Overview of the Higher Education System

Morocco

February 2017
This document has been produced by the Education, Audiovisual and Culture Executive Agency (EACEA) on the basis of contributions from the Morocco National Erasmus+ Office and the authorities of the country concerned:

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The approach and data collection have been implemented in close cooperation with Eurydice, the Network Education Systems and Policies in Europe.

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doi: 10.2797/38586

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Eurydice
## The higher education system in Morocco

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</table>

### Programmes

- **Most common length of a Bologna cycle**
- **Other length of a Bologna cycle**
- **Professional programme**
- **Programme outside the typical Bologna model**
- **Professional programme non Bologna**

### ECTS

- **Credits according to the European Credit Transfer and Accumulation System**
- **Regulated at national level**
- **Decided at institutional level**

<table>
<thead>
<tr>
<th>All programmes have admission requirements</th>
<th>Regulated at national level</th>
<th>Decided at institutional level</th>
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<tr>
<td><strong>SOME</strong></td>
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<tr>
<td><strong>Regulated at national level</strong></td>
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### Other Information

- Agriculture, médecine, médecine vétérinaire
- Dentisterie, pharmacie et médecine
- Plusieurs domaines
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Overview

Morocco is situated in North Africa. Framed by the Atlantic Ocean (2,934 km of coastline) to its west, and the Straits of Gibraltar and the Mediterranean Sea (512 km of coastline) to its north, it is separated from Europe by only 14 km of sea. It has land borders with Algeria (1,350 km) and Mauritania (650 km). Notably, Morocco belongs at one and the same time to the Mediterranean, Oceanic, Arab and Muslim worlds and to the African continent.

Its capital is Rabat, and its main cities are Casablanca, Fèz, Marrakesh, Oujda, Tétouan and Meknès. Morocco enjoys a temperate and hot Mediterranean-style climate tending towards an oceanic climate in the west, a continental one in the centre and east and an arid or desert climate in the south.

Its population is 33,322,699 (2015). This population is young, with under 14s making up 26.41% of this number. This proportion falls to 17.42% for those between 15 and 24 years of age, and stands at 42.13% for those between 25 and 54. Over 65s account for only 6.43%. The urban population made up 60.2% of the total population as of 2015. Morocco has already undergone its demographic transition since the demographic growth rate in 2014 stood at 1.4%. Average life expectancy is 76.71 years (73.64 for men and 79.94 for women).

Morocco is a constitutional monarchy. The State religion is the Malachite branch of Sunni Islam. The King of Morocco, descendant of the Prophet Mohammed, is Commander of the Faithful.

Since King Mohammed VI ascended to the throne in 1999, the Kingdom of Morocco has undergone unprecedented reforms in all areas including political, social and economic reform. From the reform of the Family Code, revolutionising the status and emancipation of women in Morocco, to the launch of the National Human Development Initiative (NHDI), the justice reforms or even the reform of the education system, all this legislative work culminated, recently, in the reform of the Moroccan Constitution.

The new Constitution, adopted in 2011, thus represents an historic turning point and the completion of the Moroccan rule of law. It also represents, through the deep reforms it has instigated, the culmination of the democratic process in the Kingdom of Morocco. In order to ensure good governance and the concrete implementation of the founding principles of the Constitution, a number of bodies were constitutionalised, including the Higher Council of the Judiciary, the National Probit and Anti-Corruption Body, the Higher Council for Security and also the Consultative Council for Youth and Associative Action.

Classical Arabic and Tamazight are the official languages. The new 2011 Constitution also provides for the promotion of all Moroccan linguistic and cultural expressions, particularly Hassani, thus undeniably emphasising Morocco’s Saharan roots. French is the second language of communication, and is also the language of the business world.

An amount of 6.6% of GDP is devoted to education (2013), with a literacy rate of 68.5% (78.6% for men and 58.8% for women). The rate of enrolment in higher education in 2016 was 31.1% (for the 19 to 24 age group).

1.1 Fundamental principles and national policies

Higher education in Morocco is the responsibility of the State, which provides for its planning, organisation, development, regulation and direction, in line with the nation’s economic, social and cultural needs. It defines national policy in cooperation with the scientific community, the world of work and the economy as well as the local authorities, particularly the regions (Article 1 of Law 01.00 on organising Higher Education).

The Higher Council for Education, Training and Scientific Research, created in application of Article 168 of the Constitution, is an independent, consultative body of good governance, sustainable
development and participatory democracy. The aim of the Council is to serve as a crucible for strategic reflection on issues of education, training and scientific research and an open space for debate and coordination on all issues of interest to education, training and scientific research.

It also has the role of informing decision makers, actors and public opinion of different aspects of the education, training and scientific research system, by means of methodical and rigorous quantitative and qualitative assessments. The Council has a review body: The National Body for the Evaluation of the Education, Training and Scientific Research System (INE).

A National Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ), under State supervision, is responsible for evaluating the higher education and scientific research system.

State higher education is free both for nationals and foreigners. All holders of the baccalauréat have the right to a place at university and grants are awarded to students in need.

Higher education in Morocco has undergone different developments over the course of its history, more or less closely linked to its different economic and sociocultural environments. Prior to the 20th century, the higher education system was primarily religious and based around the Al Quaraouyine University, founded in the year 859 at Fèz by Fatima and Fihriya, and the Ben Youssef University in Marrakech. The education provided also covered other disciplines such as mathematics, medicine, philosophy, law, the humanities, logic, astrology, etc. Current concepts, such as a university’s educational and financial autonomy, continuous assessment of knowledge, were already being practised in these institutions.

The first ‘modern’ university in independent Morocco was established in Rabat in 1957: the Mohammed V University. It was created in response to the pressing and urgent need for trained executive officers, particularly in public administration and education.

During its first stage of development, university education was fairly general. Developments in the economic sector hastened the need to offer higher technical and vocational training in line with the national and regional socio-economic needs. The 1960s saw the creation of the higher institutes and schools aimed at training senior executive-level staff to tackle the country’s great developmental challenges.

The year 1975 represented a major step forward in the country’s university history with the enactment of a decree dated 25 February 1975 on university organisation and the launch of a movement to create large universities throughout the country.

In 1993, a privately-run public university, the Al Akhawyn University, was established in Ifrane, in the Middle Atlas. Its curriculum is based on the American model and the language of instruction is English.

The first decade of the 21st century was a turning point in the history of Morocco’s education system. A National Education and Training Charter was drawn up. It was aimed at initiating deep and global reforms that would transform the university system into an evolving education system capable of guaranteeing continued growth and permanent scientific and cultural development, taking account of both national needs and specific regional features. Based on the guidelines established in the National Charter, Law 01-00 on the organisation of higher education was enacted in 2000. Under this law, the higher education system was subjected to a global reform of its pedagogical, administrative, governance and regulatory aspects, along with student life generally. This reform covered both public and private sectors of the higher education system. Law 01-00 established the pedagogical, administrative and financial autonomy of universities and formed the founding act of the Quality Assurance system.

In pedagogical terms, Morocco made a strategic choice to be guided more closely by the Bologna Process. The LMD (Bachelor’s, Master’s, Doctorate) system was adopted in 2003 and a quality
assurance system was put in place by means of accredited training pathways, the development of self-assessment in universities and the commencement of reflection on the creation of the National Evaluation and Quality Assurance Agency.

Following the decade of reform (1999-2009), to give new life to the reform and implement the directions of the National Education and Training Charter, and also to speed up the implementation of the provisions of Law 01-00, a development programme was drawn up for the 2009-2012 period in the form of an Emergency Programme. Contracts were signed between the State and the universities with indicators of outcomes, thus establishing the quality approach initiated under Law 01-00. In particular, this programme enabled:

- The standardisation and development of a university infrastructure and expansion of the number of places available (with the creation of 9 new universities and 27,500 new teaching posts). During this period, the higher education enrolment rate rose from 13% to 16%.
- The development of a more diverse education better adapted to the needs of the job market. (The number of vocational courses doubled overall, and even tripled in some areas).
- Improvements to the internal system for repeating a year and in efforts to reduce the drop-out rate. (The drop-out rate in the first year of an undergraduate course was reduced by 4 percentage points from 22% to 18% while the graduation rate rose to 60%).
- Arrangements were put in place for alumni follow-up.
- Prizes for excellence were established.
- Improvements in the social support provided, aimed at improving access to undergraduate courses (an increase of more than 30% in the number of grants, the creation of new university halls of residence, particularly in the context of a public/private partnership, the creation of new university canteens, and implementation of a system of medical insurance).
- The creation of a positive dynamic between universities.

In order to capitalise on the gains made through the reform and the momentum achieved via the emergency programme, and to face up to the new challenges facing the higher education sector, namely rapidly increasing social demand and the integration of graduates into the job market, issues such as the quality and professionalisation of training and the employability of graduates became acute.

A Ministry action plan was produced for the 2013-2016 period in order to build on the achievements of the 2009-2012 Emergency Plan. This action plan comprises 39 projects broken down into 6 main areas:

- improved provision of higher education (8 projects),
- support and development of social services for students (6 projects),
- review of the legislation governing the sector (5 projects),
- fine-tuning of the international cooperation strategy (4 projects),
- improved scientific, technical and innovation research provision (7 projects),
- improved higher education sector governance (9 projects).

The action plan set a number of objectives such as:

- Addressing social demand for higher education in the context of national and regional socio-economic demands and regional coverage.
- Equality of opportunity in terms of access to different higher education institutions.
- The development of digital teaching.
- The development of a system of quality assurance.
• Improved visibility of the higher education system at regional, national and international levels.

The operational tools of this strategy involve assessing as precisely as possible the academic provision in the universities and regions, considering new criteria related to the regional dimension as well as the needs of the socio-economic environment at national and regional level.

The expected outcomes of this strategy are an improved balance of educational provision between the regions, equal conditions among students, and the promotion of excellence among students and universities.

The 2013-2016 Action Plan requires a budget of MAD 6.866 billion Dirhams (around EUR 624 million). It has already enabled the following outcomes to be achieved:

• Consolidation of the LMD system and a review of national pedagogical standards, with the inclusion of distance learning to support classroom teaching. A project is nearing completion to establish an ECTS credits system in the context of the Tempus CREMAR project.
• The creation of a National Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research.
• The merger of two universities in Rabat and two in Casablanca.
• The merger of the medicine and pharmacy faculties and the dental medicine faculties into health sciences faculties.
• The creation of higher education institutions in the context of international cooperation:
  o The Central School of Casablanca
  o The INSA at Fèz
  o The international IUT at Oujda
  o The Tangier/Tétouan Mediterranean Logistics and Transport Institute
  o The Higher School of Engineering Logistics (ESI)
  o The School of Architecture at the International University of Rabat
  o The Mohammed VI University of Health Sciences - Casablanca
  o The Aboucasis International University of Health Sciences - Rabat

1.2 Lifelong learning strategy

The LMD pedagogical architecture adopted in 2003 is in line with the principle of lifelong learning. People working professionally or having left university can re-enrol and follow higher training, capitalising on their educational achievements. However, the strong demand for higher education, the diversity of target populations and the resources available to the universities prevent them from meeting all demands for graduate training. The universities do, however, offer à la carte certified lifelong learning as well as university qualifications that are recognised as equivalent to national degrees. Moreover, validation of experience has not yet been established.

Reflections on the development of lifelong learning and validation of experience have been taking place recently, particularly in the context of the Tempus programme. The Ministry of Higher Education, Scientific Research and Executive Training recently produced a draft National Lifelong Learning Framework in order to support universities, teaching institutions, companies and professional associations to promote lifelong learning from a regional perspective. A Lifelong Learning Institute will be created to provide the following services:

• Skills development and pedagogical engineering
• Distance learning and the production of educational tools
• Validation of knowledge and skills
1.3 Organisation of Private Higher Education

Private higher education institutions (EESP) fulfil their mission under the supervision of the public administration. These institutions may take different forms (universities, faculties, schools, institutes or centres).

Public authority exercises pedagogical and administrative control over the EESP.

There are three stages to EESP:

- Authorisation
  Authorisation to open a private institution is granted by the authority responsible for higher education, following an opinion of the Commission for the Coordination of Private Higher Education (Article 61 of Law 01-00 on the organisation of higher education) and of the National Commission for the Coordination of Higher Education (Article 81 of Law 01-00).

- Accreditation
  Authorised EESP may be accredited for one or more training courses, at the proposal of the Commission for the Coordination of Private Higher Education. Accreditation of a training course constitutes a recognition of quality for this pathway and is granted for a fixed term, by the Ministry, following an opinion of the National Commission for the Coordination of Higher Education.

  Qualifications awarded for accredited courses are likely to be admitted as equivalent to national qualifications, according to methods determined by regulation.

- Recognition
  EESP may be recognised by the State. Recognition of an EESP is acknowledgement of the high level of quality of the training provided by this institution. It is given based on an opinion of the National Commission for the Coordination of Higher Education. Qualifications issued by recognised EESP are automatically admitted as equivalent to national qualifications.

The educational director of an EESP carries out his duties full-time within the institution for which he is responsible and is accountable for the teaching and training provided there. The appointment of an educational director is subject to the agreement of the administration.

EESP must have permanent teaching staff in sufficient number and with qualifications appropriate to the nature and duration of the training they provide. Students of recognised EESP may be authorised to access courses and participate in competitions and examinations of public higher education institutions in their areas of specialism, under conditions and according to methods set by the regulations.

1.4 National Certification Framework

Standardisation of the nomenclature of vocational qualifications has long been called for by heads of enterprise. This relates to implementing the National Certification Framework (NCF), which gives greater focus to the skills acquired through training.

A reference document for the Moroccan NCF has been produced in the context of cooperation with the European Training Foundation (ETF) and this was approved in February 2013. In this document, the ministers responsible for Vocational Training, National Education and Higher Education, the President of the Higher Council of Education, Training and Scientific Research, as well as the General Confederation of Moroccan Enterprise (CGEM) have ruled on the NCF’s governance scheme, the provisions to be established, including in particular the creation of a National Commission for the NCF, and confirmed the NCF’s official status through the adoption of an adapted legal act.

It is anticipated that the NCF will be overseen by the inter-ministerial committee recently created by
the Prime Minister. The aim of the committee will be to implement the national certification framework, particularly ensuring a synergy between the components of the education and training system and the world of work.

The creation of a structure responsible for operationalising the NCF is aimed at providing the country with a quality assurance system for qualifications that will be recognised both nationally and internationally. Recognition of levels of qualification will enable the holder of a qualification to move from one pathway to another or to transfer in from the world of work in order to join a teaching, educational or vocational training scheme.

1.5 Statistics on Organisation and Governance

The regionalisation and decentralisation policy present in the country since independence has meant that there are now universities in 12 of the kingdom’s regions. Universities have been created in 33 university towns (15 cities and 18 towns). This policy has enabled access to university to be extended to wherever students live, while also breaking down the barriers between regions and revitalising their economic, cultural and social development. Universities have recently been created in the provinces of the south, at Guelmim, Laayoune, Essmara and Adakhla.

Morocco now has 24 universities and 427 higher education institutions (13 public universities, 1 privately-run public university, 5 public/private partnership universities, 5 private universities and 212 private higher education institutions).

The number of students in higher education has now passed the 800 000 mark (48 % of whom are women), being an enrolment rate of around 30 %. Private higher education accounts for 5 % of overall student numbers. There were around 102 000 higher education graduates in 2015.

In order to support this massive roll-out of higher education institutions, the educational framework has been improved in recent years. The total permanent teaching staff now stands at 102 029.

The number of students in higher education has increased from 284 346 for the university year 2000-2001, to 801 966 for 2015-2016, being nearly a 200 % increase. The rate of higher education enrolment for the 18-23 age range has increased by 20.66 percentage points from 2001 (10.44 %) to 2016 (31.10 %). During this period, the number of graduates has tripled, from 34 450 in 2001 to 102 029 in 2015.

In terms of the change in number of holders of the baccalauréat over the same period, annual average growth was to the order of 10 %. Between 2000 and 2015, the technical baccalauréat showed the greatest annual increase (an average of 17.8 %). In 2015, 54 % of baccalauréat holders followed the Experimental Sciences path. Girls represent more than 48 % of the total.

Change in numbers of baccalauréat holders by pathway

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<td>Humanities</td>
<td>42 716</td>
<td>71 661</td>
<td>89 674</td>
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<td>Experimental Sciences</td>
<td>36 962</td>
<td>96 042</td>
<td>111 366</td>
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<tr>
<td>Mathematical Sciences</td>
<td>4 207</td>
<td>8 741</td>
<td>8 597</td>
</tr>
<tr>
<td>Economics and Business Management</td>
<td>4 801</td>
<td>14 125</td>
<td>15 855</td>
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<tr>
<td>Technical</td>
<td>1 676</td>
<td>3 683</td>
<td>4 293</td>
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<tr>
<td>Total</td>
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Change in number of students in higher education by component

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<td>261 629</td>
<td>607 145</td>
<td>677 391</td>
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<td>Executive officer training</td>
<td>11 198</td>
<td>29 918</td>
<td>31 299</td>
<td>33 814</td>
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<td>Private higher education</td>
<td>11 519</td>
<td>35 509</td>
<td>37 153</td>
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<td><strong>Total</strong></td>
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1.6 Breakdown of responsibilities

The Minister for Higher Education produces and implements government policy in the area of higher education and scientific research. They provide and monitor implementation in accordance with current laws and regulations. They are also responsible for the planning, coordination and assessment of executive officer training activities, in cooperation with the ministries that have executive officer training institutions.

They supervise higher education through a number of departments. They also exercise a supervisory role over private higher education institutions.

Pursuant to the provisions of Law 01-00, two national independent regulatory bodies have been created:

- The National Commission for the Coordination of Higher Education (CNCES), established in 2003, acts notably to accredit degrees and doctoral study centres as well as to create public and private institutions.

The Conference of University Presidents (CPU) was established as a body in 1989. Its aim is:

- to encourage debate on all issues relating to public higher education and thus form a creative force for proposals;
- to act as a place for exchange and coordination between the presidents with regard to how the universities are run, their approach to educational and scientific issues, as well as their experiences of cooperation and governance;
- to consider all issues within the universities’ competence in order to propose solutions to the Minister. It may also be called upon by the Minister to consider any issues relating to general direction, and public policy on training, research or international university cooperation. A University Cooperation Agency (AMU) has been created as a Public Interest Grouping (GIP), formed of universities, the National Centre for Scientific Research, the National Office of University Social Services and the Ministry of Higher Education.

The following organisational chart gives an overview of the structures of the Ministry of Higher Education, Executive Officer Training and Scientific Research.
LE MINISTRE

LA MINISTRE DÉLÉGUÉE

CABINET DE MADAME LA MINISTRE

UNITÉ DE CONTRÔLE DE GESTION, D’APPU ET DE COMMUNICATION

SECRETARIAT GÉNÉRAL

CABINET DE MONSEUR LE MINISTRE

INSTRUCTION GÉNÉRALE

CENTRE NATIONAL POUR LA RECHERCHE SCIENTIFIQUE ET TECHNIQUE

OFFICE NATIONAL DES ŒUVRES UNIVERSITAIRES SOCIALES ET CULTURELLES

UNIVERSITÉS

DIRECTION DE L’ENSEIGNEMENT SUPÉRIEUR ET DU DÉVELOPPEMENT PÉDAGOGIQUE

DIRECTION DE LA COOPÉRATION ET DU PARTENARIAT

DIRECTION DU BUDGET ET DES AFFAIRES GÉNÉRALES

DIRECTION DES AFFAIRES JURIDIQUES, DES ÉQUIVALENCES ET DU CONTENTIEUX

DIRECTION DES StratégIES ET DES SYSTEMES D’INFORMATION

DIRECTION DES RESSOURCES HUMAINES

LE MINISTRE

MINISTER

LA MINISTRE DÉLÉGUÉE

DEPUTY MINISTER

CABINET DU MONSIEUR LE MINISTRE

MINISTERIAL CABINET

CABINET DE MADAME LA MINISTRE

MINISTERIAL CABINET

UNITÉ DE CONTRÔLE DE GESTION, D’APPU ET DE COMMUNICATION

MANAGEMENT CONTROL, SUPPORT AND COMMUNICATION UNIT

SECRETARIAT GÉNÉRAL

GENERAL SECRETARIAT

INSPECTION GÉNÉRALE

GENERAL INSPECTORATE

CENTRE NATIONAL POUR LA RECHERCHE SCIENTIFIQUE ET TECHNIQUE

NATIONAL CENTRE FOR SCIENTIFIC AND TECHNICAL RESEARCH

OFFICE NATIONAL DES ŒUVRES UNIVERSITAIRES SOCIALES ET CULTURELLES

NATIONAL OFFICE OF UNIVERSITY SOCIAL AND CULTURAL SERVICES

UNIVERSITÉS

UNIVERSITIES

DIRECTION DE L’ENSEIGNEMENT SUPÉRIEUR ET DU DÉVELOPPEMENT PÉDAGOGIQUE

DEPARTMENT FOR HIGHER EDUCATION AND PEDAGOGICAL DEVELOPMENT

DIRECTION DE LA RECHERCHE SCIENTIFIQUE ET DE L’INNOVATION

DEPARTMENT FOR SCIENTIFIC RESEARCH AND INNOVATION

DIRECTION DE LA COOPÉRATION ET PARTENARIAT

DEPARTMENT FOR COOPERATION AND PARTNERSHIP
Each university is run by a president, selected for a four-year term (renewable once) following an open call for applicants in which a university development project must be presented. A committee appointed by the supervisory government authority considers the applicants and projects and submits three candidates to this latter body, which then follows the current procedure for appointment to senior posts. The composition of this committee is set by the regulations. The outgoing president may submit his or her candidacy for a second and final term.

The president is assisted by between two and four vice-presidents and a general secretary for administrative and financial management.

2 Financing of Higher Education

2.1 Public higher education

The main source of university funding remains the State. The grant provided to each university by the State depends largely on the number of students, areas and kinds of training provided. Universities also mobilise their own funds, which may represent up to 40% of their overall budget, by means of continuing education, recognition of research work or from international cooperation projects.

Universities’ resources comprise:

- State subsidies;
- the fees accrued from continuing education;
- the incomes and benefits accrued from research work and the provision of services, particularly expert reports;
- the incomes and benefits accruing from their operations and assets;
- occasional resources generated by the sale of goods or assets, or from any other origin;
- repayable loans from the Treasury;
- grants other than those from the State;
- gifts and legacies;
- incomes, receipts and all other products authorised by current legislation and regulations.

The strategic vision of the 2015-2030 reform, drawn up by the Higher Council for Education, Training and Scientific Research, advocates the State’s continuation as the main source of funding, while seeking to ensure a diversification of these resources, through:

- the promotion of national and sectoral solidarity;
- the creation of a fund for universal quality with the participation of the State, private sector, local authorities and other partners;
- the instigation of enrolment fees, with the application of an automatic waiver for low income families.

2.1.1 Financial autonomy and control

The universities’ budget comes from State grants and own resources. Pursuant to the provisions of Law 01-00, universities are public institutions with administrative and financial autonomy. The
university presidents have financial, human resource and asset management powers. The university councils consider all issues relating to the university's management: distribution of human and financial resources.

The universities are subject to the *a priori* control of the State and financial audits.

### 2.1.2 Public Higher Education Fees

Public higher education is free in Morocco both for nationals and foreigners. Universities and institutions recently created in the context of the public/public partnership, in the form of not-for-profit foundations, charge enrolment fees. Grants are provided to the 20% of students from disadvantaged backgrounds.

### 2.2 Private higher education

Private universities and institutions require the payment of fees to study. Private higher education institutions do not issue national qualifications but accredited institutional qualifications. Law 01-00 provides that these qualifications may be recognised as equivalent to national degrees. The regulatory provisions covering equivalence are in the process of being established.

### 2.3 Financial support for families of learners

There is no direct aid granted to students’ families.

### 2.4 Financial support for students

The vast majority of Moroccan students receive grants awarded by the public authorities. There are two kinds of grant awarded to students:

- **bursaries**, for students from families on low incomes. These grants relate to courses at undergraduate (Bachelor's) level. The applicant satisfaction rate is almost 90%; in some regions it is 100%.
- **scholarships** at Master’s and Doctorate level (more than 50% of students). These scholarships are granted on the basis of both social and educational merit.

University accommodation and catering are subsidised by the State: the student pays a small sum and the prices have been frozen for several years.

Moroccan students studying abroad can request a grant. Each year, grants are made available to study abroad. These are scholarships for undergraduate and postgraduate levels, granted by the Moroccan government or cooperation grants awarded with the financial support of other countries. Cooperation grants are awarded by committees organised jointly between Morocco and the country in question. Universities offer their students grants to study overseas, especially in the context of European programmes (Tempus, Erasmus Mundus and Erasmus +).

Doctoral grants are also awarded in the context of contracts with the socio-economic world.

### 3 Structure of the higher education system

#### 3.1 Types of higher education institutions

The higher education system comprises *public* higher education, higher education in the *context of a partnership*, and *private* higher education.

- Public higher education is provided in universities and higher education institutions not affiliated to universities:
Universities: Public institutions under the supervision of the Ministry of Higher Education, Scientific Research and Executive Officer Training. Each university offers open-access and limited-access facilities.

Higher Education Institutions not Affiliated to Universities (EESNRPU): Higher education institutions under the administrative and financial supervision of technical ministries and under the educational supervision of the Ministry for Higher Education, Scientific Research and Executive Officer Training. These institutions include engineering schools and facilities for training the senior managerial ranks of specific sectors (health, tourism, audio-visual, archaeology, etc.). They are all limited-access facilities.

- Universities and institutions created in the context of a partnership: these kinds of institution, recently created within the context of an internationalisation of Moroccan higher education, are not-for-profit foundations. They are under the educational supervision of the Ministry of Higher Education, Scientific Research and Executive Officer Training.

- Private higher education comprises universities and facilities created by private initiatives but under the educational authority of the Ministry of Higher Education, Scientific Research and Executive Officer Training. These institutions must be authorised to provide training and issue their own qualifications. Training courses can be accredited. The accreditation of a training course in a private higher education institution is a gradual process that goes beyond authorisation.

University institutions

With the merger of universities since September 2015, Morocco now has 12 public universities, grouping together 125 institutions. University institutions are classified into two categories:

Open-access institutions:
- Faculties of Legal, Economic and Social Sciences;
- Faculties of Humanities and Human Sciences;
- Faculties of Science;
- Multidisciplinary Faculties.

Limited-access institutions:
- Faculties of Health Sciences;
- Schools of Engineering;
- Faculties of Science and Technology;
- National Schools of Business Management;
- Ecoles Normales Supérieures;
- Technical Ecoles Normales Supérieures;
- Higher Schools of Technology;
- King Fahd Higher School of Translation;
- Faculty of Education Sciences.

These facilities, which admit limited numbers of students, issue their own national qualifications (Engineer, Doctor, Manager, Senior Technician, Translator). They are characterised by the vocational nature of their training and their close relationships with the working world. Access is via an open national-level competition. In addition to their own qualifications, these institutions provide LMD.

Higher education institutions not affiliated to universities (EESNRPU)

The EESNRPU sector currently comprises 58 institutions with different supervisory frameworks and legal positions. They can be broken down into four areas of training:
- Scientific and technical institutions;
- Administrative, economic, legal and social training institutions;
- Education institutions;
- Military and paramilitary training institutions.

These EESNRPU are all limited access and are all distinguished by the vocational nature of their training courses, in line with the sectoral needs of the national economy. The EESNRPU training system as a whole covers very different specialisms that can be broken down into 9 sectors as follows:

- Architecture, urban planning and the environment;
- Art, culture and sport;
- Administrative, legal and management studies;
- Agricultural, forestry and marine sciences;
- Education sciences;
- Life and earth sciences;
- Engineering science and technology;
- Information and communications technologies and sciences;
- Social and health sciences.

**Universities and institutions created in the context of partnership**

Morocco currently has 5 universities (16 institutions) created in the context of partnership and two institutions. These institutions are:

- The International University of Rabat
- The Mohammed VI Polytechnic University - Benguerir
- The Euro-Mediterranean University of Fèz
- The Mohammed VI University of Health Sciences - Casablanca
- The Aboucasis International University of Health Sciences - Rabat
- The Central School of Casablanca
- The Euro-Mediterranean International Institute for Applied Sciences
- The Mediterranean Institute for Transport Logistics - Tétouan

**Private authorised higher education institutions and universities**

Private higher education began in the 1980s and has experienced considerable growth since then. Law 01-00 gave a boost to this sector, in particular by bringing in the accreditation and equivalence of their qualifications. These facilities are known as institutions or universities. Morocco currently has 5 private universities and 212 private institutions.

**3.1.1 Organisation of higher education**

Law 01-00 lays down the general organisation of higher education. Under this law, higher education is organised into levels, courses and training modules. The names of national qualifications, the duration of studies and access conditions are set by decree. For each qualification, a set of national educational standards (ministerial order) establishes the way in which the teaching is organised, the study regime and practical methods of accrediting the courses.

Each course has a description which establishes the course title, the objectives and skills to be obtained, the conditions of access and pathways, the training programme, description of student’s individual work, methods of teaching and knowledge assessment, educational team, partnership and logistic resources with which to provide the training. The course description gives a description of each module (detailed module syllabus). It forms the contractual document on which accreditation is granted.

Each course has an educational coordinator, a lecturer/researcher who belongs to the department in which the course is located. This person is appointed by the head of the institution, at the proposal of
the course module coordinators. The course educational coordinator is involved in the teaching the course, and supports the work of the course educational team, ensuring monitoring of the teaching, assessment and deliberations, in coordination with the departments involved in the course and under the responsibility of the head of the institution. The course coordinator may be assisted in their work by semester coordinators. Each module is coordinated by a lecturer/researcher belonging to the department to which the module is attached.

Planned courses are produced by educational teams and submitted to the Ministry for accreditation, following approval by the department to which the course is attached, plus the institution and university councils. Accreditation is granted by the Ministry after evaluation of planned courses by peers and following the opinion of the National Commission for the Coordination of Higher Education (CNCES). Accreditation is granted for a period of 3 to 5 years, depending on the qualification, renewable following evaluation. During the accreditation period, amendments may be made to the teaching programme, following the opinion of the CNCES.

Since 2003, Morocco has adopted the LMD system (Bachelor's, Master's, Doctorate). Teaching is organised into levels (cycles), courses and training modules. A course at one training level comprises a set of coherent modules aimed at imparting knowledge, skills and abilities. It leads to a qualification. The module is the fundamental building block of the education system, comprising credits that can be ‘cashed in’ and transferred. A module comprises one or more elements that may be taught in one or more languages. An element may be either a subject taught in the form of lectures and/or tutorials and/or practical work, or a practical activity consisting of field work or a student’s project, work placement or individual work. Part of a module can be imparted through distance learning. A training course may be provided alternately between the teaching institution and the world of work.

The Bachelor’s level (cycle de la Licence) lasts 6 semesters (3 years), a Master’s 4 semesters (2 years) after a Bachelor’s, and a Doctorate 3 to 5 years after a Master’s. The university year is broken down into two semesters each comprising 16 weeks of teaching and assessment. A module comprises between 40 to 100 hours, and a semester between 300 to 400 hours of attendance.

A system of pathways enables students to move between courses and levels, provided the educational requirements have been met.

The LMD reform introduced new methods of teaching and assessment. A module may be taught in one or more languages. It may be provided in one or more forms: lectures, tutorials, practical work, practical activities consisting of work in the field, a project or work placement or individual work.

Part of the module may be taught via distance learning, in line with the provisions set out in the module description. The teaching methods are appropriate to the discipline and to the number of students.

In addition to an examination, continuous assessment is used in many institutions. This form of assessment is not systematic in the Licence d’Etudes Fondamentales (Basic Studies Degree), however, given the large numbers of students involved. Each institution produces a regulation on assessing knowledge, skills and abilities, which is adopted by the university council and made known to the students. This regulation focuses, among other things, on the methods of assessment, fraud, delays, absences and methods of student consultation of copies.

The student marking system uses a scale of 0 to 20. A module is passed if the mark obtained is 10 out of 20 or more, unless there is an elimination score set for a particular qualification. It may be passed by balancing the marks across the semester or year (‘compensation semestrielle ou annuelle’), depending on the kind of qualification. A course is passed and gives right to the corresponding qualification if all modules are obtained either via pass mark or balancing. Qualifications are awarded in the following grades:
• Very good, if the general average of module marks is 16 out of 20 or more.
• Good, if this average is at least 14 out of 20 but less than 16 out of 20.
• Quite good, if this average is at least 12 out of 20 but less than 14 out of 20.
• Fair, if this average is at least 10 out of 20 but less than 12 out of 20.

Morocco is in the process of establishing a credits system equivalent to the European ECTS system (1 year equalling 60 ECTS credits) as well as the degree supplement. The LMD and the credits system are organised to allow for increased travel by Moroccan students within the European area and more freedom to move between disciplines and between general and more vocational training courses.

3.2 First-Cycle Programmes

The first level in the LMD architecture is a Bachelor’s degree (Licence). A Bachelor’s degree comprises six semesters. The first two semesters are basic semesters, each comprising seven modules, including a language and terminology module, with an overall minimum of 315 hours of teaching and assessment.

The other semesters each comprise six modules with an overall minimum of 270 hours of teaching and assessment. Completion of the 3rd and 4th semesters leads to a Diplôme d’Etudes Universitaires Générales (DEUG or General University Studies Diploma) or a Diplôme d’Etudes Universitaires Professionnelles (DEUP or Vocational University Studies Diploma).

A module lasts one semester and corresponds to 40 to 50 hours of attended teaching and assessment.

3.2.1 Areas of study

The Licence d’Etudes Fondamentales is provided in the disciplinary fields of the sciences, humanities, and legal, economic and social sciences:

Science and Technology:
• Material Sciences - Chemistry
• Material Sciences - Physics
• Earth Sciences
• Life Sciences
• Mathematical Sciences
• IT

Humanities
• Arabic Studies
• Amazigh Studies
• Islamic Studies
• French Studies
• English Studies
• Hispanic Studies
• Portuguese Studies
• Italian Studies
• German Studies
• Chinese Studies
• History and Civilisation
• Geography
• Philosophy
Vocational Bachelor’s degrees (Licence Professionnelle) are offered in different socio-economic and cultural profiles (industrial and services sector).

3.2.2 Entry requirements

Access to the first semester of the Licence d’Etudes Fondamentales is open to holders of a baccalauréat (Bac) or an equivalent recognised qualification. Access is not selective; nonetheless, access to scientific courses is only open to holders of the science baccalauréat while access to humanities, social, legal and economics courses is open to all. Access may also be into semester 3 or even semester 5 of the Licence d’Etudes Fondamentales for students having validated semesters 1 and 2 through post-Bac training and who have met the requirements for semesters 3 or 5, as appropriate. This access is via written application and/or test or competition.

Access to Licence Professionnelle courses is selective. Access is via competitive entry, either into semester 1 (for holders of a Bac) or semester 3 (for students having validated two semesters post-Bac) or semester 5 (for students having validated 4 semesters post-Bac).

3.2.3 Curricula

A module comprises one or, exceptionally, two coherent elements.

The first four semesters of a Licence d’Etudes Fondamentales form the common national basis of the course. The 5th and 6th semesters are more in-depth, and adapted to the basic or vocational nature of the degree.

Optional modules can be taken from semester 5 on. The 38 modules that form a Bachelor’s degree (overall minimum of 1710 hours) are of two kinds:

1) Majors’ modules, including the supervised project for the Licence d’Etudes Fondamentales or work placement for the Licence Professionnelle, reflect the disciplinary nature of the course. The hourly volume of this block of modules represents 75% to 85% of the total hourly volume of the course.

2) Additional modules, including language and terminology modules, account for between 15% and 25% of the course total.

The additional modules may include applied language, professional communication, entrepreneurship, project management, new technologies, etc.

For the Licence d’Etudes Fondamentales, a supervised project specific to the course is compulsory in the 6th semester. The project may take the form of a piece of research or study, a practical project, work placement or any other appropriate form. It must be supported by a report and, possibly, a viva before a panel. The project may be undertaken individually or in a group and is given a grade. It is equivalent to two modules. The assessment methods are established in the course description.

For the Licence Professionnelle, a work placement is compulsory during the 6th semester. This work placement offers the student direct contact with a socio-professional environment and gives them a knowledge of how this environment works on a technical and human level.
Tutorials are compulsory in the majors’ modules. Practical work, apart from the supervised project or work placement, forms a minimum of 20% of the overall hours of the module.

The programme also includes practical activities consisting of work in the field or a project. The duration of a practical activity corresponding to a module is between 8 and 15 working days.

### 3.2.4 Teaching methods

The Licences d'Etudes Fondamentales generally has large numbers of students. The most practical teaching method is that of lectures. Tutorials are also often organised, in addition to the practical work that systematically takes place in the sciences. Individual work has been tentatively introduced. Field work is also conducted in some courses and a supervised project is compulsory during the 6th semester.

For the Licence Professionnelle, where there are fewer students due to the selection process, in addition to lectures and tutorials, teaching is provided in the form of mini projects, practical activities or case studies. A professional work placement is compulsory during the 6th semester.

### 3.2.5 Student progress

To enrol on higher level modules the requirements relating to the modules in question must be met (validation of one of several required modules)

A Bachelor’s module is passed if the mark obtained is 10 out of 20 or more. A module may be validated by balancing the marks across the semester, if the semester of which it forms a part has been passed as a whole. A Bachelor’s semester is passed if the average of marks obtained in the semester's modules is 10 out of 20 or more and no mark for any module is below 5 out of 20. A module may also be validated by annual balancing of marks, if the year that the module forms a part of is passed as a whole. A year in a Bachelor’s degree is passed if the average of marks obtained over the year is 10 out of 20 or more and no mark for any module in the year is below 5 out of 20.

A student who has not passed a module can re-enrol on that module once or twice more. Once a module is passed it is passed permanently, even if the student does not pass the semester. The student accumulates modules until the semesters, and finally the course, are passed.

A Bachelor’s course is passed when all modules or all six semesters are passed.

A validated course gives entitlement, depending on the case, to a Licence d'Etudes Fondamentales or to a Licence Professionnelle.

A DEUG or DEUP may be issued at the request of a student who has passed the first four semesters of the corresponding Bachelor’s degree.

### 3.2.6 Employability

While this has not traditionally been a major concern of the academic world, the destination of students is becoming an increasing focus in terms of the kinds and quality of skills acquired. Every so often, the teaching is adjusted in line with this concern for the employability of university graduates.

Generally, those graduating with the Licence d'Etudes Fondamentales have some difficulty in finding a job. Many of them go on to follow postgraduate courses in order to improve their prospects. Some go into primary and secondary school teaching, after completing educational training in specialist training centres. Those holding a Licence Professionnelle, however, are more employable.

### 3.2.7 Student assessment

Given the large number of students following the Licences d'Etudes Fondamentales, coursework is rarely used for assessment. Knowledge is most often assessed by means of an end of semester examination in each module.
Where coursework is included, the mark for a module is a weighted average of the coursework and the end of semester examination.

The final year project for a Bachelor’s must be completed by a report and a viva before a panel and is given a grade. The final year project for a Bachelor’s degree is equivalent to two modules.

3.2.8 Certification

A National Certification Framework is in the process of being implemented (See section 1.4).

3.3 Higher education short course

The short course leads to a Technical University Diploma (DUT). The DUT lasts two years (four semesters) after the baccalauréat.

A DUT course comprises 16 modules (4 per semester) with a minimum of 360 hours per semester. The number of hours in one module is between 80 and 100.

3.3.1 Areas of study

DUT training is provided in some 20 specialist areas relating to the industrial and service sectors.

3.3.2 Entry requirements

Access to the DUT is selective and the number of places is fixed for each course. Candidates are selected on the basis of the marks obtained in their baccalauréat. Access to DUT courses can also be achieved, via pathway, onto semester 3 following consideration of an application from students coming from other courses or other higher education institutions, if they meet the necessary requirements set out in the course description.

3.3.3 Curricula

Each module has a description (module syllabus). The module comprises three coherent elements. The training comprises a set of general teaching modules and a set of technical training modules.

A course may comprise a common base (semesters 1 and 2) plus options with modules specific to each option in the remaining semesters. The training is clearly vocational; it comprises work placements in companies and a final year project.

Two company work placements are compulsory: an initial four-week orientation placement and a second eight-week technical placement.

The DUT comprises four semesters organised across two university years. A teaching module is spread across one semester and corresponds to a volume of between 80 and 100 hours of teaching and assessment.

A final year project specific to the course is compulsory and must be carried out either within the institution or in the socio-economic environment. This project is supervised by a lecturer from the institution and is completed by a report and a viva. It forms a full module in the last semester.

3.3.4 Teaching methods

The module can be taught in one or more languages. It may be dispensed in one or more of the following ways:

- lectures
- tutorials
- practical work
- practical activities consisting of work in the field
- project or work placement.
The training is practical and comprises workshops, mini projects and company work placements. It is organised most usually on an alternating basis between the institution and company.

An orientation placement of four weeks, with report and viva, is undertaken in the company at the end of semester 2 and before starting semester 3.

A technical placement lasting 8 weeks, with report and viva, is undertaken in a company in semester 4. This forms a full module and focuses on an area related to the course specialism. It is co-supervised by a lecturer from the institution and a supervisor from the workplace.

3.3.5 Student progress

Progression from first to second year (S3) requires validation of the first year (S1 and S2).

A student who has not passed a module may re-sit and, if appropriate, re-enrol on the module. Two additional semesters can be granted for the preparation of a DUT course.

3.3.6 Employability

The DUT is a vocational qualification which is in high demand on the labour market in both the industry and service sectors. There are various opportunities for employment but a significant number of graduates prefer to continue their studies.

3.3.7 Student assessment

Knowledge is assessed through continuous assessment and, where appropriate, an end of semester examination.

The module’s mark is a weighted average of the different assessments it comprises. The weighting takes into account the nature of the assessment and the hourly volumes of different components as well as their nature.

A module is obtained either through validation or by balancing of marks. A module is obtained through validation if the average mark is at least 12 out of 20, with no mark being less than 6 out of 20.

A module with an average mark of 8 out of 20 or more, with no module element marked at less than 6 out of 20, can be passed through a balancing of marks at the end of the university year, taking into account all the modules over the two semesters of that year.

A student who has not passed a module but who obtained a mark of 6 out of 20 or more is permitted to retake once. In this retake, they retain marks obtained in module elements that were 12 out of 20 or more.

The orientation work placement and the technical work placement are subject to a report and viva before a panel.

3.3.8 Certification

A National Certification Framework is in the process of being implemented (See section 1.4).

3.4 Second-Cycle Programmes

The second level corresponds to Bac + 5 years. It comprises Master’s and Engineer’s courses and the courses of the National Business and Management Schools.

- A Master’s course lasts 2 years (4 semesters) after a Bachelor’s degree. The first two semesters are devoted to a deepening of knowledge and the last two to specialisation / professionalisation. A Master’s course comprises 24 modules (6 per semester). The overall number of hours for this course, excluding work placement, is a minimum of 900 hours of attended teaching and assessment. One module comprises a minimum of 40 hours of classes in addition to the student’s individual work.
Semester 4 is devoted to the research orientation placement for the Master’s or the vocational work placement for the Specialist Master’s.

– An **Engineer’s course** lasts 3 years (6 semesters) after preparatory classes (2 years: 4 semesters). Each semester comprises 6 to 8 modules with an hourly attendance per semester of an overall minimum of 384 hours. A module requires a minimum of 48 hours of attendance plus the student’s individual work. An engineering course comprises 30 to 40 modules spread over 5 semesters and a final year project undertaken throughout the whole of the sixth semester. Optional models can be offered during the course.

– The courses of the **National Business and Management School** last 5 years (10 semesters) after the *baccalauréat*. A business and management course comprises 40 modules (4 per semester). A module comprises a minimum of 75 hours of attendance plus the student’s individual work. The first four semesters are devoted to preparing for management and business studies and are focused on gaining basic skills (language and communication; corporate economic and legal environment; general corporate culture; logical and reasoning; humanities). Semesters 5 and 6 are semesters in which specific paths are chosen and established. Semesters 7, 8 and 9 are specialisation semesters. The tenth semester is devoted to the work placement and final year project.

### 3.4.1 Areas of study

Second-level courses (Master’s and equivalent) are offered in the following disciplinary fields:

- Science and Technology
- Engineering Sciences
- Health Sciences
- Languages and Literature
- Humanities
- Social Sciences
- Arts
- Law
- Economics
- Management

### 3.4.2 Entry requirements

- **Master’s Level**: Access to Master’s level courses is selective. It is open, subject to competitive entry, to holders of a Bachelor’s degree or equivalent recognised or national qualification of at least the same level as a Bachelor’s, provided the admissions criteria for the accredited course are met.

- **Engineering Level**: Access to the first year of an engineering course is via open competition among students having completed the preparatory classes or holding an equivalent qualification. Access into the 2nd year is possible for students with a Bachelor’s degree or equivalent. For some engineering schools, the preparatory classes are integrated and access is via selection at the time of the Bac.

- **National Business and Management School (ENCG) Level**: Access to the first year of an ENCG course is by open competition among holders of Bachelor’s degrees. Access via pathway is possible:
  - Into the 5th semester (3rd year) for students holding a qualification equivalent to Bac + 2 years
3.4.3 Curricula

Each course follows an outline that specifies the module blocks forming the course.

- **Master’s Level:**

  A Master’s course comprises 24 modules, including work placement, broken down into three module blocks:

  1. A block of **majors’** modules, composed of general teaching in the Master’s specialism or specific to that specialism. This block, including work placement, accounts for between 80 % and 85 % of the overall hours of the course.
  2. A block of **tools** modules necessary to the training (applied languages, professional communication, project management, new technologies, bibliographic research methodologies etc.), and accounting for 5 % to 10 % of the overall course hours.
  3. A block of **supplementary** modules, or options, specialisms or orientations in relation to the area of training specialisation. This block represents 5 % to 15 % of the overall hours in the course.

- **Engineering Level:**

  The first five semesters of an engineer’s training are composed of three module blocks:

  1. The **Basic and Specialist Scientific and Technical** block is composed, on the one hand, of modules reflecting the general scientific and technical nature of an engineer’s training and, on the other, of modules specific to the specialism of that course. This block represents between 60 % and 80 % of the overall hours of the first five semesters of the course.
  2. The **Management** block is composed primarily of project management and corporate management modules. It represents 10 % to 20 % of the overall hours of the first five semesters of the course.
  3. The **Language, Communication and ICT** block represents 10 % to 20 % of the overall hours of the first five semesters of the course.

  The sixth semester is devoted to the final year project.

- **ENCG Level:**

  An ENCG course is composed of three blocks of modules:

  1. A block of **majors’** modules, comprising general teaching in the course specialism or specific to this speciality. This block, including work placement, accounts for between 70 % and 80 % of the overall hours of the course.
  2. The block of **tools and methodology** necessary to the training (applied languages, specific communication, quantitative instruments and decision-making tools) represents 15 % to 20 % of the overall hours of the course.
  3. The **complementary** block, formed of specialist or initial modules in relation to the area of specialisation. This block represents 5 to 10 % of the overall hours in the course.

3.4.4 Teaching methods

A module may be taught in one or more languages. English is used as the teaching language in certain modules.

The teaching method varies according to the nature of the degree and modules. It may be dispensed in one or more of the following ways:
• lectures
• tutorials
• practical work
• practical activities consisting of work in the field
• project or work placement with report.

Tutorials are compulsory in the majors’ modules.

Workshops, case studies, orientation work placements and/or further work placements are also conducted by the students. A final year project is compulsory for all students.

3.4.5 Student progress

To enrol on higher level modules, the requirements of the modules in question must be met (validation of one of several required modules) Additional semesters may be granted to students who have not validated a module.

For the Engineering course, progression to the next year requires passing the preceding year. A retake year may be granted to students who have not validated a module.

3.4.6 Employability

Graduates of engineering schools and the National Schools of Business and Management have no difficulty in finding a job. This is also the case, to a lesser extent, for holders of Specialist (Vocational) Master’s degrees. However, holders of research Master’s degrees have more difficulty. Access to the doctoral level is selective and so some graduates find themselves unemployed for quite some time.

3.4.7 Student assessment

For limited-access courses, continuous assessment is usual, in addition to an end of semester examination, where appropriate. Workshops, mini projects and a final year project are subject to a report and viva before a panel.

The method of validation differs according to the kind of degree.

For Master’s courses, a module is passed if the mark obtained is 10 out of 20 or more. Only one module per year may be validated by a balancing of marks, if the year that includes this module is passed and the mark for the single non-validated module is 7 out of 20 or more (a year is passed if the average of marks obtained in the modules for the two semesters of the year is 10 out of 20 or more).

For engineering courses, a module is validated if its mark is equal to or greater than the mark specified in the course description. This mark must, however, be no less than 10 out of 20. A module may be validated by an annual balancing of marks if the year that includes the module as a whole has been passed. A year of an engineering course is validated and gives the right to enrol on the following year if the following three conditions are met:

• The general average for the year is at least the minimum average pass mark for the year in the course description;
• The number of non-validated modules for the year is below a threshold set in the course description, in line with its assessment regulation;
• No module mark is below the limit set in the course description, in accordance with its assessment regulation.

For ENCG courses, a module is validated if its mark is 10 out of 20 or more and if no mark for any of its component elements is less than 6 out of 20.

A module can be obtained by a balancing of marks, if the semester of which it forms a part has been passed overall. A semester is passed if the average of marks obtained in the semester’s modules is
10 out of 20 or more and if no mark for any of the modules is less than 6 out of 20. Nonetheless, semesters 7, 8, 9 and 10 are not eligible for the balancing of marks system.

3.4.8 Certification

A National Certification Framework is in the process of being implemented (See section 1.4).

3.5 Programmes excluding Bachelor’s and Master’s courses

In the context of their internal regulations, the universities organise paid and continuing education that is certified or can lead to a university qualification. Some of these training courses form the object of a contract with the State, in the context of special national programmes.

According to the provisions of Law 01-00, university qualifications may be recognised as equivalent to national qualifications.

3.6 Doctoral-level programmes

A PhD provides training in and through research and is awarded with the title of Doctor, following a viva on one’s thesis before a panel. A doctorate takes between 3 and 5 years to prepare. Apart from research activities, doctoral students participate in additional compulsory training (specific teaching, project management, languages and communication, basic university pedagogy, tutoring, doctoral forums, etc.). The hourly volume of complementary training providing during preparation for the doctorate is 200.

3.6.1 Organisation of Doctoral Studies

Doctoral training is organised within Doctoral Studies Centres (CEDoc) accredited by the university as an institution. The CEDocs are accredited research structures within the university. The CEDoc has a council and a director. Each CEDoc applies a charter of theses, adopted by the university, and produces its own internal regulations.

Doctoral training is accredited by the Ministry following assessment and the opinion of the National Commission for the Coordination of Higher Education (CNCACES). Accreditation is granted for a four-year period renewable following national assessment.

3.6.2 Entry requirements

Access to doctoral-level studies is open to holders of a Master’s or specialist Master’s or one of the national qualifications on a list set by decree of the government authority responsible for higher education or an equivalent recognised qualification. The specific admissions criteria are proposed by the pedagogical team of the Centre for Doctoral Studies and specified in the description of the accreditation request.

The head of the institution approves enrolments onto the doctorate at the proposal of the director of the Doctoral Studies Centre and the thesis director. When first enrolling on a doctoral course, the doctoral student, their thesis director, the director of the Doctoral Studies Centre and the person responsible for the research structure hosting the student must all sign the Charter of Theses. Enrolment is renewed each university year.

3.6.3 Status of Doctoral Students

A doctoral student has the status of student. Since the 2015-2016 university year, the best students have received a contract for a teaching assistantship.

3.6.4 Supervision of Doctoral Students

The doctoral student conducts their research work within a CEDoc research structure under the supervision of a thesis director. The thesis director is an Accredited Lecturer or Higher Education Lecturer.
When first enrolling, the Charter of Theses sets out the reciprocal commitments of the doctoral student, their thesis director, the director of the Centre for Doctoral Studies and the person responsible for the research structure hosting the student. The working conditions necessary for making progress in the research work, the conditions for annual re-enrolment and the conditions and methods for extending the duration of the thesis are all set out in the charter.

While preparing for the doctorate, the thesis director ensures that his or her student is participating in certain academic activities and, in particular, is meeting the required 200 hours of additional training.

3.6.5 Employability

Most PhD graduates end up working in teaching or administration. Few of them enter an industrial environment.

The structure of the active population, by qualification, highlights nationally a predominance of “unqualified” workers representing, 62.3 % of the total numbers, as opposed to 25.7 % who hold a middle-range qualification and 12 % a higher education qualification (degree).

The unemployment rate among graduates is particularly high even though the trend has been downwards since 1999. It stood at 18.1 % in 2010 as opposed to 27.6 % in 1999. In 2015, given the trend in active population, *the unemployment rate fell from 9.9 % to 9.7 % nationally, from 14.8 % to 14.6 % in urban areas and from 4.2 % to 4.1 % in rural areas. Among men this fell from 9.7 % to 9.4 % and among women it rose from 10.4 % to 10.5 %. Depending on the level of qualification, the unemployment rate of those with no qualifications fell from 4.7 % to 4.1 % while that of graduates rose from 17.2 % to 17.3 %.

This unemployment among educated young people can mostly be explained, among other reasons, by the overall lack of jobs, and above all the mismatch between the training courses offered and the real needs of the economy.

3.6.6 Assessment of Doctoral Students

Doctoral students regularly present progress in their research work to their research structure and participate in doctoral forums organised annually by CEDoc. A PhD is awarded following presentation of the doctoral student's research work to a panel. Prior to presentation of the thesis, the doctoral student must have had articles published in scientific journals. For example, in the areas of the sciences, two publications in indexed journals are required in support of the thesis. Moreover, doctoral students must validate the additional training followed.

3.6.7 Certification

A National Certification Framework is in the process of being implemented (See section 1.4).

4 Teachers and Education staff in Higher Education

The number of permanent teaching staff in higher education stands at 18,313, of which 13,127 in public universities.

4.1 Initial training of lecturer/researchers

Training is provided via doctoral training (training through/for research). During their training, some doctoral students are initiated into education by participating in part-time teaching practice. Doctoral students are involved in supervising final year studies and work placements for Master’s courses. There is no formal initial training for higher education, as is the case for primary and secondary education.
4.2 Lecturer/researcher service

4.2.1 Planning policy

Most lecturer/researchers are permanent, working full-time. A plan to establish a status of contract lecturer could not be concretely implemented. Nonetheless, universities regularly call upon external individuals, particularly from the socio-economic or professional worlds, to run courses on a temporary basis. Allowances to pay such individuals are allocated to universities in their operating budget.

In order to improve the teacher/student ratio, support the increasing numbers of students and face up to significant numbers of retiring staff over the next five years, the Ministry for Higher Education, in agreement with the Ministry of Finances, has since 2014 turned budget headings for civil servants with doctorates working in different public sectors into budgets for Assistant Higher Education Lecturer (PESA). Applicants must however be successful in the competition to recruit lecturer/researchers. This provision enables lecturer/researcher posts to be made available without creating new budget headings. Moreover, from the 2015-2016 university year on, the Ministry has devoted a budget line to establishing “assistantship” contracts for doctoral students.

The age at which a pension may be drawn is set at 65 for lecturer/researchers. Provisions allowing those who wish to continue past the age of 65 if they so wish are currently being considered.

4.2.2 Entry into the body of lecturer/researchers

Recruitment of lecturer/researchers is done via competition open to the holders of a doctorate or equivalent qualification and aged under 40. An age exemption may be granted, as long as the candidate is no older than 45.

Budgets are approved by the Ministry, during the publication of each law of finances. The recruitment competition is organised by the university institutions. The competition comprises two tests: the study of a scientific dossier and an interview with a panel established by the institution in question.

4.2.3 Status of lecturer/researchers

Lecturer/researchers have the status of public civil servant. They report to a university institution, within a particular department, and are incorporated into a research structure.

The particular status of lecturer/researcher has, since 1997, comprised three sliding scales:

- Assistant Higher Education Lecturer (PESA);
- Accredited Lecturer (PH);
- Higher Education Lecturer (PES).

Lecturer/researchers are tasked, within the relevant institution, of undertaking educational activities, teaching and research alongside supervision. A system of job mobility is applied within the university in order to optimise the use of the lecturers’ required hours.

Lecturer/researchers work full-time in the university. Teaching and research activities undertaken outside the university must be authorised by the head of the institution or be in the context of a partnership between the university and the institution in question.

4.2.4 Salaries

The gross salary is made up of research and supervision allowances.

The monthly amounts in Dirhams from 1 July 2005 on (and which continue to be applicable) are given in the table below:
<table>
<thead>
<tr>
<th>Frameworks and Tiers</th>
<th>Research allowances</th>
<th>Supervision allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Lecturer</td>
<td>11 505</td>
<td>11 505</td>
</tr>
<tr>
<td>- Tier A</td>
<td>11 505</td>
<td>11 505</td>
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<tr>
<td>- Tier B</td>
<td>14 505</td>
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<tr>
<td>- Tier C</td>
<td>17 505</td>
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<tr>
<td>Accredited Lecturer</td>
<td>9 140</td>
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<tr>
<td>- Tier A</td>
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<td>- Tier B</td>
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<tr>
<td>- Tier C</td>
<td>11 140</td>
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<tr>
<td>Assistant Higher Education Lecturer</td>
<td>7 505</td>
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<td>- Tier A</td>
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<tr>
<td>- Tier D</td>
<td>10 505</td>
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</tr>
</tbody>
</table>


4.2.5 Weekly workload

The weekly workload of lecturer/researchers, according to current regulations, is as follows:

- Higher Education Lecturer: 8 h
- Accredited Lecturer: 10 h
- Assistant Higher Education Lecturer: 14 h

Working hours may be in the form of lectures, practical exercises, or tutorials. One hour of lecturing equates to 1.5 hours of tutorial and 2 hours of practical.

In addition to teaching, lecturer/researchers also provide supervision and conduct scientific research. Some lecturer/researchers provide educational coordination of courses or modules.

4.2.6 Progress and promotion

A lecturer/researcher is recruited as an Assistant Higher Education Lecturer, which is a two-year post following which they may be offered a permanent post. Permanent posts and promotions are granted by the Ministry of Higher Education at the proposal of the scientific committee of the institute in which the lecturer is working.

Promotion of lecturers from one tier to another is scheduled every two years.

This promotion takes place according to three tracks and speeds:

1/ the exceptional track: 20% of candidates on track for a promotion in less than two years
2/ the fast track: 2 years
3/ normal track: 3 years
The fast and exceptional procedures are triggered following a request submitted to the head of the institution. A promotion request includes the research work conducted individually or collectively and published, national and international scientific activities as well as professional and educational activities.

Transfer to a higher grade takes place as follows:

- To be an Accredited Lecturer (PH), an Assistant Higher Education Lecturer must have been in post for at least four years and must present a set of research works and educational activities to an academic committee established by the head of the institution. They must justify their ability to lead scientific research work.
- To be a Higher Education Lecturer (PES), an Accredited Lecturer must have been in post at least 6 years as an Accredited Lecturer and present a scientific dossier. Scientific dossiers are assessed by a scientific committee on the basis of nationally-established criteria. Progression to the position of Higher Education Lecturer requires a points threshold.

4.2.7 Retirement and pension

Higher Education Lecturers remain in post until the age of 65. As they are civil servants, they benefit from a pension of 2 % of their final salary for each year of service. In exceptional cases, the rate of 2 % per year may increase to 2.5 %.

4.3 Continuing professional development for academic staff

4.3.1 Organisational aspects

Lecturer/researchers who have been in post for at least 7 successive years may take a research, training or improvement sabbatical. They retain their salary during this period.

There is no formal organisation of continuing training for lecturer/researchers. Continuing training takes place through scientific research. Courses in training expertise, university pedagogy, lecturer assessment and pedagogical management are organised by the universities or the Ministry. This training is offered to a limited number of lecturer/researchers. A significant number of Tempus projects have been devoted to areas of pedagogy and assessment.

4.3.2 Incentives to participate in CPD activities

Universities value the research work of their lecturer/researchers through the bonus for scientific publication in indexed journals, aimed at financing participation in international congresses. Continuing training is considered when promoting lecturer/researchers.

5 Management and other staff in higher education

The people with responsibility in universities are:

- The university president, assisted by two vice-presidents
- The General Secretary of the university
- The heads of university institutions (deans of faculties and directors of graduate schools). The heads of institutions are assisted by 2 to 4 vice deans
- The General Secretary of the institution
- The directors of the doctoral study centres
- The heads of departments
- Laboratory directors
- Training course coordinators
- Module coordinators
5.1 Experience required of managerial staff

In the context of Law 01-00, the university president is appointed after a call for candidates and the presentation of a university development project to a committee established by the Minister for Higher Education. The committee comprises lecturer/researchers and personalities from the socio-economic world. An applicant for the presidency of the university does not have to be a lecturer/researcher. However, since 2002 when the new provisions of Law 01-00 were implemented, all presidents of universities have in fact been lecturer/researchers.

University presidents are appointed for a four-year period renewable for a second and final term.

The president is assisted by two vice-presidents (one responsible for education, the other for research and cooperation) and a general secretary; all are appointed by the minister, at the president's proposal. In large universities, the president may have two further vice-presidents.

The appointment of deans, as well as school directors, follows the same procedure as that of appointing and re-appointing university presidents. Deans and school directors are assisted by 2 to 4 vice-deans / deputy directors, depending on the size of the institution.

The university and institution general secretaries are appointed by the university president, following a call for applicants.

Each university has a council, formed of the president, deans, ex officio members, external appointed members and members elected from among the lecturer/researchers, administrative staff and students. The university council has a management council, standing committees and ad hoc committees.

The council's work is prepared in committees (scientific, educational, research, financial monitoring, etc.).

Each institution has a council comprising the dean, departmental heads, ex officio members, external appointed members and members elected from among the lecturer/researchers, administrative staff and students.

The university council takes all decisions relating to the running of the university. The institution's council takes all decisions regarding the running of the institution.

5.2 Conditions of service

Universities are under State supervision but enjoy educational, administrative and financial autonomy. The university councils consider all issues relating to the university's management (design of educational provision, proposal and adoption of courses, creation of university degrees, creation of educational and research structures, breakdown of human and financial resources, promotion of university staff, etc.). The university presidents have financial, human resource and asset management responsibilities.

Universities may:

- Offer to provide, by means of an agreement, paid services (training, advice, expertise, specific research work, etc.).
- Create new business incubators
- Exploit patents and licences
- Market the product of these activities
- Take shares in public and private companies
- Create subsidiary companies
• Establish Public Interest Groupings (GIP)

Law 01-00 has extended the powers of the university council, which is the university’s governing body to:

• Take all measures aimed at improving the university’s management
• Propose all changes to the courses provided within the university and take all measures of a pedagogical nature aimed at improving the quality of training
• Give opinions on requests for accreditation submitted by institutions
• Approve plans to establish training and research courses
• Adopt the university’s draft budget
• Distribute loans between the different university institutions, university services and joint university services
• Define measures aimed at improving the guidance and information of students and encouraging the organisation of cultural and sporting activities
• Approve agreements and conventions
• Propose the creation of university institutions
• Approve the creation of centres proposed by institution councils
• Accept gifts and legacies.

The teaching and research structures, the administrative structures of each university institution, their organisation and conditions of appointment to the different administrative structures are set by the University Council at the proposal of the Institution Council.

6 Quality Assurance in Higher Education

Law 01-00 was the founding act of the quality assurance system. In fact, this law brought in:

• University autonomy and the need to establish an internal quality assurance system (self-assessment, programme review, alumni follow-up, etc.)
• National quality assurance bodies

Educational courses leading to national qualifications must be accredited following assessment. The courses of private higher education institutions must be accredited or authorised following assessment.

The higher education system is subject, as a whole, to regular evaluation of its internal and external profitability, taking educational, administrative and research aspects into consideration. This evaluation is based on educational, financial and administrative audits and on each institution’s self-assessment.

Two national bodies are responsible for evaluation:

→ A body devoted to higher education and scientific research, under State supervision: National Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ).
→ The National Evaluation Body (INE), a body for evaluating the educational and scientific research system, created within the Higher Council for Education, Training and Scientific Research.
6.1 Responsibility of Bodies

National quality assurance bodies:

The National Commission for the Coordination of Higher Education (CNCES)

The composition of the CNCES is set by decree (4 June 2002). It has 20 members, comprising 6 ex officio members and 14 appointed members:

**Ex officio members:**
- The government authority responsible for higher education or its representative, chair;
- The government authority responsible for executive officer training or its representative;
- The government authority responsible for scientific research or its representative;
- The government authority responsible for secondary education or its representative;
- The government authority responsible for habous and Islamic affairs or its representative;
- The permanent secretary of the Hassan II Academy for Science and Technology or their representative.

**Appointed members:**
- 5 university presidents;
- 2 directors of higher education institutions not affiliated to universities;
- 2 directors of private higher education institutions;
- 2 directors of research facilities, one public the other private;
- 1 representative of the most representative national union of higher education lecturer/researchers;
- 2 personalities from the socio-economic world.

Members are appointed for a three-year period, renewable once.

The CNCES is chaired by the Minister for Higher Education, Scientific Research and Executive Officer Training.

The CNCES was established in 2003. It is responsible for:
- providing an opinion on the creation of universities and/or any other public or private higher education institution;
- establishing the criteria and mechanisms for reciprocal validation of study programmes and their accreditation;
- coordinating the admission and enrolment criteria for students in the different levels, along with the standards for continuing assessment, examinations, vivas and acceptance of scientific research;
- creating and establishing IT networks useful in this regard;
- promoting scientific research and encouraging excellence;
- proposing study regimes and exams;
- promoting solidarity and mutual financial support.

Commission for the Coordination of Private Higher Education (COCESP)

The Commission for the Coordination of Private Higher Education is chaired by the government authority responsible for higher education and comprises:
**Ex officio members:**

- The director responsible for private higher education or his/her representative;
- The director responsible for higher education or his/her representative.

**Elected members:**

Six legal representatives from private higher education institutions elected by their peers.

**Appointed members:**

- Two university presidents;
- A dean from a legal, economic or social sciences faculty;
- A dean from a medical or pharmaceutical or dental medical faculty;
- A dean from a science and technology faculty;
- A director of an engineer training institution within a university;
- A director of a higher education institution not affiliated to a university;
- Two personalities from the socio-economic world.

The Chair of the Commission may invite any qualified person they consider useful.

COCESP’s aim is to:

- Give opinions on authorisations regarding the opening of private higher education institutions and on their requests for accreditation;
- Establish quality standards for private higher education and ensure their dissemination and application;
- Establish, promote, adapt and ensure respect for a code of conduct;
- Implement supervisory mechanisms and produce strategies and actions plans for the sector’s development;
- Promote cooperation between private higher education institutions and their different public and private partners;
- Contribute to the running of any private higher education institution that is failing or momentarily or permanently incapable of continuing to function under its own resources.

**National Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ)**

ANEAQ is a public institution with legal status and financial autonomy, created in 2014.

The Agency is run by a Board of Directors and managed by a director. The Board of Directors, chaired by the head of government or government authority delegated to this effect, comprises:

- two representatives from the supervising ministry;
- the permanent secretary of the Hassan II Academy of Science and Technology or their representative;
- the president of the National Commission for the Coordination of Higher Education or their representative;
- the president of the Higher Council of Education, Training and Scientific Research or their representative;
- a representative of institutions not affiliated to universities;
- a representative of private higher education;
- two former university presidents from public higher education;
- four members known for their scientific and technological skills;
- one representative elected from among the Agency’s staff.

It is responsible for:

- Institutional evaluation
- The evaluation of training programmes
- The evaluation of scientific research

6.2 Approaches and Methods for Quality Assurance

Public and private higher education institutions and universities enjoy educational autonomy. They establish an internal quality assurance system that is based on on-going self-assessment.

To ensure the quality of training that is to be provided, training courses leading to a qualification must be accredited in advance by the Ministry following the opinion of the National Commission for the Coordination of Higher Education (CNCES). Proposed courses for private education, drafted by educational teams and then adopted by university bodies or by the National Commission for the Coordination of Private Higher Education, must be submitted to the Ministry for accreditation. Proposed courses must be produced on the basis of certain standards: They must be produced in line with a set of National Educational Standards (CNPN) specific to each qualification and in line with a detailed request for accreditation (contractual document).

In order to obtain accreditation, proposed courses are submitted for the assessment of the CNCES, which comprises thematic evaluation committees and expert committees. The assessment of proposed courses is undertaken by peers who follow a guide and an evaluation form. Once they have received the opinion of the assessment committees, accreditation is granted or not by the Ministry, following the opinion of the CNCES.

Accreditation is granted for a fixed term, at the end of which the courses are subject to self-assessment. The self-assessment reports are sent to the Ministry accompanied, where appropriate, by a request for accreditation renewal.

In order to monitor and improve the quality of training, scientific research programmes and institutions, a National Evaluation and Quality Assurance Agency has been created. The Agency is responsible for:

- Evaluating public and private higher education institutions and scientific research institutions;
- Examining and evaluating training courses with a view to obtaining or renewing accreditation;
- Evaluating the Doctoral Studies Centres;
- Evaluating scientific research and the effectiveness of its structures;
- Evaluating university cooperation programmes in the area of training and scientific research.

The Agency can also conduct evaluations on demand of:

- Ministerial departments
- The Higher Council of Education, Training and Scientific Research
- The Hassan II Academy of Science and Technology
- The National Centre for Scientific and Technical Research
Higher education and research universities and institutions

7 Educational Support and guidance

The Moroccan state is making considerable efforts to support students and contribute to their success. Sociocultural services are available to students. These are managed by the National Office of University Sociocultural Services (ONOUS), under the supervision of the Ministry.

7.1 Student support measures

Student support measures primarily include:

- The study grants awarded to a vast majority of the student population;
- University board and lodging subsidised by the State; students pay a small amount.
- Social/medical services provided by socio-medical centres established in university halls of residence.
- Medical cover for students, which is currently being rolled out.

Foreign students are nearly all holders of Moroccan government scholarships and benefit from the university’s social services. An international hall of residence is reserved for these students.

7.1.1 Target groups

To benefit from a grant, the student population must meet certain conditions, primarily in relation to their parents’ income.

Socio-medical services and medical cover are available for all students.

Study grants for Bachelor’s degrees are social in nature, while other kinds of grant are merit-based, sometimes also including social aspects.

7.1.2 Specific support and measures

A national programme aimed at making access and use of IT and communications available to students has been in place for six years. This programme, known as INJAZ, enables students to receive a pack comprising high-speed Internet access and a laptop or tablet. This provision is 85% subsidised. The aim is to ensure equal opportunities in terms of accessing new technologies and to improve the quality of training and develop graduates’ skills and employability.

Some benefits are offered to students such as reduced travel costs, and access to some artistic or other activities.

7.2 Guidance and Counselling in Higher Education

The universities and university institutions establish student guidance and information centres. These centres are particularly active at the start of the academic year. Through these centres, the students are being increasingly involved in this process of guidance and counselling.

7.2.1 Academic guidance

The Ministry accredits and publishes accredited courses; the universities and training institutions are required to ensure wide dissemination of the course curricula in different forms and via different means with a view to facilitating students’ choices and orientation.

The Ministry of Higher Education’s website, and those of the universities and higher education institutions, provide a great deal of information in this regard. Student forums are organised annually throughout the country and by the universities and higher education institutions.
7.2.2 Psychological counselling

There is no psychological counselling in higher education institutions although some initiatives have
been taken.

The National Office of University Sociocultural Services (ONOUS) makes at least one socio-medical
centre available to students in the halls of residence of all large universities, accessible to all the
student population. Depending on their availability, medicines may be issued free of charge to
disadvantaged students.

7.2.3 Career Guidance

Law 01-00 on the organisation of higher education provided for an Observatory for Matching Higher
Education with the Economic and Professional Environment. This supervisory body, not yet
established, will enable higher education to be aimed at promising sectors. In the meantime, sectoral
studies have been conducted and have given rise to national contractual training initiatives and
programmes between the State and universities, aimed at meeting the identified needs. The following
initiatives are worthy of note:

- ‘Morocco Offshoring’ initiatives;
- The ‘100 000 engineers initiative’;
- The ‘10 000 social workers initiative’, to support the National Human Development
  Initiative (NHDI);
- The ‘3 300 doctors initiative’;
- The ‘training programme for 10 000 senior educationalists’
- ‘Plan Azur’ (tourism careers);
- The ‘National Industrial Emergence Agreement’ (Food processing, Aeronautics,
  Electronics, Cars, Textiles, etc.);
- ‘Energy Plan’;
- ‘Halieutis Plan’;
- ‘Environmental Charter’;

Moreover, universities are in the process of establishing alumni follow-up structures, particularly in the
context of the Tempus programme. These structures will contribute to consolidating job-oriented
training or redirecting graduates towards the needs of the job market.

The educational autonomy of universities and their regulation through accreditation and assessment
enables the training provision to be aimed at identified or felt needs. The involvement of participants
from the socio-economic and professional worlds on university councils and national regulatory bodies
contributes to this orientation.

8 International Mobility in Higher Education

8.1 Student mobility

Moroccan students benefit from a number of possible short or long-term courses overseas. These are
organised by the Ministry in the context of partnerships with other countries or international bodies, or
organised in the context of partnerships between Moroccan universities and international universities
or bodies. The Tempus and Erasmus+ programmes are excellent programmes in this regard.

Moroccan universities are welcoming a growing number of foreign students. Morocco’s south-south
cooperation is massively geared towards Africa, particularly sub-Saharan Africa. The number of
foreign students is constantly increasing. More than 75 % of students come from the countries of sub-
Saharan Africa. Foreign students are almost all Moroccan government grant holders. More than 30 %
of students are following a Master’s or Doctoral course. The pathways of excellence (Medicine,
Engineering, Business and Management, Sciences) account for half of this figure. Like their Moroccan counterparts, these students benefit from free education. They benefit from university social services. An international hall of residence is in place for these students.

8.2 Academic staff mobility

Through the Tempus and Erasmus+ programmes, a significant proportion of academic staff have been able to participate in activities alongside their European counterparts. Demand for this overseas travel is growing fast.

Nonetheless, there has been a growing trend over the last few years of travelling to the Americas and Asia.

8.3 Other International Dimensions of Higher Education

Morocco has made a definite choice to open itself up internationally, particularly to the EU. This choice can be clearly seen in:

- The adoption of the LMD system and the process underway to establish the ECTS system,
- The establishment of a quality assurance system to international standards,
- The involvement of universities throughout the world in calls for international projects launched by Morocco,
- The active involvement of universities in the Tempus, Erasmus Mundus and Erasmus+ cooperation programmes,
- The merger of universities with a view to creating poles of excellence in teaching and research and pooling means and resources in order to develop scientific output and consequently ensure greater visibility internationally,
- The consolidation and development of the international component of the Moroccan higher education system through the creation of international outward-looking universities and institutions such as the Al Akhawayn University in Ifrane, the Rabat International University, the Fèz Euro-Mediterranean University, the Mohammed VI Polytechnic University at Benguéirir, the International INSA, the Central School of Casablanca, the IUT International and the Mediterranean Logistics and Transport Institute in Tétouan, the Higher Institute for Lifelong Learning.
- The creation of renowned higher education institutions in the context of international cooperation:
  - The Central School of Casablanca;
  - International INSA at Fèz;
  - The International IUT at Oujda;
  - The Tangier-Tétouan Mediterranean Institute for Logistics and Transport;
  - The School of Architecture at the International University of Rabat;
  - The Higher Institute for Lifelong Learning.

Morocco is the first French-speaking African country to welcome African students, and the second overall after South Africa.

8.3.1 European and global intercultural dimension in the curricula

Linguistic diversity forms a major direction in Moroccan universities. This commitment enables an openness on the part of the system and students to foreign cultures and civilisations. Apart from Arabic and Tamazight, several European (French, Spanish, English, German, Italian, Portuguese) and Asian (Japanese, Chinese, Korean) languages are taught in Moroccan universities.

Several Bachelor’s and Master’s level courses are accredited in areas such as:

- Human rights and freedoms;
• Euro-Mediterranean studies;
• Gender, society and interculturalism;
• Religious dialogue;
• Humanities;
• Migration;
• Peace and Ethnology;
• International relations;
• Foreign languages, literature and civilisation.

Several research projects conducted jointly with European and Mediterranean partners cover issues related to intercultural dialogue:

• Religions and humanism;
• History and inter-cultural studies;
• Gender and human rights;
• Civil society;
• Protection of minorities;
• Colonial memories and heritage;
• History of emigration;
• Religious heritage.

8.3.2 Partnerships and Networks

Through the research and cooperation programmes, all Moroccan universities work within a context of networking and partnerships. These networks are becoming more international and beginning to involve far distant countries such as Japan, South Korea and some countries of Latin America, in addition to traditional closer partners.

8.4 Bilateral Agreements and International Cooperation

8.4.1 Bilateral Agreements

Several bilateral cooperation agreements have been developed with countries across the five continents in relation to higher education and student exchanges. Morocco’s cooperation on higher education and scientific research is largely aimed at Europe and the Mediterranean. Morocco’s south-south cooperation is massively geared towards Africa, particularly sub-Saharan Africa.

8.4.2 Cooperation and Participation in Global Programmes and with International Bodies

Morocco is making great efforts to improve cooperation with international bodies. Moroccan universities are particularly active in the European Tempus and Erasmus Mundus higher education programmes and, more recently, the Erasmus+ programme.

9 On-going Reforms and Policy Developments

9.1 National education strategy and key objectives

Morocco has undergone profound structural transformations, above all since the turn of the millennium, culminating in the 2011 Constitution and the societal choices defined therein.

The different national education system reform programmes have enabled important achievements to be made, particularly in legal and institutional terms, with regard to expanding capacity and revising the educational architecture and curricula, along with the decentralisation and autonomy of institutions. However, the Moroccan education system is still suffering from chronic weaknesses that the Council noted in the report produced by the National Evaluation Body on implementation of the National Education and Training Charter for 2000-2013.
The Higher Council for Education, Training and Scientific Research (CSEFRS) thus produced a vision of reform from 2015-2030 entitled ‘For equity, quality and promotion at school’. The aim of this strategic vision is to establish a new school system based on three broad fundamental principles: equity and equality of opportunity, quality for all and promotion of the individual and society. This aims to reinforce the achievements, propose solutions for pending crosscutting issues and implement the necessary cuts.

In order to respond to the three principles of the reform’s strategic vision, 23 levers have been advocated:

**Eight levers for equality**

1. Implement the principle of equal access to education and training without discrimination
2. Roll out compulsory preschool education for all
3. Positive discrimination in rural and periurban areas and in disadvantaged areas in order to extend and develop education
4. Guaranteed right of access to education and training for people with disabilities or special needs
5. Guaranteed lifelong and sustainable learning, and the creation of a personal plan of integration
6. Provide education and training institutions with a level of supervision, quality and equipment and a capacity for support that is in line with the demands of fairness and equal opportunities
7. Establish an effective and attractive school system
8. Partnership between public and private teaching to achieve parity

**Seven levers of quality for all**

1. Upgrade the professions of teaching, training and management: the first precondition for any improvement in quality
2. More coherent structuring of and more flexible components and levels in the Moroccan school system
3. Institutionalised pathways between the different educational and training levels
4. Develop a diversified, open, effective and innovative pedagogical model
5. Ensure mastery of the languages taught and diversification of teaching languages
6. Promote scientific and technical research and innovation
7. Ensure effective governance of the education and training system

**Six levers for the promotion of the individual and society**

1. Match learning and training with the needs of the country, the careers of the future and the employment capacity
2. Consolidate sociocultural integration
3. Provide education for a civic, democratic and egalitarian society
4. Lifelong learning
5. Active involvement in the economy and knowledge society
6. Consolidate Morocco’s place among the emerging countries

**Two levers for effective leadership and a new change management**

1. Constant social mobilisation
2. Energetic leadership and efficient managerial skills

The Council recommends setting out the content of the 2015-2030 reform’s strategic vision in a framework law, which will form a national contract committing all forces to implement it and regularly monitor its progress and achievements.
9.2 Overview of processes and drivers for the education reform

In line with the strategic vision of the 2015-2030 reform, produced by the Higher Council for Education, Training and Scientific Research, a Preliminary Strategic Plan 2015-2030 was produced for the higher education and scientific research sector. This plan revolves around 4 strategic components:

**Theme 1:** Improved access to higher education in order to ensure parity, equal opportunities and lifelong learning

**Theme 2:** Promoting quality in order to improve educational performance and match it to the needs of development and the job market

**Theme 3:** Support for scientific research, improved performance and its linkage to overall development objectives

**Theme 4:** Better governance of the higher education system in order to improve its performance

The measures planned and underway are:

1. Updating and development of the legal framework governing higher education and scientific research through a review of Law 01-00 and the resulting regulatory texts.
3. Improved governance of universities and promotion of their regional foothold with a view to supporting the planned regionalisation being put forward.
4. Establish a permanent contract-based system between the State and universities/higher education facilities based on performance indicators.
5. Establish a global and integrated information system.
6. Promote international cooperation.
7. Develop institutional mechanisms to maintain the funding of public higher education and diversification of its funding sources.
8. Develop continuing training programmes to the benefit of different system actors.

9.3 National Reforms in Higher Education

The main reforms in higher education over the past 15 years have been:

- The drafting of the National Education and Training Charter, setting the targets for the decade, 1999-2009.
- The global reform of the public and private higher education system in the context of the new Law 01-00 produced on the basis of the Charter’s guidelines (2000).
- The creation of a universities development programme (Emergency Programme 2009-2012), which created a new contract-based framework for governance between the State and universities.
- The creation of a 2013-2016 action plan to consolidate the emergency programme and remedy identified weaknesses.
- The creation of a 2015-2030 strategic vision ‘For parity, quality and promotion at school’ and a preliminary action plan for the development of the higher education and scientific research sector.

9.3.1 1997

Twin reforms were undertaken in 1997: the reform of third level and doctorate system and the reform of the status of lecturer-researchers.

Reform of third level and doctorate system
The reform of third level and doctorate system introduced a new vocational qualification: the *Diplôme d’Etudes Supérieures Spécialisées* (Higher Specialist Studies Degree / DESS), in addition to the *Diplôme d’Etudes Supérieures Approfondis* (Further Higher Studies Degree / DESA) to prepare for a doctorate. The previous doctoral system (3rd-level doctorates) was withdrawn in favour of a single qualification: the National Doctorate. Under this reform, third level and doctoral training is provided within accredited Research and Training Units (UFR). This reform institutionalised the National Evaluation and Accreditation Commission (CNAE), responsible for accrediting the UFR.

**Reform of the status of lecturer-researchers**

The reform of the status of lecturer-researcher introduced three categories into the teaching body: Assistant Higher Education Lecturer, Accredited Lecturer and Higher Education Lecturer (a level that existed in the previous system). The positions of lecturer's assistant, assistant lecturer and lecturer were removed. A sabbatical year has been established.

Lecturer-researchers are recruited via a national competition open to holders of doctorates. In terms of promotion, seniority is no longer sufficient. This text introduces an authorisation to direct research and a competitive examination for progressing to the level of Higher Education Lecturer.

**9.3.2 2000**

**Global reform of the higher education system**

The public and private higher education system has been subject to an overall reform of all aspects of education, governance, regulation and student life. In the context of this reform, a new law, Law 01-00 on the organisation of higher education, was produced on the basis of the directions of the National Education and Training Charter. The main innovations introduced by this reform are:

- The new governance of public and private higher education universities and institutions
- A strengthening of university autonomy by establishing public institutions with legal status and educational, administrative and financial autonomy
- The establishment of regulatory bodies (Institutional Accreditation and Assessment)
- The establishment of a quality assurance system, based on self-assessment and external evaluation
- Implementation of the LMD reform
- Improved student service provision, particularly through the creation of the National Office of University Sociocultural Services

**9.3.3 2007**

**Reform of doctoral studies**

The reform of doctoral studies formed the last phase of implementation of the LMD educational architecture. Since implementation of this reform, doctoral training has been organised within Doctoral Study Centres accredited by the universities. The CEDoc group together accredited research structures. Doctoral training is accredited by the Ministry of Higher Education following the opinion of the CNCES. This reform introduced additional compulsory training for doctoral students, in addition to research activities.

**9.3.4 2015**

**Revision of Law 01-00**

The Moroccan education system has always been at the centre of national priorities and concerns. The higher education system has been the object of successive reforms that have enabled important improvements to be made. Nonetheless, Moroccan higher education still has a number of aspects in need of improvement.
In order to capitalise on the gains of previous reforms and build on them in order to tackle the social issues and challenges facing the education and training system in the future, particularly increased student numbers and quality, the Higher Council for Education, Training and Scientific Research has produced a ‘Strategic Vision for the Reform 2015-2030’.

According to the principles advocated in this document, this revision is aimed in particular at:

- Restructuring the system through the regrouping of its different components;
- Adapting to changes both nationally and internationally;
- Improving university governance;
- Promoting the partnership approach to higher education;
- Establishing a legal framework governing scientific research.

10 Legislation

Legislation on higher education relates primarily to two categories of texts, legal and regulatory.

1. **Fundamental legal texts:**

- **National Charter for Education and Training**
  Law No 01-00 on the organisation of higher education (French / Arabic)

- **Higher Council for Education, Training and Scientific Research**
  Law No 1-05-152 on the reorganisation of the Higher Education Council (Arabic)

- **National Commission for the Coordination of Higher Education**
  Decree No 2.01.2330 laying down the composition and functioning of the National Commission for the Coordination of Higher Education and the methods for appointing its members.

- **Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research**
  Dahir No 1-4-130 of 3 chaoual 1435 (31 July 2014) on enacting Law No 80-12 on the Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research (French/Arabic)

2. **Legal and regulatory texts:**

- **Creation of universities, institutions and university campuses**
  Dahir governing Law No 1.75.398 on the creation of universities (French)
  Decree No 2-90-554 on university institutions and university campuses (French)
  Dahir No 1.09.100 on enacting Law No 47.08 on the transfer of the *Ecoles Normales Supérieures* from the national education department to the universities (Arabic)
  Decree No 2.01.1999 laying down the composition of the committee responsible for examining applicants and university development projects with a view to choosing three candidates for university president (French).
  Decree No 2.01.2352 directing the Minister for Higher Education, Executive Officer Training and Scientific Research to establish the methods of calling for applicants for university president (Arabic)
  Order from the Minister for Higher Education, Executive Officer Training and Scientific Research No 1774-01 establishing methods of calling for applicants for university president (Arabic)

- **University Councils and Bodies**
Decree No 2.01.2326 setting the methods for appointing and electing members of university councils (Arabic)

Order of the Minister for Higher Education, Executive Officer Training and Scientific Research No 1269-02 establishing the methods of organising elections for elected members of the university councils (amending order) (Arabic)

- University Management Council

Decree No 2.01.2327 establishing the methods for appointing members of university management councils (Arabic)

Decree No 2.01.2328 establishing the composition of university institution councils, the method of appointing or electing their members and their methods of operation (Arabic)

Order of the Minister for Higher Education, Executive Officer Training and Scientific Research No 1270-02 establishing the methods of organising elections for elected members of the university institution councils (supplementing order) (Arabic)

- Scientific Committee

Decree No 2.01.2329 establishing the composition and operation of the scientific committee of university institutions as well as methods for appointing and electing its members (Arabic)

Order of the Minister for Higher Education, Executive Officer Training and Scientific Research No 1271-02 establishing the methods for electing representatives of higher education lecturers on scientific committees (Arabic)

- Higher education institutions not affiliated to universities (EESNRPU)

Decree No 2.03.201 establishing the list of higher education institutions not affiliated to universities (French)

Decree No 2-02-516 taken in application of Article 28 of Law No 01-00 on the organisation of higher education (French)

Decree No 2.05.885 taken in application of Articles 33 and 35 of Law No 01-00 on the organisation of higher education (French)

- Standing Committee for the Management of Teaching Staff in Institutions not Affiliated to Universities

Decree No 2-02-517 establishing the composition of the Standing Committee for the Management of Teaching Staff, the method of appointing its members and operating methods (Arabic)

- Mission of University Institutions

Decree No 2-04-89 of 18 rabii II 1425 (7 June 2004) establishing the mission of university institutions, the levels of higher education and corresponding national qualifications (Arabic)
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