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Educating Global Citizens: Moroccan University Students’ Global Awareness and Perceptions

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Educating Global Citizens: Moroccan University

Students’ Global Awareness and Perceptions

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International Studies and History

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Abstract

Globalization has affected the world in many ways: socially, economically, and culturally. It has also affected the education system as well as the daily life of individuals across the world, including the Kingdom of Morocco in North Africa. This paper will explore the success of a globally focused education in the Moroccan context, as well as, analyze the affect that globalization has had among the Moroccan youth, specifically university students. Additionally, how aware are the students of the current events that are unfolding in our global community. How has globalization affected their preferences and their perceptions towards global issues and current events? In order to analyze such areas that include the topics of geography, history, religion, political science, as well as current events, questionnaires were administered to Moroccan university students studying at the Mohammed V University in Rabat, Morocco. The results reveal valuable insights into the country’s educational systems and cultural values as well as the major role that globalization has made in the daily lives of individuals all across the world. It reveals the importance of living in an interdependent world and what it really means to raise global citizens.

Codes: African Studies, Education, History, Geography, Political Science
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Thank you also to my research advisor at Elon University, Dr. Brian Digre, who helped me develop my research question and questionnaire before even arriving in Morocco. I would also like to thank my fellow Elon College Fellows who were always there last semester to talk through my question with me as well as provide valuable feedback on my questionnaire. Thank you to Dr. Sarah Glasco at Elon University who proofread my French translation and offered valuable insight and advice.
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Introduction

As scholars have stated, “we live in an interdisciplinary world, where the actions of ordinary citizens are likely to have an impact on others’ lives across the globe” (Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013, p. 196). This message is echoed throughout our global community as a result of the recent trend of globalization, and therefore, the recent move to an interdependent world (Zahabioun et al., 2013, p. 197). Today nation’s markets, beliefs, and ideas are connected to the international community, thus, causing individual actions and ideas to have repercussions on a global scale. In order to address this new global focus, students around the world need to be educated with an international focus to address this need. Rather than learning solely the history and culture of the country in which they live, students need to learn the history, culture, and geography of the international community in order to incorporate the ideals of global citizenship in their school education (Kagan & Stewart, 2004, pp. 231–233). As a result, the field of global education, which does not have one distinct definition, has been expanding since the 1990s. Scholars have researched this growing field in relation to how nations are addressing this topic, albeit with very limited scope and ideas (Tye, 2003). Nonetheless, scholars are united in the fact that they believe this area of study is of great importance to every nation in our present period of global interdependence (Engler & Hunt, 2004; Kagan & Stewart, 2004; Sanders & Stewart, 2004; Zahabioun et al., 2013). My focus is on Morocco, a developing nation that gained independence sixty-years ago; a country that is situated in a strategic location at the intersection of both the Atlantic Ocean and Mediterranean Sea. To what extent is Moroccan university students globally educated and what do these responses reveal about current cultural and education systems? How can we change what they know and how can we help foster the growth of our global community? However, globalization
does not stop at the educational level; it also has an effect on people’s perceptions and preferences. Thus, additionally, what are Moroccan university students’ perceptions of certain global phenomenon and values? Do they know about certain global issues and if so, are they concerned about such issues? Overall, what are Moroccan university students’ feelings towards living in a global community?

This paper will address the effects of globalization on Moroccan society in the following way. First, background will be provided on the field of global education, the way in which the Moroccan educational system is set up, global implementation of global education, as well as globalization and global perceptions. Next, prior assumptions as well as the methodology used in order to gather my results will be explained, followed by the results and analysis of the study.

**Literature Review**

**Definitions of Global Education**

It is important to clarify the definition of global education that will be used in this study. There are varying definitions set forward that describe this area of study. Global education first developed in the late 1960s and 1970s with the definition from Robert G. Hanvey in his seminal work *An Attainable Global Perspective*, first published in 1976, in which he identifies five dimensions of a global perspective including: “(1) perspective consciousness; (2) ‘state of the planet’ awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of human choices” (Hanvey, 1982, p. 162). In order to attain these dimensions, Hanvey believes it is necessary to understand the multiple perspectives that each nation holds, be aware of the current issues challenging our international community, be informed about how other cultures view our beliefs, comprehend that we live in an interconnected world, and be
aware of the problems that nations face (Kirkwood, 2001, pp. 11–12). Hanvey’s ideas have been the foundation for not only the field of global education specifically, but also for the area of study in the United States (Myers, 2006, p. 374). His five points continue to influence the way in which the field of global education is implemented and viewed. Over time, the definition has been expanded to include three additional elements: “the fact that the history of the world is a global history…the need to know about the role of non-governmental organizations in the affairs of the world, [and]…the acquisition of the knowledge transmitted by indigenous people” (Kirkwood, 2001, p. 13).

In addition to Hanvey’s foundational definition, other definitions exist, including the one published in the Association for Supervision and Curriculum Development (ASCD) Yearbook, Global Education: From Thought to Action in 1991, which states:

Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness systems-cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors who have different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other peoples of the world need and want much the same things (Tye, 2003, p. 165).

This definition set forth from the ASCD is the one that closely resembles the definition I will be using in my discussion of global education due to the fact that it discusses the importance of being aware of current world events, different cultures, and political situations. In addition to these significant areas of global education, I am including world history and geography into my definition of global education. Thus, the definition of global education which will be used for this project involves:
1. learning about problems that cut across national boundaries and effect the entire international community
2. appreciating different cultural and religious backgrounds
3. learning world history and geography
4. being aware of current world events.

Moroccan Education Systems

Morocco has a unitary educational system controlled by the federal government so that every student who attends a public school in the country will learn the same material. As Vicente Llorent-Bedmar lays out in his article, *Educational Reforms in Morocco: Evolution and Current Status*, the structure of the Moroccan education system appears somewhat similar to that of the United States, however, some differences also appear. One such difference is the fact that a Moroccan education is compulsory and free from the ages of six to sixteen, whereas it is free and compulsory in the United States from ages five to eighteen (Llorent-Bedmar, 2014, p. 98). Another difference is the choice of vocational training before pursuing some form of higher education as well as the presence of the Baccalaureate (Llorent-Bedmar, 2014, p. 100). The most important difference lies in the coursework. The basis of the Moroccan education system is found in the teaching of the Islamic faith, which is emphasized throughout their schooling. Besides these few differences, the Moroccan education system is similar to that of the United States. Students between the ages of four and six can begin their schooling with an optional pre-primary education, in which they begin to learn about the Islamic faith, civic values, drawing, and reading and writing in Arabic. Next, comes the basic education stage, which is mandatory. From ages six to twelve, students receive a primary education, in which students build on those skills learned in the pre-primary stage as well as strengthen their Arabic language skills, learn
their first foreign language (usually French) and learn more about the Islamic religion. Along with these subjects, they begin studying math, art, Tamazight, science, and the social sciences. From here, students receive a secondary education. From ages twelve to sixteen, students learn math, the basic concepts of the natural sciences, physical sciences, geography, history, culture, human rights, and rights of Moroccans. At the end of the three years, students choose to either proceed to a qualifying secondary education which is completed with the receiving of the Brevet d’EnseignementCollégial (BEC), a certificate that allows the student to progress to the next level, or vocational training. If so chosen, after receiving this certificate, students will develop stronger reasoning, communication, and expression skills to be better prepared to enter the workforce. At the end of this stage, the student receives the Baccalaureate Diploma, after which they can either pursue some form of higher education or pursue a career.

Moroccan higher education is a modern development that has been improving and growing since the late 1970s. Moroccan universities were previously under-funded and lacked necessary resources. There are currently sixteen public universities around Morocco, with about a total student population of 550,000. These universities are completely free, however, there is limited interactions between students and teachers. For these reasons, many educational reforms have focused on improving these institutions. The most important of these educational reforms was enacted in 1999-2000 and is known as the National Charter for Educational Training. As part of these reforms, the Ministry of Education pointed out the importance of instilling the values of tolerance, human rights, democracy, and a culture of dialogue in the future generations (Llorent-Bedmar, 2014, p. 97). As a result of these reforms, university education now lasts three years and results in the student receiving either a Diploma in Professional University Education (DEUP), which allows the student to enter the job market, or a Diploma in Basic University
Education (DEUF), which is a pre-requisite for those students wishing to obtain a Master’s Degree. Those who choose not to take the BEC receive vocational training to prepare them for jobs in society (Llorent-Bedmar, 2014, pp. 98–100).

Global Implementation of Global Education

Since the 1990s, the United States has made global education a priority; however, due to the fact that it is up to the individual states to implement such reforms, the progress over the past twenty years has been slow and fragmented (Stewart, 2007, 100). Scholars in the field of global education have noted the lack of action taken by the United States to address this growing international concern. As Vivien Stewart, former vice president at Asia Society said, the internationalization of K-12 education has lagged behind, as most students do not have knowledge regarding Asia and other regions of our world that are significant aspects of our nation’s economic and security policies. Further, the US ranks next to last compared to students from other industrial nations on the topics of geography and current affairs (Rolls, 2007, pp. 90–91). Previous research also supports the finding that college-bound high school seniors have poor geography skills. Twenty-five percent of students did not know the name of the ocean that separates the United States from Asia, while eighty percent did not know that India is the world’s largest democracy (Sanders & Stewart, 2004, p. 201). This survey was subsequently followed by a survey given by National Geographic/Roper in 2002. This survey found that eight-three percent of American students could not locate Afghanistan or Israel on a map (Sanders & Stewart, 2004, p. 201). These results are due, in part to the fact that no national initiatives were implemented that required global education. Therefore, although US states are taking the necessary steps to implement more globally focused curriculum, they are slow to take effect and small in scale as a result of a lack of funding (Stewart, 2007, 94).
Some states are beginning to include global issues into their social studies curriculums as well as knowledge of other continents besides Europe and North America. In a 2014 survey sent tout by the National Assessment of Educational Progress (NAEP) the education of geography, history, and civics in the United States was examined. The results showed that there was no change in the subject of geography since 1994 or 2010, the two previous years in which this study was conducted, and there was only a slight increase in the scores from 1994 and none since 2010 for US history. As for civics, there was an increase in scores from 1998 and no change since 2010. (“NAEP - 2014 U.S. History,” 2014). These results reveal the ineffectiveness of the national and state education systems in regards to the implementation of global education in school’s curricula in the United States. However, the Department of Education in the United States refuses to acknowledge this fact.

Scholars have indicated one challenge that hinders the internationalism of state social studies curriculum: the belief that global education “undermines patriotism towards the [country]” (Rapoport, 2009, p. 95). This idea was brought forth by Anatoli Rapoport, and is echoed by two other scholars, John P. Myers and Stephen J. Thornton. As Myers states: “the U.S. education system remains resistant to global perspectives in the curriculum and continues to favor national identity and patriotism over learning about the world” (Myers, 2006, p. 370). Thornton reiterated this idea when he wrote, “the most obvious stumbling block to internationalism may be… the nationalistic and state… slant traditionally associated with the American social studies curriculum” (Thornton, 2005, 83).

While the United States is divided in how to incorporate global education into their school’s curriculum, other important industrial countries have implemented lasting policies that have changed the way their students learn about the topics involved in global education. For
example, Stewart notes that countries in Europe, Australia, as well as, China and Japan, have implemented changes to improve global education. As part of the United Kingdom’s changes, the Department of Education’s vision is to begin foreign language instruction earlier as well as to allow students the opportunity to learn more than one foreign language. In addition, they have established a school that would integrate international content into the curriculum. Sweden, Finland, and Holland emphasize the importance of incorporating global education, foreign language instruction, and world geography into their curriculum, while in France and Italy, world geography and world history are already mandatory areas of study (Stewart, 2007, 91).

Alongside Europe, the Asian nations of China and Japan are focusing on increasing international attention to their lessons as well as encouraging the teaching of English in their schools (Rolls, 2007, pp. 92–93). While Europe and Asia are emphasizing the need for a truly global education, Australia is focusing solely on incorporating more information regarding Asia into their curriculum (Rolls, 2007, p. 92).

There is very limited literature that addresses the topic of global education in both the United States and Morocco. This is due to the fact that there is no formal global education implementation in the country of Morocco; there is no such thing as a cross-cultural education. However, there is existing literature that compares the math and science performance of students in the United States and Morocco. The average math and science scores of fifteen-year-old students in Morocco ranked seventy-three, while the United States was ranked twenty-three out of seventy-six. The United Kingdom ranked twentieth and the Asian countries of Singapore, Hong Kong, South Korea, Japan, and Taiwan overtook the first five spots. These countries that ranked low included Oman, Morocco, Honduras, South Africa, and Ghana due to the limited resources that constrain the educational systems ("Asia tops biggest"). This report follows one
previously done by the Programme for International Student Assessments (PISA) in 2012 in which the United States ranked twenty-seven out of thirty-four in regards to the subjects of math and twenty out of thirty-four in regards to science."PISA", 2012, p. 1). Thus, the only existing study that compares both the United States and Morocco is in regards to the subjects of math and sciences, which necessitates the need for this research.

Three other scholars, Anatoli Rapoport, John Myers, and Kenneth A. Tye, performed studies regarding the implementation of global education policy, specifically in the United States and in the international community as a whole. However, these three scholars had contrasting methodologies. Rapoport analyzed the social studies curriculums for each state in the United States to see if their documents contained the terms *globalization* or *global citizenship*. In the end, his findings found that only fifteen states contained such terminology (Rapoport, 2009, pp. 98–103). Meanwhile, Myers analyzed the effectiveness of two different schools in the United States that had some areas of global focus in their mission. One such school emphasized “learning about international affairs through coursework and extra-curricular activities” (Myers, 2006, p. 380). The other school chosen implemented a “cross-district interdisciplinary initiative that combines global and multicultural curricular perspectives with cooperative learning strategies” (Myers, 2006, p. 384). In order to analyze the effectiveness of such schools and their global focus, Myers conducted hour long interviews with the teachers and students and analyzed the syllabi for the classes offered (Myers, 2006, p. 379). Although students who attend these schools are better prepared than others, the idea of how to be a citizen of the world is not strongly emphasized (Myers, 2006, p. 389). In total, these programs reveal that students are not being adequately prepared to face the challenges that exist in our international community despite their international focus.
In the 1990s, Kenneth Tye, former professor emeritus in the School of Education at Chapman University in Orange, California, sought to find out what the international community was doing to include global education in their curriculum (Tye, 2003, p. 165). Tye sent out a questionnaire that was translated into French and Spanish to people in one hundred countries who were “knowledgeable about global education” (Tye, 2003, p. 165). He received responses from fifty-two countries, of which fourteen nations “suggested that global education is a significant factor in schooling” (Tye, 2003, p. 166). Almost fifteen years later, he followed up on six of these countries to see how they have changed their policies. The programs in Australia, Canada, Japan, South Korea, Russia, and the United Kingdom are all nationally supported and all making grand strides to incorporate global education curriculum into their classrooms (Tye, 2003, pp. 166–167).

Global Awareness and Global Perceptions

There have been many different surveys conducted by both the Pew Research Center, as well as the Gallup poll, that relate to different countries’ populations and their global perceptions regarding certain topics. The Pew Research Center, a fact tank that conducts numerous public opinion polling and research, conducted numerous polls in the Arab and Muslim region in 2005. One such poll dealt with how the United States was perceived in the Arab and Muslim world. Morocco was one of the six majority Muslim countries included in the research along with Indonesia, Jordan, Lebanon, Pakistan, and Turkey. During this period, anti-Americanism was still very prevalent in this region as a result of many American policies, specifically regarding the war in Iraq and the war on terrorism. In the case of Morocco, almost half (49%) of those questioned responded with a positive view of the United States, with the youth generation, those under thirty-five, having a more favorable opinion than those over the age of thirty-five ("How
Based on these statistics, of the six countries surveyed, Morocco proved to be an exception in terms of these opinions. The remaining five countries held less favorable opinions of the United States. For example, only 20% of the populations in Jordan, Pakistan, and Turkey held favorable opinions of the United States in 2005. A few months before the results of this poll was released, Pew published a report about what Muslim, as well as Western publics, thought about Islamic Extremism. Morocco was once again featured in this poll. Three-quarters of Moroccans saw Islamic extremism as a threat to their country, which when compared to the other countries involved in the poll revealed that Moroccans held the strongest beliefs toward this threat ("Islamic Extremism", 2005). In 2013, the Pew Research Center published the results of a survey in which they found that Muslims who used the internet held a more favorable opinion of Western movies, music, and television, second only to age of the individual (Sahgal, 2013).

Another aspect of globalization can be seen in the increase of tourism worldwide. However, not every country warmly welcomes foreign travellers to their country. In 2013, the World Economic Forum released a report entitled The Travel &Tourism Competitiveness Report in which they gathered information from 140 countries in regards to each countries’ populations’ attitudes towards foreign visitors. According to this report, Iceland, New Zealand, and Morocco, were the top three most welcoming countries for foreigners, which Fisher described as “tourism friendly”. Other countries that warmly welcomed visitors included Ireland, Canada, Thailand, and the United Arab Emirates. At the bottom, with the least welcoming citizens, were Bolivia, Venezuela, and Russia. In the middle of the results was the United States, ranking 102 out of 140. According to Fisher, there was no “grand unifying theory” that described why those three countries topped the rankings. There was no direct correlation between wealth or GDP per capita
In a 2015 report published in Nature Climate Change used results from a Gallup Poll from 2007-2008 in which they asked citizens from 119 countries how much they know about climate change as well as how concerned they are about global warming and the affect it will have on their life and family. While awareness rates in North America and Europe were over 90%, awareness rates in Morocco were 30%. However, in response to if it was a concern to them, only 64% of Americans said that it was, whereas, more than 90% of Moroccans said it was a serious threat (McSweeney, 2015).

Numerous scholars have noted the importance of furthering research in this field, specifically in regards to the effectiveness of such policies and approaches to global education as well as a detailed account of how global education is implemented in other countries (Stewart, “A World Transformed,” 91, 94). Numerous surveys have been conducted in the past surrounding these topics of global awareness and global perceptions. However, there has not been any recent research surrounding these areas, or that solely focused on the country of Morocco. My research will focus on both of these topics of global awareness and global perceptions along with global knowledge in the Moroccan context.

**Methodology**

My research took place over a three-week period in Rabat, Morocco as part of an independent study project for the Multiculturalism and Human Rights study abroad program. Due to the fact that my research in Morocco is part of a two-year research thesis at my home institution of Elon University, a proposal was created and submitted prior to my arrival in Morocco which included a preliminary literature review as well as sample questionnaire. Upon
my arrival in Morocco, I presented this proposal to my academic director in order to gain insight into the feasibility of my research as well as gain a Moroccan perspective. My research topic and question was further developed to include the areas of global awareness and global perceptions as I learned more about the Moroccan education system.

A preliminary questionnaire was created before my arrival in Morocco, which was edited and added to throughout my two-months in Morocco before beginning the independent study project. I developed the questions with help from my Elon research mentor Dr. Brian Digre in the fall of 2015. We believed it would be best to ask questions related to major global issues of the time such as climate change and terrorism, in addition to such subjects as history, religion, and geography. Additionally, after researching what had previously been done in terms of research in global education and global perceptions, I decided to include additional questions that were influenced by other questionnaires given by National Geographic, the Pew Research Center, as well as by the Institute of International Education. I discussed the contents of this questionnaire in-depth many times with my Academic Director as well as on-site Advisor numerous times before administering it. In order to ensure the best results, this questionnaire was translated to Arabic with the help of a Moroccan university student. Lastly, I translated my questionnaire into French, and sent it to one of my French professors at Elon University for proofreading and editing. (Refer to Appendix to find the three versions of the questionnaire). Each questionnaire was administered with a paragraph that presented my topic and the purpose of my study along with a consent form that explained the voluntary aspect of this study as well as the fact that their information will be kept confidential.

My research was conducted at the different colleges of Mohammed V University in Rabat, Morocco. Such locations included the Faculté de l’Éducation in Souissi, the Faculté de
Lettres in Souissi, as well as the Faculté of Sociologie in Rabat. I chose to gather my results in a qualitative as well as quantitative way, through the use of questionnaires that ask both personal opinion question as well as multiple-choice questions where there is only one correct answer. I chose to conduct my research through a questionnaire, rather than a focus group or individual interviews, in order to gain a large amount of data. Additionally, I believed that the questionnaire was the best method for asking students more knowledge based questions as well as personal opinion questions. The questionnaire was given anonymously to a number of students studying at the university, which allowed the students to answer the given questions to the best of their ability, without hesitation or room for them to feel insecure about their answers. I chose university students, as my research population because I believe the youth generation, usually represented between people between the ages of eighteen to thirty-four, would be the most effected by globalization, as well as the most aware of global events. Additionally, I chose university students over middle or high school students in order to see what they learned throughout the entirety of their general schooling. Lastly, I chose university students because of their overall ability to complete my written questionnaire in one of three languages that the majority of university students in Morocco know - Arabic, French, and English.

In total, forty students took my questionnaire: twenty-four were male, and sixteen were female. The students were of differing levels in their studies: twenty-five of them are studying to obtain their Bachelor’s degree, ten of them are studying to obtain their Master’s degree, four of them are studying to obtain their PhD, and one of the students did not specify their level of study. Twenty of the students chose to take my questionnaire in English, nineteen chose to take it in Arabic, and one chose to take it in French. Those taken in Arabic were later translated with the help of Youness, who told me what the student wrote in English. However, some things could
have been mistranslated or lost in translation. The students were of differing majors: thirteen are studying Cultural Studies, eight are studying English Studies, six are studying Sociology, three did not specify a major, two are studying Geography, one is studying Social Sciences, one is studying Didactic Arabic Language, one is studying Education and Reinsertion and Youth and Child in Difficult Situations, one is studying Quantum Physics, one is studying Education and Human Development, one is studying Psychology of Work, one is studying Chemistry, and one is studying Science of Advanced Material. These students were friends of my main contact at the university, Youness. He contacted his friends, who then contacted their friends. Friends of those taking the survey would also approach them wondering what they are doing. Those who showed interest also took the questionnaire. Additionally, I attended one of the classes of my Academic Director in Rabat, Dr. Belghazi, in which some of his students responded to my questionnaire.

The participants were asked to answer the questions on the questionnaire to the best of their ability, which addressed a number of subjects as well as personal opinion. It was divided into multiple sections: a demographic section, a fill-in-the-blank section, a multiple-choice section, as well as a global perceptions section. The questions addressed multiple subjects, including history, geography, current events, political science, culture, religion, current global issues, as well as asked open-ended questions in order to gather personal opinions regarding the effects of globalization. Some of the questions were left more open-ended and broad so that they were not limited in their responses. For example, many of the participants asked me what I meant when I asked what their impressions of the United States were. Did I mean politically, economically, socially, or something. I responded by saying whatever comes to mind when you hear the United States. Participants had the option, of course, to not respond to questions that they did not feel comfortable asking or did not have an answer to. In order for the students to
fully comprehend the questions being asked, the questionnaire was available in Arabic, French, and English. Although they had the option to choose what language, those who chose to take it in English may not have fully understood all of the questions due to the fact that they may not have learned some of the vocabulary that I was using.

Based on my experience in Morocco for the past two months in which I learned extensively about Moroccan society and education system, as well as interacted with Moroccan students, I believe that the university students will know some general knowledge about world history, geography, religion, and political science. I believe that they will know some of the current events and global issues of the day as well as have personal opinions about what could be done better. Additionally, I believe that Moroccan students are globally aware and feel connected to current global trends and values. Throughout my time of living in Morocco, I believe that university students may hold some preferences that may be more globally focused rather than solely focused to the Moroccan culture and daily life.

While conducting this research, I noted a couple of errors. Sometimes, those taking the questionnaire would ask each other for the answer or look at one another’s papers to double check their answer. Additionally, other people approached the student taking the questionnaire and proceeded to help them with the answers. After giving my questionnaire to a number of people, some said that the map was not clear enough for them to know the locations of some countries. Also, in regards to the map’s accurateness, the area of Western Sahara is denoted as being a separate country. However, this area is considered by Moroccans to be a part of their nation.

While distributing my questionnaire to various students in the various settings, I noted a couple of observations that may or may not affect my results. In some instances there was only
one person taking the questionnaire, in which case there would be two or three of us sitting around watching the student take the questionnaire and sometimes reading their answers. I believe that this could have changed the way in which the student answered the questions. In other cases, the student would discuss the answer with us. Another overall weakness of my questionnaire was the fact that it was rather long. Although this was the case, I do not believe that any of my participants felt rushed. Rather, I believe the opposite. Many of them took their time and were discussing the meaning of the question and possible responses with us.

After distributing some of the questionnaires, I noted a few issues with some of the wordings of the questions. One such issue was in the meaning and the translation of one of the places that participants had to name on which continent it was located. The somewhat confusing place in question was the Sahara Desert. However, in Arabic, “sahara” means desert. Thus, many of the participants questioned which sahara I meant seeing as how there are many deserts in the world. I did not know how to respond without giving away the answer. Second, after distributing my survey and going through the results, I noted how one of the questions, the one asking, “What does ISIS stand for” was sometimes misinterpreted. While creating the question, I intended for the question to ask what the acronym ISIS stands for, meaning the Islamic State in Iraq and Syria. However, many students though the question was asking what beliefs and ideologies ISIS believed in. A third issue I found after having distributing the questionnaire was in the multiple choice question that asked approximately how many people are currently living in the world. Originally, I had put the correct answer of approximately 7 billion as one of the answers. However, a mistake was made in the process of translating the questionnaire into Arabic. Accidentally, the correct answer was changed to approximately 11 billion. Unfortunately, I did not find this mistake until many of the questionnaires were already distributed. I made sure to
make this change to the English and French translations as well. In the analysis of my results, I changed the correct answer to approximately 10 billion since that was the closest answer to the correct answer.

A general observation I found while conducting my research was the fact that none of the participants were secretive about their answers or opinions. In fact, many of the participants discussed the questions and answers with each other, as well as with Youness or myself. I found this observation interesting due to the fact that I thought some questions might be more controversial. However, these questionnaires were usually given to multiple friends at a time, thus, I believe that gave them some level of comfort seeing as how they were among people they knew and maybe had similar conversations with. Another observation I made while distributing these questionnaires was the reactions that came about as a result of the questions about ISIS and religious extremist groups in Morocco. Participants did not know to respond to such questions, some laughed at it, others began to have conversations with each other about the questions.

My findings from my questionnaire are presented below and are presented in the manner in which they appeared on the questionnaire. The results of the chart, multiple-choice section, as well as country list section of the questionnaire were tabulated in SAS, after which time I inputted the percentages into Microsoft Excel in order to create pie charts that clearly express the results. The percentages reflect on those students who responded to the questions, rather than out of the forty students who took the questionnaire in general.

Findings

From my questionnaire, I found that the students learned the topics of history, geography, and religion, in their general schooling from primary school to high school. Depending on their major, some students continued to study one or all of these areas in their university classes as
well. In terms of studying the subject of political science, the students stated that this subject is not taught as part of their general education. However, some students either sought out this information themselves or took a class at the university level. In terms of what they learned in their history class, everyone stated that they learned Moroccan history. Additionally, other students stated that they also learned world history, specifically World War I and World War II, French colonization, and European history. In terms of geography, those who responded stated that they learned Moroccan geography. Additionally, other students stated that they learned about human and natural geography as well as mapping and directions. In terms of religion, the students stated that they only learned about Islamic religion, including studying the Quran and the hadith, along with learning biographies of prophets, day-to-day religious practices, and creed. As part of the general education system, students do not learn about other religions; however, one student noted that he learned about other religions on his own. For those students who noted that they studied political science, they stated that they learned about political institutions and civil society, Moroccan relations with North Africa, as well as United States politics and politics of the United Kingdom.

In response to the question “do you think you learned enough regarding these topics” of history, geography, religion, and political science, 67.57% of those students who responded said no they did not learn enough, 18.92% of students said yes they did learn enough, and 13.51% said that they learned a medium amount. One student said it best when she stated that “we never learn enough, [because] you always learn something new.” Although what one student learned was not enough, she believes it was a good introduction and what she did learn encouraged discovery. One student also noted that their education system favors quantity over quality,
therefore, she believes that she did not learn enough. Another student believes that the information she was taught was not enough due to the fact that what she learned was one-sided.

In response to the question “do you think these topics are important to learn in school”, 83.78% of those students that responded said yes they are important, 13.51% said no they are not important, and 2.70% said it is somewhat important. Many said that these topics are important because we live in a common world, as well as the fact that these topics make the world feel connected. These topics are also important so that we are able to make comparisons and view issues from different angles, as well as overcome stereotypes. Knowing this information also makes students aware of what is going on around them. On the other hand, those who said that these topics are not important stated that we cannot learn everything, especially the events that are unfolding in the world, in school. Additionally, one student said that students should have the choice in what topics they learn so that teachers are not teaching lessons that some students may not have interest in. Furthermore, another student does not believe that these topics are important because he has no use for them in his personal or professional life. Another student stated that teaching religion might not necessarily be important due to the fact that “it glorifies the religious history instead of stating facts only.” The same student went on to say that although history is important, it is “biased and misses [other important] historical events.”

In response to the question “do you consider yourself well informed about world news” 61.11% of those students who responded stated that they are not well-formed, 30.56% believed that they are well-informed, while 8.33% believed that they are a little bit informed about world news. One student stated that she chooses not to be informed about world news. Additionally, 70% of those students who responded said that they watch, listen, or read the news daily, 10% stated that they get their news about three days a week, 10% stated that they rarely watch or get
news, 6.67% stated they get their news about once a week, and 3.33% stated that they sometimes watch or receive their news. The primary source that the students utilize to obtain their news is via the Internet with 39.53%, followed by social media with 30.23%, television with 23.26%, conversations with people at 4.65%, and lastly via radio with 2.56%. Of those students who responded, over 75% stated that they do not read newspapers regularly.

Next, the students were asked to rate the importance (absolutely necessary, important but not absolutely necessary, not too important, or I don’t know) of certain abilities that are present in our world today. In response to the ability to use a computer, 85% of the students responded with absolutely necessary, while 15% responded with important but not absolutely necessary. 28.21% of the students believed that it was absolutely necessary to be able to read a map, while 53.85% of the students believed that it was important but not absolutely necessary, and 17.95% believed that this ability is not too important. Next, 82.05% of students that responded believed that using the Internet was absolutely necessary, while 17.95% believed that this ability was important but not absolutely necessary. In response to whether it is important or not to be able to speak a foreign language, 85% of the students believed that it was absolutely necessary, 12.50% of the students believed it was important but not absolutely necessary, and 12.50% believed this ability was not too important. Lastly, 61.54% of the students believed it is absolutely necessary to be able to travel outside their country, while 30.77% of the students believed that this is important but not absolutely necessary, and 7.69% believed it was not too important.
Subsequently, I asked the students what their impressions are of their home country of Morocco. An overwhelming majority of the students stated that they love their country, however, it has problems that according to some make them view their country negatively. Many noted the lack of political participation as well as lack of reforms and management in the government. Additionally, they noted how the country and government does not always do what is best for the citizens, especially in regards to education and health. Some stated that their country needs more democratization and liberty. Nevertheless, many noted the steps the government is taking in order to improve and develop. Additionally, they noted the country’s stability, tolerance and respect for all cultures, and openness to other cultures. One student said it best when he stated that Morocco is “a country of contradictions.” Although, many of the students criticized their country, overall, a majority of them said that they love their country and that they are proud to be Moroccan.

Consequently, I asked the students what their impressions are of the United States. Many of the students noted that it was a country of freedom, specifically the freedom of religion, and self-expression, as well as a country of multiple cultures, where people can co-exist and respect one another. Although this freedom exists, some of the students noted how it may not seem like this freedom exists these days. Naturally, many answered by stating that it is a land of opportunity and chance, the obvious answer of the American dream, which one student responded, “that in fact does not exist”. Additionally, many of the students noted that the United States is the most dominant country in the world, and therefore, has a great deal of power when it comes to solving international crises and promoting development in other countries. As one student stated, “it is a country that tries to help, but [it cannot] even help itself.” Negatively, many of the students stated that it is a big country that produces pollution and that does not produce
intelligence, but rather brings it in from other countries, in addition to noting that it is the worst country in terms of internal politics. Many noted that the United States can hide its problems while showing the problems of its competitors. Many blame the United States for starting the problems and events that are currently taking place in the international system, specifically in the Arab world.

Next, I presented the students with a blank world map that depicted the political borders of the countries, as well as a list of twelve countries. The students were asked to place the corresponding number of the country on the corresponding country on the map. This section of the questionnaire received a wide variety of responses. Of those students who responded, 27.5% of them matched all twelve of the countries correctly, 15% of them matched all but one correctly, in which they either did not match or incorrectly matched the countries of Turkey or Iraq. 12.5% of the students matched ten out of the twelve countries correctly, 2.50% of the students matched nine out of the twelve countries correctly, 7.5% of the students matched eight of the twelve countries correctly, 2.50% of the students matched seven out of twelve countries correctly, 2.50% of the students matched half of the countries correctly, and 5% of the students matched five out of the twelve countries correctly. One student (2.5%) left the map blank except for the country of Morocco, one student (2.50%) left the map blank except for the country of China, one student (2.50%) left the map blank except for matching the countries of Morocco and the United States, three students (7.50%) left the map blank except for the countries of Morocco and France, one student left the map blank except for matching the countries of the United States, Morocco, and France, and one student (2.50%) left the map blank except for matching the countries of the United States, Morocco, France, and Canada. Overall, only two students (5%) left the entire map blank.
Following the map, the students were asked to state who the leaders of the United States, Morocco, France, and Egypt are. Of those students who responded, all but one person stated that Barack Obama was the leader of the United States; the other response given was Congress. In regards to Morocco, all but one person responded with King Mohammed VI, with the other response being AbdelilahBenkirane who has been the Head of Government since 2011. In response to who is the leader of France, everyone responded with Francois Holland and in response to who is the leader of Egypt, the majority of students responded with Adel Fattah el-Sisi. Three students stated that Mohamed Morsi was the leader was Egypt, while one student stated that Hosni Mubarak was still the leader of Egypt.

Subsequently, I asked what ISIS stands for as well as in what countries do they operate in? Although this question was misunderstood, the responses I received were still interesting. Many of the students who responded to this question stated that they did not believe in this organization due to the fact that it is based on misunderstandings of the Islamic religion. Others described this organization as backward, ignorant, and extremist. However, most of the students knew that this caliphate operates in the countries of Iraq and Syria, along with Lebanon and Yemen. Of the students that understood this question to mean what does the acronym ISIS stand for, almost all of the students responded correctly by saying the Islamic State in Iraq and Syria.

Succeeding, I asked the students what their thoughts were on how the international community is reacting to the events unfolding in the Middle East. Many of the students responded saying that they believed the international community is doing nothing except watching and waiting. Some students believe that some international organizations, specifically NATO, are approaching the situation with their own benefits in mind. Others believe that the international community is not showing interest in the events. One student believes that the
“world ran out of news and only has the Middle East to focus on” and is thus putting way too much attention on it.

Afterward, I asked them what they believe the international community could do differently regarding these events. Those students who responded stated that they should stop waiting and start working to stop the situation entirely and quickly. Many of the students advocated for intervention, specifically militarily, in the region as well as peace. One student said it best when he said that the international community should “leave the problem of Muslims and Arabs to Muslims and Arabs” and that other nations should not get involved. Additionally, another student believes that the international community “should not judge an entire religion based on the actions of a few individuals.”

Next, I asked the students the question, “which religions consider Abraham a prophet”. This question received a variety of responses. Only 28% of those students who responded, responded with the correct answer of Christianity, Islam, and Judaism. 12% of the students responded with Islam and Christianity, 8% responded with Islam and Judaism, 4% responded with solely Judaism, and 16% responded with solely Islam. Along with these responses, 8% of students responded with the three monotheistic religions, which is also correct. 4% responded with the three religions, however, they did not specify which religions, and 16% responded with monotheism. Lastly, 4% responded with the three Abrahamic religions, which is also correct, but again, did not specify the religions.

In response to the question “what country has an upcoming presidential election in 2016?”, 87.10% of those students that responded stated the correct answer of the United States, while 9.68% of them stated Morocco, and 3.23% stated Argentina. Although Morocco does have an upcoming election in October 2017, this election is a parliamentary election rather than a
presidential one. A follow-up question was then asked asking the students if they could name some of the candidates running in the election. For the United States, 36.36% of those students who responded stated Hillary Clinton, 34.55% stated Donald Trump, 12.73% of them stated Bernie Sanders, and 10.91% stated Ted Cruz. John Kasich, Carly Fiorina, and Ben Carson each got 1.82% of the students’ responses. In response to the Moroccan election, 66.67% stated Benkirane, and 33.33% stated Ilyas El Omari.

I then asked the students “what major medical crisis plagued West Africa in 2014”. The overwhelming majority of the students (90.63%) responded with the correct answer of Ebola, while zika, malaria, and influenza each at one response from the students (3.13%).

Following this question, I asked the students whether or not they believed that their government is sufficiently addressing the issue of climate change and to explain their answer. 56.52% of the students responded no to this question, while 43.48% responded positively to this question. One student who said no stated that it was due to the fact that the Moroccan government depends on what France is doing. Additionally, students noted the continued pollution of the environment as well as the lack of awareness towards its citizens. On the other hand, those students who said yes gave such reasons as the fact that the Moroccan government just built the biggest solar panel station in the world, as well as the GreenMorocco initiative. In accordance with this question, I then asked what the name of the conference that will be held in Marrakech in November 2016 was called that will address this issue. Some of the students actually mentioned the name of this conference in the first question in addition to the second question. 84.62% of those students that responded stated the correct response of COP22, while 15.38% stated COP21. I then asked the students if they knew what other countries’ responses were to this issue of climate change; however, this question, I believe, was not fully understood
by the students due to the fact that they simply listed the names of other countries that are addressing this issue rather than what exactly they are doing.

For the last part of the fill-in-the-blank section, I asked the students to tell me on which continent nine countries and natural landscapes were located. For Columbia, 27.50% of the students that responded stated America, 25% stated Latin America, 17.50% stated South America, and 30% did not respond. For Nigeria, 75% of the students stated Africa and 25% did not respond. For Pakistan, 67.50% of the students stated Asia, 2.50% said next to India, and 30% did not respond. For Rwanda, 55% of the students stated Africa, 2.50% stated Asia, 2.50% stated Europe, and 40% did not respond. For Sudan, 72.50% of the students stated Africa, and 27.50% did not respond. For the Amazon Rainforest, 2.50% stated Africa, 22.50% stated America, 2.50% stated Asia, 2.50% stated Europe, 22.50% stated Latin America, 10% stated South America, 2.50% said the United States, and 35% did not respond. For the Alps, 5% said Asia, 57.50% stated Europe, and 37.30% did not respond. Lastly, in response to the Sahara, 61.90% responded with Africa, 4.76% responded with Asia, and 33.33% did not respond.

I then asked a series of eleven multiple-choice questions. Each question had four possible answers. I asked the students to select the best answer. The first question was “in what country does the Islamic militant organization, Boko Haram, operate in?” 61.11% of those students that responded, responded correctly with the answer of Nigeria, while 27.78% responded with Somalia, 8.33% responded with Afghanistan, and 2.78% responded with Iraq.
The second question was: “in which of these countries is majority of the population Muslim?” An overwhelming majority of the students, 97.30% responded correctly with Indonesia, with the remaining 2.70% responding with India.

Next, I asked approximately how many people are currently living in the world. 77.78% of the students responded correctly with about 10 billion, followed by 11.11% of the students responding with about 20 billion, 5.56% of the students responding with about 900 million, and 5.56% responding with about 11 billion.

The fourth multiple-choice question was, “which language is spoken by the most people in the world as their primary language?” 60% of the students that responded responded incorrectly with English, while 30% responded correctly with Chinese, and 10% responded with Arabic.
Next, I asked in what country and year the revolutionary events of the Arab Spring originated in. 44.93% of the students responded correctly with Tunisia, 2011, while 23.19% of the students responded with Egypt, 2011, followed by 18.84% of the students responding with 18.84%, and 13.04% responding with Egypt, 2012.

Next, I asked, “which of the following is NOT one of the five pillars of Islam?” All but one person responded with the correct answer of jihad (97.30%). The remaining 2.70% responded with praying five times a day.

For the seventh multiple-choice question, I asked which faiths view Jerusalem as a holy city. This answer did not receive a clear majority; in fact, the responses were all very close together. However, 38.89% of those students who responded responded correctly with Christians, Jews, and Muslims, while 30.56% responded with Jews and Muslims, and 30.56% responded with Christians and Muslims.
Next, I asked from what country is the original home of the majority of refugees coming into Europe today? 79.55% of the students responded correctly with Syria, followed by 9.09% responding with Libya, 6.82% responded with Turkey, and 4.55% responding with Iraq.

Subsequently, I asked “which empire is considered to have been the largest empire in history?” The majority of the students that responded answered incorrectly with the Ottoman Empire (72.97%), followed by the Roman Empire (16.22%), the correct answer of the British Empire (8.11%), and lastly, the Russian Empire with 2.70% of the responses.

Afterwards, I asked “what country has been involved in a civil war since 2011 and who is the current leader of the country?” A clear majority, 55.88% of the students, responded correctly with the answer of Syria, Bashar al-Assad, while 26.47% responded with Egypt, Mohammed Morsi, followed by 14.71%
of the students responding with Iraq, Haider al-Abadi, and lastly, Lebanon, Michel Suleiman with 2.94% of the responses.

Lastly, I asked a historical question in asking, “which ruler was beheaded as a result of the French Revolution of 1789?” This question was answered incorrectly by a majority of the students (64.29%) with the response of Napoleon, followed by the correct answer of King Louis XIV with 21.43% of the responses, and lastly, King Louis XIV with 14.29% of the responses.

After the multiple-choice section, the last section of my questionnaire addressed the area of global perceptions. I asked a series of ten questions that pertained to the students’ personal opinions regarding globalization and global phenomena. First I asked the students to answer if they feel concerned and connected to global phenomena such as famines and droughts. 81.48% responded positively to this question, while 18.52% of the students did not feel concerned or connected. One student stated she did feel connected to these phenomena due to the fact that her country of Morocco is “situated in the continent which is the most affected by these phenomena: Africa.” Therefore, the same problems can affect Morocco at a different time. Additionally, everyone is threatened by what takes place in the world. Others stated the fact that they are concerned and connected to such phenomena due to the fact that Morocco experiences droughts as well as is a developing country. One student said it best when she stated that “we are all
humans [and should, therefore, stand] against it together as human beings only. Not as Muslims
and Christians or black or white, etc.”

Next, I asked whether events that take place in foreign countries, such as Nepal and
Turkey, affect them. 69.23% of the students that responded said yes, while 26.92% of the
students responded with no. One student (3.85%) responded with yes and no. Those who
responded yes to this question stated that anything that happens in the world affects all of us in a
way. Others responded that these events affect them due to the fact that these events may also
happen in their country as well. Some students said that these affects can affect them in multiple
ways, such as in regards to their security if refugees arrive in their country, as well as in regards
to their economy. One student said it best when he stated that “we live on one Earth.” Others
noted that these events affect them in a psychological manner as well. One student does not feel
affected due to the fact that the “media in Morocco does not cover such events.”

Subsequently, I asked whether they were worried about religious extremist groups in
Morocco to which 60% responded with no and 40% responded with yes. Some students
responded stating that they do not believe in these types of organizations. Some students who
responded yes to this question stated that it is because these organizations threaten their
existence, as well as affect Moroccan stability. One student who responded no stated it was
because she believed that the Moroccan police forces are doing their job well. Another student
responded positively to this question due to the fact that they give a negative image to both
Morocco and Islam in general. On the other hand, another student said no due to the fact that
Islam is a religion of ease.

Following this question, I asked what their feelings towards living in a global village was.
This question did not receive a lot of responses. One student stated that this idea is both good and
bad due to the fact that “some things are meant to stay unknown.” In response to this question, one student responded that it would result in a loss of self and local identity, while another responded that this would ensure that life is easier.

Fifth, I asked if they would feel more connected to someone from the United States or Egypt. This question received a variety of answers: 40% said the United States, 20% said to Egypt, 25% said to both, 10% of the students replied with no one, and 5% replied with anywhere. Those who said both stated that it is because “we are all human being whatever our culture or ideology is.” Additionally, students stated that you can find commonalities with anyone you meet. One student who responded with the United States stated that it is due to the fact that his brother is currently living there. Subsequently, another student responded with the United States due to the fact that it is the most influent country as well as the fact that Morocco imports a lot of cultural aspects from the United States. Additionally, some feel more connected to the United States due to the fact that they have friends from there who they contact and talk to via Facebook. Many students who responded with Egypt give the reason that it is because they are both Arab and Muslim and, thus, share a common culture and religion.

Sixth, I asked if they believed in equal rights for everyone, such as women and homosexuals. This question also received a variety of answers. 83.33% replied yes to both, while 16.67% responded with no. However, there were some students that believed in equal rights for women, but not for homosexuals. One student who responded no to equal rights stated that we should not change traditional rules and values. Most students believed in equal rights for women; however, most had reserved feelings towards rights for homosexuals, due to religious beliefs. One student responded saying that homosexuality is a problem in a Muslim country due to the
fact that Allah has forbidden it. Most of the students who responded yes to both gave the explanation that “everyone is free in their life.”

Next, I asked whether they solely had Moroccan friends, or friends from all across the world. 70.37% of the students stated that they had friends from all over the world, while 29.62% said they only had Moroccan friends. Going along with the question, I next asked whether they preferred American and European movies, music, and television, over those from Morocco or the Arab world. 80% stated that they prefer American and European movies, while 20% stated they prefer Moroccan or Arab movies. One student stated that he preferred American and European media over that from Morocco because Moroccan media “depends on political direction.”

Nearing the end of the questionnaire, I asked what their perceptions were towards tourism and whether or not they liked or disliked tourism. Only twenty-nine of the forty students (72.50%) that answered my questionnaire responded to this question. However, they all shared the same feelings in that all of them liked tourism. The majority of students like tourists due to the fact that it makes people more open to other cultures and helps them “understand the ‘other’ better.” Some students responded that they liked tourists as long as they respect the culture of the country they visit. Some students noted the positive elements of tourism, such as the economic benefits it has for the country, as well as culturally, in that it helps the native citizens discover and learn about other cultures as well. Another benefit of tourism as noted by one of the students is the fact that tourists help spread good things about the country.

Lastly, I asked a question regarding food preferences: if they were given the choice, would the students eat couscous, pizza, Chinese food, or McDonalds. Only 51.28% of the students responded with couscous, while 25.64% responded with pizza and 5.13% responded with Chinese food. One person (2.56%) responded saying that they hate couscous, while two
students (5.13%) responded saying they would choose any of them but McDonalds, and one student (2.56%) responded saying they would choose any of them but Chinese food. Only one person (2.56%) stated that they would eat all of them, and two students (5.13%) stated that they would accept anything based on how hungry they were.

**Analysis**

**Globally Educated University Students**

Through my findings, I have found that Moroccan university students are somewhat globally educated. I have found that through their schooling they learn some world history topics, as well as some aspects of geography. For example, in terms of the multiple-choice question pertaining to the largest empire in world history, I did not find it a surprise to see that the an overwhelming majority of the students (73%) thought that the Ottoman Empire was the largest due to the fact that it extended to Algeria, a border country of Morocco. Following the Ottoman Empire, the second most popular response was the Roman Empire, which, again, did not come as a surprise to me. In fact, I did not expect most students to know that the British Empire was the biggest empire in world history. The other historical question pertaining to who was beheaded during the French Revolution of 1789 received the most interesting results in my opinion. It came as a surprise to me that an overwhelming majority of the students (65%) said that Napoleon was beheaded rather than Louis XVI. Originally, I believed that more students would know this answer due to the fact that Morocco used to be a French protectorate, as well as the fact, that I thought they would have learned French history. However, we can see that that is not the case. In regards to the map and naming on what continent countries are located, I find it interesting how some of the students either stated that America or Latin America was a continent, rather than South America. However, after finding these results, I can see that that is
not very surprising due to the fact that not many countries teach that there are seven continents, but rather they teach that there are either five or six, due to the fact that they lump the Americas together into one continent. In some ways, I can see how that could be taught here as well; however, I find it interesting how some people mentioned South America, while others said Latin America. But, this could also be due to the fact that the majority of my questionnaires were given in Arabic, causing some things to have been lost in translation.

While the students had some knowledge of world history and world geography, they did not learn about world religions, rather their religion education solely involved the study of Islam. However, this does not come as a surprise due to the fact that Morocco is a Muslim country. Nevertheless, Moroccan student did know that jihad was clearly not one of the five pillars of Islam, as well as know that of the four choices, Indonesia had the largest population of Muslims. Conversely, Moroccan students were not able to notice comparisons between Islam, Christianity, and Judaism well. I found the responses for the question pertaining to the city of Jerusalem interesting. Although the correct answer of Christians, Jews, and Muslims had the most number of responses, there was a still a very large amount of students that did not know that all three religions had a connection to the holy city.

Revelations about Moroccan Culture

One can learn a great deal about the Moroccan culture from the responses that the students gave to the question pertaining to what their impressions are of their home country. Although the students noted that their country is having problems and is need of reforms, in the end they all said that Morocco was a beautiful country that they love; they are proud to be Moroccan. In regards to whether or not the students believed they were well informed about current world events, the majority said they were not. However, this is personal choice and is not
dependent on education, although the students may gain some interest in current events from some of classes they may take. Nevertheless, this particular aspect of a student’s life does reveal something about the youth culture in Morocco, such as the fact that they do not care to be well informed about current world events. Additionally, in regards to how they receive their news, the main method to obtain the news is through the Internet and social media. Watching the news, along with reading newspapers, is not the primary method for students to obtain their news. This use of recent technology reveals that Moroccan youth culture is a technological society that in this way is affected by globalization. Additionally, it is interesting to note that although a majority of the students stated that they obtain their news daily, they still believe that they are not well informed about world events.

**Revelations about Moroccan Education System and How it Can Change**

From these findings, I believe the Moroccan education system should change their course plans to be more inclusive to global ideas, especially world religions. Although, I understand that Morocco is a Muslim country, students should be aware of the fact that other religions share similar beliefs to them. I also believe that teachers should include more world history topics and geography into their lesson plans. Additionally, as the students noted, they did not have a formal political science class during their general schooling, which I believe is important to learn in order to know how the political system of not just their home country, or other countries work, but how an individual can change things they may not agree with. Although, the majority of the students (84%) stated that they did not believe that they learned enough in regards to these topics, I am overall particularly surprised with my results in a good way. While some of the students brought up a valid point in saying that you never stop learning, I believe that school is still the place where the bulk of the information pertaining to these topics should be learned.
Perceptions of Global Phenomena

As one can see from the responses of the students in regards to if they feel concerned and connected to global phenomena, such as droughts and famines, as well as if they feel as though world events that happen in foreign countries affect them, both to which the majority of students responded yes to since we are all human and such events can also happen to them, Moroccan university students feel connected to global events. They believe that the world is connected in all ways; although some events may not directly affect them, they may be indirectly affected by such events, whether it be economically, culturally, or psychologically. These perceptions can be seen as a direct result of our globalized world, which can also be seen through the fact that more students stated that they felt closer to people from the United States rather than from Egypt. These results surprised me due to the fact that I believed that more people would choose Egypt due to the fact that they share a common culture and religion, which is the reason some students gave. Nevertheless, more people felt closer to the United States, which in turns reveals how deeply globalization has affected Moroccan youth, seeing as how some students stated they felt closer to the United States because they are familiar with American media.

Knowledge and Feelings about Global Issues

In regards to Moroccan university students knowledge regarding current world events, the majority of the students knew in which country Boko Haram operated in, as well as the approximate number of current world citizens. However, they believed that English was the most widely spoken primary language rather than Chinese. Conversely, I understand why they would think this is due to the fact that English is the language that is spoken by the most people in terms of primary, secondary, or tertiary language. The responses to the question related to the originating country and year of the Arab Spring surprised me a bit. Although most of the
students chose the correct answer, I was surprised to see that some students chose the answer that included the year 2012, or a country that followed in the footsteps of Tunisia. Originally, I believed that more people would have known the answer to this question due to the fact that it hits close to home seeing as how it happened to the region in which Morocco is a part of. I was not surprised to see that the majority of students knew that the majority of refugees arriving in Europe originate from Syria seeing as how this crisis is affecting Morocco in that Syrian refugees are also arriving there. Additionally, the majority of the students (56%) knew that Syria has been involved in a civil war since 2011; however looking back at the other choices, I can see how some students chose Egypt, Iraq, and Lebanon due to the fact that they are also currently undergoing some difficult times. Nonetheless, I did include the originating year of the civil war into the question, which is solely associated with Syria rather than the other possibilities. Lastly, another interesting response was obtained via the question of whether or not the students are concerned about religious extremist groups in Morocco to which 60% responded negatively. This response shocked me due to the fact that a 2005 Pew survey revealed that three-fourths of Moroccan respondents said that they were indeed concerned with such groups. However, compared to the Pew survey, I asked less people as well as a different age group, which could have an effect on the results. Nevertheless, it is an interesting comparison to make.

Feelings towards Living in a Global Community

Although many students did not answer the question pertaining to their feelings about living in global village, of those that did answer, the responses were mixed. Some like the idea and others did not, which I find understandable, seeing as how there are positive and negatives to globalization in general. Nonetheless, an overwhelming majority of the students stated that they like tourism, as well as the many benefits that come along with it. These results match those
expressed in the 2013 report published by the World Economic Forum, in which Morocco was one of the most welcoming countries to tourists. Additionally, the effects of globalization can be seen in the fact that the majority (70%) of Moroccan students have friends who live abroad, rather than solely in Morocco, as well as the fact that 80% of the students prefer American and European movies (80%) over those from Morocco or the Arab world.

Lastly, the effects of globalization are especially seen in the choice of food preferences. Although the majority of the students, a little bit above 50%, stated that they would choose couscous over pizza, Chinese food, or McDonalds, pizza received the second largest number of results, which did not surprise me seeing as how pizza is the food that every country enjoys eating. Shockingly, one student even stated that he hated couscous, which is in direct contrast to those students who chose couscous because they felt they had to since they were Moroccan, which connects back to the great deal of pride Moroccans have towards their country and culture.

**Conclusion**

In conclusion, Moroccan university students are globally educated in respect to the topics of history and geography, but not in terms of religion and political science. As a result of the forty responses I obtained through the distribution of my questionnaire, Moroccan university students are, furthermore, aware of current world events, as well as feel concerned and connected to certain global phenomena such as droughts and famines. Overall, Moroccan university students enjoy living in a global community, and are affected by globalization in many ways. Although globalization has affected their daily lives, through these findings we can see that a compromise exists between a globalized culture and the authentic Moroccan culture, rather than an outright change in every aspect of the Moroccan culture. Though some aspects of the authentic Moroccan culture, such as the religious aspect and their love for couscous, some
aspects of their culture have changed as a result of globalization. Therefore, we can see that like the majority of the world these days, Moroccan society, culture, and education system has been affected by the recent trend of globalization. These effects can be seen through what the students’ preferences in food, media, and friends. However, these effects cannot solely be seen in university students, but rather people from every age demographic. In the future, it would be interesting to see how the older generations are affected by globalization as well as see how these effects have progressed through the years.

A look into the topics of global knowledge, global awareness, and global perceptions in the Moroccan context is solely the first step in a much larger process. From here, I will be doing the same study in an American context at my university in Elon, North Carolina, as well as comparing the results from the two studies in order to see the similarities and differences between the countries cultures and education systems. From there, this study could be recreated in many other countries to see just how far the affects of such a trend has reached. Morocco is just the beginning in the search for what it takes to create global citizens as well as what it means to be a global citizen in our modern world.
Bibliography


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Appendix
Demographic Information

What is your gender? 

What is your age? 

What is your nationality? 

What year are you in your studies? 

What is your major(s)? 

How many languages do you speak fluently? State them. 

When did you study the topics of history, geography, religion, political science? 

What did you learn in your history class? (Be general, not specific) 

What did you learn about geography? (Be general, not specific) 

What did you learn about religion? (Be general, not specific) 

What did you learn about political science? (Be general, not specific) 

Do you think you learned enough regarding these topics? 

Do you consider yourself well informed about world news?
Do you think these topics are important to learn in school? Why or why not?

How often do you look at the news? How do you get your news?

Do you regularly read newspapers? If so, which ones?

Please tell me how important you think it is to have each of these abilities in today’s world.

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<th>Absolutely necessary</th>
<th>Important but not Absolutely Necessary</th>
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<td>B) read a map</td>
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<tr>
<td>C) use the Internet</td>
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<tr>
<td>D) speak a foreign language</td>
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<tr>
<td>E) travel outside your country</td>
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</table>

What are your impressions of your home country?

What are your impressions of the United States?
Fill-in-the-Blank Questions:

1. Below you see a map of the world that depicts the political borders of countries as well as a corresponding list of countries. Place a number in the area that corresponds to the country.

Countries:
1. United States
2. Morocco
3. China
4. Russia
5. Australia
6. Canada
7. Brazil
8. Saudi Arabia
9. India
10. France
11. Turkey
12. Iraq
Please answer the following questions to the best of your ability.

2. Who is the leader of the United States? ____________________________

3. Who is the leader of Morocco?______________________________________

4. Who is the leader of France?_________________________________________

5. Who is the leader of Egypt? __________________________________________

6. What does ISIS stand for? In what countries do they operate? 
   ___________________________________________________________________

7. How do you think the international community is reacting to the events unfolding in the Middle East? 
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

8. What do you think the international community could do differently regarding these events?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9. Which religions consider Abraham a prophet?
   ___________________________________________________________________

10. What country has an upcoming presidential election in 2016? _________________
11. Can you name some of the candidates running in this election? ____________________


13. Do you believe your government is sufficiently addressing the issue of climate change? Explain your answer.

14. What are other countries’ responses to this global issue, and do you believe that they are sufficiently addressing this issue?

15. What is the name of the conference that will be held in Marrakech in November 2016 that discusses the global issue of climate change?

16. Please tell me on which continent each of the following is located.

Columbia______________  Sudan__________
Nigeria___________  The Amazon Rainforest_________
Pakistan_________  The Alps______________
Rwanda___________  The Sahara______________
Sri Lanka______________
Multiple Choice Questions: Select the best answer:

1. In what country does the Islamic militant organization, Boko Haram, operate in?
   - □ Somalia
   - □ Afghanistan
   - □ Nigeria
   - □ Iraq

2. In which of these countries is a majority of the population Muslim?
   - □ Indonesia
   - □ South Africa
   - □ Armenia
   - □ India

3. Approximately how many people are currently living in the world?
   - □ about 900 million
   - □ about 20 billion
   - □ about 10 billion
   - □ about 11 billion

4. Which language is spoken by the most people in the world as their primary language?
   - □ English
   - □ Russia
   - □ Arabic
   - □ Chinese

5. In what country and year did the revolutionary events of the Arab Spring originate?
   - □ Egypt, 2011
   - □ Tunisia, 2011
   - □ Libya, 2012
   - □ Egypt, 2012
6. Which of the following is NOT one of the five pillars of Islam?
   ☐ Praying 5 times a day
   ☐ Giving alms
   ☐ Jihad
   ☐ Making the hajj

7. Which faiths view Jerusalem as a holy city?
   ☐ Christians and Jews
   ☐ Christians, Jews, and Muslims
   ☐ Jews and Muslims
   ☐ Christians and Muslims

8. What country is the original home of the majority of refugees coming into Europe today?
   ☐ Libya
   ☐ Turkey
   ☐ Iraq
   ☐ Syria

9. Which empire is considered to have been the largest empire ever in history?
   ☐ Roman Empire
   ☐ British Empire
   ☐ Ottoman Empire
   ☐ Russian Empire

10. What country has been involved in a civil war since 2011 and who is the current leader of the country?
    ☐ Egypt, Mohammed Morsi
    ☐ Syria, Bashar al-Assad
    ☐ Iraq, Haider al-Abadi
    ☐ Lebanon, Michel Suleiman
11. Which ruler was beheaded as a result of the French Revolution of 1789?
☐ King Louis XIV
☐ Napoleon
☐ King Louis XVI
☐ King George III

**Global Perceptions**

1. Do you feel concerned and connected to such global phenomena as famines and droughts?
   Explain your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Do you think that events that take place in foreign countries such as Nepal and Turkey affect you? Explain your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Are you concerned about religious extremist groups in Morocco?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What are your feelings about living in a global village, in which every individual’s life is linked?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
5. Would you feel more connected to someone from Egypt or the United States? Explain your answer.


6. Do you believe in equal rights for everyone, such as women and homosexuals?


7. Do you solely have Moroccan friends or do you have friends from all across the world?


8. Do you prefer American and European movies, music, and television over those from Morocco or the Arab world?


9. What are your perceptions towards tourism? Do you like or dislike tourists?
10. If given the choice, would you eat couscous, pizza, Chinese food, or McDonalds?
**French :**
**L’information démographique**

Quel est votre genre ? ______________

Quel âge avez-vous? ______________

Quelle est votre nationalité? ______________

Quelle est votre année dans vos études ? ______________

Quelle est votre matière principale ? ______________

Combien de langues est-ce que vous parlez couramment ? Déclarez-les. ______________

Quand est-ce que vous avez étudié l’histoire ? la géographie ? la religion ? et les sciences politiques?

___________________________________________________________________________

Qu’est-ce que vous avez appris dans votre cours d’histoire ?

___________________________________________________________________________

Qu’est-ce que vous avez appris dans votre cours géographie?

___________________________________________________________________________

Qu’est-ce que vous avez appris dans votre cours de religion ?

___________________________________________________________________________

Qu’est-ce que vous avez appris dans votre cours de sciences politiques ?

___________________________________________________________________________

Est-ce que vous pensez que vous avez appris assez dans chacun de ces cours sur les matières étudiées?

___________________________________________________________________________

Est-ce que vous pensez qu’il est important d’apprendre ces sujets à l’école ? Pourquoi ou pourquoi pas ?

___________________________________________________________________________
Est-ce que vous regardez les nouvelles souvent ? Comment est-ce que vous recevez les nouvelles ?

_______________________________________________________________

Est-ce que vous lisez le journal régulièrement ? Si c’est le cas, quels journaux ?

_______________________________________________________________

A votre avis, quelles l’importance de chacune de ces compétences dans le monde aujourd’hui.

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<td>E) Voyager à l’extérieur de votre pays</td>
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Quelles sont vos impressions de votre pays d’origine ?

_______________________________________________________________

Quelles sont vos impressions des Etats-Unis ?

_______________________________________________________________
Remplissez-les-Blancs :

1. Vous voyez une carte du monde ci-dessous qui représente les frontières politiques ainsi qu’une liste correspondant des pays. Placez un numéro dans l’espace qui correspond au pays.

Les pays :
1. Les Etats-Unis
2. Le Maroc
3. La Chine
4. La Russie
5. L’Australie
6. Le Canada
7. Le Brésil
8. L’Arabie saoudite
9. L’Inde
10. La France
11. La Turquie
12. L’Irak

Veuillez répondre aux questions suivantes de votre meilleure capacité.
2. Qui est le chef des États-Unis ? __________________________

3. Qui est le chef du Maroc ? __________________________

4. Qui est le chef de la France ? __________________________

5. Qui est le chef de l’Égypte ? __________________________

6. Qu’est ce que ISIS signifie ? Dans quels pays est-ce que le groupe ISIS fonctionne ?

________________________________________________________________________

7. Selon vous, comment est-ce que la communauté internationale réagit aux événements qui se passent au Moyen-Orient ?

________________________________________________________________________

________________________________________________________________________

8. Selon vous, qu’est-ce que la communauté internationale peut faire différemment en regardant ces événements ?

________________________________________________________________________

________________________________________________________________________

9. Quelles religions considèrent Abraham d’être un prophète ?

________________________________________________________________________

10. Quel pays a une élection présidentielle en 2016 ?

________________________________________________________________________

11. Est-ce que vous pouvez nommer quelques candidats dans cette élection ?
12. Quelle crise médicale a tourmenté l’Afrique de l’Ouest en 2014 ?

13. Est-ce que vous croyez que votre gouvernement a suffisamment répondu au problème du changement climatique ?

14. Quelles sont les réponses d’autres pays à ce problème mondial et est-ce que vous croyez qu’ils y répondent suffisamment?

15. Quel est le nom de la conférence qui sera tenue dans Marrakech en novembre 2016 qui discute le problème mondial du changement climatique ?

16. Sur quel continent est-ce que les pays suivants sont situés.

La Colombie _______________  Le Soudan _______________
Le Nigéria _______________  La forêt tropicale de l’Amazone ______
Le Pakistan _______________  Les Alpes _______________
Le Rwanda _______________  Le Sahara _______________
Le Sri Lanka _______________

Les Questions Choix Multiples : Choisissez la meilleure réponse
1. Dans quel pays est-ce que l’organisation militant Islamique, BokoHaram, fonctionne ?
   ☐ La Somalie
   ☐ L’Afghanistan
   ☐ Le Nigéria
   ☐ L’Irak

2. Dans quel pays est-ce que la majorité de la population musulmane habite ?
   ☐ L’Indonésie
   ☐ L’Afghanistan
   ☐ L’Arménie
   ☐ L’Inde

3. À peu près, combien de gens vivent dans le monde ?
   ☐ À peu près 900 millions
   ☐ À peu près 20 billions
   ☐ À peu près 10 bilions
   ☐ À peu près 11 billions

4. Quelle est la langue primaire de le plupart des gens dans le monde?
   ☐ L’anglais
   ☐ Le russe
   ☐ L’arabe
   ☐ Le chinoise

5. Dans quel pays et en quelle année est-ce que les événements révolutionnaires du Printemps d’Arabes se sont débutés?
   ☐ L’Égypte, 2011
   ☐ La Tunisie, 2011
   ☐ La Libye, 2012
   ☐ L’Égypte, 2012
6. Lequel de choix suivants N’EST PAS un de cinq piliers de l’Islam?
   ☐ Prier 5 fois par jour
   ☐ Donner l’aumône
   ☐ Jihad
   ☐ Le hajj

7. Quelles religions voient Jérusalem comme une ville sacrée ?
   ☐ Les chrétiens et les juifs
   ☐ Les chrétiens, les juifs, et les musulmans
   ☐ Les juifs et les musulmans
   ☐ Les chrétiens et les musulmans

8. Quel pays est la résidence originale de la majorité des réfugiés qui viennent d’Europe aujourd’hui ?
   ☐ La Libye
   ☐ La Turquie
   ☐ L’Irak
   ☐ La Syrie

9. Quel empire est envisagé d’avoir été l’empire le plus grand dans l’histoire ?
   ☐ L’empire Romain
   ☐ L’empire Britannique
   ☐ L’empire Ottoman
   ☐ L’empire Russe

10. Quel pays est en pleine guerre civile depuis 2011 et qui est le chef de ce pays ?
    ☐ L’Egypte, Mohammed Morsi
    ☐ La Syrie, Bashar al-Assad
    ☐ L’Iraq, Haidar al-Abadi
    ☐ Le Liban, Michel Suleiman
11. Quel chef d’État a été décapité par conséquent de la Révolution française en 1789 ?
☐ Roi Louis XIV
☐ Napoléon
☐ Roi Louis XVI
☐ Roi George III

Les Perceptions globales

2. Est-ce que vous pensez que les événements qui se passent dans les pays étrangers comme le Népal et la Turquie ont un effet sur vous ? Expliquez votre réponse.

3. Est-ce que vous êtes inquiet au sujet des groupes extrémistes islamistes au Maroc ?

4. Quels sont vos sentiments au sujet de vivre dans un village global ?
5. Est-ce que vous voussentiriez plus lié à un citoyen égyptien ou quelqu’un des Etats-Unis ? Expliquez votre réponse.

6. Est-ce que vous croyez aux droits égaux pour tout le monde, comme les femmes et les homosexuels ?

7. Est-ce que vous avez seulement les amis marocains ou est-ce que vous avez les amis dans le monde entier ?

8. Est-ce que vous aimez mieux les films, la musique, et les émissions occidentaux que ceux du Maroc ou du monde arabe ?
9. Quelles sont vos perceptions de tourisme ? Est-ce que vous aimez ou n’aimez pas les touristes ?


10. Si étant donné le choix, est-ce que vous mangez le couscous, la pizza, la nourriture chinoise, ou McDonalds ?


المعلومات الديموغرافية:

- النوع:
- الجنس:
- السن:
- الجنسية:
- المستوى الدراسي:
- الإجازة:
- الدكتوراه:
- التخصص العلمي:

ما هي اللغات التي تتكلمها بطلاقة؟ أذكرها:

ما هي المواضيع العامة التي درستها في مادة التاريخ:

ما الذي درسته بشكل عام حول الجغرافيا في مسارك الدراسي:

ما هي أهم المواضيع التي درستها في مادة التربية الإسلامية؟

فيما يتعلق بالعلوم السياسية. أذكر بشكل عام أهم المواضيع التي درستها فيها؟

أعتقد أنك تمتلكت معرفة كافية حول هذه المواد الدراسية؟

أعتقد نفسك متمكنًا لمعرفة كافية بخصوص العالم؟ وما يجري فيه؟

هل من الضروري بالنسبة لك، دراسة مثل هذه المواضيع (ما يجري في العالم) في المدرسة؟ لماذا؟

كم مرة تشاهد فيها الأخبار؟ وكيف تحصل على الأخبار؟

هل تنصبح باستمرار الجرائد؟ في حالة الإجابة بنعم، فما هي؟
إختر من المقترحات في الجدول أسفله، أهم القدرات الضرورية الواجب التوفر عليها في عالم اليوم؟

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ما هي أهم الاطباعات حول بلدك "دولتك"؟

ما هي الاطباعات عن الولايات المتحدة الأمريكية؟

ضع رقم كل دولة مقترحة أسفله. موقعها في الخريطة؟
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<td>4: روسيا</td>
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<td>5: كندا</td>
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من هو قائد الولايات المتحدة الأمريكية؟
من هو قائد المغرب؟
من هو قائد روسيا؟
من هو قائد كندا؟
من هو قائد أستراليا؟
على ماذا تقوم أفكار داعش؟ وفي أي الدول تنفذ أفكارها؟
كيف يتعامل المنتظم الدولي مع ما يجري في الشرق الأوسط من أحداث؟
ما الذي يتوجب في نظرك على المنتظم الدولي فعله للتعامل مع هذه الأحداث؟
ما هي الديانات التي ينتمي إليها النبي إبراهيم؟
ما هي الدولة التي ستعرف انتخابات رئاسية في سنة 2016؟
هل بإمكانك تسمية بعض المترشحين لهذه الانتخابات الرئاسية؟
ما هي الأزمة الصحية (إسم مرض) التي عرفتها أفريقيا الغربية سنة 2014؟
هل تعتقد أن حكومتك تتعامل بشكل ناجح مع قضية التغيرات المناخية؟ كيف ذلك؟
ما هي الدول الأخرى التي تفاعلت مع هذه القضية العالمية. وهل تعتقد أن هذا التفاعل يتضمن النجاعة الكاملة؟
ما هو اسم المؤتمر الذي سيعقد في مراكش في نونبر 2016، والذي سيتلاقى هذه القضية العالمية (التغيرات المناخية)؟

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ما هي القارات التي تقع فيها هذه الدول:
- كولومبيا
- نيجيريا
- غابة الأمازون
- باكستان
- جبال الألب
- الصحراء
- رواندا
- سيراليون

ضع علامة على الاختيار الصحيح:

1) أين يتواجد التنظيم الإسلامي " بوكو حرام "؟
- الصومال
- نيجيريا
- أفغانستان
- العراق

2) في أي الدول التالية، توجد نسبة كبيرة من المسلمين؟
- أندونيسيا
- أرمينيا
- إفريقيا الجنوبية
- الهند

3) بشكل تقريبي، كم يقدر عدد ساكنة العالم:
- 900 مليون نسمة
- 20 مليار نسمة
- 10 مليار نسمة
- 11 مليار نسمة

4) ما هي اللغة الأكثر نطقا من طرف أغلب سكان العالم، في المرحلة الدراسية الإبتدائية؟
- الروسية
- الإنجليزية
- العربية
- الصينية

5) ما هي السنة والبلدان التي شهدت الأحداث الثورية " الربيع العربي "؟
- مصر 2011
- تونس 2011
- ليبيا 2012
- مصر 2012

6) من بين الاختيارات أسفله، ما هو الركن الذي لا يندرج في أركان الإسلام الخمسة :
- الحج إلى البيت
- الصلاوات الخمس
- إيتاء الزكاة
- الجهاد
(7) ما هي الديانات التي ترى أن القدس مدينة مقدسة؟
- المسيحية واليهودية
- المسيحية واليهودية والإسلام
- اليهودية والإسلام
- المسيحية والإسلام

(8) ما هي الدولة الأصلية لأغلب اللاجئين في أوروبا اليوم؟
- ليبيا
- تركيا
- العراق
- سوريا

(9) ما هي الإمبراطورية التي تعتبر أعظم أو الواسع الإمتداد في التاريخ؟
- الإمبراطورية الرومانية
- الإمبراطورية البريطانية
- الإمبراطورية العثمانية
- الإمبراطورية الروسية

(10) ما هي الدولة التي دخلت في حرب أهلية سنة 2011، ومن هو القائد الحالي لهذه الدولة?
- مصر، محمد مرسي
- سوريا، بشار الأسد
- العراق، حيدر العبادي
- لبنان، ميشيل سليمان

(11) من بين الاقتراحات أسفله، ما هو الاسم الذي اعتلى السلطة عقب الثورة الفرنسية 1789؟
- نابليون
- الملك لويس 14
- الملك جورج 3
- الملك لويس 16

معارف شمولية:

(1) هل تحس بأنك معني، ومرتبطة بكل ظاهرة عالمية كالجفاف والمجاعة ونفاذ رؤوسه؟ فسأذكر ذلك؟

(2) هل تعتقد بأن الأحداث التي تقع في مناطق أخرى في العالم كالتحليلات وتتركيا، تؤثر عليك وأنك في المرة، كيف ذلك؟

(3) هل أنت معني بالمجموعات الدينية المتطرفة بالمغرب؟
(4) ما الذي تحب بهخصوص العيش في قرية عالمة. حيث حياة كل فرد أصبحت مرتبطة ومتصلة بالأخرين؟

(5) هل تحس بأنك أكثر اتصالا بأحد من مصر أو من الولايات المتحدة الأمريكية؟ وضع لذاك؟

(6) هل تؤمن بالمساواة في الحقوق بالنسبة لك فرد. كحقوق النساء والمثليين؟

(7) هل تمتلك أصدقاء مغاربة فقط أم لك أصدقاء أخرين من باقي أقطار العالم؟

(8) هل تفضل الأفلام الأمريكية والأوروبية، الموسيقى والبرامج التلفزيونية الغربية أكثر من المغرب والخاصة بالعالم العربي؟

(9) ما هي إنجاباتك إزاء السياحة. هل تفضل السياح أم تكرههم؟

(10) لو خرت: هل ستأكل الكسكس، البيتزا، الأكل الصيني، ماكدونالدز؟