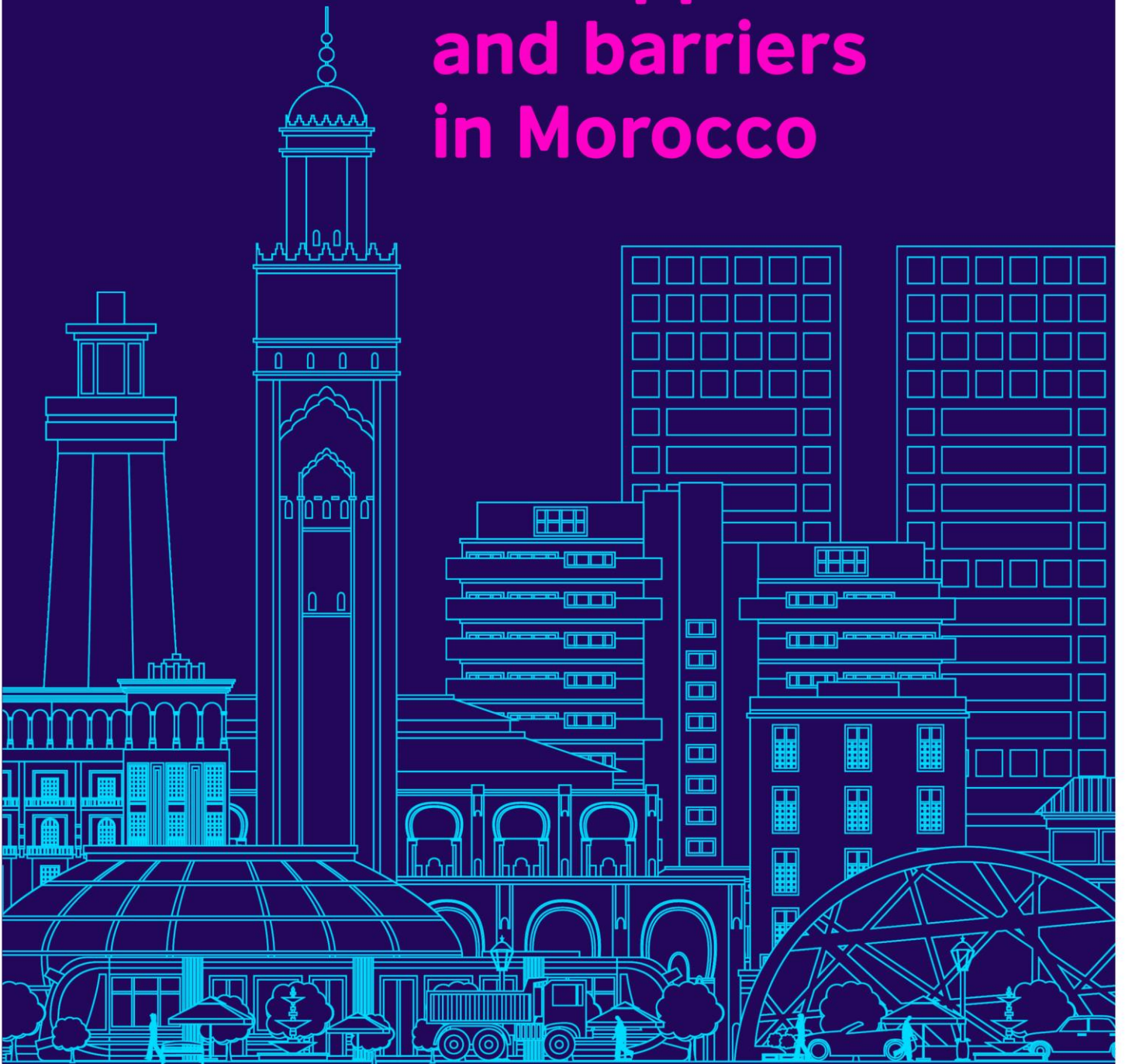


Understanding TNE opportunities and barriers in Morocco



This report was created by the British Council's Insights team, which is dedicated to providing UK institutions with unparalleled data and analysis to drive their international education strategies and activities. Queries in relation to this report may be directed to its author - John McNamara, Global Head of Research, International Education Services, British Council at john.mcnamara@britishcouncil.org.

The research presented in this report was gathered through a combination of desk research, policy review and interviews. Every effort has been made to ensure the reliability and timeliness of the information included, however, many of the issues covered are fluid and may be subject to change.

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Executive summary

To assess the transnational education (TNE) opportunities and barriers facing UK universities in Morocco, the British Council conducted a study comprising extensive desk-based research, interviews with key stakeholders in Morocco and online focus groups with students. Key findings of the research are summarised as follows.

TNE opportunities for UK education sector	TNE barriers facing the UK education sector
<p>A growing trend towards English in Morocco is creating a more favourable demand environment for UK TNE. This trend is driven by rising interest in English among the youth population, growth in international schools and demand for graduates with English language skills from the growing multinational sector in Morocco.</p>	<p>While English is growing in popularity, French will remain the de facto official language of business and is widely used in public administration. France is also the destination for over half of Morocco’s outbound students and accounts for the bulk of Morocco’s international higher education teaching and research partnerships.</p>
<p>A favourable policy environment is supporting development of the English language. A landmark UK - Morocco Schools Agreement was signed in 2019 and plans are progressing to reduce the age at which English is taught at Moroccan secondary schools - from 15 to 12 - and increase the use of English as a medium of instruction at tertiary level, though this will require significant investment in teacher training.</p>	<p>Absence of a formal TNE regulatory framework presents a legal void for foreign universities seeking to establish a presence in Morocco. The current system is seen as confusing, difficult to navigate, and uncertain as to whether TNE qualifications would be recognised – though four French HEIs (all engineering schools) have thus far gained official recognition from the Moroccan state.</p>
<p>Seven HEIs from France and one from the UK are active in the market. Optimal entry routes include establishing a joint school with an existing Moroccan university or establishing a new private HEI, though the approval process is opaque. Key student profiles to target include graduates of UK and US international schools in Morocco, prospective students at non-public universities, and a subset of the large study abroad market that may respond favourably to more study options at home. Light footprint TNE options include double degree and franchise partnerships though non-recognition of qualifications via these models may constrain demand.</p>	<p>All students who pass the upper secondary level qualification are constitutionally entitled to a place at a public university in Morocco, where tuition is free. Thus, only five per cent of students are enrolled in private institutions. The extent of the prospective TNE market is further constrained by limited affordability for UK level tuition fees. Non-public institutions charge between GBP 2,200 to 6,500 per year for non-medical courses. Prospective demand for an individual UK TNE entrant is more likely hundreds rather than thousands of students.</p>

In recent years, the Moroccan economy has been characterised by macro-economic stability and low levels of inflation. Still, the country battles significant social and regional development disparities as well as high youth and graduate unemployment. The economic shock of COVID-19 pushed the Moroccan economy into its first recession since 1995, although growth of 4 per cent is forecast by the World Bank for 2021.

The higher education (HE) system in Morocco is expanding rapidly, increasing from 509,000 in the 2011/12 academic year to just over 1 million students in 2019/20. All holders of the baccalauréat (bac) have the constitutional right to a place at a public university in Morocco. This is facilitated through an 'open access' system at public universities where access to faculties offering courses in humanities, law social science and economics is open to all bac graduates on a non-selective basis. Thus, public universities and public specialised institutions account for 95 per cent of total HE enrolment.

Tuition is free at public universities and public specialised institutions, except at the privately run Al Akhawayn University being the only Moroccan university operating entirely in English. Tuition fees at the non-public universities range from GBP 2,200 to 6,500 for non-medical programmes.

A landmark UK - Morocco Schools Agreement was signed in 2019 which has thus far resulted in the official recognition of four British schools: three in Casablanca and one in Marrakesh.

According to UNESCO, Morocco is the second largest sender of international HE students on the continent of Africa, behind only Nigeria. France is by far the most popular study destination for Moroccans, hosting 28,400 students (over half of total outbound) in 2018, supported by plentiful scholarship offers and low tuitions fees. While the UK is not a leading destination, the number of Moroccan students enrolled in UK universities more than doubled between 2012-13 and 2019-20 from 425 to 955.

TNE in Morocco is small in scale but is developing despite the absence of a formal regulatory framework. Seven French HEIs are active in the market, with four having gained official recognition from the Moroccan state. Cardiff Metropolitan University is the only UK university with a TNE presence in Morocco, delivering several undergraduate programmes and an MBA via a franchise partnership with a local private establishment; however, the Cardiff degrees are not officially recognised in Morocco. In addition, several public and private universities offer double degrees in partnership with foreign HEIs, mainly in France and other European countries.

There is a growing trend towards English language, supported by the presence of multinational companies in Morocco, growth in the number of English-speaking international schools, a favourable policy environment and socio-cultural trends among the youth.

The research identifies several issues facing Morocco's HE system, including high dropout rates among the open access courses at public universities, courses not matching labour market requirements, and employer dissatisfaction with graduates' foreign language competency (English and French) and underdeveloped soft skills.

Morocco is in the process of refreshing its undergraduate curriculum and moving towards what policy makers describe as "the Anglo-Saxon model" by introducing a four-year bachelor's degree (up from three years currently), new methods of teaching and learning via a student

centric approach to pedagogy, and increased use of English as a medium of instruction. However, availability of teachers with a requisite standard of English for use as a medium of instruction is a key challenge at secondary and tertiary level.

According to the policy makers interviewed, a key rationale for developing HE partnerships with the UK relates to knowledge transfer to improve the quality of the Moroccan education system, including adopting new quality assurance practices, along with new methods of teaching, digitisation and governance of universities. Another key rationale relates to improving the employability of Moroccan graduates, not least through enhanced English language competency. The potential to support the Moroccan economy was also noted, by attracting international students and potentially reducing the large number of domestic students travelling abroad.

Feedback from focus groups conducted with Moroccan students found that the international recognition and prestige of a UK degree is seen as a major attraction, opening job opportunities for students across the English-speaking world. A strong desire to work abroad was evident from most students; while many also saw UK degrees as providing them with a competitive edge in the Moroccan labour market, especially with multinational companies. The attraction of studying a degree through English and associated impact on English language proficiency was significant.

Several downsides to studying a UK degree in Morocco were also noted by students, including that many local companies continue to require French, concern from parents about lack of eligibility to work in the public sector if the qualifications are not officially recognised, and UK degrees perceived as more difficult to complete than Moroccan degrees. Overall, students were optimistic about there being a market for UK TNE in the major cities of Casablanca, Rabat, Tangiers and Marrakesh if UK universities can offer a broader range of programmes than currently available. Conversely, little interest was shown in studying at a UK branch campus in the MENA region.

Beyond Morocco being a politically stable country with a rapidly expanding HE sector, several market trends and dynamics favour the development of TNE in Morocco. Parents are increasingly investing in their children's education, supported by increased access to credit from financial institutions; proximity to the UK (3-hour flight), a favourable climate and low cost of living make Morocco attractive for international students and expatriate teaching faculty.

Subject areas where UK universities can add most value are considered to be: Engineering (Automotive, Aerospace and Logistics); Environment (Water and Renewable Energy); Health Sciences, Life Sciences and Nursing; Business, Management and Marketing; Computer Science and Artificial Intelligence; and Teacher Training.

UK universities may consider developing a joint school with one of the existing Moroccan universities or establishing a new private HEI - entry routes used by French HEIs - though the approval process remains opaque. Otherwise, light footprint TNE options include double degree and franchise partnerships with local private institutions, though UK qualifications via these models are unlikely to be officially recognised. Should a TNE law be developed this would open



further models of engagement between the UK and Morocco and developments on this front should be closely monitored.

1 Introduction

The British Council conducts market scoping exercises across a range of countries on a periodic basis. These reports are used by UK education institutions and policy makers to understand trends, developments and opportunities in different markets. This is our first such report on Morocco.

This report addresses transnational education (TNE) barriers and opportunities in Morocco. In general terms, TNE refers to the movement of higher education (HE) providers and programmes across national borders, allowing students to study foreign programmes without having to leave their home country. A variety of different TNE delivery models exist, including international branch campuses, franchise and validation partnerships, joint and double degree programmes, online and distance learning and various hybrids of all these models. The models of TNE that exist in any particular country are a function of various factors, including structure and quality of the domestic education system, availability of teaching faculty with requisite skills and experience, competitive landscape, the profile of students being addressed, and the HE policy and regulatory framework in place.

While Morocco is highly active as both as host and sender of international students, TNE is at a relatively early stage of development partly due to the absence of a TNE regulatory framework. Given close educational ties with France, several French higher education institutions (HEIs) deliver their programmes in Morocco. A longstanding and successful franchise partnership between Cardiff Metropolitan University and a local private provider represents the only UK TNE presence in the country. However, education links with the UK were strengthened in 2019 with the signing of a schools agreement that has already resulted in the official recognition of four British schools in Morocco. Along with a surge of interest in English language among the youth population, and government plans to place a greater emphasis on English as a medium of instruction, a careful examination of TNE opportunities and barriers is timely. List numbered.

1.1 Approach to research

A programme of desk-based research, interviews with relevant policy makers and practitioners in Morocco, and online focus groups with Moroccan students was undertaken to inform this report. List numbered.

1.1.1 Desk research

Desk research was conducted to understand the structure, growth trajectory and unique features of Morocco's HE system. Recent trends and developments in relation to international student mobility and TNE activity were also analysed. Key sources of information include the Moroccan Ministry of Higher Education, Scientific Research and Professional Training - referred to as the Ministry of Higher Education throughout this report - UK HESA, UNESCO, websites of Moroccan education institutions and media articles.

1.1.2 Interviews

A programme of interviews with key stakeholders in Morocco was a central component of the research. The following groups were interviewed via virtual meetings during February and March 2021.

- Moroccan government agencies: Ministry of Higher Education; and the National Agency for Evaluation and Quality Assurance.
- Moroccan HEIs: Al Akhawayn University; Cadi Ayyad University; Superior Institute of Science and Technology and ISCAE Business School.
- UK universities: Coventry University and NCUK.
- British School in Morocco: London Academy in Casablanca

1.1.3 Student focus group

Two online focus groups were conducted with Moroccan students enrolled in the following institutions in Casablanca:

- London Academy British School: ten students, four of which were studying the NCUK International Foundation Year (IFY) programme.
- Superior Institute of Science and Technology: nine students studying Cardiff Metropolitan University degrees in Casablanca (six bachelor and three MBA students).

1.1.4 Collaboration with UK government agencies

In addition to the desk research and interviews, we liaised with our UK government colleagues operating on the ground in Morocco: Department of Trade and Industry, and Universities UK International. Our counterparts in these agencies provided invaluable insights and contact recommendations which proved helpful in delivering this report.

2 Higher Education in Morocco

2.1 Background

The Kingdom of Morocco is the westernmost country in the Maghreb or 'Arab West' region of North Africa with a population of 37 million. It has Atlantic and Mediterranean coastlines, a rugged mountain interior and a rich cultural blend of Arab, Berber, European and African influences. While Rabat is the administrative capital, Casablanca is the most populous city, chief port and economic centre of the country.

In recent years, the Moroccan economy has been characterised by macro-economic stability and low levels of inflation. Over the past decade, Morocco improved its position in the World Bank's Doing Business ranking by 50 places, standing at 53 of 190 countries in 2020. Still, the country battles significant social and regional development disparities as well as high youth and graduate unemployment.

The economic shock of COVID-19 pushed the Moroccan economy into its first recession since 1995. Morocco's real GDP contracted by an estimated 7 per cent in 2020, although activity picked up sharply in the second half of the year and growth of 4 per cent is forecast by the World Bank for 2021. However, full recovery of the manufacturing and services sectors will take time, constrained by economic slowdown in Morocco's trading partners and the gradual recovery of tourism revenue.

New daily COVID-19 cases peaked in August 2021 at 12,039 cases but have since fallen sharply, dropping below 1,000 cases per day in early October 2021. After commencing its COVID-19 vaccination programme on 29 January 2021, Morocco administered 9 million doses within three months - the fastest rollout in Africa – supplied mainly by the UK's AstraZeneca and China's Sinopharm. By October 2021, 52 per cent of the Moroccan adult population was fully vaccinated, compared with 56 per cent in the US and 67 per cent in the UK.

Given the fertility of Morocco's soil, the economy is dominated by the agricultural sector which employs one third of the workforce. In recent years, the government has prioritised this sector through its 'Green Morocco Plan' and the 'Agricultural Development Fund'. However, the automotive industry has become Morocco's main export sector and Africa's main automotive hub, with French car makers Renault and Peugeot having large assembly plants in the country. Other leading export sectors include agri-food and phosphate mining and processing. France and Spain are Morocco's primary trade partners, as well as its primary creditors and foreign investors.

2.2 Education system and policies

Morocco has 24 universities, comprised of 14 public universities - one of which is privately run - 5 private universities and 5 universities established as non-profit foundations in partnership with the state (referred to as 'partnership universities' through this report)¹. The private universities were established between 2005 and 2010. The partnership universities were established in 2014 as outward looking institutions in the context of internationalisation of the Moroccan HE system; thus far, two have developed engineering schools in partnership with French HEIs.

Morocco also has 151 authorised private higher education 'establishments' which are subject to pedagogical control by a public university.² Of these establishments, twenty have been granted state recognition to award degrees and their graduates are eligible to work in the public sector.

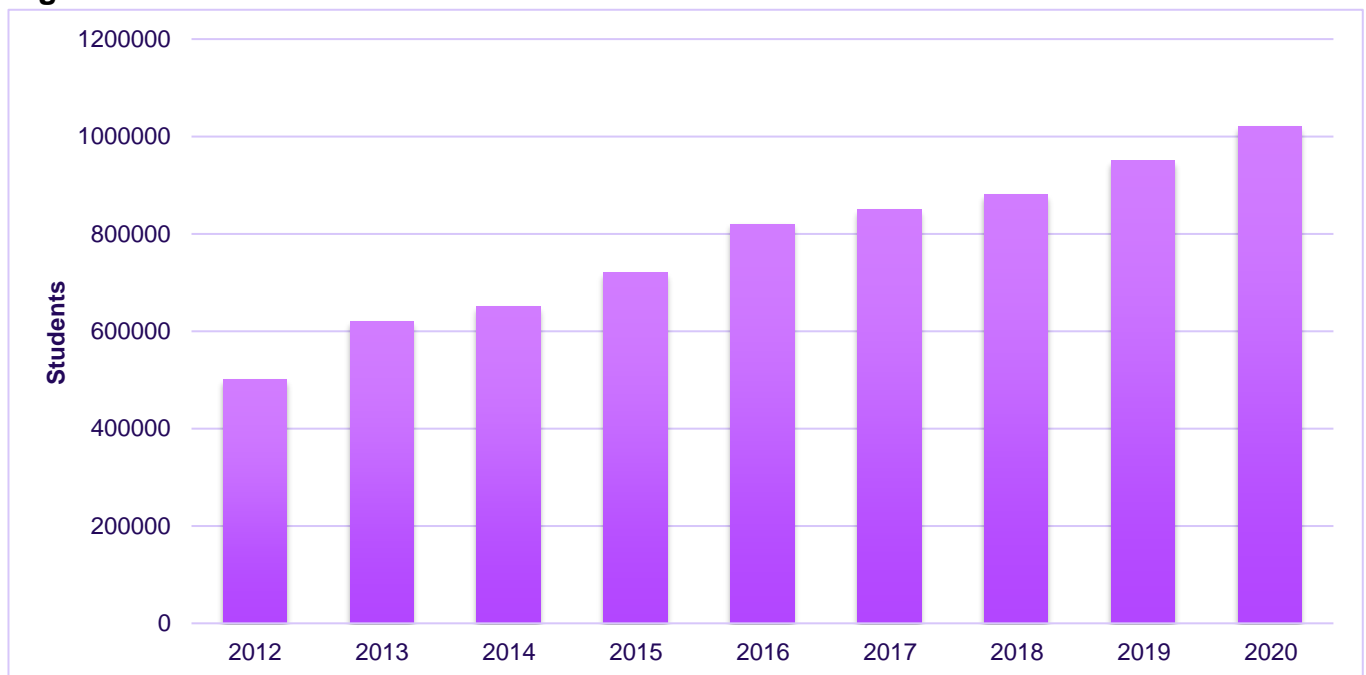
¹ Of the 14 public universities, Al Akawan is privately ran and Al Quaraouiyyine University has special status as a Madrasa or institution concentrating on the Islamic religious and legal sciences.

² A list of private higher education institutions is available on the Ministry of Higher Education website www.enssup.gov.ma/fr/Page/3704-enseignement-sup%C3%A9rieur-priv%C3%A9.html#

In addition, Morocco has 73 'public specialised institutions' not affiliated to the universities. These are small, highly selective, institutions falling under the administrative and financial supervision of various technical ministries and under the educational supervision of the Ministry of Higher Education. These institutions include engineering schools and facilities for training senior managers in specific sectors such as health, tourism, audio-visual and archaeology.

The high education system in Morocco is expanding by about 60,000 students per year, increasing from 509,000 in the 2011/12 academic year to just over 1 million students in 2019/20, as illustrated in Figure 1. Public universities account for 92 per cent of total HE enrolment, with the balance made up by private and partner universities (5 per cent) and public specialised institutions (3 per cent).

Figure 1: HE enrolment in Morocco



Source: Moroccan Ministry of Higher Education presentation at 3rd UK-Morocco HEC meeting, March 2021

Public universities in Morocco are typically large by international standards, with several enrolling well over 100,000 students, the largest being Ibn Zohr University with 125,795 students in 2019/20. Conversely, private and partner universities are relatively small, typically enrolling between 2,000 and 3,000 students. There are no distance learning institutions in Morocco and this mode of education is at an early stage of development, though COVID-19 has spurred an increased impetus in this direction.

Language instruction at the primary and secondary levels of public education is primarily via Arabic, but most Moroccan public universities use French as the language of instruction for STEM subjects and Arabic for subjects in the humanities and the arts. While the Moroccan state recognises two official languages, Modern Arabic and Tamazight (the local indigenous language), French is the de facto official language of business and is also widely used in public administration.

Law 00-01: Organisation of Higher Education and Scientific Research.

Law 00-01 was enacted in 2000 and covered both the public and private sectors. Under this law, the HE system was subjected to a comprehensive reform of its pedagogical, administrative, governance and regulatory aspects. It established the administrative and financial autonomy of universities and formed the founding act of the quality assurance system. In pedagogical terms, Morocco made a strategic choice to be guided more closely by the Bologna Process and the French based LMD (Licence, Master, Doctorate) model was adopted in 2003.

An undergraduate degree lasts six semesters (three years), a Master's four semesters (two years) post undergraduate, and a Doctorate three to five years post Master's. The university year is broken into two semesters each comprising 16 weeks of teaching and assessment.

Pursuant to the provisions of Law 00-01, two national independent regulatory bodies were created:

- The National Commission for Higher Education Coordination (CNCES), established in 2003, acts notably to accredit degrees and to create public and private institutions.
- The National Agency for the Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ). Entrusted with examination and assessment of training programs with the aim of obtaining or renewing their accreditation. The agency evaluates programmes based on the national pedagogical standards register which sets out specification on content, number of hours per module, duration of each module, etc.³

Notably, Law 00-01 did not include provision for foreign universities to establish a presence in Morocco, either independently or in partnership with local institutions.

2.2.1 Open access versus restricted access

All holders of the baccalauréat (bac) have the constitutional right to a place at a public university in Morocco.⁴ This is facilitated through an 'open access' system at public universities where access to faculties offering courses in humanities, law, social science and economics is open to all bac graduates on a non-selective basis - though access to scientific courses is only open to holders of the science bac.

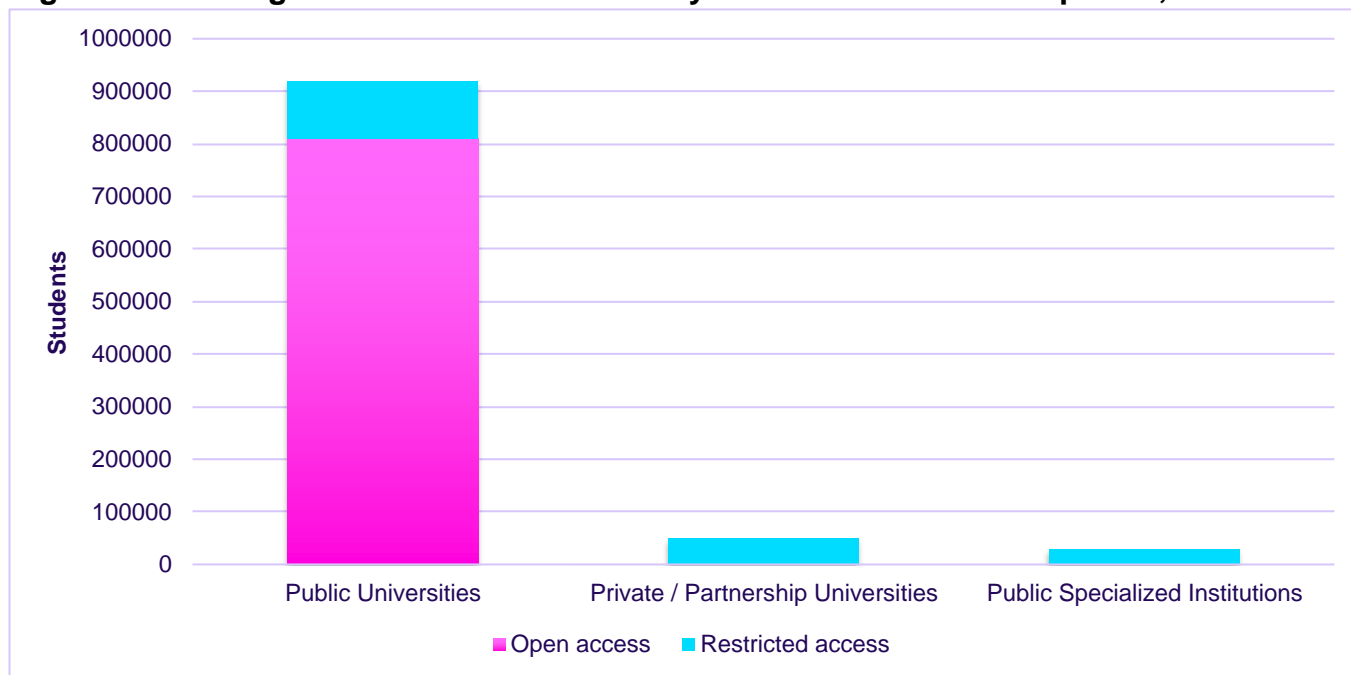
In addition, public universities also offer 'restricted access' courses via an open national-level competition. These courses are generally offered by the faculties of health sciences and education science; schools of engineering, business management, technology and translation; ecoles normales supérieures and technical ecoles normales supérieures. Limited access institutions and faculties issue their own national qualifications (engineer, doctor, manager, senior technician, translator) and are characterised by the vocational nature of their training in line with the sectoral needs of the economy.

³ National pedagogical standards register www.aneaq.ma/document-de-referance/cnpr/

⁴ The baccalauréat (colloquially known as "the bac") is the national academic qualification awarded on successful completion of secondary level education in Morocco.

About 87 per cent of students at the public universities are enrolled on ‘open access’ courses and 13 per cent on restricted access courses, as illustrated in Figure 2. All other institutions operate a restricted access system based on specified entrance criteria and exams.

Figure 2: Total higher education enrolment by institution and access profile, 2019/20



Source: Moroccan Ministry of Higher Education

2.2.2 Tuition fees at Moroccan universities

Tuition is free at public universities and public specialised institutions, except at the privately run Al Akhawayn University which charges MAD 66,720 (GBP 5,400) per academic year for domestic students. Al Akhawayn is the only university in Morocco operating entirely through English medium instruction and delivers an American liberal arts model of education.

Most Moroccan students receive grants awarded by the public authorities in the form of bursaries at bachelor’s level and scholarships at master’s and doctorate level based on social need and educational merit.

Tuition fees at the five private universities range from MAD 28,000 to 72,000 (GBP 2,200 to 5,800) with Business, Management and Legal courses towards the upper end of that range, as shown in Figure 3.

Figure 3: Tuition fees at private universities in Morocco

Institution	Annual tuition fees ⁵
Université Internationale d’Agadir	MAD 40,000 (GBP 3,200)

⁵ A foreign exchange conversion rate of GBP 1 : MAD 12.4 was sourced from www.xe.com on 28 April 2021.

Université Internationale de Casablanca	MAD 52,000 – 72,000 (GBP 4,200 – 5,800)
Université Mundiapolis de Casablanca	MAD 60,000 (GBP 4,800)
Université Privée de Fès	MAD 28,000 – 42,000 (GBP 2,200 – 3,400)
Université Privée – Marrakech Tensift El Haouz	MAD 30,000 - 64,000 (GBP 2,400 – 5,200)

Source: University websites

Tuition fees at the five partner universities range from MAD 30,000 to 114,000 (GBP 2,400 to 9,200) with Medicine and Dentistry courses towards the upper end of that range, as shown in Figure 4. About 20 per cent of students at the partner universities are in receipt of a government grant.

Figure 4: Tuition fees at partner universities in Morocco

Institution	Annual tuition fees
Université Internationale de Rabat	MAD 67,000 - 105,000 (GBP 5,400 – 8,500) Dentistry at upper end of range
Université Mohammed VI Polytechnique	MAD 50,000 - 80,000 (GBP 4,000 – 6,500)
Université Mohammed VI des Sciences de La Santé	MAD 30,000 - 55,000 (GBP 2,400 – 4,400)
Université Internationale Abulcasis des Sciences de la Santé	MAD 114,000 (GBP 9,200) Medicine and Dentistry
Université Euromed de Fès	MAD 60,000 - 75,000 (GBP 4,800 – 6,000)

Source: University websites

2.2.3 Higher education initiatives between Morocco and the UK

UK - Morocco Schools Agreement

The UK - Morocco Schools Agreement was signed in 2019 and established the provisions governing the founding, opening and functioning of British schools in Morocco. The agreement requires the Moroccan authorities to recognise qualifications awarded by British schools. The Agreement also covers the recruitment of teaching and administrative staff, tuition fees and tax issues.

The schools operate as private entities and the agreement requires that the school operators must already have a registered school in the UK and be approved by both the British Embassy

and the Moroccan Government.⁶ Thus far the agreement has resulted in the official recognition of four (pre-existing) British schools in Morocco:

- International School of Morocco, Casablanca (est. 2011)
- British International School of Casablanca (est. 2016)
- London Academy Casablanca (est. 2017)
- The British Academy School Marrakech (est. 2019)

These schools operate alongside other international schools in Morocco from France, Spain, Belgium and the US.

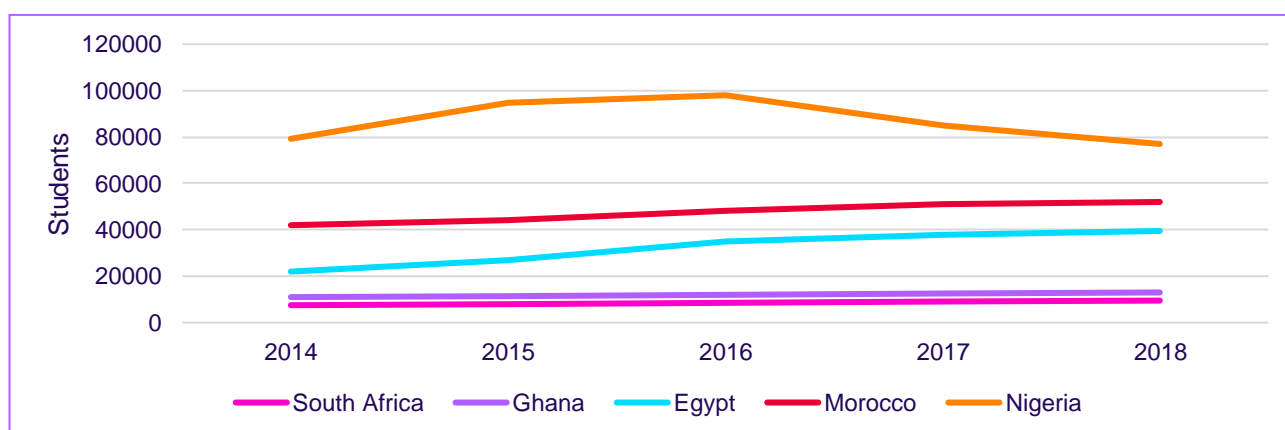
Moroccan-British Higher Education Commission

The Moroccan-British Higher Education Commission (HEC) was established in January 2020 with the first meeting taking place in London, chaired by the Moroccan Minister for Higher Education and the British Minister of State for International Trade. The HEC aims to further strengthen cooperation between Morocco and the UK in the academic and scientific fields, including greater adoption of the English language. One of the objectives of the HEC is to work toward the development of a bilateral higher education agreement, like that achieved for the schools sector.⁷ The second HEC meeting was held virtually in July 2020 and the third meeting was held at Ibn Tofail University in Kenitra, Morocco, in March 2021.

2.3 International education trends

According to UNESCO, Morocco is the second largest sender of international HE students on the continent of Africa, behind only Nigeria. And while outbound mobility from Nigeria declined sharply between 2016 and 2018, mobility from Morocco has grown steadily in recent years, reaching 52,500 students in 2018.

Figure 5: Total Moroccan higher education students abroad



Source: UNESCO

⁶ Morocco World News, July 2018 [UK signs agreement to set conditions for British schools in Morocco](#)

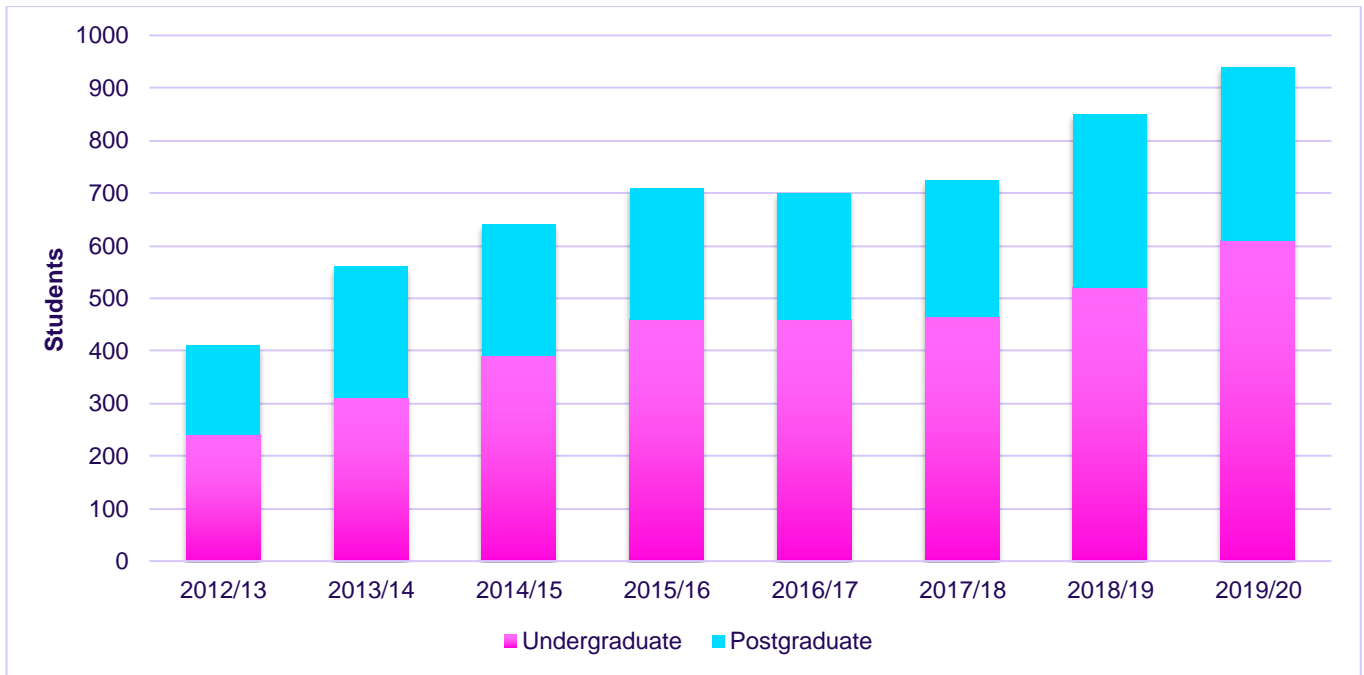
⁷ Moroccan government website, 23 January 2020 [First Moroccan-British HE Commission meeting held in London](#)

France is by far the most popular HE study destination for Moroccans, hosting 28,400 students (over half of total outbound) in 2018, supported by plentiful scholarship offers and low tuition fees. Indeed, Morocco is France's top source country for international students, followed closely by Algeria and then China.

Ukraine is the second most popular destination for Moroccan students, hosting 4,700 in 2018. Along with Germany, Italy and Spain, the top five destinations are all European countries. While most students rely on personal funding to study overseas, some get grants through bilateral agreements or international programmes such as European programmes (Tempus, Erasmus Mundus and Erasmus+). The major English-speaking destinations of the US, Canada and the UK received fewer students at 1,500, 1,470 and 700 respectively in 2018 according to UNESCO.

While the UK is not a leading destination for Moroccan students, the number enrolled in UK universities more than doubled between 2012-13 and 2019-20 from 425 to 955 according to UK HESA data, as shown in Figure 6. This places Morocco as Africa's sixth largest sender of HE students to the UK.

Figure 6: Moroccan higher education students in the UK



Source: UK HESA

About two thirds of Moroccan students in the UK are enrolled at undergraduate level and Business Studies and Management Studies are the most popular subject areas. The top three destination universities for Moroccan students are all based in London: City University of London, University of Westminster, and University College London.

According to UNESCSO, Morocco hosted just over 22,000 international students in 2019, a 55 per cent increase in five years. Students come almost exclusively from other African countries, the main ones being the French speaking countries of Mali, Côte d'Ivoire, Guinea, Gabon and Senegal – supported heavily by Moroccan state scholarships.

2.4 TNE activity in Morocco

The extent of TNE activity in Morocco is summarised in this section.

2.4.1 UK TNE and foundation programmes

Cardiff Metropolitan University partnership with Superior Institution of Science and Technology

Superior Institution of Science and Technology (SIST) is a private higher education establishment under the pedagogical control of King Hassan II public university, based in Casablanca and operating entirely in English.⁸ Along with its own diploma's (not having degree awarding powers), SIST delivers the following degrees under franchise from Cardiff Metropolitan University:

- BA in Business Management with pathways in International Trade, Marketing Management, Finance Management and Human Resources Management.
- BSc Software Engineering
- Master of Business Administration (MBA)

Tuition fees are set at MAD 55,000 (**GBP 4,500**) per year for the three-year bachelor programmes and MAD 80,000 (**GBP 6,500**) for the MBA (studied part-time over 18 months). The Cardiff degrees awarded via its partnership with SIST are not officially recognised in Morocco. Therefore, SIST operates a dual qualification model whereby graduates gain a SIST diploma alongside the Cardiff degree. Cardiff is the only UK university with a TNE presence in Morocco, having 545 students enrolled in Casablanca in 2019/20, broadly stable over the past few years. The partnership does not involve Cardiff faculty visiting Morocco and all teaching is delivered by SIST faculty.

NCC Education partnership with Superior Institution of Science and Technology

SIST offers an International Foundation Year (IFY) pathway programme in partnership with NCC Education UK since 2019. Tuition fee details for the NCC IFY are not available on SIST's website, though fees for SIST's own foundation programme are set at MAD 45,000 (**GBP 3,600**) for the year.

NCUK partnership with London Academy

The London Academy is a British school in Casablanca offering the NCUK IFY pathway programme providing Moroccan students with guaranteed access to universities in the UK and worldwide.⁹ Tuition fees are set at MAD 99,000 (**GBP 8,000**) for the year. The London Academy intends to begin offering the NCUK International Year One (IY1) programme from September 2021, meaning that the first year of a UK degree can be studied in Morocco.

⁸ Superior Institution of Science and Technology <https://sist.ac.ma/>

⁹ London Academy <https://londonacademy.ma/sixth-form/>

2.4.2 French TNE

There are seven French HEIs present in Morocco, composed of four engineering schools and three business schools. The four engineering schools have all gained official recognition from the Moroccan state, two of which were established in partnership with Moroccan universities, and one of which was established via a bilateral agreement between the French and Moroccan governments. Five of the seven French HEIs are Grande Ecoles, the exceptions being INSA EuroMed and EMINES.¹⁰ Figure 7 provides summary details of the French HEIs operating in Morocco.

Figure 7: French higher education institutions operating in Morocco

Institution	Location	Annual tuition fees	Institution recognised by Moroccan state
INSA EuroMed Engineering School	Fès In partnership with Université Euroméd de Fès	MAD 57,000 - 72,000 (GBP 4,600 - 5,800)	Yes, since 2015
EMINES Industrial Management School	Ben Guerir In partnership with Université Mohammed VI Polytechnique	MAD 75,000 (GBP 6,000)	Yes, since 2017
Ecole Centrale Engineering School	Casablanca Established via a bilateral agreement between the French and Moroccan governments	MAD 50,000 (GBP 4,000)	Yes, since 2017
EIGSI Engineering School	Casablanca	MAD 50,000 (GBP 4,000)	Yes, since 2020
emLyon Business School	Casablanca	MAD 115,000 - 295,000 (GBP 9,300 - 23,800) Executive MBA at upper end of range.	No, application pending.
Toulouse Business School	Casablanca	MAD 59,000 - 163,500 (GBP 4,750 - 13,200)	No

¹⁰ A Grande Ecole is an elite French HEI that is separate from, but parallel to, the French public university system. Whereas universities are comprehensive institutions composed of several faculties, Grandes Ecoles are smaller in size and recruit their students with more selective processes.

		Executive MBA at upper end of range.	
ESSEC Afrique-Atlantique Business School	Rabat	MAD 150,000 (GBP 12,100)	No

Source: Websites of institutions and information provided by the Moroccan Ministry of Higher Education

Tuition fees charged by the engineering schools range from **GBP 4,000 to 6,000** per year, comparable with fees charged by Moroccan private and partner universities. Tuition fees at the business schools are generally higher, most notably executive MBA programmes which target a relatively niche market of senior level highly paid executives and managers.

Given that engineering programmes in Morocco are largely based on the French curricula, this resulted in a relatively straightforward recognition process, according to feedback from the Moroccan Ministry of Higher Education. Recognition of business schools is considered as somewhat more complicated. While none of the three business schools have yet received formal recognition from the Moroccan state, emLyon is reportedly at an advanced stage of navigating the process. No formal application forms or guidance documents are available, and recognition appears to be largely at the discretion of the Moroccan Ministry of Higher Education.

2.4.3 Double degrees with Moroccan universities

Moroccan universities are generally not active with TNE, but several public and private universities offer double degrees in partnership with foreign HEIs, mainly in France and other European countries. For example, Université Internationale de Casablanca offers double degree programmes in partnership with universities in France, Portugal and the US - charging annual tuition fees of between MAD 65,000 to 100,000 (**GBP 5,200 to 8,000**) for these programmes.¹¹

2.4.4 Planned TNE activity

Coventry University partnership with SIST

Coventry University and SIST have applied for a licence from the Ministry of Higher Education to create a new recognised higher education establishment with the aim of delivering locally accredited Coventry degree programmes in Teacher Training, Business, Science and Technology. SIST is reportedly investing GBP 14 million to develop a purpose-built campus in Casablanca to deliver the programmes. A foundation year will be mandatory meaning that a bachelor's degree will take four years to complete, as per Coventry's model in Egypt.¹²

¹¹ Université Internationale de Casablanca [List of programmes and tuition fees for academic year 2020-21](#)

¹² Times Higher Education 27 January 2020 [Coventry announces plans to open Moroccan campus](#)

Coventry University joint school of Health Sciences in partnership with Université Mohammed VI Polytechnique

Coventry University is also planning to partner with Université Mohammed VI Polytechnique (UM6P) to establish a joint school of Health Sciences at its campus in Ben Guérir. The two universities signed a memorandum of understanding with the aim of delivering joint degrees in Nursing.¹³ UM6P has already established an engineering school in partnership with a French HEI.

3 Insights from interviews

A summary of the insights provided from interviews conducted with Moroccan government agencies, education institutions and the focus groups conducted with Moroccan students are discussed in this chapter.

3.1 Policy environment for international education

Morocco is active as both a host and sender of international students. Outbound mobility is supported by the European Union's Erasmus+ initiative as well as national scholarships on offer from France and other European countries. Inbound mobility is heavily supported by Moroccan government scholarships in favour of French speaking African countries. Morocco aims to position itself as an attractive destination for international students, leveraging its favourable climate, political stability, low cost of living and growing reputation as the gateway between Africa and Europe.

Moroccan public universities are active with international research partnerships, mainly with French public universities. However, foreign universities are not significantly engaged in the Moroccan HE system and TNE is at an early stage of development.

Trend towards English language

French is the dominant foreign language in Morocco and is on the public primary school curriculum from age six, whereas English is taught at upper secondary level from age fifteen. There is a growing trend towards English, supported by the presence of multinational companies in Morocco, growth in the number of English-speaking international schools, favourable policy environment and socio-cultural trends among the youth. Greater adoption of English is considered an inevitable trend driven by English being the language of international business and the internet being mainly English based.

A USAID pilot project in partnership with the Moroccan government aims to improve the English reading language ability of middle school students (aged 12-15) by strengthening the capacity

¹³ Coventry University, 30 July 2020 [Coventry University partners with UM6P to develop School of Nursing in Morocco](#)

of teachers, school administrators and officials, and by distributing teaching and learning materials.¹⁴

English medium instruction is becoming more common in Moroccan universities and public specialised institutions. Al Akhawayn University operates entirely in English, Université Internationale de Rabat offers several English medium courses, and several private universities and establishments deliver programmes in English. Cadi Ayyad University has a large English department with over 5,000 students studying English and English literature programmes. According to one of the interviewees from a public university, STEM programmes are most suited to delivery in English as they are starting from a newer base.

The Moroccan government is cognisant of the growing importance of the English language and is supportive of developments in this direction. The UK - Morocco Schools Agreement signed in 2019 represented a significant step in that direction. The government is also considering lowering the age at which students begin studying English from 15 to 12 and has committed to placing a greater emphasis on English medium instruction at tertiary level. However, availability of teachers with a requisite standard of English for use as a medium of instruction is a key challenge at secondary and tertiary level, especially for technical subjects like Maths and Engineering. Notwithstanding the trend towards English, French is expected to remain the dominant foreign language and Morocco is proud of its cultural and linguistic heritage in this respect.

Absence of TNE regulatory framework

Morocco does not have a formal TNE regulatory framework in place to facilitate and manage the establishment of foreign universities in the country, either independently as branch campuses or in partnership with local HEIs. However, according to feedback from the Ministry of Higher Education, there are two main options within the existing system for foreign universities to establish an official presence in Morocco:

- Establish a new private higher education establishment as per the model employed by EIGSI Engineering School in Casablanca. This may be established independently or as a joint venture with an existing private institution, as per a recent joint application submitted by Coventry University and SIST. The new establishment may apply to CNCES to have its degrees recognised after three successful years of operation.
- Partner with a Moroccan university or recognised private establishment and develop a joint school offering joint degrees, as per the proposed joint school of Health Sciences between Coventry University and Université Mohammed VI Polytechnique.

The prospect of a UK university partnering with a Moroccan government ministry or department is also a possibility, such as with the Ministry for Agriculture which has several training and research institutes. While no direct financial support is available for such partnerships, the

¹⁴ USAID www.usaid.gov/morocco/education

Moroccan government may provide indirect supports such as assistance with procuring building space and teaching facilities.

Challenges facing Morocco's higher education system

The policy makers interviewed identified several key challenges facing Morocco's HE system, including:

- Inefficiencies and structural issues within the HE system resulting in high dropout rates among the open access courses at public universities and lengthy average duration to complete a degree, e.g. six years to complete a three-year degree is not unusual.
- HE programmes on offer not matching labour market requirements (notably those required by multinational employers) resulting in poor employment outcomes for graduates of open access courses. However, graduates of restricted access institutions and courses such as Engineering and Business / Management schools are generally considered as more employable.
- Employer dissatisfaction with graduates' foreign language competency (English and French) and underdeveloped soft skills.

Plans to revise the undergraduate curriculum

Morocco is in the process of refreshing its law 00-01 and moving away from the existing LMD system towards what policy makers describe as "the Anglo-Saxon model" (in reality closer to the US than UK education system) by making the following pedagogical changes at undergraduate level:

- Move to a four-year bachelor's degree from the existing three-year degree, which is more typical in the North Africa region (e.g. in Algeria and Egypt). This would mean that a UK degree delivered in Morocco would need to be supplemented with a mandatory foundation year.
- Introduce new methods of teaching and learning by utilising a student centric approach to pedagogy, including an increased emphasis on critical thinking and soft skills such as communication, work ethic and leadership.
- Increased emphasis on the English language in a holistic sense covering curricular design teaching and research.

A draft of the revised law 00-01 is due to go before the Moroccan parliament in early 2022.

Rationales for developing partnerships with the UK

According to the policy makers interviewed, a key rationale for developing HE partnerships with the UK relates to knowledge transfer to improve the quality of the Moroccan HE system: including adopting new quality assurance practices by learning from the experience of the UK's Quality Assurance Agency given that the Moroccan quality assurance system is only five years old - along with new methods of teaching, digitisation and governance of universities.

Another key rationale relates to improving the employability of Moroccan graduates, not least through enhanced English language competency. The existing HE system is seen as inadequate at producing the profile of graduates required by the new industrial groups emerging in Morocco. The “Anglo-Saxon model” is understood to encourage closer links between academia and industry and to offer programmes that better reflect the needs of employers.

Subject areas where UK universities can add most value according to policy makers interviewed include:

- Engineering: Automotive, Aerospace and Logistics
- Environment: Water and Renewable Energy
- Health Sciences and Life Sciences
- Business, Management and Marketing

The potential for increased partnerships with UK universities to support the Moroccan economy was noted, by attracting international students, potentially reducing the large number of domestic students travelling abroad, supporting demand for the Moroccan dirham, and further positioning Morocco as the gateway to Africa (including with non-Francophone countries). Providing local study options was also considered as desirable for the many parents who are reluctant to send their children abroad.

3.2 Barriers facing UK universities in Morocco

Based on interview feedback, several barriers facing UK universities in delivering their HE programmes in Morocco have been identified, summarised as follows.

Absence of a TNE framework

The main barrier faced by UK universities in Morocco is the absence of a TNE framework within which they can operate, such as currently exists for the school sector. This presents a “legal void” around the establishment of foreign universities in Morocco, whether via branch campuses or in collaboration with Moroccan HEIs – though possibly less of an issue for public universities in Morocco who have more autonomy in this respect. UK - Morocco TNE partnerships are thus currently pushed towards a double qualification model with the UK degree not officially recognised locally. Consequently, based on the existing regulatory landscape, foreign universities are more likely to adopt a light footprint model in-country, depriving Morocco of deeper and more collaborative forms of TNE.

While a few French HEIs have managed to navigate the existing system to gain official recognition for their programmes, this process is poorly understood by interviewees and is considered complex, uncertain and not providing prospective foreign universities with enough control over their own destiny in Morocco. Absence of a formal TNE framework was also cited as presenting difficulties for co-supervision of master’s thesis and for validation of credits for study periods abroad (e.g. semester abroad).

UK tuition fees considered expensive in Morocco

Tuition fees associated with UK universities are considered beyond the means of most households in Morocco. Morocco remains a relatively low-income country, being without the oil and gas resources of other countries in the region.

About 95 per cent of HE students in Morocco are enrolled in public universities or specialised public institutions where tuition is free. Moroccan students abroad are typically located in France and other European countries with low tuition fees; whereas the major English-speaking destinations of US, Canada and UK with higher fees are less popular.

Several respondents commented that for UK universities to succeed in Morocco, they must provide cost effective study options. Delivering part of a UK programme online was mentioned as one potential way to bring costs down and may be favoured by working professionals and postgraduate students. Delivering part of the UK programme in Morocco and part in the UK (e.g. 2+1) was considered an attractive option for students from less wealthy families who desire a study abroad experience. That said, it was also noted by several interviewees that some Moroccan private institutions charge in excess of £10,000 tuition fees per year.

Limited scale of prospective TNE market

On balance, most interviewees believe that the prospective market for UK TNE programmes in Morocco is moderate in size. The extent of the TNE market is further constrained by the dominance of the French language. The profile of students attending public institutions are considered unlikely to be interested in TNE options, with the notable exception of Al Akhawayn University being the only public university to charge tuition fees and considered the most appropriate benchmark institution for UK universities. Only five per cent of the HE population attend private HEIs (though this proportion is far higher in the large cities) and the largest of such institutions reportedly enrol less than 3,000 students. Demand for Cardiff Metropolitan University degrees at SIST has stabilised at about 545 students in recent years, where tuition fees are considered competitively priced at £4,500 per year. The main target locations for UK universities in Morocco are the cities of Casablanca, Rabat and Tangiers, in that order of importance.

Partnership development challenges

Moroccan HEIs have limited experience of co-developing HE programmes with foreign universities and are likely to find UK quality assurance standards challenging from a resourcing perspective given the assessment, evaluation and validation requirements. This may present some difficulties in developing partnerships with UK universities. However, Moroccan public universities are engaged in research partnerships with foreign universities and are financially incentivised to develop joint doctoral (co-tutelle) programmes, mainly happening with French universities.

3.3 Opportunities for UK universities in Morocco

Trend towards English language

The growing popularity of the English language is expected to drive increased demand for English medium degrees, supported by a pipeline of students graduating from the British and US international schools in Morocco.

A recent British Council sponsored survey of 1,211 Moroccan urban dwellers aged between 15 and 25 found that:¹⁵

- Young Moroccans believe it is more important to learn English than Arabic or French. English is perceived as a global language; vital for education, employment, travelling and accessing knowledge, news and culture.
- Of those surveyed, 34 per cent speak and understand French with high proficiency, while 30 per cent speak and understand English to the same level. Younger, wealthier and more educated youth have the strongest command of English.
- While schools, movies and TV series have hitherto been the predominant platforms for young people to learn English, in future they would prefer to learn via the internet, language apps and private language schools.

However, this relatively small and urban-centric survey may not be representative of the broader youth population in Morocco. An English language proficiency index produced by Education First (EF) ranks Morocco at 76 / 100 countries in 2020, placed in the “Low” proficiency category having been placed in the “Very Low” category for the previous three years.¹⁶ Therefore, while English language trends are going in the right direction, the overall standard of English in Morocco probably remains low by international standards.

Market trends and dynamics

Beyond Morocco being a politically stable country with a rapidly expanding HE sector, a number of market trends and dynamics favour the development of TNE in Morocco.

- Parents are increasingly investing in education - often beyond their means - supported by increased access to credit from financial institutions. Parents of students in private universities are typically drawn from the middle class and not necessarily from the wealthiest segment of society.
- Proximity to the UK (3-hour flight) is beneficial for student mobility to the UK, while a favourable climate and low cost of living make Morocco attractive for expatriate teaching faculty.
- Morocco’s relatively high outbound student mobility rate could indicate an opportunity for UK universities to provide alternative study options in-country. And TNE options in Morocco could address a wider pool of students unable to afford study abroad in the UK, US or Canada.

¹⁵ British Council report, April 2021 [Shift to English in Morocco](#)

¹⁶ EF English Proficiency Index 2020 www.ef.com/wwen/epi/

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- UK TNE entrants will face little competition in the market from other foreign providers and appear unlikely to face resistance from the Moroccan HE sector.

Sectors and subject areas

According to interview feedback, technically focused TNE partnerships in the key sectors of agriculture, phosphates (Morocco being the world's second largest producer) and renewable energy are most needed. Subject areas where UK universities can add most value are considered as:

- Engineering: Automotive, Aerospace and Logistics
- Environment: Water and Renewable Energy
- Health Sciences, Life Sciences and Nursing
- Business, Management and Marketing
- Computer Science and Artificial Intelligence
- Education: Teacher Training - including English medium instruction

While vocational training opportunities are also believed to exist in programme and curriculum development, thus far the National Vocational Training Agency has concentrated on partnering with international professional service agencies.

3.4 The student perspective

Two virtual focus groups were conducted with Moroccan students, one group of six secondary level students and four foundation-year students enrolled in the London Academy British School and a second group of nine tertiary level SIST students studying Cardiff Metropolitan University degrees in Morocco. The feedback from those meetings is summarised in this section.

3.4.1 London Academy students in Casablanca

The London Academy is one of four officially recognised British international schools in Morocco, and the only one offering a foundation programme in partnership with NCUK. Four of the students were enrolled on the foundation programme (a mix of science and business pathways), whereas six students were enrolled in year 13, i.e. pre foundation year.

As to be expected, those who selected the foundation programme had definite plans to study abroad, with the UK and Canada the most favoured destinations. Year 13 students also expressed a desire to study abroad but mentioned additional countries such as Belgium and Korea.

Reasons for choosing the foundation programme included having more time to become familiar with UK education, and staying close to family as opposed to studying a foundation programme in the UK.

The international recognition of a UK degree is seen as its main attraction, opening job opportunities for students across the English-speaking world. A strong desire to work abroad was evident from the students.

Several challenges were raised in respect to studying abroad in the UK, including high cost, lack of scholarships and cold weather.

There were mixed sentiments expressed about options to study UK HE programmes in Morocco. Students consider that study abroad is the preferred option, mainly for the international exposure, cultural experience, opportunity to meet new people and develop personal and professional networks. However, several students felt that a TNE programme would be a good option for those who cannot afford to study abroad. And some interest was shown in partnership options where part of the degree is delivered in Morocco and part in the UK.

In terms of studying at branch campus within the Middle East and North Africa region, Dubai was the only location where some moderate level of interest was expressed.

The most important influencer on future study plans was deemed to be word of mouth from students who had gone before them. Other key influencers include teachers and family - choice of foreign country was heavily influenced by having family there.

Students had attended recruitment fairs in Casablanca in November 2020 and February 2021. Students are also active at conducting their own research, including online searches to find the right universities and programmes.

3.4.2 SIST students studying Cardiff Metropolitan University degrees in Casablanca

Six students were studying bachelor's degrees and three were MBA students. Four of the bachelor's students progressed from the foundation programme offered by SIST in partnership with NCC Education.

On balance, students intend to either complete their bachelors in the UK, or progress to master's level in the UK. E.g. one of the MBA students completed the Cardiff bachelors in the UK, and another had planned to be in the UK this year but cancelled due to COVID-19.

The benefits of a UK degree were understood as follows:

- The attraction of studying a degree through English and associated impact on English language proficiency was frequently mentioned. English is seen as the international language, a growing trend among young people in Morocco to communicate via English (even if they also speak French) which is seen as interesting, fashionable and advantageous.
- The high quality associated with UK education was also mentioned, including different methods of teaching and learning, emphasis on critical thinking and soft skills. Moroccan universities by comparison are associated with rote learning and are considered old fashioned.

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- UK degrees provide graduates with a competitive edge in the Moroccan labour market, especially with multinational companies. UK degrees help to gain promotions in Moroccan companies, where executive level staff are often expected to have a good standard of English. And given that it can take several years to find a job after graduation, having a UK degree is seen as speeding up that process.

Several downsides to studying a UK degree in Morocco were also noted by students:

- Notwithstanding a trend towards English language, French remains the dominant foreign language in Morocco and many local companies continue to require French. Also, navigating the hierarchy of Moroccan companies is viewed as difficult without French.
- Some private sector companies will expect the qualification to be accredited in Morocco and parents are sometimes concerned about lack of eligibility to work in the public sector if the qualification is not officially recognised in Morocco.
- Even where a student completes the final year of the degree in the UK, it takes up to eighteen months for the UK qualification to be equivalised in Morocco, adding to the difficulty of finding a job post-graduation.
- UK degrees are perceived as more difficult to complete than Moroccan degrees due to different curricular content and assessment methods and the challenge of attaining the requisite standard of English.
- The cost of studying a UK degree was also cited as expensive, though TNE is seen as making it more affordable. SIST is considered as doing a good job of setting fees at a reasonable level, considering that fees at some private HEIs are significantly higher.

Overall, students were optimistic about there being a market for UK TNE in the major cities of Casablanca, Rabat, and Tangiers and Marrakesh. TNE options are considered especially attractive for female students, given their parents' reluctance to send them abroad. However, UK universities would need to offer a broader range of programmes than currently available at SIST, preferably in the areas of Science, Engineering, Computer Science, IT and Medicine. The prestige of the UK university was also cited as a significant factor, with high profile institutions expected to succeed if cost effective. Little interest was evidence towards options to study at a UK branch campus in the MENA region; Dubai was considered as too expensive, Egypt as too unstable; however, two students mentioned Turkey as a potential destination.

As with the London Academy students, SIST students also considered word of mouth from Moroccan students abroad or recent graduates as the key influence on their study abroad plans, though family input also plays an important role. Students attended recruitment events in Morocco, but several chose SIST because it was the only option to study UK degrees in Morocco.

4 Conclusions

As an economy and society, Morocco has made impressive progress in the past decade. However, fundamental changes are required to its HE system to meet the demands of newly emerging industries and support Morocco's growing reputation as the gateway between Europe and Africa. While the HE system is expanding rapidly, adding students to a public system not producing the right mix of skills needed by employers will simply exacerbate the high level of graduate unemployment. Additional study options are needed in Morocco, which is likely part of the reason that so many students choose to study abroad.

TNE can have a big part to play in Morocco's future development story. However, absence of a supporting regulatory framework presents a barrier as foreign universities need clarity and certainty about the legal and operating environment they will face. Egypt's 2018 International Branch Campus law provides a useful case study for what can be achieved when academia and government work together to shape a TNE law. However, it is important that Morocco considers various forms of TNE - not just branch campuses - as different models have different outcomes in terms of knowledge transfer, capacity development, profile of students reached, and curricula of programmes delivered.

There are many causes for optimism about the future for UK TNE in Morocco, including a dynamic and expanding HE system, a growing trend of household investment in education, availability of experienced local teaching faculty and proximity to the UK. The most significant trend, however, is the shift towards the English language among the youth population, which opens new horizons for the UK education sector in Morocco.

The time is ripe for UK universities to become more engaged in the market and to begin exploring TNE partnership options with Moroccan institutions, which in time could become an important pathway to study in the UK. UK universities will need to consider their strategic approach, how to position themselves in the market and how to calibrate their level of selectivity. Developing joint schools with existing universities or establishing a new HEI in partnership with an existing private establishment appear the most viable entry routes at present. Of the five Moroccan partner universities, two are medical institutions that have yet to establish a joint medical school with a foreign university. However, the scale of prospective demand for any individual UK university entering the market is more likely hundreds rather than thousands of students.

Though not expressly covered in the report, there are clearly emerging opportunities for providers of English language products and services more generally in Morocco. Additional research is also needed to explore whether the trend towards English observed in Morocco is playing out across the Maghreb region, and what prospects this may hold for the UK education sector.

The British Council is ready to assist the UK sector with exploring opportunities and developing partnerships in this increasingly important market.

5 Appendix 1. List of public universities in Morocco

	Public university	Location
1	Ibn Zohr University	Agadir
2	Université Moulay Slimane	Beni Mellal
3	Chouaib Doukkali University	El Jadida
4	Al Quaraouiyine University	Fez
5	Sidi Mohamed Ben Abdellah University	Fez
6	Al Akhawayn University	Ifrane
7	Ibn Tofail University	Kénitra
8	Cadi Ayyad University	Marrakesh
9	Moulay Ismail University	Meknès
10	Hassan II University	Casablanca
11	Mohamed Premier University	Oujda
12	Mohammed V University	Rabat
13	Hassan Premier University	Settat
14	Abdelmalek Essaâdi University	Tetouan