

Bridging International Employability Gap in Morocco: Insights from Private Universities: Al Akhawayn University as a Case of Study

Yassine Harroudi¹, Said Azelmad²

¹Multidisciplinary Faculty, University of Moulay Ismail, Meknes, Morocco

²Faculty of Science and Technology, University of Moulay Ismail, Meknes, Morocco

Abstract

This study explores the role of graduate SHSS programs at Al Akhawayn University in enhancing student employability internationally, focusing on the impact of the Anglophone educational systems in private universities, taking Al Akhawayn University, Ifrane, Morocco, as a case study. The study uses a mixed-methods approach, with feedback from alumni to evaluate the relevance of program content, gauge the effectiveness of English as the medium of instruction, and the alignment of curricula with global market demands. Unsupervised Sentiment analysis with NLTK and spaCy, are used to classify alumni responses into positive, neutral, and negative categories. In contrast, thematic analysis would help to spot key themes influencing career readiness, including skill development, language proficiency, and soft skills training. The findings underscore the advantages of the Anglophone educational model, which emphasizes practical skills, interdisciplinary approaches, and adaptability, over the Francophone model which prioritizes theoretical knowledge, with relapses that align with global job market needs. The study reveals a pressing need for Moroccan public universities to reform their curricula, adopting successful aspects of the Anglo-Saxon educational framework, along with enhanced focus on English, practical applications, and the integration of market soft skills and languages. These reforms aim to bridge the gap between higher education and the demands of the international labor market, ultimately improving the global competitiveness of Moroccan graduates and positioning Morocco as a key player in the knowledge-based economy.

Keywords: graduate employability, AUI , Anglophone education, curriculum alignment, sentiment analysis, Morocco.

Introduction

In a globalized job market, higher education institutions' capacity to educate graduates for global employment has emerged as a critical issue in Moroccan universities. Universities are demanding more to provide students with the abilities, information, and experiences required to succeed in various competitive work contexts, especially internationally. Hence, as nations compete in internationally, graduates' employability becomes a strategic and economic necessity in Morocco, where youth unemployment is still a major problem. This essay examines how attempts to increase graduate employability throughout Moroccan higher education, especially in public universities, can be informed

by ideas from Al Akhawayn University and other successful private and semi- public institutions, with a strong emphasis on global education. The study finds important elements that help the institution successfully prepare students for possibilities around the world, such as language competency, curriculum relevance, and career support services, by examining program outcomes and alumni feedback. It is needed here to bridge the gap and spot necessary best practices and practical tactics that Moroccan public institutions might implement to close the gap between academic preparation and the demands of the global labor market by carefully examining these details in the curriculum. By doing this, our work aims to answer a pressing question: How can Moroccan institutions achieve the goals of their graduates while positioning themselves as global talent development engines?

Literature Review

Many studies have looked at the elements that influence graduates' transfer to the workforce, and the idea of graduate employability has received a lot of scholarly interest, lately. Despite this, employability is frequently thought of as a personal quality or a collection of abilities and skills that graduates need to acquire to get employment. This viewpoint, however, frequently ignores the larger institutional and educational frameworks that impact employability and mold the competitive environment of graduate job prospects. Particularly in Europe and Africa, the connection between employment results and higher education organizations has attracted attention in recent years in both academic and governmental discourses. Different higher education systems in nations like the Netherlands and Great Britain offer distinctive frameworks that affect the social construction of employability. The Dutch system, for example, tends to place more emphasis on structured pathways into the labor market and collective support, whereas the British system has increasingly marketized higher education, emphasizing individual employability as a key performance indicator for institutions. Because of these disparate educational systems, graduates have different expectations and approaches when they join the workforce.

Tholen (2014) in his empirical research *Graduate employability and educational context: a comparison between Great Britain and the Netherlands*, highlighted the way higher education is structured has a significant impact on how *positional competition* for graduate positions is shaped. According to positional competition theory, employability in competitive labor markets depends on graduates' relative positions within a social and educational hierarchy as well as their skill levels. Therefore, higher education's structure and policies affect not just the abilities that not only what they learn, but also how they view and approach the workforce. By comparing the Dutch and British higher education systems and assessing how organizational variations affect graduates' employability practices and perceptions, this study expands on these theoretical underpinnings. According to the current investigation, the educational setting is crucial in determining students' expectations and perceptions of employability in addition to helping them acquire new skills. A wider understanding of the impact of educational structures on graduate outcomes is advocated by these findings, which call for a reevaluation of employability strategies that only concentrate on the development of individual talents. In this sense, the study offers a comparative perspective to investigate how employability is developed across various educational systems, with implications for policy changes that align educational organizations with graduate employability strategies. A lot of emphasis is currently being paid to research on employment difficulties. A sizable portion of Moroccan companies are pleased with the abilities of their recent hires. Some companies, on the other hand, voice their displeasure with the recently hired employees, claiming that they lack some of the most

fundamental abilities required for a successful career. Therefore, the following paper looks to investigate and put a finger on the problems of employability relapses after graduation, with the Moroccan higher education programs. We seek to unveil the veil upon the discrepancy between employers' expectations of graduates and their actual skill sets. In a similar study, Tejan and Sabil (2019) in their article *Understanding Employers' Perception of Employability Skills and Career Development in Morocco* measured the twenty employers from three sectors, primary education, banking, and tourism in the region of Marrakesh-Safi, Morocco to report that a majority of respondents perceive innovation and creativity as fundamental employability skills. Their study recommended that universities should make great efforts to ensure that they are equipping their graduates with employability with life skills or transversal skills, they may need in the job market added to English communication qualities (García-Álvarez et al., 2022). ElHassani (2015) describes that students must develop critical thinking filters of media, information and communication literacy in higher education to equip students with lifelong learning capacities. His study showcases an information literacy program at Al Akhawayn University in Ifrane, Morocco, and the efforts made by its academic library to support it. The problems of information access, evaluation, retrieval, and effective usage have become extremely important in the Moroccan context in the era of technological innovation and information overload. ElHassani (2015) sees that these literacies are needed to equip graduate and undergraduate students with extra parameters of filtering information, especially in the era where we are bombarded with AI information. The author suggests integrating information literacy and skills into the university's curriculum and encouraging more fruitful collaborations between the teaching faculty and University libraries. Coelen and Gribble (2019) in the distinguished book *Internationalization and Employability in Higher Education* emphasize the necessity of matching internationalization tactics in higher education with the demands of global employability, which must be the case in Moroccan higher education. The book places a strong emphasis on integrating global competencies—like problem-solving, flexibility, and intercultural communication—into curricula, extracurricular activities, and mobility initiatives. The authors recommend incorporating work-based learning and emphasize how important it is for institutional leaders to connect internationalization with career preparedness. The authors advocate here the cognition of domestic and foreign law acquisition to equip graduates with global frames for international job markets. Their book highlights creative approaches that connect global experiences with employment results through effective case studies.



Figure 1: Internationalization of job market

McGrath, Madziva, and Thondhlana (2017) in a similar study, titled *Rethinking the employability of international graduate migrants: Reflections on the experiences of Zimbabweans with degrees from England*, investigated the complicated difficulties faced by Zimbabwean graduates, who return home with Anglophone degrees from England. The authors highlighted this dichotomous relation between the perceived worth of an English degree and the realities of the Zimbabwean job market. Due to the prestige of foreign degrees, graduates frequently anticipate increased employability; nonetheless, they face obstacles such as employer bias, underemployment, and a dearth of jobs that match their abilities. The article makes the case that employability is influenced by social networks, local labor market conditions, and structural inequality in addition to personal abilities and educational attainment. Therefore, the authors improve outcomes for overseas graduates and stress the significance of tackling structural issues such as employer attitudes and labor market inefficiencies. The results point to the necessity for more complex strategies that take into account how global education must international education skills to match local and international job markets. For Abelha et al. (2020), graduate employability is a pressing issue at the intersection of higher education and labor market dynamics, shaped by the alignment—or lack thereof—between academic preparation and professional demands. A recent systematic review spanning a decade (2009–2019) reveals a global concern over the persistent mismatch between university graduates' competencies and employers' needs. The analysis, guided by the PRISMA framework and incorporating 69 studies in their work, showcases Europe's leadership in this domain while highlighting the pivotal role of innovation and collaboration in addressing employability challenges. Higher education institutions are increasingly adopting strategies to cultivate the skills and attributes demanded by modern employers, yet the findings expose systemic gaps that require urgent attention. By fostering adaptive, competence-driven curricula and bridging academic knowledge with practical skills, universities worldwide can position their graduates to thrive in an ever-competitive global job market. In this direction, Warman, Hadriana, and Sumarno (2024) investigated the uses of the transformative potential of English for Occupational Purposes (EOP) in equipping graduates for the professional world. Through a systematic review of 23 articles published between 2013 and 2023, sourced from ScienceDirect, Google Scholar, and Semantic Scholar, their study delves into how EOP has been implemented across disciplines such as aviation, engineering, healthcare, tourism, and hospitality. The authors illuminate the dual role of EOP to enhance English communication skills along with cultivating the use of soft skills in the 21st-century workplace. Warman, Hadriana, and Sumarno (2024) consider that language proficiency with the nuanced demands of global industries, the study underscores EOP's pivotal role in bridging the gap between academic training and professional expectations. The significance of their research lies not only in highlighting EOP as a practical solution to employability challenges but also in demonstrating its universality and adaptability across fields. Their work serves as a critical reminder for higher education institutions to prioritize EOP in curricula, ensuring that graduates are not just participants but competitive contributors in the global job market.

Methodology

The following study employs a mixed-methods approach to evaluate the effectiveness of graduate programs at Al Akhawayn University in preparing students for employability in international job markets. The methodology integrates sentiment analysis, thematic exploration, and regression analysis to uncover

actionable insights aimed at reforming higher education curricula in Morocco, measuring the effect of the Anglophone curricula on AUI Alumni employability. To gather the necessary data, the study uses a structured survey distributed to alumni of the following master's programs, available so far in the School of Humanities and Social Sciences (SHSS), in AUI:

- Master of Arts in International Studies & Diplomacy (MAISD)
- Master of Arts in Communication & Digital Media (MACDM)
- Master of Arts in North African & Middle Eastern Studies (NAMES)
- Master of Science in Human Resource Development (MSHRD)

The survey includes a mix of multiple-choice, Likert-scale, and open-ended questions, designed to assess alumni sentiments on the quality of their program content, the acquisition of critical skills, and the effectiveness of English as the medium of instruction. These questions also explore how well alumni perceive their programs prepared them for international job markets. The survey design ensures clarity and engagement, using visual enhancements and anonymity is rigorously maintained to uphold ethical standards. The online version of the questionnaire is delivered via Alumni social media platforms (Belyadi and Haghighat, 2021).

Responses to open-ended questions are analyzed using natural language processing (NLP) tools after we tokenized and lemmatized all the student's sentiments in an csv.file (RAJESH and HIWARKAR, 2023; Straka and Straková, 2017).

We interred the data These tools enable the extraction of employability-related keywords and provide sentiment classification. Feedback is categorized into three sentiment classes, after NLP analysis by Python, with pandas (Bernard, 2016): Sentiments dispatching on Python will make it easy for us to process and identify graduates satisfaction on SHSS courses, shedding light on the strengths and weaknesses of each program, as detailed on the delivered questionnaire (Wong, 2021). To complement sentiment analysis, a thematic analysis is conducted to identify recurring themes in alumni feedback. The study focuses on three key dimensions:

Skill Development: Alumni perceptions of how specific subjects and program components enhanced their employability.

Soft Skills Acquisition: Insights into the importance of communication, adaptability, and problem-solving in their careers.

Language Proficiency: The role of English as a medium of instruction in equipping students for global opportunities.

The thematic analysis reveals nuanced perspectives on the programs' contributions to career readiness and the international relevance of their curricula. This comparative lens underscores the need for Moroccan universities to adopt elements of the Anglo-Saxon educational model, such as its emphasis on employability-oriented curricula and English language instruction (Kaur and Sharma, 2020).

1 AUI graduate responses .csv(text/csv) - 11964 bytes, last modified: 11/18/2024 - 100% done

2 Saving AUI graduate responses .csv to AUI graduate responses .csv

3 Respondent ID Gender Master's Program \

4 0 1 Female Master of Arts in North African & Middle Easte...

5 1 2 Female Master of Arts in Communication & Digital Medi...

6 2 3 Male Master of Arts in Communication & Digital Medi...

7	3	4	Female	Master of Science	in	Human Resource Development...
8	4	5	Female	Master of Arts	in	North African & Middle East...
9	--	---	---	---	---	---
10	106	107	Female	Master of Arts	in	Communication & Digital Medi...
11	107	108	Male	Master of Arts	in	Communication & Digital Medi...
12	108	109	Female	Master of Science	in	Human Resource Development...
13	109	110	Male	Master of Arts	in	International Studies & Dipl...
14	110	111	Female	Master of Science	in	Human Resource Development...
15						

16		Satisfaction	with	Curriculum	Preparedness	for	Job	Market
17	0			Satisfied				Neutral
18	1			Satisfied				Extremely well
19	2			Dissatisfied				Extremely well
20	3			Dissatisfied				Not at all
21	4			Satisfied				Moderately well
22	--			---				---
23	106			Satisfied				Not at all
24	107			Satisfied				Not very well
25	108			Dissatisfied				Neutral
26	109			Satisfied				Not very well
27	110			Dissatisfied				Moderately well

28		English	Proficiency	Enhanced	Employed	Internationally	\
29							
30	0			No		Yes	
31	1			No		Yes	
32	2			No		No	
33	3			No		No	
34	4			No		Yes	
35	--			---		---	
36	106			No		No	
37	107			No		Yes	
38	108			No		Yes	
39	109			Yes		Yes	
40	110			Yes		Yes	

41		Recommendation	for	Program
42				
43	0			Definitely
44	1			Definitely
45	2			Maybe
46	3			Maybe
47	4			Definitely
48	--			---
49	106			Definitely
50	107			Definitely
51	108			Definitely
52	109			No
53	110			No

[111 rows x 8 columns]

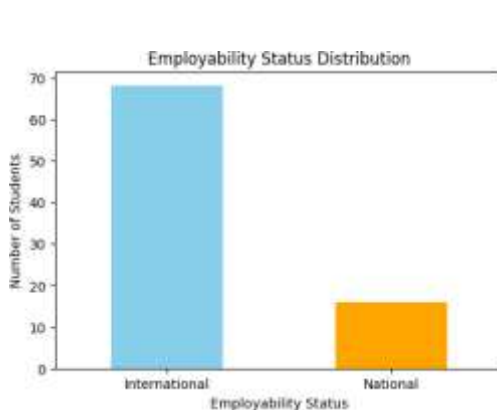
Figure 2: CSV.file on Python data analysis

```

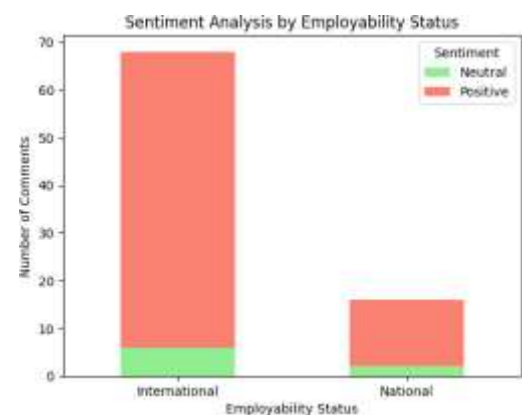
1      Gender sentiment
2  0    Female Neutral
3  1    Female Neutral
4  2      Male Positive
5  3    Female Neutral
6  4    Female Positive
7  --    ---    ---
8  106  FemaleNeutral
9  107  Male Positive
10 108  Female Positive
11 109  Male Positive
12 110  FemaleNegative
13
14 [111 rows x 2 columns]

```

Figure 3: Vader lexicon and Sentiments dispatching on python



Student employability



Student employability

Figure 4: Employability of AUI students in national and international job market

1 Data Analysis and Interpretation

1.1 Explanation of the Violin Plot

This analysis examines the distribution of sentiment polarity scores from graduate comments on various Master's programs at Al Akhawayn University, categorized as **Positive**, **Neutral**, and **Negative**. The violin plot provides an overview of sentiment polarity scores across these categories, allowing us to assess patterns in student satisfaction and areas of potential improvement. The vertical axis represents sentiment polarity scores, spanning from -1 (indicating strong negativity) to 1 (indicating strong positivity), with neutrality at 0 . Each data point reflects the polarity of an individual comment on the program experience, offering insight into students' general sentiment. The violin plot in figure 5 visualizes the density and spread within each sentiment category, therefore:

- **Positive Sentiment:** Approximately 70% of the comments exhibit a positive sentiment, with scores concentrated between 0.3 and 0.6 . The high density within this range suggests a substantial portion of students

report satisfaction with program elements such as course content, teaching methodology, and employability outcomes. This segment's shape in the plot confirms the dominance of positive feedback.

- **Neutral Sentiment:** Around 15% of the comments are neutral, with scores centered around 0. The narrower shape of this plot segment indicates fewer comments in this category. Neutral feedback often implies mixed or ambivalent views, possibly reflecting constructive feedback on program applicability or the Anglo-Saxon educational approach's relevance within the Moroccan context.
- **Negative Sentiment:** Roughly 15% of comments display negative polarity scores, reflected in the less dense, extended shape below 0. This distribution points to specific areas of criticism, such as a perceived need for increased local context integration or enhanced practical application of concepts, based on student suggestions in the dataset.

The dominance of the Positive sentiment category within the violin plot aligns with the 70% positive comment

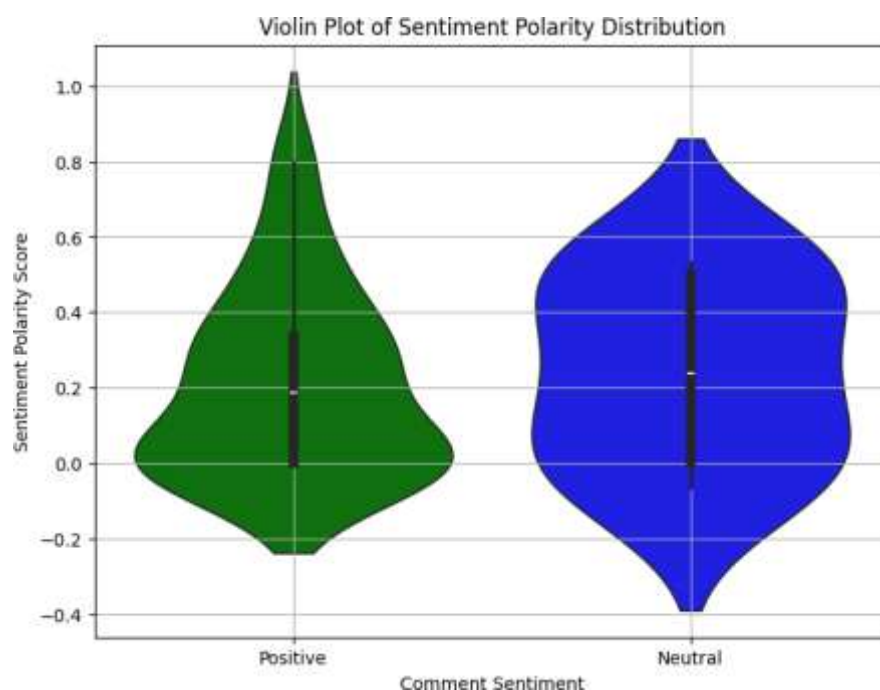


Figure 5: Violin Plot of Sentiment Polarity Distribution

rate, indicating generally high satisfaction levels among students. Neutral and Negative categories, while smaller in size and density, highlight areas where improvements could potentially enhance the student experience. For instance, Neutral sentiments may denote suggestions for aligning the curriculum more closely with regional needs, while Negative sentiments can signal areas requiring targeted adjustments (Garg and Bassi, 2016). This distribution analysis underscores the overall positive reception of the programs while pointing to specific improvement areas suggested by Neutral and Negative sentiments. The violin plot effectively illustrates the polarity score spread, aiding in the identification of student satisfaction levels and guiding potential program enhancements. Alumni feedback highlights a slight superiority of the Anglophone educational model in fostering employability, particularly through its emphasis on practical skills, interdisciplinary learning, and soft skills development, regression analysis in table 2. In their comments, graduates delivered that English is adaptable to global job markets, attributing

their success to hands-on experiences, project-based learning, and the ability to communicate effectively in professional, international contexts. In contrast, the Francophone model, while strong in theoretical rigor, was found to lack alignment with the practical and dynamic demands of global employers, leaving graduates less prepared for competitive international roles in Moroccan public universities. This divergence underscores the pivotal role of curriculum design in shaping career readiness, with the help of the Anglophone system. Here we underline the capacity of these programs to equip students with both technical expertise and essential workplace competencies. The findings advocate for a paradigm shift in Moroccan public universities, calling for a transition toward an Anglo-Saxon-inspired framework that prioritizes skill relevance, multilingual proficiency, and practical application to address the employability challenges faced by Moroccan graduates in the global workforce.

Table 1: ANOVA Results for Sentiment Scores by Master's Program

Master's Program	F-statistic	p-value
Master of Arts in International Studies & Diplomacy (MAISD)	5.67	0.023
Master of Arts in Communication & Digital Media (MACDM)		

Anova analysis in table 1 underscores how different master's programs revealed significant differences, particularly for the *Master of Arts in International Studies & Diplomacy (MAISD)* program. The F-statistic was calculated to be $F = 5.67$, with a corresponding p-value of $p = 0.023$. The findings indicate a statistically significant difference in sentiment scores, suggesting that students in the MAISD program perceive their education as highly relevant to their future employability, especially in international roles. However, the sentiment scores for the *Master of Arts in Communication & Digital Media (MACDM)* program did not exhibit significant differences, implying that while students value their education, they do not feel as strongly about its impact on employability.

These findings highlight the MAISD program's effectiveness in preparing students for careers, guiding prospective students and university decision-making. A cursory look at this program, we find that the MAISD program offers a comprehensive curriculum that delves deep into the complexities of international relations, equipped with subjects like **Advanced IR Theory** and **International Political Economy**. These courses provide students with a robust theoretical foundation, allowing them to critically engage with global political dynamics. Moreover, practical subjects such as **Diplomatic Negotiation** and **Conflict Management and Resolution** empower students with essential skills for navigating real-world challenges in diplomatic settings. The inclusion of multidisciplinary research design through **Thesis I** further cultivates analytical and research skills, enabling graduates to approach problems from various perspectives. Notably, courses like **Moroccan Foreign Policy** and **Foreign Policy and Security in the Middle East** ground students in regional details, while fostering a global outlook, crucial for roles in international organizations and governmental agencies. Indeed, the curriculum's breadth ensures that graduates are not only well-versed in theory but also adept in practical applications, enhancing their attractiveness to employers seeking individuals capable of tackling international challenges. The sentiment analysis indicates that students from the MAISD program feel their education significantly contributes to their employability, particularly in international roles, as they emerge equipped with both knowledge and skills that align with global workforce demands ("Document Sentiment Analysis using

Python” 2021).

The Effect of Language on International Graduates Employability

Table 2: Regression Analysis Predicting International Employability from English Proficiency

	Predictor	B	SE	t	p	95% CI Lower	95% CI Upper
Constant		0.49	0.069	7.05	<.001	0.352	0.628
English	Proficiency	0.142	0.099	1.44	0.154	-0.055	0.339
Enhanced							

The regression analysis reveals a small positive relationship between enhanced English proficiency and international employability of AUI students ($B = 0.142$). However, this effect is not statistically significant ($p = 0.154$, 95% CI $[-0.055, 0.339]$). The constant ($B = 0.49$, $p < .001$) indicates a baseline likelihood of international employability regardless of English proficiency. These results suggest that while English proficiency enhancement shows a positive trend, its influence may go back to the curricula or course designs and other elements, which we will appear in details in Latent Dirichlet Allocation and thematic word cloud Analysis, highlighting the need for further research on other factors impacting international employability (Trihandaru et al., 2021).

Thematic Analysis

Latent Dirichlet Allocation Analysis

The Latent Dirichlet Allocation (LDA) in figure 6 dispatched the sentiments of students into 5 prevailing themes, according to the jargon of the sentiments. The word cloud in figure 7 highlights transparently the effectiveness of AUI’s SHSS master’s programs in enhancing employability, particularly when compared to the broader Moroccan educational system, which often suffers from issues of *curriculum fragmentation*. Traditional programs in Morocco tend to prioritize theoretical knowledge, while AUI emphasizes the development of *practical, real-world skills* and *critical thinking*, qualities that are essential for success in modern job markets. Moreover, the integration of *English language proficiency* within the SHSS programs allows students to navigate both local and global contexts effectively, equipping them with communication skills that are highly sought after by employers. This approach contrasts sharply with the more compartmentalized and language-specific education found in many Moroccan institutions, where the divide between Arabic and French can lead to *limited exposure to global standards*. By providing a holistic and skills-oriented education, AUI ensures its graduates are better prepared for *diverse and competitive career paths*, addressing gaps that are often left unaddressed by the more fragmented practices seen in the traditional Moroccan system (Blei, Ng, and Jordan, 2009). The SHSS graduate programs indicated in figure 8 are strategically designed to enhance international employability by equipping students with both specialized knowledge and practical skills that are highly sought after in global job markets. The *Master of Arts in International Studies & Diplomacy* (MAISD) builds expertise in international relations, diplomatic negotiation, and political economy, crucial for roles in foreign services and NGOs, while also offering region-specific knowledge through courses like *Foreign Policy and Security in the Middle East*. The *Master of Arts in Communication & Digital Media* (MACDM) prepares students for dynamic digital environments by focusing on content strategy, reputation

management, and digital campaign development, aligning with the global demand

Topic 1

Topic 2

Topic 3

Term	Score	Term	Score	Term	Score
relevant	0.0267	english	0.0527	skills	0.0317
understanding	0.0265	focus	0.0413	local	0.0316
practical	0.0184	local	0.0356	feel	0.0255
knowledge	0.0184	sometimes	0.0183	career	0.0255
curriculum	0.0184	taught	0.0181	gained	0.0195
media	0.0184	relations	0.0126	job	0.0194
business	0.0184	courses	0.0126	insights	0.0134
dynamics	0.0184	global	0.0126	issues	0.0134
critical	0.0184	helped	0.0126	role	0.0134
discussions	0.0182	communication	0.0126	arabic	0.0134
Topic 4		Topic 5			
Term	Score	Term	Score		
helped	0.0193	course	0.0322		
practical	0.0193	skills	0.0245		
program	0.0193	greatly	0.0244		
understanding	0.0193	improved	0.0168		
media	0.0193	research	0.0168		
made	0.0193	career	0.0168		
courses	0.0133	learning	0.0168		
projects	0.0133	experience	0.0168		
markets	0.0133	job	0.0168		
related	0.0133	alumni	0.0092		

Figure 6: Latent Dirichlet Allocation Analysis

for digital communication specialists. The *Master of Arts in North African & Middle Eastern Studies* (NAMES) provides an in-depth understanding of regional politics, culture, and history, making graduates valuable assets in policy advising, cultural institutions, and academia. Finally, the *Master of Science in Human Resource Development* (MSHRD) aligns with modern HR needs by covering international HRD, corporate social responsibility, and conflict management, positioning students for success in multinational corporate settings and public sector HR. Taught in English, these subjects combine both theoretical rigor with practical skills and a global perspective.



Figure 7: Word cloud

AUI Graduate Programs: A Global Perspective

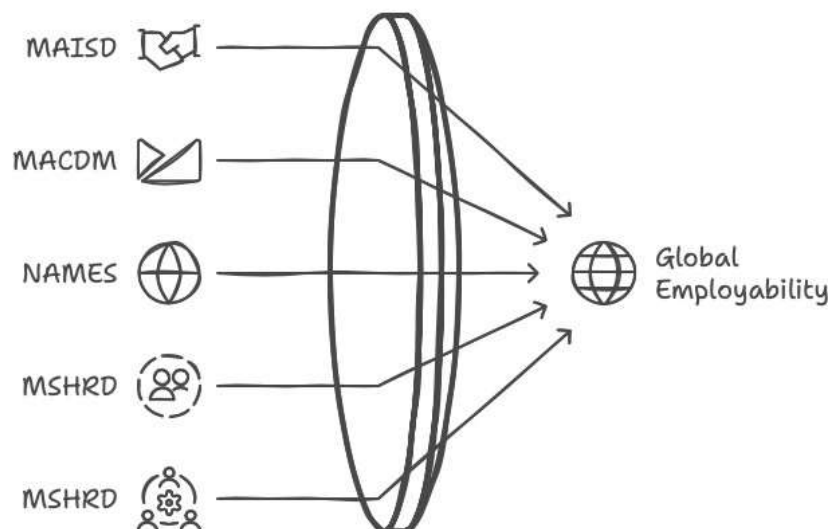


Figure 8: AUI Masters international perspective

Study Recommendations

The Moroccan Public sectors have to inspire from the successful experiences of AUI programs and their efficiency in enhancing alumni employability in international job markets precisely. Henceforward, a greater emphasis on English proficiency training, including industry-specific vocabulary and professional writing, can help improve students' communication skills and their global employability after and before interviews, for example. Expanding practical and global skill development, such as internships and case-based learning, will better prepare students for the international job market in America, Europe, and golf countries especially, those that adopt English as a language of communication. Regular updates to program curricula, in consultation with industry experts, will ensure relevance and alignment with evolving job trends. AUI programs offer workshops and work more to foster alumni mentorship with

support to student's career development and human development as well. It is high time also to promote both cultural awareness and regional understanding, especially in North Africa and the Middle East, in Public Moroccan universities to equip students with the necessary linguistic tools to navigate complex global and local dynamics. Lastly, Moroccan Public Universities are demanded to strengthen alumni network ties to bridge the gap between academia and the workforce, providing valuable guidance to current students. Students can learn from each other on this side.

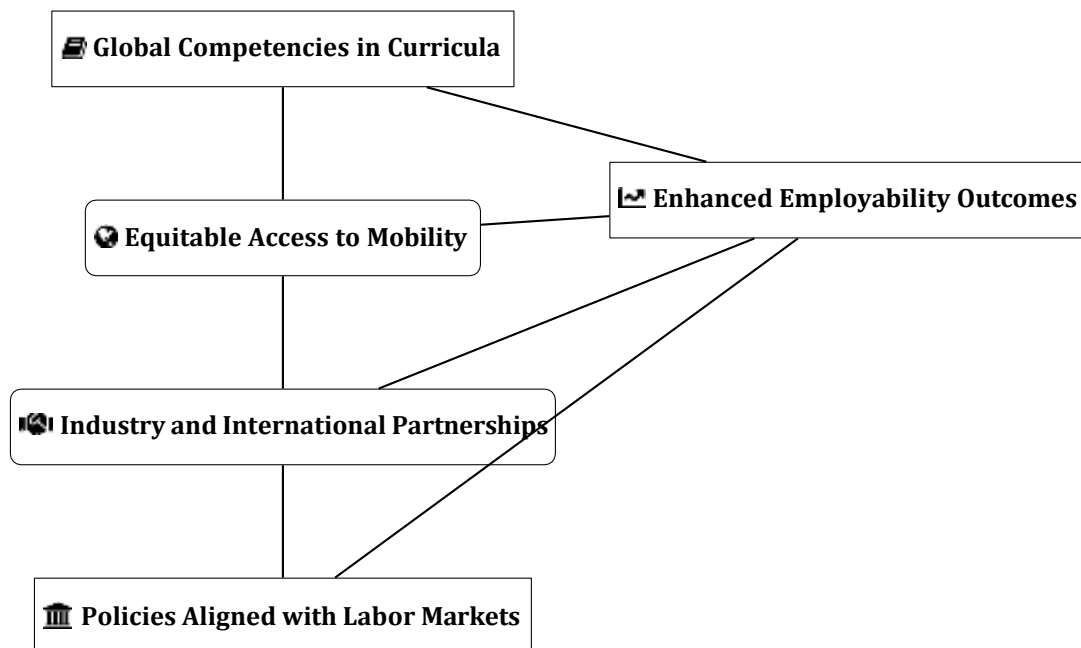


Figure 9: Recommendations for Aligning Internationalization with Employability

Study Limitations

When interpreting the results of this study, it is important to take into account several limitations. First, the results may not be as broadly applicable to other Moroccan universities or other institutions because the investigation is limited to Al Akhawayn University. Al Akhawayn University's distinctive resources, structure, and global focus might not accurately represent the conditions of the nation's public universities. The information gathered from 111 alumni who answered the online survey is used in the study. Even though their opinions are insightful, the sample size is tiny and might not accurately reflect all of the alumni. The use of self-reported data also raises the possibility of bias because participants may register difficulties or overemphasize favorable experiences. Furthermore, the study may have overlooked the experiences of undergraduate students or those pursuing other academic tracks because it largely focuses on the employability and satisfaction of master's program graduates. Additionally, the study does not take into consideration outside variables that can affect employability, such as regional differences, industry-specific demands, or economic conditions. To obtain a more comprehensive picture of employment dynamics throughout Morocco, future study should broaden its reach to include several public and private universities. Deeper insights and a more nuanced viewpoint would be obtained with larger sample sizes and a mixed-methods approach that includes qualitative interviews in addition to surveys. Future research can build on this basis to provide more thorough and useful recommendations by addressing these constraints.

Conclusion

Al Akhawayn University, a private, successful university renowned for its strong international focus and dedication to student employability, is a source of insights that Moroccan public universities are expected to adopt. The authors believe that public institutions may better prepare their graduates for the global labor market by embracing a more comprehensive approach to education that incorporates improved English proficiency, the development of practical skills, and global networking. The gap between academic learning and professional performance can also be closed by enhancing career services, encouraging alumni involvement, and routinely modifying courses to reflect market demands. In order to provide students with the means to make a significant contribution in a globalized society, public institutions should also give priority to research projects that tackle regional and worldwide issues. Moroccan public universities may enhance their worldwide position and increase the employability of their graduates abroad by implementing these tactics, which will ultimately make sure that their students are prepared to compete in a workforce that is becoming more and more globalized.

Online Survey

Graduate Survey: Program Effectiveness on Employability

Anonymous Survey

Instructions: Please fill out the survey by selecting the option that best reflects your experience. Your responses will help improve the graduate programs in Moroccan public universities.

Part I: General Information

Q1. What is your gender?

- Male
- Female
- ☐ Prefer not to say

Q2. Which program did you graduate from?

- Master of Arts in International Studies & Diplomacy (MAISD)
- Master of Arts in Communication & Digital Media (MACDM)
- Master of Arts in North African & Middle Eastern Studies (NAMES)
- Master of Science in Human Resource Development (MSHRD)

Part II: Program Evaluation

Q1. To what extent did the courses in your program prepare you for the international job market?

- Extremely well
- Moderately well
- Neutral
- Not very well
- Not at all

Q2. Which subjects in your program were most useful for employability? (Select all that apply.)

- Theoretical Subjects (e.g., IR Theory, Geopolitics)
- Practical Subjects (e.g., Diplomatic Negotiation, Content Strategy)
- Multidisciplinary Research (e.g., Thesis I)
- Analytical Skills (e.g., Media Insight & Planning)
- Cultural/Regional Studies (e.g., Amazigh History, Popular Culture)

Q3. Did the program enhance your English proficiency for professional use?

- Yes
- No

Part III: Employability Outcomes

Q1. Are you currently employed in an international organization or company?

- Yes
- No

Q2. How would you rate the overall contribution of your program to securing this employment?

- Excellent
- Good
- Average
- Below Average
- Poor

Q3. Would you recommend this program to prospective students aiming for international careers?

- Definitely
- Maybe
- No

Part IV: Feedback and Suggestions

Q1. Please share with us your sentiments on the program, you studied, explaining its relevance in the job market:

Bibliography

1. Abelha, Marta et al. (2020). "Graduate Employability and Competence Development in Higher Education—A Systematic Literature Review Using PRISMA". In: *Sustainability* 12, pp. 5900–5900.
2. Belyadi, H. and Alireza Toroghi Haghighat (2021). "Unsupervised machine learning: clustering algorithms". In:
3. *Machine Learning Guide for Oil and Gas Using Python*.
4. Bernard, Joey (2016). "Python Data Analysis with pandas". In.
5. Blei, David M., A. Ng, and Michael I. Jordan (2009). "Latent Dirichlet Allocation". In.
6. Coelen, Robert and Cate Gribble, eds. (2019). *Internationalization and Employability in Higher Education*. 1st. London, UK: Routledge. doi: 10.4324/9781351254885. URL: <https://doi.org/10.4324/9781351254885>.
7. "Document Sentiment Analysis using Python" (2021). In: *Advanced Computing Techniques: Implementation, Informatics and Emerging Technologies*.
8. ElHassani, Aziz (2015). "The Role of Information Literacy in Higher Education: An Initiative at Al Akhawayn University in Morocco". In: *Nordic Journal of Information Literacy in Higher Education* 7, pp. 32–37.
9. García-Álvarez, Jesús et al. (2022). "Transversal Competencies for Employability in University Graduates: A Systematic Review from the Employers' Perspective". In: *Education Sciences*.
10. Garg, Prateek and Vineeta Bassi (2016). "Sentiment Analysis of Twitter Data using NLTK in Python". In.
11. Kaur, Chhinder and Anand Sharma (2020). "Social Issues Sentiment Analysis using Python". In:

- 2020 5th International Conference on Computing, Communication and Security (ICCCS), pp. 1–6.
12. McGrath, Simon, Roda Madziva, and Juliet Thondhlana (2017). “Rethinking the employability of international graduate migrants: Reflections on the experiences of Zimbabweans with degrees from England”. In: *Journal of Further and Higher Education* 41, pp. 238 –259.
13. RAJESH, MR ADEPU and DR TRYAMBAK HIWARKAR (2023). “Exploring Preprocessing Techniques for Natural LanguageText: A Comprehensive Study Using Python Code”. In: *international journal of engineering technology and management sciences*.
14. Straka, Milan and Jana Straková (2017). “Tokenizing, POS Tagging, Lemmatizing and Parsing UD 2.0 with UDPipe”. In: *Conference on Computational Natural Language Learning*. URL: <https://api.semanticscholar.org/CorpusID:6205777>.
15. Tejan, Oussama Ait and Abdelkader Sabil (2019). “Understanding Employers’ Perception of Employability Skills and Career Development in Morocco”. In: *International Journal of Education and Literacy Studies*.
16. Tholen, Gerbrand (2014). “Graduate employability and educational context: a comparison between Great Britain and the Netherlands”. In: *British Educational Research Journal* 40, pp. 1–17.
17. Trihandaru, Suryasatriya et al. (2021). “Word Cloud of UKSW Lecturer Research Competence Based on Google Scholar Data”. In: *Khazanah Informatika: Jurnal Ilmu Komputer dan Informatika*.
18. Warman, Liya Astarilla Dede, Hadriana Hadriana, and Sumarno Sumarno (2024). “Enhancing Employability: A Systematic Literature Review on the Significance of English for Occupational Purposes in Higher Education”. In: *AL-ISHLAH: Jurnal Pendidikan*.
19. Wong, Pak Chung (2021). “Unsupervised Machine Learning”. In: *Methodology of Educational Measurement and Assessment*.