Capacity building through collaborative research

Wail Benjelloun, Ph.D.
Mohammed V University
Rabat

The networked university: opportunities and challenges for Higher Education between the Arab World and Europe

TU Berlin Campus El Gouna, Egypt – 9-11 October 2015
Morocco and the exchange of scholarly knowledge: A centuries-old tradition

Al Karawyine University in Fez,
Founded by Fatima al-Fihria in 867

Hosted students and scholars from around the world, including Pope Sylvester II who studied Mathematics
15 countries together account for 44% of the world’s mobile students

271 399 étudiants accueillis en 2012, toutes nationalités confondues
PRINCIPALES NATIONALITÉS DES ÉTUDIANTS ÉTRANGERS en mobilité en France
MAROCAINS
32 104 étudiants
CHINOIS
30 349
ALGÉRIENS
22 697
TUNISIENS
11 909

Source: 'New Trends in International Student Mobility' by Hendrik van der Pol Director, UIS, July 6, 2009
Foreign students in Moroccan HE

2014: 18,000 foreign students from 134 countries,
of which 16,000 African,
of which 8,000 on financial aid
Mohammed V University and international cooperation

Strongly committed to the idea that internationalization of Higher education must integrate trans-border experiences including an intercultural dimension.

Thus, the mobility of students, joint programs, double degrees and collaboration in research and in sharing good practices in governance impact not only the participating students, faculty and staff, but also transform the participating institutions.
Conventions de coopération internationale

Conventions de coopération internationale établies depuis 2010

Europe : 69
Monde arabe et islamique : 17
Asie : 12
Amérique : 6
Afrique : 18
Collaborative Research

1. International Mixed Laboratories (IRD)
   - Laboratory of Microbe and Plant Microbiology (FS)
   - Mediterranean culture Environment, Heritage and Development (FLSH)
   - Urban women and employment (TRAFFEMVIL), (FSJES)

2. Associated International Laboratories
   - Franco-Moroccan Laboratory for Molecular Chemistry (FS): 4 Moroccan Universities + U Toulouse
   - Franco-Maghreb Laboratory of Mathematics and Mathematical Interactions (EMI)

3. International Mixed Research Groups
   - Neuroscience (FS) – Morocco, Algeria, Tunisia, Spain, Belgium and France
Collaborative Training-oriented Research

4. Capacity building in social science areas where expertise may be lacking

- **International Centre for Pedagogy and University Management (CIPEGU)**
  la Région Wallonie – Bruxelles

- **Center for Research and Training in Education Management (CREFEME)**
  Institut de Recherche sur l’Economie de l’Education  IREDU – Université de Bourgogne (France)
  Pôle d’analyse sectorielle de Dakar

- **University Center for Documentation, Intervention and Research Concerning the Handicapped (CUDIRH)**
**Tempus IV in South Med countries**

161 capacity building projects involving Southern Mediterranean universities selected

<table>
<thead>
<tr>
<th>Country</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>3</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
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<td>16</td>
<td>23</td>
<td>16</td>
<td>34</td>
<td>53</td>
<td>161</td>
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</table>
Jointly supervised Thesis Research

208 Theses conducted under this program since 2005 involving co-supervisors from France, Belgium, Spain, Germany, Italy, Tunisia, and Burkina Faso

More adapted to the Doctoral than the Master level
UMV is a member of 3 clusters created in the Rabat Technopolis:

- Morocco Microelectronics Cluster (MMC)
- Morocco Digital Cluster (MNC)
- Electronic, Mectronic and Mechanic Cluster of Morocco (CE3M)

Clusters allow for applied research in collaboration with industry; have been productive in FDI technology investment areas.

Under construction: **Innovation City**

**Tamesna Technological Campus (12 ha)**
Evidence of capacity-building

1. Patents

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<td>10</td>
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2. UNESCO and WTO Chairs

1. UNESCO Chair - NATURAL GAS « environmental management and sustained development (FLSH)

2. UNESCO Chair in Human Rights (FSJES-Agdal)

3. UNESCO Chair in philosophy and critical thinking (FLSH)

4. UNESCO Chair on Women and their Rights (FSJES-Souissi)

5. UNESCO Chair in adult education and literacy (FSE)

6. WTO Chair in Economy and Development
### Excellence Laboratories (6 of 11 nationally)

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<thead>
<tr>
<th>Faculty of Medicine and Pharmacy</th>
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<tbody>
<tr>
<td>Moroccan Network for Medicinal and Aromatic Plants</td>
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<tr>
<td>Neurogenetics</td>
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<tr>
<th>Faculty of Science</th>
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<tr>
<td>Condensed Matter and Modelisation of Systems (MACOMS)</td>
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<tr>
<td>Electrochemistry/Corrosion and Analytical Chemistry (PECCA)</td>
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<tr>
<td>Science and Techniques of Informatics and Communication (STIC)</td>
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<tr>
<th>Faculté des Lettres et des Sciences Humaines</th>
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<tr>
<td>Research Network on Local and Regional Studies (RELOR)</td>
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</tbody>
</table>
International mobility in higher education applies to people (students and faculty), and, more recently, to educational programmes and institutions. International mobility serves several purposes:

- To participate in international knowledge flows, be exposed to new ideas or technologies, including the tacit knowledge associated to their use.

- To improve teaching and administrative practices of higher education institutions by giving them international benchmarks (e.g. the feedback of international students).

- To attract and keep, even temporarily, some talents for the economy and research system of the host country.

- To generate revenue for the economy and the higher education sector.

- To help developing and emerging countries build capacity.