

Emirati Journal of Education and Literature
Vol 4 Issue 1 (2026)
Pages 44 - 53
Available at
www.emiratesscholar.com

Reimaging Service Learning in the Moroccan Curriculum: The Case of Second-Year Baccalaureate

Bendaoud Nadif[1], Mohamed Amine[2], Akhmedova Mehrinigor[3], Imad Hamdanat[4]

[1]Higher School of Education and Training, Sultan Moulay Slimane University, Morocco, [2,4]Faculty of Arts and Humanities, Moulay Ismail University, Meknes, Morocco, [3]English literature and Translation Studies department, Bukhara State University, Uzbekistan, Morocco

ARTICLE INFO

KEYWORDS

Community Service; Moroccan Curriculum; Second-Year Baccalaureate; service learning.

HOW TO CITE

Nadif, B., Amine, M., Mehrinigor, A., & Hamdanat, I. (2026). Reimaging Service Learning in the Moroccan Curriculum: The Case of Second-Year Baccalaureate. Emirati Journal of Education and Literature, 4(1), 44-53.
https://doi.org/10.54878/yjwsvx72

ABSTRACT

The paper under investigation highlights the importance of students' service learning in society. Service learning is the idea of engaging students in community service activities that are related to academic and learning goals. It is of great benefit, specifically to students and society at large. For students, it fosters their spirit of initiative-taking and change-making. For society, it leads to social change. The paper aims to underline the importance of service learning. It also seeks to know the extent to which it is adopted in the Moroccan curriculum, specifically in Second-Year Baccalaureate. The results indicate that the textbooks selected for use in Second-Year Baccalaureate lack practical activities to engage in service learning as an integral part of the curriculum. There is no act of service learning performed in real life. Emphasis is merely on completing an application form, designing a brochure, and responding to questions about citizenship instead of addressing social issues based on action. The paper implies that learning about acts of community service is not sufficient. There is a need for service learning to encourage learners to serve their communities and maximize their opportunities to integrate easily into the job market.

Double-blind peer review by independent reviewers.

Received: 19 Jan 2026, Accepted: 14 May 2026, Published: 27 Jun 2026

*Corresponding author: b.adif@usma.ma

Copyright: © 2026 by the author. Licensee Emirates Scholar Center for Research & Studies, UAE.
Open access under the Creative Commons Attribution (CC BY) license
https://creativecommons.org/licenses/by/4.0

1.Introduction

Education plays a fundamental role in shaping responsible and active citizens who contribute meaningfully to society. Among the various pedagogical approaches, service learning has emerged as a powerful tool for fostering students' civic engagement and social responsibility. Service learning integrates academic instruction with meaningful community service, enabling students to apply their knowledge in real-world contexts while addressing societal needs (Belghiti, 2014; Bennani, 2023; Cushing, 2021; Dailey, 2017; Eyler & Giles, 1999; Essalek & Nouri, 2024; Loukili, 2023; Nadif & Benattabou, 2021; Nadif & Fayzullaevna, 2024; Nadif, 2024). This experiential approach is particularly valuable as it not only enhances students' learning outcomes but also cultivates their sense of initiative and commitment to social change (Furco, 2003).

Despite its recognized benefits, the implementation of service learning within educational curricula varies across different contexts. In Morocco, the extent to which service learning is embedded in the national curriculum, particularly in the Second-Year Baccalaureate, remains a subject of investigation. This study examines the integration of service learning in Moroccan educational materials, focusing on the prescribed textbooks for Second-Year Baccalaureate students. The analysis reveals that while textbooks contain theoretical discussions on citizenship and community service, they lack practical activities that actively engage students in real-life service learning experiences. Instead, students are primarily tasked with completing forms, designing brochures, and answering questions about civic responsibilities, rather than participating in concrete community-based projects.

The absence of direct engagement in service learning raises concerns about the effectiveness of the current curriculum in preparing students for active societal involvement and professional integration. Research suggests that service learning enhances students' critical thinking, problem-solving skills, and career readiness (Astin et al., 2000; Hebbouch, 2018; Kaddoura et al., 2014; Moussaoui & Erguig, 2024). Learning about community service in theory does not suffice; rather, students must be given opportunities to practice service learning in meaningful ways. This study underscores the need for curriculum reforms that embed service learning as an essential pedagogical strategy. By doing so, students can develop critical skills that enhance their employability and empower them to contribute to social transformation (Bringle & Hatcher, 1996). Ultimately, this research highlights the urgency of shifting from a passive to an action-oriented approach in education, ensuring that service learning becomes an integral part of the Moroccan academic experience.

1.1 Research Objectives

The current research paper aims to:

1. highlight the importance of service learning in education.

2. Know if service learning is adopted in the Moroccan curriculum.

1.2 Research questions

The paper seeks to answer the following questions:

1. Is service learning adopted in the Moroccan curriculum?

2. Do English textbooks for Second-Year Baccalaureate include practical service learning activities?

1.3 Research hypotheses

The hypotheses that are adopted in this paper are as follows:

1. service learning is not adopted in the Moroccan curriculum.

2. English textbooks for Second-Year Baccalaureate do not include practical service learning activities.

2. Review of the literature

2.1 What is Service Learning?

Service learning can be used to refer to the experience of real-life connections between education on the one hand and the daily issues of one's city, town or state. This experience does not have a specific time limit in the sense that it can vary from a number of hours to weeks or months. At times, it can even take an entire year. Service-learning is not the only term that is used to describe such experience. Other terms encompass community service, community-based learning, volunteerism, internship, and practicum (Cress et al, 2015, p. 7).

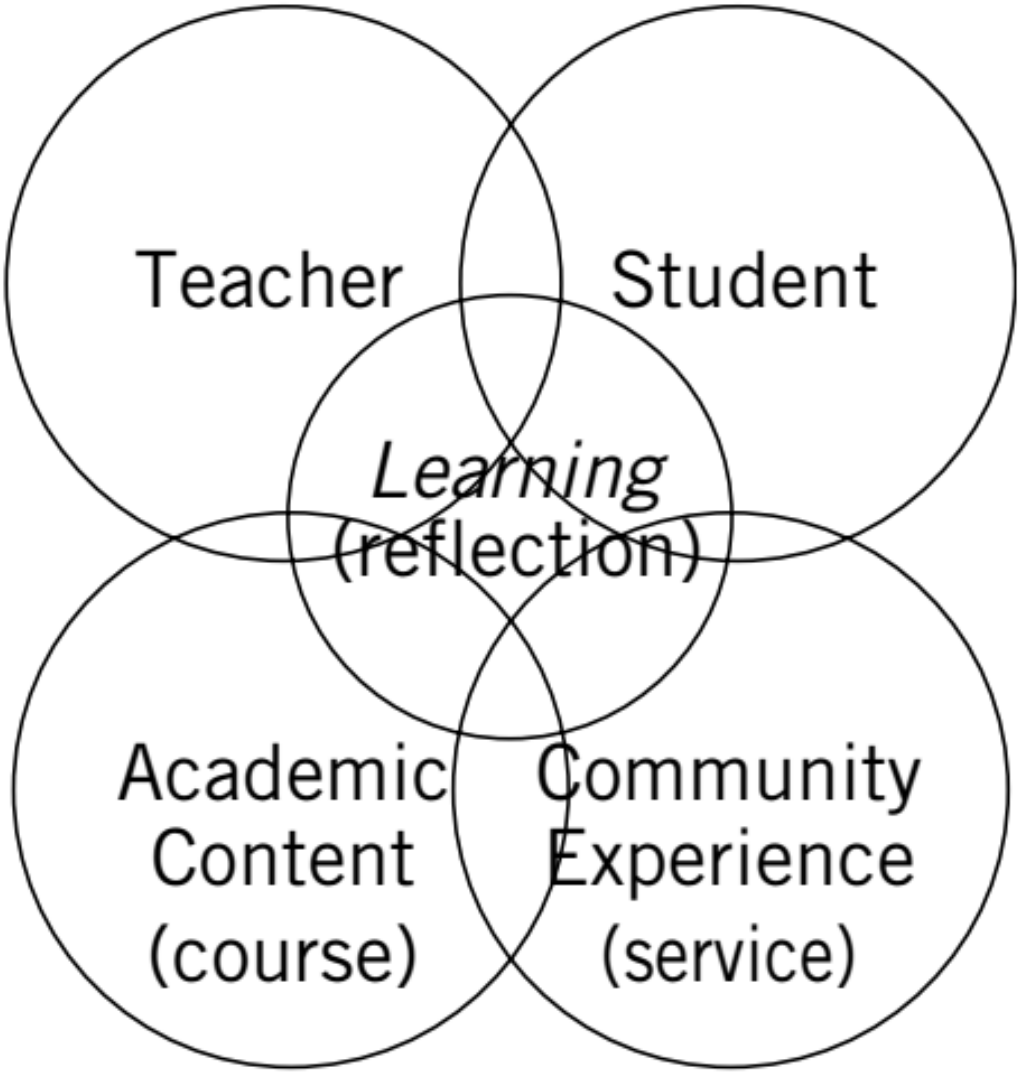


Figure 1. Factors impacting the process of learning (Cress et al, 2015, p. 8)

Service learning is impacted by the interplay between certain factors, namely the instructor or teacher and the learner or student as well as the academic content and community experience. Learners are required to reflect on their community service experience based on their academic knowledge. The teacher works as a guide rather than a lecturer and sole source of knowledge. It is the learner's task to experience something within the community and suggest possible solutions to a particular social problem, be they small or big. It is worthwhile to mention that the role of the learner does not stop at the level of offering service. It is rather an opportunity for students to learn by way of reflection.

Service-learning can also be described as a puzzle whose parts should be connected via a context. These parts of the puzzle comprise social, emotional, career, and academic learning. The puzzle can appear as the following:

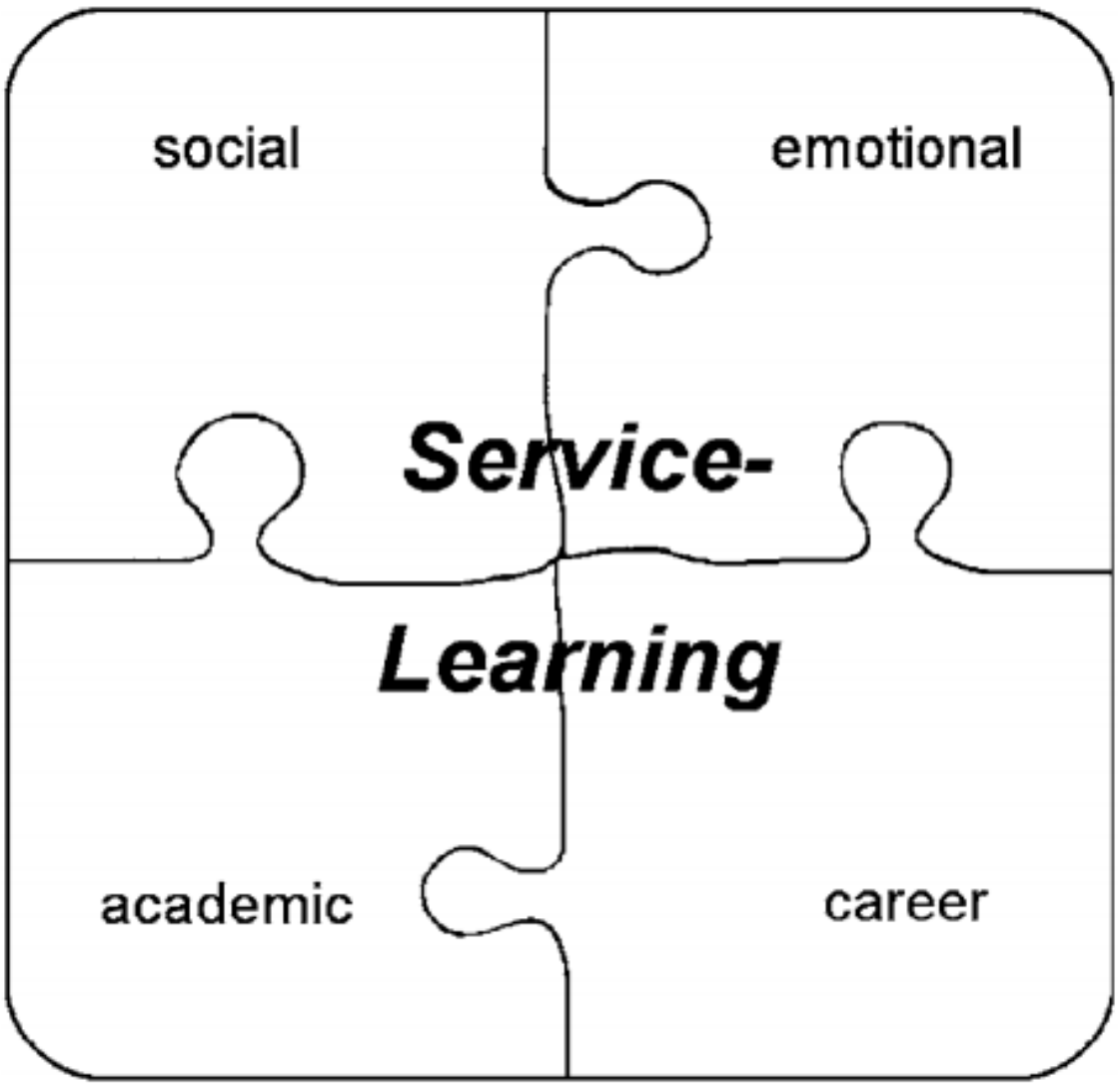


Figure 2. Service learning as a puzzle (Wilczenski & Coomey, 2007, p. 1)

Service learning can be defined as an experiential mode of learning that is based on action and reflection in the sense that students solve a community problem by applying their knowledge and at the same time reflect on their experience in order to understand better the issues they confront as learners of the 21st century.

2.2 The benefits of Service Learning

2.2.1 Service learning can enhance intellectual development

The impact of service learning on students is remarkable in the sense that their capacities for thought are increased as they engage in problem-solving experiences that provide them with opportunities to construct deeply their understanding of things. The construction of understanding, according to lead theorists such as Piaget, Vygotsky, and Bruner, leads to the development of their intellectual capacities and improvement of thinking.

2.2.2 Service learning can increase academic achievement

Billig (2000) cited in Pritchard and Whitehead (2004) highlights the impact of service learning on academic achievement as the following:

"Service learning helps students acquire academic skills and knowledge.

Students who participate in service learning are more engaged in their studies and more motivated to learn.

Service learning is associated with increased student attendance.

Service-learning results in greater mutual respect of teachers and students.

Service learning improves the overall school climate" (p. 7).

2.2.3 Service learning can strengthen citizenship education

Community-based learning helps learners to develop a sense of common good and be active in their own environments as well as engage effectively in democratic institutions. Billig's findings (2000a) cited in Pritchard and Whitehead (2004) suggest the following:

"Service learning has a positive effect on the personal development of public school's youth.

Students who participate in service learning are less likely to engage in "risk" behaviors.

Service learning has a positive effect on students' interpersonal development and the ability to relate to culturally diverse groups.

Service learning helps to develop a sense of civic and social responsibility and their citizenship skills.

Service learning provides opportunities for students to become active, positive contributors to society" (p. 8).

2.2.4 Service learning can accelerate school reform

Myers and Pickeral (1997) and Pearson (2002) cited in Pritchard and Whitehead (2004) asserts that there is a common ground for US school reform models in terms of service learning. The most important elements of a school reform that are closely related to service learning are as follows:

"Teachers use a variety of learning materials.

Students are provided opportunities to apply knowledge and skills to real life situations and problems.

Alternative assessments such as portfolios, and presentations in the rubrics are used.

Instructional methods include project-based learning, interdisciplinary team teaching, and experiential learning.

Flexible time arrangements such as blocks scheduling are used.

Curriculum addresses specific local community needs.

Students play a role in planning curricular activities" (pp. 9-10).

2.3 Steps for effective service-learning programs

For effective service learning programs, a number of steps can be followed in their implementation.

Preparation is an important step in that learners need to be equipped with the knowledge required to do community service. For instance, they need to know what is expected of them and what they expect from it. Outcomes as well should be communicated to them in order to know in advance the goals they are supposed to achieve. The preparation part of service learning programs comprises the identification and analysis of the problem. Then, there should be a selection and planning of the project, not to mention training and orientation.

The second step is action which is the service per se. The project is supposed to tackle a problem that is significant in society and of relevance to the learner. It should be related to learning goals that are personal, professional, social, and academic. Specific criteria for service project design can encompass meaningfulness, curricular integrity, adequate supervision, student ownership, and developmental appropriateness.

Another step that is no less important than the former is reflection. Processing the experience of community service is an integral part of learning. This should occur before, within, and after the service. Learners should reflect as well on the value of diversity and abilities as well as differences in terms of race, religion, and culture. Reflection plays an important role in communication and interaction at school and in the outside world. Learners can reflect on their experiences via discussions, journals, and art.

The fourth step is evaluation and revision. This part of the project involves checking the extent to which the objectives are attained. In this part, the impact of the service on learners, schools, and the community should be measured. Both formative and summative assessments are required to be conducted in order for the project to be reconfigured.

The last step of service project is celebration. This step is of paramount importance in the sense that students and community members need to be recognized for the success of the project. This will motivate more learners to engage in service learning activities and projects. Celebration can be a closure to the service learning experience and it can be implemented through delivering certificates, media coverage, school web page, or parties (Butin, 2006; Duckerfield & Swanson, 1992, cited in Wilczensky & Coomey, 2007 pp. 82-84; Hope, 1999; Seaman & Gass, 2004).

2.4 Service learning in the Moroccan curriculum

The encouragement of adopting similar activities to service learning is highlighted in the National Charter of Education and Training. Indeed, Pillar 3 which is titled 'The pursuit of greater adaptation between the education system and the economic environment' is closely related to service learning in many ways. Indeed, school is required to be open to its surroundings in that it can cooperate with public and private institutions that can help in supporting the practical side of education. This

ISSN: 3080-1567 - https://doi.org/10.54878/yjwsvx72

may be done through working together on organizing training and educational activities as well as exchanging visits (National Charter of Education and Training, 1999, pp. 19-22). It is worthwhile to note that service learning is not mentioned directly in the charter under investigation as it emphasizes the practical side of learning in relation to vocational education rather than learning by serving the community. Accordingly, service learning is not adopted in the Moroccan curriculum and this is exactly what the first hypothesis suggests.

3. Methodology

Content analysis has been used in this paper as it mainly deals with the Moroccan textbooks of Second-Year Baccalaureate. Therefore, the content of the said textbooks is analyzed in terms of the adoption of service learning activities. That is because the purpose is to know the extent to which they comprise such activities.

4. Results and Discussion

Three textbooks are adopted in the Second-Year Baccalaureate in Moroccan high schools, specifically Ticket 2 English, Gateway 2 to English, and Insights into English. This paper is meant to investigate the inclusion of service learning in these textbooks. In Ticket 2 English, for instance, service-learning activities are mentioned in Unit 7 which is titled Citizenship.

Instructions: Mark 'X' in the appropriate boxes. For other items, either print or type responses.

1. Name: (first, last) ……..	**2.Age**: ……	**3.Phone Number**: ……	**4.Email Address**: ……

5.Address: ……..	**6.Country, City, Zip Code**: ……

7. What skills or qualifications would you like to use in your voluntary work?

Computer programming	☐	Gardening	☐
Clerical or office work	☐	Photography	☐
Sign language	☐	Cooking	☐
First Aid	☐	Public Speaking	☐

Other (Please specify) …….

8. Which general volunteer work categories are you most interested in?

Research	☐	Construction Work	☐
Media	☐	Carpentry	☐
Literacy	☐	Electrical Maintenance	☐
Archaeology	☐	Mechanical Maintenance	☐
Disabled Care	☐	Medical Care	☐

9. Based on previous responses, what type of volunteer work would you like to do?
(Please, describe any previous experiences, personal skills or education that would be beneficial for your voluntary work.)
……
……
……

10. Have you volunteered before? Yes ☐ No ☐
If yes, describe your volunteer experience.
……
……
……

11. What are some of your objectives for working as a volunteer?
……
……
……

12.Which months would you be available for volunteer work? January ☐ February ☐ March ☐ April ☐ May ☐ June ☐ July ☐ August ☐ September ☐ November ☐ October ☐ December ☐	
13. Signature: ……..	**14. Date**: ……

Table 1. Volunteer application for global citizenship program (Ticket 2 English, pp. 106-107)

As is indicated in the table, several questions are asked in order to collect information about voluntary work. The goal of this activity is to fill in the application and write about areas of interest with respect to voluntary work as well as potential experience in this regard. This is part of a writing lesson in Unit 7 which centers on the issue of citizenship. Second-Year Baccalaureate students are, therefore, merely required to fill in this application form. No practical activity takes place to engage students in service learning, which raises concerns over students' practical learning experiences based on real life challenges that can be encountered when doing community service. What is more, the link between the theoretical and practical sides of learning is missing in this context as students' learning ends when the application form is filled in.

In Gateway 2 to English, students are asked to design a brochure following three stages. First, they should get in small groups and choose a topic. Three suggestions are provided to choose from. One can design a brochure either to raise neighbors' awareness of the importance of preserving plants, warn of the impact of smoking on smokers and non-smokers, or encourage young people to vote and participate in the coming elections. The second stage comprises steps inside and outside the classroom to help in making the brochure, namely an outline, ideas, pictures, and assigning tasks for each member. Finally, in the following session, students who present their brochures get feedback from their peers based on a checklist and revise them accordingly. The brochures are ultimately exposed in a wall magazine or school library (Gateway 2 to English, p. 100). In general, the activity in question is creative and engaging. However, it does not contribute to a direct positive change in society as the act of service learning is not performed in real life. It is supposed to be part of a project that follows several steps mentioned earlier (Duckerfield & Swanson, 1992, cited in Wilczensky & Coomey, 2007, pp. 37-39).

In Insights into English textbook, a questionnaire is presented in the unit of Citizenship. The questionnaire comprises the following questions:

"Do you take responsibility for what goes on in your community?

Do you do your share in social service?

Are you environmentally conscious?

Do you abide by the laws whether you like them or not?

Do you faithfully vote and keep abreast of public affairs?

Are you cooperative?

Are you optimistic over the future of Morocco?

Do you take pride in being Moroccan?

Do you know your rights and obligations?

Are you a good neighbor?

Do you treat others as you would like to be treated?

Are you altruistic?" (Insights into English, p. 104)

The purpose of answering these questions is to know whether the student is a good citizen or not. Yet, one cannot simply answer all the questions positively to be a good citizen as good citizenship requires being active members in the community. It is through service learning that students can act as active citizens in their community. The importance of service learning lies in students' ability to develop alternative solutions to social problems and address the causes of social challenges according to some research and program evaluations (Webb 2001, p. 5). For this reason, there is a huge difference between merely responding to questions theoretically and addressing social issues based on action.

5. Conclusion

All in all, the three textbooks have touched upon acts of community service in a theoretical manner through completing an application form, making a brochure, and responding to a questionnaire. As far as communication is concerned, they are beneficial activities in terms of engaging students in learning and communicating about community service. However, doing service learning is another framework that requires the adoption of a new educational policy that is based on the link between theoretical learning and experiential one in real life situations in order to bridge the gap between school and society.

ISSN: 3080-1567 - https://doi.org/10.54878/yjwsvx72

6. Implications

The paper implies that learning about acts of community service is not sufficient to meet the needs of learners and the community. What is most needed nowadays is service learning in which learners are actively participating in influencing positively their community, not to mention maximizing their opportunities to integrate easily into the job market and acquire various social skills. Therefore, it is necessary to underline the need for the adoption of service learning in the Moroccan curriculum in general and specifically for Second-Year Baccalaureate students who are supposed to be qualified to integrate successfully into society.

The findings of this study carry several practical implications for policymakers, educators, and curriculum developers. First, educational authorities should revise the current Second-Year Baccalaureate curriculum to incorporate hands-on service learning activities that allow students to engage with their communities in meaningful ways. Instead of limiting learning to theoretical discussions, students should be given opportunities to participate in real-world service projects that address pressing social issues.

Second, teachers should be provided with professional development programs and resources to integrate service learning into their instructional practices. Workshops and training sessions can help educators design and implement service-based projects that align with academic objectives while fostering students' civic engagement.

Third, partnerships between schools and community organizations should be strengthened to facilitate students' involvement in local initiatives. Schools can collaborate with NGOs, municipalities, and businesses to create service learning opportunities that benefit both students and society. These collaborations can provide students with hands-on experiences that enhance their problem-solving skills, teamwork, and social responsibility.

Finally, assessment methods should be re-evaluated to measure the impact of service learning on students' academic achievement and personal development. Traditional exams and written assignments should be complemented with reflective journals, project reports, and community impact evaluations to assess students' engagement and learning outcomes effectively.

7. Recommendations

Based on the findings and practical implications of this study, the following recommendations are proposed:

Curriculum enhancement: The Moroccan education system should revise the Second-Year Baccalaureate curriculum to include structured service learning programs that promote experiential learning and civic engagement.

Teacher training and support: Educational institutions should invest in professional development programs that equip teachers with the necessary skills and strategies to integrate service learning effectively.

Community collaboration: Schools should establish partnerships with local organizations, businesses, and government agencies to create meaningful service learning opportunities that align with students' academic goals.

Student-centered learning approaches: Learning experiences should be designed to encourage student initiative and critical thinking by incorporating problem-solving tasks and community-based projects.

Assessment and evaluation: A comprehensive assessment framework should be developed to measure the impact of service learning on students' academic performance, social skills, and career readiness.

Policy reforms: Policymakers should recognize the importance of service learning and provide institutional support, funding, and policy frameworks that encourage its integration into the national education system.

Awareness and advocacy: Awareness campaigns should be launched to educate students, parents, and educators about the benefits of service learning and its role in fostering civic responsibility and social change.

By implementing these recommendations, Moroccan education authorities can enhance the effectiveness of service learning in developing students' skills, fostering social responsibility, and preparing them for the job market and active citizenship. The present paper recommends the adoption of service learning in future educational policies as it aligns with the National Charter's pillar of adapting the educational system to the economic environment. Accordingly, one can insist on the connection between community service and the job market. What is more, a design of practical procedures for service learning is of paramount importance to ensure that service learning is feasible. Finally, the impact of service learning on learners and the community needs to be evaluated for continuous improvement.

References

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service learning affects students.

Higher Education Research Institute, University of California, Los Angeles.

Belghiti, M. (2014). Designing, implementing, and evaluating a department-wide service-learning program for English language learners in Morocco. Multicultural Education, 21(3/4), 45–51. https://eric.ed.gov/?id=EJ1024175

Bennani, S. (2023). Global citizenship education in the Moroccan curriculum: Are Moroccan learners being prepared for the global village? IvySci. https://www.ivysci.com/en/articles/4173404

Blibil, M. Hassim, M. & Rasmy, A. (2007). Gateway 2 to English Morocco: Nadia Edition. https://achrafdk.com/gateway-2-to-english-2-bac-students-book/

Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. Journal of Higher Education, 67(2), 221-239.

Butin, D. W. (2006). The limits of service-learning in higher education. The review of higher education, 29(4), 473-498.

Cress, M. C., Collier, J. P. & Reitenauer, L. V. (2005). Learning through Service: A Student Guidebook for Service-Learning across the Disciplines. USA: Stylus. https://books.google.co.ma/books/about/Learning_Through_Serving.html?id=6wOTLejOFb4C&redir_esc=y

Cushing, D. (2021). Moving from bake sales to a deeper approach to service-learning in Morocco. Community Works Journal (Medium). https://medium.com/communityworksjournal/moving-from-bake-sales-to-a-deeper-approach-to-service-learning-in-morocco-50fa132152ec

El Haddad, E. & Najbi, M. (2007). Insights into English: Al Massar Edition. https://www.mediafire.com/file/ix7q0t9k9iptni1/Insights+into+English.pdf/file

Essalek, A., & Nouri, A. (2024). Implementing project-based learning in Moroccan classrooms: Misconceptions, impact, and challenges. https://www.researchgate.net/publication/377069964

Eyler, J., & Giles, D. E. (1999). Where's the learning in service-learning? Jossey-Bass.

Furco, A. (2003). Issues of definition and program diversity in the study of service learning. In S. H. Billig & A. S. Waterman (Eds.), Studying service-learning: Innovations in education research methodology (pp. 13-33). Lawrence Erlbaum Associates.

Hammani, M. Ahssen, S. & Tansaoui, L. (2007). Ticket 2 English: D. I. O. El Hadita. https://achrafdk.com/ticket-2-english-2-bac-students-book/

Hebbouch, S. (2018). The role of project-based work in enhancing students' autonomous learning: The case of Moroccan high school students. International Journal of Social Science Studies, 6(3), 1–10. https://doi.org/10.11114/ijsss.v6i3.2910

Hope, W. C. (1999). Service learning: A reform initiative for middle level curriculum. The Clearing House, 72(4), 236-238.

Kaddoura, M., Puri, A., & Dominick, C. A. (2014). International academic service learning: Lessons learned from students' travel experiences of diverse cultural and health care practices in Morocco. Journal of Nursing Education, 53(1), 45–47. https://doi.org/10.3928/01484834-20131223-01

Kingdom of Morocco (1999). National Charter of Education and Training. https://www.men.gov.ma/Ar/Pages/area1L3.aspx

Loukili, A. (2023). Teaching for a sustainable future: Implementing education for sustainability in a Moroccan high school. https://www.researchgate.net/publication/386199538

Moussaoui, R., & Erguig, R. (2024). Implementing project-based learning in Moroccan classrooms: Misconceptions, impact and challenges. International Journal of Linguistics and Translation Studies, 5(1), 15–27. https://doi.org/10.36892/ijlts.v5i1.402

Myers, C., & Pickeral, T. (1997). Service-learning: An essential process for preparing teachers as transformational leaders in the reform of public education. In Learning with the community. Routledge, 13-41.

Nadif, B., & Benattabou, D. (2021). Rethinking the Insights from Good Language Learner Studies: Moroccan Learners of EFL as a Case Study. International Journal of Linguistics, Literature and Translation, 4(3), 61-73. DOI:10.32996/jeltalhttps://www.al-kindipublisher.com/index.php/ijllt/article/view/1373

Nadif, B. & Fayzullaevna, T. F. (2024). Unleashing Potential Thriving with Efficient Autonomous Learning. Comparative Linguistics, Translation and Literary Studies. 1(3) 255-264.

Nadif, B. (2024). Unveiling the relationships between language learning strategies and academic achievement among Moroccan EFL university

ISSN: 3080-1567 - https://doi.org/10.54878/yjwsvx72

students. (2024). Journal of Interdisciplinary Studies in Education, 14(1), 20-37. https://doi.org/10.32674/4b63m946

Pritchard, F. F. and Whitehead, I. G. (2004). Serve and Learn: Implementing and Evaluating Service-Learning in Middle and High Schools. USA: Lawrence Erlbaum Associates. https://books.google.co.ma/books/about/Serve_and_Learn.html?id=I-01ZNeuG4UC&redir_esc=y

Seaman, J., & Gass, M. (2004). Service-learning and outdoor education: Promising reform movements or future relics?. Journal of Experiential Education, 27(1), 67-86.

Webb, B. M. (2001). A Guide to Service Learning. New York: New Visions for Public Schools. https://www.newvisions.org/page/Prelaunch%20files/PDFs/NV%20Publications/servicelearning.pdf

Wilczenski, L. F. and Coomey, M. S. (2007). A Practical Guide to Service Learning: Strategies for Positive Development in Schools. USA: Springer. https://link.springer.com/book/10.1007/0-387-46540-5