

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



**ANAS LAMCHICHI
CHIEF OF THE LAW DEPARTMENT
UNIVERSITY MOULAY ISMAIL -MEKNÈS. MOROCCO**

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



THE MOROCCAN UNIVERSITY SYSTEM MET AT PRESENT FIVE IMPORTANT DIFFICULTIES :

- Deterioration in quality related to the massification of higher education ;
- High levels of grade repetition and drop out point to low levels of system efficiency and quality of learning.;
- training did not meet the needs of the market where a high unemployment of graduates;
- A focus on knowledge transfer not skills which lead to deficiency for the knowledge;
- A weak relationship between training and researches which affect the quality of training and researches.

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



OVERALL, MOST UNIVERSITIES AROUND THE WORLD FACE TEN BIG CHALLENGES :

1. The massification of higher education which is mostly at the expense of quality of training and researches ;
2. The importance, and omnipresence of central control, at the expense of decentralization and regional ;
3. Central authorities still interfere and master university's management; so there is not enough research autonomy and effective;

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



4. Universities operate too often as ivory towers without interaction and contacts with the outside ;
5. Universities are slightly open to the international environment with insufficient relationships with foreign universities;
6. The capacity of universities are restricted because the fees are too low compared to the actual costs of students, and the absence of the private sector;
7. Repetition and dropouts rate is too high; there are not enough students for academic success;

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



8. The omnipresence of « traditional » model of universities or public universities, compared to the number of private universities;
9. Overmuch elitist universities due to the number of grants and insufficient aid; and
10. The quality of university education should be improved through more robust quality assurance systems.

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- THEMES OF DISCUSSION WILL FOCUS ON THREE PRIMARY QUESTIONS:
 - A. Which approach is better to improve the current university system?
 - B. What are the means to implement for modernity and progress?
 - C. What ethics should prevail in college for teachers?

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



ON THE ISSUE OF THE MODERNIZATION OF OUR TEACHINGS AND OUR LEARNING, WE ESTIMATE:

- The Moroccan university system is in crisis (some even thought it was a fiasco). Moreover, there is no diagnosis, which got the support of all, no doctors to treat the sick.
- The question is whether the awareness is sufficient and there is a real will for change. It must indeed be a mental revolution that must precede an educational revolution. This can only be done if the view is really clear and if we attack the problems of the quality of universities' management, classes offered, teaching methods and researches

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- Those who suffer most because of the current system, are the students who are doing their best, but often fail and when finally graduates they face obstacles finding jobs because the training is not enough related to economic and social environment, focusing too much on the acquisition of academic knowledge not on developing skills (knowledge and skills).
- Teachers are not sufficiently aware of the importance of education and modernization. So it is better to train in this sphere and certify only those who actually learned to teach. Tutoring was envisaged here or there is not the right formula for the ancient scholar in less than young in modern pedagogy. It is better to enhance mixing between qualified teachers and others as well as continuing education for teachers. However, we can not do modern pedagogy (e.g. case studies or role playing) with the current overcrowding which lead to a « McDonaldization » of higher education.

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- French as a language of studies at the top is a big problem, many students do not master that language so that rather than instruction in French, it is often a French teaching.
- ON THE QUESTION OF RESOURCES, WE CAN OBSERVE THAT:
 - ✦ The quantitative means are sufficient, but their use and quality is irrelevant
 - ✦ The overcrowding is leading to the collapse, we can say that we are in a red zone .
 - ✦ If students were better oriented, there would be less failure and repetition,.
 - ✦ ICT should be more and better used to improve

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- FINALLY, ON THE ISSUE OF ETHICS:
- Teachers need to be more aware of their role and responsibility against failure and repetition. Teachers should learn about their duties, respect and accept some questioning of their teaching. Teachers should be regularly evaluated. It is a blatant lack of coordination and cooperation between teachers which undermines their effectiveness. A charter is therefore necessary to set out the rights and duties of teachers but also students.

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- **IN ORDER TO BE OPENED ONTO THE SOCIOECONOMIC UNIVERSITY ENVIRONMENT**

The traditional functions of the university through the deepening of knowledge in a series of disciplines are identified the nature and form of organization. Independent institutions are relatively free to choose the internal structures, rules and ways to manage, All this led to the adoption of various forms of self-governance to some extent collectively. This system marked by the dominance of college guidance office and the decision through a clear division of tasks between the university and the administrators, the first category is leading

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- the projects, while the second category finally makes it easier to achieve, through the election of the specified period more experience for positions of responsibility and for the university through intensive use of committees for adopting decisions and the ratification of the actions that must be activated.
- The reality of Moroccan universities characterized by bureaucracy and reticent to changes and concentration in the conduct. Absence of strategic horizons in total and the inefficiency of human resources and the financials resources, and the contract with weak identity and the weakness of its presence at the university, about the university's ability to various human resources activation and financial and networks to reach organizational goals are in fact critical to face external challenges.

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



The prospect of achieving this is linked to the reality in the light of the knowledge economy, the ability of the university to adopt the changes faced by the university externally through the reform of governance approach and structure and through a range of actions:

- Bypass the classic and the traditional methods of management characterized by slow and the lack of governance and the inability to provide relevant answers.
- Marketing and scientific researches in general and the adoption of market approach regarding the future of the university activities
- A review of wages and bonuses and linked to the new indicators of performance and cost-effective systems

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- The need to choose the units more effective and well managed
- Flexibility in the management and control rulers and systems that can effectively allows more effective
- The conduct of the best and will guarantee an effective measure to ensure the success.
- Liberalization of the university management and focus on scientific research tasks will be the best solution
- Find curriculum allows linking efficiency in university management and renewal.

Teaching and Learning at the Moroccan Universities : Problematic dimensions and perspectives "



- The educational system must be characterized by a kind of flexibility, in the way that enables university to respond all demands demands in respect of multiplicity of funding sources, academic institutions and the constant changes in the configuration and new constraints for the knowledge society characterized by competitive and international economy.