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Toward Education-Based Development Model

March 2020

Toward Education-Based Development Model

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The Middle East and North Africa branch

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Foreword

Over the past two decades, our country has known a set of important reforms. Reforms affected various areas, including political, social and economic, and were behind the review of legal and legislative texts and a change in some features of community life and in a set of indicators of the economic field, albeit unevenly between the various components of these areas.

But the broad and legitimate question that arises is the effect of all these reforms on the majority of citizens and through them on the social and economic fields of the country. Certainly, the answer to this question is not easy because it requires scrutiny in various and varied indicators that are extracted from sources of scientific credibility. Proceeding from this, and in light of the available data in general, it can be said that objectivity requires recognition of the qualitative shift that the infrastructures have known in general in the various regions of the country, as well as not neglecting the role of major reform projects that were opened, nearly two decades ago, in creating an important dynamic at the level of the economic, industrial and agricultural sectors. But always in terms of objectivity, and despite the importance of what has been indicated, it is not right to overestimate the results or claim to have a positive impact on large segments of the Moroccan society, as some voices claim.

Indeed, the majority of analysts, whether national or international, disagree on the scale of priorities in programming the reforms that have been carried out to date and the extent to which the goals are achieved in terms of achieving social justice. On the other hand, there is almost unanimity in assessing the impact of the various

projects that have been implemented regarding the extent to which all segments of society benefit from them, provided that most of these reform projects were not to benefit all citizens fairly or to achieve human development in the context of the declared aspirations. Vast broad social segments are still suffering from marginalization, unemployment, low revenues, and poor access to various basic services, especially in vital areas such as health, education and training. The problem is that every delay in starting to address the dysfunctions and issues associated with these last two areas, undermines development efforts in other areas for generations.

The diagnosis approved by His Majesty the King of Morocco can be considered sufficient to highlight the deficiency of the development policies pursued thus far, from achieving the aspiration and prosperity of the Moroccans, in the absence of a vision integrated and comprehensive in the various previous strategic plans that have been implemented, or are still being implemented until the present day This. This was evident in the royal speech addressed to parliamentarians on October 13, 2017, calling on the concerned actors, each in its field of competence, "to reconsider our development model to keep pace with the progresses in the country".

In this regard, the various studies carried out by official bodies or from civil society consider that the best way to achieve a sustainable development take-off, based on solid foundations, requires the availability of qualified human resources that are able to anticipate and respond effectively to the requirements of production with added value and respect for the environment and its natural resources. It is a necessary condition for overcoming

the various challenges that will be addressed in this report. Human capital is a decisive factor in the wealth of our country, and can even be considered its main component.

From this perspective, we decided, within the collective thinking under the supervision of the International Institute for Systematic Studies known as IFEAS through its branch in North Africa and the Middle East, and, like the various components of Moroccan society, to contribute to this report. It is a work that includes a reminder of the contexts accompanying the public debate on the hoped-for development model, and perceptions regarding the elements required to formulate an integrated and comprehensive development model based on investment in human capital. This investment aims mainly to prepare the productive individual who is familiar with the issues of his country, imbued with the authentic values of his society, and open to the values of the best of modernity.

It must be noted that this work does not envisage detailing the components of the hoped-for development model, nor even drawing its outlines with regard to politics, economics, industry or agriculture. It seeks to contribute ideas and perceptions, which we consider to be of added value stemming from the accumulations of our work in the field of education and training as individuals or as actors in civil society for a period of about three decades, which can be used in light of the implementation of the participatory approach. We have chosen, as the title of this report, “Toward education-based development model” to emphasize the centrality of education and training in the success of any development model aimed at comprehensive and sustainable development in the long run. And successful international experiences confirm

this. We also considered that the passage from the current position, at the level of the education and training system, to the desired situation characterized by efficacy and suitability with the rest of the fields, must take place in accordance with a hierarchy consisting of periods governed by the achievement of interim goals whose results for each period are the basis for building the next stage. Our belief that education and training is the key to economic, cultural and social development, and a key factor in developing political practice and moralizing public life, finds its support in what has been the subject of education and training of interest, over two decades, by King Mohammed VI.

In view of the above, the questions that this report will attempt to answer relate mainly to the future of global development in Morocco and the priorities for its sustainable strengthening, on the basis of international and national scientific studies dealing with the issue of future, in relation to the dominant trends taken by a set of significant indicators in various areas vital for the country in the long term. Thus, we will analyse the following questions:

- What are the most important challenges in the future?
- What are its potential implications for public policy?
- What are the priorities of the Moroccan development model?

In response to these major questions, the content of this report can be considered as a contribution and an expression of a development model that seeks to launch a project for the collective maturity of perceptions and ideas by opening a forward-looking discussion aiming to cross towards a better tomorrow in all its dimensions. This is done by mobilizing all components of society, especially those that chose "silence as a solution" or had to

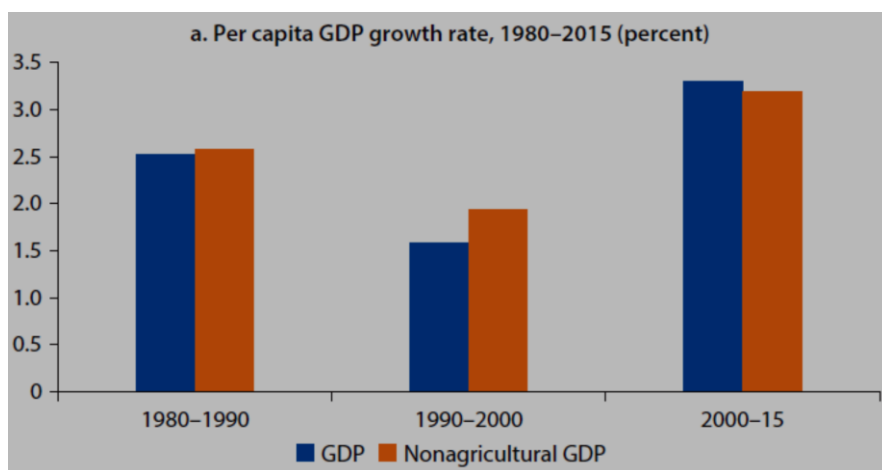
"stay on the side-lines of everything." This can only be done by opening horizons, encouraging interest in public affairs, participating in its management, and contributing to speeding up the pace of reform initiatives aimed at building confidence in people and institutions, and restoring consideration to them.

This report is keen, through all of its elements, on extending the most important foundations of this development model and the intellectual and theoretical references on which it is based. It also reviews all what we considered a factor affecting it, by adopting a process that proceeds from the size of the aspirations of broad groups of society, and ends with the disclosure of real and promising prospects that enable, if not, to overcome the obsession of distrust in the future, at least to establish the elements of positive representation of reality, and find ways to influence and change it.

Current and future challenges

Morocco ranks among the lower middle-income countries, ranking 118th in the world for around \$ 7,500 in annual income per capita by calculating purchasing power parity. This relative weakness of national wealth, despite the constant increase that it has known in the last two decades (Figure 1), reflects a lack of economic dynamism which sums up a set of dysfunctions, whether at the social level or at the level of human resources qualification.

Figure 1: Per capita GDP growth rate from 1980 to 2015



This places Morocco facing several challenges which can be classified in the social dimension, the economic dimension, the political dimension, the technological dimension, the ecological dimension, the value dimension and the security dimension.

The Social Challenge: Inequality in wealth and qualifications predicts an internal and external development gap

A group of countries in the world live on a hot social tin because of a sense of deprivation and humiliation by the disadvantaged and marginalized groups, whose numbers have become a steady increase in many of these countries. And there is no way for those groups to make their voices heard except to go out into the street and raise the card of social mobility as a mechanism to protest against the existing policies. Many reports confirmed this fact, especially the United Nations report on Human Development for the year 2019 (UNDP, 2019), which focused on the phenomenon of inequality that has penetrated the world from one extreme to the other, creating a development gap not only between developed countries and developing countries, but within each country. The most dangerous, according to the report, is that the approved indicators predict that the breach between these two groups will increase in the future, if the decision-makers do not work to remedy the situation at the international level as well as at the level of each country, warning that maintaining the current status would "weakening social cohesion and people's trust in government, institutions and each other. Most hurt economies... and when the few pulling ahead flex their power to shape decisions primarily in their interests today..., people can take to the streets." (UNDP, 2019).

Therefore, the high rate of economic growth cannot be considered an adequate guarantee for the comprehensive and sustainable development of countries. Rather, it is necessary to

evoke the social dimension because of its dynamic and influential interaction with the economic factor. The aforementioned report refers to five major manifestations of economic and social dialectics in the human development equation:

"First, while many people are stepping above minimum floors of achievement in human development, widespread disparities remain; Second, a new generation of severe inequalities in human development is emerging, even if many of the unresolved inequalities of the 20th century are declining; Third, inequalities in human development can accumulate through life, frequently heightened by deep power dysfunctions; Fourth, assessing inequalities in human development demands a revolution in metrics; Fifth, redressing inequalities in human development in the 21st century is possible—if we act now, before dysfunctions in economic power translate into entrenched political dominance." (UNDP, 2019).

According to the above-mentioned report, Morocco remains among the countries most vulnerable to social unrest, which has started to affect large sections of society, involving not only the poor class, considered to be the main victim of the current situation, but also the middle class, which has been negatively affected by the public policies adopted. Thus, we note that Morocco ranks 121st on the human development scale for 2019, lagging behind the average of the Arab countries, the countries of East Asia and the Pacific, the countries of Europe and Central Asia and the countries of South America and the Caribbean, but ahead of the countries of South Asia and sub-Saharan Africa (table 1). The table shows that education-related indicators negatively affect Morocco's classification in the area of human development.

Table1 : Morocco's Human Development Index 2019

Rank	Country	Human Development Index	Life expectancy at birth	Expected years of school	Mean years of school	Gross national income (GNI) per capita	GNI per capita rank minus HDI rank
1	Norway	0.954	82.3	18.1	12.6	68,059	5
2	Switzerland	0.946	83.6	16.2	13.4	59,375	8
3	Ireland	0.942	82.1	18.8	12.5	55,660	9
26	France	0.891	82.5	15.5	11.4	40,511	0
35	UAE	0.866	77.8	13.6	11.0	66,912	28-
36	Saudi	0.857	75.0	17.0	9.7	49,338	22-
41	Qatar	0.848	80.1	12.2	9.7	110,489	40-
82	Algeria	0.759	76.7	14.7	8.0	13,639	0
91	Tunisia	0.739	76.5	15.1	7.2	10,677	10
121	Morocco	0.676	76.5	13.1	5.5	7,480	3-

157	Rwanda	0.536	68.7	11.2	4.4	1,959	11
	Developing countries	0.686	71.1	12.2	7.4	10,476	—
	Arab States	0.703	71.9	12.0	7.1	15,721	—
	East Asia and the Pacific	0.741	75.3	13.4	7.9	14,611	—
	Europe and Central Asia	0.779	74.2	14.6	10.2	15,498	—
	Latin America and the Caribbean	0.759	75.4	14.5	8.6	13,857	—
	South Asia	0.642	69.7	11.8	6.5	6,794	—
	Sub-Saharan Africa	0.541	61.2	10.0	5.7	3,443	—

The economic challenge: improving education and health, two necessary conditions for increasing productivity

The World Bank's Human Capital Index (HCI) measures the amount of human capital that a child born today can expect to attain by age 18, given the risks of poor health and poor education that prevail in the country where she lives. It represents the productivity of the next generation in the field of work compared to the standard of full education and full health. It consists of five indicators: (1) Probability of Survival to Age 5, (2) Expected Years of School, (3) Harmonized Test Scores as a measure of quality of learning, (4) Survival Rate from Age 15-60, and (5) Fraction of Children Under 5 Not Stunted (World Bank, 2019). What is the situation of human capital in Morocco (Table No. 2):

- Human Capital Index: The child born in Morocco today will be 50 per cent productive when he grows up if he enjoys full education and full health;
- Probability of Survival to Age 5: 98 out of every 100 children born in Morocco live up to the age of 5 years;
- Expected years of school: In Morocco, a child who starts school at the age of four can expect to complete 10.6 years of school by age 18;
- Harmonized Test Scores: Students in Morocco receive 367 points on a 1,000-point scale, with 625 points representing advanced achievement and 300 points the minimum academic achievement;
- Modified Years of Learning: Considering what children

are actually learning, the projected school years are no more than 6.2 years;

- **Survival Rate from Age 15-60:** Throughout Morocco, 93 percent of children aged 15 and over are expected to survive until the age of 60;
- **Healthy growth (Fraction of Children Under 5 Not Stunted):** 15 out of every 100 children who are stunted, due to cognitive and physical limitations that can last a lifetime;
- In Morocco, females outperform males in the human capital index, and Table 2 shows the classification by sex for each component of the index.

Table2: The state of human capital in Morocco

Index components	Males	Females	Total
General Index	0,49	0,51	0,5
Probability of Survival to Age 5	0,97	0,98	0,98
Expected years of school	10,6	10,7	10,6
Harmonized Test Scores	359	376	367
Modified Years of Learning	6,1	6,4	6,2
Survival Rate from Age 15-60	0,93	0,94	0,93
Fraction of Children Under 5 Not Stunted	0,83	0,87	0,85

Between 2012 and 2017, the value of Morocco's human capital index increased from 0.46 to 0.50. In 2017, the Moroccan index was less than the average recorded in the MENA region, but it is

higher than the average recorded by countries with lower middle incomes, but the value of the index remains lower than expected for the level of income available to Morocco.

Education remains the main obstacle to the development of human capital to the point of meeting development challenges. If Morocco has made significant achievements in terms of access to the education and training system, then the quality of this system prevents the achievement of objectives capable of advancing the national economy. Thus, although children in Morocco are expected to be able to complete 10.6 years of pre-primary and secondary education by reaching the age of 18, this level is only equivalent to 6.2 years when the factor "quality of education" is considered.

The report by the Organization for Economic Cooperation and Development (OECD, 2018) previously indicated that Morocco now has the possibility of accelerating the development of this indicator thanks to demographic advantage. However, it must meet the challenge of finding quality jobs, in sufficient numbers to meet the development challenge. Also, to take advantage of the opportunity offered by the demographic transition, reform programs will have to be reoriented in order to improve the country's competitiveness, raise the level of qualification of human capital, ensure better alignment between training and employment, and promote the coherence of public policies.

On the other hand, Morocco ranks 53rd in the world out of 190 countries in the report of doing the business for the year 2020, published by the World Bank (World Bank, 2020). It increased by 7 degrees compared to 2019 and 75 degrees compared to the year 2010 during which Morocco occupied rank 128. This means

a clear improvement in terms of investment conditions, especially in terms of granting of building permits, facilitation of taxes' payment, connection of industrial enterprises to electricity and creation of enterprises. The major challenge in the area of attracting investment to our country remains in qualified human resources. In particular in the economic fields which constitute a competitive advantage for Morocco, whether in the automobile industry, the aeronautical industry or renewable energies. The same conclusion was confirmed by the World Bank report for 2017 on Morocco by 2040. It stressed that the economic challenge of catching up with the countries of southern Europe requires the qualification of the human element, which is capable of enabling Morocco to achieve an annual increase in the rate of growth, of at least two points. But on condition that this objective is reached at a constant rate regardless of climatic fluctuations (Chauffour, 2018).

Technological challenge: the need for a critical mass of talent to achieve the technological boom

The world is living its fourth technological revolution, which holds great hopes for humanity, alongside undeniable fears about the dangers that may threaten human lifestyles and behaviours, but even cultures, beliefs, and the being of man himself. It is a revolution that mixes digital, physical and biological in a way that may change our view of ourselves and the world around us, and opens new horizons for humanity by developing unprecedented technologies such as the Internet of Things and artificial intelligence. Making the best use of the immense potential permitted by artificial intelligence, poses the challenge of

qualifying the human element who is able to master the foundations of the Fourth Industrial Revolution.

With this in mind, the Global Talent Competitiveness Index (GTCI) attempts to provide an approach to talent competitiveness issues based on a composite index consisting of six components, four embodying the model's inputs and two indicating its outputs. Thus, inputs focus on the policies, resources, and efforts that a country can harness to enhance the competitiveness of its talents, by first, empowering talent by providing the regulatory and business environment that provides an appropriate climate for talent development and prosperity. Second, attracting talents by facilitating internal and external openness to them. And third, ensuring its development by improving the quality of formal and lifelong learning. Then, fourth, to maintain its durability and improve its lifestyle. As for the outputs, it aims to describe and measure the quality of the talents that result from activating the mentioned inputs, firstly through vocational and technical skills that embody employability, and secondly, global knowledge skills that embody the impact of talents on comprehensive development.

Morocco ranked 100 out of 125 countries included in the Global Talent Competitiveness Index (INSEAD, 2020), with 32.93 points distributed as follows:

- Enable: 42.76 points;
- Attract: 39.03 points
- Grow: 30.6 points;
- Retain: 41.79 points;
- Vocational and Technical Skills: 27.2 points

- Global Knowledge Skills: 16.21 points.

These data show that Morocco's policies in the area of talent development do not, at least in the medium term, give it the opportunity to aspire to meet the technological challenge. Especially in light of the ability of the developed world to successfully enter the fourth industrial revolution. It also confirms that our country does not yet have the critical mass of talent necessary to win this technological challenge.

The political challenge: the need to strengthen democracy and fight corruption

The "Democracy Index" report, issued by the British Economist Group, has become an international reference for judging the extent to which democratic values are rooted in countries of the world. The five categories across which all countries are assessed are: electoral process and pluralism; the functioning of government; political participation; political culture; and civil liberties. This assessment enables countries to be classified according to a scale of four degrees: first, "countries that enjoy full democracy", second, "countries that suffer from flawed democracy", third, "countries with hybrid regimes", and fourth, "countries with authoritarian regimes".

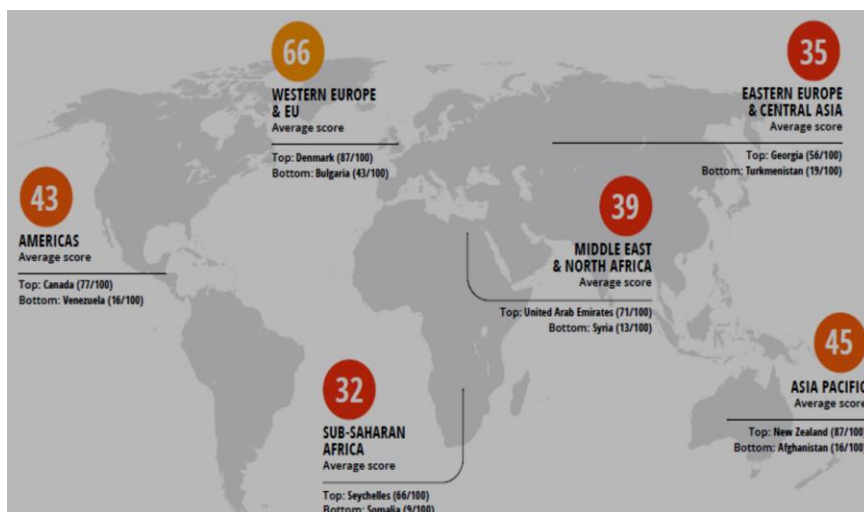
The Democracy Index for the year 2019 (The Economist Intelligence Unit Limited, 2020) witnessed a decline in the global average for democracy, which moved from 5.48 points in 2018 to 5.44 points in 2019, recording the lowest level of democracy in the world since the introduction of this index in 2006. Despite this overall decline, Morocco has made progress with four ranks. Compared with the year 2018, it ranked ninety-sixth globally out

of a total of 167 countries, and ranked second in the Arab world behind Tunisia. But it remained classified among the countries with hybrid systems, that is, those that know an incomplete democratization, by obtaining an average score of no more than 5.10. Among the five components of the index, Morocco was relatively better at the level of political culture and at the level of political participation, while it was relatively weak at the level of civil liberties and functioning of government. The latter generally declined, according to the report, due to corruption and mismanagement.

The corruption dilemma is more clearly reflected in the Transparency International's 2020 report, "Corruption Perceptions Index 2019," which highlights citizens' complaint of rampant corruption in some individuals and institutions to the point of "a growing lack of confidence in the government and weakening public confidence in political leaders, elected officials, and democracy." (Transparency International, 2020). The report attributes the reasons for this to the money that spoiled politics and the weak participation in political decision-making, which are two factors that are so interrelated that the owners of the money control the political decision and direct it to the interests of the powerful. These interests do not necessarily coincide with the interests of the average citizen, which is what drives him to electoral aversion and thus not to participate in building political decisions. This is "the primary source for undermining the vital pillars of democracy, including the judicial system, ... corruption can create a vicious circle, weakening democratic institutions and thus being less able to control corruption." (Transparency International, 2020). This explains that 74% of Moroccan citizens

believe that the government is not doing enough to tackle corruption, and that 47% are dissatisfied with the level of democracy in their country (Transparency International, 2019). Morocco advanced three points in the Corruption Perceptions Index for 2018, registering an improvement in the ranking, as it moved from the 80th rank in 2017 to the 73rd rank in 2018. But in 2019, it returned to occupying the 80th rank with a total of 41 points, just two places above the average in countries of Middle East and North Africa (Figure 2).

Figure 2: Average regional scores, with top and bottom performers in each (*Transparency International, 2020*)



From all of the above, it is clear that the promotion of democracy and the fight against corruption are prerequisites for facing the political challenge in our country.

Ecological challenge: an institutional advance dependent on sustainable societal awareness

Morocco is pursuing a strategic approach to preserve the environment by adopting policies aimed at reducing Greenhouse Gas (GHG) emissions, rationalizing energy use and a gradual shift towards the use of renewable energies as alternative energies. The competent international bodies value this clear ecological trend through the reports it issues. The 2020 Climate Change Performance Index expressed this estimate when it confirmed that Morocco: "now ranks 6th within the group of high-performing countries. The country ranks among the top ten in the categories GHG Emissions, Energy Use and Climate Policy that are all rated comparatively high." (Germanwatch, NewClimate Institute & Climate Action Network Germany, 2020).

On the other hand, our country "is in the group of *medium*-performing countries regarding Renewable Energy. However, experts point to Morocco's high ambition with the 42% 2020 target and the 52% 2030 target in the electricity sector." (Germanwatch, NewClimate Institute & Climate Action Network Germany, 2020). Also, Morocco remains one of the countries most involved in international climate policies thanks to large-scale projects it has adopted in the field of renewable energies. But the greatest ecological challenge remains, according to experts, linked to Morocco's capacity to manage the scarcity of water and to preserve natural resources, in particular the halieutic wealth available to our country. This requires pursuing effective environmental policies, activating the national water plan, and relying more on the involvement of civil society in particular and

citizens in general to meet the ecological challenge. Especially since the World Values Survey, the last wave of which dates back to the 2011-2014 period, confirms the existence of a certain environmental awareness among Moroccan citizens. Thus, more than 53% share, for example, the opinion of protecting the environment, even if this would slow economic growth and lose jobs (Inglehart, 2014).

The Value Challenge: The need to strike a balance between the constant and the variable in societal values

The transformations that societies experience due to rapid material progress at all levels have become a question of the values held by each individual, and the shared societal values. Likewise, the dominating values at the international level, which are usually imposed by developed countries through specialized international organizations, due to the low voice within them that the developing countries represent, have become confronted, sometimes explicit, and sometimes hidden, with societal values that are still rooted in the genes of large segments of Societies in many countries. This attraction between the constant and the variable in the field of values is explained by some by the eternal struggle within each society, between the values that are characterized by traditionalism and the values that are called modernism. Traditional values are often based on religious reference in interpreting social relations, approaching the issue of freedom, and exercising political power on the one hand; on the other hand, they prefer ensuring economic, political and social

security over claiming rights of all kinds. As for modernist values, they often start from the principle of separating religion from the state in the political and economic sphere, and separating religion from society in the social sphere on the one hand; on the other hand, it gives precedence to the individual by defending human rights in their comprehensiveness, even when this collides with the rights of society.

The World Values Survey confirmed in the latest data issued by the Institute for Comparative Survey Research located in Vienna¹, that Morocco is among the countries most attached to religion as a fixed reference value for most Moroccans, so that 98.7% consider religion as important or very important in their lives, 77.6% consider it important to teach religious beliefs to children at home, and 90.2% have great or very great confidence in religious institutions (Inglehart, 2014). This means that Islam, the religion of the state and the overwhelming majority of society in Morocco, has a special place among Moroccans⁵ and is therefore considered as a constant societal value that guides the other variable values.

If real change can only be based on the values that most of society believes in, then the challenge of values that Morocco faces mainly lies in correcting societal representations of Islam, and their orientation towards what benefits to the country and the people. As such, we find positive indicators in the World Values Survey such: 95.2% of Moroccans confirm the importance of work in their lives, and 67.1% the importance of serious work for children, and approximately 50% believe that work leads to success in life.

¹ Dating back to 2015, with a new report being prepared in June 2020

On the other hand, there are negative indicators such as: Only 12.3% trust people, and only 28.3% think that the essence of religion is to do good to others. This perception of religion may be reflected in the Islamicity index published by an institution of the same name in the United States of America, which concluded that non-Islamic countries are those that best represent and apply the principles and Islamic values and the teachings of the Koran in the areas of justice, equity, integrity and others. This index establishes an annual classification of countries according to criteria covering four axes: economy, governance, human rights and international relations. According to the 2018 index, Morocco ranks 94th out of 153 countries included in the classification, while New Zealand ranks first, followed by Sweden, the Netherlands, Iceland and Switzerland².

The security challenge: between the need for a security approach and the need for a systemic preventive approach

In a world that lives on the rhythm of wars and conflicts between countries, and is characterized by an escalation of the manifestations of violence and hatred between the components of the same country, and in a world full of crimes and drug use of all kinds, security remains an urgent requirement for all people. And while security discourse generally refers to the external security of states, which is the responsibility of the military, and to internal security, which is the responsibility of the police, our concept of

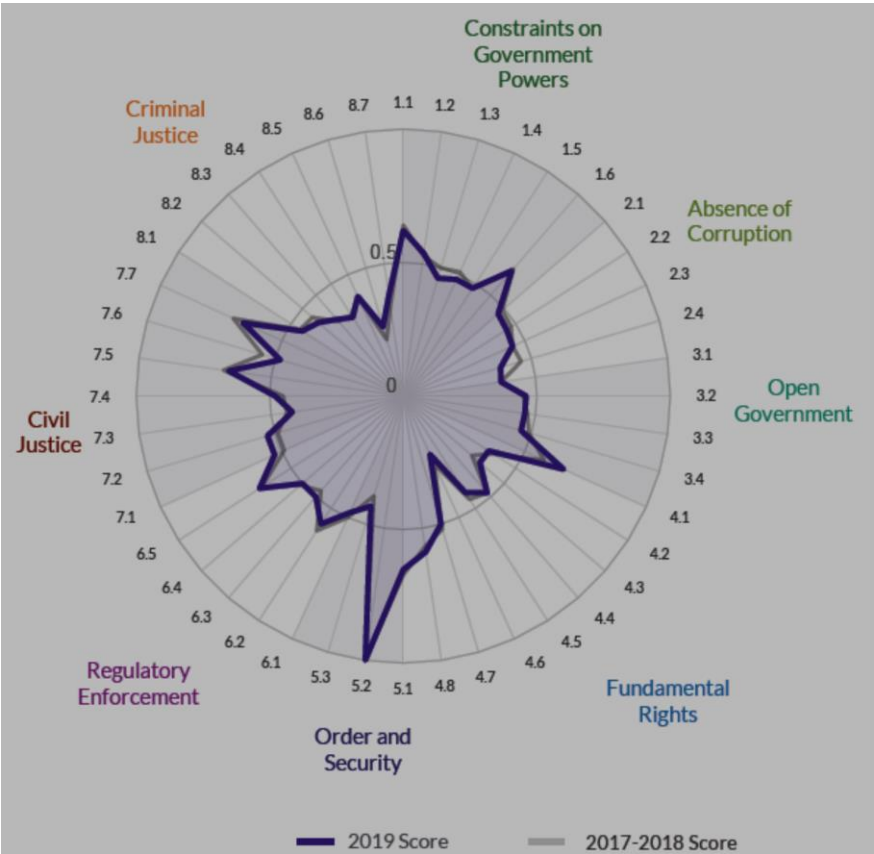
² <http://islamicity-index.org/wp/latest-indices-2018/>

security in this report goes beyond this narrow meaning, to encompass other meanings related to the other six dimensions adopted in our analysis model. So, when we talk about security, we also invoke economic security, political security, social security, technological security, ecological security and security of values.

In the absence of data to draw a picture of security in this holistic sense, we are satisfied with the available data on peace and global security provided by some specialized international reports. In this context, the Global Peace Index (GPI) 2019 indicates that: "The Middle East and North Africa region remained the world's least peaceful region. It is home to four of the ten least peaceful countries in the world, with no country from the region ranked higher than 30th on the GPI." (Institute for Economics & Peace, 2019). This is due to the continued armed conflict and instability in the region, despite some improvement in the rate of homicides and terrorism, and indicators of violent crime. Within this turbulent space, Morocco lives the blessing of stability, but that is not reflected in the same way in the ranking of countries on the Global Peace Index, as Morocco ranks 90 out of all the 163 countries ranked, and the seventh rank among the countries of the Middle East and North Africa, behind Qatar, Kuwait⁵ Emirates, Oman, Jordan and Tunisia.

This index covers three thematic domains related to peace and tranquillity. The first concerns the level of Societal Safety and Security. The second concerns the extent of Ongoing Domestic and International Conflict. The third domain concerns the degree of Militarisation.

Figure 3: Morocco's position on the eight pillars of the rule of law Index



Considering that Morocco ranks 90th in the world on the world peace index as mentioned above and 74th out of 126 countries on the rule of law index for 2019 (The World Justice Project, 2020), with good scores in certain areas of the index, in particular order and security (figure 3), this indicates the magnitude of the security challenges facing our country, which necessarily require a security approach to limit its growth. However, tackling these challenges

effectively also requires a systematic approach to removing the factors of insecurity and instability from their roots, be they social, economic, political, ecological, technological or valuable.

The challenges of the time: actively engaging in the knowledge society and coping with global crises

Characterizing the present of Morocco in its various manifestations is a complex process, but it remains necessary to understand our time. It is not possible to do foresight for a country like Morocco, with all its characteristics, without undertaking a critical and scientific reading of the different dimensions mentioned above. This will lead to an overall determination of the leadership and planning indicators. Because, given the rapid transformations imposed by the knowledge society, particularly in the fields of economics and technology, and its effects on international relations and balances and inevitably on the way of life of societies, the Achievement of the desired situation will not remain subject to the same customary path of change and development, either in terms of its quality or the speed of its manifestation.

Considering the course of events and the rapid transformations that Morocco and its regional and international surroundings have experienced, and the qualitative shift in the demands of the various segments of the Moroccan people, inside and outside the country, it has become imperative to adopt a new approach to leadership based on the principle of planning by the state according to scientific methods subject to continuous evaluation.

This requires investing in the participatory approach in order to provide the highest levels of winning the overall development bet, and win a bet that exceeds the current and future challenges facing Morocco. In this way, we can refer to some of the challenges that impose themselves, through a classification that depends on the input of the seven dimensions:

Social dimension:

- The low quality of services of a social nature (health, education, housing, and employment);
- The widening of social and spatial differences;
- A decline in social cohesion;
- Weakness in enforcing laws related to the protection of women and children;
- Poor attention to people with disabilities;
- The decline in family social roles;
- The weak investment of youth energies in the development of society;

Technological dimension:

- Weakness in technology acquisition and knowledge production;
- Weakness in the positive employment of digital technologies;
- Weak investment in building and qualifying talent in the technological field;
- Lack of plans in the field of technological development.

Economic dimension:

- The incompatibility of education and training outcomes with the requirements of the national economy;

- The dominance of the primary sector over the national economic field;
- Weak investment in the secondary sector;
- Not to consider investing in the human resource as a strategic priority when developing sectoral plans;
- Weak competitiveness of the national economy (value added);
- Draining the qualifications of the national economy due to brain drain;
- The spread of the rent economy and its undermining of the productive structured economy;
- The absence of the elements of fair competition in some aspects of the national economy.

Ecological dimension:

- The absence of integrated schemes for the conservation of natural resources;
- Seasonality of awareness campaigns on the importance of preserving the ecological field;
- The lack of green spaces in urban areas;
- Weak policies aimed at reducing industrial pollution;
- Not to rationally exploit the fish wealth.

Political dimension:

- Weak political framing of members of society;
- Rampant political corruption and the domination of money over politics;
- Administration interference in the engineering of the political scene;
- The decline in moral turpitude in political practice;

- The weakness of internal democracy in parties and unions;
- The lack of disengagement between the political and the trade union;
- Non-activation of the principle of accountability;
- Poor management of public affairs;
- The weak influence of civil society in formulating public policies;

Security dimension:

- Poor respect for laws and human rights;
- Difficulty reconciling the security approach and ensuring freedoms;
- The prevalence of tax evasion;
- The expansion of shameful phenomena, such as the trade in contraband, criminality of all kinds, ...
- Continued abuse in the field of architecture, and occupation of the public domain;

Values dimension:

- The role of the family and the school in education on the values of society has declined.
- Poor attention to and preservation of cultural heritage;
- A decline in the authentic values of Moroccan society;
- The absence of strategies to perpetuate a unified Moroccan cultural identity;
- The spread of corruption in various transactions;
- The tyranny of the culture of demanding rights to do the duty;

Today, we live in a wide range of challenges that the knowledge

society imposes on all countries in various fields. The global climate is also characterized by the spread of a number of economic, social and political crises. Those who surfaced and became very popular with public opinion, because of the media coverage. And those which remain the subject of in-depth scientific studies and reports carried out by specialized organizations, which have sounded the alarm on threats to the future of humanity in various fields, the most recent of which is health field with the Coronavirus pandemic, and its invasion of many countries of the world.

On the other hand, the social movements that our regional environment has known and knows have cast a shadow on the Moroccan political scene, and their influence has started to affect the economic sphere, and perhaps in the medium term, it may have social effects that are difficult to predict. All of this is reflected in the Moroccan society, which has known in the last twenty years many important social and economic transformations that impose a deep thought in setting a future strategy to advance development in our country, especially with the national consensus on the deficiency of existing development initiatives.

Methodological conditions: predict the future and grasp the dominant trends

It goes without saying that the reflection on the future must be guided by the references of the country which determine its main foundations and major choices, whose constitution is in the foreground, in addition to some studies of a prospective nature like the report of the fifties "50 years of human development in Morocco and the horizons of 2025", and the prospective study of the High Commission for Planning On Morocco 2030, as well as the study of the Association AMAQUEN on "The 2030 strategy for education and training in Morocco ". Given that any futuristic vision cannot ignore an in-depth study of current reality and a conscious knowledge of the development choices that Morocco has previously adopted in the past and the present, then be based on the conclusions of the national and international reports, on the reality of development in Morocco is deemed necessary•

Subjective and objective considerations

There are several considerations that imposed treatment of the problem of the future development in Morocco, and the elaboration of a model that ensures comprehensive, sustainable and equitable development, we mention among the most important:

- Morocco has sectoral strategies in vital areas such as agriculture, industry, energy, and digital, but the various departments concerned have been unable to make the citizen benefit as required from the fruits of the

application of these strategies, and a merging national strategy has not been developed to ensure the convergence of these sectoral strategies. Therefore, Morocco lost the lead in the development initiative and wasted efforts and capabilities on marginal considerations that did not help put the comprehensive, sustainable and equitable development train on the right track. This necessarily necessitates thinking about a new development model that anticipates the future of at least one generation and invokes all variables of the development equation in order to develop effective solutions to the problems that still affect the national development initiatives;

- Despite a set of gains that our country has accumulated from independence to today, many dysfunctions continue to hamper the achievement of the objectives of the national development model, and weaken the confidence of citizens in its ability to achieve common societal ambition to put Morocco in the civilizational place it deserves among the nations of the world;
- Meeting the requirements and conditions of a decent position for Moroccan society on the map of advanced international societies, obliges us to think about building a new development model whose fruits will be gradually reaped, and whose objectives will be achieved in the middle of the 21st century.

On the other hand, thinking about a future development model requires familiarizing yourself with the foresight tools and overcoming the obstacles that hinder any attempt to anticipate. Thus, urgent management of immediate problems should be

avoided, as well as an obsession with preserving subjective and circumstantial interests. On the other hand, it is necessary to ensure the adoption of a long-term vision, to grasp the major transformations that the world and society are undergoing, and to provide reliable data on the trend of key indicators in different fields. Without forgetting the need to meet the challenges associated with complex systems, and build the capacity to manage change.

The necessary ingredients

From here it is clear that thinking about any future development model requires relying on a set of elements, we mention among the most important of them:

- Long-term strategic thinking in the field of comprehensive and sustainable development;
- Familiarity with the predominant trends observed in the development context internationally and nationally;
- Knowing the impact of these trends on the national development system;
- Anticipate and influence future developments by formulating a new and integrated development model.

The most important of these factors is the so-called dominant trends, which generally express the direction taken by the key indicators in the areas concerned by the prospective study to be carried out. In this context, we can say that forecasts remain the main determinants of dominant trends, as long as that they are made on the basis of careful scientific monitoring of the evolution of factors affecting the events observed. The ability to influence trends plays a big role in determining their destiny in a way that

meets the defining traits of the future we aspire to. The field of education can be considered as the best means to master the dominant tendencies, and even to change and upset them. Besides, no one can deny that many nations have changed their destiny thanks to their education system, especially those who built it with a vision for the future based on a study of the dominant trends which benefited from the positive winds, and have worked to change the path of negative winds in the direction that serves their Renaissance project.

From this point of view, this report adopts the thesis of development based on education, and tries to clarify its most important pillars, and the most important strategic measures to establish a new development model based on education and knowledge. Not only as a basis for global and sustainable development, but also as its driving force and the decisive factor in facing its challenges in the long term. But before that, what do we mean by development model in this report?

The concept of the expected development model and its foundations

In the midst of the transformations experienced by Moroccan society and neighbouring societies, it was clear that the formulation of a new development model remains of the utmost importance, and even up to the level of urgent and vital demand. This model must be built with inputs aimed at developing social cohesion on new and solid foundations reflecting global development and social justice. It must also aim to achieve this collective ambition, which is expressed in different ways in form, without there being any significant difference in terms of

representations on the reality of the societal crisis, and its immediate implications as well as its future repercussions.

The basis on which the idea of the proposed development model is based is the need for Moroccan society - individuals and groups - and through which the Moroccan state, to be aware from its past, its influence and its failures , and given its current reality and its projection into the future, that the road to progress requires taking a path that begins by developing and anchoring the culture of commitment in the building of decisions related to the management of public affairs. To do this, we must realize that the management of these is necessarily the concern of all citizens. This presupposes that the public interest is the only one capable of bringing individuals to fulfil themselves in harmony with the values of dignity, justice, freedom, solidarity, commitment, honesty, self-respect and on the other, democracy and cohabitation ...

We can consider that the pillars of this development model include:

- A- The rich historical heritage of Morocco;
- B- The unity of Moroccan cultural identity;
- C- The primacy of Islam in the Moroccan identity.
- D- The multiplicity of tributaries, which constitute the Moroccan identity;
- C- The consensus on the national and territorial integrity of the Moroccan State;
- H- The diversity of the geographic space;
- G- The availability of natural resources;
- D- The distinction of the geostrategic position;
- Y- The richness of external relations;

A- The age pyramid benefits young people;

G- Societal dynamism and growing aspirations of young people;

Q- Structures for promising technological centres.

In order to develop the model, we adopted a holistic and integrated approach that encompasses the themes that we deemed essential. These themes will be studied according to a scientific methodology which evokes seven dimensions interacting with each other in a systemic framework:

The social dimension ** The technological dimension ** The economic dimension ** The ecological dimension ** The political dimension ** The security dimension ** The value dimension.

The world's leaders have agreed and persuaded the rest of the countries to a sustainable development plan that includes 17 goals and whose agenda extends to the year 2030. Achieving these goals would guarantee security, peace, equality, health, education and employment for all people of humanity, and secure their lives in a healthy environment. This environment is characterized by the availability of sufficient water, clean energy, infrastructure, sustainable cities and a healthy climate. In addition to the solidarity of all for the sake of achieving economic growth based on industry and innovation, devoting the value of responsibility in production and consumption, ensuring ecological diversity, and protecting the oceans.

This plan has already provided a theoretical framework for the national strategic visions of certain countries. It conveys ideas that can form the basis for formulating a model of global and

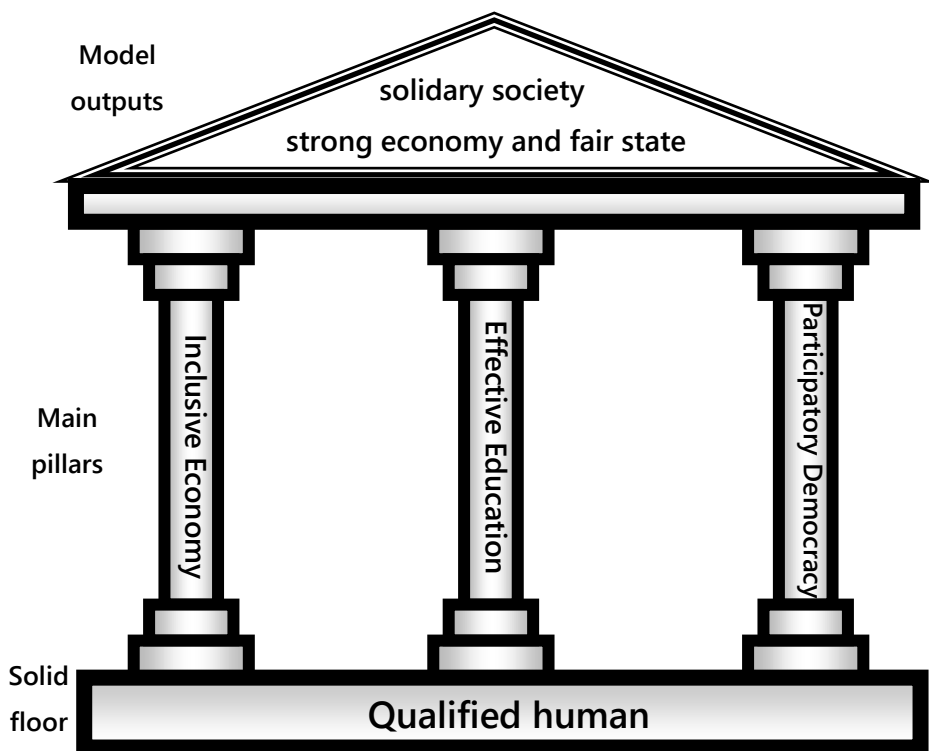
sustainable development that goes beyond the narrow horizon of the model based on economic growth, a major concern of all countries in the elaboration of their strategic plans, for others dimensions, the most important of which is the social dimension. This is based on the fact that development can only be achieved in its entirety if it involves the various sections of society, and that if all individuals, whatever their social origin, will benefit from its fruits. This strongly raises the question of inequality as a major factor hindering the rebirth of nations in the medium term, including those that can achieve appropriate economic growth. This inequality is also a fundamental factor blocking this growth in the long term because of the negative social repercussions it could cause, which could lead to political earthquakes generating cultural shocks which would have a devastating effect on the societies concerned.

Therefore, the hoped-for development model can be defined by the total economic, social and political choices that the state adopts in order to build a solid society, a strong economy, and a just state. This model should be able to fix all economic, social and political dysfunctions confirmed by various national and international reports. In addition to producing effective and integrated public policies based on a comprehensive national vision that sets the priorities of the Moroccan nation in the horizon of 2050.

This conception is based on the following hypothesis: the construction of strong societies is dependent on the construction of the strong human, and the construction of strong States is dependent on the construction of the foundations of social justice and sustainable synergy between the state and society. The result

is a set of strategic orientations organized according to a pentagonal development model (Figure 4):

Figure 4: Pentagonal Development Model



- It is based on a solid basis founded on the human who masters the skills of economic development, who satisfies the needs of technological empowerment and who is imbued with the values of civilizational transcendence;
- It is based on three fundamental pillars: (1) a participative democracy based on the rule of law and justice, strong parties and an independent civil society; (2) an effective

education which enables the Moroccan citizen to achieve the outcomes of the development model in all efficiency, (3) and an inclusive economy which ensures the well-being required for all members of society without striking social or spatial differences;

- It aims to achieve the objectives of a solidary society, a strong economy and a fair state.

Learn from history

The historical course of the Moroccan state, since its creation, has, over the centuries, forged the personality of Moroccan society and the characteristics of the current state, with its advantages and disadvantages. In this context, we believe that highlighting the most important historic stations and events from the point of view of the different dimensions adopted in this report to prepare the proposed development model, will inevitably help to shed light on the most important factors and mechanisms behind the events and facts that influenced the crystallization of this personality. The objective is to draw lessons for a conscious construction of the model. And in order to be able to know the most important aspects of this path, we include some orientation elements, the presentation of which in a targeted historical context will make it possible to clarify all that concerns the said dimensions, without treating them in detail because it is outside the limits set for this report (Table 3):

Table3 : The six dimensions from the perspective of History

Political dimension	Economic dimension	Social dimension
<ul style="list-style-type: none"> - Islam and politics -Political actors - Decentralization and deconcentrating - Independence of the judiciary -Democracy and human rights - Administrative reform 	<ul style="list-style-type: none"> - Macroeconomic policy -Economic policy since independence - Economic competitiveness - National spatial planning - Food Safety 	<ul style="list-style-type: none"> - Social mobility - Social actors -Education and training system - Health system - Social inclusion - Architecture, culture and arts
Ecological dimension	Values dimension	Technological dimension
<ul style="list-style-type: none"> - Wild Ecosystems -Continental ecosystems - Marine and coastal ecosystems 	<ul style="list-style-type: none"> - Evolution of the value system -Dialectic tradition / modernity - Family - Rights of women, children, young people and people with disabilities - Religiosity 	<ul style="list-style-type: none"> -Production of technology - Mastery of technology - Scientific and technical research

The expected development model: strategic choices within an intellectual framework

There is an urgent need to adopt a theoretical frame of reference, and effective strategies to achieve development take-off, and maintain a sustained pace capable of achieving aspirations for global development and social justice. This requires relying on the value system of Moroccan society to develop a reference frame that guides all strategies, plans and projects aimed at achieving the Moroccan model of development.

In an unstable international context, in which developed countries take the most advantage of the opportunities offered by globalization and are less affected in the medium and long term by intermediate crises, the fact of not seizing the opportunities and of protecting themselves from the risks, can only harm all development efforts. Worse, it risks consecrating the existing social situation with its drawbacks, and submission to plans of economic and geostrategic domination in the regional and international spheres.

The pillars of the reference framework

The foundations of this frame of reference are defined in the foregoing as starting points which should be subject to careful and in-depth examination in order to develop them better. To do this, it would be necessary to proceed to a wide sharing, and open to all actors, within the framework of an academic intellectual forum leading a frank debate on the geographical situation of the country, its human capital and the Moroccan civilization. This civilization

constituting the fruit of the diversity and wealth that the openness and interaction of Morocco with multiculturalism has granted to our country. This constitutes a solid basis for creating dynamism in Moroccan self-awareness, and helping to build the future and produce knowledge, in the context of intellectual pluralism and in harmony with the precious load of value of Moroccan society.

The desired development model should be able to trace a clear path for global and sustainable development and social justice, within the framework of the shared values of Moroccan society, as mentioned above. We believe that this path will only be a third path between two opposite extremes, represented by liberal secular thought and conservative Islamic thought. As the development model of a country cannot be dissociated from its history and the foundations of its civilization, neither can it turn away from the human heritage, and from the culture and civilization produced by humanity, in a framework for positive interaction without degrading alienation or excessive selfishness. It is a path that restores the pride of the Moroccan personality in his cultural heritage and his deeply rooted civilization, and frees him from the dependence complex of the other dominant. In addition, it gives him confidence in his personal capacities which can develop and surpass the other, if they meet the conditions of a civilizational production, namely dignity, equity and responsible freedom.

Outline of the needed development model

As for the features of this path and the outline of the new development model, it can be seen through some options related to the seven dimensions:

Social dimension:

- Ensuring the improvement of services of a social nature (health, education, housing, and work) and linking them to the great values of the Moroccan development model, with an emphasis on education as the basis for this model and its engine;
- Gradual elimination of corruption phenomena of all kinds through an integrated approach that does not overcome the security dimension over the other dimensions, especially the educational dimension;
- Reducing social and spatial differences through a comprehensive and equitable development policy approach that helps to lay the foundations of social cohesion⁵ through the increased attention to vulnerable groups;
- Supporting the social roles of the family and protecting the rights of its members;
- investing the youth energies in developing the society by organizing cultural, artistic and sports activities;
- Maintenance and development of the Moroccan architecture.

Technological dimension:

- Enacting a clear technology development policy that enables the country to own technology;
- Investing in the formation and qualification of talent in the technological field;

- Controlling knowledge production tools with the positive investment of digital technologies;

Economic dimension:

- Tight planning of the training system to suit its outputs with the requirements of the national economy;
- Increasing investment in the industrial sector without neglecting the agricultural and services sectors, with a focus on the sectors that give a competitive advantage to the national economy;
- Motivating human resources to be profitable and to connect them emotionally to the homeland and its culture;
- Establishing the elements of fair competition in all aspects of the national economy and fighting the rent economy.

Ecological dimension:

- Developing integrated plans for the conservation of natural resources and rationalization of their exploitation, based on education on the values of conservation of the ecological field;
- Establishing policies aimed at reducing industrial pollution and environmentally harmful phenomena, and at creating green spaces in urban areas;

Political dimension:

- Strengthening the political coaching of members of society, guaranteeing political and union freedoms, and freedom of expression;
- Fighting political corruption;
- Assuring administration's commitment to neutrality in

engineering the political landscape;

- Real implementation of the principle of accountability;
- Putting public affairs management in the service of the Moroccan development model;
- Strengthening the role of civil society in formulating and evaluating public policies;

Values dimension:

- Supporting the role of the family and the school in educating the values of society;
- Paying attention to and preserving cultural heritage;
- - Developing strategies to consolidate a unified Moroccan cultural identity;
- Create a balance between demanding rights and carrying out duties.

The expected development model: a 2050 prospective vision and ten-year strategies

It seems difficult to capitalize on the talent pool we have today to achieve the global and sustainable development we aspire to for our country. The human skills produced by the national education, training and scientific research system will not allow us, even if we provide them with the optimal conditions for production, to accumulate enough wealth to reach the ranks of high-income countries. Therefore, the new development model should aim to achieve two interrelated goals, one over ten years and the other over twenty years, in the hope of achieving the desired development aspirations after thirty years. This requires defining a national vision for 2050, divided into three ten-year strategies. We propose that education be the pillar of all these strategies, on the basis that human resources are the main engine of all development, especially if this, as mentioned, goes beyond the narrow economic dimension to include all human dimensions.

The principle of progressiveness in the holistic treatment of the dysfunctions observed in current development initiatives can be respected by adopting ten-year strategies covering the period between us and 2050. This approach allows, on the one hand, long-term strategic planning with more concentration on the medium term, and on the other hand, to have the possibility of correcting the dysfunctions which can occur at the level of the planning of the actions, the implementation, even the inclusion of new factors. Thus, we propose three cumulative stages in order to fully establish the desired development model, which result in (1)

the stage of remediation and ground preparation, (2) the stage of establishing the dynamics of change, and (3) the stage of establishing the education-based development model.

1- The strategy of the first decade by 2030: remediation and ground preparation

This strategy mainly aims to improve the conditions for producing wealth by pursuing the policy of improving the business climate, reducing social and spatial differences by establishing tax justice and positive discrimination for vulnerable groups and regions with the aim of 'improve the Gini index, and apply the rules of democracy by creating a positive political climate. While these measures will go a long way in creating the right conditions for some economic performance, they will not bring much benefit in terms of overall development, except by reforming the education, training and scientific research system at the level of its final processes: higher education, scientific research and professional training. The objective of this reform remains to catch up the delay on the level of "developmental" skills by activating "cities of trades and skills" in the field of vocational training, by establishing paths of excellence in higher education, and by creating a large city for scientific research and innovation which would constitute the locomotive of scientific research in Morocco.

2- The strategy of the second decade to 2040: establishing the dynamics of change

This strategy aims to bring about a profound transformation in the education, training and scientific research system through the

effective and correct application of the 2015-2030 strategic vision, and the successful implementation of Law No. 17- 51. If this were to happen, Morocco would have access to qualified human resources in the 40s of the 21st century, in addition to the political, social and economic reform that the 30s would have known through the strategy of the first decade.

3- The National Vision 2050: in order to establish a development model based on education

The difficulties of the Moroccan education and training system intersect with those experienced throughout the world by educational systems which are questioned, depending on the specificities of each country, of course. It is the reality of a civilization that has chosen to favour rationality over the other dimensions of human existence, including realism, the spiritual as well as the emotional. Human intelligence is not a problem in itself, but the problem lies in the deviation that made it the beginning and the end of human consciousness and the real world. The existing problems stem from the fact that the character of independence which characterizes the different transformations, whether individual, collective or even cultural, has led to a crisis of representations rather than the consolidation of shared values, which leads to a crisis of common sense. This made the knowledge-centric school dominate everything.

Morocco must start to design and develop a pioneering education system for the 2050 horizon. It is about building something new, which must be based on the cultural heritage of the country and

ensuring its development, which gives it an original orientation, based on the positive heritage from a rich and unique history. It should also be based on strategic watch mechanisms in order to draw inspiration from the best countries and in particular from the most innovative ones which are achieving a civilized boom, in the field of education in particular, and inventing methods and practices of era of digital technologies.

Morocco must also keep in mind the development of the human and the nation, one through the other, according to the values, orientations and skills of the country. This means the path of each individual from the cradle to the grave, and must restore a balance between challenges, structures and methods, based on renewable skills, and on the background of a strong economy, a solid society and a fair state.

The dominant model of the education and training system is that which includes primary, secondary and university schools and which has lived for a long time without thinking of questioning it. In this report, through our vision of the system for 2050, we present a new model which is the model of the four schools³ (Naji, Stitou, & Ammi, 2015).

1- Fulfilment Schools

We are witnessing a civilizational mutation, which means that we are going from one civilized level to another on the scale of world civilization and at the level of each culture. This allows, from a

³ This model was developed based on the work of Roger Nifle and the scientific meetings that the AMAQUEN association organized with him. Roger Nifle is since 1977 engaged in a philosophical and methodological work with "Methodological Humanism". His research leads to a new understanding of the crises and of the civilization change of our time.

prospective perspective, the construction of a civilized project capable of contributing to the creation of a new civilization, and therefore effective participation in this transition. For this transformation to take place, we must pay special attention to children and their parents. Certainly, Morocco, given its societal culture, is aware of this. The proposed development model can be considered as an important investment for the people of tomorrow, and it is closely linked to the pulse of society and to the local groups concerned such as the family and local authorities It is also one of the most innovative projects, adopting advanced practices and means.

Consequently, the question requires the formation of a semi-professional body of educators who share objectives, methodologies and practices, provided that a special centre is established for their collective and permanent possession of the necessary skills. It is also necessary to create and establish governance structures with the participation of local authorities and parents. Of course, a national council must take responsibility for developing implementation strategies. It is a priority to attract and mobilize attention to the potential of society without provoking opposition to the pillars of the existing model. A five-year plan can be prepared with specific and clear dates. And of course, we must work to translate the general reference of values into a discourse highlighting these concerns, and the general indicators linked to the sense of the common good into a reference of particular values.

It is a school based on advanced concepts and practices which are built through the adoption of a cross between external resources and the capacity of educators to prepare and master, which gives

them the status of a " recognized human competence body". As emotional development takes place within the family institution, training should extend to parents, including housewives.

2- Practice schools

These schools seek to acquire skills, in the field of arts and crafts, which meet the needs of the nation in all professional sectors and at all geographic levels. Of course, local players and professionals must be directly involved in programs and objectives, to rehabilitate all occupations.

It represents a means of making children, adolescents and even adults acquire a new desire to learn the trades and the arts, which is closely linked to daily life at all levels. Since it is not a question of teaching knowledge, professional organizations are asked to recruit trainers to supervise the practice, on the basis of the principle of volunteering and the contribution of the various actors in accordance with the principles of the company citizen. Those of these trainers who have experience, have enough knowledge in pedagogy of practices given the great experience they have accumulated.

A policy to revalue the learning of arts and crafts can be adopted by a specialized committee with the contribution of the governance structures concerned with the issues raised. We must not forget that the question is asked at all levels of education, from kindergarten to higher education, as well as lifelong learning through the validation of the experience acquired.

Since learning arts and crafts must be complemented by learning knowledge in the third school, this will in itself be a national challenge that will meet the expectations of citizens and economic actors, both ... And it would be possible to create "communities of

professional practices" to disseminate best practices to the general public.

3- Schools of knowledge and culture

These schools will be the fruit of the transformation of the existing school and university system. If it has specific objectives that distinguish it, the fact remains that it concerns all age groups and it completes the second school. But the first school is only marginally concerned, while the fourth school exceeds it in terms of declared degree of ambition. Knowledge is both cultural - in the traditional sense - and open to multicultural and intercultural disciplines, to the world and to all the fruits of research and innovation processes. Here, the transformation of institutions and methodologies is more evident, especially in a reality characterized by the spread of the Internet and the ease of joint access to knowledge and to national and international platforms. Although this change has resulted in unprecedented openness of teachers at all levels, we are seeing stronger forms of resistance. They can be attributed to the dominance of compliance behaviour, a major obstacle to innovation and entrepreneurship, which requires adopting appropriate change strategies. We believe that it is necessary to form a Supreme Council for Innovation before defining the transformation project that will take place later, based on the attractiveness and experiences of this Council.

Perhaps one of the contemporary problems is that academic teaching has dominated all educational thinking in traditional systems, to the detriment of applied teaching and pedagogical methods. This is the source of many dysfunctions and problems linked to the social and symbolic status of teaching staff.

The competency approach is presented as an alternative aiming to gain the ability to act in complex situations by consciously employing all investable resources, and this approach originally belongs to the second school. But it should be adapted according to the specifics of the third school, according to an organization that is conceptualized case by case.

And if it is necessary for this school to preserve some components of traditional education, it must be reorganized, and placed in a location that suits it in a completely new world. A new engineering must be developed for disciplines, adopting the principle of complementarity and interdependence between traditional disciplines in order to achieve the targeted performance, which here means disseminating knowledge that suits the characteristics of today's world.

4- Empowerment and responsibility schools

These schools will be a source of radiation at the national and international levels, thanks to their preparation for the country's elite. The thing that justifies the establishment of these schools and the promotion of the national model that they represent outside the borders. The preparation of the country's elite in all fields and at all levels calls for a solid training in the field of societal and cultural values. In order for these schools to be an advanced meeting point in the field of arts and culture linked to human values, they must also include training in the fields of arts and educational sciences, and assume various responsibilities of leadership and management. It must be emphasized that they are neither vocational schools nor schools for knowledge acquisition, but rather schools aimed at developing discernment, self-control and control of situations. These schools are linked to the country's

development model in accordance with its choices and the requirements for leadership of this development project.

The School of Empowerment and Responsibility poses many difficulties, because the success of its development is linked to the good establishment of the other three schools, but also because of digitalization, which has opened up new horizons which require a review of methodologies and jobs as well as institutions. This is one of the reasons to think about the four schools, one by one, so as to allow the school to return to society with all its components. Another reason is the ability to translate the mission and philosophy of this national educational project in terms of content, easily appropriated by various parties, whatever the degree of their interest.

These schools should be organized according to cultural domains, the limits of which are defined by a national dialogue. His hierarchy will be organized in relation to the function of each of them within this integrated national project. Among the factors affecting these schools are the role of the Internet in access to knowledge, the adoption of participatory digital pedagogy and the role of teachers, which consists in supporting, rather than transferring knowledge. Two main features should be noted here. International openness to study programs, teachers and participation in international projects on the one hand, and lifelong access of all citizens to this school, on the other.

This project aims to create digital schools, local and national structures, to train teachers, to consult the teaching staff for all that is innovation, and to set up a cultural education within the framework of the Moroccan development model. Strategies should also be developed to bring about a cultural and

professional transformation of teaching staff who focus on the values appropriate for the nation, rather than focusing on legitimizing the voices claiming the globalization of certain values. This requires rehabilitating the culture rooted in Moroccan society, without cultural alienation or excessive closure.

All of this must be based on a solid education, training and scientific research system linked to development in all its economic, social and cultural dimensions; support it at all stages; and strengthen its dynamism anytime and anywhere. This system is what we call "education" in this report, and which in turn should be approached according to the logic of dominant trends and the future challenges associated with them, while identifying their possible repercussions on the new education system, which we see it as the foundation of the desired development model.

Toward an education-based development model: the prerequisites for implementation and the conditions for success

Construction methodology: observing the dominant trends to develop possible scenarios

The study of trends allows us to know the future challenges to win, and thus to fix the possible scenarios for the future of global and sustainable development, capable of meeting these challenges. Below we present the broad outlines of the dominant trends related to the demographic, economic, social, environmental and spatial dimensions, with a brief discussion of some possible scenarios in the field of education, related to each dimension.

The demographic dimension

Trends:

Considering that the population growth rate will be around 1.05% per year, the number of students will drop from 40% of the current population of the 5-25 age group to 28% in 2030. Life expectancy at birth will increase steadily, reaching 77 years in 2030 instead of 73 years now. Morocco will also see an increase in the number of the active population which will pass from 18 million to 23 million in 2030, and the number of elderly people will pass from 3.5 million currently to 6 million in 2030. On the other hand, the movement that the world knows in terms of the mobility of people will increase the possibility of influx into Morocco of a large number of immigrants. Thus, the integration of these people

into the host community can take place, contributing to the cultural diversity within it, otherwise we could witness the spread of racism. On the other hand, it is possible that the mobility of people could cause the brain drain from Morocco to other horizons.

Possible scenarios:

The reduction in the quantitative pressure on primary education can make it possible to focus on the qualitative aspect of it, and on secondary and higher education toward which the quantitative pressure will shift. However, the increase in life expectancy will increase the cost of health and retirement social services, and the need for lifelong learning will increase, which will force policy makers to find a balance between social needs and educational needs. Something that can be achieved if the demographic opportunity, represented by the increase in the active population, is invested as a lever for economic development, and a fiscal force supporting the public treasury, and thus allowing the State to increase spending social services. In connection with human mobility, the possible scenarios can tend either toward the consecration of cultural stereotypes through school or, on the contrary, to make school a multicultural institution. Furthermore, international openness in various fields can push Morocco to adopt the policy of educational subcontracting in the context of new education markets, which can conflict with the principle of national sovereignty.

The spatial dimension

Trends:

The difference in income observed between the poorest and the richest individual is very large and widens. The gap is constantly

growing between rural and urban areas, and between poor and vulnerable regions on the one hand and wealthy regions on the other.

Possible scenarios:

It is possible to invest in education as a productive sector which remains a major element in reducing these disparities, since education plays an essential role in economic development and social justice.

The ecological dimension

Trends:

The world will continue to suffer from phenomena such as pollution, desertification, the threat of biodiversity and global warming.

Possible scenarios:

Create cultural schools focused on education in ethics, religion and values, or bet on education in civil behaviour.

The economic dimension

Trends:

The emergence of new economic powers and the emergence of an integrated global job market. The development of knowledge-based sectors increases the demand for qualified human resources.

Possible scenarios:

Creative schools and learning schools. The new curricula develop economic and abstract skills with an emphasis on language teaching. Encouraging educational research allowing the reinforcement of effective pedagogies which develop effective knowledge, intellectual knowledge and relational knowledge.

The social dimension

Trends:

Increase in the level of education, investments in education, and the level of education of women compared to men. The emergence of the "tech-net" generation and the strengthening of the links between the digital revolution and the joint use of nanotechnologies, biotechnologies, and information and communication technologies (intelligent networks, artificial intelligence and genetic transformation). Changes in the family system, tyranny of individualism, decline in the feeling of belonging to society, and the emergence of a virtual networking community. Great importance for self-expression and quality of life and less importance for traditional origins of power. Low participation in elections, emergence of new forms of political participation and direct expression of opinion on certain issues. However, the new distribution of responsibilities does not necessarily translate into the weakness of central power.

Possible scenarios:

Increase in the intensity of protests against the school, or tendency to establish a contract between the family and the school. The trend towards the privatization of education, with the consequence of the presence of schools for the elite and of schools for the marginalized, or its continuation as a public service with greater monitoring of education spending. The strengthening of the "educational" domination of women or the emergence of movements defending the rights of men for better education. The emergence of technological schools aiming to catch up in this area, or those adopting a proactive approach. Learning of the digital, or digital learning based on personalized learning and teaching networks, which builds the student's creative personality. Make

school a "social haven" that supports socialization while enshrining the school of values, and by institutionalizing the relationships between family and school. Support school authority and the authority of teachers while supporting civic school and school democracy.

Educational priorities in support of the new development model⁴

The founding vision of this new development model is to make our country an influential component of human civilization, through an educational system that helps all citizens to realize their full potential and contribute to the development of the country. This vision deeply expresses the aspiration for a better future, based on the facts of existing reality. Therefore, the school that society hopes for should be a socially and culturally dynamic institution. It must prepare the generations of tomorrow with a national spirit based on planting the seeds of authentic values in order to strengthen the sense of the common good. This with a mastery based on the acquisition of knowledge and skills that produce citizens capable of enhancing the country's position among the nations.

This new school is based on an approach which adopts the concept of "four schools" as a general theoretical framework, and is the subject of a thematic design which has been built according to a model of five main axes. These axes are essential in the engineering of any education and training system, and their

⁴ Most of the ideas in this chapter are inspired by the vision of the AMAQUEN Association for the Future of Education in Morocco on the horizon of 2030, which was issued in 2012.

content can be adopted as guiding elements. These are in fact common references and how to integrate them into the cultural, social and economic components of our country, with the aim of carrying out a fundamental review of our education system. These axes are specifically (1) the functions and roles of the system, (2) educational resources, (3) human resources, (4) governance and partnership, and (5) operating processes.

Based on the foregoing, it is possible to summarize the most important priorities of education in the following regular elements according to an engineering consisting of the five axes mentioned above. Each axis includes a set of pillars that we consider essential in the scale of priorities that should be adopted by the education and training system on which the desired development model will be based.

First - Functions and roles: a school at the service of the desired development model

The proposed model considers that the functions of the education system are determined mainly in two parts. On the one hand, the preparation of the individual as a citizen to fulfil their societal roles and, on the other hand, the strengthening of the skills necessary to establish and maintain a solid and competitive national economy. Consequently, its roles include three dimensions: (1) the dimension of socialization resides in the assumption by the system of the roles of education on the shared values, on the promotion of a feeling of belonging to the fatherland, and supporting adequate human values. In addition to preparing

young people to exercise responsible citizenship and reducing the causes of exclusion that threaten the future of many young people.

(2) The educational dimension which manifests itself in the priority to be given, in all the strategies of conception and implementation, to intellectual and cultural development, and to the mastery of general knowledge and the tools of its production.

(3) The qualification dimension, which reflects the duty to provide young people with the instruments to engage and succeed in an educational course, and integrate into society by mastering professional skills.

An integrated national curriculum and various educational paths: ensuring a balance between the load of values and the educational achievements

The fulfilment of these roles will only be possible thanks to an integrated national curriculum and various educational paths which respond, by a rational pedagogical orientation, to the vocations and capacities of all, in particular after basic education. And if the school has the task of preparing future generations with a futuristic sense, it must work to instil values within its optimal limits, whether ethical or social. This is why the answer to "What society do we want?" should be the common thread that governs our perception of the educational project, and the guarantor of the balance that we want between the load of values and cultural ingredients on the one hand, and the acquired knowledge and skills on the other. Or, in other words, the question of identity and its link to the profile of the graduate of the system. And raising the question of identity comes from the strength of its symbolic presence in collective memory and its strong weight in all

components of society. According to the constitution of our country, we find that it has identified the components and the tributaries of our Moroccan identity. In the context of the discussion on the question of identity, it should be emphasized that its approach was made in terms of cultural foundations, or what we can call the foundations of belonging, to counter all misunderstanding on the matter. Therefore, any perception based on difference and conflict must be overcome. On the contrary, it is necessary to focus on the common cultural components, while warning against the importation of concepts which seek to lead a congruence between the nation, the State and the language, without considering national particularities.

A school at the service of national identity with its religious, linguistic and civilizational dimensions

Identity has its dimensions. In terms of the religious dimension, the religious belief manifested in the Islamic religion - the constitution of the kingdom describing it as the religion of the state - plays a central role in the formation of the Moroccan national identity. Consequently, the legislator distinguished the Islamic religion with a notable position. This is because Islam is a civilizational affiliation, which goes beyond what is Arabic, to include the Persians, the Turks and some of the societies of the Far East. It also constitutes a reference of ethical value which must be reflected through the educational system, on the balanced training of individuals spiritually, emotionally and relationshipally. This requires treating religion according to a new vision, and considering it as a spiritual anchor and a way of life capable of adapting to the demands of the time.

As for the linguistic dimension, the Arabic language, as an official language alongside the Amazigh language, is a language of civilization, not a national language. It was written by Abu Hamid Al-Ghazali (Algazel), Ibn Rochd (Averroes) and Mokhtar Soussi. These are expressive examples refuting the thesis that links the Arabic language to the language of its indigenous people, the Arabs. The social and symbolic status of the Arabic language should be reflected in public life at the media, political and labour market levels ... and in various aspects of social communication. Unfortunately, in the absence of an official or academic agency defending this role, currents or trends claiming to renew this language appeared, demanding the adoption of the dialect language. It is mainly those who are linked to the Francophonie, who ignore the richness of the Arabic language, its great role and its important contributions to human civilization, and the precariousness of dialects. As for the Amazigh language, it is necessary to distinguish between the Amazigh culture and the Amazigh language. And on the basis of what the constitution affirmed and was established in social transactions, the Amazigh belongs to Moroccans and should not be considered as the property of only native speakers.

In the register of foreign languages, there is a well-established principle according to which the diffusion of modern means of communication has led to the collapse of the borders between cultures, and therefore requires a civilizational opening. In this context, the place of the French language cannot be denied as a “language of openness” in the public and practical life of Moroccans. Without forgetting the role of other languages, in particular the English language, in a wider opening to advanced

civilizations, in the field of the production of scientific and technological knowledge, Western or Eastern. Therefore, teaching and learning foreign languages should be a major element of education and training sector strategies. Rather, it should aim to enable each Moroccan citizen to master, in addition to our two official languages, one of the foreign languages widely used around the world.

As for the civilizational dimension, the constitution teaches us that the national identity of the United Kingdom of Morocco is the result of the fusion of all its components, Arab, Islamic, Berber and Hassani Sahraoui. It is also the crossroads of a group of tributaries, African, Andalusian, Hebrew and Mediterranean. Returning to the most important stages in the history of Morocco, we note that these tributaries have already played an important role in the construction of this identity. The national curriculum of the school of tomorrow should facilitate for our children, at a certain stage in their school career, the identification of the potentials of Andalusian heritage, the contexts in which it was produced, in addition to its secretions at the level of civilizational development of Morocco. The school should also open up to the culture and customs of the desert, from the east to the extreme south of Morocco. It should also highlight the African contributions of countries that share many elements of our national identity. In addition to enhancing the Jewish presence in the creations of Moroccan civilization, especially in crafts for example.

A school reconciled with the values of human civilization

On the basis of the above, care must be taken that the ingredients that we have mentioned are not incompatible with the values of human civilization, as there are common values with which the components of our culture must harmonize, within the framework of a positive interaction which considers national particularities. These ingredients do not only concern the education and training sector, and it cannot control them alone, in particular those linked to external influences. They concern all sectors and stakeholders, the State assuming the role of arbitration and effective regulation assigned to it.

A school under the joint responsibility of the State and local authorities

In a section, which has become a major entry point for development today, and in the context of the advanced regionalization which should be established, and considering that the school community, in all its categories, is the creator of future and the founder of social security and peace; it is more urgent than ever to adopt decentralized approaches, with clear program contracts and objectives. It is a question of going toward the revitalization of local democracy, the sustainable support of the school, and the transfer of certain competences to the territorial collectivities, within the framework of clear and obligatory contractualization. The aim is to allow the school to focus more on its educational and pedagogical tasks.

A school that supports the positive interaction between education and health

There is a strong correlation between health and education, according to a body of sociological studies. Education works directly to develop positive individual behaviours, both toward himself and toward the environment. Educated families are more concerned with the health of their children. In this area, several studies have concluded that each additional year of education, from which the population benefits, contributes to a reduction in health expenditure, due to the increased interest in prevention and early detection of diseases. Various international studies have also shown that education plays an essential role in labour productivity and economic development.

A school that constitutes a solid pillar of the national economy

Various international studies have concluded that education plays an essential role in labour productivity and economic development. Improving the results of education for all is an important asset for maintaining economic competitiveness. Thus, the ability of a country or economic group to compete in the knowledge economy depends on its ability to meet the demand for high-level skills, which is increasing at a sustained rate. Therefore, education systems need to develop encouraging and more attractive learning environments, and they need to be more efficient and flexible in order to improve educational outcomes.

Preschool is a crucial step in shaping an individual's personality

The 3 to 6-year age group is considered essential for forming personality traits in the rest of people's lives, so the 3 to 6-year age

group in almost all developed countries benefits from the preschool. The preschool stage is, from an educational point of view, a difficult stage which requires the supervision of staff benefiting from the appropriate training. Because what is required of them is to form a personality and facilitate inclusion in society and openness to the immediate environment, more than teaching academic knowledge that may not arouse interest and curiosity of the child. Therefore, to ensure compatibility and consistency between preschool and primary education, we see that the school should focus for this age group on the objectives of preschool, recognized by the pioneering education systems in the field of public education.

Basic skills for all learners, ensuring individual and collective success

If the ability of education systems to provide its graduates with the basic skills necessary to live in a complex contemporary society is considered among the main criteria for international classification, then the education system must determine the basic skills to achieve the objectives that make the school plays its roles fully. Thus, and in connection with the three dimensions representing the functions of the system, we present the basic skills according to three complementary groups, which the learner needs to succeed in his school career and in life (individual success), and contribute to good functioning of society (collective success). And without going into the details provided in the reference document published in the subject by the AMAQUEN association (Naji, Stitou, & Ammi, 2015), the basic skills that the new curriculum must develop among learners are divided into: (1) skills related to

the dimension of socialization in its emotional and values aspects. (2) skills linked to the cultural dimension in relation to openness and development. And (3) skills linked to the qualification dimension, which concerns the social and professional involvement of individuals in society.

Increasing school efficiency depends on improving completion of upper secondary education

In the area of cognitive capacity development and emotional maturity, it can be said that secondary education is an important educational step in the educational journey of students, during which they are required to make critical decisions, who have lasting implications at the personal, educational and professional levels. Among the most important performance indicators in the field of education, the secondary school completion rate and the intermediate ratios, are important managing indicators, providing administrators of educational affairs with the necessary equipment to correct dysfunctions when they occur. However, the completion rate for upper secondary education, which does not exceed 13% today, reflects the poor performance of our education system. In this regard, through this project, which is based on foresight, we see that the percentage of students holding the baccalaureate by 2025 must reach 55% of the age group concerned, 30% of the bachelor by 2028 and 15% of the master by 2030.

Linking school outcomes with economic potential and the capacity of the economic sector to absorb graduates

It should be noted that the achievement of quantitative objectives is not an end in itself, but must be linked to the economic potential of the country, and to the capacity of the economic sector to absorb graduates, as well as to the adequacy between the 'supply and demand, in quantity and quality. On this point, we must start from the current capacity of the labour market to meet demand, and make statistical and analytical projections which evoke changes and evolutions in the structure of jobs, and on the structural transformations which affect the industry and services at regional and international level. It should be noted here that the school alone cannot revolutionize the level of adequacy required without the involvement of the various actors in the structuring and organization of the productive sectors in general.

Diversification of training and lifelong learning paths according to the requirements of the National Qualification Framework

For employment objectives to be achieved and economic competitiveness to be maintained, the conceptions of the reform must reflect the diversification of training paths, the multiple opportunities and lifelong learning. Because the 21st century, in terms of training and qualification requirements, is characterized by the emergence of new industrial sectors, whether in the field of production of goods or services, which require high-level qualifications and a continuous updating of skills development, according to plans and a controlled process. Something that requires the school to make more efforts to be able to achieve the required compatibility between educational pathways and labour

market inputs, and thus make available to the learner training courses clearly defined in National Qualification Framework, in addition to being well organized and accessible in the context of lifelong learning.

Develop qualitative approaches to improve the acquisition of soft skills

Lifelong learning requires the participation of all actors, including those responsible for education, since coordination between the different components in the formulation of policies and their implementation are necessary for success. This does not necessarily mean adding new elements to reform programs, but developing qualitative approaches to foster the love of learning, and to motivate individuals to continue learning. This is why practices which foster in learners critical thinking, scientific curiosity, innovation and teamwork must be adopted.

Promote science and technology learning to master the future

In this context, there is an urgent need to improve the teaching of science and technology and its appeal for learners, from elementary education through play and developmental activities. The curriculum should therefore set clear goals for improving science and technology learning for learners, in particular with the declining interest in studying these subjects to a degree that has become a concern in many countries. In our education system, the principle of directing two thirds of the learners at the end of the common core toward the scientific and technical branches, should be reviewed by establishing a two-entry strategy. The first

consists in making available the structures and equipment necessary to provide an adequate supply of scientific and technological courses which integrate the components of application and experimentation. The second, prepare curricula and adopt interactive teaching practices which encourage learners to love scientific and technological subjects from the earliest stages of education. This is what will make possible an orientation toward scientific and technological paths, which allows both to achieve the strategic objectives of the country, and to respond more rationally to the desires of the learners.

The creation of a school which guarantees the conciliation between the requirement of equity and the requirement of efficiency

There is a basic principle that those responsible for developing educational policies and implementation strategies must establish the mechanisms and provide the resources to guarantee its realization. It is the principle of equity and efficiency. In the field of education, and unlike those who claim that there is a contradiction between equity and efficiency, we can do both at the same time. The OECD has demonstrated that equity and efficiency are complementary, particularly in terms of basic education. Failure at school is costly, not only for those most affected, but for society as a whole, if we consider the high cost of social support for poor families. While effective and affordable measures to combat school failure, remain beneficial in terms of both efficiency and equity.

Ensure a balance between vocations and capacities in the process of orientation of the learner in his academic and professional career

Considering that among the most important roles of the school is to prepare the individual for inclusion in society in general and in professional life in particular, this process of preparation requires that everyone has the right to choose the field of professional activity he wishes. However, the exercise of this right must be framed beforehand, at the level of the training path, by specific educational and organizational rules and mechanisms. Otherwise, the role that the school must play in terms of balance and regulation vis-à-vis the requirements of the economic sector, and in terms of equity towards learners and their families, will be compromised. As a result, the school will further damage its reputation in the eyes of members of society and its various components.

Therefore, we believe that the education and training system in our country should aim, as part of the overall reform required, to pay attention to the component of educational guidance at all levels of education. This requires breaking with the existing school guidance system, and adopting new approaches whose objective is to explore the requirements of development and technological evolution on the one hand, and on the other use of all modern mechanisms and methodologies, to help the learner to build early, objective representations, on various areas of human activity. These representations must make from the balance between vocations and personal capacities, the landmark that would guide the learner in his academic and professional project, and in life in general.

In this regard, we propose the creation of an observatory or an institutional mechanism which deals, scientifically and practically, with providing the educational sector with leadership indicators in the field of career development, and anticipate the production distribution map at regional and international level. These indicators will be adopted by those responsible for education and training strategies to determine the quantitative objectives, as well as by those responsible for pedagogical and administrative management to define and modify the pedagogical engineering of degree programs, the development of curricula, and the preparation of media material in the field of educational and vocational guidance.

The founding of a social support system not only by the State, but also by the various partners of the school

it should be noted, as part of our approach to the concept of equity, the need to prepare a new design for various scenarios in order to establish the mechanism of social support not only by the State, but by the various partners of the 'school. Because if we start from the current social structure of Moroccan society, we can consider that all that the reform can bring, will not be achievable in the absence of significant efforts in the field of social support for needy families, construction of educational institutions, and improvement of infrastructure surrounding and leading to educational institutions, etc. Note that these efforts do not fall within the competence of the education and training sector, and do not constitute the heart of their jobs, which comforts us in our idea that school is the business of all the components of society and the state, which everyone should believe in.

Second - pedagogical resources: provide the curriculum and material prerequisites that guarantee the school to fulfil its functions

This axis addresses the resources that the education system needs to fulfil its functions and play its roles, starting with the curriculum which defines the skills and knowledge derived from the country's societal project. Without forgetting how to implement it through programs, textbooks, educational methods and tools. In addition to equipment and buildings, as well as social and psychological support. These axes are articulated, considering that their complementarity makes it possible to produce the profile of the citizen that society wants for the 21st century.

The curriculum is a manifestation of sovereignty, and the state has a duty to oversee its preparation

Nobody disputes the fact that the curriculum is part of the sovereignty of the country, because it is what makes it possible to produce the individual who contributes to its advancement, and who defends and represents it in various international forums. It is therefore the duty of the State to supervise its production process, by adopting methodologies which start from a national dialogue. This must bring together the representatives of the various components of society, in order to define the possible response to the latter's request. It is up to the State to ensure that this societal demand is not diverted by any party, by creating a supreme decision-making body on the question of the curriculum, which is supported in its work by specialists in curriculum sciences and in various fields of knowledge. Furthermore, the

development of a national curriculum cannot take place in a break with what is happening in other countries. On the contrary, drawing inspiration from international experiences is imperative, but avoiding two pitfalls: cultural alienation, and blind copy and paste.

A national curriculum as a frame of reference for regional curricula

It is obvious in a society characterized by the richness of its components and its tributaries, that the frame of reference which defines the guidelines of the national curriculum embodies national aspirations, and the common denominators of the components of society, is not sufficient to meet specific needs, which may be vital for a category or region. It must therefore emerge a specific framework for regional curricula, which defines the concepts associated with regionalization, and the specific contexts which justify the application of this type of curriculum. And this, within the framework of the mutual trust which must prevail between the State and the territorial collectivities, and through precise mechanisms of distribution and regulation of the roles between the State, the region and the school.

A curriculum based on constant criteria, but subject to continuous updating in the context of a changing world

We live in a changing world which requires that its members have special specifications based on the possession of skills of innovation, critical thinking, effective communication and continuous adaptation ... and this represents a mandatory

invitation, to develop plans for periodic updating of the curriculum.

As far as content is concerned, we know that they differ from one education system to another depending on the latter's objectives, their structures and their resources. However, most of them agree that the program should include axes of educational dimensions, such as the component of national identity, human rights and democracy, preservation of the environment, communicative approaches in language teaching, the use of mathematics in building models for reading the world, and teaching social science processes, as well as sports and arts education.

Finally, and from a perspective that is part of the process of continuous improvement, we emphasize that the development and reform of the curriculum is not a cyclical exercise, but rather an ongoing work which consists in scrutinizing and reflecting the changes that are constantly happening in society. Therefore, the curriculum is the repository of data obtained through regular monitoring and evaluation, which motivates us to continuously improve it.

Third - Human resources: the essential pillar of any school reform

Human resources are the real engine of any education and training system, because the slightest dysfunction that affects it makes the vehicle for the transfer of knowledge to future generations stalled, or at best delays the arrival at its proper destination. In the area of education and training, the delay in achieving the objectives is very costly from a social and economic point of view. We aim through this axis to highlight everything

related to human resources, both in terms of sufficient staffing, qualification, distribution of roles and responsibilities between their components, as in terms of motivation, evaluation of their performance and guarantee of their involvement in the reform processes.

Thanks to human resources, material wealth can be made more precious and of better quality. But this can only be achieved through initial professional training, professional development (or what is called continuing education), evaluation of professional performance and linking incentive to performance.

Hence the importance of the human element and its role in achieving the strategic objectives of any institution, because it is the most influential element of productivity, particularly in education and training. Human resources are divided at the level of the educational institution into two categories, teachers and administrative staff.

The teacher and the possibility of moving from the French career-centred model to the English position-centred model

Competent teachers are a vital and indispensable component of the success of public education policies. In this regard, there is the French model, which focuses on the teacher's career throughout his life in the public service. If it is characterized by the teacher's stability and professional security, then in the absence of professional development or its lack, the teacher's skills deteriorate, which negatively affects his performance. As for the English model, it focuses on positions open to competition according to specific criteria. Recruitment is done on the basis of a limited-term contract, which is considered positive by pushing

the teacher to update his skills, but in return the weak competitiveness of the education and training sector generally prevents attraction of good talent.

School reform depends on the professional and solid training of the teacher

In both models, apart from the need to ensure solid pedagogical training enabling the teacher to carry out his noble mission, and because teachers constitute the strategic depth of the system, no reform can succeed without guaranteeing them a solid professional training, and involve them in all stages of the reform, because of their direct relationship with learners, and their impact on learning outcomes. Therefore, our country must engage in the global dynamic aimed at transforming the function of the teacher into a profession, and reaching the optimal level of professionalization.

Invest in the demographic opportunity to rejuvenate teaching staff according to the criterion of professional competence

On the other hand, the change that affects the demographic structure of the teaching staff remains an indicator of changes in the age structure of teachers. Thus, the number of retired persons will increase steadily, which requires the rejuvenation of the teaching staff. This will be an opportunity to implement what has been mentioned above in terms of training and recruitment.

Qualify education administration to fulfil its leadership roles

As for the second category, it brings together the different bodies of the education administration, which intervene indirectly in the

teaching process. The quality of his performance is linked to his ability to provide the appropriate conditions and the prerequisites necessary for the teacher to do his job well, by exerting their influence on factors such as professional motivation and the attractiveness of the environment of work. This category must benefit from the same conditions already mentioned for teachers, either at the level of professional development, and contractualization focused on results, or at the level of material and moral motivation.

Fourth - Governance and partnership: the real guarantee of the implementation of reforms

This axis deals with the elements which enter in the field of administrative and educational management, the establishment of the autonomy of the institutions, the reinforcement of decentralization and deconcentrating in the context of advanced regionalization, the development of information systems and decision-making, and monitoring and evaluation strategies. It also includes sources of funding, financial management and partnership management. Governance indicators are considered an essential raw material for strategic and operational decisions, and of course the quality of decisions is closely linked to the quality of the raw material.

Toward a systemic approach to governance within the framework of a national quality system

School dropouts are generally highlighted through indicators of school failure or repetition, without linking them to indicators of effectiveness such as the financial cost and the effort made by all

the parties concerned to achieve the objectives set. As for good governance, it must go through a systemic approach which adopts a battery of standards and indicators which serve as a unified and mandatory reference for all. From this point of view, several countries have adopted the quality system, which is based on a national quality reference to spread the culture of quality to all actors and stakeholders, to master work processes at all levels, and establish a dynamic for improving learning, based on the investment of the results of national and international research and studies.

The need to oblige private education to all the objectives of public school

Several education systems include some forms of education and training services in what is known as private education. For our country, and in the absence of a clearly defined national strategy and weak monitoring and control mechanisms, we now live in a mosaic of private local and imported institutions, schools of foreign missions and others. A situation which makes any observer or researcher wonder about the target individual in each case, knowing that logic requires that the target be defined in the Moroccan citizen.

This citizen, who, whatever his socio-economic background, should acquire a minimum level of skills and common values, which the Moroccan school unfortunately cannot provide him, according to the results of Morocco in international studies such as PISA, TIMSS and PIRLS.

Establish funding and management models that safeguard the right to education for all

We believe that the reform of the education and training system, as part of a forward-looking project, must adopt radical changes in the financing and management model, with approaches that infringe certain rigid principles. And at the same time, preserve for all children, in particular the most deprived, their rights to access all the training courses. In this regard, we call for the creation of a kind of delegated management for education - within the framework of the partnership between the public and private sectors - which can reduce the burdens on the state budget, develop new management methods and improve the quality of public services provided to citizens. As for the State, it must maintain its responsibility in the education sector, and change from the role of manager to that of strategist, normalizer and supervisor. Public-private partnerships can form a third solution between the pure public school and the pure private school, providing an opportunity for a broader segment of society to benefit from the services of the private sector, rather than being limited to the privileged classes, as is the case.

Fifth - school operating processes: to ensure the quality of learning

The model focuses on the level of this axis on the educational institution as a space to provide educational services to a target group, diversified on more than one level. There are the environment, the mother tongue, the socio-economic level, the gender and the territorial affiliation, among other elements of diversity which raise the ceiling of the administrative and material requirements of the system.

These are all the services provided by the educational institution to its students, teachers and administrative staff, and the services it provides them in the field of curriculum implementation, parallel activities, sports, cultural and artistic, academic outings and leisure trips. As well as all the activities that benefit the school staff and its partners.

An environment conducive to academic success and at the service of learning and innovation

The school must provide an environment conducive to academic success and at the service of learning, and encourage innovation through its aesthetics and the psychological comfort it provides to its users. Educational institutions should not be designed to accommodate a specific class of students, but rather so as to enable everyone, whatever their needs, qualifications and potential, to benefit fully from their services. The cost factor must be considered in order to reduce operating and maintenance costs, while ensuring that the architectural choices that the moment imposes, do not weigh heavily on future generations. For an optimal investment of these spaces, it is necessary to ensure security near the school, and to ensure discipline within it.

Establishing a solid relationship between family and school, based on the right to participate in the education of children

The family has a very important role to play in supporting the services provided by the school, and making children more interested in learning, because the closer the parents are to the school, the more they are satisfied with its services, considering as well as education is their first priority. For this, building a strong

relationship between the family and the school, and supporting the rights of parents to participate in the education of their children, helps a lot to develop the performance of schools, and to strengthen democratic practice.

Establishing a results-based management culture based on the school's project

In order to establish a culture of management by results, and to ensure effective leadership for the education and training system, contracts must be concluded on the basis of institution's projects, proposed by the directors of educational institutions, in consultation with parents, teachers and elected officials, as well as school partners. These projects should include the obligations of each party separately, to achieve objectives based on specific work plans, while providing the means and the budgets necessary to achieve them. This measure is likely to promote autonomy, responsibility, entrepreneurship and innovation. To be truly successful, management by results requires providing the capacity to measure achievements in a practical and regular way, through success indicators and dashboards prepared for this purpose.

Controlling the use of reference data: the reference framework of jobs and skills for human resources management

The use of data depends on the investment of resources provided by the various reference documents, legislative and regulatory texts and statistical databases, which define the functioning of the educational establishment, to provide services that meet standards. precise. For example, and without limitation, we are referring here to three necessary frames of reference.

The reference framework for jobs and skills defines the specifications, functions, tasks and skills of human resources on the basis of legal and organizational references. It is also necessary to focus attention and efforts on meeting the real needs for initial and continuous training, intended for all categories of managers working in the sector. And as is the case in many countries, the reference framework for jobs and skills should have a rank, which gives it legal force in the management of human resources.

Controlling the use of reference data: The National Qualification Framework as a reference for system management

The National Qualification Framework (NQF) is considered as an entry point for reform, and contributes to making national diplomas consistent in their engineering, and in the bridges that link it to other education and training systems. National Qualification Frameworks are put in place, in order to above all arouse the interest of citizens and the interests of operators, professional organizations, social partners, and education and training systems. Indeed, these NQF represent a coherent network of different types of diplomas and certificates, based on specific criteria. In addition, they facilitate the development of individual training paths, allow young people who have left the school system to resume training, with greater flexibility, and open up prospects of returning to training for adults who wish to do so. In addition, they open to anyone who acquires specific experience in a professional field, to obtain a standard qualification which specifies the skills available to him.

Controlling the use of reference data: references to assess institutions in order to develop them

The evaluation references of educational institutions aim to allow the institutions to make a precise diagnosis of their strengths and weaknesses, to improve their operations and their achievements, and to disseminate best practices in the field of education and training.

The need for a robust and autonomous surveillance system

Monitoring is an essential link in the chain, with the aim of improving the quality of education in its overall concept. It is an essential input to the regulatory process. It is also one of the most important mechanisms for ensuring the achievement of specific objectives, according to the policies and plans drawn up for the system. In this perspective, the system urgently needs a solid body endowed with the autonomy necessary to fulfil its fundamental role of supervision, support, training, animation, evaluation and educational research. A body that gives advice, provides the administration with information on what is really going on in the field, and helps managers to take appropriate decisions. This is the inspection body.

At a time when the Ministry undertakes, within the framework of its attributions, to define the orientations and the objectives of the educational policy, the regional academies of education and training are responsible for implementing this educational policy considering local specificities and contexts. In order to enable the monitoring function, it is necessary to entrust the inspection body, at central, regional and provincial level, with monitoring and auditing tasks in a well-organized system, independent of the

administration responsible for management, and supervised by the General Inspectorate for Education and Training. It is therefore urgent to reformulate the tasks and competences of the inspection body, and to include them in the legislative, organizational, educational and training references, while complying with the requirements of the operating processes as a whole.

The importance of regulation in creating a climate of trust in schools

If the monitoring function helps to ensure that the objectives set are achieved, the regulatory function is of the utmost importance in establishing a climate of trust in the school, as it reflects the ability to correct the situation in the event of noncompliance. This function is one of the mechanisms for achieving the overall quality of the education and training system. It requires expertise in the fields of educational technologies, educational planning, the curriculum and legislative and regulatory texts in general.

Institutional coordination to review the allocation of resources

The question is linked to intervention according to the organizational hierarchy in order to review the existing distribution of resources, whether human (such as the redeployment of teachers) or material, based on the results of the regulatory process, in a way that can overcome the dysfunctions observed. This requires the establishment of the principle of internal coordination within the institution at the initiative of its director, or through a mechanism which is created as part of the establishment of a network of institutions belonging to the same

cycle of education and in the same geographical area, or through the administrative services of the same provincial directorate. The success of coordination depends on activating and supporting the role of institution councils, and on the implementation of all available mechanisms such as partnerships with external actors, including local authorities, businesses, and civil society. All of this is aimed at supporting educational activities, and at working to ensure educational influence.

Standardizing and improving methodologies for curriculum implementation and resource development

This function allows, in addition to the regulation and coordination functions, to work on the components of the curriculum and the most appropriate methodologies for their implementation. This by working to unify and improve the methodologies for implementing the curriculum and developing resources. Whether it is approved teaching methods and rational use of available resources, or the rationalization of their investment. In addition to the management of school time and learning time, and all the strategies associated with the preventive maintenance of educational resources and spaces.

Measuring the internal performance of institutions

Through the evaluation function which accompanies the education and management process, the accent is put on the different elements of the operational processes, in order to evaluate the efficiency of the administrative processes, and the optimal use of the available resources. to achieve the quantitative and qualitative objectives set. The balance sheet is thus

established, and the overall performance of the establishment is measured.

Developing the capacity for foresight and choosing the appropriate orientations

The capacity of the institution to foresee the future, to choose the appropriate orientations, and to enrich the management methods, is measured through its operating process and its satisfaction of its users' needs. Through the foresight process, based on educational efficiency indicators (success rate / repetition rate / dropout rate), medium and long-term strategic plans are developed to ensure the achievement of the objectives of the institution's project. The principles governing foresight are applied to management procedures which concern the institution's own resources and its immediate and future requirements. In addition, external factors affecting inputs and different operating processes are also required. And the institution's project, as a prospect for the near future, provides solutions to existing problems through a collective agreement on a vision of the future, which anticipates the end of an educational cycle (at least 3 years), and which is implemented by establishing a strategic plan which gives rise to annual work plans. The institution's project cannot be considered as the exclusive affair of the educational institution, it is also a platform for programming interventions aimed at supporting it, and accompanying it by the various educational actors and partners.

Make foresight one of the main drivers of innovation

To make foresight one of the main drivers of innovation, educational decision-makers and managers of educational institutions should foster a teacher's spirit of innovation, by helping them to trust their capacities, encouraging him to rely on his peers, and collaborating with researchers. A system can be set up to pilot innovation projects resulting from educational field research. Research should also be brought to the attention of teachers and education decision makers. In addition, it would be useful to create a database of best practices, and to launch new research related to the main field problems.

Conditions for success: a rational implementation of the model from a participatory perspective

Like any gigantic and structured project, the desired development model must be implemented in several stages, ensuring a smooth and efficient transition from conceptualization to implementation. The first stage concerns the finalization of the framework project of the model, the second stage concerns the development of strategic work plans, and the third stage concerns the development of operational work plans, while the fourth stage concerns the necessary governance mechanisms to ensure the correct application of all plans related to the effective implementation of the model.

The first stage: the finalization of the framework project of the model

This report includes the general conception of the development model based on education, with the major choices and orientations which clarify this conception. The first step in the implementation process is to translate this design into a framework project, finalized through a set of processes, the most important of which are:

- A- Elaborating the development scenario by defining the engineering of the project, its components and its axes: This process aims to transform the major orientations and strategic choices into an integrated project which includes objectives, components and axes interconnected in a systemic way;
- B- Establishing the thematic framework that defines the sub-projects: This process aims to extract the major axes from the framework project and turn them into sub-projects, which also comply with the project logic;
- C- Forming the strategic committees that will lead the sub-projects: This process aims to institutionalize the leadership of the sub-projects, by forming strategic national committees, mainly comprising the governmental sectors concerned with each sub-project, without neglecting the participation of the relevant bodies;
- D- Proposing the content of the sub-projects in coherence with the framework project: This process aims to determine the content of each sub-project, considering full coherence with the framework project of the desired development model;

- E- Consulting stakeholders in the field to approve the content: This process aims to implement a clear participatory approach, which aims to effectively consult all the stakeholders on the content of each sub-project, with a view to approving them;
- F- Establishing the framework plan and the appropriation methodology: This process aims to finalize the framework project in the light of the advice of the stakeholders, and to take decisions concerning the project appropriation methodology, and the next stage;

The second stage: developing strategic work plans

Since the desired development model aims to achieve global and sustainable development for an entire country, it cannot be enough to convert it into a project to guarantee control of all its components. It is necessary to transform the framework project into strategic plans, by translating each sub-project into a strategic, sectoral or multisectoral plan, through the following operations:

- A- Establishing a communication plan with all the stakeholders: this process aims for joint reflection between the decision-makers concerned by each sub-project, in order to develop a strategic plan corresponding to their area of intervention, under the supervision of the strategic committees who formed in the first step mentioned above;
- B- Setting up a mobilization and animation plan oriented toward the actors: This process aims to involve all the actors in order to appropriate the strategic plans, and to initiate from the start a collective reflection on how to

implement, in order to allow the effective triggering of the dynamics of change;

- C- Training the operational committees responsible for carrying out the various operations specified in the strategic plans, under the supervision of the strategic committees;

The third step: developing operational work plans

This step aims to ensure an efficient transition from strategic plans to operational plans, through the implementation of the following processes:

- A- Establishing organizational procedures: This process aims to define the legal arsenal, financial resources, organizational structures and human resources that should be available to implement each operational plan;
- B- Feasibility study: This process aims to define several executive scenarios, and to choose between them on the basis of the feasibility criterion, while ensuring the possible balance between ambition and realism;
- C- Execution of operations: This process aims to establish directives which frame the execution of the various operations, by preparing references, and by programming accompanying measures, including the qualification of human resources to effectively accomplish what is asked of them;
- D- Periodic evaluation: This process aims to establish a plan for the periodic evaluation of all plans, in order to

compare what is achieved with what is planned, and to formulate proposals for improvement;

The fourth stage: governance mechanisms

This step is considered crucial for the success of the desired development model, because it concerns the practical application of the vision, through the structures and the governance process, which should ensure the full implementation of the principles of efficiency, inclusion, integrity and accountability. This is done through the following processes:

- A- Reviewing the democratic mechanism: this process aims to define preparation and decision-making mechanisms concerning the general orientations that guide development, and which are included in the desired development model;
- B- Reconsidering sectoral representative democracy in relation to strategic committees: this process aims to ensure greater involvement of the parties concerned in strategic decision-making concerning the desired development model, which will allow a better understanding of the roles of representatives of the sectors concerned;
- C- Promoting local participatory democracy in relation to operational committees: this process aims to be able to define the level and scope of participatory democracy, conducive to the effective and efficient appropriation of civil society, which will prepare to generalize the structures of participation;

- D- Training in the field of evaluation and innovation, since active participation at all levels does not require, as much the dissemination of technical expertise, as the development of evaluation and creativity capacities;
- E- Establishing procedures and rules that should be respected in the management and development of the model;

Conclusion

It is the contribution of one of the components of civil society, in the reflection on a new model of Moroccan development. We have tried to draw its main characteristics, on the basis of a diagnosis of the basic determinants of global and sustainable development, and on the basis of the observation of dominant trends, national and international, in the fields concerned. The goal is to carry out prospecting work, in anticipation of a future that we want promising, thanks to the great potentialities with which God has endowed us, of which the most important is the human element. As human resources cannot produce what makes Morocco one of the emerging countries, only by being well qualified and imbued with the values of good citizenship, we consider that the desired development model should be based on education, as an essential base, to define a vision of development that extends to the horizon of the year 2050.

The aspiration to civilizational progress and material progress cannot be achieved by betting only on economic growth, as this can give Morocco great material wealth, but it may lack human values, which elevate it to the rank of country socially equitable, culturally creative, and economically inclusive. This forces us to adopt a systemic approach which evokes the economic, social, political, technological, ecological, value and security dimensions. It is a question of formulating a development model which achieves the objectives of a united society, a strong economy and a fair state. It is founded on a solid foundation, the essential material of which is individuals endowed with the skills of economic progress, familiar with the knowledge of technological empowerment, and imbued with the values of civilizational

transcendence. This model is based on three fundamental pillars: (1) a participative democracy based on the rule of law and justice, strong parties and an independent civil society, (2) an effective education which enables the Moroccan individual to reach the results of the development model efficiently, and (3) an inclusive economy that achieves the well-being required for all members of society, without striking social or spatial disparities.

This will only be possible through the adoption of an intellectual frame of reference, and effective strategies, to establish a take-off of development, and maintain a rhythm which makes it possible to achieve the aspirations of global development and social justice. This requires making the value system of Moroccan society a frame of reference, which guides the construction and implementation of all strategies, plans and projects aimed at achieving the development model of Morocco as an ultimate objective.

The international context, although unstable, remains favourable to developed countries which benefit most from the opportunities offered by globalization, and are less affected by economic crises. In such a context, not seizing opportunities and not protecting oneself against crises, risks undermining all development efforts, despite good intentions. And therefore, perpetuate the current social situation with its drawbacks, and remain in the grip of hegemonic economic and geopolitical patterns, in regional and international spheres.

On the other hand, it seems difficult to draw on the pool of skills that we have today to achieve the global and sustainable development that we aspire for our country. The human skills produced by the national education, training and scientific

research system will not allow us, even if we provide them with the optimal conditions for production, to accumulate enough wealth to reach the ranks of high-income countries. Therefore, the new development model should aim to achieve two interrelated goals, one over ten years and the other over twenty years, in the hope of achieving the desired development aspirations after thirty years. This requires defining a national vision for 2050, divided into three ten-year strategies. We suggest that education be the pillar of all these strategies, on the basis that humans are the main engine of all development, especially if the concept of development goes beyond the narrow economic dimension, to include all human dimensions.

The principle of progressiveness in the holistic treatment of the dysfunctions observed within the current development initiatives, can be respected by adopting ten-year strategies covering the period which separates us from 2050. This approach allows on the one hand a long strategic planning term, with more concentration on the medium term, and on the other hand, to keep the possibility of correcting the dysfunctions which can occur at the level of operational planning, or at the level of implementation, even to take into consideration new factors. Thus, we propose three cumulative steps in order to fully establish the desired development model. The stage of remediation and ground preparation within the 2030 strategy, the stage of establishing the dynamics of change in the 2040 strategy, and finally the stage of establishing the education-based development model in the 2050 vision.

All of this must be based on a solid education, training and scientific research system linked to development in all its

economic, social and cultural dimensions, supporting it at all stages and triggering its dynamism at any time and in any place. This system is what we call "education" in this report, which in turn should be approached by the logic of dominant trends and the future challenges associated with them. While identifying their possible repercussions on the new education system, which we consider to be the strength of the desired development model.

The founding vision of this new development model is to make our country an influential component of human civilization, through an educational system that helps all citizens to realize their potential and contribute to the development of the country. This vision deeply expresses the aspiration for a better future, based on the facts of existing reality. Therefore, the school that society hopes for should be a dynamic social and cultural institution that prepares the generations of tomorrow with a national spirit, based on planting seeds of authentic values in order to strengthen the sense of common good, and with a mastery based on the acquisition of knowledge and skills that produce citizens capable of enhancing the country's position among the nations.

This new school is based on an approach which adopts the concept of "four schools" as a general theoretical framework, and is the subject of a thematic design which has been built according to a model of five main axes, which are essential in engineering of any education and training system. Its content can be adopted as guidelines / framework, which includes common references and determines how to integrate them with the cultural, social and economic components of our country, for a radical revision of our system. These axes are specifically the functions

and roles of the system, educational resources, human resources, governance and partnership, and operating processes.

As with any large-scale and structured project, the desired development model must be implemented in several stages, guaranteeing a smooth and efficient transition from design to implementation. The first step concerns the finalization of the framework project of the model, the second step concerns the development of strategic work plans, and the third step concerns the development of operational work plans, while the fourth step concerns the governance mechanisms necessary to ensure the proper application of all plans related to the implementation of the model.

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