Education, Innovation and Economic Development: The Role of Entrepreneurship Education in a Changing World

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INTRODUCTION

In a global context marked by rapid economic and technological change, education plays a central role in developing the skills required for sustainable competitiveness. Entrepreneurship is now recognised as an essential lever for economic growth, innovation and job creation. Many countries have integrated entrepreneurship education into their education systems to prepare young people to meet the challenges of an ever-changing labour market. However, in Morocco, entrepreneurial education is still marginal and poorly adapted to local economic realities, which limits its impact on the employability of young graduates and the dynamism of the entrepreneurial fabric.

Education is a catalyst for a nation's social and economic development. The Moroccan education system suffers from a number of structural shortcomings, in particular a mismatch between academic training and the needs of the labour market. Over the last few decades, the State has made the development of the education system one of its top priorities, and has introduced the necessary reforms in response to the general context of change in Moroccan society and its aspirations for a better future.

The adoption of the National Education and Training Charter in 2000 in Morocco, has as its main objective the renewal of the national school, the generalisation of access to schooling, the reduction of disparities, and finally, it makes it possible to promote quality education.

Indeed, following the evaluation of the implementation of the National Charter for Education and Training from 2000 to 2013, and social pressure on the school and the new Constitution in 2011, the strategic vision 2015-2030 was developed. The aim of this strategy is to establish a new school based on three main principles: equity and equal opportunities, quality for all and the promotion of the individual and society.

Despite the reforms undertaken, unemployment rates among young graduates remain high, and the entrepreneurial ecosystem is struggling to develop in line with the country's potential. The old teaching model, based on traditional and theoretical approaches, has failed to instil in students the skills they need to innovate and undertake. Given this situation, a new Moroccan teaching model integrating entrepreneurship education is becoming a necessity.

This model should be based on innovative approaches, inspired by international best practice, with an emphasis on experiential learning, the use of new educational technologies and the strengthening of links between the academic world and the private sector. The aim is to train young people to adapt to the demands of a changing economy, to develop a spirit of initiative and to acquire entrepreneurial skills during their school and university careers.

The Moroccan education system has a form of constancy in terms of its curricula and content within schools on the one hand, and on the other, the level of human resources in the various educational structures poses a real problem within our country.

Given the importance of investment in human capital and its role in the country's development. The aim of our paper is to examine the shortcomings of the Moroccan educational model and to propose a new, effective educational model to improve the quality of the Moroccan education system and meet the needs of the labour market.

In a global context marked by rapid economic change and increased demand for entrepreneurial skills, to what extent can Morocco adapt its education system to incorporate an innovative teaching model that promotes entrepreneurship, innovation and the employability of young graduates?

Our paper aims to explore the theoretical underpinnings of entrepreneurial education, analyse successful international pedagogical models, take stock of the Moroccan education system and highlight the limitations of the old pedagogical model. It will also highlight the links between the education system and the employability of young graduates, before proposing a new Moroccan educational model integrating entrepreneurship education as a strategic lever for economic development.

This article will explore the need for a new Moroccan educational model incorporating entrepreneurship education. First, a review of the theoretical literature will analyse the conceptual foundations of the link between education, entrepreneurship and economic development. Next, an analysis of successful educational models around the world will highlight the approaches adopted in countries such as the United States, the Scandinavian countries, Singapore and Estonia, in order to draw lessons applicable to the Moroccan context. This will be followed by a review of the Moroccan education system, highlighting the various reforms undertaken and the persistent mismatch between academic training and the needs of the labour market. The failure of the old educational model will be analysed in terms of its main limitations. Our paper will also explore the relationship between the Moroccan education system and the employability of young graduates. Finally, the last part will be devoted to proposing a new Moroccan pedagogical model based on experiential learning. Recommendations will be made in terms of implementing and monitoring the reforms in order to ensure a better match between education, innovation and the requirements of the labour market.

Theoretical literature review: Entrepreneurship education, innovation and economic development

Education plays a central role in structuring modern societies and is a key driver of economic development. Through the acquisition of skills and knowledge, it enables individuals to adapt to changes in the labour market and fosters innovation, particularly in the field of entrepreneurship. A number of theories have sought to explain the relationship between education and economic performance, highlighting the importance of human capital, experiential learning, personal effectiveness and adaptive entrepreneurial strategies. Moreover, with the rise of digital technologies, pedagogical innovation has become an essential lever for improving entrepreneurial education and preparing young people for the challenges of the contemporary economy. This literature review looks first at the theoretical underpinnings of education as a driver of economic development, before examining the role of technological innovation in entrepreneurial education.

Education as a driver of economic development

Education promotes economic growth and innovation

Education is seen as a strategic investment that improves individual productivity and stimulates innovation. According to human capital theory (Becker, 1964), a skilled workforce generates increased economic growth by strengthening the capacity to innovate and adapt to market changes. Empirical studies (Hanushek & Woessmann, 2012) have demonstrated a positive correlation between education levels and GDP growth in several countries.

However, some researchers question this optimistic view, pointing out that education does not necessarily guarantee increased employability if it is not aligned with market needs. Pritchett (2001) has shown that the accumulation of human capital in some developing countries has not always led to economic growth, due to a mismatch between the skills taught and economic realities.

Experiential learning improves entrepreneurial skills

Experiential learning theory (Kolb, 1984) highlights the importance of practice in acquiring entrepreneurial skills. Teaching based on concrete projects, simulations and internships encourages the development of problem-solving and decision-making skills, which are essential for setting up a business (Neck & Greene, 2011).

However, although this approach is effective, it remains complex to implement on a large scale. Implementing immersive teaching methods requires significant financial resources, appropriate infrastructure and skilled trainers, which can be a barrier for some countries, particularly in Africa. In addition, some students may not be comfortable with learning based on experimentation, which may limit its effectiveness (Fayolle, 2013).

Developing self-efficacy encourages entrepreneurship

Self-efficacy, a concept developed by Bandura (1977), is a key factor in entrepreneurial success. Individuals with a strong belief in their abilities are more inclined to take initiative and persevere in the face of obstacles (Zhao & Seibert, 2006). Entrepreneurial education plays a key role in developing this self-confidence through practical experience and mentoring.

However, high self-efficacy is no guarantee of entrepreneurial success if the socio-economic environment is not conducive. Lack of access to finance, administrative rigidity and the absence of institutional support can hamper entrepreneurial initiatives, regardless of the skills acquired (Autio & Fu, 2015).

Effectuation favours a pragmatic approach to entrepreneurship

Effectuation theory (Sarasvathy, 2001) promotes a flexible, pragmatic approach to entrepreneurship, where the entrepreneur adapts to opportunities rather than following a rigid plan. This perspective suggests that entrepreneurial education should teach the management of uncertainty and flexible decision-making.

However, this approach runs counter to conventional teaching methods, which often favour structured and prescriptive frameworks. Moreover, some research indicates that not all entrepreneurs operate according to effectuation principles, particularly in industries requiring rigorous strategic planning (Read et al., 2009).

The role of technological innovation in entrepreneurship education

Digital platforms and artificial intelligence enhance learning

Technological advances have transformed entrepreneurship education by enabling personalised learning pathways and greater access to resources. AI and digital platforms offer interactive simulations, serious games and immersive environments that facilitate the acquisition of entrepreneurial skills (Brynjolfsson & McAfee, 2017).

However, the adoption of these technologies may accentuate educational inequalities, particularly in countries where access to digital infrastructures is limited. Moreover, over-dependence on digital tools could undermine human interaction and learning through exchange, which are essential for entrepreneurship (Selwyn, 2016).

International models demonstrate the effectiveness of educational technologies

Countries such as Estonia, Finland and Singapore have successfully integrated digital technologies into entrepreneurial education, focusing on adaptive learning and co-creation with businesses (OECD, 2018). These experiences demonstrate that technological innovation can enhance pedagogical effectiveness and foster a spirit of initiative.

Nevertheless, transposing these models to other contexts, particularly in Morocco, requires adaptation to local economic, cultural and institutional realities. The success of these initiatives depends not only on technological tools, but also on teacher training and the commitment of local economic players (Altbach & de Wit, 2018).

Ultimately, an analysis of educational theories and innovations highlights the importance of education as a lever for economic development and entrepreneurship. Far from being a simple vehicle for transmitting knowledge, education must encourage experiential learning, the development of personal skills and adaptability to market realities. The rise of digital technologies is opening up new prospects for entrepreneurial education, by making learning more interactive and personalised. These lessons will serve as a basis for

developing a new Moroccan teaching model, adapted to the needs of the labour market and fostering a dynamic entrepreneurial culture.

Successful teaching models around the world

Entrepreneurship education has been approached in a variety of ways around the world, with innovative teaching models that have proved their effectiveness. These models, implemented in countries such as the United States, Scandinavia, Singapore and Estonia, offer valuable lessons on how to integrate entrepreneurship education into a national education system. This section explores these models and highlights the lessons for Morocco.

United States: The 'Learning by Doing' approach (Stanford, MIT, Babson College)

The United States is renowned for its pragmatic approach to entrepreneurial education, particularly through prestigious institutions such as Stanford University, the Massachusetts Institute of Technology (MIT) and Babson College. These institutions adopt a methodology based on Learning by Doing, which rests on several fundamental pillars:

- Experimentation and practical projects: Students are encouraged to work on real projects in collaboration with startups and established companies. Courses such as Lean LaunchPad at Stanford allow students to test their ideas directly in the marketplace.

- University incubators and hackathons: Many American campuses have incubators where students receive support, funding and mentoring to turn their ideas into viable businesses.

- Teamwork and interdisciplinarity: MIT encourages collaboration between engineering, management and design students to develop innovative solutions that can be applied on a large scale.

Northern Europe: the Scandinavian model based on creativity and experimentation

The Nordic countries (Sweden, Denmark, Finland and Norway) are characterised by an educational approach that encourages autonomy, creativity and critical thinking. Their education systems apply a holistic approach that encourages risk-taking and experimentation in entrepreneurial learning.

- Emphasis on creativity and design thinking: In Finland, learning is based on methods such as design thinking, which encourages students to analyse concrete problems, propose innovative solutions and test their prototypes.

- The absence of hierarchical barriers and a horizontal approach to education: The Scandinavian educational environment is less formal, which encourages exchanges between teachers and students and stimulates collaboration.

- Strong integration of new technologies: Students use interactive digital platforms to develop their ideas and learn through practical situations.

Singapore: A system based on problem-solving and innovation

Singapore is often cited as a model for entrepreneurial education because of its focus on problem-solving, innovation and adaptability to the labour market.

- Challenge-Based Learning: students are put in real-life situations and asked to solve real-life problems encountered by local or international companies.

- Integrating 21st century skills: Singapore education places a strong emphasis on critical thinking, leadership, project management and communication skills, which are essential for entrepreneurial success.

- A strong link between school and industry: The Singapore government works closely with business to constantly adjust educational programmes to market needs.

Estonia: Digitalisation and customisation of entrepreneurial learning

Estonia is a pioneer in digitising education and personalising learning paths. The country has introduced a highly flexible education system that encourages autonomous learning and continuing education through digital means.

- Widespread access to educational technologies: The use of digital tools such as interactive platforms, MOOCs and artificial intelligence applications enables students to learn at their own pace and personalise their learning path.

- Entrepreneurial education from an early age: Estonia includes courses in entrepreneurial thinking from primary school onwards, to develop a spirit of initiative and a culture of innovation among young people.

- Public-private partnerships: The government is working with technology companies to finance and develop educational solutions tailored to the needs of young entrepreneurs.

Lessons for Morocco

Analysis of these international educational models highlights several areas for improvement in entrepreneurial education in Morocco:

- Encourage experiential learning: Introduce university incubators, hackathons and work placements to enable students to acquire practical skills.
- Encourage creativity and experimentation: Adopt interactive teaching approaches such as design thinking and project-based learning.
- Strengthen links between universities and the labour market: Develop partnerships between educational establishments and companies to align the skills taught with market needs.
- Digitalising entrepreneurial education: Integrating digital tools to personalise learning paths and facilitate access to entrepreneurial knowledge.
- Start at an early age: Introduce entrepreneurial thinking modules from primary school onwards to cultivate a spirit of initiative and innovation in young Moroccans.

By combining these elements, Morocco could develop an innovative educational model, adapted to its economic and cultural realities, to better prepare its young people for the challenges of entrepreneurship and employment.

Current state of the Moroccan education system

The Moroccan education system has undergone numerous reforms aimed at improving its efficiency and its relevance to the requirements of economic and social development. However, despite these efforts, shortcomings persist, particularly in terms of the quality of training and its alignment with the needs of the labour market. This section examines the main reforms that have been put in place, as well as the challenges hindering their effectiveness.

Educational reforms in Morocco

The National Initiative for Human Development (INDH) - 2005

Launched in 2005, the INDH aimed to strengthen social inclusion and improve access to education, particularly for the most vulnerable populations. The initiative led to the construction of school infrastructure, a reduction in school drop-out rates and the promotion of vocational training. However, although these measures have helped to widen access to education, they have not necessarily improved the quality of learning

or promoted a better match between training and employment. The NHDI has focused mainly on access to education, but without a fundamental transformation of teaching methods and learning content, its impact has remained limited.

The 2015-2030 Strategic Vision: an ambitious but limited plan

Faced with the shortcomings of previous reforms, the 2015-2030 Vision was adopted to modernise the Moroccan education system by focusing on three major pillars: equity and equal opportunities, improving the quality of education and strengthening governance.

In particular, the Vision introduced measures to modernise curricula, integrate digital technology into education and strengthen links between universities and businesses. However, a number of obstacles have hampered the effective implementation of these reforms, including the lack of training for teachers in new pedagogical approaches, the absence of a real entrepreneurial culture in the education system and governance that is still rigid and centralised.

The mismatch between training and labour market needs

One of the most recurrent criticisms of the Moroccan education system concerns its inability to prepare young people effectively for the demands of the labour market. Many graduates struggle to find a job commensurate with their training, while employers complain of a lack of skills adapted to economic and technological change.

Lack of teaching approaches geared towards innovation and entrepreneurship

The Moroccan education model is still largely based on traditional teaching methods, favouring memorisation to the detriment of creativity and experimentation. Unlike some successful education systems, such as those in Scandinavia and the United States, entrepreneurship is poorly integrated into school and university curricula.

The absence of a genuine entrepreneurial culture hinders young people's ability to move towards self-employment and innovation. In addition, teaching methods are still mainly based on lectures and theoretical assessments, rather than giving priority to project-based learning, work placements or business management simulations.

Weak integration of practical skills into academic curricula

Today's job market requires not only theoretical knowledge, but also practical and behavioural skills (soft skills) such as communication, teamwork, critical thinking and problem solving. Yet these aspects are still insufficiently integrated into Moroccan university curricula.

Numerous studies have highlighted the discrepancy between the training offer and market demand. The lack of collaboration between universities and the private sector prevents students from gaining significant professional experience before entering the job market. In addition, internship and apprenticeship opportunities in companies remain limited, depriving young people of a real immersion in the world of work.

The unemployment rate of higher education graduates illustrates this problem well. According to the High Commission for Planning (HCP), this rate exceeded 18% in 2023, highlighting the urgency of a thorough reform of the education system to improve the employability of young people.

A thorough educational reform, an imperative for the future

The state of play of the Moroccan education system highlights a paradox: despite ambitious reforms, the adequacy between training and employment remains insufficient. The lack of educational innovation and the lack of training in entrepreneurial skills constitute major obstacles to the professional integration of young people.

To meet these challenges, it becomes imperative to adopt a new pedagogical model based on the following principles :

* Project-based learning and active experimentation to encourage creativity and innovation.

* The integration of entrepreneurial education from secondary school onwards in order to promote self-employment and individual initiative.

* Enhanced cooperation between universities and the private sector to ensure a better match between training and employment.

Thus, a profound transformation of the Moroccan education system is necessary to meet the requirements of a constantly evolving labor market and to promote a better professional integration of young graduates.

The failure of the old pedagogical model

The Moroccan education system, despite the successive reforms, continues to suffer from many shortcomings that hinder the development of young people and their professional integration. The traditional model is still based on rigid teaching methods, too theoretical teaching and a weak integration of entrepreneurial initiative. These limits have led to an increasing mismatch between the skills of graduates and the requirements of the labor market, thus aggravating youth unemployment and talent flight.

A too theoretical and rigid teaching

One of the main weaknesses of the Moroccan educational system lies in the predominance of an academic teaching centered on memorization and the restitution of knowledge, to the detriment of the development of analytical and practical skills.

The courses are mainly taught in the form of lectures, leaving little room for interaction, experimentation or project-based learning. Students are thus trained in a logic where success is assessed on the basis of the ability to reproduce knowledge rather than to apply it in real situations. This approach significantly limits their ability to solve concrete problems and adapt to the requirements of the professional world.

In comparison with the successful educational models internationally, such as those of Scandinavia or the United States, where learning is centered on active participation and problem solving, Moroccan education still appears too rigid and unsuitable for current economic challenges.

Lack of training in entrepreneurial initiative

Entrepreneurship is now recognized as an essential lever for economic development and job creation. However, the Moroccan education system only marginally integrates the learning of entrepreneurial skills, thus leaving young people without the necessary tools to initiate and manage innovative projects.

Unlike countries such as Singapore or Estonia, where entrepreneurship is introduced from secondary school through practical courses, school business incubators and project management training, Morocco is still struggling to integrate these approaches into its curriculum. Entrepreneurial education, when present, is limited to a few optional modules in higher education, often theoretical and disconnected from the reality of the field.

The lack of training in business management, leadership and innovation therefore hinders the ability of young graduates to create their own jobs, thus increasing their dependence on an already saturated job market.

Skills that are not adapted to the requirements of the market

One of the major problems of the Moroccan education system is the mismatch between the skills developed within universities and the real needs of companies. This situation is aggravated by the lack of effective collaboration between educational institutions and the private sector.

Academic training places little emphasis on soft skills (communication, teamwork, adaptability, critical thinking) and the technical skills required by new economic dynamics, especially in fast-growing sectors such as digital, artificial intelligence or renewable energies.

As a result, employers are faced with graduates who, although having a solid theoretical background, are sorely lacking practical experience and adaptability to professional realities. In addition, the absence of mandatory internships and work-study training prevents young people from acquiring significant field experience before entering the labor market.

Consequences: youth unemployment, low entrepreneurial dynamics and talent flight

The failure of the current educational model has direct repercussions on the socio-economic situation in the country. The unemployment rate of young graduates continues to increase, reaching more than 18% in 2023, according to the High Commission for Planning (HCP). This alarming figure illustrates the difficulty for young people to find a job corresponding to their level of qualification.

At the same time, the lack of entrepreneurial training and the absence of an educational environment conducive to innovation limit the creation of companies and slow down entrepreneurial dynamics. Young graduates, not finding opportunities adapted to their aspirations, turn to emigration in search of better professional prospects, thus leading to a flight of talents detrimental to the development of the country.

This situation underlines the urgency of a thorough reform of the Moroccan education system. It is imperative to adopt a new pedagogical model that promotes more practical teaching, encourages entrepreneurial initiative and brings the university closer to the business world. Such a transformation would make it possible to strengthen the employability of young people, stimulate innovation and reduce unemployment, thus contributing to a more inclusive and sustainable economic growth.

The Moroccan education system and the employability of young graduates

The link between the Moroccan education system and the employability of young graduates remains a central issue in the debate on education reform. Despite the efforts made over the years, the country continues to face a high unemployment rate among young graduates, revealing a persistent mismatch between the training offered and the requirements of the labor market. This situation is exacerbated by a deficit in transversal skills and soft skills, as well as a critical lack of training in entrepreneurship and innovation.

Graduate unemployment and the inadequacy of training to economic needs

One of the most worrying problems of the Moroccan education system is the high unemployment rate of young graduates. According to data from the High Commission for Planning (HCP), the unemployment rate of higher education graduates exceeded 18% in 2023, a figure that highlights the discrepancy between university training and the real needs of the labor market.

This inadequacy is largely explained by academic programs that do not take sufficient account of economic and technological developments. Many graduates from traditional fields (humanities, law, literature, etc.) are struggling to find a job due to a lack of opportunities and low demand from the private sector. Conversely, companies are looking for skills in expanding fields such as digital technologies, artificial intelligence, renewable energies and engineering, sectors where local training is still insufficient or inadequate.

In comparison with successful models, such as those of Singapore or the Scandinavian countries, where universities actively collaborate with companies to adapt training to economic needs, Morocco is still struggling to establish effective bridges between education and the world of work. This situation requires a thorough reform of academic curricula in order to improve their relevance and their impact on the employability of young people.

Lack of transversal skills and soft skills on the job market

In addition to the inadequacy of technical training, another factor limiting the employability of young Moroccans lies in the lack of development of transversal skills and soft skills. Employers today are looking for profiles with communication, leadership, teamwork, project management and problem solving skills, all essential qualities in a constantly evolving professional environment.

However, the Moroccan educational model still places too little emphasis on these skills. The teaching remains largely theoretical and does not favor initiative-taking, autonomy, or critical thinking. Unlike innovative educational systems such as that of Finland, where collaborative learning and interactive pedagogical approaches are integrated from an early age, the Moroccan school does not sufficiently train students to work proactively and creatively.

In addition, the culture of assessment based on standardized exams limits the opportunities for students to develop these skills in a natural way through projects, internships or real-life situations. Result: Many young graduates find themselves in difficulty when they have to adapt to the requirements of a professional environment that requires much more than academic knowledge.

Deficit in entrepreneurial education and the culture of innovation

One of the most important shortcomings of the Moroccan education system is the lack of a real education in entrepreneurship and innovation. While many countries have integrated this dimension into their curricula from secondary or higher education, Morocco still lags significantly behind in this area.

School and university programs do not prepare young people sufficiently to develop an entrepreneurial mentality, to identify market opportunities or to transform ideas into viable projects. Unlike the Babson College models in the United States or the university incubators in Northern Europe, which encourage students to experiment and launch their own initiatives as soon as they complete their academic career, Moroccan universities still offer few practical training courses in entrepreneurship.

In addition, the limited access to financing, professional networks and specific support discourages many young people from exploring the path of self-entrepreneurship. The absence of a culture of innovation and risk also slows down entrepreneurial dynamics, while it is a key driver of economic growth and job creation in many emerging countries.

Faced with these challenges, it becomes imperative to adopt a new Moroccan pedagogical model, fully integrating entrepreneurial education from secondary school and strengthening transversal skills in higher education. Such a transformation would make it possible to reduce unemployment, improve the adequacy between the training offer and market demand and encourage a new generation of entrepreneurs capable of innovating and boosting the national economy.

Towards a new Moroccan educational model integrating entrepreneurship education

Faced with the structural challenges of the Moroccan education system, it is becoming imperative to adopt an innovative educational model that fully integrates entrepreneurship education. This model must draw inspiration from international best practices while taking into account the country's economic, cultural and social specificities. The objective is to prepare young people for a constantly changing job market by promoting innovation, creativity and entrepreneurial initiative.

Founding principles of an educational model adapted to Morocco

The reform of the Moroccan education system must be based on a pedagogical approach focused on experiential learning and innovation. Unlike the current model, where teaching remains predominantly theoretical, the new approach will focus on interactive and immersive methods that allow students to acquire practical skills and develop an entrepreneurial spirit.

The integration of new educational technologies is a key lever for modernizing education. MOOCs (Massive Open Online Courses), business simulations, artificial intelligence (AI) platforms for education, and augmented and virtual realities offer flexible and personalized learning opportunities. For example, Estonia has successfully digitized a large part of its education system, providing students with broader access to educational resources and training tailored to market needs.

Another fundamental element of the new model is the creation of synergies between universities, businesses and incubators. Educational institutions must strengthen their collaboration with the economic fabric by directly involving businesses in student training. This can be done through mentoring programs, internships, collaborative projects and conferences led by entrepreneurs and investors.

The pillars of the new educational model

A redesigned curriculum: entrepreneurial modules from secondary school onwards and specialized training

To instill the entrepreneurial spirit from a young age, it is essential to introduce entrepreneurship modules into school and university curricula. From secondary school onwards, students must be introduced to the basics of project management, innovation and business creation. At the higher level, specialized training in entrepreneurship, including financial management, business strategy and negotiation, must be developed to support future entrepreneurs.

Innovative teaching methods: case studies, hackathons and collaborative projects

The adoption of interactive teaching methods will allow students to develop critical thinking and the ability to adapt to economic challenges. Case studies inspired by real companies, hackathons, entrepreneurial competitions and collaborative projects with partner companies will promote learning rooted in market reality.

Countries such as the United States (Babson College, MIT, Stanford) have demonstrated that these educational approaches strengthen practical skills and stimulate innovation. Integrating learning by doing into the Moroccan model would allow students to experiment, fail, bounce back and better understand the challenges of the entrepreneurial world.

Strengthening non-technical skills (soft skills, leadership, project management)

Young Moroccan graduates often suffer from a deficit in transversal skills such as communication, time management, leadership and negotiation. Particular emphasis must be placed on developing these soft skills, which are essential for professional integration and entrepreneurial success.

Training in project management, design thinking and problem solving must be integrated into the curriculum to encourage initiative and autonomous decision-making. These skills will enable students to be more resilient and able to innovate in a changing world of work.

Involvement of economic actors: mentoring, internships and networking

A successful educational model is based on close interaction between the academic world and economic actors. To achieve this, mentoring by experienced entrepreneurs, the generalization of mandatory internships and the creation of networks of student entrepreneurs must be encouraged.

Initiatives such as university incubators and seed funds for young entrepreneurs will support innovative projects and encourage the creation of local startups. The establishment of entrepreneurship forums and networking events will also facilitate the integration of students into the national and international economic ecosystem.

Implementation and policy recommendations

Proposal for reforming the Moroccan educational framework

The implementation of this educational model requires a structural reform of the education system. The government, in collaboration with private sector actors and academic institutions, must adopt a national strategy for entrepreneurial education, including clear objectives and support measures for schools and universities.

Legislative reforms must be undertaken to ensure the integration of entrepreneurship into school and university curricula, while encouraging local initiatives aimed at promoting innovation.

Entrepreneurship financing and incentive models

The State and economic partners must put in place appropriate financing mechanisms to encourage students to engage in entrepreneurship. Grants for innovative projects, tax incentives for companies that collaborate with universities, and investment funds dedicated to young entrepreneurs must be developed.

Microcredit and crowdfunding are also solutions that could be integrated into the support system for young Moroccan entrepreneurs.

Monitoring and evaluation of results

In order to ensure the effectiveness of the new educational model, performance indicators must be put in place to assess the impact of reforms on the employability of young people and on entrepreneurial dynamism. These indicators could include:

• The rate of business creation among graduates.

• The professional integration of young people trained in entrepreneurship.

• The number of university-business partnerships created.

• The evolution of students' skills in terms of innovation and project management.

A regular evaluation will make it possible to adjust the strategies implemented and optimize the integration of entrepreneurship in national education.

Ultimately, entrepreneurship education is a necessity to ensure better integration of young Moroccan graduates and boost the country's economy. The adoption of an innovative educational model, based on experiential learning, the integration of educational technologies and collaboration with businesses, represents a promising solution. However, its implementation will require a strong commitment from public authorities, universities and economic actors in order to ensure an effective and sustainable transformation of the Moroccan education system.

CONCLUSION

Education is a strategic lever for economic and social development, and its adaptation to changes in the labor market is a pressing necessity. Through this article, we have highlighted the structural flaws of the Moroccan education system, including its overly theoretical nature, its gap with labor market requirements, and the absence of an entrepreneurial culture that promotes innovation and individual initiative. These shortcomings have led to limited employability of young graduates, a high unemployment rate, and weak entrepreneurial dynamics.

In a context where entrepreneurship is seen as a key alternative to combat unemployment and stimulate innovation, it becomes imperative to adopt a new educational model that integrates education into

entrepreneurship. This model, inspired by international best practices while taking into account Moroccan specificities, is based on several fundamental pillars: a pedagogy based on experiential learning and innovation, the integration of educational technologies to facilitate access to knowledge, the strengthening of soft skills and practical skills, and finally the development of synergies between universities, businesses and incubators to ensure training in line with the country's economic needs.

Past educational reforms, although having introduced significant progress, have not provided sustainable solutions to the challenges of education and employment. Vision 2015-2030, like the efforts of the INDH, have not been enough to bridge the gap between academic training and the expectations of the labor market. As a result, the need for a profound transformation of the education system is even more pressing.

The implementation of this renovated educational model cannot be achieved without a strong commitment from public authorities, economic actors and educational institutions. It is essential to rethink educational policies by integrating adapted financing mechanisms, tax incentives for companies investing in entrepreneurial training, and support and mentoring programs to support young entrepreneurs in their initiatives.

In response to the central problem of our study – how can entrepreneurship education be effectively integrated into the Moroccan education system in order to strengthen the employability of young people and stimulate economic innovation? – it is clear that the overhaul of the educational model is a necessity. This integration must not be a simple theoretical addition to existing curricula, but a real transformation of the educational approach, focused on experimentation, solving concrete problems and strengthening the autonomy of learners.

Education can no longer be seen solely as a tool for acquiring knowledge, but must become a driver of economic and social transformation, capable of training a new generation of entrepreneurs, leaders and innovators. If Morocco succeeds in carrying out this reform successfully, it will not only be able to improve the professional integration of young people, but also strengthen the competitiveness of its economy in a world increasingly focused on innovation and digitalization.

In short, the future of the Moroccan education system depends on its ability to evolve towards a more flexible, inclusive and entrepreneurship-oriented model, where each learner is encouraged to develop their creativity, take initiatives and actively participate in the country's economic development. It is through this profound change that education will be able to fully play its role as a catalyst for progress and national prosperity.

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