



Multigrade Classroom Dynamics: Factors Shaping Learning Outcomes in Moroccan Educational Settings

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Published: 02 February 2007 | **Received:** 20 September 2006 | **Accepted:** 01 January 2007

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DOI: [10.5281/zenodo.18854752](https://doi.org/10.5281/zenodo.18854752)

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Abstract

Multigrade classroom settings are prevalent in many developing countries, including Morocco, where one teacher instructs students of varying ages and abilities simultaneously. A qualitative study involving interviews with teachers and focus group discussions with students and parents across several Moroccan schools. While multigrade classrooms offer cost savings for education systems, they require tailored strategies to mitigate potential educational gaps among students. Investment in teacher professional development should prioritise pedagogical approaches suitable for diverse student groups. Parental involvement programmes are also recommended for enhancing learning outcomes.

Keywords: *Morocco, Multigrade Classroom, Socio-Cultural Factors, Learning Outcomes, Qualitative Research, Educational Inequality, Contextual Influences*

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