Erasmus+

National Erasmus+ Office - Morocco

IMPACT OF ERASMUS+ CAPACITY BUILDING PROJECTS ON HIGHER EDUCATION IN MOROCO

MAY 2021

IMPACT OF ERASMUS+ CAPACITY BUILDING PROJECTS ON HIGHER EDUCATION **AU MAROC**

Any partial or complete reproduction is prohibited without the prior agreement of the National Erasmus+ Office Morocco. These reproductions must respect the copyright in accordance with the Creative Commons licenses mentioned below.

Dépôt Légal : 2021MO3038

ISBN : 978-9920-9192-0-3

Edited by the National Erasmus+ Office Morocco, 24 rue Omar Ibn Lkhattab - Agdal Rabat 10000– Morocco, funded by the European Union

Funded by the European Union

©NEO-Erasmus + 2021

CC BY NC SA

Edition 2021

2

TABLE OF *CONTENTS*

List of Acronyms 3
List of sheets 3
Acknowledgements 4
Executive Summary 5
Introduction 10
1. Methodology note 11
2. Impact on the higher education system: a real impact but a need for a gestation period 14
- Relevant projects in line with priorities
- System internationalization and openness
- Impetus for reform of the Moroccan higher education system
- Renewed governance
- Fostering interdisciplinarity and transdisciplinarity
- Opening up to the socio-economic world: efforts to be made
- National Entrepreneurship and Innovation Framework
- For greater impact

3. Impact on institutions: Impact and sustainability disparities 21
- Development of internationalization
- Modernizing the management and governance of HEIs
- Improvement of the quality of the training offer
- Professionalization of training and openness to the socio-economic world
- Training and support of staff
- Infrastructure improvements
- Institutional networking and cooperation
- For greater impact

4.Impact on individuals: training, openness and professional development 30
- Staff capacity building: expertise and career development
- Support for student education
- For greater impact

5. Impact on society: supporting the Kingdom's strategic projects and priorities 33
6. Inclusion: awareness, sensitization and accessibility services created 33
7. Digital transition: an important contribution 36
8. Contribution of the projects to the COVID crisis 37
9. Development of scientific research 37
10. Intercultural dialogue and openness 40
11. Sustainability: the Achilles heel 40
12. Capacity Building: Issues and Recommendations 42
Conclusion 50
Appendixes 52
- Appendix 1: 4-Step Methodology
- Appendix 2: Presentation of the 18 projects subject of this study
- Appendix 3: Sample description
- Appendix 4: Results and projects deliverables
- Appendix 5: Higher education system in Morocco
- Appendix 6: Major structuring projects in Morocco

3

LIST OF *ACRONYMS*

CBHE : Capacity Building for Higher Education

EES : Etablissement de l'Enseignement Supérieur **Higher Education Institution (HEIs)**

ENCG : Ecole Nationale de Commerce et de Gestion **National School of Business and Management**

ES : Enseignement Supérieur **Higher Education**

ECTS : European credit transfer and accumulation system

FLSH : Faculté des Lettres et des Sciences Humaines **Faculty of Literature and Humanities**

FP : Faculté Poly-disciplinaire **Multidisciplinary Faculty**

FS : Faculté des sciences **Faculty of Sciences**

FSJES : Faculté des Sciences Juridiques, économiques et sociales **Faculty of Law, Economics and Social Sciences**

FST : Faculté des Sciences et Techniques **Faculty of Science and Technology**

GRH : Gestion des Ressources humaines **Human Resources Management (HRM)**

JP : Joint projects

LMD : Licence Master Doctorat **LMD 'Licence (bachelor), Master, Doctorate'**

LMS : Learning Management **System Système de gestion de l'apprentissage**

PES : Professeur de l'enseignement supérieur **Professor of Higher Education (full professor)**

PESA : Professeur de l'enseignement supérieur assistant **Assistant Professor of Higher Education**

PH : Professeur habilité **(Associate Professor)**

PPP : Partenariat Public-Privé **Public-Private Partnership (PPP)**

REL: Ressources Educatives Libres **Open Educational Resources**

SP : Structural projects

SES: Système de l'Enseignement Supérieur **Higher Education System (HES)**

SMED : South Mediterranean (Sud-Méditerranée)

TP : Travaux Pratiques **Practicum**

UE : Unité d'Enseignement **Teaching Unit**

VAE : Validation des acquis de l'expérience **(Accreditation of prior learning experience)**

WP : Work package

LIST OF *SHEETS*

Sheet 1 : Description of the 18 projects - Typology and Budget

Sheet 2 : Description of the 18 projects - Partners

Sheet 3 : Description of the 18 projects - Country and coordination

Sheet 4 : Description of Structural Projects - Scope and Country

Sheet 5 : Results of structural projects

Sheet 6 : Results of curriculum development projects

Sheet 7 : Description of Management and Governance Modernization Projects

Sheet 8 : Results of HEIs Management and Governance Modernization Projects

Sheet 9 : Description of projects to strengthen relations with the socio-economic environment and society

Sheet 10: Results of projects to strengthen relations with the socio-economic environment and society

4 ACKNOWLEDGEMENTS

This work was carried out under the overall direction of the CBHE section of the European Commission's Education, Audiovisual and Culture Executive Agency (EACEA).
This report was written by : Mrs. Latifa DAADAOUI, national coordinator of the Erasmus+ Morocco Office and Mr. Ahmed Ghanimi, expert at the Office.
The different versions of this report have been remarkably commented by Mrs Carla Giulietti, project adviser at the EACEA.
The team would like to thank: students, managers, teacher-researchers and socio-economic partners who participated in the interviews and thus generously contributed to the reflections and conclusions of this work.
The team thanks deeply the Department of Higher Education and Scientific Research of the Ministry of National Education, Vocational Training, Higher Education and Scientific Research for their availability and their precious support for the achievement of this work.

5 EXECUTIVE SUMMARY

Erasmus+ is the EU's program for supporting education, training, youth and sport. The Erasmus+ Capacity Building in Higher Education (Erasmus+ CBHE) projects are a flagship action of the program. They are intended to have a short and long term impact on the higher education system by supporting the undertaken reform efforts, a direct effect on the institutions through their modernization, and ultimately on the individuals such as students and graduates. These projects, through different addressed issues, are also expected to contribute to meeting major societal challenges at national, regional and global levels such as youth employability, inclusion, climate change, sustainable development, innovation, intercultural dialogue, etc. The capacity building projects also aim at building bridges between the Moroccan and European higher education systems.

- ***Why impact should be evaluated?***

At the crossroads between two programs and after the finalization of a first generation of projects, it is relevant to assess the impact induced by the projects on the various components of Moroccan higher education and to identify the levers for their sustainability. It is also necessary to understand which relevant activities and favorable contextual factors have allowed to achieve these impacts, in order to reproduce the positive effects of successful CBHE projects.

- ***What are the objectives and methodology of impact assessment?***

The objective of the report is to identify the impact of Erasmus+ CBHE projects on individuals, institutions and the overall higher education system. It is crucial to clarify the role of the projects in driving higher education reform and to see to what extent they have induced significant change. The focus will be on promoting inclusion, digitalization and articulation with research. This report will identify the challenges, provide recommendations and define the key success factors (KSF) for impactful and sustainable projects.

The study covers 18 projects selected between 2015 and 2016 (and one two-year project selected in 2017) and finalized between 2019 and 2020. The methodology is based on: ① a document review of project descriptions, monitoring reports and deliverables and ② data collection through 27 semi-structured individual interviews, 10 non-formal individual interviews and a survey

EXECUTIVE *SUMMARY*

(20 responses), conducted among individuals involved in the projects, beneficiaries and public authorities.

- *How do Erasmus+ projects influence higher education in Morocco?*

The results of the projects are multiple and important. However, while the immediate impact on the individuals and institutions directly involved is real (but not well documented), the dissemination, broadening of the impact, sustainability, and systemic impact deserve to be developed.

In the Moroccan context, the Erasmus+ capacity building projects :

- **Are relevant** and provide answers to priority issues for Morocco.
- **Are effective** in the vast majority of cases and achieve their objectives despite the absence of regulatory support that can delay the deployment of projects.
- **Are efficient:** budgets are well implemented, despite some losses, particularly on the acquisition of equipment, due to the many financial, administrative and procedural management difficulties faced by public universities.
- Have had a **significant** and **real impact on :**

• **Training** and capacity building of human resources: academic, technical and administrative staff, their openness and mobility;

• **Difficulties related to financial management block and limit involvement, implementation, results and the extent of impact.**

• The absence of a **strategic approach** (vision, strategy) in the institutions regarding the projects, their results and partnerships, due in particular to the change of the institutions management teams. This does not foster the necessary commitment for the effective deployment of projects, their sustainability, the multiplication of their effects, the expansion of their impact and the development of new partnerships;

• **Limited dissemination** of results due to, among other things, the involvement of a limited number of institutions and individuals in the projects. Also, dissemination plans are not implemented as described in the application;

• The mobilization and involvement of **non-academic partners**, in particular companies, is a major issue knowing that CBHE projects, in fine and whatever their nature, aim at bringing closer the socio-economic sphere for a better employability of the graduates;

• In the majority of projects, the **sustainability of the results is compromised** because of the prior design of the project, a sustainability plan poorly adapted to the constraints, and in any case not implemented / not binding, a lack of clear accountability (sustainability is the concern of all partners), insufficient financial and human resources, a lack of leadership involvement, the non-existence of a prior framework that can capture and promote the project results.

For all these reasons, the impact is not very broad and not well documented.

- *What are the actions to be undertaken for sustainable results and a broader impact?*

The action is plural and requires the involvement of all stakeholders in the dynamics of Erasmus+ CBHE projects.

- The project from its **conception** must involve the different partners, beyond the individuals, the institutions and the leadership. One of the mechanisms is the establishment of international relations offices depending directly from the leadership, which will have the role of supporting the project leaders.
- Concerning **structural projects**, the involvement of the Ministry is essential, starting from the project set-up phase, in order to define the needs that can be met by the project and to identify the levers for dissemination and sustainability. Ideally, the setting up of a **structure dedicated** to the monitoring of projects would be an important contribution not only for the monitoring, but also for the valorization and capitalization on the results of the projects.
- The **selection and involvement of the appropriate people** to be associated with the projects and their activities. It must be done based on the skills and contributions to the project, while ensuring their consistency during the lifecycle of the project.
- The **European partners** are also called to better involve the Moroccan partners to ensure the exchange, better design the training courses according to an engineering guaranteeing the solidity of the training of trainers (for the dissemination).

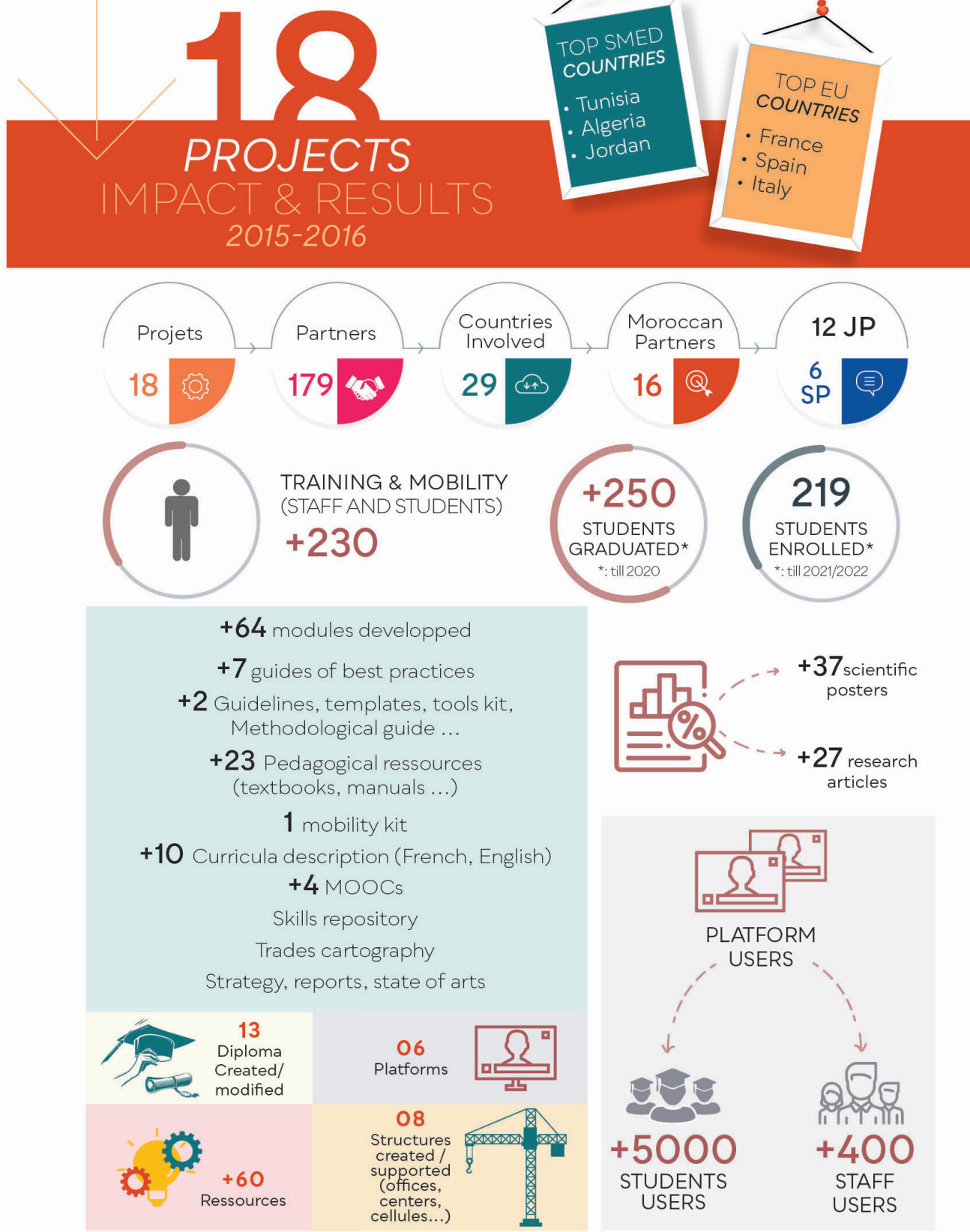
EXECUTIVE *SUMMARY*

- The **administrative and financial management** (linked to autonomy of public universities) hinders the proper implementation and deployment of project activities (acquisition of equipment, staff mobility, etc.) by depriving them of the agility and speed necessary to carry out projects. As a consequence, results, dissemination, and impact may be compromised. Urgent action is needed to be taken by the authorities to ensure timeliness while providing the necessary ex-post controls.

- ***What are the future perspectives of Erasmus+ CBHE projects?***

Capacity building projects (since TEMPUS and then Erasmus+) have provided important and undeniable support to institutions and the higher education system in Morocco regarding: inclusion, internationalization, quality assurance, convergence towards the Bologna process, joint training, e-learning, use of ICT in education. The pedagogical and administrative reform of higher education in Morocco continues with the implementation of the organizational chart of universities and the framework law 51-17 on the system of education, training and scientific research. This framework law is being deployed according to a project approach subject to **State-University contractualization**, a new **governance** that enshrines autonomy and evaluation and the imperative of sustainable development of **inclusion**, **remote learning** and digitalization tested during the crisis of COVID-19.

This context is conducive to a more optimal use of future results of Erasmus+ CBHE projects.



CONCEPTION & IMPRESSION : RAYCOLOR.MA / 0808502882

Erasmus+

Enriching lives, opening minds

It all starts here

Funded by the European Union

/ERASMUSPLUSMOROCCO
@ERASMUSPLUSMOROCCO
CONTACT@ERASMUSPLUS.MA

WWW.ERASMUSPLUS.MA