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Final Report – Re-Form Project

SM_SCM-M012B06-2006 (MA)

FINAL REPORT ON THE ACTION'S IMPLEMENTATION AND FINANCIAL STATEMENT

Statistics and Indicators

Please indicate the main issues of the trainings by ticking one of the points mentioned here below. Further information can be provided in the BOX for comments.

Conferences – Seminars - Publications

Number of conferences organized - 1

The final national conference was held in Meknes (instead of Rabat) on 29-30 May 2008, with participants from the Moroccan Ministry of Education, all Moroccan universities and the European partners. The move of the final conference to Meknes was due to logistical difficulties in Rabat and not a sign of lack of interest on part of the Ministry, on the contrary. The Moroccan Ministry of Education has been involved in all activities of the project from the start. Furthermore, the Moroccan Conference of University Presidents was in constant contact with the Ministry at weekly meetings at which the project was also discussed. The interest in the project and the support provided by the Ministry as well as the Conference of University Presidents are important contributions to the success of the project.

Number of staff involved in conferences - 104

The participants included representatives from the Moroccan Ministry of Education (the Secretary General responsible for Higher Education, the Director for Higher Education and his staff), from all Moroccan universities and the European partners.

Number of seminars organized - 4

The following seminars were organised:

- Bologne : 29-31 octobre 2007
Présidents et Vice-présidents marocains, représentants du Ministère marocain et Présidents des universités européennes participantes: « Gouvernance »
- Meknès : 26-28 novembre 2007
Chefs de filières marocains et partenaires européens: « D'une réforme de structure à une réforme de contenu »
- Marrakech : 11-13 février 2008
Chefs de filières marocains et partenaires européens: « Interface université-entreprise et évaluation des enseignements »
- Coimbra : 14-16 avril 2008
Doyens, chefs d'écoles doctorales et partenaires européens: « Doctorats : modèles, programmes, écoles »

All four seminars were organised in close collaboration with the host universities, the Moroccan Ministry of Education and the Moroccan partners.

Number of staff involved in seminars - 148

Bologna, 29-31 October 2007:

26 participants (16 Moroccan Presidents/Vice-Presidents and 3 European Rectors/Vice-rectors plus the coordinator and European partners)

Meknes, 26-28 November 2007:

40 participants (2 representatives from each of the 15 Moroccan universities, two representatives from the Moroccan Ministry of education, European partners, coordinator and external expert)

Marrakech, 11-13 February 2008:

42 participants (2 representatives from each of the 15 Moroccan universities, a representative from the Moroccan Ministry of Education, presenters from the host university, European partners, coordinator and external expert)

Coimbra, 14-16 April 2008:

40 participants (a dean or programme director from each of the Moroccan universities, a representative from the Moroccan Ministry of Education, presenters from host university, Moroccan and European partners, coordinator, external expert, the Cultural Attaché from the Moroccan Embassy in Lisbon)

Number of Publications edited (articles, books...)

As a Structural Measures Project, the Re-Form Project is not expected to have undertaken dissemination activities in the form of publications. It should be mentioned, though, that all participants at the final conference received a CD with the presentations from the four seminars, and that the project had a web site with presentations and general introduction: www.coimbra-group.eu/tempus

Number of individuals participating in media programmes

N/A

Project information on website

<http://www.coimbra-group.eu/tempus>

Training courses**Number of training courses organised**

See above: seminars in Meknes, Marrakech and Coimbra

Number of staff involved in training courses

The seminars in Meknes, Marrakech and Coimbra also functioned as training courses

Issue of the training**- Planning and implementation of reform strategies**

The discussions and training issues related solely to the implementation of reform strategies, as Morocco (like Europe) is in the middle of reform processes in higher education. The main presentations focused on the global setting of the reforms, the aims and means, and on the issues central to the approaches chosen by Morocco and the various European countries.

The **Meknes** seminar included presentations of the background of and intentions behind new curricula established within the framework of the reforms in Morocco and of European study programmes and their relationship to the Bologna Process.

The **Marrakech** seminar focused on interfaces between universities and enterprises and the efforts behind the new curricula; these presentations were combined with European presentations. The Marrakech seminar also included presentations on and discussion about the credit systems used in Europe and their comparability with other academic recognition systems with a view to facilitate mutual recognition in future collaboration projects. Furthermore, the seminar included the evaluation of teaching, especially in relation to the needs of external stakeholders

The **Coimbra** seminar focused on doctoral degrees and their place within newly established research centres and knowledge transfer units and the place of doctoral schools in collaboration with other research institutions at home and abroad.

The seminars brought considerable insight and input from all sides. It should be mentioned that a Follow-up Group was established at the Meknes seminar, consisting of the programme directors from all Moroccan universities. The Follow-up Group has kept in contact over the past months and has circulated information to all members, e.g. on the seminars in Marrakech and Coimbra to those who did not participate in the seminars at the two locations. The Follow-up Group is seen as a major result of the project in view of its multiplier function. The Moroccan Ministry of Education was invited to support future meetings of the Follow-up Group members at the final national conference 29-30 May and gave a positive response.

- Specialised techniques and tools for university management

In connection with the first seminar in Bologna in October 2007, the questions relating to university governance were studied in depth, with contributions from European as well as Moroccan university rectors. A number of strategic issues were tabled and scrutinised, and management principles and traditions in the university sector discussed. Of particular interest was the site visit to "AlmaLaurea", the Italian company that assists universities in collecting information on graduates and graduate employment, provides access to graduates to publish their CVs on-line and to companies to search for academically trained employees. The type of database provided by "AlmaLaurea" was seen as a

particularly useful planning instrument. Also discussions on financial administration of universities were central, especially the experience of the University of Bologna of making special funding available to specific pilot projects as a means to implementing reform plans in a flexible way.

- Ensuring equal opportunities for men and women

The equal opportunities issue was among the themes discussed during the seminars, although not as a separate theme. The future development of higher education in Europe as well as in Morocco depends to a large degree on being able to attract students from groups in society that are not yet strongly represented. This has consequences in further developments of study programmes, with flexible structures, possibility to plan learning paths in alternative ways to open up opportunities for these groups. A stronger presence of women in higher education is one of the aims of the reform processes on both sides of the Mediterranean, which also includes making it possible for people to return to higher education after periods of absence and a possibility to plan individualised study programmes to accommodate women as well as men, young as well as adult learners and other groups in society. The equal opportunities goals could be said to have been reached already as there are more female than male students in most countries, something which was mentioned directly as a problem by the Moroccan participants. Staff is also mainly female, although not at leadership level. The Moroccan participants stressed that equal opportunities include attracting and retaining a far larger number of male students at the same time as attracting and retaining women in leading positions in higher education.

- Higher education in a multicultural environment

As mentioned the seminars focused on the reform processes and the implementation of reforms in a national as well as a global setting. The issues of multi-cultural environments were integral to the discussions, in particular the integration of several language and academic cultures within the same curriculum. Experience from European partners and from the Moroccan universities constantly reflected the multi-cultural issues. Questions such as the language of instruction in a multi-cultural society, dealing with and integrating foreign academic staff, attracting foreign students, and in particular, preparing students to create their own careers in a multi-cultural society. The issue of languages is dealt with below in this report, but the importance of incorporating multi-cultural issues, including language issues, in any curriculum development project in a modern university was constantly underlined in the project seminars.

- Developing skills for the knowledge society (literacy and numeracy, IT, ability to learn)

The need to develop in particular generic skills at master and doctoral levels was underlined in the seminar. The widening of the student population to encompass new groups of students it is becoming increasingly to ensure that they have access to skills training in areas normally expected as part of the normal school. This was included in the considerations at the seminar in Meknes in November 2007 that focused on reform planning and implementation in an increasingly global context. This also included discussions about the needed in a knowledge society and how best to develop such skills. Openness to alternative learning paths acquired in other areas than the normal school system and similar university preparatory education needs addressed. One could say that academic pluralism is being intensified by social pluralism, or that students achieve scholarly learning as well as personal development.

- Strengthening the links with working life and research, and society at large

Throughout the project the links between academic and working life have been underlined, but in particular at the seminar in Marrakech. The links between research and of labour market were explored in connection with the seminars in Marrakech and Coimbra. The issues of “employability”, career guidance, learning outcomes, student-defined study programmes, placements and internships have been dealt with in all four seminars and at the final conference. Also issues relating to the role of universities as regional centres of knowledge and movers in socio-economic development have been central to the seminars. This includes entrepreneurship training and the larger employability issues in research centres and doctoral schools. Presentations on the issues are available on the web site under the relevant seminars/conference.

- Improving foreign language learning

At the seminar in Meknes in November 2007 the participants discussed the difficult question of language(s) of instruction, in particular the specific Moroccan issue of Arabic as the language of instruction in schools and French as the language of instruction at university level. This leaves Arabic in a position of an almost “foreign language” to anyone pursuing an academic career. The discussion also touched upon similar problems in other countries, with the external expert referring to other Arabic countries with the same issues, and European partners referring to the situation in Belgium and Finland. The issue of English as the most important language used in research and science was also discussed, raising the additional problem of adding yet another foreign language to the curricula. The seminars and the final conference managed to operate in several languages (French, English, Spanish, Arabic) thanks to simultaneous interpretation by the Coordinator, the external expert and the Moroccan and European partners.

- Other
The seminars have provided material to support the reform process in the long-term perspective. The multiplication effect in Moroccan universities after the project has been ensured by the Follow-up Group formed at the seminar in Meknes with a core group of twenty academics and programme directors and by the Conference of University Presidents (MA). The Follow-up Group was presented to the Moroccan Ministry of Education at the national conference end of May 2008 and will seek seed funding from the Ministry to continue their work as “champions of reform” and use the experience from the project in collaboration with other colleagues and project directors in all disciplines. The four seminars and the final conference have provided academics in Moroccan universities with planning tools and inter-university collaborative experience and contacts to assist them in their long-term efforts and create a sense of ownership for the reforms.

Study visit

Number of study visit	(2)
(At the seminar in Bologna in October 2007 there was a site visit to the Italian company “AlmaLaurea”; in connection with the Coimbra seminar in April 2008, there were site visits to the science and humanities faculties and their doctoral schools and knowledge transfer units)	
Number of staff involved in study visit	(48)
(the visiting Moroccan academics – in Bologna the Présidents and Vice-présidents, in Coimbra deans and programme directors – went to “Almalaurea” (Bologna) and to the science and humanities doctoral schools and knowledge transfer centres at the University of Coimbra at the fourth seminar in April 2008)	

Issues of the visit

- Planning and implementation of reform strategies	Y	N	N/A
At the seminar in Bologna (October 2007) the Presidents of the Moroccan Universities and of European partner universities discussed the governance issues involved in introducing and implementing reforms. In particular the problems in using structural measures only to introduce content-related changes in study programmes and develop new programmes were tabled. Experience from some European universities, among them the project partners, have used “seed money” and pilot project funding to introduce changes. At the Coimbra seminar (April 2008) the visiting Moroccan academics explored the concrete planning and implementation strategies used by Portuguese colleagues to develop the centres. Also in debates related to presentations from local academics in the seminar sessions the issues of implementation strategies were on the agenda with questions relating to seed funding from the University of Coimbra and/or the Portuguese Ministry to develop the centres, collaboration with local and regional authorities, enterprises and cultural institutions.			
- Specialised techniques and tools for university management	Y	N	N/A
In connection with the first seminar in Bologna in October 2007, the questions relating to university governance were studied in depth, with contributions from European as well as Moroccan university rectors. A number of strategic issues were tabled and scrutinised, and management principles and traditions in the university sector discussed. Of particular interest was the site visit to “AlmaLaurea”, the Italian company that assists universities in collecting information on graduates and graduate employment, provides access to graduates to publish their CVs on-line and to companies to search for academically trained employees. The type of database provided by “AlmaLaurea” was seen as a particularly useful planning instrument. Also discussions on financial administration of universities were central, especially the experience of the University of Bologna of making special funding available to specific pilot projects as a means to implementing reform plans in a flexible way.			
- Ensuring equal opportunities for men and women	Y	N	N/A
(cf. above)			
- Higher education in a multicultural environment	Y	N	N/A
The issues on how to deal with students and researchers from all over the world were central to discussions in connection with the site visits in Coimbra: language, cultural, social and gender issues were all included in a general debate about how best to ensure sustainable development within higher education and optimal learning outcomes for future graduates. The challenges to countries with a high level of cultural diversity demand awareness and preparedness to benefit from the diversity in combination with sound fundamental academic learning.			

- Developing skills for the knowledge society (literacy and numeracy, IT, ability to learn)	Y	N	N/A
The site visits in Coimbra together with the discussions in seminar sessions underlined the need to develop generic skills alongside strictly academic skills. The doctoral schools and knowledge transfer centres provided examples of some of the ways in which to deal with the challenges posed by developments towards a knowledge society.			
- Strengthening the links with working life and research, and society at large	Y	N	N/A
The knowledge transfer centres in Coimbra, in collaboration with the doctoral schools, function in close collaboration with local, regional and national enterprises as well as with authorities and cultural institutions. In combination with the seminar in Marrakech earlier in the year discussions centred on ways and means to develop relations to society at large in the long-term perspective and at institutional level. Most developments so far have been concentrated in separate departments and/or faculties and have been targeted solely towards one specific segment of society, most often to enterprises. The site visits provided insight into institutional strategies to enable the full university community to benefit from contacts and inspiration.			
- Improving foreign language learning	Y	N	N/A
The necessity to expand the offer of language learning in Morocco was discussed on several occasions, in particular in relation to the Meknes seminar in November 2007 and the Coimbra seminar in April 2008. With the English language dominating the scene of research and science, the Moroccan universities are facing an enormous challenge with French as the language of instruction after school education where the language of instruction is Arabic. The challenges ahead need addressing and it was felt that experiences from some of the European partners would be valuable. The external expert also referred to other Arab countries with similar problems with a view to studying their ways of tackling the challenges.			
- Other	Y	N	N/A
The Moroccan Embassy in Lisbon expressed a profound interest in the seminar held in Coimbra in April 2008 and was represented by Ms Fatima Fertat on behalf of the Ambassador, Mr Samir Arou. It should also be added that throughout the project all discussions were open and free, without a trace of prejudice or polemics. The atmosphere throughout was one of mutual confidence, which provided a most pleasant basis for debates and led to excellent results.			

General Issues of the project

General issues of the project	Y	N	N/A
<p>The overall objective of the project has been to empower universities to perform optimally in a transition phase, to ensure continued preparedness for change, to interact with stakeholders at local, regional and national level, to become knowledge centres, and to create a sense of ownership for the reforms being assisted and supported by the project. These objectives have been met by the project and among the most important results of the project the Follow-up Group should be mentioned as a future multiplier and thus beyond the lifetime of the project.</p> <p>Another important outcome has been the open and free discussions of the opportunities and constraints experienced by the participants, regardless of which reform process they are undergoing. The Moroccan universities have been working on their reform process for four years by now, the European universities for nearly the double number of years, but the issues central to curriculum reforms, employability, learning outcomes, etc., remain the same to all participants. The main differences were identified in questions on credit systems, recognition measures and in the governing structures of the universities. The following major issues to ensure the success of the reform process in Morocco have been identified:</p> <ul style="list-style-type: none"> • A necessity of further explore the “employability” aspects of the reform process • Needs to promote closer co-operation between universities and society, create and explore interfaces and introduce research collaboration on a wider scale • Assist universities in becoming increasingly entrepreneurial by establishing science park, incubator and similar interface structures to facilitate the creation and development of future SMEs • Underline the status of universities as open research establishments and strengthen their standing in society to attract and retain a higher percentage of young people into academic studies and research training • Strengthening co-operation with international universities and ensuring a high level of mobility among scholars and researchers. <p>The major challenge to Moroccan universities as well as to the European universities consists in aligning the various opportunities provided by the reform and research policies to create a sustainable environment for the development of genuine knowledge triangle strategies.</p>			

Lifelong learning	Y	N	N/A
<p>The reform process discussions were seen in the lifelong learning perspective in terms of flexibility for students to pursue their academic career throughout life and for adults to attend courses of their choice within an open study system with modularised curricula and academic recognition of course units, either as credit points or as certificates. This includes continuing to seek collaboration among universities and other higher education institutions to create “bridges” or “passerelles” to augment learning flexibility for the individual student. The issues were incorporated throughout the seminars, but were in particular highlighted at the national conference end of May 2008.</p>			
Promotion of the involvement of students	Y	N	N/A
<p>Students and student organisations did not participate in the seminars or at the final conference, but the need to involve students and their organisations in the reform activities, both at planning and at implementation stage was underlined by the European partners. At the final conference the issue was raised as a long-term integral part of all planning and implementation of reform initiatives. At the Marrakech seminar in February 2008 the input to the internal quality assurance measures from student evaluations was underlined as one of the important parameters to upholding a high level of quality as well as continued involvement of students in reform processes.</p>			
Promotion of the attractiveness of EU education abroad	Y	N	N/A
<p>The project explicitly underlined that it would not be a promotion project for the Bologna Process, and throughout the project the different reform processes were dealt with on an equal level. The seminars, in Meknes, Marrakesh and Coimbra included examples of new curricula developed in Europe and contributed to an awareness of the possibilities available at European universities. Also other aspects of European higher education were presented, among others the statistical services available at “AlmaLaurea” in Bologna, now expanding to become a Europe-wide system of graduate statistics and CVs with access for companies and institutions searching for employees with an academic background. These other aspects raised awareness of the achievements at European level and the opportunities open to students and researchers from outside Europe. The project was interesting from a promotional point of view to the Moroccan universities as it introduced other higher education systems in Europe besides the French version of the Bologna Process already well-known to the Moroccan academics.</p> <p>A number of contacts were made which will, eventually, result in closer co-operation between Moroccan universities and the European partner universities and beyond. Collaboration has already been launched between a number of Moroccan universities and the universities of Coimbra and Granada, and a project has been launched in collaboration between the Moroccan Ministry of Education, Moroccan universities and “AlmaLaurea” in Bologna with a view to develop a Moroccan database for graduates.</p>			
Entrepreneurship in education	Y	N	N/A
<p>As mentioned earlier, the employability aspect was central in all discussions throughout the project. Special emphasis was placed on interfaces between universities and enterprises at the seminar in Marrakech in February 2008, with special focus on a culture of entrepreneurship needed in universities. The seminar in Coimbra in April 2008 also stressed the entrepreneurial basis and the development of generic skills in particular among master and doctoral students. Focus was placed on entrepreneurship on a firm academic basis, also taking into consideration that the knowledge monopoly of universities no longer exists, in terms of production as well as transmission of knowledge, and that multi-dimensional models of knowledge production are therefore needed. The role of the market has been re-emphasised in research with a growing recognition of the impact of application, and of research activities characterised by complexity and non-linearity. This “democratisation” of knowledge production and innovation systems has consequences for the organisation of learning which needs to become student centred, and shift the emphasis from input to output oriented learning.</p> <p>With the introduction of research centres in Morocco the reform process covers all three cycles. The centre structure is foreseen to replace the existing doctoral training system, in particular in relation to attuning doctoral programmes to the socio-economic sector. This also ensures a certain level of autonomy for the Moroccan universities to create a higher level of professional orientation at all levels of study. The reform process has also provided a possibility for the universities to set up companies and/or participate in public and private enterprises to initiate collaborative research activities. These elements of increased autonomy and wider opportunities made the focus of the seminars on entrepreneurship of importance to all involved partners, in particular in relation to the designing of doctoral programmes in combination with knowledge transfer centres as discussed in Marrakech in February 2008 and experienced during the site visits at the University of Coimbra in April 2008.</p>			
Trans-national evaluation procedures	Y	N	N/A
<p>As mentioned the European ECTS system was presented and explained at the seminar in Marrakech</p>			

in February 2008 and comparisons with the academic recognition measures in Morocco were made. It is one of the recommendations for the future that the Moroccan universities prepare a systematic approach to the academic recognition system that will ensure compatibility and mutual recognition in the future beyond what has already been established in bilateral agreements.

Internal quality assurance mechanism

Y N N/A

The seminar in Marrakech focused on evaluation procedures and quality assurance measures with presentations on European and Moroccan examples. The practice in some European universities to use student evaluations as an integral part of the internal quality assurance measures attracted considerable interest after initial doubt as to the efficiency of such measures. In general, the internal quality assurance measures were seen as a *sine qua non* to successful reforms and sustainable study programmes in all three cycles.

Training of coordinators

Y N N/A

The seminars in Meknes (November 2007), in Marrakech (February 2008) and in Coimbra (April 2008) functioned as training seminars for the programme directors at Moroccan universities, the Coimbra seminar for the deans of Moroccan faculties. A major result from the seminars was the establishing of a Follow-up Group of Moroccan programme directors that will continue to function as a sounding board for a growing number of colleagues among programme directors, also beyond the project. At the final conference the representative from the Ministry of Education expressed her wish to support the efforts of the programme directors in the future by facilitating meetings and distribution of material.

Transfer of know-how

Y N N/A

The other main theme at the Marrakech seminar in February 2008 and at the seminar in Coimbra in April 2008 was interfaces between universities and enterprises. The site visits in Coimbra and the presentations at both seminars also underlined the necessity to incorporate multi-dimensional models of knowledge production. Interfaces to all areas of society are needed, to public authorities, cultural institutions, the school system, adult education, the tourist and other service sectors, etc. The definition of strengths at individual universities will determine the development of course offers, doctoral schools, contractual as well as "blue sky" research. There was a general consensus that the universities' foremost means to transfer know-how to society at large is their graduates, including making higher education attractive to new student populations as well as retaining students within the system beyond the first cycle to master and doctoral research training. To ensure this, transparency in the definition of objectives is needed. Students will expect to develop their own learning paths, which again leaves a demand for a concentration on generic competences (analysis/synthesis, problem-solving, ability to learn, practical application of knowledge, etc.) in the curricula.

Preparation of legislation

Y N N/A

The project has made it clear that there are some amelioration to be made to the instructions from the Ministry of Education and to be added to the legal framework for the reform process in Moroccan Higher Education and Research, in particular relating to doctoral schools and collaborative research. These ameliorations will be discussed over the coming months by the Moroccan Conference of University Presidents and the Ministry of education.

Preparation of regulations

Y N N/A

It is seen as a very positive outcome of the project that the discussions and conclusions from the project seminars and final conference will lead to evaluations of the legal basis of the reforms in Morocco. As mentioned above, this relates mainly to the research and innovation area (doctoral schools and collaborative research), but Ministry support to the Follow-up Group formed by the programme directors from all Moroccan universities will directly influence and assist future reform initiatives in both directions.

Production/revision of studies, surveys, and analytical papers

Y N N/A

The seminars have led to a number of revisions of course plans and projects to develop joint courses among the project partners and a number of Moroccan universities. One of the aims of the project was to bring academics together to define co-operation opportunities and possible future joint degree programmes. This will be one of the future outcomes of the project, but impossible to bring to fruition with a one-year project.

The analytical material produced to support the seminars, made available on the project web site, functioned as foundation for the presentations and discussions at the seminars. The conclusions from the seminars have contributed to considerations about the future development of reform activities, in particular the need to proceed from purely structural measures to content-related curriculum reforms.

It should be added that the Moroccan Conference of University Presidents invited the Director of

“AlmaLaurea” to a meeting with the Ministry of Education following the seminar in Bologna, and that this visit has resulted on a joint Tempus IV project application between the “AlmaLaurea” and the Ministry of Education to develop a database for Moroccan universities and graduates along the lines of the “AlmaLaurea” concept. The initiative is an important activity in a country where such data collection activities have not yet been undertaken. Furthermore, the initiative underlines the commitment of both authorities and universities to move forward on issues such as employability and the attractiveness of higher education.

Level of impact on:

Department

The project has had a direct impact on the departments represented by their programme directors at the seminars in Morocco and the final conference. A first sign of the impact was seen by the extended number of programme directors who wanted to attend the second Moroccan seminar three months after the first. The seminars therefore functioned to a very large degree as training sessions on the basis of the exchanged experience of Moroccan and European programme directors. It has been clear that the project has impacted the ways in which departmental staff view their role in curriculum development as well as in their contribution to long-term lifelong learning agendas and employability issues. In particular, the focus on learning outcomes was of interest and was addressed in various ways in presentations. The link between learning outcomes and employability in its widest sense will serve as inspiration and will provide much needed links between the reform process and the opportunities now available to Moroccan universities in the area of entrepreneurship. The presentations on the project web site bear witness to the diversity of issues and subject areas presented and discussed.

One of the major achievements of the project has been to bring together different disciplines for the first time ever in Morocco to discuss study programme reforms. The presentations have functioned as eye-openers to all participants, Moroccan as well as European. It should be added that the exchanges throughout the project were mutual, with no preponderance of European examples or developments.

One of the interesting co-operation projects resulting from the project is co-operation between Moroccan and European history departments with curriculum development as a future activity; a first concrete result was participation in a history conference in Fez (MA) immediately following the final conference in Meknes at the end of May 2008.

Faculty

The seminar in Coimbra focused on doctoral programmes and doctoral schools and assembled a number of deans and vice-deans from faculties throughout Morocco. The study visits organised by the University of Coimbra provided inspiration; in the discussions the links between the different reform initiatives (in higher education as well as in research and innovation) were discussed. This also linked up to the impact on the departmental levels mentioned above and to the initiatives taken by the university presidents (cf. below). Collaboration between Moroccan and European universities was discussed on several occasions and one of the results of the seminars was a number of agreements signed between Moroccan universities and the universities of Coimbra, Granada and universities in Hungary. Another interesting initiative is future participation of European universities in the music festival organised each year in Marrakech.

University

As mentioned, the Moroccan Conference of University Presidents has been active throughout the project in promoting the activities in connection with the seminars and in discussing outcomes and ideas from the seminars with the Ministry of Education. The support of the university presidents has been one of the major contributors to the success of the project. One could mention the invitation extended to “AlmaLaurea” which resulted in close co-operation between the Italian organisation and the Moroccan Ministry of Education, now materialised in an application for Tempus IV support to the development of a Moroccan database for graduates. The university presidents contributed considerably throughout the project, not only in connection with the “Governance” seminar in Bologna in October 2007, but in connection with every seminar and the final conference. Their support also ensured that both faculty and departmental representation was forthcoming and actively contributing to the success of the project. It is due to the constant and unfailing support of the universities that the project has been able to reach its much wanted outcomes.

National system

The Ministry of Education has been actively involved throughout the project, from the preparatory meeting in June 2007 until the final conference in May 2008. The contribution of the Ministry has been exceptionally active and has, together with the active participation of the

university presidents, provided the boost to the project without which it would never have succeeded. The Ministry has also been open to ameliorations of existing regulations and instructions, thus providing major assistance to programme directors, deans and university presidents.

Summary Report for Publication

Project title

University Reform Process Seminars (Re-Form)

Project eligibility period (with starting and ending dates)

15/06/2007-14/06/2008

Project partners (with contacts details of contact persons in the Partner country/ies and the EU)

Participating institutions:

Coimbra Group Office, Brussels (BE)

- Inge Knudsen, Director - Knudsen@coimbra-group.eu

Ministère de l'Education Nationale, de l'Enseignement supérieur, de la formation des cadres et

de la recherche scientifique, Rabat (MA)

- Director B. Kouhlani - kouhlani@enssup.gov.ma

Universidad de Granada, Granada (ES)

- Professor Domingo Barrera - dbarrera@ugr.es

Universidade de Coimbra, Coimbra (PT)

- Vice-Rector, Professor Cristina Robalo Cordeiro - vicereit@ci.uc.pt

Università degli studi di Bologna, Bologna (IT)

- Mr Filippo Sartor - Filippo.Sartor@unibo.it

Université Cadi Ayyad, Marrakech (MA)

- Président, Professor M. Marzak - presidence@ucam.ac.ma
- Vice-président, Professor B. Tanouti - tanouti@ucam.ac.ma

Université Moulay Ismail, Meknès (MA)

- Président, Professor Mohammed Zaher Benabdallal - presidence@umi.ac.ma
- Vice-président, Professor A. Hajji - am.hajji@yahoo.com

Participating external expert:

Mr Péter Debreczeni, Budapest (HU)

- peter.debreczeni@t-online.hu

Project budget (with the co-financing indicated)

Estimated budget of the action

EXPENDITURE in €

- I. STAFF COSTS 56,670.00
- II. REPLACEMENT COSTS 0.00
- III. STAFF TRAVEL COSTS AND COSTS OF STAY 58,350.00
- IV. EQUIPMENT 0.00
- V. PRINTING AND PUBLISHING 16,620.00
- VI. OTHER COSTS 11,500.00
- VII. INDIRECT COSTS 6,750.00
- VIII. PROJECT EXPENDITURE OF THE BENEFICIARIES 82,560.00
- A.4 TOTAL ELIGIBLE COSTS 232,450.00**

INCOME in €

- I. OWN RESOURCES 82,560.0
- II. A.3 MAXIMUM TOTAL TEMPUS GRANT **149,890.00**
- TOTAL INCOME 232,450.00**

Objectives (as indicated in the project proposal)

To train senior academic staff in university reform processes, in particular in relation to curriculum development, quality assurance, credit systems and recognition measures, and in higher education development methods, notably learning outcome-based study programmes, employability-gearred curricula, 'building block' systems and regional university-enterprise consultations.

Main Activities

Four seminars with training activities and site visits:

- Bologna, 29-31 October 2007: 26 participants (16 Moroccan Presidents/Vice-Presidents and 3 European Rectors/Vice-rectors plus the coordinator and European partners)
- Meknes, 26-28 November 2007: 40 participants (2 representatives from each of the 15 Moroccan universities, two representatives from the Moroccan Ministry of education, European partners, coordinator and external expert)
- Marrakech, 11-13 February 2008: 42 participants (2 representatives from each of the 15 Moroccan universities, a representative from the Moroccan Ministry of Education, presenters from the host university, European partners, coordinator and external expert)
- Coimbra, 14-16 April 2008: 40 participants (a dean or programme director from each of the Moroccan universities, a representative from the Moroccan Ministry of Education, presenters from host university, Moroccan and European partners, coordinator, external expert, the Cultural Attaché from the Moroccan Embassy in Lisbon)

Final national conference: « La professionnalisation de l'université : quelles perspectives pour l'université marocaine ? » in Meknes on 29-30 May 2008; with 84 participants from all Moroccan universities, the Moroccan Ministry of Education, the European partners, coordinator and external expert.

Overall achievement

- Involvement of all disciplines at Moroccan universities in discussions on implementation of study programme reforms in higher education, i.e. the first time all Moroccan programme directors have been brought together
- Establishment of a Follow-up Group of programme directors from all disciplines at Moroccan universities on the basis of training seminars
- Support from the Moroccan Ministry of Education to the activities of the Follow-up Group

- Direct involvement of Moroccan Conference of University Presidents and the Moroccan Ministry of education in all project activities
- Several direct contacts in a number of disciplines between Moroccan and European universities, among them co-operation agreements on joint curriculum development, joint projects and joint master's programmes
- Direct contact between the Italian consortium "AlmaLaurea" and the Moroccan Ministry of Education and Conference of University Presidents to establish a Moroccan graduate database, with the concrete expression in an application for Tempus IV support

Main staff members involved

Secretary General and Director of Higher Education from the Moroccan Ministry of Education
 The Presidents and Vice-Presidents of the Universities of Marrakech and Meknes (MA)
 The Chairman of the Executive Board and the Director of the Coimbra Group
 The Rectors and Vice-Rectors of the Universities of Bologna and Coimbra
 Programmes directors and Deans from all Moroccan universities and the Universities of Bologna, Coimbra and Granada
 International Relations directors and officers from the Universities of Bologna and Coimbra
 Financial Officer from the Coimbra Group Office
 And participation of the external expert, the independent consultant, who contributed considerably with his wide knowledge of European and Arabic higher education systems.

Problems in project implementation

The very late payment of the project grant (end of December 2007) caused major problems in financing the first two seminars, but thanks to the willingness and readiness of the universities of Bologna (EU) and Meknes (MA) to pre-finance the seminars, the project went ahead as scheduled. It would have been fitting to have prolonged the project period by the number of months it took to transfer the grant, but this unfortunately was not an option. It should be underlined that the universities involved have invested considerably more in the project than what could be covered by the Tempus grant, and at the same time it should be added that considerable results have been obtained on the basis of the limited amount awarded to the project. As "seed money" the Tempus grant has clearly served a very useful purpose.

Project follow-up

The main follow-up to the project:

- The Follow-up Group of programme directors and support to the Group from the Moroccan Ministry of Education;
- The MoHE project application for Tempus IV support, coordinated by "AlmaLaurea" with the Moroccan Ministry of Education, the Moroccan Conference of University Presidents and the Coimbra Group as partners;
- The TRIPOD project application for Tempus IV support, coordinated by the Coimbra Group, with the participation of the Universities of Marrakech, Meknes and Mohammedia Casablanca from Morocco and the Universities of Bologna, Coimbra, Galway, Granada and Poitiers;
- Several direct contacts in a number of disciplines between Moroccan and European universities and with the support of all Coimbra Group Universities;
- Co-operation between Moroccan and European academics in a number of disciplines aimed at developing joint study programmes.

Other remarks

On the level of less tangible results it should be added that the project has been most successful in showing the need to go beyond purely structural discussions, that structures alone do not create reforms. In this respect the creation of the Follow-up Group is a major achievement. This also meets one of the main objects of the project, that of creating a group of “champions of reform” who can function as a resource group and use the outcomes of the training sessions and study visits to enrich discussions among programme directors and other faculty in their important work towards reforming higher education. The willingness of the Ministry of Education in Morocco to support this initiative and project result is therefore most welcome.

In this respect it should be added that the possibility to invite the same programme directors to the Meknes as well as to the Marrakech seminar greatly enhanced the success of the project. As mentioned above in the report, several additional programme directors joined the second seminar in Marrakech on the recommendation of their colleagues participating in Meknes. This also underlines the importance of networking activities in reform processes, the possibility of colleagues from different countries to come together and learn from experience and examples of good practice.

We hereby conclude that the “Re-Form Project” has fulfilled its mission to empower the participating universities to claim ownership of their reform processes to the benefit of Ministries, Universities, Researchers, Students and society at large.

TABLE of ACHIEVED ACTIVITIES

Activities carried out for (over the entire project period):

Activity Ref. N°	Activity Title	Start date	End date	Place	Activity type	Description of each single action carried out in the framework of the activity	Specific and measurable indicators of achievement
1.	Launch meeting and establishing of Steering Committee	26.06.07	28.06.07	Meknes/ Rabat (MA)	Planning of project activities	Meeting with Moroccan partners: Ministry of Education and Universities of Marrakech and Meknes; establishing of the project Steering Committee	Programme outline accepted; seminar and conference dates and venues agreed upon
2.	Project web site	01.10.07	04.10.07	Brussels (BE)	Administration	Preparation and establishing of project web site with project description, links to partners and other useful links, and seminar and conference presentations	www.coimbra-group.eu/tempus
3.	Bologna Seminar	29.10.07	31.10.07	Bologna (IT)	Seminar/study visit	Seminar on "Governance" with participation of university presidents and vice-presidents from MA and EU. Study visit to "AlmaLaurea"	Presentations published on web site. Invitation to "AlmaLaurea" to meeting with Ministry of Education (MA)
4.	Steering Committee Meeting, Bologna	31.10.07	31.10.07	Bologna (IT)	Steering Committee meeting	Evaluation of seminar and seminar outcome (activity no.3); discussion of training seminar in November 2007 based on seminar outcome (activity no. 5).	Report and updated programme for activity no. 5.
5.	Meknes seminar	26.11.07	28.11.07	Meknes (MA)	Seminar/training seminar	Seminar on "From Structural Reform to Contents Reform", also functioning as training seminar for programme directors at MA universities with dissemination of good practice. Establishing of a	Follow-up Group of Programme Directors ("Champions of Reform"). Seminar material and list of Follow-up Group

						Follow-up Group of Moroccan programme directors.	members published on project web site.
6.	Meknes Steering Committee meeting	28.11.07	28.11.07	Meknes (MA)	Steering Committee meeting	Evaluation of seminar and training activities. Also report on activities undertaken as result of project contacts (study visit in Bologna; academic contacts to project partners)	Report and updated programme for activity no. 7.
7.	Marrakech seminar	11.02.08	13.02.08	Marrakech (MA)	Seminar/training seminar	Seminar on “University-Enterprise Interfaces and Evaluation” and training seminar for programme directors at MA universities. Enlargement of a Follow-up Group of Moroccan programme directors to encompass colleagues from all disciplines. Dissemination of good practice, presentation and discussion of evaluation and accreditation systems and concepts and methodologies of relevance to the reform efforts. The discussions stressed the link between robust evaluation systems and successful collaboration university-enterprise.	Seminar material published on web site. Enlargement of Follow-up Group (cf. activity no. 5). Academic co-operation established in several scientific areas between MA and EU colleagues.
8.	Marrakech Steering Committee meeting	12.02.08	12.02.08	Marrakech (MA)	Steering Committee meeting	Evaluation of seminar and training activities. Updating of programme for Coimbra seminar and suite visits (activity no. 9). Also preparation of applications for support from Tempus IV based on experience from seminars (activities no. 3 and 5) and strong encouragement from seminar participants, in particular Follow-up Group members.	Report and updated programme for activity no. 9. Three Tempus IV applications prepared by partner universities and the Ministry of Education (MA) (not published on web site).
9.	Coimbra seminar	14.04.08	16.04.08	Coimbra	Seminar/study	Seminar and site visits around the	Publication of seminar

				(PT)	visits	theme “Doctoral Programmes” with participation of deans and vice-deans from all MA universities and project partners from EU. Site visits to doctoral schools and training programmes in connection with incubator facilities. Follow-up to earlier seminar discussions on university-enterprise collaboration with links to entrepreneurship and employability. MA official interest underlined by participation of the cultural attaché from the MA Embassy in Lisbon.	material and programme on project web site. Discipline co-operation developed between MA and EU academics.
10.	Coimbra Steering Committee meeting	15.04.08	16.04.08	Coimbra (PT)	Steering Committee meetings	Evaluation of seminar and site visits. Discussion of updated programme for the final conference (activity no. 11), invitation of speakers, invited guests and evaluation sessions.	Report and updated programme for activity no. 11.
11.	Final Conference	29.05.08	30.05.08	Meknes (MA)	Conference	Final national conference with the theme “Professionalization of the Universities – Moroccan Perspectives”. Main topics: professionalization; employability; academic traditions and professional universities; structural reforms/ content-related reforms; top-down and bottom-up initiatives side by side; pilot projects/seed funding; etc. Evaluation of the four seminars 2007-2008 with presentations from Moroccan participants. The conference was attended by the Secretary-General and the Director of Higher Education (MA),	Publication of seminar presentations from all four seminars 2007-2008 on CD to all conference participants. Publication of conference presentations on project web site. Moroccan Ministry support to Follow-up Group of programme directors. Co-operation agreements signed between project partner universities.

						Presidents and Vice-Presidents, Deans/Vice-Deans and Programme Directors from all Moroccan Universities, including the Follow-up Group, European partners, project coordinator and external expert.	
12.	Steering Committee meeting	29.05.08	30.05.08	Meknes (MA)	Steering Committee meetings	Initial Steering Committee meeting to lay down the final conference programme, with the list of speakers, and preparation of the evaluation session on the last days of the conference. The second meeting included the evaluation of final conference and the project as a whole and preparation of final report. Definition of main outcomes and planning of follow-up activities.	Report and decision on publication of presentations. Final report outline and preparation of final Steering Committee meeting.
13.	Steering Committee meeting	08.06.08	10.06.08	Brussels (BE)	Steering Committee meeting	Discussion on the basis of draft final report and follow-up activities. Report input from partners based on contacts and agreements established within the framework of the project. Overview of all financial reports and additional input needed.	Final report outline established together with a first draft to be circulated for comments. Reports on follow-up activities in collaboration with the Ministry of Education (MA) and other outcomes to include in the report.
14.	Project report	10.06.08	14.06.08	Brussels (BE)	Administration	Coordinator's final report and electronic verification by all partners.	Final report; final publication of presentations from all seminars and conference on the project web site.

Changes to the above mentioned activities in relation to the project proposal (including activity reference number)

Ref. no. 1: The launch meeting was not foreseen in the original project outline, but was necessary to ensure that the project would be feasible within the one-year time frame. Valuable discussions with the Director of Higher Education of the Ministry of Education and the Presidents and Vice-Presidents of the Universities of Marrakech and Meknes led to a firm commitment from all involved parties to the time frame, seminar dates and venues and the final national conference.

Ref. no.s 5, 7 and 9: the project contract prohibited the purchase of books/publications and the project coordinator in collaboration with the external expert and the project partners prepared the training material used at the three seminars, accumulating a number of presentations, available on the project web site, for further consultation in similar activities undertaken after the end of the project.

Ref. no. 9: Due to difficulties in obtaining low-price flights from/to Morocco, the seminar had to be postponed by three weeks. The University of Coimbra managed to make facilities available for the re-scheduled seminar, including the all-important site visits to doctoral schools and incubator facilities. The re-scheduling ensured that a large contingent of deans and vice-deans from Moroccan universities were able to attend.

Ref. no. 11: The final national conference took place in Meknes instead of Rabat as originally planned. This was in no way due to a lack of involvement on part of the Ministry of Education, but a result of changes to internal Moroccan activities and the re-scheduling of the Conference. The Ministry of Education was strongly represented at the Conference with the Secretary General responsible for higher education, the Director of Higher Education and centrally placed senior administrative officers from the Department of Universities and Research.

Ref. no. 13: The Steering Committee meeting at the end of the project was not foreseen in the project application but was deemed necessary to ensure input to the final report from all project partners, follow-up to the project as a whole with tangible as well as intangible results and an opportunity to follow up on contacts and agreements.