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Nova SBE Internationalization Strategy to Morocco

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Abstract

Morocco is the Northwestern African country that has geographical and climate proximity with Portugal. It is known for having the largest numbers of outbound students' mobility in Al Maghreb region. Nova SBEⁱ is the closest top business school to Morocco, nonetheless, Nova could attract almost none of this mobility flows. This research is conducted to understand the Moroccan higher education market dynamics and the micro and macro factors those affect Moroccan students' choice of selecting their university abroad, concluding set of actions to help Nova succeed in its internationalization process towards Morocco.

Key words: Internationalization strategy, Nova school of Business and Economics, Moroccan Higher Education Market, Moroccan students' attributes of selecting their university abroad.

ⁱ Nova SBE will be referred as Nova in this research

Literature review

Globalization is the increasing of economic interdependence among countries and their organizations, reflected in huge flow of goods and services. Globalization can be distinguished in the three dimensions: Economically, Politically and Culturally. (Odin & Manicas, 2004, p. 7). Internationalization is the group of strategic responses for the globalization (Maringe & Foskett, 2012, p. 1), it became a necessity under the expansion of globalization. (Luthans & P.Doh, 2015, pp. 8–10). Globalization resulted: massive usage of IT, increase of trade flows globally, growing international labor market (scholars and professionals), and dominate of English language as a mean of communication. According to World Economic Forum, HE is one of the main pillars of countries' economic competitiveness. Hence, Internationalization became a priority of HE institutions' strategies on companies and national levels (Altbach & Knight, 2007). Consequently, business schools all around the globe intensify their efforts on their internationalization process to attract the best international students and teaching staff, what resulted the raise of the market commonalityⁱⁱ (Dagnino & Rocco, 2009, pp. 44–45), The race for obtainment accreditations and rankings represent a part of the global rivalry among the international business schools. This competition pushed business schools to expand their horizons globally through different models -traditional or transitional- (Morgan James Publishing, 2015, pp. 10–25), targeting non-traditional markets like Morocco (The University of Oxford- ISO, 2015), and tilting their strategies downstream, putting the students in the center their competitiveness strategy (Dawar, 2013, pp. 3–15). More literature review is distributed in the research.

ⁱⁱ Market commonality, this notation turn out to be particularly suitable for analysis of firms which compete in multiple markets (Chen 1996)

Methodology

This research will analyze the Moroccan HEⁱⁱⁱ market to build a strategy to attract Moroccan students by answering this research two main questions, **“How can Nova attract Moroccan students?”** and **“What are the main attributes of the Moroccan students in choosing their university abroad? ”**. The whole structure of this research is suggested by many scholars in marketing and strategy to build a coherent internationalization strategy. To have a full insight about the internal and external, Micro and Macro environmental factors, a situational analysis has been conducted using 5Cs approach which is “The process of identifying the environment where the firm is working in and, how the firm slots into that environment, to improve its capabilities and better meet customer needs” (Evans, 2013). It is also called the internal and external Audit (Kotler & Armstrong, 2014). The 5Cs strands for: Company (Nova), Collaborators -both they represent the internal environmental audit-, Context, Consumer, and Competition –which are the external environmental audit-. After analyzing The company, Context has been analyzed using PEST approach which is the most common and important tools to understand the external environment (Carpenter & Dunung, 2011, pp. 410–421). Analyzing our Consumers, so their demand of the HE starts with understanding their Wants. It was worthy to analyze the consumer demand within Characteristics Affecting Consumer Behavior model by Kotler and Armstrong model (Appendix 1) (Kotler & Armstrong, 2014, pp. 28 & 159 – 164), by implementing different specialized models i.e. Country culture index^{iv}, By Geert Hofstede (Appendix 2), and generations’ characteristics (Appendix 3). Finally, to have the full about the external environment the Competition has been analyzed. Next, SWOT analysis has been performed

ⁱⁱⁱ Higher Education will be referred later in this research as HE

^{iv} By Geert Hofstede

to illustrate the internal and external factors simultaneously those affect Nova. Nevertheless, SWOT provides a static view for the dynamic market. (Gregory G. Dess, Lumpkin, & Kim, 2012, pp. 117–133), this makes the study of the global trends of HE compulsory. Nonetheless, to build a coherent strategy, we used Michel Porter's thorough approach (Hitt, Ireland, & Hoskisson, 2008, pp. 48–67) which based on the five+1 factors (macro environmental) those shape industry's competition (Michael E. Porter, 2008). More recently, porter's approach has been criticized, by new "Blue ocean strategy" approach that focus on innovation beside take defensive or offensive actions in gaining new markets (Kim, Mauborgne, Kim, & Mauborgne, n.d.). After studying the Macro environmental factors, we set a marketing research in order to identify the micro influential factors those affect the Moroccan students' attributes in university selection. The Marketing research by definition is "the function that links that consumer, customer, and public to the marketer through information used to identify and define marketing opportunities and problems; generate, refine, and evaluate marketing actions". (The American Marketing Association Board of Directors, 2004), this will lead to form a solid strategy building and avoid the cost of poor decisions. (Malhotra, 2010). The research took the form of qualitative and qualitative researches, and their results will be analyzed using SPSS, and SAS enterprise miner software, based on the results of all above steps, We will conclude a set of recommendation to tickle the HE Moroccan market effectively.

Data collection: Primary Data is collected through the qualitative research (in-depth interviews) with 4 Moroccan Students, with the quantitative researches (the survey) and interviews with the Nova's dean prof. Daniel Traça and Prof. Rita Campos e Cunha to have deep understanding of Nova and its development and strategy to form a solid basic for this

research, in addition to consulting sessions with Prof. João Amaro de Matos (associate dean for International Affairs), and Prof. Elizabete Cardoso the supervisor of this research and the Admission and Development director. These sessions guided this research towards building consolidated results. **Secondary data:** including data provided by Nova and global organization statistics^v. The essential data has been illustrated on this research dashboard.

1. Situational analysis

1.1. Company analysis

Nova is Semipublic, and the most prestigious Portuguese Business School. It is established in 1978 as an International business school, in terms of teaching staff and pedagogy. All of establishing professors studied in one of most profound international business schools, bringing all new in Business and Economics studies, differentiating Nova from other classic Portuguese business schools (Cunha, 2015). Teaching in English started under the demand of the international exchange students, who came under the Erasmus program, after initiating the bologna process in Europe, this was remarkable point in Nova's internationalization process. Gradually Nova grew as an international business school in terms of students, teachers, partners and programs. The quality of education guided this growth what able Nova recently to take its place in the international rankings. Nova became one of the only 73 business schools globally hold the triple "*crown*" accreditation^{vi}. According to FT ranking^{vii} and Eduniversal^{viii} Nova became one of the top global business schools. It is the only Portuguese member in CEMS alliance. Nova's dean believes that

^v World bank, UNESCO, Euro monitor, websites and the Moroccan ministry of higher education statistics.

^{vi} AACSB, AMBA, and EQUIS.

^{vii} 28th top European business school, 31st master in management and 19th master in International finance.

^{viii} The award of 5 palms ranking.

moving rapidly is very essential for Nova as the strategy goes toward achieving international programs to gain a first mover position once the wave of the international master degrees approaches. Additionally, 7 out of 10 of Portuguese researches are from Nova, and it ranked as top researches in Europe. Nova's good quality of research has a spillover effect on the quality of teaching (Cunha, 2015). Since 2015 Nova has witnessed several changes in its organizational structure, adopting to be medium size business school. Recently, a team from Nova is making business trips to many countries to introduce the school to multinational corporates and institutions, and open new channels for collaboration and students' placement. Nova is affected positively by the country's culture, weather, quality of life and cost of living, but negatively by the unstable economic situation, and lack of funds. Nevertheless, Nova launched 2020 project that includes building a new campus which will be a unique value proposition for the international students in terms of facilities, capacity, quality of life and lifestyle (Californication). Prof. Traca believes that quality and differentiation will support Nova's success. He defined three pillars for the **Quality**: Learning outcomes, and methodologies, which are based on KASPIC^{ix}, the Quality of the students, and the Recognition by having degrees those are widely recognized programs in terms of rankings and accreditations. While the two pillars for the **Differentiation** are, Leveraging on cost of living, life style, and the life experience in Portugal, and Grasping the potentials in the Portuguese speaking economies (Traca, 2015). Recently, Nova launched new master in digital world, in cooperation with Nova IMS, new areas are being developed to match the new market's needs^x. In 2015 Nova students counted for 1400 in bachelor, 850 in master, 40 in PhD, 130 in MBA programs, 25% of the students are internationals from

^{ix} **KASPIC**: Knowledge, Attitude, Skills, Professional exposure, International exposure, and Career vision

^x E.g. Big data, Hospitality, Entrepreneurship, Family business and Natural sources and sustainability.

more than 35 nationalities (appendix 4), the bachelor degree has the lowest proportion of full time international students. Due to the lack of financial sources, marketing and facilities improvement budgets are limited. The school is funded 50% from the government expenditure and 50% from tuition fees and research. The vision and Mission of the school show the excellent expertise and ambitious behavior by setting high strategic reference points. Still, the vision and mission need to be updated. While Nova is the closet business school to Morocco (Appendix 5) and has three bilateral agreements with top Moroccan business schools^{xi} for exchange program, only one student came in February 2016 since September 2014, In addition to one full time bachelor student in 2015. In April 2014, 15 students from HEM visited Nova, nevertheless, none of them decided to study in Nova later. This high customer attrition rate is alarming. Between 14/10/2015 till 14/12/2015, only 55 Moroccan students visited Nova's slogan is "Shaping Powerful Minds" (Appendix 6 analysis of Nova Brand in 3B,3E model).

1.2. Collaborators

Nova's collaborators can be summarized as the followings: **a)** Accreditation and quality assurance bodies. **b)** Huge network of partner universities (more than 150) supporting exchange, double degree programs, research and networking, propping Nova's international position and students mobility. **c)** Strategic alliances, which CEMS represents the most important one in terms of schools network and sources (multinational corporates, students and professors), increasing Nova's international visibility. **d)** Nova has hug Alumni community, more than 12000 in 50 countries. This community plays big role in supporting

^{xi} i.e. HEM business school since 2013, Al Akhawayn university since 2014 , , and ESCA business school since 2015

the school through matching it and the students with the job market (e.g. mentoring program, admission process, corporate presentations, CEOs meetings, projects and field labs). More important spreading the word of mouth which strength Nova's brand and donating for the new campus. e) The foundations, publishers, those support the schools researches and projects, alongside the Portuguese business community. f) The Portuguese ministry of HE, with some European Union organizations and associations patronize HE in Portugal.

1.3. Context - Pest Analysis

1.3.1. Politically: Morocco's political system is a parliamentary constitutional monarchy. The king is the highest power, and the head of the government is the Prime Minister. Rabat is the political capital while Casablanca considered as the commercial capital. Morocco is divided into 35 provinces and 6 prefectures. It is the northwestern corner of the African continent. Morocco is a member of the Arab league, the Arab Maghreb union and Euro-Med, but not in the African Union. Its political and bureaucratic system is alleged to be corrupted, what made it face a period of instability during the Arabic spring. In 2015 it is ranked 88th in the international transparency index ranking, and 86th out of 163 in Global peace index which measures the national peacefulness. Furthermore, it got 20.08% on voice and accountability and 30.10% on political stability and absence of violence or terrorism and 50.48% on the control of corruption. Morocco is the southwestern neighbor for EU and the most stable among its neighbors, thus, wide range of agreements and projects established to maintain solid relations between EU and Morocco. Morocco described as "an indispensable strategic neighbor of Europe" by one of the EU commissioners (Hahn, 2014).

1.3.2. Economically Morocco ranked the 75th country in the World Bank's Ease of Doing Business in 2015. In 2014 GDP counted for 110 billion USD with growth of 4.4%, and 9.5% of unemployment rate, while GDP PPP is 7039.79 USD. Savings amounted to 26.1% of disposable income in 2014 still the country classified as lower middle income. The government expenditure on education in 2014 was 3.5% of GDP, 152 million USD have been granted to almost 250,000 students representing 15.76% of the ministry of HE budget. (ICEF Monitor, 2015) Corporate income tax rate is 30%. Tourism is the main sector beside Agriculture. The foreign direct investment counted for 3.6 billion dollar in 2015. EU is the first trading partners for Morocco. Negotiations to initiate Free Trade Agreement (DCFTA) with the EU took place in 2015, in addition to many bilateral agreements to cooperate in many fields. Many programs financed by EU through European Neighborhood Instrument (ENI) to set an economic integration in Morocco. Morocco and Portugal have decent bilateral trade, counted for 1.2 billion in 2014. The biggest solar energy project in the world, has been lunched in Morocco in 2016. According to EY Renewable Energy Country Attractiveness index 2015, Morocco ranked 23rd globally.

1.3.3. Socially: Population was 33.92 million, the current median age is 26 years, and life expectancy is 75 years. 80% of the males and only 26% of females are considered as economically active population, which shows the inequality between the genders in the job market, yet, this inequality is not exist anymore in education with almost 50% of the students are females in 2014. The main languages are Arabic and French. Moroccan Adult Literacy rate increased to 95% in 2014. 45% of the Moroccan workforce or in agriculture sector.

1.3.4. Technologically Many High-tech parks have been establish in Morocco since 2006. According to the global competitiveness index 2015, Morocco ranked 55th in

infrastructure and 78th in the technology readiness and 98th in Innovation. It is ranked 78th according Networked Readiness Index. The ICT sector is under the challenge of its development and integration on global scale, and with all other sectors on national scale. It is worthy to mention that the shortage in the Skills and Education are the main obstacles for the ICT sector development. Moroccan government is leveraging on improving this sector to attract new foreign investments. In 2012 Morocco was the first country in MENA region that signed the USA Joint Principles for International Investment and the Joint Principles for Information and Communication Technology (ICT) Services, showing the country eagerness to improve these sectors. Many projects supported by the World Bank and EU have been launched to support reforming the ICT and R&D sectors in Morocco. The scientific research recently is highly supported by funding and collaborating with top research centers in USA, Canada Italy, Germany, and France to get the best delivery out of it, what able the country to export USD 0.9 billion of High-technology in 2014. According to Internet World stats, 20.2 million are the Moroccan internet users.

1.4. Competition

1.4.1. Direct competition: Since Nova has started its internationalization process as International Business School; it is touched by the global competition, where the competitors are not limited to the local ones. Considering the school's credentials, it is competing among the second league of top business schools globally (top 50). Considering the main destinations for the Moroccan students, Nova is competing with business schools in France, USA^{xii}, Spain, Germany, UK, Belgium, Italy and Canada, despite of the universities rankings. Furthermore, the International branch campus (IBC) increased rapidly

^{xii} USA has its own ranking and its universities are not included in FT rankings, which should be considered.

in the Arabic Countries, still, limited to several IBCs in Morocco (e.g. Toulouse Business School, Casablanca). This model still under many concerns regarding the host countries policies, quality and teaching staff availability^{xiii}. In addition to their academic task the IBCs promote degrees in their mother institutes. Finally, in some cases, competition turned to be coopetition^{xiv} through forming strategic alliance of top business schools, and/or build international programs (Dagnino & Rocco, 2009, pp. 44–45). CEMS is the best example such coopetition.

1.4.2. Indirect competition consists of: **a)** MBA programs and other executive education programs (General or tailored) are one of the main competitors (Barker, 2010). **b)** Non-Business faculties are providing business courses such as Leadership, Project Management, and Entrepreneurship, those satisfy some needs of the business education for non-business students. **c) Consulting companies and big corporates** are offering non-degree programs in their own academics. Their brands are highly recognized and associated with practical and high level of education; (Bradshaw, 2015). **d) New alliances:** Recruiting companies and business publishers started to acquire or partnership with top business schools or training companies^{xv}. **e) MOOCs and SPOCs^{xvi}:** they provide online interactive courses offered by elite HE providers (Sharrock, 2015), still, MOOCs face a very low complete rate (5% of the enrolments). (Haber, 2013). Top business educator started to use SPOCs for their success with high engagement and completion rate. (GARLOCK, 2015) MOOCs and

^{xiii} A listen can be learnt from the Gulf IBCs, wish faced falling back wave of existing of such institutes, due to insufficient of the above-mentioned conditions.

^{xiv} “Coopetition is based on the assumption that the firm can create value by cooperating with other by complementing its products or activities”.

^{xv} E.g. LinkedIn bought Lynda.com and Financial times partnered with IE business school to provide corporate programs

^{xvi} MOOCs: Massive Open Online Courses , SPOCs: Small Private Online Courses

SPOCs providers try to attract the participant through targeted outreach, by experiencing the high quality of education. (Christensen, Alcorn, & Emanuel, 2014)

1.4.3. Potential and substitute those consist of **a)** local universities, providing the HE solutions, still, they lag behind in terms of international experience, quality, specialization and prestigious education. **b)** Non-degree certificates or professional certificates those are issued by highly recognized institutes like (CFA Institute, PMI, IMA, etc...) they are flexible and globally recognized. **c)** Getting a job abroad.

1.5. Consumer

Our customers are Moroccan students (Last year high school and bachelor), 16-24 years old, males and females, while in most cases the parents are the buyers. The students are studying or have studied in top local education provider, and are willing to continue their business studies within a top business schools abroad, in English. Applying Kotler’s Characteristics Affecting Consumer Behavior model we concluded:

Culture	Social	Personal	Psychological
Culture & Subculture	Groups and social network, Family Role and statue	Lifestyle, Personality and self-concept (Generation Z)	Motivation, Perception, Beliefs,& attitudes
Arab-Muslim culture, with some adjacency and openness to the western European culture through long French colonization. Strong Family culture, with considerable disparity in income and education between urban and rural areas (MONTENAY, 2009)	Hierarchical social structure, social groups formed by (social class, and education, etc..).The family culture makes the parents are the main influencers on decisions.	Technoholics or “screenagers”, their Aspiration are Security and stability, The Intentions are Deep desire to make the world a better place, with feeling of global community; It is all about the experience; they are Multilingual and multitaskers.. Influenced by User-generated, Forums, buying buy from Interactive campaigns with Positive brand association, through Facetime communication	This part will be studied through quantitative and qualitative marketing research.

2. C-D Map and SWOT analysis

Using Harvard business school (C-D map) model (Dawar & Bagga, 2015), to analyze Nova’s brand position for its programs among the competitors in the main destinations, we

can concluded Nova’s master in Management is positioned among Main Stream brands, while, International master in Finance is positioned among the Aspirational brands. **The whole model is explained in (Appendix 7)**

Strength	Weakness	Opportunity	Threats
*Nova’s new campus, rankings, accreditations and sound position as an international school. *Being a member in CEMS and partner with top business schools.	*Country awareness and reputation. *Lack of school’s brand awareness among the International corporates and students in general	*Increasing the importance of branding in HE *Increase international students’ mobility, seeking high quality of education	*IBCs of top business schools *Business schools in main destinations, *Local schools partnership with top business schools *Branding and reputation
Strong alumni community, (Projects, business trips, Clubs and field labs).	*Many stakeholders including public ones. *Essential depending on the local market	*School and students’ connectivity to the job market. *Branding importance	*Globalization raise, high competition *Unstable economic situation
Expertise and Economics of learning in the African market, and geographical proximity.	*Limited available seats in some specializations. *Medium quality of the facilities and technology.	The growth in demand for HE in MENA region.	*Meet the international students’ expectations. *Marketing through the word of mouth, and Moving fast need.
Country weather, friendly culture and good quality of life.	Limited marketing budget.	Generation Z attention for the whole studying experience.	Expansion of other top business schools.
English curriculums	Limited funds.	The shift towards studying in English.	Finalizing New campus project.

3. Trends in Higher Education

a) Increase international students’ mobility. It is expected to reach 4.3 million students By 2025 (An Economist Intelligence Unit, 2014), accompanied with shifting towards new destinations beyond the traditional ones. **b)** The raise of the **globalization** effects will push countries and institutes to increase their strategic competitiveness, where internationalization will play a central role adding the concept of the internationalization of curriculums in addition to the boost of the importance of rankings, accreditations and teaching in English. **c)** The increase of Competition will question the quality and capacity of HE institutes, **Privatization** will evolve as a solution for both, especially in MENA region, (The University of Oxford- ISO, 2015). **d) Transnational Education** will be developed in terms

of content and the way of delivery, providing flexible and accessible good quality of HE solutions.(Eua, 2013). **e)** The Importance of **Branding and marketing in HE** is evolving through their traditional ways (Rankings, exchange programs, university's partnership and university presentations) and modern ones smartly designed for the targeted audience (e.g. Social media, friendly website, and MOOCs), positioning the brand on top of the mind (Hanover Research, 2014). **f)** Evolving in the trend of **mass HE**.

4. Industry analysis Porter five factor +1

4.1. Bargaining Power of Buyers: Limited numbers and capacities of the prestigious business schools, low acceptance rate -between 6% and 20%-, mass HE trend and growing numbers of mobile students, and the verity of offered specialized offered programs, with clear knowledge of the future benefits of perusing such programs, noting that students buy the services as individuals or single vendors. All of these latter factors lower the Bargaining of the buyers. On the other hand, the availability of universities data and the accessibility for their rankings, students can freely compare and shortlist their selected universities, and the European credit transfer system (ECTS) which is wildly used, made the buyers' switching cost lower, and support the buyers' bargaining power to capture more value (Porter, 2008). Given the Moroccan HE market buyers bargaining power is very lower, which is illustrated in high local tuition fees, as same as a European top business school.

4.2. Bargaining Power of Suppliers: Degrees from Prestigious business schools with their sound reputation globally, provide high return on the initial investment (tuition fees), that induce those schools to increase their tuition fees, with constant improving for their quality, networks and partnerships. Programs become considerably differentiated from each other in terms of curriculums, practices and life experience, which depends on the country and

institute of study. More important, the lack of substitutes for new emerged sciences make the suppliers bargaining power higher (Zlomek, 2014). Contrarily, while the tuition fees are the main revenue sources, emergent suppliers in different types of delivery with adequate quality may lower the bargaining power.

4.3. Threat of Substitute Products or Services: According to Mr. Porter substitutes offer satisfactory solutions to the original service provides (Michael E. Porter, 2008). Analyzing the competitors and trends in the HE, shows the considerable threat of substitutes in business HE, yet it is lower while focusing on prestigious HE, even though this threat is increasing in the future under the advances in technology and the dynamic changing in the market demand of education.

4.4. Threat of New Entrants: is associated with the barriers for entry, those include the required capital burden to build the campus and staffing, in addition to the long timeframe, and requirements to acquire accreditations, governmental approvals, brand building and reputation. Speaking about top league of business schools, the actual threat is coming from the current business schools with good reputation; those are developing their quality to join the top league, as the quality is the drive rather than the economics of scale. On the other hand, technology makes it easier to build or replicate in very low cost and increase the accessibility to sources. Still, International branch campuses, and New PPP are considered as threat, especially while the Moroccan government tends to attract top international educator in these model. Teaching in English will only affect business schools which are not able to adopt for that, which is not the case of top business schools.

4.5. Rivalry among Existing Competitors: Competition within the strategic groups ^{xvii} tends to be greater (Gregory G. Dess et al., 2012) specially in global scoop of top business schools. The competition is not limited to the quality and diversity (backgrounds and nationality) of the students, it extends to the quality of teaching staff, facilities, research outcomes, funding, services and partnerships (Maringe & Foskett, 2012, pp. 4–8).

4.6. Complementors are the additional force for porters five forces (Besanko, Dranove, Shanley, & Schaefer, n.d., pp. 262 – 265). They increase the Value/Price ratio of the school, making Nova pricing comparably low. Rankings, teaching technologies, accommodation - specially in Nova's new campus-, Services (specially the career, alumni and the admission services), in addition to school's clubs, labs and research community, those can be considered as good complementors for the offered programs.

5. Moroccan Higher education market dynamics

Morocco is considered as an educational Hub in MENA region, hosting 12,400 International students in 2015. Moroccan HE structure consists of public, private, and public-private partnership (PPP) institutions, they are counted for 18, 200, 2 institutions respectively. It is based on LMD system (License for 3years, Master for 2 years, and Doctorate for 3years), which corresponds to the French HE system supported by the Agency of French Education Abroad, though, there are some institutions are based on Belgian, British and American Systems. Morocco joined Bologna process since 2010 (EACEA, 2012). Moreover, according to the Global Competitiveness Report 2015, Morocco is ranked 72nd out of 144 countries in general, 56th in market size, 69th in financial market development, 49th in

^{xvii} The firms that more similar to each other.

Institutions, and 55th in Infrastructure. Even though, it is ranked 104th in **HE and training** and 111th in **labor market efficiency**, which shows the huge gap of insufficient HE that affect the quality of the labor forces, as it is unstratified with the market performance and needs.(Sala-i-Martín et al., 2014). Since 2003, and under the huge public and political pressure the Moroccan government is trying to reform the education sector to reduce the Illiteracy, develop the quality of education matching it with the market needs and achieve the equality between genders. Moroccan government could not fully succeed in its reformation for the HE sector, due to the duress of annual increase of enrolment numbers, according to Moroccan minister of HE; enrolments increased last decade 125% reaching 607,145 students in 2014, which represents more than 10% annual growth. In 2015 literacy rate for the population aged 15-20 years was 95% (above the average of the rate in the Arabic world 92.7% and developing countries 90.2%) while 48% of the students are Females, Enrolments in Tertiary education/Enrolment in secondary school (-3 years) ratio shows increase 10% during the last decade, scoring 31% in 2014.

Moroccan students international mobility: according to UNESCO statistics of top outbound internationally tertiary students abroad in 2013, Morocco ranked 19th globally, second among the Arabs states aside with Saudi Arabic, and second in Africa following Nigeria, as, counted for 38,599 student. Moroccan students' main destination countries are respectively, France (23,617, 61%) Spain (3,071, 8%), Germany (2,298, 6%), Italy (1,766, 5%), United stated (1,237, 3%), Ukraine (1,189, 3%) and Canada (1,185, 3%), on the contrary, Portugal hosted only 18 Moroccan students. it is worthy to note that the tuition fees in public HE in France and Germany is almost for free, while they are limited to 1000 Euro for Moroccan students in Spain. While for the private business schools, Nova took the

5th place of the lowest tuition fee and 3 for value/price ratio among top business schools in main destination for Moroccan students (Appendix 8)

Public, Private and PPP institutions: while studying in public institution is for free, it costs approximately between 5500-12000 EUR^{xviii} (Appendix 9) per year in Private or PPP institutions, depends on the degree. According to the ministry of HE, about 39% of the students in public universities studied Business, Economics and law, while 85% of the private or (PPP) institutions studies business and economics while a total of 34462 students studied in the private schools in 2014 (GGME, 2005). **The private sector** has been growing rapidly since the last decade. The majority of private HE institutes are in based on cooperation with French institutes, yet, several with British, American and other European or Canadian institutes; they are mainly located in Casablanca, Rabat, Fez, Marrakesh and Tangier. Although, graduates from private institutes cannot work in the public sector, still the PPP institutions graduates can, 70% of 5000 surveyed Moroccan students showed their confidence in the quality of private education and its employability rate of 79% (Etudiant, 2015). Furthermore, private-public partnership institutions have been emerged as a scalable and effective model that combines the best of both models (e.g. Al Alkhawayn university and The International university of Rabat), Moroccan officials believe that establishing new, small universities is an easier way than reforming old universities. (Ursula Lindsey, 2015). In January 29th 2011 Morocco signed the general agreement for trade in services of World Trade Organization, stated that Morocco should seek to privatize all the public services such as Tourism, Education, and Medicine services. The Moroccan minister of HE, and during the Arab education summit 2013, announced that Morocco intends to attract foreign

^{xviii} Moroccan Dirham/EUR=0.091

universities, and since that time, many bilateral agreements with top educators and research institutes has been established^{xix} to support and enhance the HE and the scientific research. The ministry of HE is willing to expand its portfolio of universities under the frame of PPP, which is supported by the World bank, UNESCO, and EU. Morocco benefit from Erasmus+ scholarship since 2014. Most of private and public business schools do not have sufficient business trips or summer schools programs, so they rely on their main partner schools or the international organizations^{xx}.

French vs English languages: French is the second language in Morocco and almost the first in Education, nevertheless, since 2013 a flourishing national strategy took a place to Replace the French by English in education (EP-Nuffic, 2014), %85.98 of 41526 surveyed^{xxi} Moroccan students elected due to its importance in Morocco globalization, and job market. Morocco's Minister of Education announced that "Moroccan students who want to have access to science departments at Moroccan universities must be proficient in English, otherwise the student has no future" (Allilou, 2014). In 2014 the ministry of education introduced the Moroccan international Baccalaureate in English alongside the French and Spanish ones through a partnership with the British council. According to EF English proficiency index 2015, Morocco is ranked as the third best English speaking country among MENA region. It is worthy to note that most of business schools in the students' main destinations teach their programs in English or started to shift towards it.

^{xix} With Minnesota University in September 2015 to cooperate within agronomy field, and with the Italian ministry of HE for November 2015 to increase universities' partnerships between the both countries, mainly in fields of cars manufacturing, aviation, farming and maritime management

^{xx} E.g. ISEP for Alakhawayn university and ESIC, Madrid for UIR

^{xxi} The survey has been done by Hespress, a Moroccan news website.

Imbedded immigration with studying abroad (Tremblay, 2008)., which is estimated between 18%-27% for non EU students in top European economics (SOPEMI, 2009), this factor should be significantly considered to manage the expectations. Morocco suffers from this brain drain, yet migration rates in Morocco decreased since the last decade.

Moroccan universities governance practices are not aligned with their institutional goals and the international trends, they eminently assessed them-selves comparing with the reality which measured by screening card method (Jaramillo & Zaafrane, 2014). (Appendix 10)

6. Marketing research

Both of qualitative and quantitative researches are based on dividing the samples for 3 groups, **Group 1:** Moroccan business students in Morocco, **Group 2:** Moroccan business students in Portugal.^{xxii}, **Group 3:** Moroccan business students abroad except Portugal (Attached the full marketing research, Appendix 11)

6.1. Main findings from the qualitative research

Prevailing unawareness of Nova, Lisbon, and Portugal. Portugal's image mainly is a touristic or poor country. The interviewees stated that they went to study abroad cause they believe that their studies abroad, will bring them better opportunities in employment and quality of education (more specialized and practical). Additionally, Moroccan employers value the international HE more than the local one. Some interviewees showed tendency to stay and work abroad. Whilst Studying in France is highly facilitated through many platforms^{xxiii} for Moroccan students, the interviewees study in different destinations, to experience new countries, new cultures (like China or USA), learn new languages and meet international students, one interviewee stated "If I went to France, people will deal with

^{xxii} Due to the lack of Moroccan students in Portugal, Tunisian students in Portugal (4 students) have been surveyed and included in the group 2 sample.

^{xxiii} For example: <http://www.campusfrance.org/>

according to the Moroccan stereotype in France”. In general, students select the country(ies) they want to study in, then apply for schools there, with shopping around behavior, applying for several universities. The interviewees showed rational decision process with pre-set criteria. They checked all the rankings, and analyzed tuition fees and cost of living and compare it with the local universities, ranking and international experience what highly considered. Some of the interviewees added the weather for their selection process. One interviewee stated that most of the Moroccan students try to study in the best French universities, but most of them end up studying in normal top business schools. Most of the interviewees indicated the high influence of the parents of choosing the country in addition for being the funders. One interviewee indicated they only have the influence of being the funders. An interviewee indicated that winning a scholarship has a predominated influence. The parents of the interviewees mainly are diplomates, involved in international business or studied abroad. Female interviewees showed more influence of the parents (Mother) than the males. Some of the interviewees declared the influence their friends abroad and the international offices and teachers in the universities. All the interviewees mentioned that they attended some universities’ presentations, or went to an educational fair in Morocco. All of the interviewees made an English language test as part of their applications to study abroad, as they are all willing pursue programs in English, some believe it will be an added value. A student made a foundation year (or pre-master) before started her master. Students who studies in Nova claimed that the welcome service was not enough; nonetheless, they valued the human contact through the admission processes (skype interview). Contradictory, students UK showed their satisfaction with the welcome services and

information, yet, the visa to UK was demanding to stay and work^{xxiv}. Nova offer is interesting for those who already studied in the school, not for who studies/ Studied abroad, unless the new that is possible to spend a semester abroad which made the offer considerable.

6.2. Main Findings from the quantitative research:

Testing the results of the survey confirmed that Moroccan students have lack of awareness of each of Nova, Lisbon and Portugal, but they have a good command of the English language. The Parents, funders and Guidance to settle abroad (websites or students service offices) are the main influencers. Parents influence female students more than males. Students recommended to Promote Nova by visiting the home university, social media, Study abroad services, and Job and education fairs channels, besides offering scholarships are all recommended. Only three general motivations for the students to study abroad, to get international experience, better education, and better future career. 48% of the responses for Nova's offering was interesting, 34% would accept, 18% would refuse. 34% of Group 2 responses would say Yes, coming after Group1 with 35%. Conversely, Group 2 was the first of refusing Nova's offer 33%, which highlight shortage of meeting the expectations of the Moroccan students who studied in Portugal. Finally, the predictive model showed the importance of the following variables to increase numbers of incoming students: the awareness of Portugal, Lisbon, and Nova SBE, promoting through social media, Job /Education fairs, and scholarship, in addition to the good command of the English language.

^{xxiv} For Portugal new law allows the students who have studied in Portugal to have permission to stay 1 year to find a job.

The marketing research still has some limitations due to limited sample size in both quantitative and qualitative research, and bias factor in both researches, despite of the researcher attention for such factor. In addition to the translation factor between languages.

7. Conclusions and Recommendations

After answering the research question by illustrating all Macro and Micro environmental factors, those affect the Moroccan students decision and their attributes of selecting their universities, here below a set of recommend actions in line with all of research conclusions, to solve the problem of this research in practical and affordable method. it is worthy to mention that attracting Moroccan students will not just increase the returns of Nova (expected to be 27000 Euro after 7 months of starting the project), but also will also support its position as international business school and so the rankings, in addition the benefits from Morocco being an educational hub in Africa. Considering that the salaries are low in Morocco due to the exchange rate, it is important to balance between numbers of accepted students and their expected future salaries as they are included in the school rankings. Based on all above, the recommendations will take a form of a seven months project, which will focus on raising the awareness about Nova, by increasing the points of contact, attracting and meeting the expectation of the Moroccan students:

1- Initiate bilateral agreements with the International University of Rabat and Toulouse business school-Casablanca, for exchange programs.

2- Create a Business Game based on a MOOC targets seniors in high schools and bachelor students with topics suitable for each level. Consequently, this will generates awareness

about Nova, especially after tasting the high quality of education. It is expected to receive 20 students from High school and 20 from bachelors.

3- Initiate double degree program in Finance with AlAkhawayn university, HEM, and ESCA, and introduce Nova Business game.

5- Initiate bilateral agreements with Moroccan private secondary schools (appendix 12) , offering to their students a MOOC about basic business course followed by business game with other Moroccan schools, for free.

6- Start Moroccan ambassadors program, which recruits Nova's Moroccan full time and exchange students as ambassadors in their home institutions, being a good median between Nova and the Moroccan partner institutes beside the international offices, in addition to film their testimonials about their experience in Nova.

7- Add the French language option for the main pages in Nova's website and some of social media content, especially programs pages, to make them familiar for the students and their parents, with stressing on the big network of exchange partners In addition to add a page about Portugal as a welcoming, green and beautiful country.

8- Send marketing emails of Nova's programs (specially the summer school, with introduction of Portugal) for the students who applied and participated in the business game and invite the students for online introduction sessions, coordinating with the international offices in the Moroccan schools and the ambassadors.

8- Activate Erasmus+ program with the Moroccan partners, to fund exchange or short term programs (Summer school, foundation semester, bridging courses, or double degree), in addition update the welcome package for the Non-EU Students to include details about the

accommodation, Visa process, internships and jobs opportunities (and the work visa after full Master/Bachelor)

9- Communicate with Moroccan diplomats by inviting them to Nova's public events in addition to the Portuguese and Moroccan corporates, those have business between Morocco and Portugal, to offer internships or facilitate a business trip for Moroccan students. For this purpose, a list of such corporates has been generated where Nova has alumni by cooperating with AICEP and alumni office (appendix 13). This will support the word of mouth Marketing factor. Minutes, Men, and Money are detailed in (appendix 14).

8. Research Limitations & Future Research

The limitation of the research was the availability of the data and its accuracy, and the limited Moroccan students in Portugal, in addition the limitation of the models used in the research in terms of their applications and the ability to generalize them.

After succeeding of attracting Moroccan students to Nova, Future research, can be done about Nova entry model in Morocco (PPP, or IBC), plan efficiency, Next destination for Nova in the Arabic world, recommending, Oman, Kuwait, UAE and Qatar.

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