*, pp 50-51) (n=1,046 young Moroccans aged **16-29**)

## Do they speak taught languages?



## Which is better?

- The figures in this same report show that **girls** outperform **boys**, **private** school students outperform their **public** school peers, and **urban** students outperform **rural** learners.

## International evidence (1): PIRLS

- Morocco was classified **last but one** among the 40 countries that participated in International Student Achievement in Reading (PIRLS, 2001). The country average was **350**, with an average age of **11.2**. The international average was **500**, and the average age **10.3**. The highest score was in Sweden (561).
- In the PIRLS 2006, Morocco regressed; the number of students who scored above the low international benchmark of 400 was **33 % in 2001**, but only **26 % in 2006**.



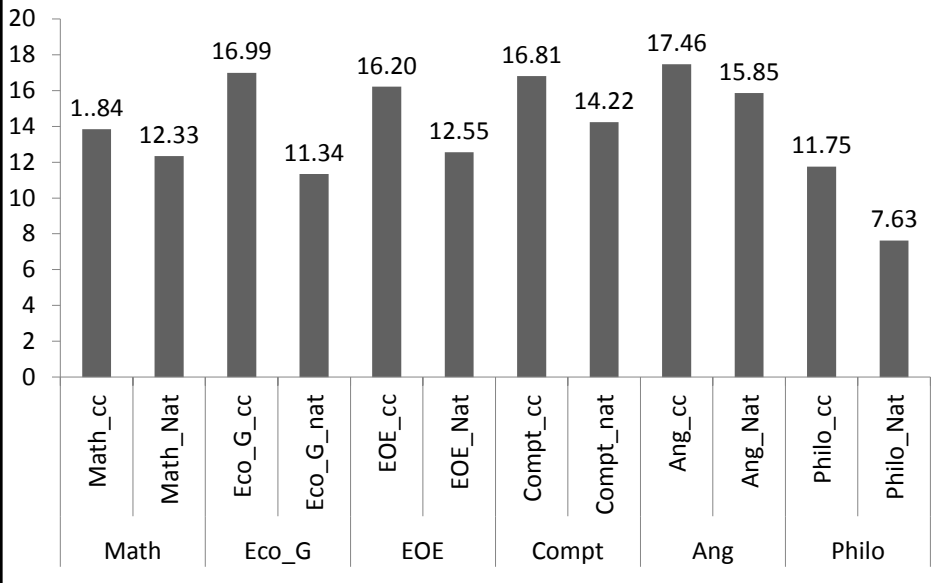
## International evidence (2): TIMSS (2003)

Level and subject	Results of Morocco	International benchmark
4th grade math	347	495
4th grade science	304	489
8th grade math	387	467
8th grade science	396	474

## Evidence from the Baccalaureate (2012)

	N	Min	Max	Mean	STDev
Math_cc	23	11.88	17.75	13.84	1.42
Math_Nat	23	2.00	19.50	12.33	4.54
Eco_G_cc	23	15.25	18.50	16.99	.88
Eco_G_nat	23	6.25	16.50	11.34	2.94
EOE_cc	23	13.75	16.88	16.21	.67
EOE_Nat	23	8.50	15.75	12.55	1.8
Compt_cc	23	13.50	18.63	16.81	1.2
Compt_nat	23	4.50	19.00	14.22	3.72
Ang_cc	23	16.00	18.50	17.46	.65
Ang_Nat	23	10.25	18.50	15.85	2.09
Philo_cc	23	9.00	14.75	11.75	1.65
Philo_Nat	23	2.00	12.50	7.63	3.27

## Baccalaureate holder's profile



## Hypotheses

- The national exam in Morocco may be more holistic than the continuous assessment.
- Assessment in Morocco is likely to be based more on modeling patterns than on high-order and thought-provoking patterns (application in Bloom's taxonomy).
- Declarative knowledge may be more enhanced than procedural knowledge.

## Dropouts and repeaters at primary and secondary schools

- The cost of repeaters is high: pupils **spend 6.7 years instead of 6** in primary schools (where 12.7 % are repeaters) and **4 years instead of 3** in middle schools (where repeaters represent 18.9 %). Only 48% of 15–17 year olds go to school, with a 13.9 % dropout rate in 2006. The situation was even worse in the 1970s. The input/output ratio was 3.50 with an overall drop-out level of 71.0%.

## Repeaters and dropouts in university

- The figures show a 17 % annual repeating rate, with this rate reaching 30 % in open-access schools (humanities, social sciences, and sciences), which accommodate the biggest number of students (86.5 %). Only a third (1/3) of students obtain their degrees (BA or BSc).

## Updated figures

- The up-to-date figures show that there have been improvements, but more efforts are needed: 97.5% of 6–11 year olds go to school, dropping to 79.1% of 11–14 year olds, and 52.8% of 15–17 year olds. Similarly, the dropouts still persist, with 3.1%, 10.8 %, and 9.2 % in primary, middle, and high schools, respectively

## Large-scale empirical study

- Based on Konstanz QUISS, it is desirable to collect data from the grounds to know more about the students through an adapted version of QUISS.



Universität  
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## Questionnaire of Volubilis (Sts and studies)

- Course of studies and access
- Choice of education and expectations of studies
- Studies and teaching situation
- Attitude towards studying
- Examination preparation and performance
- Questions concerning your situation as a student
- **Contacts and communication**
- **Languages and communication**
- Students' experiences and problems (+ IT penetration)
- Development and improvement of higher education
- **Career choice and employment priorities**
- **Values and judgements**
- **Accommodation**
- **Transportation**
- **Health**
- **Demographics**

## Question on languages

XVII. Pour remplir ce questionnaire, vous avez lu : لملأ :  
هذه الاستمارة, قرأتكم :

- 1) uniquement le texte en arabe النص فقط باللغة العربية
- 2) principalement le texte en arabe, mais parfois le texte en français أساسا باللغة العربية لكن لجأتكم في بعض الأحيان إلى النص باللغة الفرنسية
- 3) autant le texte en arabe que le texte en français النص أكثر باللغة العربية على اللغة الفرنسية
- 4) principalement le texte en français, mais parfois le texte en arabe أساسا باللغة الفرنسية لكن لجأتكم في بعض الأحيان إلى النص باللغة العربية
- 5) uniquement le texte en français النص فقط باللغة الفرنسية

## Major challenges

- Large size classes (management flaws!)
- Need for more infrastructure (logistics, well-structured libraries, IT facilities, ...)
- Language issues (students study science subjects in Arabic until the high school and shift to French at the tertiary level!)
- 10% French only
- 4 % Arabic only

## Recommendations

- Align our universities with international standards
- Create an independent agency of quality for all levels of schooling (in-progress)
- Design and implement national policies for languages, technology integration
- Align our curricula with international framework (e.g. CERF)
- Boost reforms towards quality rather than quantity (e-learning)
- Encourage TPD at the tertiary level

Thank you

Merci

شكرا

Danke

Gracias

спасибо

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