

Country reference framework

Morocco

November 2022

Inhoud

Country reference framework Morocco	3
Background	3
1 VLIR-UOS in Morocco	4
1.1 <i>Overview projects & scholarships (2003 – 2021)</i>	4
1.2 <i>Ongoing projects and future calls (2022-...)</i>	5
2 Morocco and the 2030 Agenda for Sustainable Development	6
2.1 <i>Morocco and the Sustainable Development Goals</i>	6
2.2 <i>Higher education landscape in Morocco</i>	8
2.3 <i>Leaving no one behind</i>	10
2.4 <i>Multistakeholderpartnership - Stakeholder analysis</i>	11
3 Synergy and Complementarity with other (Belgian) development actors in Morocco	16
3.1 <i>VLIR-UOS approaches to synergy and complementarity</i>	16
3.2 <i>Bilateral development cooperation (Enabel) in Morocco</i>	16
3.3 <i>Belgian actors of the non-governmental cooperation in Morocco</i>	17
3.3.1 <i>Thematic Joint Strategic Framework on Higher Education and Science</i>	17
3.3.2 <i>Morocco Joint Strategic Framework</i>	17
3.3.3 <i>Other Thematic Joint Strategic Frameworks</i>	20

Country reference framework Morocco

Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

- (i) overview of VLIR-UOS projects in the country;
- (ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
- (iii) overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

1 VLIR-UOS in Morocco

1.1 Overview projects & scholarships (2003 – 2021)



Legend

- Université Hassan II ●
- Université Mohammed V ●
- Université Moulay Ismaïl ●
- Université Abdelmalek Essaadi ●
- Ecole Nationale Forestière d'Ingénieurs de Rabat - Salé ●
- Ecole Nationale d'Agriculture de Meknès ●
- Université Internationale de Rabat ●
- Université Sidi Mohamed Ben Abdellah ●
- Moroccan Foundation for Advanced Science, Innovation & Research ●
- Institut Agronomique et Vétérinaire Hassan II ●
- Université Cadi Ayyad ●
- Université Mohammed Premier ●

Projects 2003-2021		
Type	Budget (€)	Number
Total	6.538.228	22
IUC	2.943.000	1
TEAM	2.599.888	8
SI	995.340	13

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
Total	5.434.300	17
IUC	2.793.000	1
TEAM	2.028.939	7
SI	612.361	9

Scholarships 2003-2020		
Type	Budget (€)	Number
Total	534.295	86
Ph.D.		
Subtotal	293.594	2
VLADOC	293.594	2
Short term		
Subtotal	110.113	80
ITP	15.002	3
KOI	4.752	3
REI	75.935	71
Other scholarships	14.424	3
Study		
Subtotal	130.588	4
ICP	130.588	4

Morocco is an important country in the VLIR-UOS portfolio. Between 2003 and 2021 the cooperation between VLIRUOS and Morocco represented nearly € 7 million. The IUC partnership **with Moulay Ismaïl University of Meknes**, started in 2017 and now at its midterm and preparing a 2nd phase of cooperation forms the core of the cooperation with Morocco, complemented by a growing number of SI and TEAM projects.

More detailed information can be found on our [Morocco country page](#) on the VLIR-UOS website.

1.2 Ongoing projects and future calls (2022-...)

Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (€)
IUC	2022- 2026	Institutional University Cooperation with Université Moulay Ismail (UMI) (phase 2)	J.-M. Rigo (Hasselt University)	S. El Jaafari	Université Moulay Ismail	2.680.000
Subproject 1		<i>Renforcement de la gouvernance et des capacités de gestion de l'UMI dans une démarche qualité</i>	J.-M. Rigo (Hasselt University)	H. Sahbi		
Subproject 2		<i>Institution et renforcement des capacités de formation, de recherche et de service à la société d'un cluster de compétences en santé environnementale à l'UMI</i>	L. Godderis (KU Leuven)	S. El Jaafari		
Subproject 3		<i>Adaptation de l'offre de formation et renforcement des capacités de recherche et de service à la collectivité d'un cluster de compétences en agroalimentaire et sécurité sanitaire des aliments à l'UMI</i>	K. Raes (Ghent University)	H. Hajjaj		
Subproject 4		<i>Institution et renforcement des capacités de formation, de recherche et de service à la société d'un CC en gestion intégrée des ressources en eau (GIRE) à l'UMI</i>	A. Van Rompaey (KU Leuven)	A. Es-sahlaoui		
Subproject 5		<i>Institution et renforcement des capacités de formation, de recherche et de service à la société d'un cluster de compétences en environnement et développement territorial à l'UMI</i>	B. Vanheusden (Hasselt University)	A. Baguare		
Subproject 6		<i>Institution et renforcement des capacités de formation, de recherche et de service à la société d'un cluster de compétences en valorisation des composés naturels et synthétiques des ressources végétales de la région et leurs effets thérapeutiques</i>	J. Hendriks (Hasselt University)	A. Zaid		

Abbreviations (type): IUC= Institutional University Cooperation.

Abbreviations (Flemish institutions): UH=University of Hasselt.

Table 1 Ongoing VLIR-UOS projects that will continue in FYP II

Competitive calls for new SI, TEAM projects will be launched and announced on our website. Nationals of Morocco are eligible¹ to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

¹ Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

2 Morocco and the 2030 Agenda for Sustainable Development

2.1 Morocco and the Sustainable Development Goals

Morocco has been committed since the early 2000s in major societal sustainable development projects. With the advent of the global SDG program, Morocco's choices are strengthened and the reforms and strategies undertaken take on new dimensions, as discussed in Morocco's [Voluntary National Review 2020](#) (French only). The approach adopted by Morocco for the implementation of this program revolves around structuring approaches focused on the promotion of human rights, the transition to the green economy, advanced regionalization, social and territorial cohesion, citizen participation and the development of strategic partnerships, particularly South-South whereby the African continent takes a central place.

According to the [VNR 2020](#), these efforts have enabled the country to strengthen its human capital, accelerate its transition to clean development and thus improve the content of its economic growth in terms of employment, poverty reduction, social and territorial inequalities and reduction in dependence on fossil fuels .

Anxious to ensure the coordination of the SDGs and ensure their monitoring and evaluation, a National Commission for Sustainable Development was set up. In this context, both a [statistical platform](#) dedicated to the SDGs and a model were developed to monitor and evaluate the SDGs on a periodic basis.

Under these conditions, the COVID19 pandemic came to disrupt the efforts undertaken by the country. Morocco was quick to react in mitigating the effects of this pandemic. Likewise, a special fund for the management of the pandemic has been created, benefiting from budgetary resources and financial contributions from all actors, including businesses, households and civil society.

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021² assesses where each country stands with regard to achieving the SDGs. Morocco ranks 69th out of 165 countries included in the report. The [Morocco Country Profile](#) shows that some challenges still exist but that the country is well under way to achieve the majority of goals.

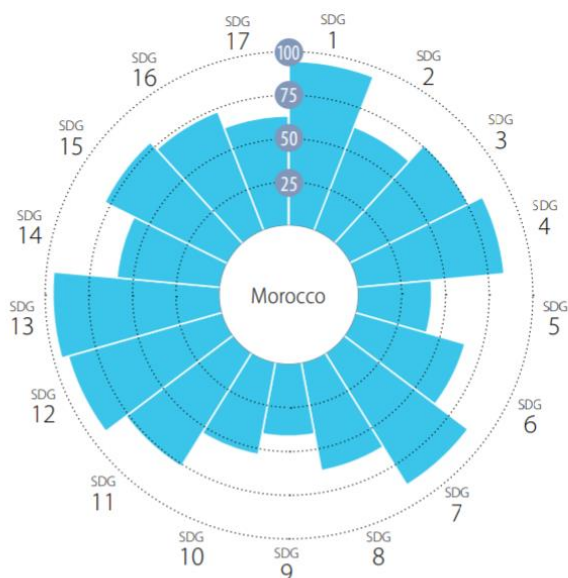
² Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

SDG Dashboards and Trends

Click on a goal to view more information.



▼ AVERAGE PERFORMANCE BY SDG



As an umbrella organization that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in Morocco covered mainly, apart from SDG 4 and 9, SDGs 2, 3, 6, 7, 14 and 15. Top sectors for VLIR-UOS in this country for the past decade are health,

sustainable agriculture and food security, biodiversity/environment and natural resources, energy, education and technology transfer.

More background information and context analysis on Morocco can be found in the **geographic Joint Strategic Framework** for Morocco, which will be shared with (potential) project promoters when new calls are launched.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Morocco can be found [through this link](#), information about the economic impact of COVID-19 in Morocco can be found [in this report](#).

Additional sources on progress related to higher education & science (SDG 4)

- [UNESCO-UIS](#): overview data resources indicators [related to SDG4](#)
- [Our World in data](#):
 - Indicators related to [educational mobility and inequality](#)
 - Indicators related to [tertiary education](#)
 - Indicators related to [projections of future education](#) (demand)
 - Indicators related to [science](#) and [research](#)
- [Student mobility: UIS-data](#) showing shifting demand for higher education caused by COVID-19
- [COVID-19 and education: UNESCO data](#) on (duration of) school closures

2.2 Higher education landscape in Morocco

The Moroccan Ministry of National Education, Vocational Training, Higher Education and Scientific Research oversees all aspects concerning higher education in Morocco. The report entitled "[Reform of higher education: strategic perspectives](#)" relates directly to the Strategic Vision of the 2015-2030 reform.

Higher education is anchoring its development to digital transitions and the appropriation of technological innovation to better adapt to the profound transformations that economic and social life is undergoing. The reflection on the reform of higher education responds to many relevant considerations:

- the importance of higher education as a cycle which crowns the educational path of learners and certifies all of their achievements with national diplomas;
- the linkage of higher education to scientific research and innovation, which constitute issues in international competition around knowledge production and investment in human capital;
- the higher education system, characterized by a certain number of dysfunctions and problems relating to the imbalance between the demographic evolution of enrolled students (still increasing) and the slow increase in the capacity of establishments, the stagnation of the number of pedagogical and administrative supervision and the insufficient financial resources granted to the various higher education entities;
- the many imperfections that characterized the implementation of the LMD (licence-master-doctorat) system which is the backbone of the organization of the national higher education system;
- the inadequacy of the profiles formed with the needs and ongoing changes in the labour market.

Based on the evaluation studies of the higher education system, the Standing Committee for Scientific and Technical Research and Innovation formulated recommendations:

- the imperative to be part of Morocco's new socio-economic development model by providing a training offer in line with the expectations and ambitions of the Moroccan societal project, the needs of the labour market and the social inclusion of the various categories;
- the obligation to integrate in the educational offer, in the organization and in the governance of higher education entities the profound changes that the digital revolution is disseminating;
- the need to revisit the modalities of anchoring higher education establishments in their territorial environment, in the light of changes in territorial governance on the basis of advanced regionalization and which calls for new modalities of contractualization between universities, the State, the Region as well as economic actors, the business world and civil society.

However, the quality of this transition and its impact on teaching and learning require evaluation and monitoring in the field. Likewise, the differences between rural and urban, between public and private education, between social categories must be taken into account to avoid exclusion.

Following the [National Report of MERIC-Net Morocco](#), various reforms have affected the Moroccan education system. 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. The missions of the university are enlarged, allowing it greater diversification of its funding sources. 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
- Lifelong training: continuing education and university degree (“diplôme d’université”).

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). As the name implies, the purpose is to improve 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 HEI & research.

However, the experiments run in training programmes in partnership with European universities have revealed difficulties of educational equivalence and recognition of qualifications; therefore different Moroccan universities have started up ECTS credits, instead of the modular system that still prevails but which is increasingly less successful. Furthermore, the impact of these programs was limited by two observations: 1/ The slowness and rigidity characterizing the management of funding these programs within universities, discouraging Moroccan universities from taking on project coordination responsibilities; 2/ The lack of an institutional assessment of the impact and sustainability of these programs at the level of the beneficiary universities.

Another concrete outcome of the reform is the instauration of a 4-year trajectory for the Bachelor studies. In order to improve internal efficiency (students losses and graduation rates), employability (foreign languages, soft skills, general culture, ICT knowledge, internships) and international mobility (international standards), it was decided since 2020 to create an additional year to the 3 year existent Bachelor trajectory, with 60 credits per year or 240 credits for the whole Bachelor cycle. The objectives aimed for are obtaining detailed information on training courses, better readability and comparability of the Bachelor degree and comprehension of acquired skills to facilitate professional integration.

According to the [Webometrics Ranking of World Universities](#) , two Moroccan universities fall within the top 2000 ranking worldwide, namely the University of Cadi Ayyad in Marrakech (1196th/2000) and the University Mohammed V in Rabat (1603rd/2000).

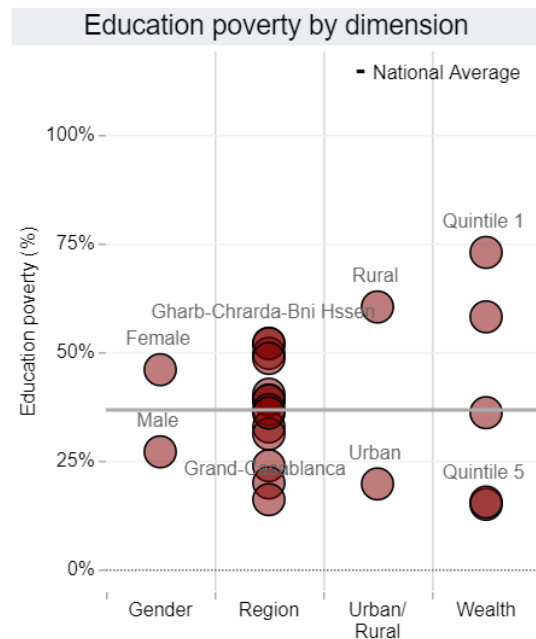
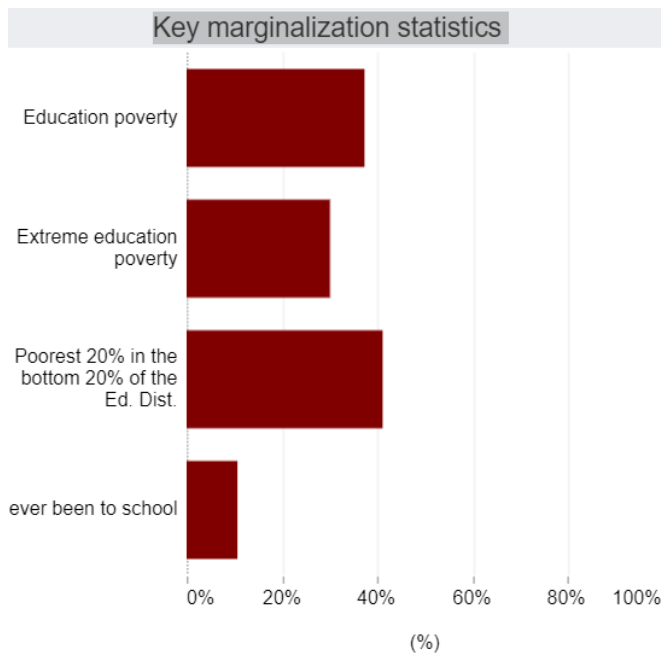
2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

Based on the [National Strategy in Sustainable Development 2017-2030](#), Morocco's success in reducing poverty is marred by income inequalities and disparities within the population. The fight against poverty is a question of reducing economic and social disparities. Also, spatial disparities persist between regions; through human development initiatives and structural sectoral plans, Morocco is trying to reduce these disparities. The UNESCO data on [Deprivation and Marginalization in Education \(DME\)](#)³ presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.

3

- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school



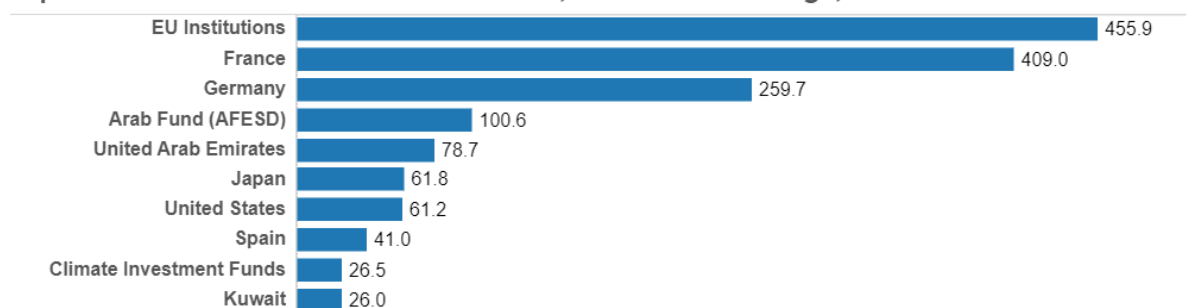
- Additional sources on Leaving No One Behind**
- Gender parity index: [school enrolment](#)
 - [Global Gender Gap Report 2020](#), including country profiles
 - ODI leaving no one behind index: summary [report](#) index 2019; annex [index 2019](#)
 - World Inequality Database on Education: [Disparities in higher education attendance](#)
 - Danish institute for human rights: [Human rights data explorer](#)

2.4 Multistakeholderpartnership - Stakeholder analysis

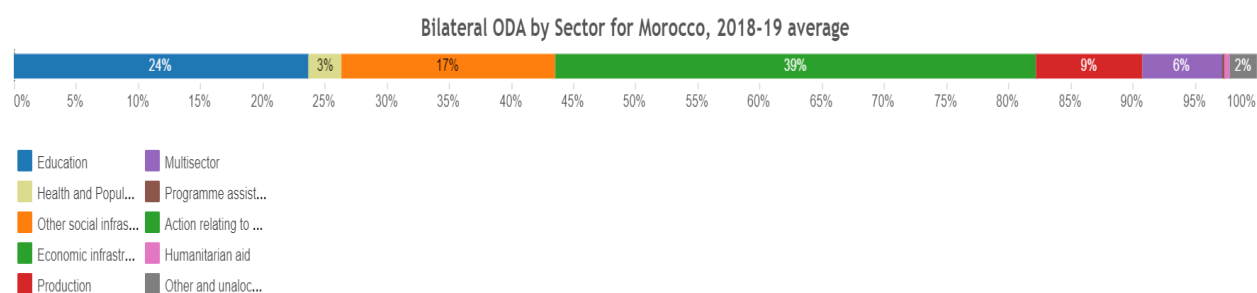
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

Taking a look at the **development partners** of Morocco, the EU-institutions represent the [main donor of gross official development aid \(ODA\)](#) in Morocco, followed by France.

Top Ten Donors of Gross ODA for Morocco, 2018-2019 average, USD million

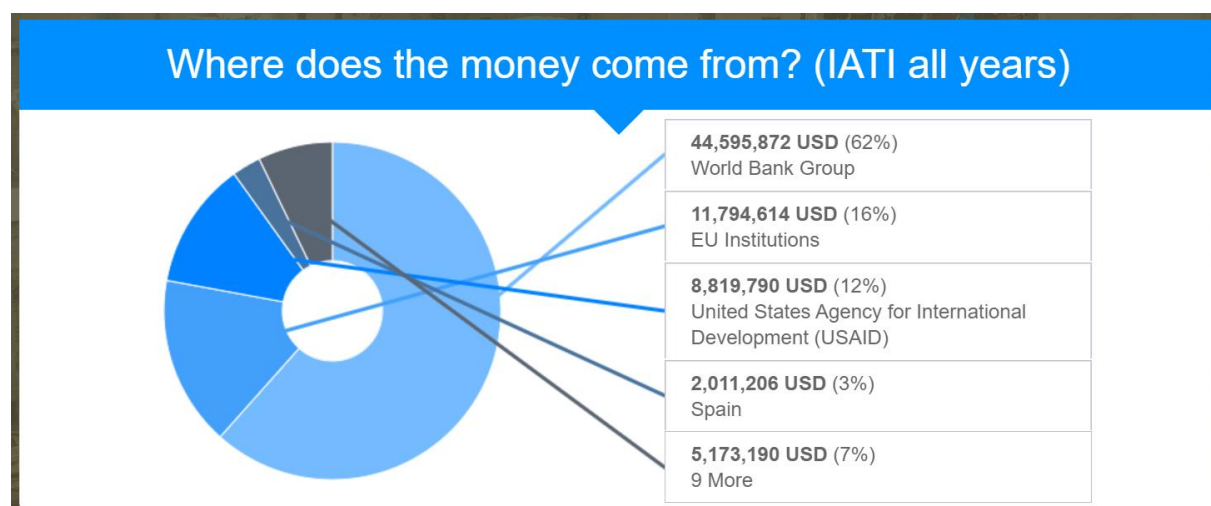


The sectors receiving the biggest funding are economic infrastructure and services with 39% and education with 24%.



Source: OECD - DAC : <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

Based on data from the [International Aid Transparency Initiative \(IATI\)](#), the World Bank and the EU-institutions are the main donors in the higher education sector.



VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions*.

Actor	Role and interest/influence
Higher Education Institutions in Morocco	HEIs in Morocco are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening, the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassy can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in Morocco will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. In Morocco, both VLIR-UOS and ARES are present, but not ITM.
Belgian Actors of the Non-governmental Cooperation	VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international

	internships, facilitating student mobility... these actors play a critical role.
Belgian bilateral cooperation (BIO & Enabel)	VLIR-UOS will regularly exchange with Enabel and BIO to identify and communicate opportunities for synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform).
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.
Public sector: Local or central government and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.
Private sector	Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.
Civil society, social movements and local communities	<p>Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of <i>projects</i> thereby making a potential contribution to the entire range of SDGs.</p> <p>Although efforts have been made, some challenges in democracy and human rights remain. According to this report of Amnesty International, the authorities responded to the COVID-19 pandemic with a new health emergency decree-law, which restricted freedoms of movement, expression and assembly, and used it to prosecute people for criticizing the government's handling of the crisis or for breaking the emergency measures. Sahrawi human rights defenders continued to be intimidated, harassed and arrested for peacefully expressing their opinions. Women continued to face discrimination as well as sexual and other gender-based violence, and faced increased difficulties in accessing justice during the pandemic. Consensual same-sex sexual relations between adults remained a criminal offence and the authorities failed to investigate incitement to violence against lesbian, gay, bisexual, transgender</p>

and intersex people. The rights of migrants were violated, including as a result of inadequate COVID-19 protection measures in migrant detention centers.

3 Synergy and Complementarity with other (Belgian) development actors in Morocco

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators⁴ aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Morocco will feed into to the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

- (i) communicate about the launch and results of competitive calls for projects;
- (ii) communicate other opportunities for projects or scholarships;
- (iii) gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
- (iv) share information about ongoing projects, events and seminars in the country/region.

3.2 Bilateral development cooperation (Enabel) in Morocco

Belgium is not within the top 10 ranking of the ODA overview for Morocco. However, since 1965, Belgium has supported Morocco in a wide range of sectors including health, water and sanitation, education, vocational training, and agriculture. [Enabel](#) broadened its field of action in 2018 to migration and civil servants digital capacity development. Concerning Migration, the programme focuses on economic integration of migrants aiming to improve their employability in Morocco, on coaching Moroccans living in Belgium in creating businesses in Morocco and on improving migrants' and refugees' access to their rights through capacity development.

⁴ The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.3 Belgian actors of the non-governmental cooperation in Morocco

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

	Belgian HE&SI	Local partners	Topic/ thematic focus	Contact person
ARES	Université Libre de Bruxelles (ULB)	Université Moulay Ismaïl (UMI)	Institution d'un Centre de compétences pour l'Evaluation des Politiques Publiques pour la région Fès-Meknès : application aux domaines de l'entrepreneuriat et de l'insertion professionnelle (PRD 2019-2024)	Thao Le, ARES
	Université Libre de Bruxelles (ULB)	Université Hassan II Casablanca (UH2C)	Approche intégrée pour le contrôle durable de la morbidité et la mortalité d'origine infectieuse chez le couple mère-enfant au Maroc (PRD 2020-2025)	

3.3.2 Morocco Joint Strategic Framework

	Description of the strategic goal	ANGCs (active members)
SG1	Assurer l'accès de toutes et tous aux droits fondamentaux (santé, éducation, services sociaux, justice, égalité des sexes) et émanciper toutes les femmes et les filles pour une société plus juste et inclusive	MDM, ASF, Echos Communication, RCN Justice, APEFE, Brulocalis, Karama Solidarity, Congo Dorpen
SG2	Promouvoir une croissance économique durable, inclusive, respectueuse des normes sociales et environnementales en adoptant des stratégies garantissant une amélioration des conditions de vie des populations	MDM, ASF, Echos Communication, APEFE, Brulocalis, Karama Solidarity, Congo Dorpen
SG3	Renforcer la redevabilité et la transparence des institutions de l'Etat de droit, des acteurs privés et associatifs, et œuvrer pour des villes et des communautés durables en favorisant la participation citoyenne aux processus de prise de décision	MDM, Echos Communication, RCN Justice, APEFE, Brulocalis, Karama Solidarity, Congo Dorpen, ASF

ANGC	JSF - Strategic goals	Approches	Local partners	Geographic region	Contact person
APEFE	SG1	Renforcer les capacités/compétences des acteurs publics et associatifs, individuels et collectifs, au profit de l'autonomisation socio-économique des femmes ; Développer le partenariat local et renforcer les capacités des acteurs de la société civile ; Renforcer les Organisations de la Société Civile ayant pour publics cibles : les migrantes, les femmes entrepreneures, de l'économie sociale et solidaire, les travailleurs domestiques... ; Appuyer les synergies et complémentarités entre les collectivités territoriales et les OSCs dans les domaines suivants : services sociaux, éducation, migration et travail décent			
	SG2	Développer un secteur économique à vocation social au profit de la promotion social des populations vulnérables, particulièrement les femmes ; Renforcer les capacités/compétences des acteurs publics et identifier associatifs, individuels et collectifs, en matière de travail décent et de respect des normes sociales et environnementales ; Promouvoir des approches basées sur les Entreprises de l'Economie Sociale et Solidaire (Coopératives, Associations...)		À identifier	Benoit Stievenart, Luc Ameye
	SG3	Soutenir les partenariats panafricains du Maroc pour la création et le développement de l'entrepreneuriat, particulièrement féminin ; Mobiliser les entreprises belges et wallonnes pour développer des partenariats tripartites inter-entreprises (Belgique-Maroc-Afrique subsaharienne) ; Fédérer les collaborations entre les différents acteurs territoriaux publics, privés et associatifs ; Appuyer les partenaires locaux dans le développement d'une communication orientée résultat et durabilité			
ASF	SG1	Améliorer la protection et la prise en charge des femmes victimes de violences ou discriminations via des mécanismes d'accès à la justice intégrés ; Renforcement des capacités et l'action des organisations de la société civile œuvrant dans le domaine la promotion de la culture d'égalité, de la lutte contre les violences et les stéréotypes de genre pour la mise en œuvre des mécanismes de référencement et de prise en charge ; Renforcer la protection et la prise en charge des migrants au Maroc, y compris en matière d'accès aux droits économiques et sociaux, et appui aux organisations et associations communautaires, y compris en termes de capacité financière, structuration et plaidoyer	Adala + Associations communautaires Prise en charge des migrant(e)s	À identifier	Gilles Durdu

	SG2	Renforcer la connaissance des normes internationales en matière de droits humains et entreprises et la participation de la société civile dans les espaces internationaux liés à la thématique ; Renforcer le droit des travailleurs et égalité hommes/femmes dans la vie professionnelle	FMAS, Adala		
	SG3	Renforcement de la société civile dans le monitoring de la chaîne pénale et du droit au procès équitable, avec un focus sur les conditions de détention ; formulation de propositions de réformes.	OMP		
BRULOCA-LIS	SG1	Développer/appuyer des politiques locales de développement social favorisant l'accès de tous aux droits fondamentaux ; Assurer le renforcement des capacités des acteurs locaux en vue d'atteindre la cible stratégique ; Assurer un échange d'expertise entre ACNG belges et marocains relatif à la cible stratégique		À identifier	Jean-Michel Reniers
	SG2	Développer/appuyer des projets locaux de développement socioéconomique (à finalité environnementale si possible ; Assurer un échange d'expertise entre ACNG belges et marocains relatif à la cible stratégique ; Assurer le renforcement des capacités des acteurs locaux en vue d'atteindre la cible stratégique			
	SG3	Développer/appuyer des modes de gouvernance locale promouvant la participation avec la société civile ; Assurer un échange d'expertise entre ACNG belges et marocains relatif à la cible stratégique ; Assurer le renforcement des capacités des acteurs locaux en vue d'atteindre la cible stratégique			
Congodorpen & Karama Solidarity	SG1	Créer un Comité de centre de santé pour promouvoir et assurer l'accès aux services de santé ; Développer une Mutuelle de santé pour gérer les mécanismes de solidarité sociale pour faciliter l'accès durable aux soins de santé ; Promouvoir l'éducation de qualité pour tous au sein de chaque école dans les zones ciblées (services scolaires, infrastructures) ; Promouvoir l'alphabétisation fonctionnelle et conscientisante des adultes, particulièrement pour l'émancipation des femmes et des jeunes filles		À identifier	Magali Guyaut (Congo-dorpen) Julien Carr (Karama Solidarity)
	SG2	Assister les organisations paysannes à améliorer leurs quantités et revenus de production et/ou transformation dans les filières alimentaires ; Assister les petits entrepreneurs locaux à développer des services et des produits non agricoles qui génèrent des revenus et améliorent le bien être local de la population			
	SG3	Promouvoir une approche communautaire des organisations de la société civile par le biais de Comités Locaux de Développement ; Développer l'échange d'expertise, dans le cadre d'une approche identifier communautaire, entre les Organisations Partenaires			

ECHOS	SG1	Renforcer les Organisations de la Société Civile ayant pour publics cibles : les migrantes, les femmes entrepreneures, de l'économie sociale et solidaire, les travailleurs domestiques... ; Appuyer les synergies et complémentarités entre les REMESS collectivités territoriales et les OSCs dans les domaines suivants : services sociaux, éducation, migration et travail décent	AMPCC, ASCOMS, CGLU Afrique, REMESS	À identifier	Alexandre Delvaux, Gautier Brygo
	SG2	Promouvoir et plaider sur les Contrats de travail + CNSS des travailleurs domestiques ; Promouvoir et plaider sur les Contrats de travail étrangers / auto entrepreneurs/entreprises + CNSS des MIGRANTS ; Promouvoir des approches basées sur les Entreprises de l'Economie Sociale et Solidaire (Coopératives, Associations...)			
	SG3	Démocratisation des consultations citoyennes territorialisées ; Promouvoir et déployer l'approche du Coaching Territorial auprès des ACNG et des partenaires locaux ; Augmenter le plaider en Belgique pour la construction de nouvelles relations et la création de synergies opérationnelles entre les ONG de la Belgique et du Maroc ; Appuyer les partenaires locaux dans le développement d'une communication orientée résultat et durabilité			
MdM	SG1	Développer le partenariat local et renforcer les capacités des acteurs de la société civile ; Empowerment des titulaires de droits et renforcement de leurs compétences	MS2, AMANE	À identifier	Olivier Van Eyll
	SG2	Plaider pour l'accès aux soins de santé des populations migrantes			
	SG3	Accompagner les autorités locales dans le domaine sanitaire et social			
RCN J&D	SG1	Renforcer les capacités des acteurs de la société civile dans la lutte contre les violences basées sur le genre ; Assurer la prévention et la réponse aux violences basées sur le 2000 genre en renforçant le changement d'attitude, la protection et la prise en charge intégrée des victimes ; Améliorer l'accès à la justice des groupes les plus vulnérables, dont en priorité : migrants, femmes et enfants.	Oujda Aïn Ghazal 2000	À identifier	Maud Le Chate- lier
	SG3	Appuyer les acteurs locaux dans la mise en réseau			

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Contact person
Echos Communication, Brulocalis, COTA	Sustainable cities : Bonne gouvernance, participation et consultation citoyenne, développement économique local,	Les autorités locales co-construisent et mettent en œuvre avec d'autres acteurs une politique locale de développement durable ;	Organisations de la Société Civile en synergies avec les collectivités territoriales Coopératives de l'Economie Sociale et Solidaire ; Autorités locales et agents des	Gautier Brygo (Echos), Jean-Michel Reniers (Brulocalis) Emmanuel Gayraud (COTA)

	renforcement capacités, action sociale, élaboration politiques locales, inclusion populations vulnérables	Les capacités des gouvernements et acteurs locaux à concevoir la ville durable sont renforcées	services communaux concernés par le secteur d'intervention	
SOLSOC	Decent Work: creation d'emplois, droits du travail, protection sociale, dialogue social	Approches de renforcement de capacités des OSC belges ; Approches de renforcement de capacités et d'action des OSC partenaires	IFAAP (Institut de Formation et d'Accompagnement des Associations de Proximité de Casablanca) ; AJR (Action Jeunes Régionale des quartiers de Casablanca) ; AFAQ (Action des Femmes des Associations des quartiers de Casablanca) ; Echos Communication	Veronique Wemaere (SOLSOC)

Thematic JSF Resilience is not active in Morocco.