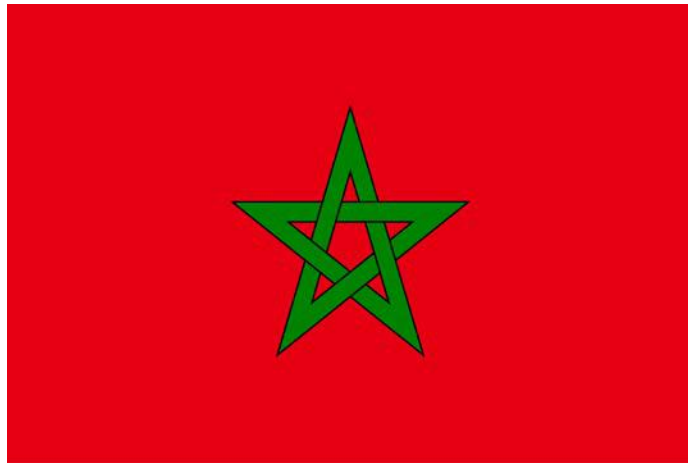


Moroccan Educational System



National report

September 2019



1. Introduction

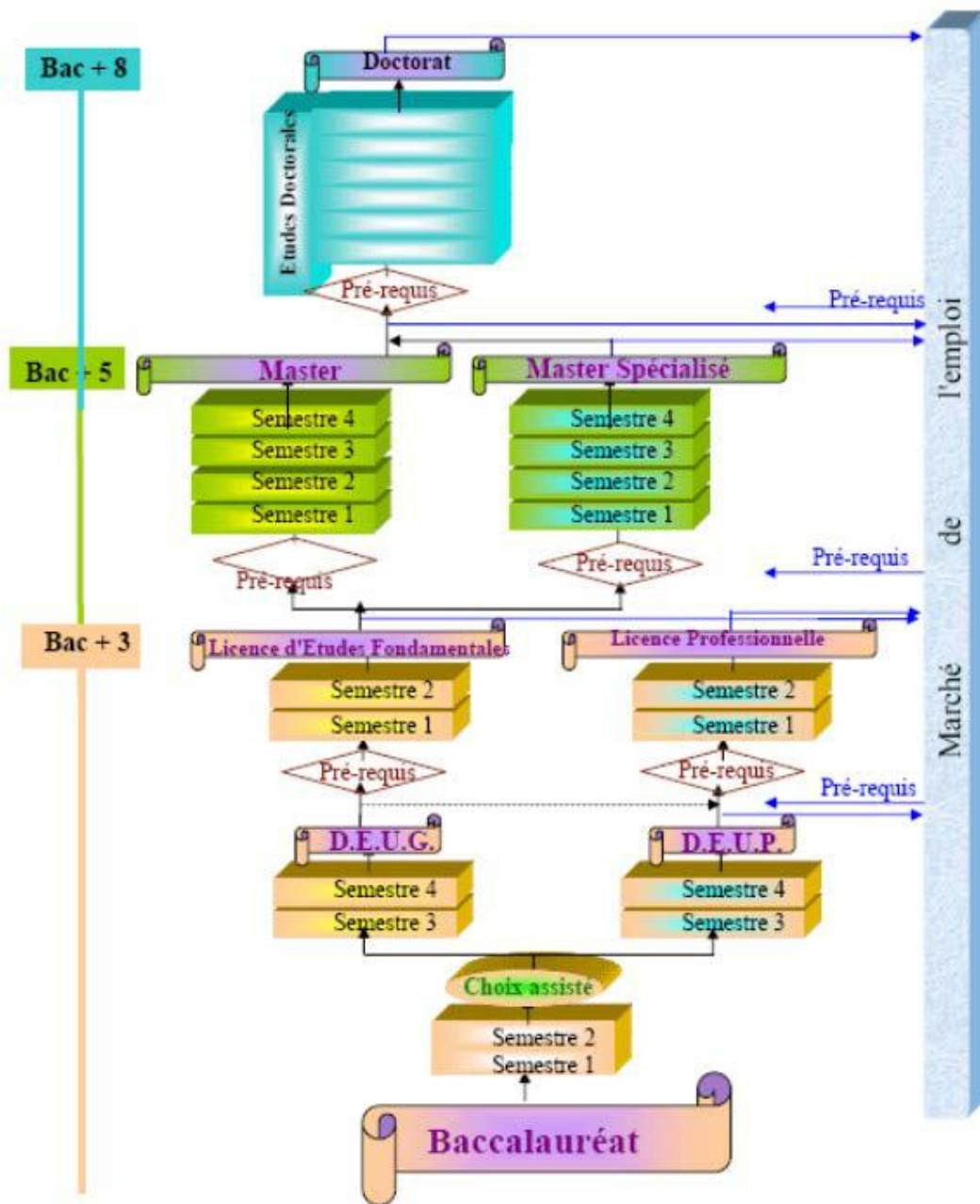
Description of the educational system

The Moroccan education system adopts an entirely Napoleonic model, which is reflected in its centralised organization, its elitism, its high degree of selectivity and the inflexible content of its programs. The higher education system in Morocco includes various types of higher education institutions depending on the nature of the curriculum, academic or vocational.

The higher education cycles in Morocco follow the LMD system with “Licence”, “Master” and “Doctorat” (Bac + 7), organised in semesters composed of disciplinary and compulsory course units. The reforms related to the implementation of the LMD system have been designed by agencies whose members are appointed by the government. They mainly aim at:

- encouraging and facilitating the mobility of students, teachers, researchers and administrative staff;
- promoting access for Moroccan graduates to the job market in Europe;
- developing the professionalisation of higher education;
- facilitating the equivalence of diplomas at an international level.

2. Diagram of the education system based on the LMD system



Source : ministère de l'Education Nationale, 2004.

3. Higher education

In Morocco, the higher education system is organised in two sectors, public and private. Moroccan higher education has 13 public universities, a public university with private management (Al Akhawayn University in Ifrane) and 207 private institutions. Although private institutions are authorised by the Ministry of Higher Education, they do not benefit of any direct recognition from the Moroccan State as they open. For these establishments to be recognised, their training programs must be accredited. The accreditation of private institutions of higher education came into force in 2012 by Decree of the Ministry of Higher Education (No. 3061 of 23 August 2012), setting the list of accredited training programs of private higher education institutions for the 2011-2012 academic year. Since this decree, the accreditation of private higher institutions' programs has gradually been achieved. As a result, diplomas awarded before the 2011-2012 academic year are not recognised by the Moroccan State. Institutions of higher education that are systematically recognised by the Moroccan State are public institutions. In addition, the offer of national training and education programs has increased with 2340 accredited programs for the public sector and 320 accredited programs for the private sector.

3.1 Governance of the educational system

The Ministry of National Education, Vocational Training, Higher Education and Scientific Research oversees all aspects concerning higher education in Morocco.

Various reforms have affected the Moroccan education system, defining the roles and competences of the various organisations and creating new ones, both in the public and private sectors.

Reform of the governance system has redefined the role of the State and created central coordination and regulatory bodies, establishing the following bodies:

- National Commission for Coordination of Higher Education (CNCES)
- Coordination Board (CC)
- Coordination Commission for Private Higher Education (COCESP)
- National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ).

The reform has defined the new composition of the University Council combining participation and openness and broadening of its powers; the development of cooperation between universities and the socio-economic milieu; and State/University contracting towards decentralised management.

In addition, the reform establishes a new status for the Universities, guarantees public institutions legal personality and the pedagogic, administrative and financial autonomy. The missions of the university are enlarged, allowing it greater diversification of its funding sources (vocational training, service provision, entrepreneurship, etc.).

The reform has also affected the pedagogical aspects:

- Establishment of the LMD architecture (Bologna Process): harmonisation, mobility, alignment with international standards (especially the European area).
- Renovation of training contents and improvement of the cross-curricular skills of students (languages, ICT, methodology, entrepreneurship, etc.).
- Professionalisation of training courses.
- Active participation of universities in major projects to boost the national economy: training of qualified and specialised HR.
- Lifelong training: continuing education and university degree (“diplôme d’université”).

3.2 Conditions of access to higher education

The conditions of access to higher education in Morocco are diversified.

In order to be admitted to public higher education, the student must hold a “Baccalauréat”. The field of study assigned to the student depends on the series and the options chosen for secondary studies. For example, to be able to access a technical institution, a student must have obtained a “Baccalauréat technique”. Admission is based on the overall marks obtained in the “Baccalauréat” exam, sometimes followed by an interview or a competitive exam. As for admission to other institutions, such as engineering or business schools, the selection of students is by competitive exam.

Admission to private higher education does not follow specific requirements. These vary from one institution to another. Depending on the institution, students may be admitted with or without the “Baccalauréat”.

3.3. Entry requirements

The admission requirements for the university vary according to the type of institution and the additional specific requirements defined by each university depending on the field of study.

Open Access Institutions (without competition):

- Faculties of Sciences
- Faculties of Economic, Legal and Social Sciences
- Faculty of Arts and Humanities
- Poly Disciplinary Faculties.

Institutions with regulated access (with competition):

- Faculties of Medicine, Pharmacy and Faculty of Dental Medicine;
- Engineering training establishments;
- National Commerce and Management Schools;
- Faculties of Science and Technology;
- Higher Colleges of Technology;
- Ecoles Normales Supérieures;
- Institutions that do not fall under the jurisdiction of Universities.

Access regimes (2nd and 3rd Cycle):

Regarding admission to the second and third cycles, the selection is different and depends on the previous study path.

Master	<ul style="list-style-type: none">➤ Prerequisites➤ Academic FileAssessment➤ Written and/or oral exam
Doctorat	<ul style="list-style-type: none">➤ Prerequisites➤ Academic fileAssessment➤ Oral examination and/or interview

3.4. Organisation of an academic year

The school year starts at the beginning of September and ends at the end of June. It is divided into semesters, and its program of studies consists of modules. A semester includes 16 weeks of teaching, including exams. Each semester consists of at least three modules, with a minimum of 360 hours.

3.5 Registration fees and scholarships

The Moroccan organisation that grants scholarships or internships to foreign students and trainees is the Moroccan Agency for International Cooperation (AMCI). It was established in 1986 as a dynamic, flexible and efficient tool for implementing the Kingdom's Foreign cooperation policy.

AMCI carries out its actions in close coordination with the Ministry of Foreign Affairs and Cooperation and in partnership with all ministerial departments and Moroccan public institutions involved. AMCI's mission is to develop, expand and strengthen all cultural, scientific, technical and economic relations with partner countries, specially within the framework of South-South cooperation.

In particular, it is responsible for implementing the following actions:

- Cultural and scientific cooperation actions
- Technical cooperation measures
- Actions relating to the implementation of economic and social projects
- Humanitarian actions

3.6. Teacher Training

3.6.1. Basic education

➤ First cycle (primary):

First cycle teachers receive theoretical and practical training at Teacher Training Centres (CFI), and after that follow an internship in institutions related to these centres. Access to Teacher Training Centres (CFI) is open to two types of candidates:

- From 1979 to 1982: to candidates who have at least a “Baccalauréat” and who have passed the entrance examination, for a period of two years of training.
- Since 1982: to candidates holding a degree of “Licence” or a “Diplôme d’Etudes Universitaires Générales (DEUG)”, for a period of one year of training.

➤ Second cycle (lower secondary education):

Secondary cycle teachers are trained at the Regional Pedagogical Centres (CPR) after successfully passing the entrance examination. Training in these centres is delivered in two cycles:

- General CPR cycle: two-year course available to candidates holding a “Baccalauréat”
- CPR pedagogical cycle: one year training accessible to candidates having a “DEUG” or the 1st cycle diploma of the Ecole Normale Supérieure (ENS) or an equivalent diploma.

3.6.2. Upper secondary education

General secondary teachers are trained in the Ecole Normales Supérieures (ENS) which provide three types of training:

- a four-year training course open to candidates holding a “Baccalauréat”,
- a two-year course for candidates holding a “DEUG” or another diploma of the 1st cycle of higher education as well as for teachers of the second cycle of basic education, classified in 2nd step of their grade;
- a one-year course, open through competition for candidates holding a “Licence”, except for the specialty of physical education, given in four years of study after the “Baccalauréat”. Teachers of technical secondary education are trained at the ENSET (Higher Normal Schools of Technical Education).

3.6.3. Higher Education

Higher education teaching posts in Morocco are open to candidates holding a national doctorate degree. The body of higher education teachers is composed as follows:

- Teachers-Researchers: Assistant Professors; Authorized Professors; Higher Education Professors (HEP).

- Non-research teachers:

- Associate professors;

- Secondary education teaching professionals

- The duties of teacher-researchers include teaching, research and supervision activities (end-of-study projects and fieldwork). They are employed full-time in their assigned institutions. Non-research teachers have purely teaching obligations. The position of Assistant Professor has four grades: A, B, C and D with 4 levels. They are recruited, on open competition, in each institution concerned, for candidates holding a “Doctorat” (Ph.D). The arrangements for organising the competitive recruitment exams for Assistant Professors are set by ministerial decree. Successful candidates in the competitive exams are appointed Assistant Professors at the first level of grade A and complete as such a two-year internship, at the end of which they may be appointed to the second level of the grade. The Authorized Professor position has three grades: A, B and C with 4 levels. They are recruited directly from among the Assistant Professors with scholarly authorisation, and fulfilling one of the following conditions:

- having reached at least the 3rd level of Assistant Professor grade A for those who are from teaching staff;

- having at least four years of experience as an Assistant Professor for other candidates. The position of Professor of Higher Education includes three grades: A, B and C with 4 levels. They are recruited at each university and, within the limits of the budgeted positions to be filled, by way of competitive exams open to Authorized Professors practicing in academic institutions with scholarly authorisation and at least four years of experience.

4. INSTITUTIONS OF HIGHER EDUCATION

The Moroccan higher education system is composed of three main sectors:

- Public higher education;

- Higher education within the framework of a partnership with the Governmental authorities;

- Private higher education.

4.1. Types of Institutions

Public higher education includes Universities and Institutions outside the Universities.

Universities are public institutions under the supervision of the State and governing bodies: Ministry of National Education, Vocational Training, Higher Education and Scientific Research, and Ministry of Economy and Finance.

Institutions not belonging to Universities are specialised higher education institutions under the administrative and financial supervision of technical ministries and under the pedagogic authority of the Ministry of National Education, Vocational Training, Higher Education and scientific research.

As regards the Institutions created under Partnership, they are non-profit institutions created within the framework of the process of internationalisation of Moroccan higher education. These universities and institutions are placed under the pedagogic authority of the Ministry of National Education, Vocational Training, Higher Education and Scientific Research.

The private sector includes universities and institutions created by private initiatives but under the pedagogic authority of the Ministry of National Education, Vocational Training, Higher Education and Scientific Research.

4.2. List of Higher Education institutions

Public universities:

N°	Université	Site Web
1.	Université Mohammed V - Rabat	www.um5.ac.ma
2.	Université Mohammed Premier -Oujda	www.ump.ma
3.	Université Ibn Zohr Agadir	www.uiz.ac.ma
4.	Université Cadi Ayyad - Marrakech	www.uca.ma
5.	Université Ibn Tofail Kénitra	www.uit.ac.ma
6.	Université Abdelmalek Essaadi -Tétouan	www.uae.ma
7.	Université Sidi Mohammed Ben Abdellah -Fès	www.usmba.ac.ma
8.	Université Hassan II Casablanca	www.univh2c.ma
9.	Université Chouaib Doukkali-EI Jadida	www.ucd.ac.ma
10.	Université Hassan Premier Settât	www.uh1.ac.ma
11.	Université Sultane Moulay Soulaymane- Beni Mellal	www.usms.ac.ma
12.	Université Moulay Smail - Meknès	www.umi.ac.ma

Public University with private management:

University	No.	Website
1	Al Akhawayn University	www.aui.ma

Universities created within partnership:

N°	Université	Site Web
1.	Université Internationale de Rabat (UIR)	www.uir.ac.ma
2.	Université Mohammed VI Polytechnique (UM6P)	www.um6p.ma
3.	Université Mohammed VI des Sciences de La Santé	www.um6ss.ma
4.	Université Internationale Abulcasis des Sciences de la Santé	www.uiass.ma
5.	Université Euro-méditerranéenne de Fès (UEMF)	www.ueuromed.org

Engineering schools created in the partnership framework:

N°	Université	Site Web
1.	Ecole Centrale de Casablanca (ECC)	www.centrale-casablanca.ma
2.	Ecole Supérieure d'Architecture de Casablanca (EAC)	www.ecolearchicasa.com/

Private Universities:

N°	Université	Site Web
1	Université Internationale de Casablanca	www.uic.ac.ma
2	Universiapolis-Université Internationale d'Agadir	www.universiapolis.ma
3	Université Privée Marrakech Tensift El Haouz	www.upm.ac.ma

4	Mundiapolis Université Privée	www.mundiapolis.ma
5	Université Privée de Fès	www.upf.ac.ma

5. Accreditation and Quality Assurance

➤ Accreditation

The accreditation of training programmes means that they are State-approved. The accreditation process grants the school the right to apply for State recognition of its degree in the accredited field.

The accreditation procedure is carried out according to conditions:

- the institution must have a Scientific Council,
- at least 30% of the teaching staff must be permanent,
- have a teacher for 40 students for management, commerce and communication sectors
- one teacher for 25 students for science and technology sectors,
- a teacher for 10 students for the paramedical sectors,
- compliance with national pedagogical methods.

Applications for accreditation are submitted by the owner of the establishment to the department in charge of higher education, according to a set of specifications. The application files are evaluated by the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research. Accreditation is granted by the parent ministry. The accreditation of a training programme is valid for a specified number of years, i.e. the period necessary for the preparation of the degree of the accredited sector.

The deadline for submission of the application is the end of December of each academic year.

New sectors are entering the global list of accredited sectors. They are in addition to others whose accreditation has been renewed after expiry. The accreditation of new sectors published in the B.O. of 18 July will expire in periods ranging between 2019-2020 and 2025-2026 (the case of private medical schools).

➤ Quality Assurance

Under Law No. 01.00 on the organisation of higher education, the principle of continuous evaluation of the higher education system was approved. The main objective of this principle is to improve the internal and external performance of the system, while integrating all pedagogical and administrative aspects as well as scientific research.

As part of the implementation of the provisions of the Constitution aiming at entrenching the principles of governance and accountability, and at implementing the requirements of Article 79 of Law No. 01.00 abovementioned, on the creation of the National Evaluation Commission, and following the national policy aiming at the reform of the higher education system, the restoration of the position of the Moroccan university in training, outreach and scientific research, the Moroccan government has created the National Agency for

Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ), based in Rabat.

As the name implies, the purpose of the creation of the Agency is to improve and ensure the quality, competitiveness and diversity of training programmes, to promote scientific research and to adapt training to market requirements, to create a favourable environment for the development of the Moroccan higher education system and scientific research.

The law governing the functionalities of the Agency specifies its functions, its terms of reference, its operating procedures, its conduct, its rules of procedure and its financial regulations.

In order to carry out its missions, the Agency uses experts and specialists. The latter are chosen on the basis of their recognised qualifications and skills in the fields of assessment, evaluation and their areas of specialisation, in particular their interest in scientific and technical research.

Duties of the Agency:

The Agency's mission is to carry out, on behalf of the State, evaluations of the system of higher education and scientific research in order to guarantee its quality. To this end, it is required to:

- Evaluate public and private higher education institutions and scientific research institutions, taking into account the speciality of each institution, including its educational and scientific projects;
- Examine and evaluate training courses with a view to obtaining or renewing accreditation;
- Evaluate the activities of the doctoral study centres and take stock of the training and research work carried out in these centres;
- Evaluate scientific research and the effectiveness of its structures;
- Evaluate university cooperation programmes and projects in the field of training and scientific research.

The Agency may also, within the limits of its powers, carry out evaluations on request:

- From Ministerial departments that include higher education, scientific research or management training within their scope;
- The Higher Council for Education, Training and Scientific Research;
- Hassan II Academy of Science and Technology;
- National Centre for Scientific and Technical Research;
- Universities or institutions of higher education and research.

At an International Level:

The Agency may, within the limits of its remit, carry out, in the framework of the cooperation agreements concluded by the Kingdom of Morocco, appraisals of foreign institutions of training and scientific research.

The Agency may, subject to the authorisation of the Administration, carry out, within the limits of its remit, the evaluation of foreign training institutions and scientific research at their request, within the framework of agreements it signs for this purpose.

6. Type of accredited institutions and sectors

- **Academic institutions:**

- Science and Technology (Engineering, Mathematics, Physics, Chemistry and Biology ...)
- Health Sciences (Medicine, Pharmacy, Dental ...)
- Economic and Social Legal Sciences (Law, Political Science, Economics, Management and Commerce ...)
- Humanities and Human Sciences (Languages, Literature, Islamic Studies, Sociology, Communication, History, Geography, Philosophy, Sciences of Education ...)

- **Establishments that are not within Universities:**

- Engineering Sciences and Techniques,
- Science of Agriculture, Forestry and Water
- Science of Life and Earth
- Architecture, Spatial Planning and the Environment
- Administrative and Legal Studies and Management
- Science and Information and Communication Technology
- Arts, Culture and Sport
- Educational Sciences.
- Social Sciences and Health.

- **Private Higher Education Institutions:**

- Business and Management (Commerce, Administration, Management, etc.)
- Science and Technology (Computer Science, Electronics, Architecture etc.)
- Health Sciences (Medicine, Dental and Paramedical Medicine etc.)

6.1. Types of certifications

Duration of Studies (years)	Qualifications
+≥10	Diplomas of Medical Specialities
'A' level+8	PhD
'A' level +6; 7	Doctorate in Medicine / Doctorate in Dental Medicine / Doctorate in Pharmacy
'A' level + 5	Master's degree (Master, Specialised Master, Master in Science and Technology) - Engineer's degree- ENCG degree –
'A' level +3	Bachelor's degrees (LEF, LP, LST)
'A' level +2	DUT

7. Rating system and credit system

The Moroccan rating system applies a scale of 20 points to all levels of education. The passing grade is 10/20. The introduction of the ECTS (European Credit Accumulation and Transfer System) credit system is under development as part of the implementation of the BMD system (Bachelor, Master, Doctorate), applied in Moroccan universities since the academic year 2003-2004. This system is also among the priorities of the action plan of the Moroccan Ministry of Higher Education for the period 2013-2016 in order to facilitate the legibility and comparability of degrees from the Moroccan education system in the European area of Higher Education. Indeed, this project aims to bring the Moroccan higher education system closer to the objectives of the Bologna Process. However, the experiments run in training programmes in partnership with European universities, particularly in the Tempus programme, have revealed difficulties of educational equivalence and recognition of qualifications. These difficulties are notably related to a difference in the comparison of study programmes in Morocco (modular system) and in European countries (ECTS credit system). In addition, some Moroccan universities have already participated in Erasmus Mundus (Action 2) programmes IMAGEEN, AVERROES, AL-IDRISI, EMMAG and GREEN IT. As part of its programmes many students and pedagogical and administrative staff of these universities have benefited from mobility towards European universities. However, all of these experiences highlighted difficulties with planning, granting, evaluation, recognition and validation of qualifications and the educational units attended by the beneficiaries. Moroccan universities that started the project of setting up ECTS credits are:

- Abdelmalek Essaadi University
- Ibn Tofail University
- Rabat International University
- Mohamed Premier University
- Hassan University 2 Mohammadia
- Sultan Moulay Slimane University
- Moulay Ismail University
- Cadi Ayad University of Marrakech
- Hassan University 2 Casablanca
- University Ibn Zohr
- Mohamed V Agdal-Rabat University
- Mohamed V-Suissi University
- Sidi Mohammed Ben Abdellah University
- Hassan 1st University
- Chouib Doukkali University

8. National qualification framework

The National Qualifications Framework (CNC / NQF) is a certification classification tool proposed in a country with reference to consistent levels of knowledge and skill mastery according to a unique set of relevant criteria (descriptors) whose definition is based on learning. This reflection, initially developed in Europe, has been extended to several countries from different continents, including the southern Mediterranean countries and in particular Morocco. It is in this context that Morocco has launched since 2007, in partnership with the Ministry of National Education, Vocational Training and Higher Education, as well as with the Higher Council of Education (CSE) and CGEM, with the support of the European Training Foundation (ETF), the establishment of a national qualifications framework.

The national qualifications framework in Morocco aims at:

- coping with today's economic and social challenges;
- situating the individuals at the centre of the training system by facilitating the continuity and progress of their career in their personal and professional life;
- making possible a dynamic relationship between training and the needs expressed by the labour market;
- facilitating sectoral and geographical mobility;
- ensuring better fluidity of the training courses and crossings from one sector to another;
- setting up a quality assurance system for the certification of young people and adults;
- monitoring this national project, existing monitoring mechanisms organised with a steering committee composed of the general secretaries of the CSE, the ministries responsible for Higher education, National education and Vocational training.

The work was carried out in four successive phases:

A phase of awareness and reflection in 2007 and 2008:

This phase allowed for a debate on the issuance of qualifications and the added value of setting up a CNC in Morocco, both internally with various actors in the field, and externally through exchanges with several southern Mediterranean countries on this project.

These discussions led to reflection and convinced Morocco of the importance and the need for the establishment of a national qualification framework.

A planning and analysis phase from 2009 to 2010:

This phase led to the design of a multi-year work plan for the creation of a CNC in Morocco; to the configuration of the work teams from an interinstitutional point of view with the identification of a focal point in each subsystem; to the completion of a diagnosis of the existing scope of each certification at the national level (existing certifications, regulations, adopted engineering, validation methods, quality assurance).

A CNC design phase from September 2011 to October 2012:

This phase was devoted to the production work carried out by the four representatives of the ministries responsible for National Education, Higher Education and Vocational Training (Department of Vocational Training, OFPPT, Ministries of Tourism, Agriculture, Maritime Fisheries and crafts) and the CGEM (FNBTP, FNT, APEBI, ...).

The qualification subsystem teams examined the analysis of a sample of qualifications within their area of activity. The CGEM relied on employment/trade standards and reference skills in some sectors, such as construction and tourism. An exchange of views on the work of the four teams resulted in a consensus on a national scale of 8 levels and 6 descriptors (knowledge, know-how, complexity, responsibility/autonomy, adaptability, communication).

A test / experimentation phase of the CNC from October 2012:

The aim of this phase was to test a specially produced and available positioning sheet for the teams under each sub-system in order to test its relevance and validity in the positioning of their qualifications in the CNC grid.

9. University / Employability Relationship

The issue of employment of youth is old news; the problem of professional insertion of graduates was born and developed only from the 1980's as a result of uncoupling training from public employment. Regularly confronted to "social overflow", public authorities persist in an adequation approach, at least in the political discourse, by seeking a "training-employment match" and deploy a very wide variety of measures and public devices intended to facilitate the integration of graduates. However the social and cyclical orientation, which adds to the windfall effect for companies, severely limits their impact on professional integration and sustainable employment, which reduces them to a social recipient for increasingly numerous and qualified young people, especially in cities. The professionalisation of training offers, which has developed quantitatively in the context of the "LMD reform", does not seem to have any significant effects on the professional integration of bachelor's -level graduates for example.

Throughout the Maghreb, the labour market is hardly thriving even for holders of vocational degrees (licence professionnelle) for example in Tunisia and in Morocco, due to economic fabrics consisting essentially of small and extremely small companies. But these general characteristics of the labour market do not reduce the demand for higher education at Master and PhD level. On the contrary, even though the diploma is not a guarantee of having a stable and well-paid job, we see extraordinary pressure on the highest degree level, emphasising the importance of higher education in the social imagination and sociocultural competition, but at the same time widening the disconnection between the degree and the position. It is as if, in a context of massification of universities, the "LMD reform", being little demanding pedagogically and reducing the duration of training - under Bachelor, Master and Doctorate - finally responds to this strong social demand for the title formulated by students and their families, even though this title does not necessarily open perspectives to the corresponding job.

Thus, the pedagogical system based on the LMD has in fact transformed Maghrebian universities into true providers of subsistence wage of university "knowledge". At the same time, conceding episodically some positions under the pressure of graduates and their families, the public sector and the administration are the subject of an ongoing and growing demand for recruitment. However, these multiple shortcomings, i.e. weak professional integration, low impact of professionalisation of higher education offers and low expectations of a stable position in the civil service, are regularly the subject of public debate and raise the question of the role and place of higher education systems in societies in need of a new economic model.

10. Internationalisation of Higher Education

10.1. Transnational Education

One of the examples of transnational education in Morocco is Mohammed V University in Abu Dhabi. This university offers Islamic studies as well as social sciences and humanities curriculae to prepare a qualified generation with knowledge associated with values and contributing to sustainable social development according to international standards in a research and social service-oriented academic atmosphere.

10.2. Recognition of foreign qualifications and periods of study

In Morocco, the recognition procedure for foreign qualifications and periods of study comes under the aegis of the Directorate of Legal Affairs, Equivalences and Litigation, within the Ministry of Higher Education, in partnership with several bodies. This recognition is based on the principle of equivalence in relation to the Moroccan Educational System. The study of applications and equivalence requests is entrusted to five sectoral committees.

Sectoral committees review the equivalence of certificates based on the following criteria:

- Comparison of the curriculae, the study programme and the duration of studies of the certificate concerned with those applicable at national level;
- Ensure the adequacy of the conditions of preparation for the equivalence of the national pedagogical inspection books;
- Compare the presented qualification for recognition, level of studies, access requirement with the national system
- Comparison of the system of assessment of knowledge, qualifications, skills, exams and supports when preparing the certificate submitted to equation with what is applicable in this field at national level.

The sectoral committees can take into account pedagogical developments defined by the training systems at an international level.

The tools used for the expertise of the files are:

- Contacts and networks such as the UNESCO network
- Use of Internet
- Published resources
- Documentation Centre

10.2.1. Legal framework of equivalences of qualifications:

- Decree No. 2.01.333 of 21 June 2001 on the conditions and procedure for the granting of equivalences of qualifications in higher education;
- Order of the Minister of Higher Education for the Training of Managers and Scientific Research No. 370.03 of 17 February 2003 (Draft Decree amending the procedure for the granting of equivalences of higher education qualifications being processed and approval)

- The national qualifications of Moroccan higher education are subject to State control: no automatic equivalence;
- Exclusive competence of the Ministry of Higher Education, Scientific Research and Executive Training
- Involvement of other ministerial departments (Finance, Agriculture, Town Planning, Health, National Education).
- Expertise of equivalences by the National Agency for Evaluation and Quality Assurance (ANEAQ).
- Opinion of socio-professional orders (doctors, pharmacists, architects, topographers, accountants, etc.).
- Equivalence of qualifications and not of curriculae.

10.2.2. Analysis Grid for the Evaluation of Foreign Qualifications:

Eligibility criteria		1.	Recognition of the qualification by the State of the educational system to which it belongs
		2.	Status of the institution in the country
Elements of appreciation	Formal indicators	3.	Content of programmes and teaching methods
		4.	Official duration of studies
		5.	Course of studies
		6.	ECTS/credits
		7.	Prerequisites for entering training
		8.	Assessment
	9.	Academic and professional opportunities	
	Quality Assurance	10.	Existence of an independent and external assessment of the training or institution

10.2.3. Organization structures of equivalences

- The Decree of 19 February 2013 setting out the powers and organisation of the Ministry of Higher Education for Scientific Research and Training of Managers provides in Article 8 that the Direction of Legal Affairs, Equivalence and Litigation is responsible for processing applications for equivalence of qualifications, for submitting equivalences to the commissions for study and opinion, and taking all the administrative steps required. It comprises three divisions.

The Diploma Equivalency Division includes the following services:

- Department of Equivalence in Sciences, Letters, Humanities, Law and Economics;
- Department of Equivalence in Science and Technology, Engineering and Health;
- Agreements and contracts service

- Reception and Communication Service.

Constraints:

- Absence of a text regulating the validation of Acquired knowledge and Experiences (VAE): Consultation pending consecration;
- Question of Relocated Qualifications (formally unrecognised equivalents to national qualifications);
- Non-compliant courses;
- Qualifications prepared on the basis of the diplomas of unrecognised private institutions;
- Representation of the professional orders has force of laws to the commissions of equivalences and decision making;
- Difficulty of providing additional training for applicants for equivalence (Health Sciences, Architecture and Topography).

11. National sources and regulations

The Constitution (Official Bulletin No. 45964 bis 30 July 2011).

Law No. 01-00 on the organisation of higher education (Official Bulletin No. 4800 of 1 June 2000).

Decree No. 2.01.333 of 21 June 2001 on the conditions and procedure for granting equivalence of diplomas in higher education (Official Bulletin No. 4914 of 5 July 2001).

Order of the Minister of Higher Education for Management Training and Scientific Research No. 370.03 of 17 February 2003 issued for the implementation of Decree No. 2.01.333 of 21 June 2001 concerning the conditions and procedure of the granting equivalences of diplomas in higher education (Official Bulletin No. 5122 of 3 July 2003).

12. Examples of qualifications

Cadi Ayyad University



Royaume du Maroc
Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique
Université Cadi Ayyad - Marrakech
Faculté des Sciences Semlali Marrakech

المجلس الأعلى للتعليم
وزارة التربية الوطنية والتكوين المهني والتعليم العالي والبحث العلمي
جامعة القاضي عياض - مراكش
كلية العلوم المتكاملة بمرافق



المجلس الأعلى للتعليم
ROYAUME DU MAROC

الإجازة المهنية

Licence Professionnelle

Vu la loi n° 01-00 portant organisation de l'enseignement supérieur promulguée par le décret n°1-00-199 du 15 safar 1421 (19 mai 2000) notamment son article 3 ;
Vu le décret n° 2.13.941 du 11 rabia I 1435 (13 janvier 2014), modifiant et complétant le décret n°2-04-89 du 18 raba II 1425 (7 juin 2004) fixant la vocation des établissements universitaires, les cycles des études supérieures ainsi que les diplômes nationaux correspondants ;
Vu l'arrêté du Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de la Formation des Cadres n°2062-14 du 5 Di Dhija 1435 (30 septembre 2014) approuvant le cahier des normes pédagogiques nationales ;
Vu le procès-verbal de la commission des délibérations du : 13/07/2017.

Le Président de l'Université Cadi Ayyad atteste que

Monsieur :

Né le : à :

N° Carte d'identité nationale :

CNE :

a obtenu la **LICENCE PROFESSIONNELLE**

Filière : **Céramiques et Verres**

Mention : **Assez Bien**

بإذن من القانون 01-00 المتعلق بتنظيم التعليم العالي الصادر بتأييد المرسوم رقم 100.100 بتاريخ 15 سبتمبر 1421 10 ماي 2000 ولا سيما المادة 3
وعلى المرسوم رقم 2.13.941 الصادر في 11 ربيع الأول 1435 (13 يناير 2014) بتعديل وإكمال مرسوم 2-04-89 رقم 18 ربيع الثاني 1425 (7 يونيو 2004) المتعلق بتعيين المؤسسات التعليمية ودرجات الدراسات العليا ودرجات التعليم العالي والدرجات المهنية المتعلقة
وعلى قرار وزير التعليم العالي والبحث العلمي والتكوين المهني والدراسات العليا رقم 2062-14 الصادر في 5 من جمادى الأولى 1435 (30 سبتمبر 2014) بالموافقة على دفتر المواصفات المهنية الوطنية
وبعد الاطلاع على محضر لجنة التعليم العالي بتاريخ : 13/07/2017

يشهد رئيس جامعة القاضي عياض

أن السيد :

المولد في :

رقم بطاقة التعريف الوطنية :

الرقم الوطني للتأليف :

أحرز على الإجازة المهنية

بمسلك : الخزف و الزجاج

بدرجة ممتاز

Marrakech le : **15 Septembre 2017** الموافق في : 15 سبتمبر 2017

Le Président الرئيس




Le Doyen العميد




رقم : 2017/201602252

تسبب في عدم التوافق في العمل وعدم توافق جهة العاطف معها بالتصديق عليها من طرف السلطات المختصة

شهادة الإجازة الأساسية
DIPLOME DE LICENCE FONDAMENTALE

Vu la loi n°01-00 relative à l'organisation de l'enseignement supérieur promulguée par le Dahir n° 1.00.199 du 15 Safar 1421 (19 Mai 2000), notamment son article 3 ;
Vu le décret n° 2.04.89 du 18 Rabi II 1425 (7 juin 2004) fixant la vocation des établissements universitaires et les cycles des études supérieures ainsi que les diplômes nationaux, notamment son article 5 ;
Vu l'arrêté du ministre de l'éducation nationale, de l'enseignement supérieur, de la formation des cadres et de la recherche scientifique n°1695.04 du 9 Chaabane 1425 (24 septembre 2004) approuvant le cahier des normes pédagogiques nationales du cycle de la licence ;
Vu le procès-verbal de la commission de délibération du : 25/07/2014

بناءً على القانون 01.00 المتعلق بتنظيم التعليم العالي الصادر بتاريخه الظهير الشريف رقم 1.00.199 بتاريخ 15 من شهر 1421 (19 ماي 2000) ولا سيما المادة 3 منه،
وعلى المرسوم رقم 2.04.89 الصادر في 18 من ربيع الآخر 1425 (7 يونيو 2004) بتحديد اختصاص المؤسسات الجامعية وأقسام الدراسات العليا ودرجات الشهادات الوطنية ولا سيما المادة 5 منه،
وعلى قرار وزير التربية الوطنية والتعليمات الفنية وتنظيم الأقاليم والبحث العلمي رقم 1695.04 الصادر في 9 شعبان 1425 الموافق 24 سبتمبر 2004 بمقتضىه من نظر الشواهد الجامعية الوطنية لشهادة الإجازة،
وبعد الإطلاع على محضر لجنة المناوبات بتاريخ : 2014/07/25

Le Président de l'Université Mohammed V de Rabat atteste que
Mademoiselle HAJAR EL FAHMI

شهدت رئيس جامعة محمد الخامس بالرباط أن
الآنسة هاجر الفهمي

Code national de l'étudiant : 1122233333
رقم الوطني للطلاب : 1122233333
رقم بطاقة التعريف الوطنية : K481139

Née le 07 juillet 1992 à TANGER
a obtenu le DIPLOME DE LICENCE FONDAMENTALE avec la mention Passable
Filière : Droit Privé (En Français)

المزودة يوم 07 يوليوز 1992 ببطاقة
أحرزت على شهادة الإجازة الأساسية بمرتبة مقبول
مملك : قانون خاص بالفرنسية

Fait à Rabat le 10 Octobre 2014 10 أكتوبر 2014

رئيس الجامعة
رئيس الجامعة بالنيابة
أ. وانسل بنجلون



Le Doyen
المعيد
د. خالد براجاوي



رقم : 20141201301690 N°

Université Mohammed V de Rabat:

جامعة محمد الخامس بالرباط

Année universitaire 2015/2016 السنة الجامعية

Faculté des Lettres et des Sciences Humaines

كلية الآداب و العلوم الإنسانية

RELEVÉ DE NOTES ET RESULTATS

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Session 1

L'étudiante: Nom et Prénom

N° : 15023500 CNE: Code National de l'étudiant

Née le : 20 avril 1994 à: RABAT

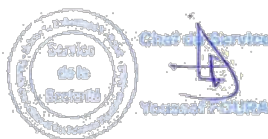
Inscrite en 1ère année Etudes Hispaniques

a obtenu les notes suivantes:

	Note/Barème	Résultat	Session	Pts jury
Semestre 1 Etudes Hispaniques	14.43 /20	Validé	S1 2015/16	
Gramática Española I	14.5 /20	Validé	S1 2015/16	
Comprensión de Textos I	15.75 /20	Validé	S1 2015/16	
Expresión Oral I	15 /20	Validé	S1 2015/16	
Expresión Escrita y Redacción I	15.25 /20	Validé	S1 2015/16	
Geografía e Historia Hispánicas	15 /20	Validé	S1 2015/16	
Cultura Árabe I	10.5 /20	Validé	S1 2015/16	
Français	15 /20	Validé	S1 2015/16	
Semestre 2 Etudes Hispaniques	14.32 /20	Validé	S1 2015/16	
Gramática Española II	13 /20	Validé	S1 2015/16	
Comprensión de Textos II	16 /20	Validé	S1 2015/16	
Expresión Oral II	16 /20	Validé	S1 2015/16	
Expresión Escrita y Redacción II	15.25 /20	Validé	S1 2015/16	
Historia y Civilización Hispánicas	16 /20	Validé	S1 2015/16	
Cultura Árabe II	10.5 /20	Validé	S1 2015/16	
Français	13.5 /20	Validé	S1 2015/16	

Résultat d'admission session 1 : 14.38 / 20

Admis



Fait à RABAT, le 29 septembre 2016

Le Doyen de la Faculté des Lettres et des Sciences Humaines de Rabat:

Le Doyen

Avis important: Il ne peut être délivré qu'un seul exemplaire du présent relevé de note. Aucun duplicata ne sera fourni.

Overview of the Moroccan Education System (Prepared and distributed on the occasion of the 47th session of the International Conference on Education. Geneva: 8-11 September 2004), Ministry of Higher Education, Scientific Research and Executive Training: http://www.ibe.unesco.org/National_Reports/ICE_2004/morocco.pdf

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[http://eacea.ec.europa.eu/tempus/events/documents/nicosia_seminar / presentation_case_study_morocco.pdf](http://eacea.ec.europa.eu/tempus/events/documents/nicosia_seminar/presentation_case_study_morocco.pdf)

For a new breath of reform. Presentation of the "NAJAH 2009-2012" programme. Synthesis Report from Ministry of National Education, Higher Education, Training and Scientific Research June 2008: http://www-iuem.univ-brest.fr/epure/figures/Programme_urgence_Maroc.pdf

Reform of the education and training system 1999-2004. Progress report and conditions of a relaunch. Report of the Special Commission for Education and Training. June 2005.

Moroccan Higher Education System, Ministry of Higher Education, Scientific Research and Management Training. September 2014

[:http://www.utbyten.se/Global/program/eplus/kontaktseminariumHE/Moroccan-HES-M-Aboussalah-CSHEokt2014.pdf](http://www.utbyten.se/Global/program/eplus/kontaktseminariumHE/Moroccan-HES-M-Aboussalah-CSHEokt2014.pdf)

Ministry of Foreign Affairs and International Development:

<http://www.diplomatie.gouv.fr/fr/>

Ministry of National Education and Vocational Training:

<http://www.men.gov.ma>

Ministry of Higher Education, Research and Executive Training:

<http://www.enssup.gov.ma>.

Office of Vocational Training and Promotion of Labour (OFPPT):

<http://www.ofppt.ma/>

Official website of the Kingdom of Morocco: <http://www.maroc.ma/>

Hassan University 1: <http://www.uh1.ac.ma/>

Ibn Zohr University: <http://www.fsjes-agadir.org/fsjesagadir/>