



# TRENDS IN HIGHER EDUCATION

**WE**   
**EDUCATION**



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## Two fundamental questions

- What is the state of HE in the North/South particularly in Morocco?
- How can Higher Education Institutions (HEI) contribute to human development?





## Trends and Facts of HE world wide

- Important changes in HE landscape globally
- HEI pushed to behave as entrepreneurs in research, innovation and education.
- Risk of HEI to loose their means of ethical self-control.
- HEI have a real potential to address development challenges but could be kept from doing it because of market-led strategies leading to social inequalities.
- In a globalised world, HEI everywhere North and South have to compete nationally and internationally for funding, for good students, for top researchers and faculty.
- Deans and rectors have become obsessed with issues like positioning, marketing, ranking, branding, fund raising, etc.
- For- profit institutions are expanding their current educational services, especially as distance and e-learning providers.
- PRIVATE financing for higher education is increasing and PUBLIC financing is decreasing, resulting in higher tuition and fees.



## HEI in the developing world

- There are problems both in quantitative and qualitative terms.
  - Quantitative: demand has exploded almost everywhere in the developing world with no adequate expansion of capacity
  - Qualitative: a dramatic decrease in public expenditures per student has had a negative effect on the quality.
  
- Many institutions and their staff lack clues on how to change.
- Lack of processes and the resources are almost always inadequate
- Strategies for implementing appropriate change are hard to come by.



# Do we have quality education in Morocco?



## The King's Speech in August 20<sup>th</sup> 2013

‘The education sector is facing many difficulties and problems. They are mostly due to the adoption of some syllabi and curricula that do not tally with the requirements of the job market. HEI which provide such courses should not be factories that produce unemployable graduates, particularly in certain obsolete subjects...

...The education sector should not be included in the sphere of purely political matters, nor should its management be subjected to outbidding tactics or party politics’





# HEM 2012 MARKET STUDY: MAIN RESULTS







## Higher Education in Morocco: Some key figures

### PUBLIC SECTOR

**15 universities including 103 establishments (faculties, schools, ...)**

**Total of 308 005 students in 2012-2013 (+20%) :**

39% : Law, Economic, Business  
29% : Literature, Translation, Education  
21% : Sciences, Techniques  
3% : engineering sciences  
4% : Medical



### PRIVATE SECTOR

**~ 192 institutions**

**Total of 49000 students in 2010-2011 (+15%) :**

The majority is in business and paramedic schools

**13 institutions totalise about 65% of the total number of students**

8 433 new students in 2009-2010 (-1.5%)

4 875 graduates In 2008-2009 (+56.6%)

Source : <http://www.enssup.gov.ma/index.php/statistiques/statistiques-universitaires>





Founded by [Fatima al-Fihria](#) in 859, it is the oldest existing and continually operating educational institution in the world according to [UNESCO](#) and [Guinness World Records](#)



# Higher Education in Morocco: key figures

428 000

- Total number of students (2010-11)

83%

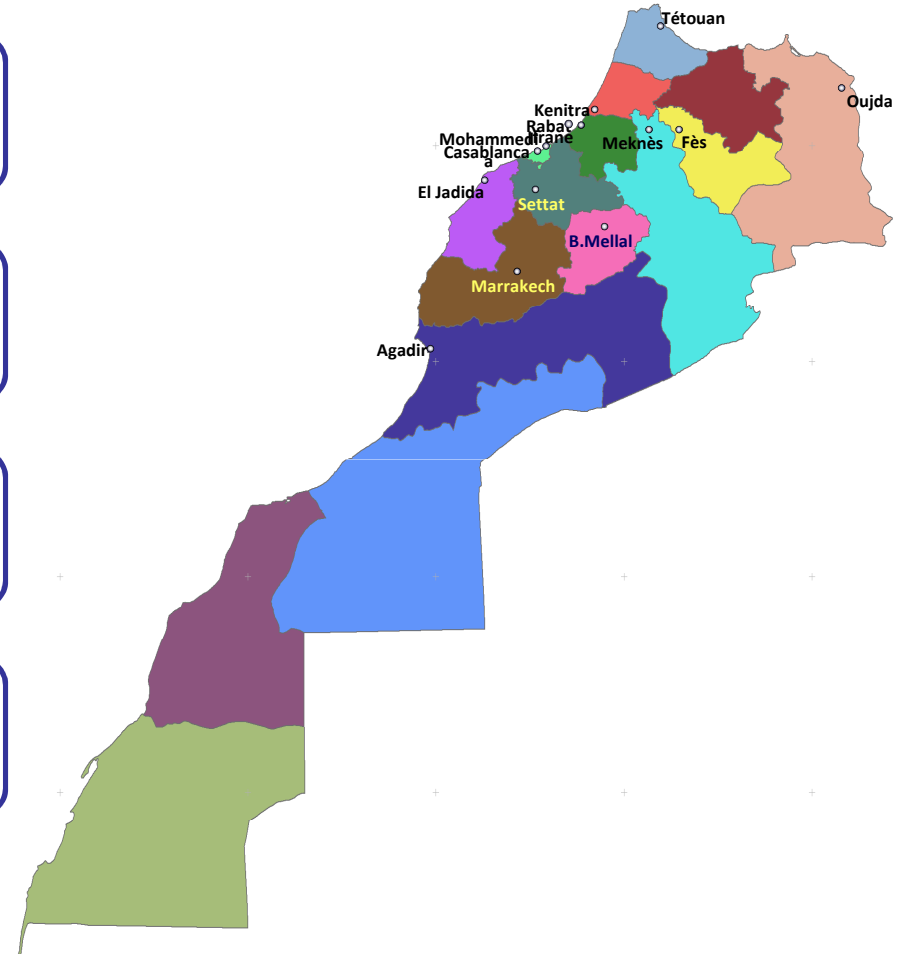
- Predominance of university education

11.4%

- The total share of private university education

5.6%

- The share of senior management training



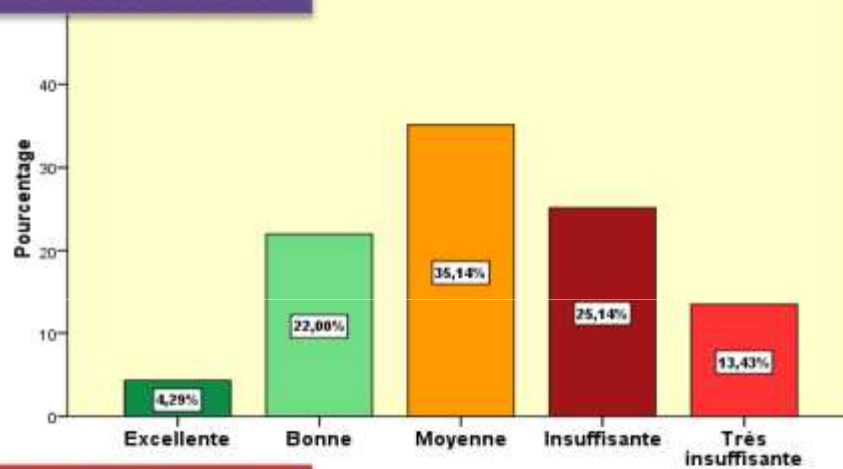
## II- PERCEPTION DE L'OFFRE PUBLIQUE

### 2- Université publique : Qualité de l'offre, avantages et inconvénients

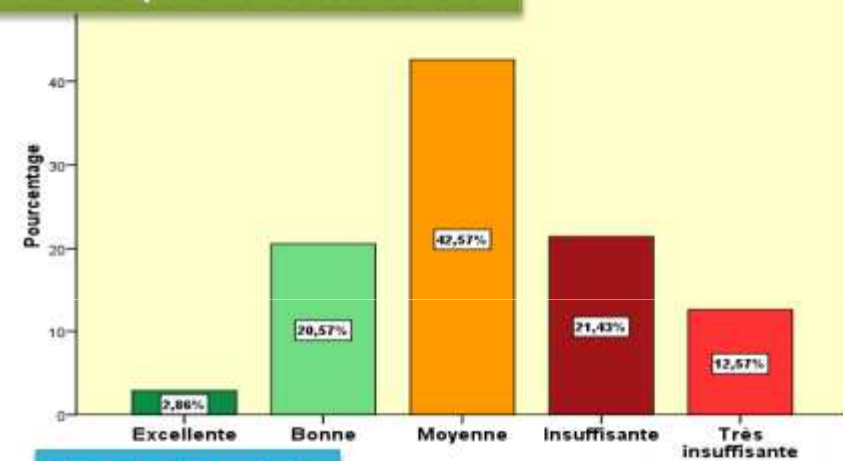
#### A. Vues par les bacheliers, parents de bacheliers, étudiants et lauréats

##### a. Perception de la qualité du système public universitaire en général

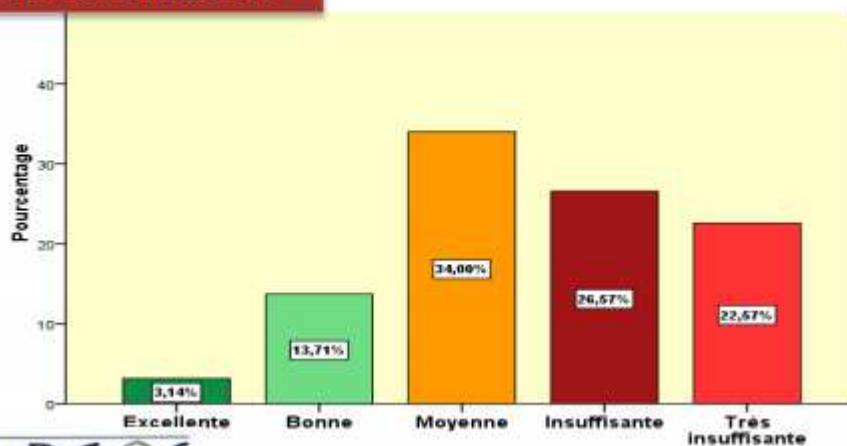
Chez les bacheliers



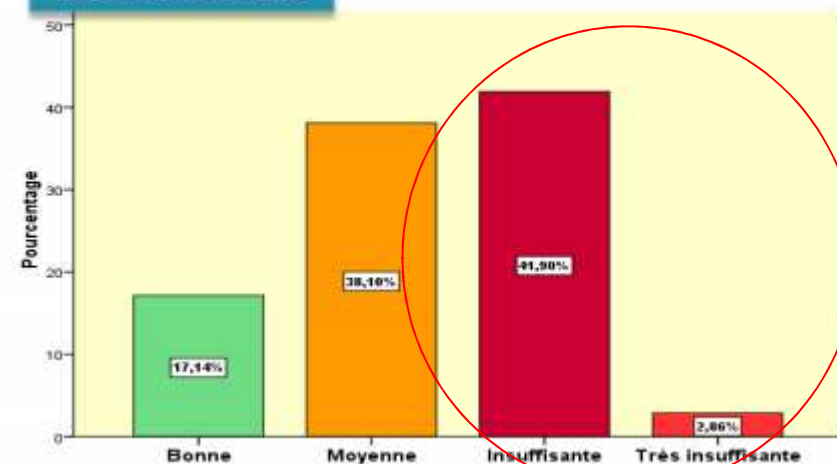
Chez les parents de bacheliers



Chez les étudiants



Chez les lauréats

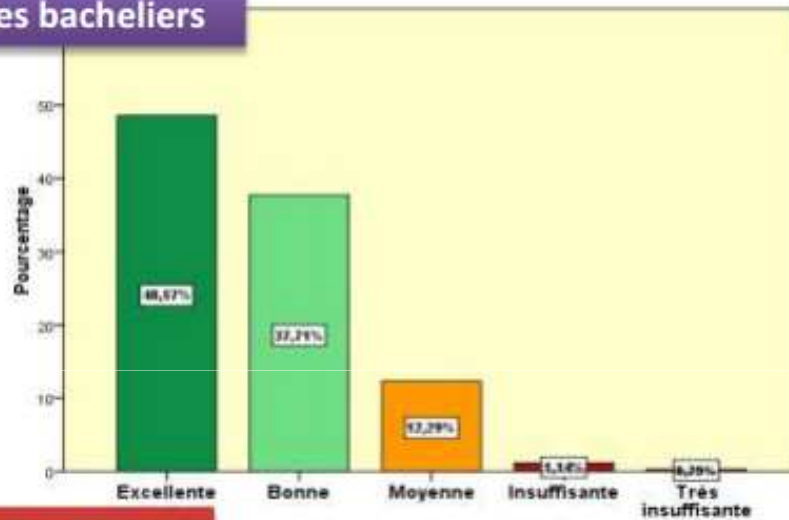


# 1- Grandes écoles publiques : Qualité de l'offre, avantages et inconvénients

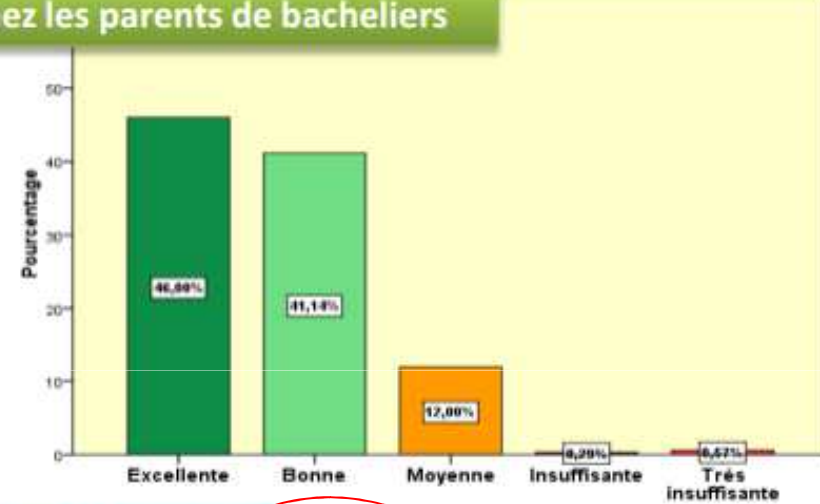
## A. Vues par les bacheliers, parents de bacheliers, étudiants et lauréats

### a. Perception de la qualité du système public grande école en général

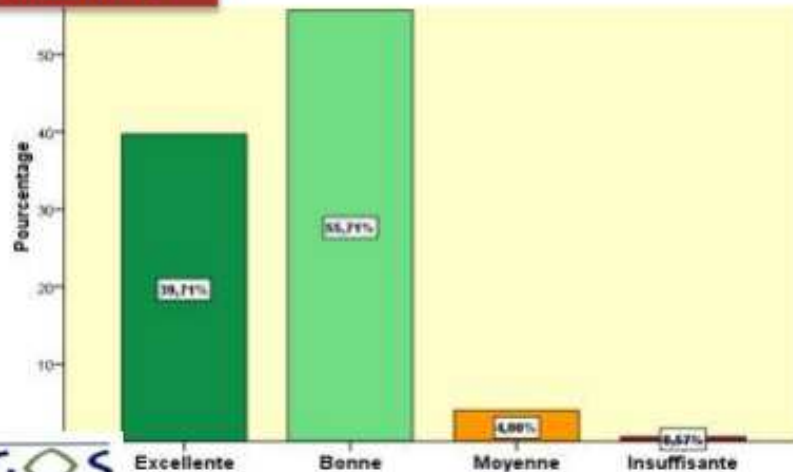
Chez les bacheliers



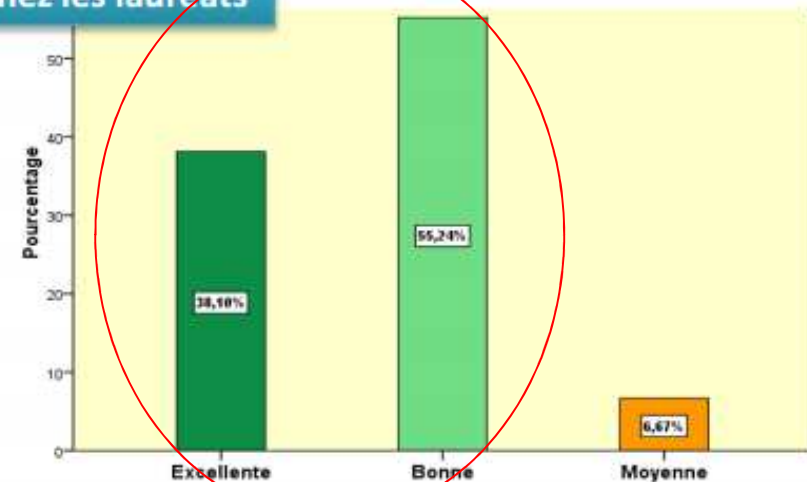
Chez les parents de bacheliers



Chez les étudiants



Chez les lauréats





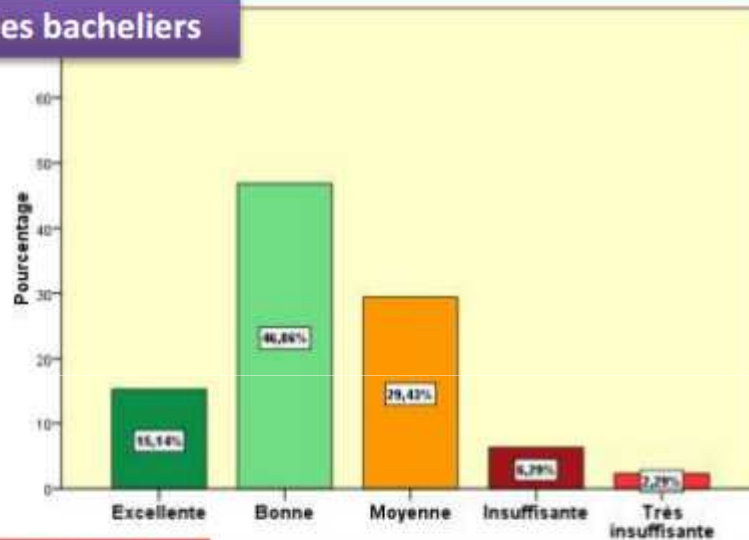
### III- PERCEPTION DE L'OFFRE PRIVEE

## 1. Qualité de l'offre, avantages et inconvénients

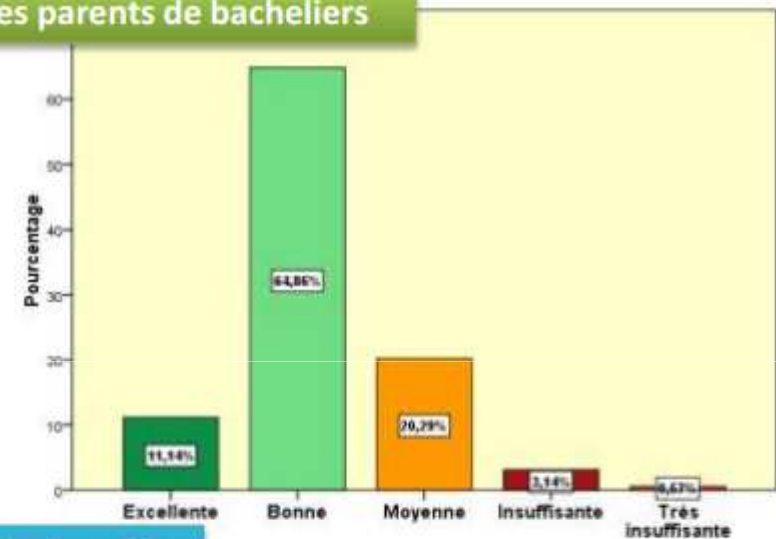
### A. Vues par les bacheliers, parents de bacheliers, étudiants et lauréats

#### a. Perception de la qualité du système privé supérieur en général

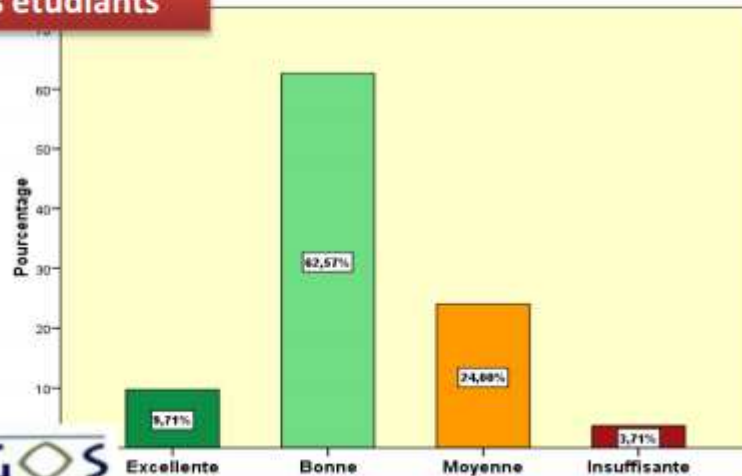
Chez les bacheliers



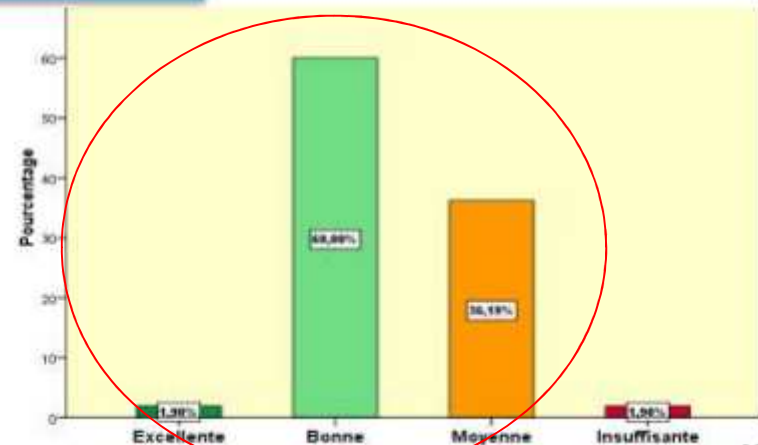
Chez les parents de bacheliers



Chez les étudiants

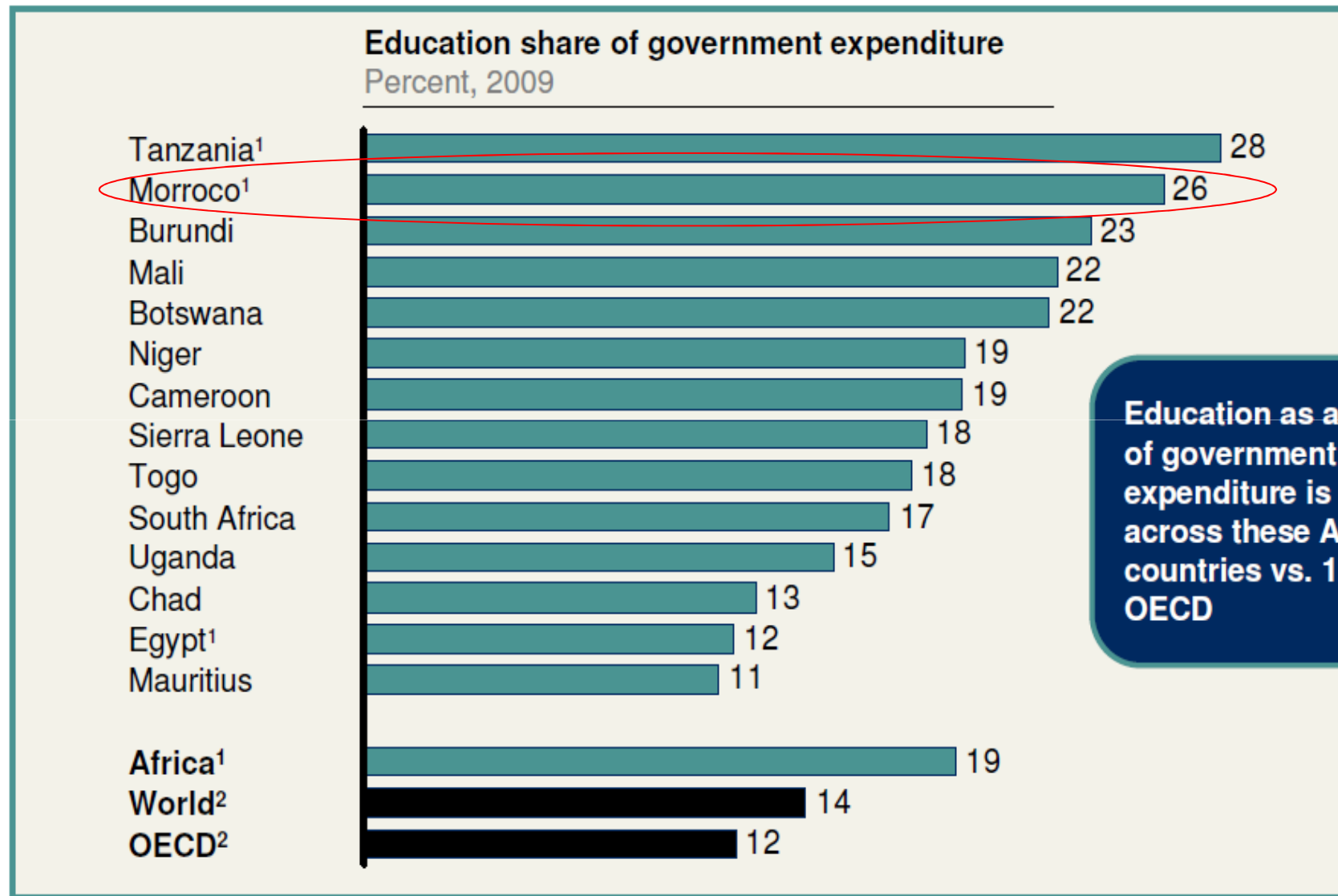


Chez les lauréats



# Africa invests a substantial share of its resources in education

COUNTRIES LISTED BASED ON DATA AVAILABILITY



<sup>1</sup> Latest data available: 2008

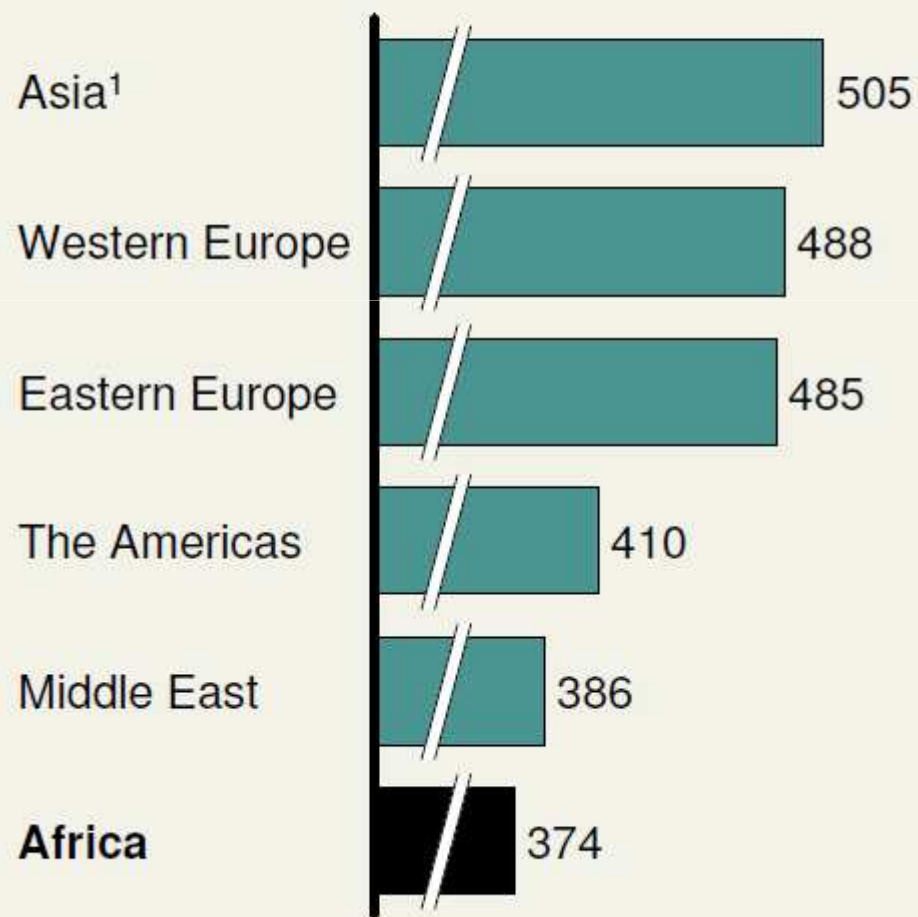
Sixth World Convention of Eduuniversal\_IIM-Bangalore\_India

<sup>2</sup> Latest regional data available: 2007 for OECD, 2004 for World average

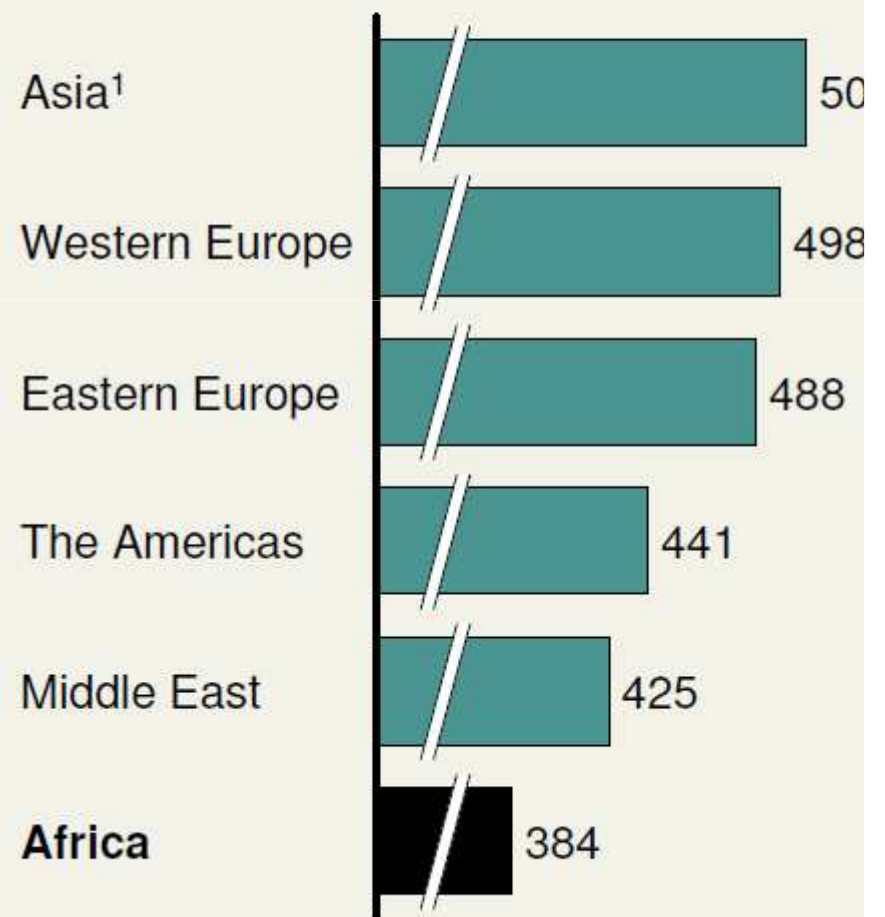
# Africa has lowest student achievement levels in the world

2007 Trends in Maths and Science Survey, TIMSS; 8<sup>th</sup> Grade  
Average of country scores in each region

## Maths



## Science



<sup>1</sup> Includes Australia and New Zealand





## The importance of the process in the system globally

- While 'structure' and 'resource' interventions dominate the debate, '**process**' deserves as much attention
- **Process** is the most prevalent intervention type among improved HEI, relative to structure and resource.



### Intervention type

Share of all interventions  
(Percent, 100% = 573)

**Processes** – practices, activities, rights and responsibilities in the system

70

**Structures** – organizational, financial, and instructional configuration/ shape of the system

15

**Resources** – Level and allocation of financial and human resources to fuel the system

15



## Two fundamental questions

- What is the state of HE in the world and in Morocco?
- How can Higher Education Institutions (HEI) contribute to human development?



## What is development? Why knowledge?

***Development is a process that enables human being to realize their potential, build self confidence, and lead lives of dignity and fulfillment.***

- Knowledge has become more important to our lives than ever before.
- The relation between knowledge and development has become so tight that new developments seem to be pushed or driven by knowledge.
- The developing world is also becoming increasingly knowledge dependent.
- Innovation needs to take place close to the users' context and actually has to involve users in the innovation process.





## Knowledge and Higher Education (HE)



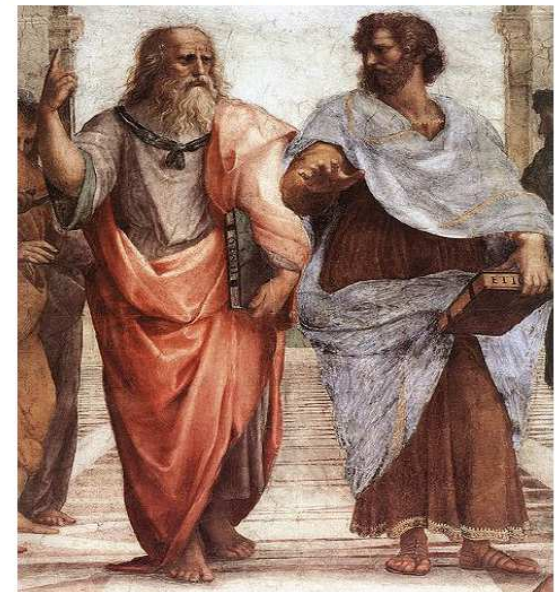
- Student-knowledge relation has to be thoroughly reconsidered.
- Students need to learn in rather different ways than most of them currently do.
- This is true for students in HE anywhere.
- Students collecting knowledge just in case knowledge may be useful is no longer sufficient.
- Students need to develop a capacity for learning whatever they need to know for the particular issues and problems they are handling.
- Knowledge is a moving target and students need to move with it accordingly.
- Students need to be trained to become more independent; analyze issues and identify what knowledge they need to address them.
- Student-centered methodologies take the '**student as learner**' as the starting point, which is rather different with **the knowledge of the teacher(s)**, as still common practice.



## KDB Balance

- Methods such as problem-based learning use real issues and problems as triggers for learning.
- Skills training and competence development are other elements that should increasingly be woven into curricula.
- At HEM, in addition to 44 weeks of mandatory internship throughout the 5 years of training, we have two other modules in the program to help the students to acquire soft skills.
  - Prolib (Projet Libre ou Freeing project): Such a project requests a non conventional methodology and a genuine mixture of autonomy and teamwork, communication and action, creativity and response to constraints.
  - Creatis, “I create, thus I exist”
    - The approach adopted by this course-seminar is based on:
      - Learning through simulation
      - Working in creative workshops

## Plato and Aristotle





## New approaches are needed in...

### ■ Education

- The emphasis has generally been on capacity building for rather traditional campus based/class-based (if not lecture-based) teaching, with a focus on theoretical content rather than on applied content with developmental relevance.
- The shift should be towards preparing students to be independent critical learner, able to gather knowledge from the Internet and other digital sources and networks to be able to apply it to address real problems in real (local) contexts.





## New approaches are needed in...

### ■ Research

- A shift of emphasis is needed towards strengthening the capacity of the developing world to participate in global knowledge communities, to tap knowledge from global networks, and to produce 'new' knowledge by translating, contextualizing and 're-inventing' existing knowledge.
- A shift of emphasis from doing (fundamental) research in often rather isolated settings to participation in global knowledge networks (example: CESEM/HEM)







# CESEM, Research center of HEM – 2007 (Rabat)

## COUNTRY REPORT

# MAPPING DIGITAL MEDIA: MOROCCO



OPEN SOCIETY  
FOUNDATIONS





# CESEM, Research center of HEM





## New approaches are needed in...

### The use of ICT

- This generation of HE students of today grew up with a technology mindset.
- It is inevitable that ICT will rapidly gain more importance.
- No change will have a greater impact on higher education than the use of digital, personalized, technology.
- The future of education will include a MOBILE LEARNING component. Technology, and today's "digital natives," will change educational delivery methods in the future. The higher education student of today is a 24/7 consumer.
- Students are accustomed to accessing information anytime, anywhere. Some prefer on-line learning or a combination of classroom and distance learning.
- On-line educational opportunities will become increasingly important to students from developing countries that do not have the financial resources to study abroad.



# KHAN ACADEMY

- 3,250 tutorial videos on YouTube (8 to 10 minute tutorials followed by a quiz based on the presented information)
- 600 million completed exercises
- 5 million unique visitors per month
- 15,000 classrooms
- 234 countries
- 160 million videos

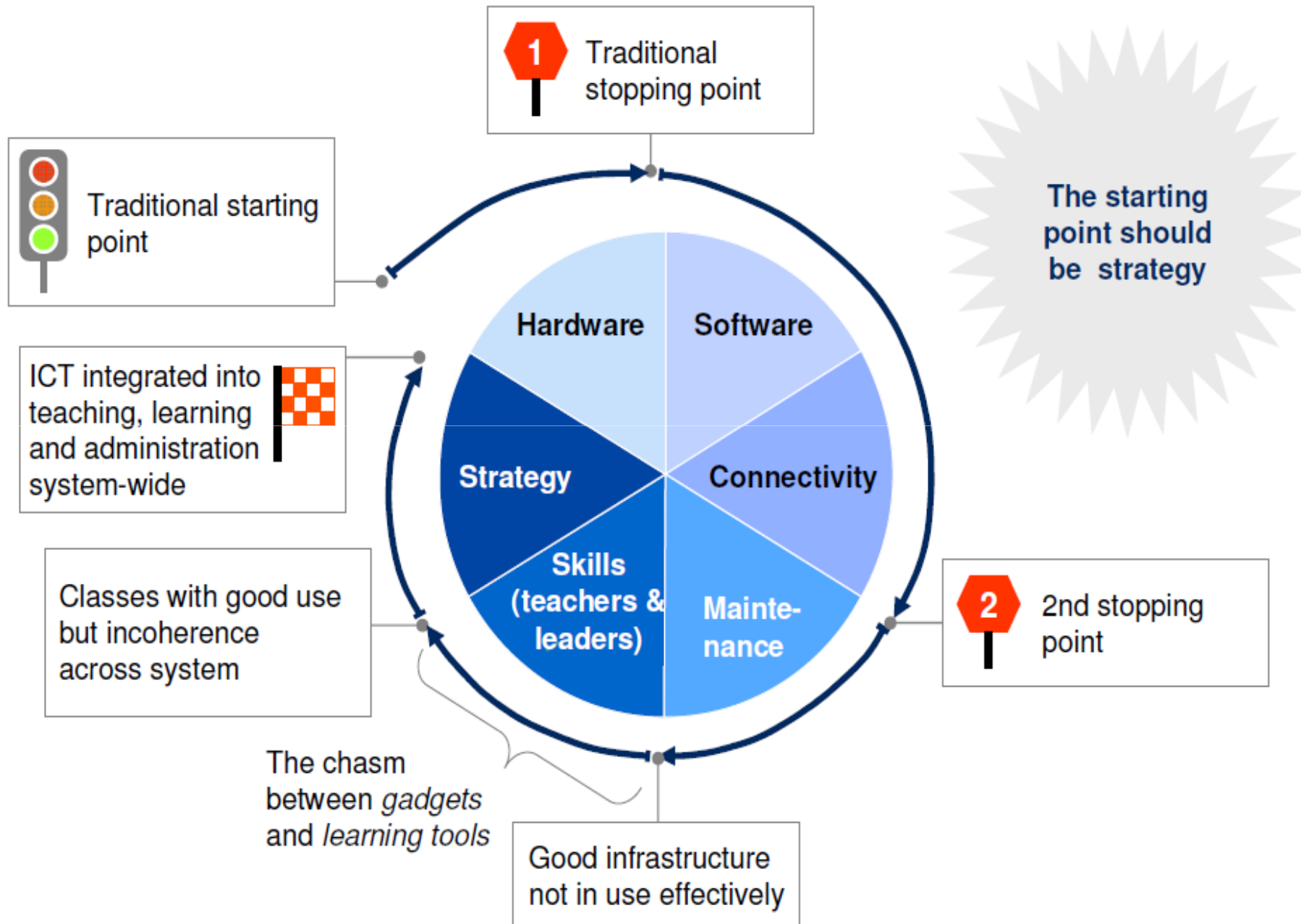
**The jury is still out on MOOCs.**

**To date, only 5% -10% of students complete a MOOC. Assessment, grading and cheating are challenges that have yet to be met.**



# The journey to effective system-wide ICT integration

CONCEPTUAL





## Lessons

- Simple knowledge transfer from the North to the South will not be enough to build capacity for the developing world.
- Increasing need to develop new context based knowledge and also redevelop existing knowledge in a local context to make it meaningful and usable.
- Need for local ownership, both of knowledge and of the capacity to create knowledge.
- The developing world needs to create effective mechanisms to put knowledge to use for the benefit of society.
- International university rankings affect public policy and the choices of students and their families.
- **B**ut, they should not be used as the sole source of information that guides decisions pertaining to the quality of HEI.



## More Lessons

- The pace of the market makes HE students obsolete by definition.... So don't even try 😊
- Kill the 80% academic 20% practical
- Get the field experience UPFRONT
- Soft is harder than Hard !
- Deliver universal technical skills (languages & communication)
- Strong cultural component
- Provide Local market knowledge
- Offer very wide range of opportunities (student mobility)





## The Future...

- The growing availability of telephone and internet connections will unite the world's rich and poor students.
- On-line education will make higher education available to students who could not afford to attend a college or university outside their home country.
- There will be major growth in the number of universities in the developing world.
- Global partnerships, rather than free standing institutions, will continue to increase. These strategic alliances will change and enhance current international recruitment practices.
- CHANGE WILL BE OUR CONSTANT COMPANION

Then you better start swimmin'  
Or you'll sink like a stone For  
the times they are a-changin'

