



**ASSOCIATION OF AFRICAN UNIVERSITIES**

**DEVELOPING QUALITY ASSURANCE SYSTEMS  
IN AFRICAN UNIVERSITIES**

**VALIDATION OF THE SELF-EVALUATION REPORT OF  
THE FACULTY OF EDUCATION OF THE  
MOHAMED V SOUSSI UNIVERSITY,  
RABAT, MOROCCO**

**DRAFT**

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SOUSSI UNIVERSITY, RABAT, MOROCCO**

## **I. Brief Introduction**

The task of validating the self-evaluation report of the Faculty of Education of the Mohamed V Saouissi University in Rabat, Morocco was carried out by a three-member committee appointed by AAU comprising:

- Dr. Valdiodio Ndiaye, lecturer at the Advanced Teachers' Training College of the Université Cheikh Anta Diop, Senegal;
- Prof. Paul N'da of Advanced Teachers' Training College, Abidjan, Côte d'Ivoire; and
- Dr. Bakunda Athanase, Senior Programmes Officer of AAU and Project Coordinator.

The 3-day mission was conducted from 28<sup>th</sup> to 30<sup>th</sup> May, 2003 and a relevant report was prepared. The members of the mission wish to express their gratitude to the authorities of the Mohamed V Saouissi University in Rabat for the reception and useful cooperation extended to them during the evaluation exercise of the Faculty of Education.

## **II. Progress of the Evaluation**

### **SUMMARY:**

This report focuses on the observations and meetings held from 28<sup>th</sup> to 30<sup>th</sup> May, 2003 with the lecturers and students of the Faculty of Education on the activities and operations of their structures. All these meetings were held with all the heads of department and TRU as well as the officer in charge of the library. These meetings complemented various documents on the activities, organization and orientation of this faculty. The seven (7) departments that make up the faculty were captured by our work. The programmes of all these departments are undergoing constant changes and innovations. A profound dynamism was observed in all the teams of the various departments and TRU. This report

also focuses on the validation of two self-evaluation reports submitted separately by the TRU responsible for safety and health at the workplace and a Belgian expatriate from APEFE (Association for the Promotion of Overseas Education and Training) on the training of trainers in the Techniques of Expression and Communication (TEC) of the Department of Language Teaching of the Faculty of Education. Beyond the validation aspect that these two TRU reports deal with, this mission also appraises the Faculty of Education itself.

**TRU = Training and Research Unit(s).**

**1-/Self-evaluation undertaken by the TRUs of the Faculty of Education of the Mohamed V Saouissi University, Rabat, Morocco**

**1 – Department of the Teaching of Exact Sciences**

**REMARKS:**

The TRU of the Department of the Teaching of Exact Sciences focuses its work on the compilation of problems encountered on the field and which are likely to be the subject of research and activities. The same goes for the area of Hygiene and Safety at the workplace which leads to the award of a DESS (post-graduate technical degree), just as the research and activities conducted on the prevention of STI/AIDS in the Royal Armed Forces of Morocco and the prevention of child labour in Morocco.

DATA:

- MEETING WITH OFFICIALS OF THE TRU FOR SAFETY AND HEALTH AT THE

## WORKPLACE

- 1994 – ESTABLISHMENT OF THE TRU IN THE DEPARTMENT OF THE TEACHING OF EXACTSCIENCES
- Specialization: Training of Trainers in Hygiene and Safety at the Workplace
- Officer-in-charge: MOUNASSIF Mohammed, accredited lecturer
- Date of Accreditation: 10/12/1997 (1<sup>st</sup> Accreditation); 20/06/2001 (2<sup>nd</sup> Accreditation)
- Date of commencement of the programme: February, 2001

Requalification programme. Survey conducted in 970 companies on various fields of endeavour and ten big towns.

Outcomes of survey: needs expressed, localization of needs.

Inception of DESS – 1994

Committee of Hygiene and Safety (CHS)

Enhancing human capital:

1<sup>st</sup> year: Theoretical training: 270 hours

Practical Training: 10 site visits

2<sup>nd</sup> year: Theoretical training: 180 hours

Practical training: 10 site visits

Attachment: individual project (3 months)

Supplementary Training: internal seminars;

Supplementary Attachment: seminars, congress

Congress of the Moroccan Society of Hygiene and Safety.

### - **Training and Research – Activities**

- Prevention of STI/AIDS in the Royal Armed Forces (7 years)
- Plan of Action against child labour

1/ Prevention of STI/AIDS

In the Royal Armed Forces: 1995 – 2001 Information, Education and Communication Project/ADN/ISS

3<sup>rd</sup> Bureau/CE

STI (Sexually-Transmitted Infections) Cases reported in Morocco. Have been on the increase since 1996.

His Royal Majesty's Instruction

2/ Child labour in Morocco

Identification and Proposal: 7 multi-disciplinary teams. Request sent in 1997 to International Labour Organization (ILO) and IPEC

Meeting with students (3 boys and 1 girl)

Questions:

-/ How do you benefit from this training?

Before: finished product, it was my speciality

During: no resource person

-/ product quality with the introduction of the human dimension;

-/ experience through learning

With the entrepreneurs: they calculate the cost of industrial accidents

**2 - Department of Education Technology**

**DATA**

**Officer-in-charge: Prof. Driss EL JOUHARI**

**Three Policy Thrusts:** Statistics, Computer, Audio-visual

This is a cross-disciplinary department: training of all students but no specific training for the department.

### **3 - Department of Educational Psychology**

#### **REMARKS:**

The Department is available to others. It is most noted for its success in sensitizing the teachers of pedagogy to accept pedagogical training even if this training programme is on request. This surely impacts on the quality of higher learning. The networking of the country is very important as there is a psycho-pedagogical outfit in each university and a guidance office in the big towns.

This department, which does not have its own students studying issues related to pedagogy, has a TRU on the prevention of delinquency and which training is provided in partnership with the Ministry of Justice (for adult delinquents) and with the Ministry of Youth (for younger delinquents). It appears that the rehabilitation of delinquents is having a significant impact.

#### **DATA**

**Officer-in-charge:** Prof. Allal BENI-AZMA, Head of Department of Psychopedagogy: International Centre of University Teaching and Management (C.I.P).

#### **Training of Higher education teachers:**

- Office in each university;
- Guidance office in the main towns.

The work of the officers is to train their colleagues after sensitization.

The Department of Psychology for Psychopedagogy has no students of its own. It rather

works with other departments.

The department however has a **TRU on delinquency**:

- **Adults:** Ministry of Justice;
- **Youth:** Ministry of Youth and Sports.

Students population: 24 to 30 in the TRU: graduate-level recruitment of people employed by these ministries.

2003 – 2004: Post-‘A’ Level training.

2003 – 2004: 4,000 jurists will be trained in Techniques of Expression and Communication (TEC).

AREF: Regional Academy of Education and Training:

- Decentralization of the educational system;
- as part of the reform of the Centre of University Teaching and Management.
  
- Engineering:
- 2002 – 2003 : learning strategies;
- 2003 – 2004 : formulation of aids and alternative aids.

#### **4 - Department of the Teaching of Languages**

##### **DATA**

Unit responsible for language proficiency: preparation to courses

Institute of Techniques of Expression and Communication (TEC)

- Mad. Ratiba Sefrioni: Director of the Institute.

Arabization has been a done deal since 1989.

TECs have nothing to do with the adoption of Arabic as the language of instruction.

The request was made by secondary school teachers. We define the branches and their contents. The Faculty of Education is in charge of the TECs which are available to other universities. The TEC branch is a request of the Ministry of Higher Education.

The TEC training programme is outdated (since 1993). The reform of Moroccan universities proposed that it should be generalized. Given the needs of teachers, it was decided that the TECs should be linked to language. This will solve the problem of supervision.

The faculty admits students who have had training in certain social science disciplines and the defence of thesis is done the following month. Training is open to foreign students. How can the teaching of the disciplines benefit from communication?

Target population: inspectors, secondary school teachers, students. How can it be applied to civil society? Alternate theoretical-practical training. Training borders on opportunities for a doctorate as a follow-up to the DESA.

Another financed TRU is working on environmental problems. Who ensures societal training? What are the stakes? What are the messages? Is the environment attractive today?

The method is participatory and at the service of society.

## **5 - Department of Academic Organization, Management and Administration**

### **DATA**

Prof. Mohamed Souhali is the head of the **Department of Academic Organization, Management and Administration**. Established in 1983 by the Faculty of Education: Training and Research. Certificates: DESA, DESS and Research. Limited admission and

accreditation every two years. Target populations: Sociologists, economists and jurists. The promotion of post-graduate teachers is done as part of a national commission.

## **6 - Department of Exact Sciences**

### **Mad. Khadija HAMDANE, Ph. D**

Education and Evaluation Consultant

Officer-in-charge of the Science Teaching TRU.

The TRU handles post-graduate students.

The first degree is a prerequisite.

Selection over two years: most of these students are from the Faculty of Science. The TRU for teaching took off in 2000.

## **7 - Department of Languages: Language Training TRU Islamic Studies and the training of trainers in Arabic.**

### **DATA**

Two phases: Arabic Language and Islamic Education. This is the third batch (due to the duration of training: 2-3 years). We receive students of several nationalities: Asians and Sub-Saharan Africans. Training in the Teaching of Arabic and deepening of knowledge of Islam.

There is a distinction between the teaching of Arabic and Islamic Education. We receive foreign students: teachers, inspectors, programme designers. Financial resources have been consistent owing to the support of UNESCO and the participation of students, some of whom pay their own fees.

**TRUs and TECs shaped in the workplace environment and difficult communication conditions.**

Difficult milieu of communication. Intercultural characteristic. Certificates: DESA and DESS. We are interested in the intercultural and interpersonal difficulties. There is a training programme based on instructive research.

Do students come to strengthen their capacities or to ensure their professional promotion? Communication can not be ignored in all social relations. The TECs were becoming a motivation for continuity.

## **2/ EVALUATION OF THE FACULTY OF EDUCATION OF THE MOHAMED V SAOUISSI UNIVERSITY, RABAT.**

### **INTRODUCTION**

#### **Institutional Vision**

There exists an institutional vision that is clearly spelt out in the declarations of the national charter on education and training formulated by the special commission on education and training.

- Teachers and students are catered for by the vision and missions assigned to the Institution: Answer in a manner that corresponds to the needs of the Moroccan society in the diversity of its current concerns: health, prevention, communication, environmental problems, educational problems, etc.
- The activities of the departments and TRUs correspond effectively to the vision and missions defined in accordance with the charter.

#### **-1/ Accreditation: principle of Accreditation of TRUs**

Programmes well formulated, presented, accepted and authenticated before implementation. At the end of the implementation of the programme and its evaluation, a request for the extension of accreditation will not be granted automatically. The principle of accreditation gives rise to a certain dynamism and challenge between TRUs (or teams).

#### **- 2/ Admission of non-standard students**

Students are admitted after obtaining a first degree, acquiring extensive professional experience or have been looking for employment for about three years. This situation creates a more liberal environment that stimulates a spirit of innovation to formulate specific programmes adapted to the needs of this target group and to the realities of the Moroccan situation.

#### **- 3/ Strengths and Weaknesses of this Faculty**

One of the strong points of this faculty is the permanent desire to consider the needs on the ground and to combine theory with practice in the training programmes.

Its weaknesses, so to speak, is the coexistence of TRUs of different departments, and indeed of the same department, which seem to pursue the same objectives and to ignore one another, rather than working in concert. For example, Techniques of Expression and Communication are taught in several departments without apparently pooling the diverse capacities existing in the faculty.

**4/ Within a given TRU**, however, and unlike the preceding remark, note can be made of an esprit de corps among teachers and a clear will to foster internal communication and relations with their social environment.

**5/ Resources for research are relatively limited.**

It is essential to look for the ways and means to increase the current level of resources for research, thanks to the interventions of international partners and local sponsors companies and others.

**6/ It is essential to improve laboratory equipment,** to strengthen capacity and ensure competitiveness.

**7/ Although the presence of women** is remarkable in the departments and even the Training and Research Units (TRUs), it is essential that we discriminate positively in their favour with regard to the recruitment of teachers and researchers in order to significantly increase their numbers.

**8/ Currently, the management and mobilization of resources are concentrated at the Vice Chancellor's level.** To quicken the pace of implementation and to promptly meet the operational needs of the Departments and TRUs, it will be desirable to introduce a certain level of decentralization in resource allocation and mobilization.

**9/ Computerization with internet and intranet connectivity** may significantly improve the quality of teaching and research activities. It is recommended that the Faculty consequently invests in the procurement of this equipment. To this end, it could solicit the assistance of foundations.

**10/ To enhance the Faculty's image on the international scene,** it will be desirable to market and make it more attractive to foreign countries and students.

**11/ Given the quality and originality of the work done by the Faculty of Education,**

it is desirable to do everything in order to attract lecturers on sabbatical leave to bring their experience and competence to bear on the Faculty and to attend the seminars and symposia of the Faculty.

### **III. General Conclusion**

- Since reform mechanisms were put into place in the 1990s in Moroccan universities, Rabat's Faculty of Education now fits into a new dynamic current. The introduction of accreditation has created an environment of emulation and healthy competition among the various institutions of higher learning. This situation has favoured not only the basic research dynamics but also research/activity situations and innovations that are of benefit to higher learning in Morocco. It is in this context that we place the very interesting observations that were mandated to do during our short stay at the Faculty of Education of the Mohammed V Saouissi University in Rabat. Basically, all the departments and departmental outfits, the Teaching and Research Units of this Faculty are very committed in this regard. With a few exceptions, therefore, the evaluation is generally favourable.
  
- For the two TRUs that were used for the validation of the self-evaluation of the Faculty (Hygiene and Safety at the Workplace of the Department of Exact Sciences, the TECs of the Language TRU of the Department of the Teaching of Languages and Social Sciences), one may say that although the auto-evaluation carried out in the first of the two departments mentioned is objective and, in our opinion, valid both in terms of stated objectives and results achieved, the second self-evaluation done in the language TRU of the second department was rightly challenged by the members of this TRU. This self-evaluation is flawed in methodology and its impressionistic presentation that makes no room for surveys involving the actors nor an objective observation model authenticated against a small sample. It appears that the quality of the observer (inappropriate abilities) is the fundamental reason.

The person in question is a trained agronomist who does not seem to be particularly inclined to evaluation work.

- It would be difficult to conclude this validation of the evaluation of the Faculty of Education without mentioning the Dean whose managerial qualities seem to have impacted greatly on the general dynamics and the good results obtained. The brief contact he made with the members of the validation committee during the 3-day period reveals an open character who seems to base his authority on transparency and the sharing of responsibilities.