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Higher Council for Education, Training and Scientific Research

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NATIONAL BODY FOR EVALUATION OF THE EDUCATION, TRAINING AND SCIENTIFIC RESEARCH SYSTEM

The Teaching and Learning International Survey TALIS 2024 Morocco

THEMATIC REPORT
SUMMARY





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TALIS 2024

MOROCCO

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Introduction

At present, the teaching profession holds a strategic position in Morocco, in a context where improving the quality of the education system is a top priority. International research highlights the essential role of teachers in achieving quality education, fostering students' academic success, and developing skills. It emphasizes that, through their commitment and expertise, teachers profoundly shape learning pathways.

The Strategic Vision for Reform 2015–2030 prioritizes the renewal of the teaching profession, focusing on professionalization, skills development, and continuous improvement in teaching effectiveness. Teachers are perceived not only as central actors in the system but also as a strategic lever for national development, capable of guiding students toward success while contributing to the evolution and emancipation of the education system.

Today, expectations of schools and teachers, particularly regarding mastery of fundamental learning and equitable access to quality education, are higher and more diverse, in a context marked by profound economic, social, and cultural transformations. They remain all the more urgent as national and international assessments highlight the persistent difficulties faced by many Moroccan students. At the same time, the role of teachers is evolving profoundly in the era of 21st-century skills: it is no longer limited to knowledge transmission but also encompasses the development of cross-cutting skills, including critical thinking, creativity, collaboration, and digital proficiency, which requires rethinking teachers' pedagogical roles.

In this context, analyzing teachers' profiles, instructional practices, motivations, working conditions, and training needs constitutes a strategic lever for reshaping the understanding of the realities of the teaching profession, in light of national objectives related to quality, equity, and pedagogical innovation.

From this perspective, Morocco is participating for the first time in the fourth edition of the Teaching and Learning International Survey (TALIS) in 2024, conducted by the OECD. This large-scale international survey enables comparisons of instructional practices across fifty countries and the collection of detailed data from teachers, educators, and school principals. It thus constitutes a valuable tool for informing education policies and supporting the modernization of the education system.

At the national level, the project is led by the National Body for Evaluation (INE) within the Higher Council for Education, Training, and Scientific Research (CSEFRS), in partnership with the Ministry of National Education, Preschool, and Sports (MENPS). It is conducted in collaboration with an international consortium bringing together OECD, participating countries, teachers' unions, research centers, and the European Commission.

This edition is structured around three modules: the main survey (in primary and secondary education), a survey on preschool education, and a survey on lower secondary teachers' pedagogical knowledge.

The first report prepared for Morocco focuses exclusively on the results of the main survey conducted among primary and lower secondary teachers. The other TALIS 2024 modules will be the subject of separate thematic reports. A separate report will also focus on the results concerning school principals.

The report summarized here is structured into six chapters. The first chapter presents the conceptual framework and the survey methodology. The second analyzes teachers' profiles, their practices, emerging practices (diversity, technology, etc.), and their perceptions of effectiveness. The third chapter addresses skills development, teacher initial education and continuous training.

The fourth chapter explores issues related to autonomy and leadership, while the fifth chapter focuses on professional relationships with colleagues, school leadership, students, and parents. Lastly, the sixth chapter examines teachers' well-being, satisfaction, and sources of stress.

Conceptual and Methodological Approach

The Teaching & Learning International Survey (TALIS) 2024, led by OECD, analyses the profound transformations currently affecting the teaching profession and the functioning of schools. The survey is divided into three complementary modules: the main study (TALIS Core) for primary and secondary education, TALIS Starting Strong for preschool education, and the Teacher Knowledge Survey (TKS), administered at the lower secondary level.

This survey is based on a conceptual framework that combines the structural dimensions of the education system — training, instructional practices, school climate, and leadership — with emerging challenges, including diversity, equity, the use of digital technologies, students' social and emotional development, and education for sustainability. By providing an international perspective, TALIS 2024 enables each country, including Morocco, to situate its education system in a variety of contexts.

The methodology is based on questionnaires administered to teachers and school principals according to a rotation system that ensures comprehensive coverage of all themes. The sampling relies on a two-stage probabilistic design, involving the random selection of schools followed by the selection of teachers within those schools. In Morocco, the sample size was doubled to ensure national and regional representativeness.

In total, 18,179 teachers, educators, and principals participated in the survey across more than 1,200 schools: 394 primary schools, 398 lower secondary schools, and 437 preschools. Schools were selected based on sector (public or private) and geographic distribution, including urban and rural areas, to ensure that each level of education was adequately represented.

The survey was conducted in three major stages: a pilot study in 2022, field trial survey in 2023, and the main survey in May 2024, led by INE, attached to the Council. In Morocco, the online administration of the survey was supported by rigorous real-time monitoring of participation and a national quality control process, ensuring data confidentiality and enabling a participation rate exceeding 95%, well above TALIS international requirements.

To analyze the results, Morocco was compared with several groups of countries: emerging economies, MENA countries participating in the survey, and two high-performing education systems (Finland and Japan) to broaden reference points and inform national priorities regarding educational quality and equity.

Teachers' Profile and Professional Context

Carried by a young, dynamic, and highly feminized teaching workforce, particularly at the primary level, Morocco's education landscape is distinguished not only by significant human potential but also by systemic constraints that currently hinder its full mobilization. According to TALIS 2024, women represent 46% of teachers at the lower secondary level, a proportion significantly lower than the TALIS average for participating countries (69%) and the OECD average (70%), while they account for 64% of teachers at the primary level.

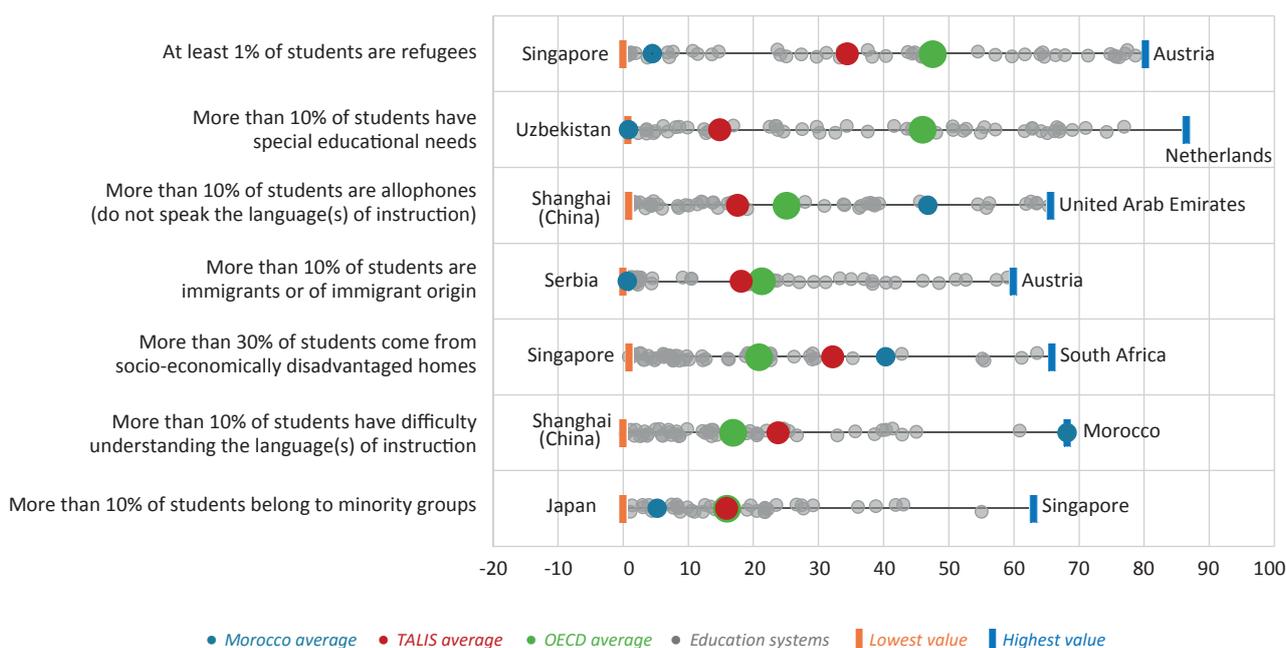
The Moroccan teaching workforce is relatively young. At the lower secondary level, the average age is 39, well below the TALIS international average (44) and the OECD average (45). At the primary level, the average age reaches 40, with a younger profile in rural areas, where only 9% of lower secondary teachers are over 50, compared with 26% in urban areas.

This youthful profile features a notable number of novice teachers: approximately three out of ten have less than six years of experience. The generational imbalance, marked by the overrepresentation of novice teachers and a relative shortage of experienced teachers, is particularly evident in public institutions located in rural areas, as well as in schools serving a higher proportion of disadvantaged students or students with special needs. The concentration of novice teachers in the most vulnerable schools deprives some students of the expertise and support that experienced teachers could provide, thereby highlighting territorial and social inequalities.

Moroccan teachers work in classrooms characterized by considerable diversity at the academic, linguistic, socio-economic, and behavioral levels. Accordingly, 84% of lower secondary teachers and 74% of primary teachers report facing significant academic heterogeneity. Nearly half of lower secondary teachers also report a high proportion of students experiencing learning difficulties, compared with a little over one-fifth at the primary level.

Social inequalities are also reflected in classroom composition: 40% of lower secondary teachers and 35% of primary teachers work in schools where more than 30% of students come from disadvantaged backgrounds. Students with special educational needs, however, remain largely unidentified, accounting for only 5% at the lower secondary level and 4% at the primary level. This contextual diversity⁽¹⁾ constitutes both a major educational challenge and a revealing indicator of tensions between teachers' human potential and systemic constraints, underscoring the importance of adapting instructional practices to complex school realities.

Figure 1. Distribution of lower secondary teachers by school composition and teaching level (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

The instructional practices observed in Morocco are characterized by strong lesson structure and attentive classroom management⁽²⁾. At the lower secondary level, structuring practices dominate: 84% of teachers summarize content, 89% set objectives at the beginning of the lesson, and 90% clearly explain the expected learning outcomes. Classroom management is also highly present, with 92% of teachers reminding students of the rules and 91% requiring students to listen.

1 Diversity, whether due to cultural, social, or educational differences, presents a key challenge for educational systems because it alters inclusion conditions and raises questions about equity mechanisms. In TALIS, it is described as an institutional process of recognizing and valuing differences among students and staff, supported by non-discrimination policies that aim to ensure fair treatment and minimize inequalities.

2 Classroom management relies on a range of skills aimed at ensuring student engagement in an environment conducive to learning. TALIS asks teachers about the frequency of their actions to enforce rules, maintain attention, manage disruptions, and restore calm, as well as about stress related to maintaining discipline.

However, collaborative practices⁽³⁾ remain limited: 42% of teachers work in small groups, and 50% allow students to choose the procedures. At the primary level, these structuring practices are even more firmly established, notably due to a marked increase of more than 12 points in small-group work. Despite these efforts, student learning outcomes, measured through the National Program for Student Learning Assessment (PNEA) and international surveys, remain insufficiently mastered, revealing a persistent gap between reported practices and actual results.

Approaches aimed at fostering critical thinking and solving complex tasks remain less widespread. At the lower secondary level, only 45% of teachers assign complex tasks with no evident solution, and 57.5% explicitly stimulate critical thinking, with even lower levels observed at the primary level.

In terms of students' socio-emotional development⁽⁴⁾, lower secondary teachers' actions focus primarily on relational skills: nearly 80% work on perspective-taking, empathy, and encouraging harmonious interactions and supportive behaviors. Skills related to self-awareness and emotional self-regulation, however, remain less mobilized. At the primary level, this commitment is even more pronounced, exceeding 90% for the development of healthy relationships and positive decision-making.

Moroccan teachers work an average of 32 hours per week at the lower secondary level and 38 hours at the primary level, slightly below the international average (a TALIS average of 39 to 40 hours). These figures remain lower than those observed in most countries, particularly Japan, New Zealand, and France, but higher than those recorded in Saudi Arabia and Turkey. This working time is divided among teaching, lesson preparation, grading, and communication with families, revealing that teachers' work is not limited to knowledge transmission in the classroom.

Essential but often invisible activities — including individualized student follow-up, continuous assessment, pedagogical coordination, and support — constitute a significant part of their commitment. This reality illustrates the complexity of the profession and the wide range of skills mobilized beyond classroom teaching hours.

Furthermore, Moroccan teachers express strong support for the benefits of digital technologies. At the lower secondary level, 94% of teachers report that digital tools stimulate students' interest, 89% believe they improve performance, and 81% indicate that they facilitate collaboration. Similar proportions are observed at the primary level, confirming very positive perceptions, significantly higher than international averages.

This confidence is nevertheless tempered by expressed caution: 44% of lower secondary teachers and 39% of primary teachers consider digital technologies a source of distraction, and nearly 60% believe that intensive use could hinder direct interactions or affect students' well-being. The integration of artificial intelligence (AI), however, remains limited. Only 26.5% of lower secondary teachers and 28% of primary teachers report having used AI for instructional purposes during the past 12 months, levels below the OECD (36%) and TALIS (37%) averages.

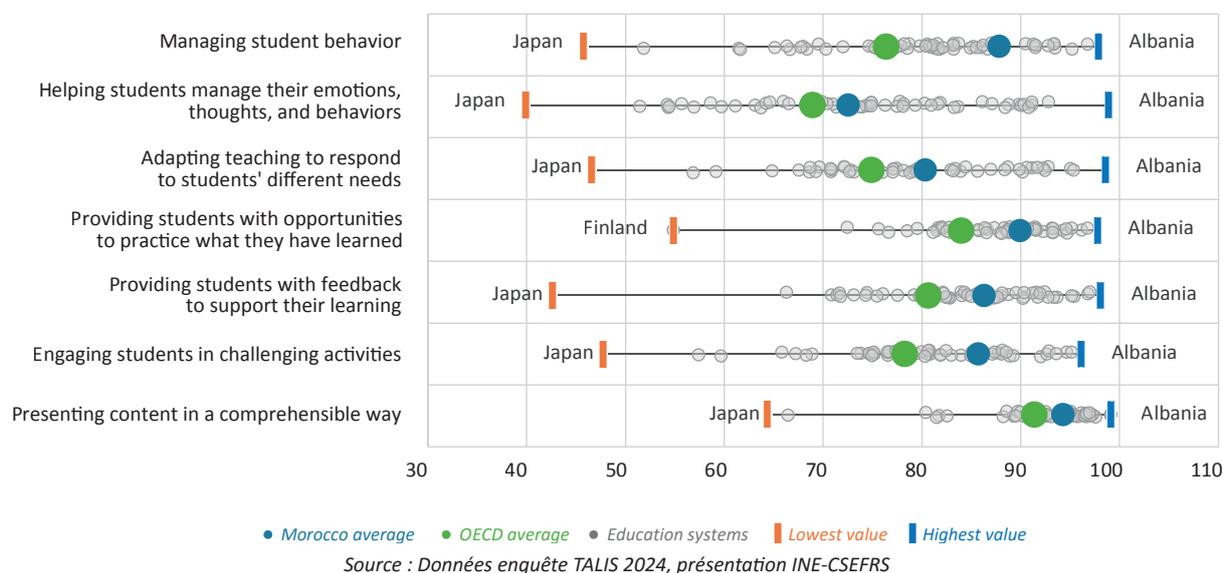
Despite this early stage of adoption, AI is perceived as a tool with strong potential, particularly for more precisely adapting resources to students' needs, while remaining mindful of the associated risks.

3 Collaborative practices among teachers take many forms: team teaching within the same classroom, reciprocal observation of lessons, cross-class and cross-age activities, sharing of instructional resources, exchanges on student learning development, and the harmonization of assessments. They also extend to collaborative professional training.

4 Social and emotional skills are crucial to students' academic success and well-being. TALIS 2024 examines how teachers support the development of these skills by analyzing their beliefs and instructional practices, which directly influence students' ability to acquire and apply them. The scale measures how frequently teachers encourage the management of emotions, thoughts, and behaviors, empathy, the development of positive social relationships, and responsible decision-making and personal choices.

Moroccan teachers at the lower secondary level report a strong sense of effectiveness in achieving pedagogical goals⁽⁵⁾: 94% report clearly presenting content, nearly 90% reinforce learning, 86% provide regular feedback, and 88% maintain a positive disciplinary climate. The lowest rates concern adaptation to students' needs (80%) and socio-emotional support (72.5%), revealing a gap of around 20 points between structured cognitive practices and those involving individualized adjustments.

Figure 2. Percentage of lower secondary teachers reporting that they achieve their lesson objectives "quite often" or "very often" (%)



Teachers' Perceptions of Their Skills Development

In Morocco, teacher initial education is now positioned as a central pillar of educational reform, in line with the Strategic Vision 2015–2030 and Framework Law 51.17, which establishes it as both a mandatory and highly professionalizing step to enter the teaching profession. TALIS 2024 data, however, reveal that the academic qualification level of Moroccan teachers remains below international standards.

At the lower secondary level, 63% of teachers hold a bachelor's degree. In contrast, only 18% hold a master's degree, a proportion that remains relatively low compared with the OECD average of 57% and more than 90% in some countries, including Croatia, Finland, Poland, Portugal, and the Slovak Republic.

The situation is even more contrasted at the primary level, where only 8% of teachers hold a master's degree, while the TALIS average stands at 23.5%, with Slovenia recording a particularly high rate of 69%.

An analysis of Moroccan teachers' initial education reveals a contrasted profile marked by unequal levels of professionalization. The regular programmes, combining disciplinary training, pedagogy, and classroom practices, remains the reference pathway. Fast-track or shorter programmes, designed to address urgent needs or integrate experienced professionals, concern 15% of lower secondary teachers and 19% of primary teachers, particularly among experienced teachers and in the public sector.

⁵ In TALIS 2024, indicators of the achievement of pedagogical goals are based on seven practices considered essential: clearly presenting content, cognitively stimulating students, providing formative feedback, offering practice opportunities, adapting instruction to students' diverse needs, helping students manage their emotions, thoughts, and behaviors, and effectively managing discipline and the classroom environment.

Teachers' self-efficacy reflects their perception of the impact of their practice on student achievement and the socio-emotional climate of the classroom.

Subject-specific education or training, focused solely on subject content without prior pedagogical preparation, concerns one in five lower secondary teachers (20%) and one in ten primary teachers (10%), with a significantly stronger presence in the private sector than in the public sector. Moreover, a small minority—between 3% and 6% of teachers—either hold another qualification or have not received any formal training.

TALIS 2024 data shed light on Moroccan teachers' perceptions of their initial education. Although it is generally viewed positively, it remains below international averages: 66% of Moroccan lower secondary teachers and 58% of primary teachers report being satisfied with their training, compared with TALIS averages of 82% and 71%, respectively.

The main strengths of this training lie in mastery of subject content and classroom behavior management, both positively assessed by more than four out of five teachers. In contrast, a little over half of teachers at both levels consider the balance between theory and practice adequate, while about six in ten believe that the time devoted to classroom observation is sufficient, making these dimensions areas for improvement.

At the lower secondary level, more than 70% of novice teachers feel well prepared in subject content, subject-specific pedagogy, and general pedagogy, with rates exceeding TALIS averages. At the primary level, these proportions are slightly lower.

However, teaching in multicultural and multilingual contexts remains insufficiently covered in teacher initial education, with only 47% of novice teachers—both at the lower secondary and primary levels—feeling well prepared, although this figure remains slightly above the TALIS average (around 40%).

In the Moroccan context, characterized by strong linguistic and cultural diversity, teacher initial education should not only promote understanding of students' cultures but also encourage teachers to reflect on their own attitudes and adopt inclusive instructional practices to better respond to students' needs while valuing national cultural richness.

The integration of socio-emotional skills appears more developed among novice primary teachers (63%, compared with a TALIS average of 52%) than among their lower secondary counterparts (56%, a level comparable to the international average).

Teacher initial education, although practical, is not always sufficient to prepare novice teachers. Additional support through induction programs, mentoring, or coaching is therefore essential. At the lower secondary level, 36% of Moroccan novice teachers have benefited from a formal induction programme and 30% from an informal one. At the primary level, these proportions are 42% and 28%, respectively, all remaining below the TALIS average, which stands at around 50%. Access to these mechanisms is not uniform: women, public sector teachers, and those working in schools serving a high proportion of students with special educational needs benefit less from this support upon entering the profession.

Furthermore, mentoring enables novice teachers to be supported by experienced colleagues, receive practical guidance, and strengthen their professional integration. In Morocco, this mechanism remains limited: only 13% of novice teachers at the lower secondary level and 19% at the primary level report having a mentor, rates below the TALIS average (around 30%) and far lower than in countries such as Brazil, Japan, or the United Arab Emirates, where mentoring is strongly institutionalized.

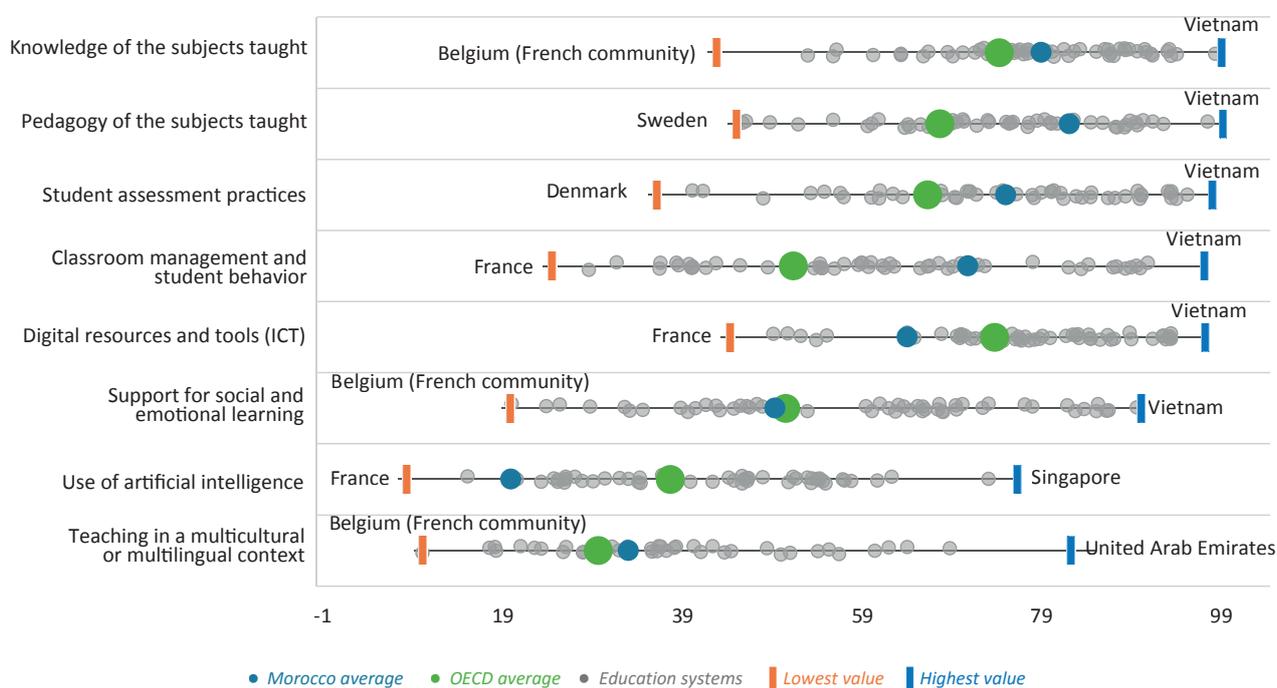
Concerning continuous professional development, intended to support teachers throughout their careers and strengthen their instructional practices, nearly nine out of ten teachers at both levels

(90%) have participated in at least one training activity, a proportion below the international average (around 96%). The most common formats are courses, seminars, and workshops (64.5% at the lower secondary level and 68% at the primary level), as well as personal learning initiatives (71% and 72%), revealing a combination of institution-led and self-initiated approaches that suggest teachers seek to complement formal training with autonomous learning practices.

Continuous professional learning for Moroccan teachers remains largely focused on traditional disciplinary content, while emerging themes such as digital technologies, artificial intelligence, inclusion, and multicultural education remain less developed. At the lower secondary level, most teachers receive training in subject-specific pedagogy (81%) and subject content knowledge (78%); however, nearly one third (29% and 34%) still report significant needs in these areas, at levels higher than international averages. Similar trends are observed at the primary level: 82% of teachers receive training in subject-specific pedagogy and 73.5% in subject knowledge, while 34% and 36.5% express a desire to further strengthen their skills.

Continuous professional learning in digital technologies remains insufficient in Morocco. At the lower secondary level, only 64% of teachers have received training in digital tools, below the TALIS international average, and about half (53%) still report needs in pedagogical and technical skills. At the primary level, 56% of teachers have benefited from digital training, and nearly 60% express a need for further skill development. In addition, training in artificial intelligence remains marginal, with only 20% of lower secondary teachers and 17% of primary teachers having received such training, while more than 60% report needs in this area, revealing a significant lag in preparation for digital education.

Figure 3. Distribution of lower secondary teachers by topics included in their continuous professional learning activities over the past 12 months (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

Continuous professional learning in inclusive education, a little over half of teachers at both levels have received training in individualized learning, while around 30% still wish to further strengthen their skills in this area. Concerning the teaching of students with special educational needs, slightly more than one-third of teachers have received training, whereas nearly half report a need for additional training, revealing a significant gap between existing mechanisms and actual needs in the field.

Training for teaching in multicultural and multilingual contexts remains marginal. Around one third of teachers have benefited from such training, while 37% to 41% of teachers report a need for additional support. These figures highlight the urgent need to strengthen continuous training to better respond to student diversity and improve instructional effectiveness at all levels.

Regarding training undertaken within the framework of continuous professional development, 69% of lower secondary teachers consider that it has a fairly or very positive impact, compared with a TALIS average of 61.5%, while this proportion reaches 73.5% at the primary level. Novice teachers are more satisfied with such training than experienced teachers, with a gap of seven points at the lower secondary level and nine points at the primary level.

However, this positive assessment contrasts with the numerous obstacles limiting access to training. The main challenge lies less in the availability of training opportunities than in the conditions of access: at the lower secondary level, 74% of teachers cite a lack of incentives and a similar proportion report insufficient support from educational authorities or school leadership, rates well above international averages (around 45% for lack of incentives and 27% for lack of support). A similar pattern is observed at the primary level, where 75.8% cite a lack of incentives and 72% insufficient support, among the highest levels across participating countries.

Teachers' Perceptions of Their Autonomy and Leadership

Teachers' leadership plays a fundamental role, provided it is supported by effective professional development. The TALIS 2024 survey examines this dimension along three axes: pedagogical autonomy, teachers' involvement in governance, and their role in institutional strategic orientations.

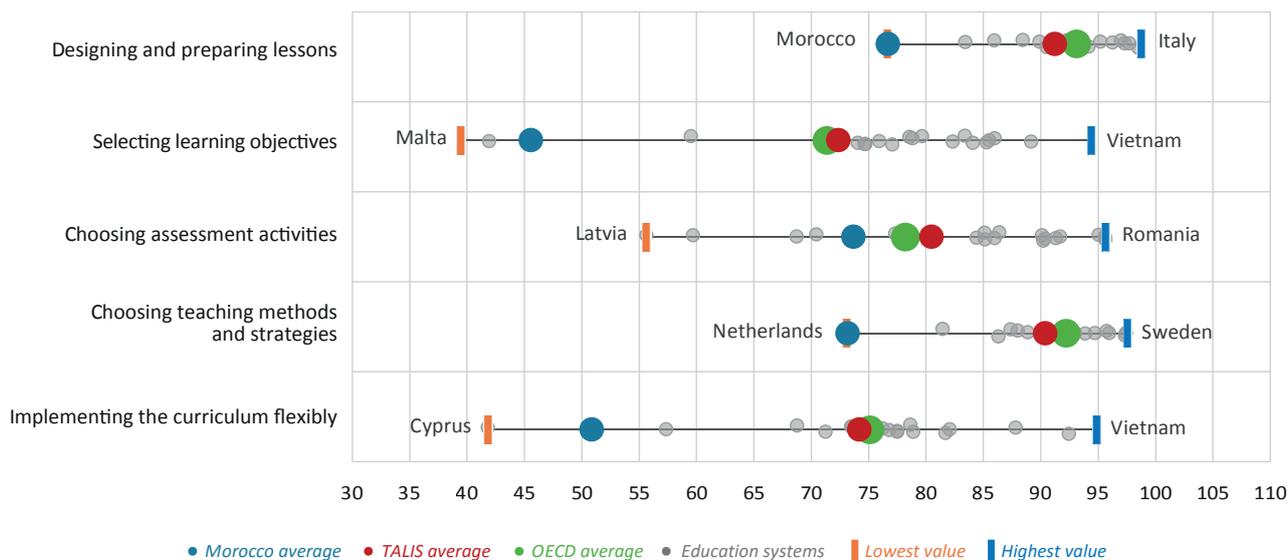
The pedagogical autonomy⁽⁶⁾ of Moroccan teachers remains significantly below international standards. Barely half of lower secondary teachers—and even fewer at the primary level—have the autonomy needed to adapt the curriculum (51% at the lower secondary level and 44% at the primary level) or select learning objectives (45.5% and 37%, respectively). Most of their professional autonomy is concentrated in assessment-related activities (80% at both levels).

Closer to day-to-day classroom practice, teachers report somewhat greater room for action: around seven in ten (70%) indicate that they can choose their teaching methods or design their lessons. However, these proportions remain far below those observed in countries such as Sweden and Italy, where more than 90% of teachers report having full autonomy. In Morocco, this autonomy varies considerably depending on the type of educational institution, socio-economic context, and teachers' experience, with private or urban lower secondary and primary schools generally offering greater room for maneuver.

6. Pedagogical autonomy refers to teachers' freedom to define, adapt, and implement teaching content, methods, and strategies to respond effectively to their students' needs. Within this framework, TALIS 2024 assesses the degree of teachers' autonomy according to two categories of decision-making:

- Structural decisions, relating to the flexible implementation of the curriculum, the definition of learning objectives, and the selection of assessment activities;
- Practical decisions, concerning the choice of instructional methods and lesson preparation.

Figure 4. Distribution of lower secondary teachers with significant autonomy in planning and teaching (%)



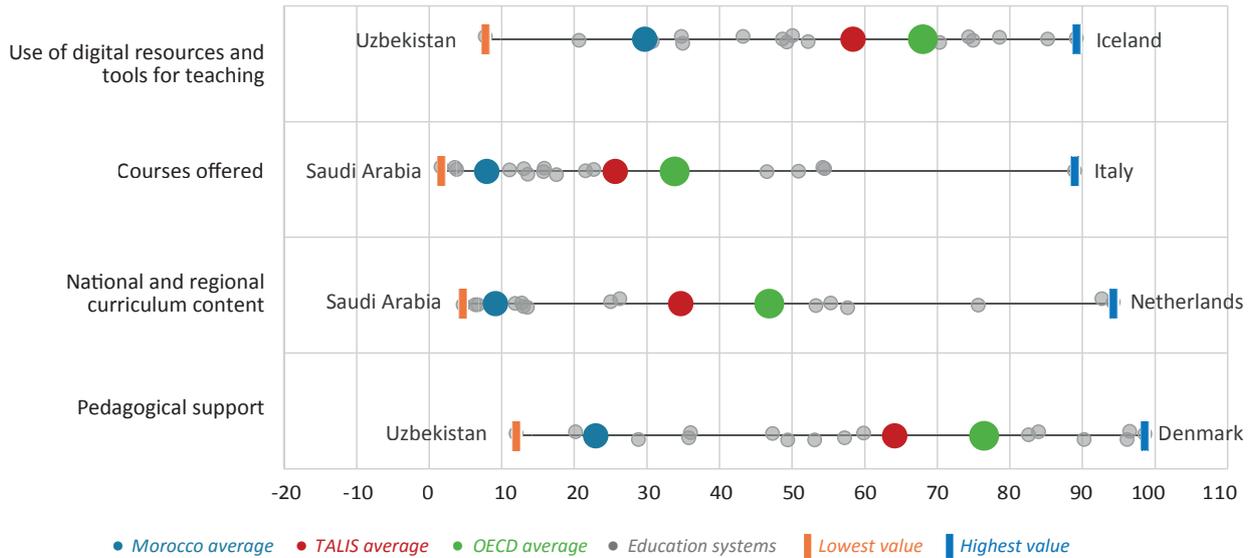
Within the pedagogical sphere, the role granted to teachers in curriculum development remains particularly limited. In most countries participating in TALIS, around 60% of teachers on average are able to freely choose their instructional materials. In Morocco, this freedom remains restricted: only 27% of lower secondary teachers and 30% of primary teachers report having this room for maneuver.

The use of digital tools, although it has become a cornerstone of contemporary practice, is not immune to this trend. Barely one-third of lower secondary teachers and slightly more than four in ten primary teachers participate in decision-making related to their use, levels significantly below international averages.

Contribution to the definition of course content remains an almost absent dimension of professional experience: one in ten primary teachers and only 6% of lower secondary teachers report participating in this process, far below TALIS averages (35% and 25%, respectively). This analysis reveals a system in which pedagogical autonomy—although essential for innovation, adaptation to local contexts, and professional development—remains largely constrained.

Pedagogical autonomy constitutes a key lever for performance, well-being, and professional satisfaction among Moroccan teachers. At the lower secondary level, each additional point of autonomy increases the likelihood of achieving lesson objectives and reduces stress, with similar effects observed at the primary level. However, the potential benefits of autonomy remain limited by an overall level that is still relatively low.

Figure 5. Distribution of teachers who, according to school principals, actively participate in decisions related to curriculum and instructional resources, by decision area (%)

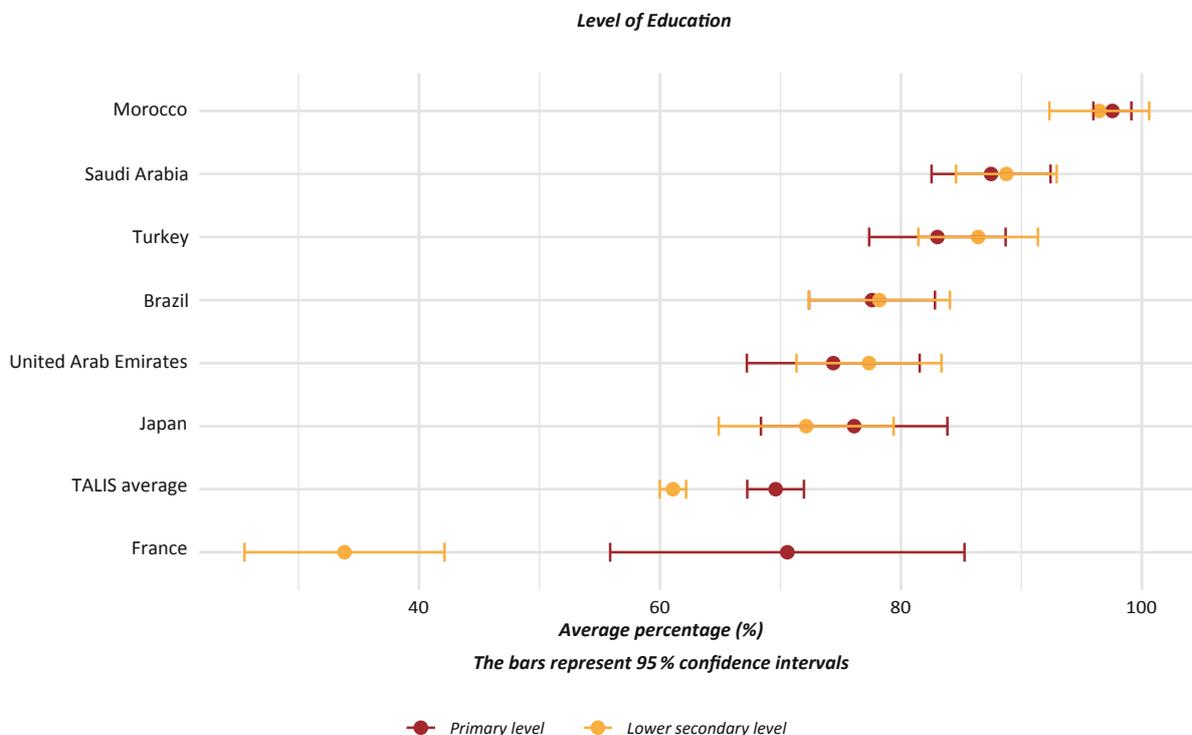


Source: TALIS 2024 survey data, INE-CSEFRS presentation

Teachers' participation in school governance constitutes a key lever of shared leadership⁷. TALIS 2024 data show that in Morocco, a large majority of lower secondary teachers (80%) and primary teachers (82%) report having the opportunity to contribute to decisions within their schools, a level close to TALIS international averages.

This participation takes place within an institutional framework in which teachers' presence within leadership teams is widely recognized: 98% of lower secondary school principals and 98% of primary school principals report involving teachers in decision-making bodies.

Figure 6. Distribution of teachers represented within school management teams, by country and teaching level (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

⁷ Shared leadership refers to an organizational model in which decision-making and responsibilities are distributed among multiple actors within the school community, particularly teachers. This model fosters collaboration, agency, and collective influence over instructional practices by enabling each member to actively contribute to the direction and improvement of the school's functioning.

Teacher leadership is also expressed through professional collaboration, which has become one of the main drivers of a learning culture within schools. Nearly 80% of primary teachers and 78% of lower secondary teachers report playing an active role in the establishment of professional learning communities, reflecting a collective willingness to share, reflect, and co-construct practices. However, this dynamic remains marked by patterns of differentiation: female teachers, private sector teachers, and those working in socio-economically advantaged environments are more likely to engage in such initiatives, highlighting the influence of gender, socio-economic context, and the type of educational institution on the capacity to exercise genuine teacher leadership.

Pedagogical teams at the primary level appear to foster a more active collaborative dynamic, with 81% of primary teachers reporting that they regularly initiate and lead collaborative activities—a proportion significantly higher than that observed at the lower secondary level (77%). Nevertheless, these rates remain below TALIS international averages, which exceed 80%.

A large majority of teachers—82% at the lower secondary level and 84% at the primary level—report feeling encouraged to propose innovative initiatives, indicating a generally favorable climate for experimentation. However, this dynamic is characterized by significant disparities. At the lower secondary level, private sector teachers report feeling more supported than their counterparts in public institutions, while those working in institutions serving fewer disadvantaged students benefit from slightly higher levels of support. At the primary level, female teachers report stronger perceptions of support than their male counterparts. Urban environments appear more conducive to encouragement than rural settings, and the private sector continues to demonstrate a clear advantage.

Teachers' autonomy in leading their professional development remains limited compared with international averages. Only 66% of primary teachers and 64% of lower secondary teachers report playing a leading role in their professional development, compared with TALIS international averages of 84% and 87%, respectively. Moreover, female teachers appear more engaged in this role than their male counterparts.

In Morocco, teachers' participation in school policy decision-making remains limited and uneven across areas of action. Only 15% of lower secondary teachers and 18% of primary teachers are involved in defining their schools' priority areas for improvement, levels that remain relatively low compared with international averages, where fewer than four in ten teachers across TALIS countries are involved, with considerable disparities across education systems.

Engagement in assessment policies concerns around one quarter of lower secondary teachers (25%) and less than one fifth of primary teachers (20%). Participation in diversity management remains even more limited, involving barely one in ten teachers at the lower secondary level and less than one-fifth at the primary level. Their role in disciplinary decisions is somewhat more pronounced, engaging about one-third of lower secondary teachers and slightly fewer at the primary level. These figures reflect a still modest influence of teachers on key decisions that shape their professional environment. Furthermore, nearly six in ten teachers at both the primary and lower secondary levels report having the opportunity to contribute to shaping national education policy.

Teachers' Perceptions of Professional Relationships within the Educational Community

At the international level, collaborative practices such as co-teaching and reciprocal observation remain relatively uncommon, except in systems that actively promote mentoring and peer learning, such as Shanghai and Uzbekistan. In Morocco, teachers' participation in these activities remains below the TALIS average. Team teaching is limited, with only 6% of lower secondary teachers

engaging in co-teaching at least once a month. Mutual classroom observation and the exchange of pedagogical feedback are also rare in Morocco (7% at the lower secondary level and 8% at the primary level), whereas some countries, such as Uzbekistan, report much higher rates (79%). Finally, teachers with strong self-efficacy are more likely to observe their colleagues and provide feedback, highlighting the link between professional confidence and collaboration.

Moroccan teachers' participation in joint activities across different classes and age groups⁽⁸⁾ also remains modest. Barely 10% of lower secondary teachers and 11% of primary teachers engage in these activities monthly. These collaborative spaces, where teachers from different levels come together to jointly initiate pedagogical initiatives, nonetheless constitute a major lever for educational renewal.

Some education systems even consider this a core pillar, as in Uzbekistan, where half of lower secondary teachers take part in such activities, compared with an average of 17% across TALIS countries. The dynamics also vary by level. At the lower secondary level, collaboration is more strongly rooted among highly experienced teachers, who tend to share their expertise. At the primary level, by contrast, less experienced teachers are more actively engaged in such activities, driven by a desire to learn and to establish themselves within the profession.

Certain forms of collaboration, more routine and less formalized, are relatively widespread in Moroccan schools, although they do not reach the levels observed across TALIS countries. Thus, 29% of lower secondary teachers and 30% of primary teachers regularly exchange instructional materials—a simple practice, yet still insufficient to constitute a strong driver of instructional renewal. Discussions about students' learning and progress are somewhat more frequent: 37% of lower secondary teachers and 44% of primary teachers engage in such exchanges, though these practices remain below international standards. Coordination around assessment is particularly limited. Only 21% of lower secondary teachers and 24% of primary teachers report collaborating at least once a month to harmonize their assessment criteria and standards.

TALIS 2024 results show that teachers who regularly participate in exchanges, joint activities, or collective training are more likely to achieve their pedagogical goals. In Morocco, collaboration accounts for nearly 7% of goal attainment at the lower secondary level and 4% at the primary level. It contributes to professional satisfaction by 7% at the lower secondary level and 6% at the primary level. Its impact on well-being is more nuanced: some intensive forms of collaboration may increase emotional strain, whereas lighter practices, such as the exchange of materials, tend to have beneficial effects. Overall, collaboration explains 4% of well-being at the lower secondary level and 2% at the primary level.

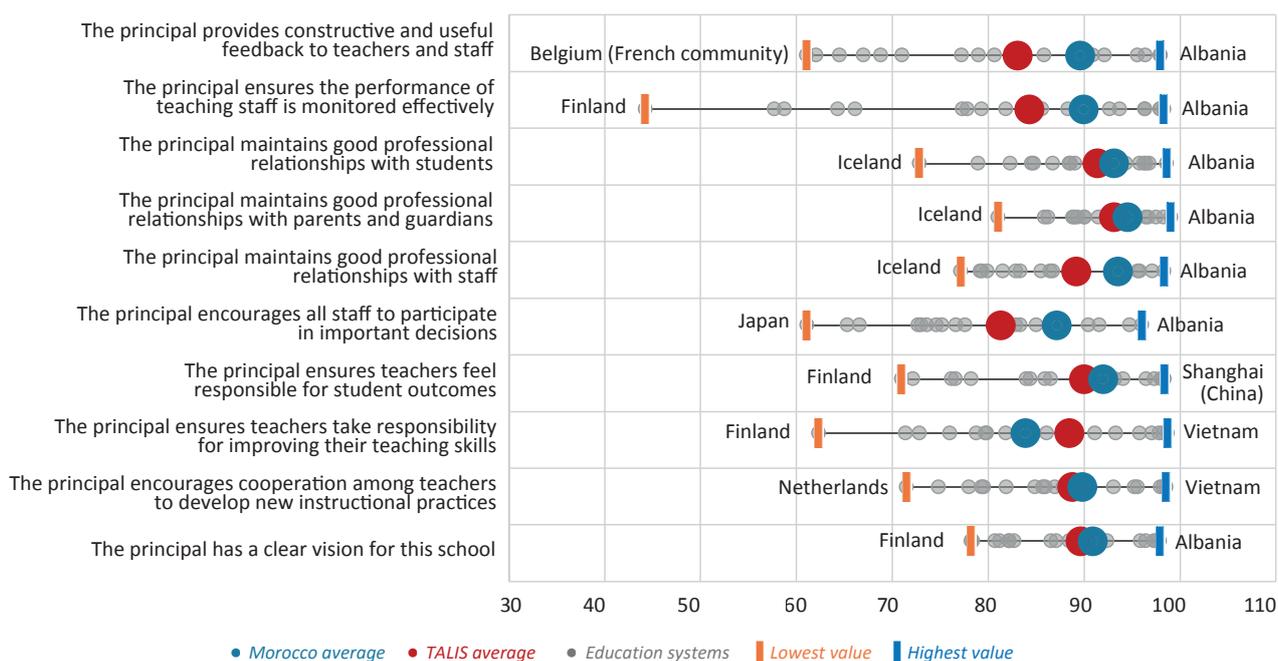
At the core of these dynamics lies collegiality⁽⁹⁾, understood as trust, mutual support, and the quality of professional relationships. In TALIS, collegiality is measured by the extent to which teachers feel they can rely on their colleagues. In Morocco, collegiality is high, reaching 84% among lower secondary teachers and 88% among primary teachers—levels close to OECD and TALIS international averages. This collegiality, which varies considerably across countries (from 55% in Costa Rica to nearly 98% in Albania), creates fertile ground for more regular teamwork. It is particularly pronounced among lower secondary teachers, private sector teachers, younger teachers, and those working in schools serving a higher proportion of socially disadvantaged students.

8 Activities across different classes and age groups bring together teachers from different classrooms or age groups who work collaboratively to co-construct instructional practices.

9 In the TALIS survey, collegiality is measured based on the proportion of teachers who report that they "agree" or "strongly agree" with the statement that they can rely on one another within their school.

Concerning principals' leadership, at both the lower secondary and primary levels, more than 90% of teachers commend the clarity of their principal's vision, support for pedagogical cooperation, and the quality of professional relationships within the school. These rates exceed TALIS and OECD averages (86%) and are comparable to those observed in countries such as Saudi Arabia and the United Arab Emirates (around 97%). Principals' feedback constitutes another strong point: a large majority of Moroccan teachers (93% at the primary level and 90% at the lower secondary level) report receiving constructive and useful feedback, reflecting a well-established culture of professional support. Finally, principals' confidence in teachers' expertise stands out clearly, placing Morocco among the countries where perceived recognition reaches 97% at the primary level and 95% at the lower secondary level.

Figure 7. Distribution of lower secondary teachers who report that their school principal collaborates effectively with them, by form of collaborative practice (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

The teacher–student relationship¹⁰ constitutes a fundamental pillar of school life, directly affecting both students' performance and teachers' well-being. According to the TALIS 2024 survey, more than 90% of participating teachers recognize the importance of caring for students' well-being, maintaining positive relationships with them, listening attentively to their views, and supporting those with special needs.

In Morocco, the overall relational climate is positive, although it remains slightly below OECD and TALIS averages. At the lower secondary level, 92% of teachers report maintaining good relationships with their students, 86% take their well-being into account, 89% consider students' views important, and 87% indicate that their schools provide additional support to students experiencing difficulties. Similar proportions are observed at the primary level, with 93% reporting high-quality relationships and attention to students' well-being, 92% emphasizing attentive listening, and 86% noting the provision of additional school support. Furthermore, most teachers report feeling valued by their students—a perception more pronounced at the primary level (88%) than at the lower secondary level (78%), and stronger in private institutions and in those serving a higher proportion of disadvantaged students.

¹⁰ Teacher–student relationships measure how teachers interact with their students, considering the quality of these relationships, the importance given to students' well-being, teachers' attention to students' voices, and the support provided by schools to students who need assistance.

These positive relationships constitute a significant lever for strengthening teachers' motivation, engagement, and job satisfaction, regardless of individual or institutional characteristics.

Teacher–parent relationships also play a crucial role in student success and in fostering a sense of belonging to a school community. Internationally, the frequency of such collaboration varies considerably, averaging 30% at the lower secondary level and 36% at the primary level for at least monthly exchanges. In Morocco, however, this collaboration remains limited: only 14% of lower secondary teachers and 28% of primary teachers report regularly communicating with parents to support learning. Female teachers, older or more experienced teachers, and those working in private or urban schools are more likely to maintain such interactions. Teachers who collaborate regularly with parents are more likely to achieve their pedagogical objectives and report higher levels of professional satisfaction.

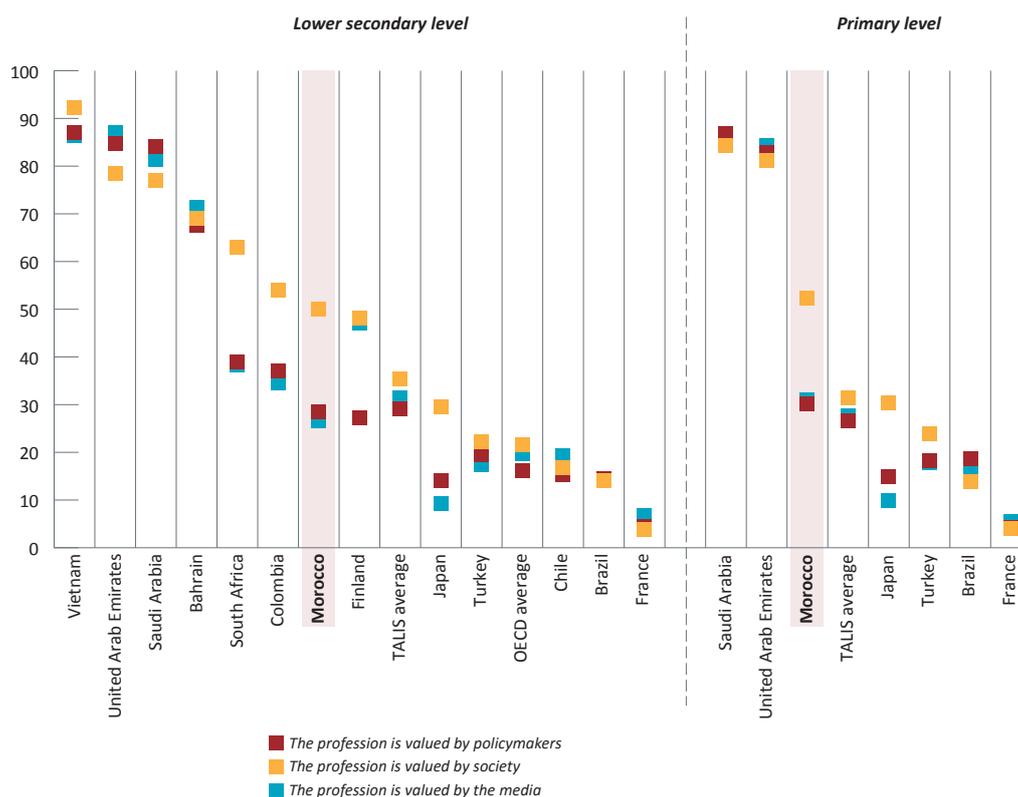
Teachers' perceptions of their satisfaction, well-being, and demands of teaching

Teachers play a central role in the education system but are highly exposed to evaluative scrutiny from students, parents, policymakers, and society at large. This pressure, reinforced by the media coverage of educational challenges, can generate a sense of devaluation, affect motivation and engagement, and influence the attractiveness of the profession.

TALIS 2024 results show that, in most participating countries, teachers hold a relatively negative perception of institutional and media recognition. In Morocco, around 30% of teachers at both levels report that their opinions are considered by decision-makers, a level close to the TALIS average and higher than the OECD average. Regarding media recognition, only 27% of lower secondary teachers and 31% of primary teachers consider their profession to be valued in the media, remaining lower than in countries such as Uzbekistan and Saudi Arabia. As for social recognition, about half of teachers at both levels perceive their profession as being valued by society, a level above the TALIS international average.

These findings highlight a major challenge for the education system: enhancing the status of teachers does not depend solely on social recognition but also requires stronger institutional and media acknowledgment.

Figure 8. Distribution of teachers who agree or strongly agree that their profession is valued, by country and teaching level (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

The attractiveness of the teaching profession constitutes a major challenge for the recruitment and retention of education professionals. Choosing this career may be motivated by perceived competencies, intrinsic interest in teaching, or the personal and social value of the profession. However, some teachers enter the profession by default, in the absence of other alternatives.

According to TALIS 2024, 78% of Moroccan lower secondary teachers and 71% of primary teachers report that teaching was their first career choice—a rate higher than the TALIS average (70%). This proportion is even higher among older and more experienced teachers, with no significant gender differences.

Regarding the perceived value of the profession, teachers attribute importance to both its personal and social dimensions. The personal value⁽¹¹⁾ of the teaching profession relates to the extent to which it contributes to teachers' own well-being and professional security. It is reflected notably in job stability and the compatibility of working hours with family responsibilities, two aspects considered priorities by most teachers. In Morocco, 50% of lower secondary teachers consider job stability a highly important factor, compared with 59% at the primary level.

The flexibility offered by the profession, for example, in terms of working schedules, leave, or adjustments related to family commitments, is viewed as less essential, with around 35% of lower secondary teachers and 37% of primary teachers considering it highly important. It is noteworthy that primary teachers attach greater importance to job stability than their lower secondary counterparts, highlighting a difference by education level.

11 The personal value of the teaching profession is based on the importance attached to factors such as job security, compatibility with family responsibilities, and job flexibility.

The social value⁽¹²⁾ of the profession constitutes a central factor for the majority of teachers at both levels. In Morocco, slightly more than six in ten teachers consider influencing future generations to be very important and place a high value on their contribution to society at both the lower secondary and primary levels, with proportions close to OECD and overall TALIS international averages. However, fewer teachers view their role as a key lever for reducing social inequalities (45% at the lower secondary level and 47% at the primary level), reflecting the perception that, despite their commitment, schools alone cannot address deeply rooted inequalities.

Results also indicate a very high level of enjoyment in teaching⁽¹³⁾ in Morocco, with rates exceeding 90% at both levels. A majority of teachers also report having great satisfaction in meeting the challenges inherent in their profession, around 75% at the lower secondary level and 72% at the primary level—although this proportion remains somewhat lower.

According to TALIS 2024, most Moroccan teachers report being satisfied with their profession⁽¹⁴⁾. At the lower secondary level, 72% state that the advantages outweigh the disadvantages, and 92% report overall job satisfaction. At the primary level, these proportions rise to 73% and 93%, respectively. These findings reveal a balanced profile, combining strong commitment to the profession, daily satisfaction, and clear awareness of its constraints. Variations by the type of the educational institution and context remain modest: urban–rural differences are limited, the private sector shows a slight advantage, and the social and linguistic composition of students only moderately affects satisfaction.

Individual differences indicate slightly higher satisfaction among female and early-career teachers, whereas seniority tends to gradually reduce it. Moreover, perceptions of the school environment reveal a tension between attachment and mobility. At the lower secondary level, 44% of Moroccan teachers report wishing to change schools, compared with 21% on average across TALIS countries. However, most teachers report liking their current school (82%) and would recommend it (79%). At the primary level, the pattern is similar: high day-to-day satisfaction alongside a desire for institutional improvement, reflecting a distinction between task-related well-being and aspirations for better working conditions.

In this regard, Moroccan teachers express significantly lower satisfaction with their salaries than with other aspects of their profession. Morocco ranks among the least satisfied countries, particularly at the primary level, where only 21% of teachers report being satisfied with their pay and 37% with other working conditions. These levels contrast sharply with those observed in countries such as Saudi Arabia (75% and 81%, respectively) and the United Arab Emirates (48% and 73%).

At the lower secondary level, Moroccan teachers remain less satisfied compared with OECD countries: on average, 39% report being satisfied with their salaries and 68% with other working conditions. At the other extreme, Japan records the lowest levels (29% and 37%), while Uzbekistan, Saudi Arabia, and Colombia report the highest levels.

Non-salary working conditions reveal significant disparities depending on the type of educational institution. At the primary level, 67% of teachers in the private sector report satisfaction compared with only 29% in the public sector, representing a gap of 38 percentage points. Differences related

12 According to TALIS 2024, the social value of the profession reflects the desire to contribute to society and promote equity by helping and supporting socially disadvantaged students. It relates to the importance given to factors such as influencing future generations, combating social inequalities, and making a positive contribution to society.

13 Enjoyment in teaching is a concrete expression of teachers' intrinsic motivation, reflecting the impact of this motivation on their daily professional experience. This scale assesses, in particular, teachers' attachment to the subjects they teach, their sense of satisfaction and happiness in practicing the profession, their enthusiasm for teaching, and the enjoyment they derive from meeting the challenges of the job.

14 Satisfaction with the profession is based on perceptions related to the advantages of the profession, the choice to become a teacher, and potential regrets.

to the proportion of students with language difficulties within schools can reach 24 percentage points, whereas those linked to school location or socio-economic context remain more moderate (between 11 and 16 percentage points).

Regarding salaries, private-sector teachers report higher satisfaction, particularly at the lower secondary level (46% compared with 18% in public institutions). Age also plays a role: teachers aged over 50, who tend to be positioned higher on the salary scale, report significantly greater satisfaction than those under 30, with a gap of 16 points at the lower secondary level.

Teachers' well-being⁽¹⁵⁾, as measured by TALIS 2024, is a multidimensional phenomenon combining perceived stress, time availability, and impacts on physical and mental health. Within this framework, Morocco displays a distinctive profile: relatively low reported stress, but limited personal time availability and high physical strain, particularly at the primary level. At the lower secondary level, only 13% of Moroccan teachers report experiencing high levels of stress, a proportion below OECD and TALIS averages, and a large share report feeling little or no stress. However, the impact of the profession on physical health is comparatively high (17%, compared with less than 8% across OECD countries). At the primary level, reported stress increases (18%), and physical strain becomes more pronounced (21%). Tensions are higher among older and more experienced teachers and are more marked in urban settings and in the public sector.

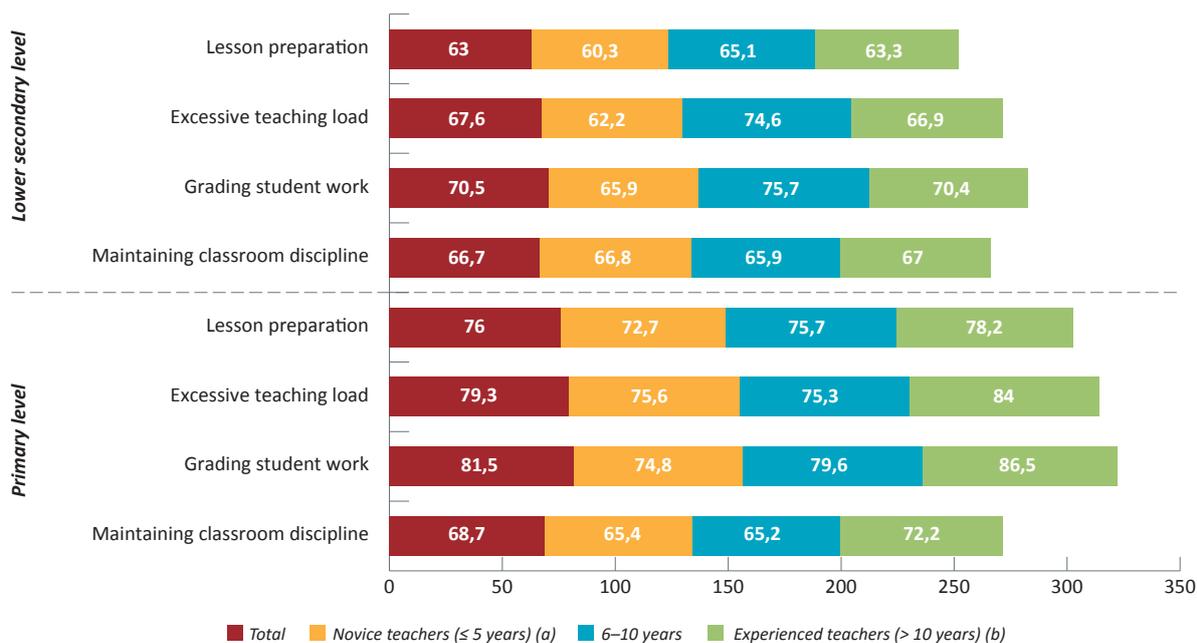
Morocco thus belongs to a group of systems characterized by low emotional stress but high physical strain and limited personal time availability. This contrasts with countries where stress is higher and teachers' personal time is more constrained, such as Australia and Chile, as well as with countries where stress remains low and work–life balance is more favorable, such as Finland.

Analyses show that task intensity explains only a small share of teachers' well-being, except in relation to grading—and, at the primary level, individual student follow-up—both of which increase stress. By contrast, engagement in extracurricular activities is associated with higher levels of well-being. Overall, Morocco reflects a system in which teachers demonstrate psychological resilience but face substantial physical demands. Stress levels remain moderate, yet time constraints and physical fatigue strongly shape professional experience, defining a demanding occupation in which workload is closely tied to time management, sustained attention, and physical effort.

Concerning pedagogical and administrative tasks performed outside official working hours, those related to teaching—particularly lesson preparation and grading—constitute the main sources of stress for Moroccan teachers, to a much greater extent than in OECD countries. At the lower secondary level, 63% of teachers report stress related to excessive lesson preparation and 70% to grading, both higher than TALIS averages. At the primary level, these proportions exceed 76% and reach 81.5% for grading, also above international TALIS averages. Course overload further intensifies stress, affecting 68% of lower secondary teachers and 79% of primary teachers. Administrative tasks, however, are perceived as less stressful than the international average (25% at the lower secondary level and 35% at the primary level).

15 The "Well-being at Work" scale assesses the frequency of several situations, including feelings of stress at work, availability of time for personal life, and the impact of work on both mental and physical health.

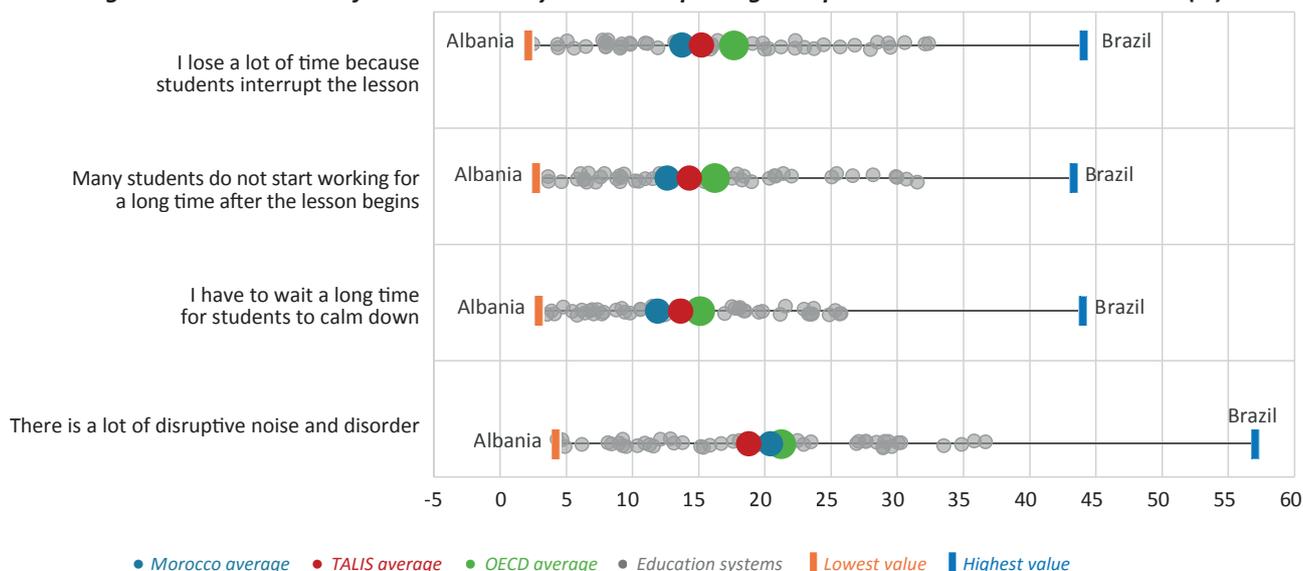
Figure 9. Distribution of teachers by sources of stress, years of experience, and teaching level (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

Students' discipline and behavior⁽¹⁶⁾ represent a significant source of stress for teachers. Around one in five teachers reports a high level of noise and disorder at both education levels, a proportion close to the international average and lower than that observed in several countries, such as Brazil. However, maintaining discipline is perceived as highly stressful by 67% of lower secondary teachers and 69% of primary teachers, levels significantly above the TALIS average. This stress increases with the presence of students experiencing academic or linguistic difficulties, highlighting how managing diversity constitutes a daily challenge. Overall, pressure stems both from intensive instructional tasks and the accumulation of responsibilities with experience, as well as from managing heterogeneous classrooms, while disciplinary disruptions further amplify day-to-day tensions.

Figure 10. Distribution of lower secondary teachers reporting disruptive situations in the classroom (%)



Source: TALIS 2024 survey data, INE-CSEFRS presentation

¹⁶ Discipline analysis is based on measuring the frequency of situations that disrupt the conduct of lessons, such as noise and disorder, the time required for the class to settle down, students' late arrival at the start of activities, and interruptions resulting in lost instructional time.

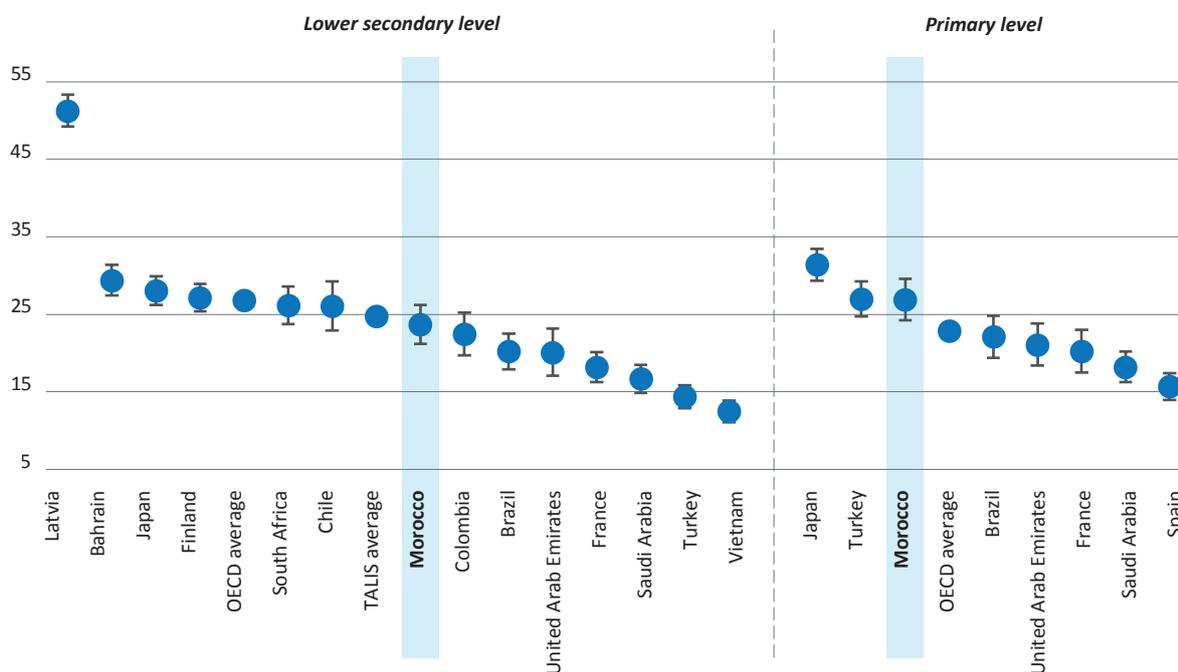
According to TALIS 2024, a large majority of teachers consider that their school is subject to an excessive number of initiatives: 68% at the lower secondary level and 66% at the primary level, both above the TALIS average (39%).

A little over one-quarter of teachers at both levels report having to implement these changes without adequate resources, highlighting the practical challenges posed by the rapid evolution of the system. Perceptions of reforms vary according to teachers' profiles: those working in urban areas or in less disadvantaged schools more frequently report this overload of initiatives, pointing to an equity issue in exposure to institutional changes.

Stress generated by institutional demands remains relatively moderate in Morocco: 16% of primary teachers and 17% of lower secondary teachers consider that complying with authorities' directives constitutes a source of stress, levels significantly lower than international averages (41% and 37.5%). However, implementing and monitoring curriculum and program changes is more stressful, affecting around half of teachers at both levels, particularly among experienced teachers. Overall, the stress experienced by Moroccan teachers stems mainly from the sustained pace of reforms and the obligation to implement them without adequate support.

According to TALIS 2024 data, the intention to leave the teaching profession in Morocco aligns with international averages, affecting around one quarter of teachers. This intention reaches particularly high levels among teachers aged 50 and over (59% at the lower secondary level and 61% at the primary level), reflecting both the effects of approaching retirement and the cumulative impact of professional wear and tear.

Figure 11. Distribution of teachers expressing their intention to leave the teaching profession within the next five years (%)



The bars represent 95% confidence intervals

Source: TALIS 2024 survey data, INE-CSEFRS presentation

Conclusion

Analyzing Moroccan teachers' profiles reveals a young teaching workforce, highly feminized at the primary level, and marked by a strong presence of novice teachers. This youthfulness, carrying potential for renewal and innovation, nonetheless accentuates structural tensions—particularly the concentration of less experienced teachers in rural schools and in institutions serving large proportions of disadvantaged students—raising issues of territorial and social equity in access to quality education.

This situation unfolds within an educational landscape characterized by pronounced heterogeneity, where a young and relatively inexperienced teaching workforce faces increasingly diverse classrooms, especially at the lower secondary level, where learning difficulties tend to be more acute. Despite these constraints, teachers demonstrate strong self-efficacy and sustained commitment to students' socio-emotional development.

Instructional practices are characterized by strong lesson structuring and effective classroom management. However, these competencies do not fully translate into student performance, as a large proportion of students fail to reach the expected levels of proficiency, as evidenced by national and international assessments.

Moreover, approaches that promote critical thinking, creativity, and collaboration remain insufficiently developed. The delicate balance between rigorous knowledge transmission and the development of essential cross-cutting skills for academic and social success thus emerges as one of the major educational challenges of our time. The integration of digital technologies and AI is progressing but remains limited, creating new demands in terms of digital and ethical competencies.

Teacher initial education, strengthened and increasingly professionalized, contributes to improving mastery of disciplinary and pedagogical content. However, gaps persist, particularly in inclusive and multicultural education, as well as in raising the overall academic qualification level of teachers, which remains below international standards. Continuous professional development reaches nearly four out of five teachers, yet remains insufficient in emerging fields. As for support for novice teachers, only about one quarter benefit from formal mentoring.

Teachers' pedagogical autonomy and leadership remain only partially leveraged. While participation in school governance is relatively strong, pedagogical autonomy and influence over strategic orientations remain limited. Teachers nonetheless enjoy a degree of freedom in selecting instructional methods and designing lessons, which contributes to both effectiveness and stress reduction. However, Moroccan teachers' involvement in curriculum development remains restricted.

Collegiality, peer support, and teacher–student relationships are generally strong, whereas collaboration with parents remains limited. These interactions positively influence teachers' commitment, motivation, and professional satisfaction.

Teachers' well-being reflects a balance between satisfaction, recognition, and professional constraints. Within the TALIS 2024 framework, well-being is defined as positive and sustainable professional functioning, characterized by the ability to perform one's duties effectively, experience satisfaction, and maintain a strong sense of professional value. Overall, teachers report a high level of enjoyment in teaching and a strong sense of social usefulness, despite sometimes unsatisfactory salaries and working conditions. Emotional stress remains moderate, while physical strain—linked to managing heterogeneous classrooms and workload—remains significant.

The sustained pace of educational reforms, combined with the implementation of changes without sufficient resources, further intensifies these tensions. Taken together, these factors help explain why approximately one quarter of teachers at both levels consider leaving the profession, a proportion that is higher among older teachers.

The teaching profession in Morocco constitutes a fundamental lever for improving both the effectiveness and equity of the education system. It combines professional commitment, pedagogical expertise, and complex responsibilities, often exercised in contexts marked by structural challenges such as heterogeneous classrooms, limited resources, and frequent reforms.

For teachers to fully play this strategic role, it is essential to strengthen institutional support, provide teacher initial education and continuous training adapted to contemporary demands, and ensure sustained professional support throughout their careers. Such investment is necessary not only to develop disciplinary and pedagogical competencies but also to strengthen teachers' capacity to operate in inclusive, multicultural, and digital contexts, thereby responding to students' needs and to the educational challenges of the 21st century.





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