

Gender on the higher education learning agenda internationally:
Co-constructing foundations for equitable futures

MOROCCO COUNTRY REPORT

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Executive summary

As part of an international project on the issue of gender in higher education in several countries, Morocco was one of the countries in the study was carried out. This report relates the main results and lessons learned from a study carried out on University of Cadi Ayyad (UCA) in Morocco. The gender is seen in Morocco as a lever for development, while the country is increasingly exploiting the skills of women, which currently constitutes the main competitive advantage of emerging economies.



The analysis of the results revealed a fairly significant gender asymmetry in terms of the size of the university unit (faculty or school); Women tend to occupy more and more positions of responsibility in universities that their male counterparts have monopolized for several years. The analysis of the complete database of questionnaires that followed reveals that this pattern is repeated across all students (the proportion of girls in Moroccan universities exceeds that of boys). A qualitative follow-up study was conducted to understand how gender mainstreaming can improve girls' quality of life at university.

We questioned the integration of gender in study programs at UCA, the results reveal the predisposition of those in charge to introduce this question in the new descriptions of the courses in preparation. the interviewed students want programs and examples of women to be integrated more and more into the examples of successful entrepreneurs. The results of this study somehow reject the glass ceiling that was a feature of the country during the 80s and 90s.

This research recommends that the Moroccan university should become more open to the gender issue while providing more resources for the presence of women in all structures and especially in positions of responsibility.

Project Introduction

This Report discusses insights from one institutional case study carried out as part of a larger international project exploring gender equality and awareness in higher education teaching and learning. Gender on the Higher Education Learning Agenda Internationally (GOTHELAI) is funded by the British Academy under the Global Challenges Research Fund (GCRF) through a targeted program stream 'Humanities and Social Sciences Tackling Global Challenges.' The research is funded from January 2021-December 2022 and includes research teams at universities in five partner countries: India, Kazakhstan, Morocco, Nigeria and the UK. The GCRF sets out with a remit that includes to 'strengthen capacity for research, innovation and knowledge exchange in the UK and developing countries through partnership' (GCRF 2021). The key thread unifying our research team is expertise and commitment around gender equality and feminist approaches across disciplinary and international contexts, with the shared agenda of co-constructing more equitable futures. In line with the priorities of the GCRF, we are committed to the importance of equality in gender and education for its own sake, but also for the importance of this to wider processes of equality, democratization and development for all across wider, interrelated social, economic and political spheres.

The research set out to answer four core questions:

1. Where is gender present and absent in the curriculum focus and approach of the five institutions?
2. How is gender presented as an issue and awareness in curriculum focus and approach across the five institutions?
3. Which individuals, values and agendas are driving the inclusion, rejection and co-opting of gender as a curriculum focus and approach across the five institutions?
4. What are the challenges and opportunities in developing more gender equitable approaches in curriculum?

Background to gender and higher education in country

context

Gender equality

Morocco's traditionally patriarchal structure (Llorent-Bedmar, 2017) informs persistently prevalent gender inequality in most Moroccan urban and rural areas. From Moroccan independence until the end of the 1990s, gender equality was mainly the work of human rights activists, alongside some political parties. In 1997 80% of women and girls were illiterate, with less than 60% of girls aged 8 to 16 in school).

From 1998, government-led reforms as part of wider democratization, human rights and public freedoms have elevated women's social, political and economic emancipation and status. Key reforms include the 1998 National Action Plan for the Integration of Women in Development (PANIFD); National Strategy to Combat Violence against Women (2002); establishment of an election quota system (2002); Equity and Reconciliation Commission (2004); and reform of the Personal Status Code to become the Family Code (2004). The Family Code was a major turning point, enshrining equality between spouses, setting the marriage age at 18 years, and rejecting the concept of male head of household. It abolished guardianship over adult women (obligation to marry with the consent of a guardian) and established women's right to file for divorce. The National Initiative for Human Development (INDH) (2005) improved women's literacy and economic participation; while the Agenda for Equality (2009-2011), Consultative Commissions on Equality within municipalities and regional councils (2011); and revision of the Moroccan Constitution (2011) to enshrine the equality between genders also increased equality, alongside the Ikram 1 (2012-2016) and Ikram 2 (2017-2021) plans for equality.

Thanks to a quota system, 2021 elections saw 96 women elected to parliament out of 395 seats, the highest ever in Morocco. However meanwhile only one woman was elected as

President of Region out of a total of 12 Regions in these recent elections. The literacy rate of the population aged 10 years and over increased from 38.1% in 2000 to 58.5% in 2019 for women, against 62.4% in 2000 to 77.1% in 2019 for men (HCP, 2014; HCP, 2020b). The same data shows low participation of women in working and economic life. The proportion of unemployed people who are women has increased from 25.6% 2000 to 35.0% in 2019. Women have consistently made up below 27% of the actively employed population from 2000-2019, with little movement (HCP, 2014; HCP, 2020b), while at home women spend 79% of their time on domestic responsibilities compared to 21% for economic activities (HCP 2012).

National higher education context

Development of HE in Morocco has escalated since independence in 1955. In 1955 there were only 2000 university students in the country, most of whom were foreigners. Only 22 of these students were Moroccan women (Zouaoui, 2005). There followed a long and progressive process of creation, extension and decentralization of Moroccan HE, during which the proportion of women increased at an annual rate of 15% compared to 11% for men (Mellakh, 2000). Women rose from 1% of university students in 1956 (Zouaoui, 2005) to over 50% in 2020-2021 (DSSI, 2021b). Morocco's university sector is divided into public and private institutions. Public HEIs host 95% of Morocco's students; the 148 public institutions registered 280,498 new students in 2020-2021 (DSSI, 2021b). Today only 1.44% of students in these universities are international (DSSI, 2021b). Beyond this Morocco has a sector of private universities, public-private partnerships, and one Public University privately managed (DSSI, 2021b). These universities are 17.56% of international students (DSSI, 2021b).

Women now make up around three quarters of HE administrative staff, and 50% of senior executives (DSSI 2021b). However, women represent only 29.58% of permanent teaching staff in Moroccan public universities, and 31.63% of the total teaching staff in the private university sector. Positions of responsibility and decision-making are still dominated by men.

Very few women occupy the positions of dean, vice-dean, secretary general, responsible for the budget, director of higher education, and even less that of university president. The question also arises at the union level: the number of female teachers belonging to the various national education unions is as high as that of their male colleagues, but the percentage of female presence in executive offices or administrative committees is minimal.

Equalizing higher education addresses a pressing social demand. Beyond the provision of quality training to equip students for the job market, higher education is central to consolidating wider social equity and an inclusive development model, supporting the democratization of the country.

Many initiatives have recently emerged. While awareness of gender equality in the education sector in Morocco may traditionally have been a struggle of civil society, unions and progressive political parties, the Governmental Agenda 2009-2012 changed this, positioning the drive for equality as explicit in official policy. Further, the Moroccan Ministry of National Education and Vocational Training 2012 Service Contract with the European Union aimed at a support strategy for the institutionalization of gender equality in the education system in Morocco. Three axes constitute this strategy: institutionalization of the concepts of equality and gender; development of gender communication strategy and tools; and gender responsive budgeting. Morocco has also set up gender education courses in Moroccan universities, thus reflecting the Kingdom's commitment to the process of promotion, equality and empowerment of women.

Brief summary of institutional case study

The Case Study University is one of the leading public universities nationally and regionally. The University has 16 higher education establishments, almost 100,000 students, 4 university residences, 217 accredited training courses, 1,649 permanent teachers and an

administrative staff of 711 members, Since its creation in 1978, it has grown rapidly, increasing its student numbers, particularly in the early 2010s. It is also a leading scientific and technological center in Morocco.

Women currently make up 51.85% of students in this University, alongside 25.34% of research professors, and 46.41% of administrative staff (DSSI, 2021b). The university now developed an e-learning program, offering a number of online courses to help increase access to education for some of the poorest students in most remote areas in Morocco. A particular goal of this project is to encourage women to complete higher education. Factors including poverty and tribal culture can mitigate against rural women's HE participation.

In 2019, the University created the first inclusive center to promote gender and disabilities awareness and equality within universities. Structures dedicated to supporting students who are victims of gender discrimination are being developed alongside targeted support for specific student learning needs and integration of international students. The University has also participated in the establishment of a Network of Moroccan Universities for Gender Teaching, aimed at sharing inclusive good practices and promoting the importance of gender education in universities.

Methodology

Our approach in this international case study research was one of multi-directional learning (O'Shea 2015) within and between disciplines, institutions and countries; to collaboratively build new understandings and approaches (ILO 2012; CohenMiller and Lewis 2019). The

intention of such a cross-national approach is not direct comparison seeking out a most effective approach, but complementary parallel case studies (Hantrais, 2009) as a powerful tool to generate new perspectives on existing challenges through the benefit of what might be learned from each other (Boddy et al. 2013). In line with the principles of our funding through the Global Challenges Research Fund and as feminist researchers, we set out with the aim of collaborative research design from the beginning of the research, as an international, interdisciplinary team. We identified three academic disciplines (one science, one social science, one humanities) that were represented within our national case study university alongside all of the other partner universities.

Within each discipline we invited teaching staff ($n=7$) and final year undergraduate students (those anticipated to have the most extensive experience of being taught within their university) ($n=7$) to complete an anonymous online survey that included quantitative and qualitative responses, yielding a total of 42 institutional survey responses. Initial analysis of survey responses informed design of interview questions subsequently targeted to a sample of four teaching staff (three department Heads and one institutional teaching lead) and three student representatives within the university. Interviews were carried out online via zoom, generating audio recording and written transcript which was cleaned up and anonymized for analysis. Analysis themes were agreed between country teams via an iterative process. Quantitative analysis was carried out using SPSS and qualitative analysis used Excel for widest international team access. The research received institutional ethical approval. As a next stage our national data will form part of international data analysis, culminating in publication of a subsequent project report.

While we recognise that gender is nuanced in being more than a binary between male and female, for the purposes of this report we have identified the female, male, and other gender categories that participants selected as part of their survey and interview responses. These

identifiers are intended to provide a reference point for readers alongside other key aspects of participant identification.

Findings

1. Where is gender present and absent in the curriculum focus and approach of Morocco HE institution

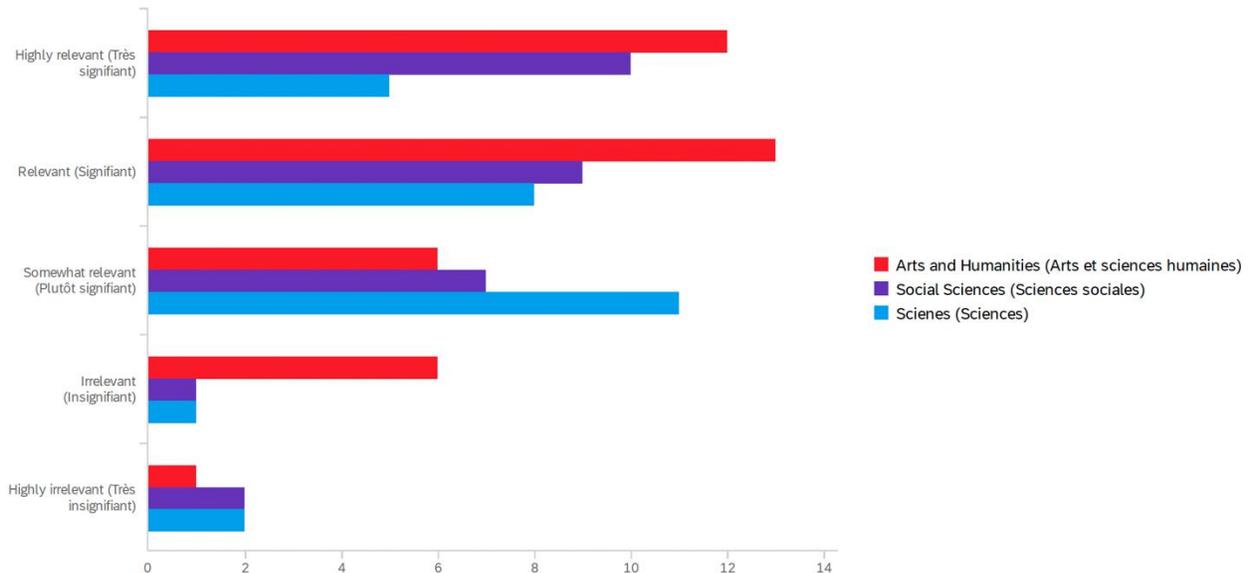
The majority of the survey respondents think that gender is extremely important (31% of female respondents and 50% of male respondents, representing both 33% of all respondents) and very important (31% of female respondents and 25% of male respondents, representing both 30% of all respondents) to achieving wider social development goals such as democracy and economic development. One of the interviewees, a Senior Manager Male Staff, points out that:

If we want the general interest, the most important thing is to improve the level and quality of education in our country. So, the main goal is equal opportunities in higher education. If that is our goal, I think everyone will agree to mainstream gender in all projects and strategies.

A male teacher in the Social Sciences Department mentioned that in Moroccan universities today, there more female students than male, which for him shows how the national education policies in Morocco have succeeded in terms of gender inclusion : *“Now, it is true that there are particularities and elements that are a bit disruptive in relation to this issue, but overall, I can already see that the presence of more girls than boys in terms of statistics is a good indicator to say that we are in a policy of gender inclusion”.*

When asked if gender is seen as relevant to teaching and learning in HE in each of the three studied Departments, the majority of the respondents of our survey find it relatively relevant but at different degrees, as shown in the following figure:

Figure n°1: To what extent do you see gender as relevant to teaching and learning in HE of the following academic disciplines



In their discipline, 65% of all female respondents and 25% of all the male respondents, representing 62% of all respondents, see gender as relevant to teaching and learning in how teachers teach, for example, by actively using gender-inclusive examples or inviting contribution from students of different genders. A female student from the Sciences Department has recognized the great importance dedicated to gender in her university across different activities and the efforts that are being made to let them inclusive: *“I've experienced that and the topic of women was very much discussed. In the first year, I participated in the gender club at school, its name was the Women Club. Because of her name, the members of that club were just girls. So, when we did ceremonies, parties or meetings of this club, always the girls were present and that's why the second year, they changed the name. And as time went on, the boys were encouraged to join that club”.*

In this Women Club, students had opportunity to deal with several topics that help them to find out how a same issue related to gender can be seen and experienced differently depending on the social background of each one: *“We had always done stories, meetings where, for example, one day a week, we dealt with a topic that has a relationship with women. We actually dealt with*

this topic of the inclusion of women, the inclusion of gender. We have dealt with other subjects, for example, the marriage and early marriage, the equality between the woman and male. So, we dealt with very good and very interesting topics. We saw several points of view from several girls, from several different backgrounds, and we dealt with different opinions and so that's what we did" (Female student from the Sciences Department).

On another agenda, when asked if they feel that gender is adequately represented within their field, 65% of our survey respondents find that it is effectively represented in the subject content and what they are being taught, 56% of the respondents see it in experts whose ideas are taught, while 71% of the respondents consider that gender is represented in the teaching style and approach to teaching. One of our interviewees, a senior manager who identified himself as male, noticed the works that are being done at different levels of the University to improve gender diversity and involvement when addressing the quality of teaching: *"There is a development concerning gender diversity in teaching, there are as many men and women, always present in meetings or in projects to improve the quality of teaching, we find all the projects give importance to gender, this falls within the general or private objectives of the university"*.

Both students and staff agreed and recognized that gender is becoming more present in the curriculum focus and approach, with courses and activities related to it that are being developed and performed, even if there still some issues to deal with.

2. **How is gender presented as an issue and awareness in curriculum focus and approach across the five institutions?**

In Morocco and like in developing countries, the gender issue remains a major issue. A staff member of the Social Sciences Department, identified as male, reminded that for the past twenty years, Morocco has implemented reforms to provide every citizen with the possibility of accessing education, whether she or he is a female or a male, disabled or not. In his opinion, this has contributed to arise gender awareness issues and everyone in Morocco has the right to a quality and inclusive education, without any discrimination.

In our survey, when it comes to talking about gender equality and the awareness around it in each studied discipline, the majority of the survey respondents strongly agreed (52% of female respondents and 50% of male respondents, representing both 52% of all respondents) and somewhat agreed (23% of female respondents and 25% of male respondents, representing both 21% of all respondents) that representations of gender in their discipline promote gender equality.

The issue and awareness of gender is also seen in the ways people communicate, between men and women. For example, when sending an email to other staff members or students, the different staff respondents mentioned that they always consider the gender in the way they write by adding always the “es” in brackets. In the same vein, one of the interviewees in the staff of the Sciences Department, who identified himself as male, noticed that they always avoid reinforcing gender stereotypes and always try to be careful about that, especially in their pedagogical material and in the choices of examples and images they use during their courses. But, if it’s at some points easy for the staff in the Social Sciences Department and in the Sciences Department to find examples of women who had achieved more in their field, it happens more difficult for the staff in the Arts and Humanities Department, particularly in the History field, to find common examples: *“We do not deal with the issue of gender. When we talk about the history of Morocco, for example, we have the*

impression that we are only talking about men and a few women. If you advocate all the monarchies that have passed and that have lived in our history, we have this male problem, always men. So, this problem exists, we have a few women and if we give a class on a woman who has really been praised during the story, it becomes something extraordinary”.

About the need for gender mainstreaming in teaching courses and the degree of integration of this issue in the course programs in Morocco, we observed that the respondents found that the gender issue is understood in universities better than in any sector (science students). It was also noted that in recent years modules that talked about the inclusion of gender, especially about conventions that Morocco has done recently was taught. Respondents consider that this question should be integrated in most modules and it should be integrated in the other modules indirectly, but we also need to have a module that is independent, that deals with this subject: for example, why not launch it directly with the inclusion of women or gender. The majority of students and teachers have increasingly invited themselves to integrate the gender issue also in activities by universities such as mixed student clubs, clubs themed on this issue and also the launch of debates on women inclusion, on the problem of the glass ceiling from which many women managers in Morocco still suffer.

It is important to notice that the way gender issues have to be presented in curriculum still differently perceived by our respondents. In our survey, 53% of all respondents think that gender inclusion issues in higher education have to be understood as a focus in its own right, separate to other issues, while 33% find that there should be understood as related to other aspects of identity such as age, disability, ethnicity and religion.

Finally, the survey revealed a lack of gender issues in curriculum focus and approach because we do not have people specialized in this matter. Yet, there are modules such as communication and sociology that dealt with gender issues, but they are not available in all fields or universities, it depends on the discipline. Then, according to a staff female member

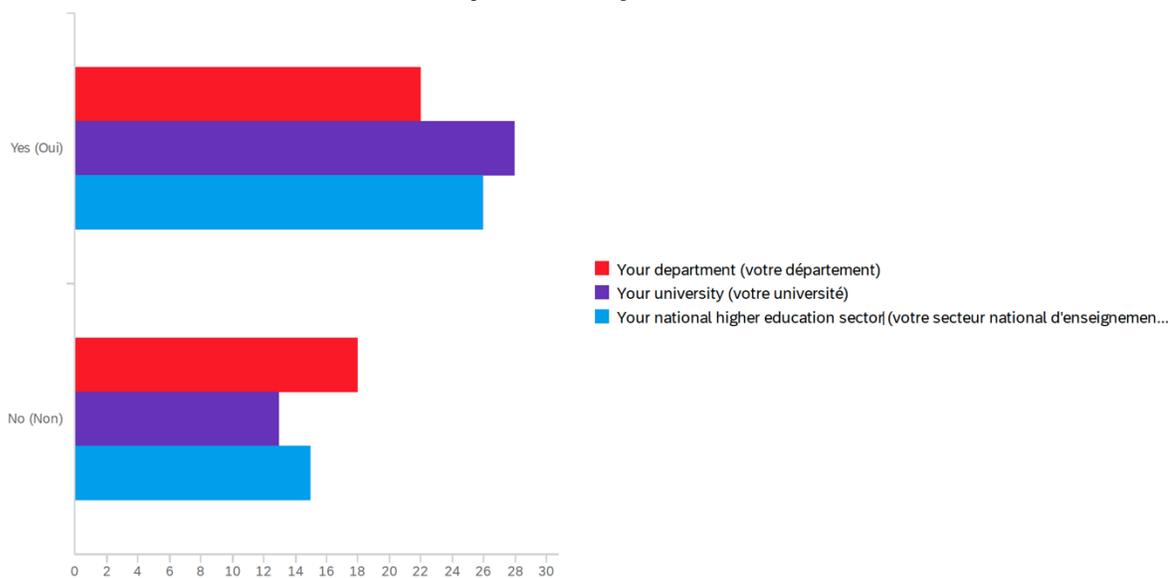
from the Sciences Department, presentation and awareness of gender in curriculum focus and approach become more dependent on the Professors background and Education.

But overall, gender has to be studied as knowledge, as one female student from the Art and Humanities Department warns: “the main concern in teaching and learning is the knowledge. If gender is thought from a scientific and sociological perspective, then it is knowledge”. This view is also shared by another male student of the Art and Humanities Department.

3. Which individuals, values and agendas are driving the inclusion, rejection and co-opting of gender as a curriculum focus and approach across the five institutions?

When asked if gender inclusivity in teaching represents the values, goals and priorities of their department, their university and their national higher education sector, respondents somewhat agreed but at different degrees as it appear in the following figure:

Figure n°2: Do you think gender inclusivity in teaching represents the values, goals and priorities of



The analysis of the results shows that the studied University is characterized by a significant presence of female students in the various university courses. This shows that the university has come a long way in terms of gender inclusion policy. This finding, linked to the predominance of female students, is visible in all departments. As one respondent points out *"girls are now the most important part in our university"*. Among the values behind this that are cited by the majority of interviewees, we find non-discrimination when recruiting students. The principle retained when entering universities, especially institutions with regulated access, is meritocracy. It is the skill that dictates access not the gender of the candidate. As one male staff member in the Social Sciences Department explains, *"this year, in undergraduate studies, we had fifty students including almost 45 girls, which shows that we have a lot more girls than boys, the only criterion we use is the skill. As long as the girl has the*

necessary skills and prerequisites, she is welcome to study in our department". Moreover, it seems that female students succeed more than their male counterpart, according to one male teacher in the Sciences Department: *"We don't have a serious problem with the inclusion in our faculty, in our discipline, in what we are teaching. In the universities, there are more girls who succeed in their studies compared to men. So, there is a kind of positive discrimination, as we call it. So, girls are perhaps more favored than men".* This point of view is shared with another male staff in the Social Sciences Department.

At the other hand, when considering the recruitment of staff members, our study shows that instilling a culture of inclusion in the university appears to be a determining factor in promoting this gender approach. This starts with accepting women as collaborators who will certainly bring added value to the work. Confidence in a woman's skills is a prerequisite for inclusion at the university level. The example cited by one of the respondents is that of the dean of the humanities faculty who excelled in her role during her tenure. The testimony clearly shows that women also have the skills necessary for the good management of academic institutions. Most respected in our country, she had all the privilege because she was a strong woman, with human qualities. Since her tenure, this assumes a major change in the mental patterns of individuals in all the ecosystem (teacher, students, administrator, parents, etc.) in order to have actions and behaviors in line with the principle of gender inclusion.

But even with this kind of testimony and progress, it has been observed that the chances for a woman to occupy the post of dean or director is minimal, reason why the concept of parity in high positions still far away to attend. The proof is that in the studied University out of 18 establishments only three women have the responsibility of management. Respondents consider this rate of 3/18 sufficient since in a few years before, no woman can reach the post of director or dean. We have seen great progress in this field which is largely linked to the advancement of women in the ranks of professors after having excelled in the field of scientific research, an indispensable condition for occupying the position of director or dean.

But to step more forward, according to some respondents, it is not just the responsibility of the university but of society as a whole that should engage in encouraging these women to step forward in these kinds of positions. This is particularly the family members especially the husband for married women who should take care of some of the household chores so that the woman strikes a balance between work responsibilities and family responsibilities, as stated by some respondents.

By analyzing the role of actors or individuals in the inclusion of gender, analysis of the data collected from the interviewees shows that the study of this question consists of understanding the gender approach as being an ecosystem in which several actors are involved. This concerns in particular the students themselves, the faculty, the administrative body, the parents, the society.

In our survey, when we asked who takes responsibility in their university for including gender in HE teaching and learning, 40% of the respondents find that this is settled at the national policy level, 35% of respondents suggest that it's the University management, while 30% of respondents think of the teachers collectively. In the same vein, we asked who should take this responsibility for including gender in HE teaching and learning: 61% of the respondents mentioned the whole university community in the first position, 47% of respondents putted the national policy level at the second position, while the teachers collectively and the University management were placed respectively in third (42% of respondents) and fourth (33% of respondents) positions.

But almost all the interviewees regret that some of the main actors of the ecosystem don't usually play their role. Some parents, especially in rural areas, are not yet aware of the importance of higher education for the future of their daughters due to the stereotypes perceived by the majority of families that see girls as candidate to marriage not to high school.

The analysis of the results also shows the crucial importance of the student clubs in this effort to promote and encourage the inclusion of gender in the university. But even there, there is still some issue to deal with. The majority of male students are not attending these clubs and the effects of what is being taught there still minor for them.

In the same order, women should also be sensitized and self-confident, as they sometimes have ideas about their inability to take responsibility because they are women. As one of the women interviewed explains, *"The woman has to keep doing and getting what she wants, no matter what others say. Sometimes the problem is, it's not the men who criticize and block, but it's the women who say that we are only women. What are we going to do ? This is what pains me; it has become part of their personality that they can't do anything. This mentality should be changed"*.

Another determinant that will encourage and facilitate girls' access to higher education is the availability of both financial means and the proximity of university infrastructure. As mentioned in the interviews, *"we still have girls who cannot and who do not finish their studies for lack of means and lack of parental and family mentality, especially the illiterate"*. It therefore emerges that investment in premises that welcome girls from disadvantaged backgrounds is essential for gender inclusion because the majority of girls stop their studies because of the distance from the university and the absence of reception centers (university halls, student's house, etc.). In the same vein, as one of the participants in this research evokes, *"the State must play an important role towards girls, consisting in ensuring a healthy environment so that women can plan to study in all cities, because in addition to awareness, we need real estate linked to studies"*.

4. What are the challenges and opportunities in developing more gender equitable approaches in curriculum?

The majority of the survey respondents (61% of female respondents and 75% of male respondents, representing both 63% of all respondents) agreed that there are still challenges against representing or incorporating gender equality in HE teaching and learning.

When asked why, almost all the interviewees, both students and staff, considered the cultural dimension to be the major challenge to be overcome. The perception of the role of women is dictated mainly by the culture of Moroccan society characterized mainly by the Muslim religion and by both Arab and Amazigh culture. With this in mind, once the girl reaches a certain age, she faces pressure from society and finds herself forced to marry, have a family and have children. The following testimony is striking in this sense *"even if you have achieved all the goals, if you are not married, you have failed everything in life"* (teacher). This pressure sometimes causes the girl to drop out of school even though she has all the skills and abilities to excel in studies. As one of the study participants testified, *"I had a friend of mine, I visited her recently and I can tell she was under the pressure of society, she got married at a very early age... so there are certainly obstacles, it's quite normal because of the culture as I said, it's something that has grown with us since childhood"*. Likewise, the respondent from management underlines that in our culture, the girl or the woman should be much more at home to take charge of the household chores.

Resistance on the part of certain actors also represents a challenge to be taken up because in order to gain acceptance for this type of module relating to the gender approach and dedicated training courses for women in society, it would take a considerable effort to show the interest and involvement of key players. To overcome this, plan the gender issue as a transversal course but also encourage teachers to instill this in all courses.

The reconciliation between private life and professional life is also a problem to be managed because, as the testimony at the level of the science department shows, *"there are examples, without citing names, certain teachers who manage to free themselves from certain obligations like having a family, to give more scientific production and take on responsibilities unlike those who*

have children to take care of. So, we can't have more time to give to work as in the case of men who don't usually have this responsibility for the education of children".

Analysis of the results also emphasizes on the stereotypes that assume that men are superior to women and that the latter cannot occupy certain positions of responsibility. In the university, once the woman is in charge, it is necessary to sensitize the other partners (teachers, administrators, students ...) to respect the responsible woman and to believe in her management and decision-making capacities.

In our survey, other several challenges of incorporating and representing gender in more equitable ways in HE teaching and learning have been mentioned, especially the curriculum requirements (43% of respondents), the policies at the departmental, university and national levels (38% of respondents), the teacher expertise (31% of respondents), the teacher interest (26% of respondents), or the student interest (24% of respondents).

In the eyes of the participants in the study, this obstacle to find specialist and competent profiles in the field of gender to ensure teaching in universities is more important and has to be dealt with. As one male student in the Social Sciences Department mentioned:

Higher education needs expertise. As long as a professor knows her field it's good. But filling higher education with professors who might not be as good or have what it takes just for the sake of representing everyone (race, sexuality, gender, etc..) might have a negative effect on education.

Recommendations

1. Understanding the gender approach as being an ecosystem in which several actors are involved and where each actor plays a particular role to achieve gender inclusion, some respondents invite the faculty to become more involved in this logic of gender inclusion, whether at the level of the pedagogy of its teachings or at the level of evaluation. Moreover, they see women teachers in a better position to convey this policy of inclusion by making girls aware of the importance of higher education for a better professional future.
2. Then, one of the recommendations that evolves from our study is to work on the communication materials. Both students and staff members insist on showing successful models of successful women. For example, in Morocco, we have today two university presidents. The need to communicate on them and tell their achievements could encourage future recruitments of university presidents to go in this direction. The same thing happens when you go down a level below the dean level, at the level of school directors. This means to show and communicate around their profile, their achievements, it is already an essential element to show and say that even women, they can lead universities, lead schools with brilliance.
3. Another suggested action is to forge a culture of inclusion that must be conveyed at the level of institutions. It is necessary to establish this as a culture and not as a rule, it is necessary that everyone shares this culture, from the top level to the security guards, the cleaning ladies, in all of the components of inclusion in relation to people.
4. Interviewees also recommend to plan awareness seminars and congress around the issue of gender institutions, administrations, and on the place and the role of women today in companies, in banks, in universities, in public institutions, and how to break the glass ceiling? Why women do not manage to evolve in their career towards? etc.

... To better manage the gender issue in universities, respondents also find very important that launch of doctoral training and specific research projects on the presence of women in higher education. Research on these issues of gender and the role of women in institutions will certainly enlighten and encourage decision makers to integrate this issue into their policies. Research is also a component not to be neglected that will facilitate awareness and will be able to move forward in this regard (Interv_3; Interv_6).

5. Another point raised by one of the respondents is to strengthen the effect of social networks and consider them as a communication tool to convey the image and role of women in our societies. Using influencers to talk about the topic of gender inclusion will also play a key role in this regard.
6. An effort should also be made by Government and NGOs to convince parents to let their daughters pursue higher education and not to make marriage a priority. According to the majority of the respondents, they must be made aware of the importance of higher education for the future of their daughters, as well as of their role in correcting the stereotypes perceived by the majority of families with regard to the profile and the experience of the girls who access at university. This kind of education must start from childhood.
7. Finally, participants also point out that the pedagogical content and materials have to be designed with this inclusion issue in mind, in relation to equal opportunity. Indeed, it is a universal principle. It is necessary to have equal opportunities for men, women and others, and this must be taught. Then we can finally get out of this dialectic, to go towards other people who sometimes encounter constraints and difficulties of access to education.

All these propositions are seen as actions that will have a visible and fast impact on the change of mentality and encourage the awareness of gender as a curriculum focus and approach.

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