

A Mixed-Methods Evaluation to Help Design Behavior Change Interventions in Morocco Secondary Schools

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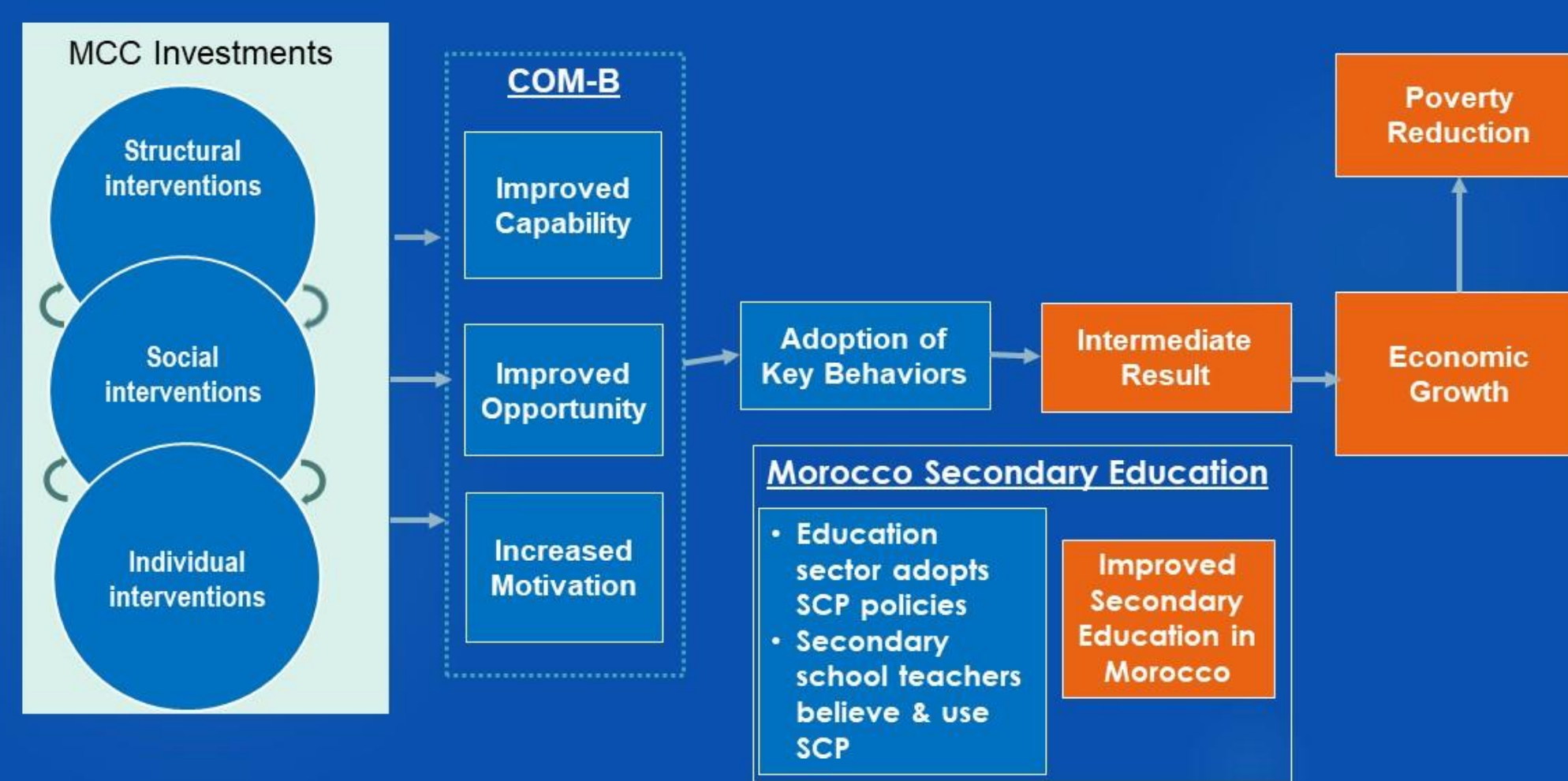
GOAL

Design effective development assistance intervention to improve **secondary education** in Morocco, based on Student-centered Teaching Practices (SCP) of a social-behavior change (SBC) model

OBJECTIVES

1. Assess what proportion of secondary school teachers use Student-centered Teaching Practices (SCP) versus those who use Teacher-centered Teaching Practices (TCP).
2. Examine what are the **contextual** factors and key **socio-demographic** and **professional** characteristics of secondary school teachers that are associated with SCP and TCP.
3. Learn what are the **social** and **behavior change (SBC)** and COM-B model **sub-constructs** that are associated with SCP and TCP.

MCC's Social and Behavior Change Model

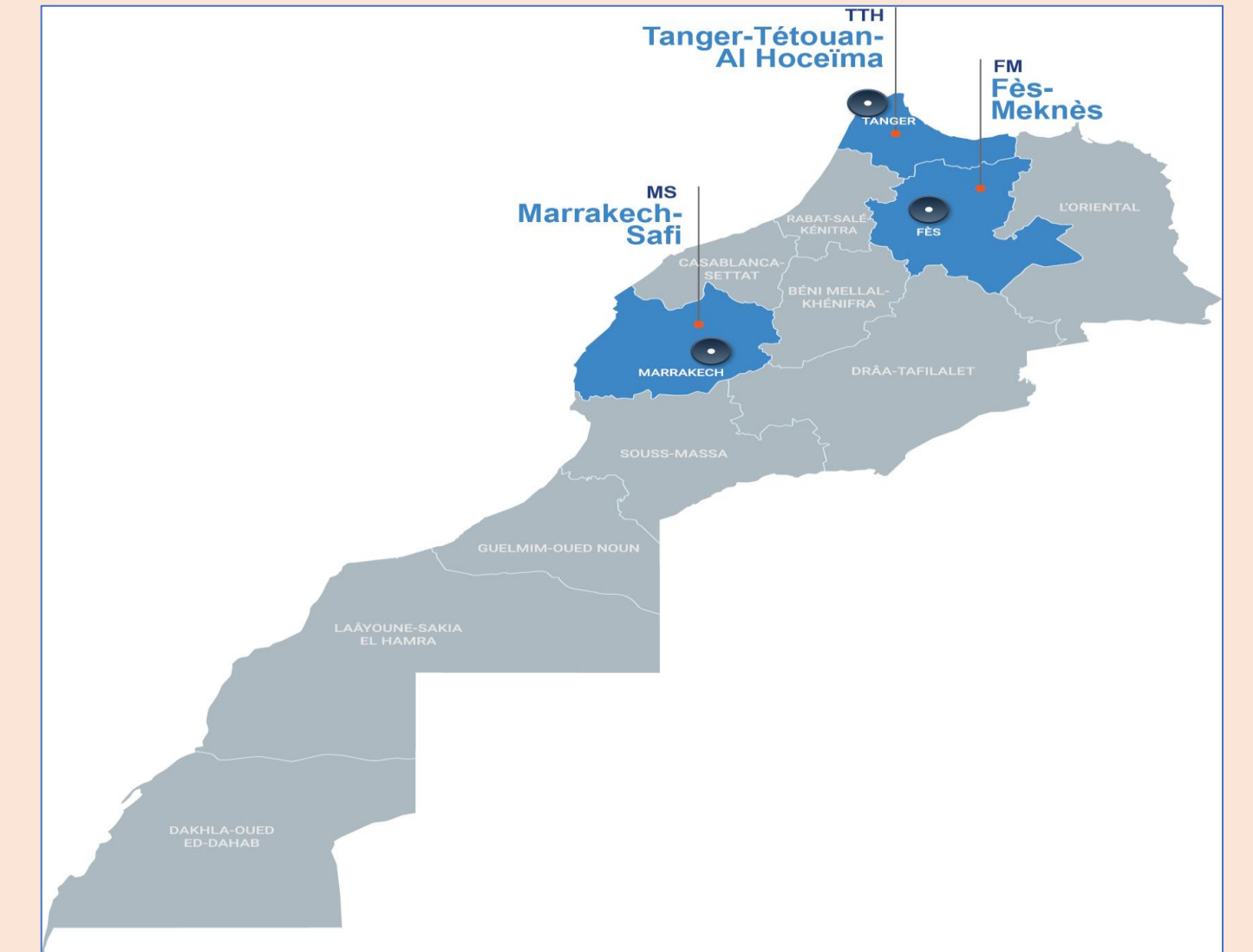


COM-B Model



Scope (3 regions)

- Tanger-Tétouan-Al Hoceïma (TTH)
- Fès-Meknès (FM)
- Marrakech-Safi (MS)



Methods and Samples

Group	Methods	Sample Size
Teachers	Cognitive interviews	16 teachers
	Classroom observations	440 teachers (classroom observations followed by structured interviews with observed teachers)
	Structured interviews (Likert scales: 7=Strong agreement)	
	Focus group discussions (FGDs)	16 FGDs: 83 teachers
	Key informant interviews (KIIs)	6 KIIs (3 SCP teachers/3 TCP teachers)
Students	FGDs	8 FGDs: 57 students
Principals	Structured interviews	60 principals
	KIIs	6 KIIs
Inspectors	KIIs	2 KIIs
Min of Ed officials	KIIs	4 KIIs

RESULTS - Qualitative

Knowledge and Acceptance of SCP:

“I put the student in a high position and let him interact through thinking and applying the scientific approach to producing knowledge. This is the student-centered instruction. My role in the classroom is only guidance and facilitation, which puts the learner in charge of producing knowledge.” – A teacher in Marrakesh-Safi

Justification of TCP:

“In the current conditions and circumstances, the method centered around the teacher is the most successful method... this is because of... overcrowding.” – Islamic studies teacher, TTH

“We grew up in a society where a culture of submission is a part of our daily life... This culture...cannot help us to achieve this goal of student-centered methodology.” – KII TCP teacher

Factors related to TCP/SCP:

- Teachers declared TCP was “classic” and had historically served Morocco well.
- In KIIs, principals shared that SCP is “not valid in some subjects”, such as Math, and teachers said it may not be practical “because it takes a long time”.
- Some teachers also said students were not “ready” to assume self-learning or doubted their integrity (“plagiarizing from internet”).
- Students in FGD confirmed that SCP were applied least in Math and Physics, and most in Social Science, Music, and French, Arabic and English language classes.
- Contextually, teachers and authorities admitted curricula needed to be changed, more modern classroom materials were needed as well as new technology, plus substantial training.

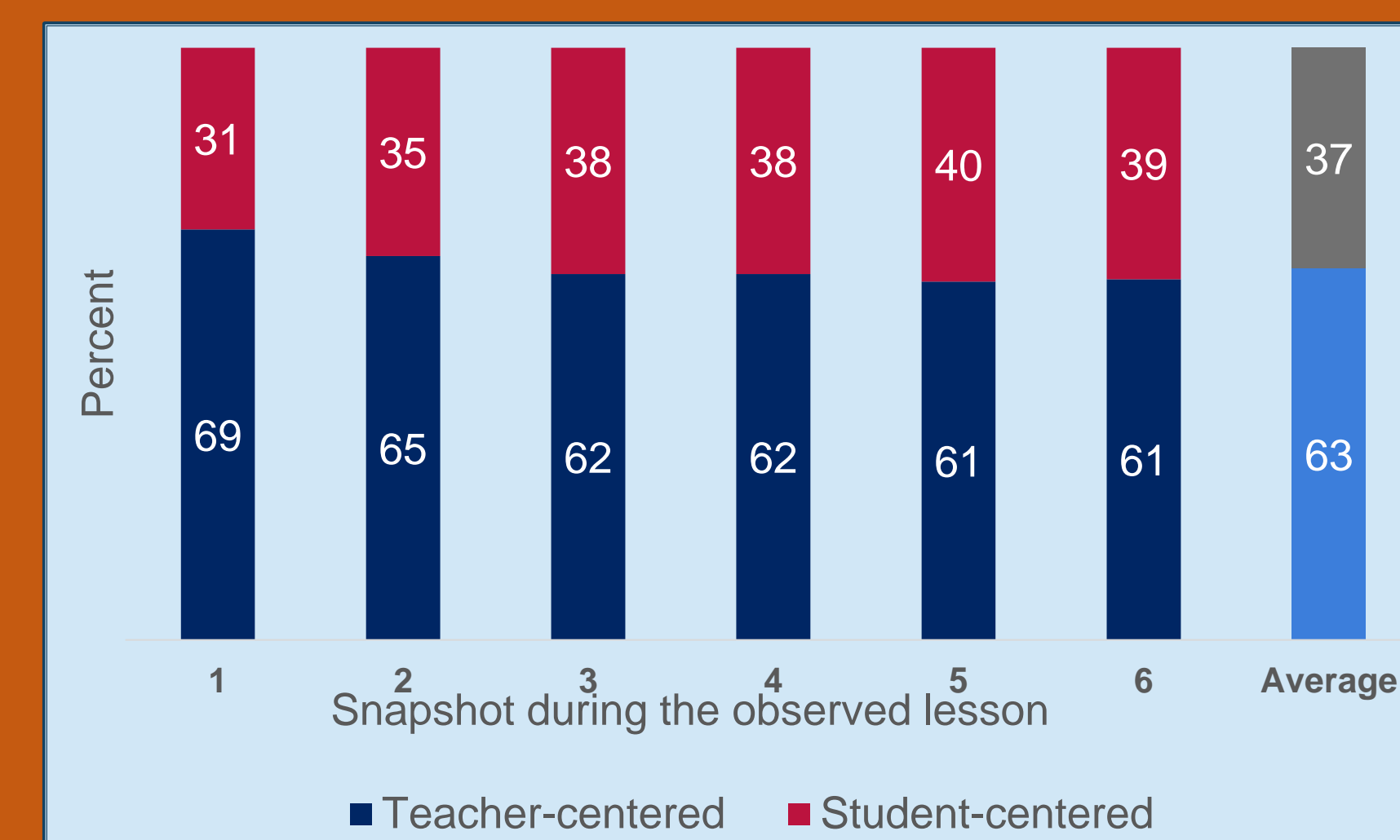
CONCLUSIONS

1. Nearly two-thirds of teachers exhibit TCP, though there is broad awareness of SCP.
2. More language, humanities, and French language teachers use SCP. Several structural and capacity strengthening policies needed to universalize its use.
3. SCP is more “relevant” and less “habitual” to SCP teachers, though still with some “negative consequences” (time, tiring, unprepared students)



RESULTS - Quantitative

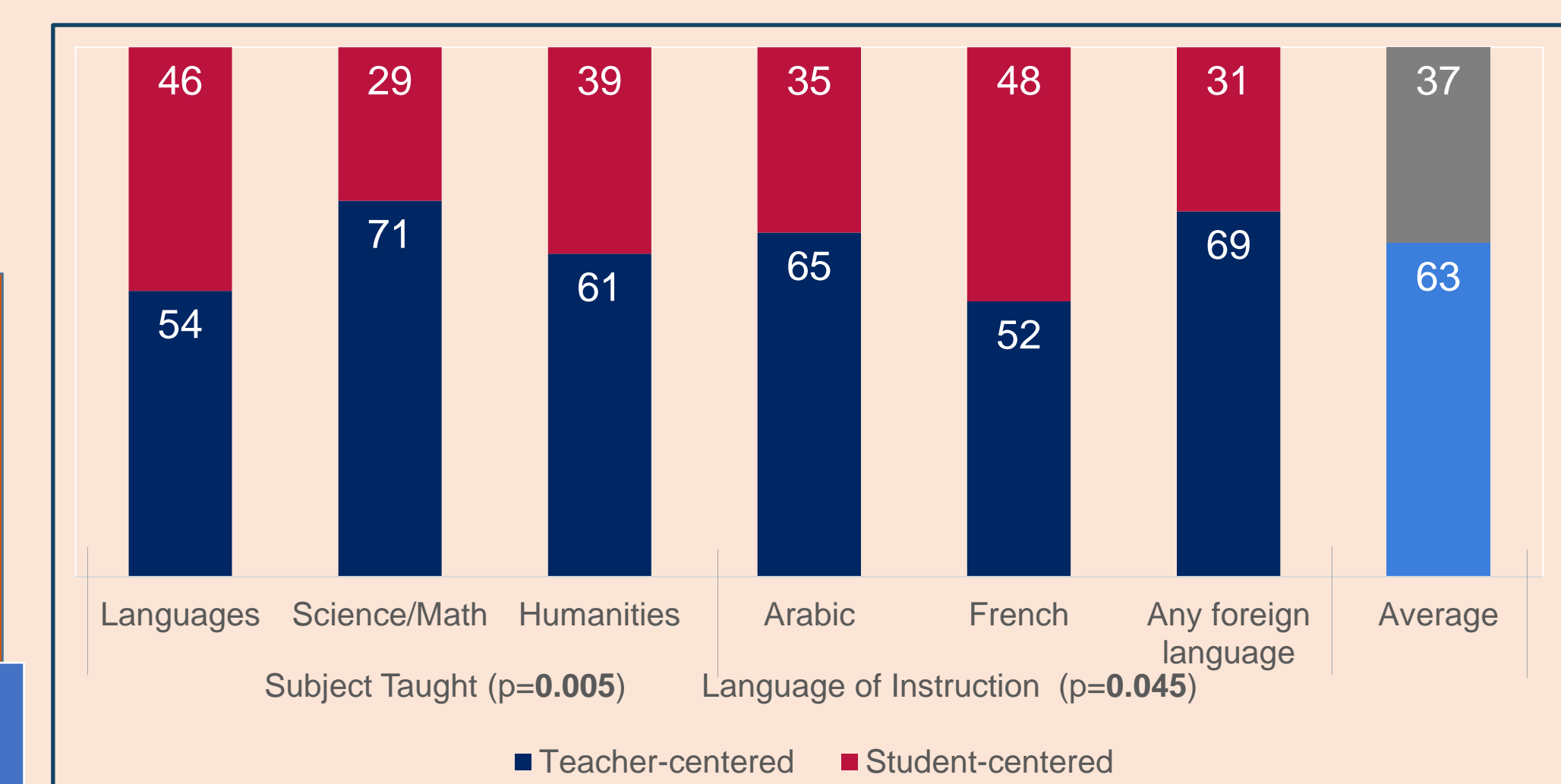
1. Proportion of SCP/TCP



2. Socio-demographic/Professional factors:

There were **no** significant differences in SCP/TCP by:

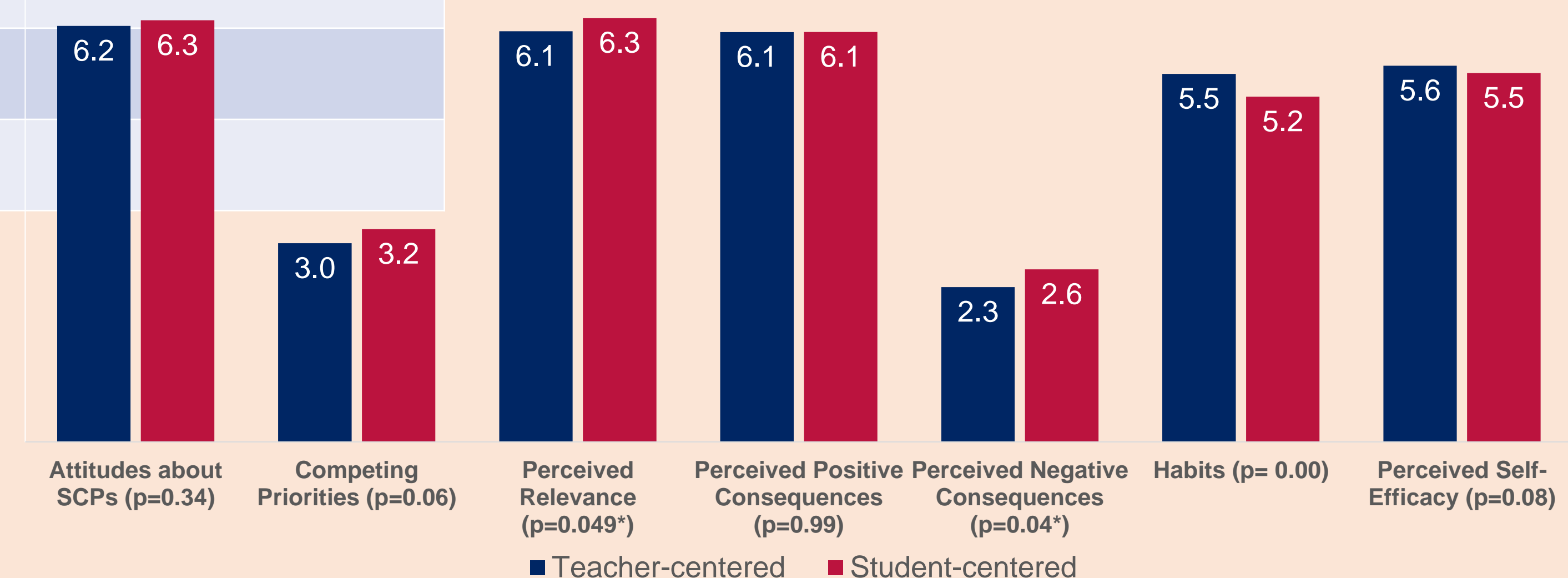
Gender	Years worked
Employment	Grade taught
Highest degree	Urban/Rural
Years of training	School level



3. SBC/COM-B model:

There were **no** significant differences in SCP/TCP by:

“Capability”	“Opportunity”
Social Support	Injunctive Social Norms
Skills	Descriptive Social Norms
Locus of Control	
SCP Knowledge	



RECOMMENDATIONS (for pilot intervention)

1. Work with local authorities to expand curriculum content and update technology for SCP
2. Extensive training and dissemination of SCP evidence
3. Create social support for teachers (Principals, peers, families), and reduce class size in key subjects.
4. Provide opportunities for SCP teachers to show positive results (panels, debates, forums)