

WP1: Identify respective institutional and, if possible, national policies towards distance education, Open Science and Open Education in each of the five countries.

1. Morocco .....	2
National level: institutions .....	2
Le Ministère de l’enseignement supérieure, de la recherche scientifique et de l’innovation pédagogique (ESRSIP).....	2
Le Conseil Supérieur de l’Education, de la Formation et de la Recherche Scientifique (CSEFRS)...	2
Le Centre National pour la Recherche Scientifique et Technique (CENRST).....	3
National level: policies .....	3
Distance education .....	3
Open science .....	3
OER .....	4
Open Research Data.....	4
Digital skills .....	4
Open education .....	4
2. Institutional level : The Cadi Ayyad University.....	4
E-learning centre .....	4
Open Science steering committee .....	5
Institutional level – Cadi Ayyad Universty: policies.....	5
Distance education .....	5
Open Science .....	5
Open Education .....	5
3. References.....	6

## 1. Morocco

National level: institutions

*Le Ministère de l'enseignement supérieure, de la recherche scientifique et de l'innovation pédagogique (ESRSIP)*

The Ministry of higher education, scientific research and pedagogical innovation is responsible for applying government general policy in the field of education.

According to ARTICLE 1: The Minister of Higher Education develops and implements government policy in the field of higher education and research. The Board is responsible for and monitors the implementation of the law in accordance with all applicable laws and regulations.

In addition, it is responsible for the planning, coordination and evaluation of management training activities, cooperation with relevant ministries with senior management training institutions with the exception of what is the responsibility of the Ministry of Education.

As such, it is responsible for (some examples):

- to set up the national university education system, to ensure its application and to develop reforms;
- to establish and encourage basic and applied scientific research;
- to maintain dynamic, bilateral and international cultural cooperation;
- to draw up plans for the development of university higher education and to ensure their implementation and to evaluate the university education system;
- to undertake social, sports and cultural activities for the benefit of students;
- To exercise administrative, scientific and pedagogical control over private higher education;

<https://www.enssup.gov.ma/storage/Plan%20strat%C3%A9gique%20du%20D%C3%A9partement%20de%20l'Enseignement%20Sup%C3%A9rieur%20et%20de%20la%20Recherche%20Scientifique%202017-2030.pdf> ( available in Arabic only)

*Le Conseil Supérieur de l'Education, de la Formation et de la Recherche Scientifique (CSEFRS)*

The Higher Council for Education, Training and Scientific Research is an independent advisory institution established by Article 168 of the Constitution. It is responsible for providing advice on all public policies and issues of national interest concerning education, training and scientific research.

As an independent consultative body for good governance, sustainable development and participatory democracy, the Council's role is to serve as a forum for strategic reflection on education issues, Training and scientific research and a plural space for debate and coordination on all issues concerning education, training and scientific research.

It also has a role to inform decision-makers, actors and public opinion, through systematic and rigorous quantitative and qualitative evaluations, on the various aspects of the education, training and scientific research system.

<https://www.csefrs.ma/le-conseil/presentation-du-conseil/missions/?lang=fr>

According to the Dahir (Law no. 1.76.503 of 5 Chaâbane 1396, 5 August 1976). The mission of coordinating and planning research is now the responsibility of the government. It will be ensured by an Interdepartmental Committee chaired by the Prime Minister and whose creation text has been adopted by the Council of Ministers. The monitoring and execution of governmental decisions and orientations within the framework of this Committee is the responsibility of the governmental authority responsible for research. The CNRST under the supervision of this department will be a structuring operator and a service provider. It will contribute to the implementation and follow-up of the Committee's recommendations.

<https://www.cnrst.ma/index.php/fr/cnrst/a-propos/presentation>

National level: policies

#### *Distance education*

Distance learning/education is significantly increasing in Morocco in both public and private universities. The increased availability and functionality of information technology (IT) had brought new teaching tools to the Moroccan market, including mobile phones, video-conferencing, e-mail, discussion forums, chat software, and document sharing.

In Higher Education, Morocco created an innovative initiative called MUN (Maroc Université Numérique) that has been started in 2019 with the support of the Ministry of Higher Education and the French Embassy in Morocco and partnership of FUN (France Université Numérique) (<https://www.mun.ma>). Currently, this platform is starting with 49-selected free access MOOCs in various fields. This numerical openness can only be beneficial since it will make it possible to overcome several difficulties encountered by the students and will also contribute to solving the linguistic problem, but also that of the massification by reducing the numbers in the amphitheatres. MUN is now becoming the very innovative Open and freely Morocco Higher education platform dedicated to a very large public in June 2019.

#### *Open science*

Morocco is among the most active of the South Mediterranean countries in the OER movement. In 2005 the Moroccan government adopted a strategy to make ICT accessible in all public schools to improve the quality of teaching: infrastructure, teacher training and the development of pedagogical content was also part of this national program.

At the institutional level, the term OER was officially introduced in Morocco only after the OpenMed project. This represents an inflection point in the education sector, constituting a solid ground for building the notions of openness, OER and OEP and was concretized by the "OER Morocco declaration" during the Forum of the Strategy of Open Educational Resources in Morocco organized by UCA in collaboration with Ibn Zohr University in the framework of the OpenMed project.

This declaration was guided by two considerations. First, open education can broaden access to education, knowledge transfer, social inclusion and create a culture of collaboration and sharing. Second, open education makes a sound economic case: producing publicly-funded educational resources under open licenses represents a return on investment of public spending (OER Morocco Declaration, 2017). This policy states Morocco's vision for open education, which is built on seven pillars considered the cornerstones of open education, including content, access, technology, research data, research outputs, licensing, and policy (Burgos, 2017). The declaration also proposes several

recommendations for combining initiatives and developing strategic support and guidance to facilitate the required culture shift to integrate open education into all sectors of Moroccan education.

Also, the ministry of national education created the National Laboratory of Digital Resources, which produces digital educational resources, some of which are OER.

There are also several projects in this field in Morocco. For example, the Korean International Cooperation Industry project produces digital resources that are free to access and use for scientific disciplines at the secondary education level in partnership with Al Akhawayn University in Morocco.

There is also a Unit for the Promotion of Software and Open Educational Resources at the Moroccan-Korean Centre of ICT Training. The center was created in 2011 with the main objective of promoting the use of software and OER to support the national policy of widespread the use of these technologies through the Generalization of Information Technologies and Communication in Education (GENIE) program by offering very low-cost, and often free, ICT solutions. Since 2006 the GENIE program for secondary school incorporates OER, and the strategy was adopted by the National Laboratory of Digital Resources of the Ministry of Education, where a reference to OER is presented in draft ministerial notes regarding validation and certification of digital resources that are in development (Berrada, Benelrhali, & Laaziz, 2019).

#### *OER*

The ministry of national education created the National Laboratory of Digital Resources, which produces digital educational resources, some of which are OER.

Also, In order to reinforce this component of the OER, and to open up on the international initiatives, the direction of the GENIE program is adhered to the Open Educational Resources initiative led by ALECSO, in order to exploit, to exchange, to share, and to produce OER on the platform MAROC-OER-ALECSO, TELMIDTICE, and TAALIMTICE.

#### *Open Research Data*

No policy exists yet.

#### *Digital skills*

No policy exists yet.

#### *Open education*

## 2. Institutional level : The Cadi Ayyad University

UCA is one of Morocco's public universities. Created in 1979, it comprises 14 institutions covering 4 cities (Marrakech, Safi, Essaouira and Kelaa des Sraghna). UCA boasts >92,227 learners and >1,650 professors distributed in 171 departments. Annually, it produces more than 500 research papers, which are published in high-quality journals, and reviews and delivers more than 9,735 diplomas (Berrada et al., 2017b). UCA stood first among Moroccan, Maghreb, and Francophone African universities in the "Times Higher Education 2019" world ranking of universities. UCA ranked 15th among universities in the Arab world and 12th in Africa. According to the same ranking system, by discipline, UCA has been a leader in physical sciences, standing first in Morocco, the Maghreb, and Francophone Africa.

#### *E-learning centre*

<https://www.uca.ma//fr/page/uca-campus-numerique>

*Open Science steering committee*

Institutional level – Cadi Ayyad University: policies

*Distance education*

**No policy exists yet.**

*Open Science*

**No policy exists yet.**

*Open Education*

**No policy exists yet.**

### 3. References

*Imane Zaatri, Sofia Margoum, Rachid Bendaoud, Ilham Laaziz El Malti, Daniel Burgos and Khalid Berrada* © Springer Nature Singapore Pte Ltd. 2020R. Huang et al. (eds.), *Current State of Open Educational Resources in the “Belt and Road” Countries, Lecture Notes in Educational Technology*, [https://doi.org/10.1007/978-981-15-3040-1\\_7](https://doi.org/10.1007/978-981-15-3040-1_7)

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