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For Quality Education: The Reality of Training in Regional Education and Training Centres and Possible Alternatives for Improving Training (Sidi Kacem Centre)

Toufik Faik
Professor of sociology, Laboratory of Cultural and Social Research and Studies (LaRECS), FLSH, Fes, Morocco

Thami Laabaissi
Part-time lecturer, Laboratory of Advanced Materials and Process Engineering, Faculty of Sciences, UIT, Kenitra, Morocco

Abdelaziz El Hammouchi
Adjunct professor at CRMEF, Meknes, and faculty of Chariaa, Fes, Morocco
abdelaziz.elhammouchi@usmba.ac.ma

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Abstract
This study examines the challenges faced by trainees at the Sidi Kacem Centre for Education and Training Professions, with a focus on the impact of these challenges on the quality of training. The research addresses critical issues in infrastructure, human resources, pedagogical methods, and the effectiveness of scientific research. The primary objective is to diagnose the current situation and propose strategic solutions to enhance training quality at the centre. An analytical approach was employed, using a questionnaire to dissect the components of the issue and explore the interrelationships between its various factors. The study surveyed 50 participants from the centre, with data analysis conducted using SPSS software. The findings reveal that inadequate infrastructure significantly impedes training quality and highlight the necessity for both initial and ongoing professional development. The study also underscores the importance of effective pedagogical strategies in improving professional qualifications and the pivotal role of technology in shaping the educators of tomorrow. Furthermore, the results emphasize the urgency of accelerating intervention projects to equip trainees with essential 21st-century skills. The recommendations have been forwarded to the institution's management for consideration in the centre's ongoing rehabilitation efforts, aiming to improve professional development and operational effectiveness.

1. INTRODUCTION

To support the economic development and high-quality infrastructure that Morocco has seen in recent decades, it is necessary to promote the most sensitive social sector: education, which can only develop by working on the issue of qualification and developing the skills of tomorrow's teachers, by raising the quality of basic training and constantly encouraging lifelong education, in line with the evolutions of the job market in the 21st century.

Today's society needs a citizen capable of solving the problems it faces, as well as the ability to communicate effectively, make decisions in a collective and participative manner,

and make proper use of technology in professional and everyday life; these and other challenges have forced the State and the Ministry of Education in Morocco to adopt a better training in all reform projects, starting with the National Charter (1999), the Emergency Plan, the Strategic Vision (2015-203), the Framework Law (2002) and the Roadmap (2022-2026).

The latter aimed to improve the quality of training by rehabilitating the spaces that host education and training (institutions), placing the learner at the centre of the teaching-learning process, and developing teachers' skills through the development of their professional capacities (planning, management, evaluation, and interventional scientific research). However, despite the efforts made by official institutions, we note a number of shortcomings that stand in the way of achieving the desired objective. So, what are the difficulties hindering the quality of training in educational centres? How can they be overcome? What are the possible alternatives for developing creative training practices?

2. CONCEPTUAL DEFINITIONS

2.1. Education Training Centre

Regional Centre for Education and Training Professions, Regional Education and Vocational Training Centres, (CRMEF) is an essential pillar that contributes to the development of the education and training system in society, i.e. an official institution that seeks to equip those involved in education (teaching and supervisory staff) with the knowledge and skills that qualify them to participate effectively in setting the education system on the path to sustainable development.

The training of educational staff has been an issue that has preoccupied those in charge of the education and training system since independence. Still, its initial features were associated with the start of the new millennium, in particular with the draft National Charter for Education and Training (Ministry of National Education, National Charter), which called in the fourth area relating to human resources, in particular the thirteenth pillar, for human resources to be stimulated. Their training is to be perfected, with the aim of creating a qualified institution that is competitive, keeps up with developments, and is open to its socio-economic environment .

This was also expressed in the White Paper, which stipulates the need to maintain basic and continuing training for all education and training staff (Ministry of National Education, White Paper). The National Charter for Education and Training has, however, encountered implementation difficulties that have caused it to deviate from its reform trajectory, as revealed by the analysis report published by the Moroccan Higher Council of Education in 2008, hence the need to find intervention solutions that have been reflected in the urgent project, which is based on a fundamental principle: Put the learner at the centre of the education and training

system and leverage all other supports, including teacher professional development and the enhancement of their professional skills, to help teachers and learners develop and increase their quality and productivity.

In his speech on October 10, 2014, His Majesty the Moroccan King called on the Higher Council of Education, Training and Scientific Research to reconsider the perspective and content of the reform and the approaches adopted, and to focus on the key issues of enabling learners to acquire basic knowledge, mastery of foreign languages and the quality of training for educational staff. These and other issues have been embodied in priority measures, which include the adoption of coaching and training through practice and improving the quality of basic teacher training.

The strategic Vision (2015-2030) also stipulated the need to achieve a material and human school that is equitable and of high quality. The reform of the Moroccan school did not stop. Still, it continued with the so-called roadmap (2022-2026), which aims to achieve three strategic objectives, concretised by firstly ensuring the quality of basic education. Secondly, promote openness and citizenship by doubling the percentage of students benefiting from parallel activities. Thirdly, make education compulsory to minimise school wastage.

However, in order to achieve these objectives, it was necessary to focus on three elements:

- Open-minded learners who have mastered key skills.
- A safe, collaborative organization.
- Qualified, empowered teachers.

Thus, it is clear that the professional performance of the educational actor and improving the academic results of the learner depend on activating high-quality basic training, motivating the educational actor to self-training and lifelong education to keep abreast of developments in the world, and facilitating the learner's integration into the demands of the labour market.

2.2.Quality of education: a multidimensional concept

There are many different definitions of educational quality, reflecting the complexity of the concept. The notions of effectiveness, efficiency, equity, and quality have often been used interchangeably (Adams, 1993), making a precise definition of educational quality difficult. Drawing on an analogy from the commercial world, the concept of "customer orientation" applied to education emphasises the importance of verifying whether a program is achieving its objectives while meeting the needs and expectations of its beneficiaries. According to Hoy and Wood (2000), educational quality is a process of evaluation aimed at developing learners' talents while meeting the accountability standards set by those who fund the education system.

For their part, Goddard and Leask (1992) emphasise that the definition of educational quality depends on the expectations of the various players involved, such as parents, government, students, teachers, employers, and institutions, each seeking specific quality characteristics.

Since education is a service and not a product, its quality cannot be based exclusively on the final output (the results of student learning). It should also be evident in the delivery process. In other words, other determinants need to be considered, such as the supply of teachers, construction, curricula, equipment, textbooks, and teaching processes (Grisay and Mahlck 1991). These authors adopt a three-dimensional approach, including the quality of human and material resources available for teaching, pedagogical practices, and outcomes. They include other measures such as repetition, drop-out, promotion, and transition rates, which are used to arrive at an approximate measure of quality.

UNESCO's definition of educational quality emphasised "lifelong learning" rather than "relevance" as the most important factor (Delors et al., 1996).In addition, UNICEF considers five dimensions of quality: learners, environment, content, process, and outcome, based on children's rights to survival, protection, and development. (UNICEF 2000).

Educational quality is difficult to define and evaluate. A correct definition should consider the results achieved by students and the nature of the learning experiences that contributed to these results. (Ross & Mâhlck, 1990). Philips H. Coombs (1985) points out that educational quality means more than it is usually defined by student achievement. It is also about the relevance of what is taught and learned. It is about significant changes in the education system itself, the nature of its inputs (students, teachers, facilities, equipment, and supplies), its objectives, curricula, educational technologies, and the social, environmental, economic, cultural, and political factors.

This approach emphasises that quality is measured in terms of student results on national and international standardised tests and stresses the importance of integrating other qualitative dimensions of education. However, using only student results on performance tests to construct a qualitative indicator of education is reductive, as it fails to consider other dimensions such as public spending on education, poverty, and children's mental health. In the light of these different definitions, assessing the quality of the educational system requires evaluating the system as a whole, and not just student results, considering the different parties involved: The school, the student, the teacher, and the parents.

Studies on language teacher training in the MENA region reveal ongoing challenges related to the quality and relevance of professional development. Al-Busaidi and Tuzlukova (2018) highlight gaps in mentoring and context-specific training in Oman, while Tuzlukova, Al-Busaidi, and Burns (2017) emphasise the importance of reflective practice. Garton and Copland (2019) identify limited access to continuous professional development and the theory-practice gap across the region. Troudi (2014) calls for more culturally sensitive and transformative approaches, and Kirk and Winthrop (2007) stress the need for teacher training that supports both academic and social-emotional development in fragile contexts.

2.3.Objective-based teaching

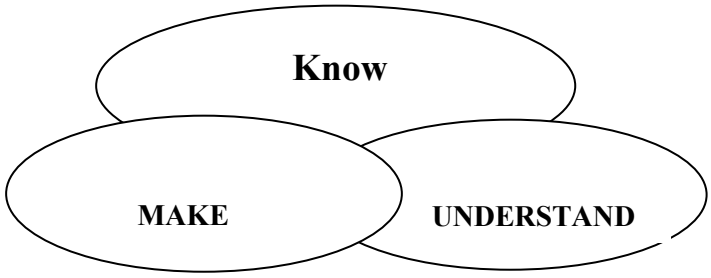
Objective-based teaching is recognised for the importance it places on the acquisition of practical skills, going beyond the mere accumulation of knowledge and facts. However, it runs the risk of emphasising the learning of isolated skills, to the detriment of a global vision of the educational process (Bernard, M., 2002).

This pedagogical approach emerged in the early 1960s, notably thanks to the work of Bloom and Mager. Although objective-based teaching places the learner at the heart of the process, it is important to note that it is the teacher who defines the actions the learner will perform. In addition to focusing on the learner, this teaching method also emphasises the learning process and organisation (planning). When preparing a lesson, the teacher asks three key questions:

1. What is the objective of the lesson (the expected result)?
2. What teaching strategy will I use to enable the student to achieve this objective?
3. How will I evaluate the achievement of this objective?

2.4. Competency-based teaching

Figure 1: Competency-based learning (St-Pierre, 2006)



The competency-based teaching approach aims to stimulate the development of communication strategies and enable students to refine them. Conversely, knowledge-based teaching offers a renewed perspective for understanding the dynamics of organisational

communication and leads students to question everyday practices in the workplace in an informed way (Chauvigne et al., 2010).

Competency-based learning is based on the "Know - Do - Understand" model, promoting an approach rooted in concepts and focused on the development of essential skills.

- **Know:** Represents criteria for acquiring learning content
- **Do:** Encompasses the skills, strategies, and processes that learners develop.
- **Understand:** Encompasses essential generalizations, principles, and key concepts specific to a learning domain.

The objective-based approach and the competency-based approach are two teaching methods that are being developed thanks to new technologies. (Nguyen, D et al. 2007). Objective-based approaches are grounded in behaviourist psychology, where learning is viewed as a process of conditioning that leads to the acquisition of specific knowledge. In contrast, skills-based approaches are informed by constructivist theories, emphasizing the learner's active role in acquiring the ability to act. This is achieved by assimilating knowledge, transforming and reorganizing it through personal processes, and mobilizing various internal and external resources (Saadoune, 2024).

3. METHODOLOGY

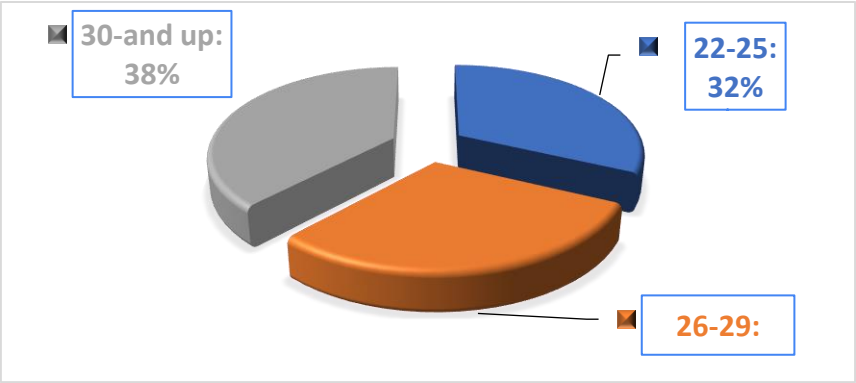
In this article, we aim to collect and present the essential theoretical data on innovative pedagogical approaches in the context of setting up training systems. We then proceed to an in-depth analysis of these approaches, highlighting the role of information and communication technologies. This approach will enable us to examine the available resources in detail, focusing on understanding the concepts and identifying the gaps, in order to explain them precisely and relate them to the current context. Finally, we will outline the various stages, the challenges encountered, and the results obtained during the process, while opening up perspectives for future research.

4. PRESENTATION AND DISCUSSION OF RESULTS:

4.1. Target sample

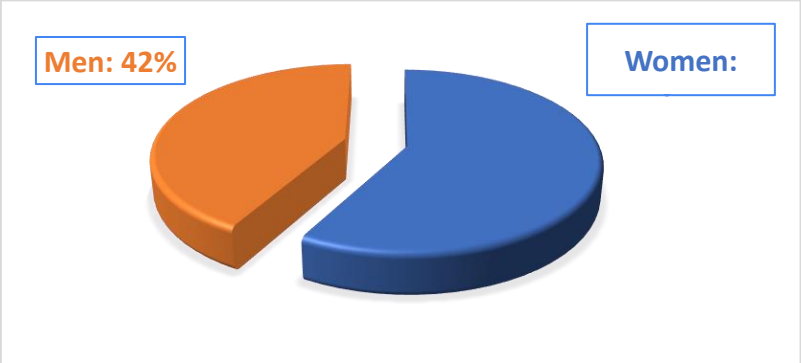
This study included three categories in terms of age: 32% between 22-25, 30% between 26-29, and 38% over 30. We focused on teachers under 30, as they are the future educators, as well as on the age group that attends training centres (particularly teaching staff). The respondents expressed their opinions consciously, freely, and without financial compensation. The respondents belong to the Rabat-Sale-Kenitra Regional Centre for Education and Training Professions, especially the Sidi Kacem branch, as an institution that prepares tomorrow's teachers for the labour market and develops their academic and professional skills.

Figure 2: Age groups included in the study



This disparity is due to the feminisation of regional education and vocational training centres, the superiority of women in recruitment competitions, as well as their superiority in universities and the resulting selection process. This feminisation of educational institutions is due to discipline and commitment compared to males, who tend to be distracted and poorly focused. This disparity was reflected in the study we conducted, as females were more likely to fill out the form compared to the other gender, and the disparity that affected the research sample can be presented in Figure 3:

Figure 3: Male and Female Trainee Teachers



4.2.The impact of infrastructure on quality training in regional education and vocational training centres

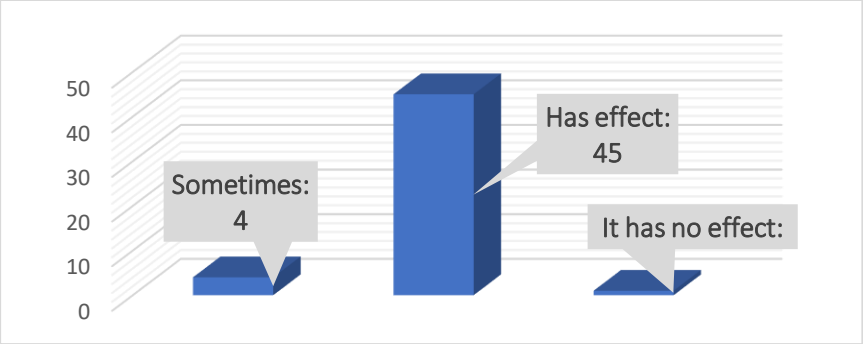
90% of teachers surveyed stated that the nature of the infrastructure (training rooms and space for parallel activities) had a significant impact on the effectiveness of the centre's skills training activities, indicating that the quality of training is influenced by the availability of an infrastructure equipped to facilitate progress.

By infrastructure, we mean the physical and mechanical equipment provided by the training institution, such as classrooms, whose poor quality was revealed by field observation, research laboratories, of which the research centre is lacking (Sidi Kacem branch), and the

library, which, although it has a medium-sized cabinet, lacks modern supply of sources and references published over the last decade, which proves the lack of attention of successive managers to this aspect despite its importance in the qualification of tomorrow's teachers.

Equipped educational space fosters integration, harmony, and interaction between components and trainees; in other words, the availability of modern, attractive, and equipped spaces creates a positive climate for learning and communication, boosting confidence in the institution and its qualification objectives. In contrast, the absence of good facilities leads to low rather than high motivation, through the trainee's sense of self-esteem, which has a negative impact on training quality.

Figure 4: Infrastructures and their impact on quality



In this context, and according to the interactive perspective we have adopted as our sociological approach to research, we find Goffman right in confirming that the physical environment affects the impressions and roles of the individual in the field in which he or she is active (Goffman, 1956). If the infrastructure is developed, it creates a space that boosts trainees' self-confidence and gives them a sense of importance in their future role as teachers. Attractive rooms equipped with the latest educational technology help to create discipline and improve academic results in the educational centre. In contrast, the fragility of the infrastructure creates an interactive, fragile, and unproductive dynamic (Goffman, 1963).

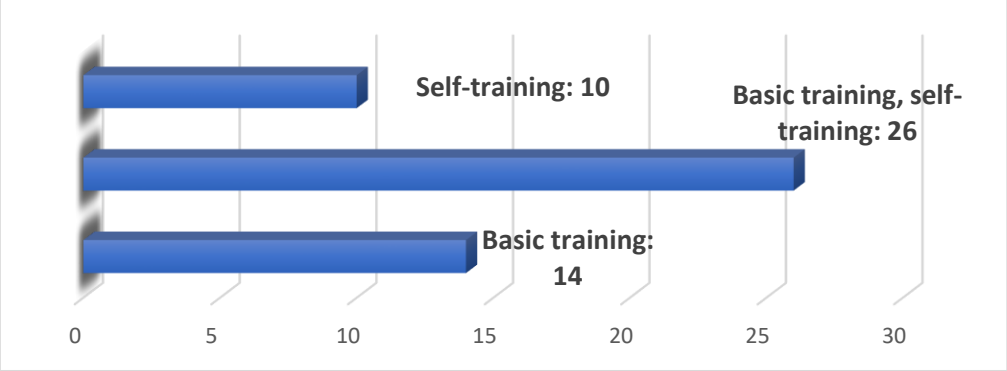
The field in which the trainee finds himself can give him a future identity or an effective role in society. The effective social self is built in an effective and coherent field, and future professional engagement requires receiving knowledge and skills in a qualified environment. Therefore, investing in infrastructure is not just a formal technical issue, but an investment in the quality of interaction and training in educational centres, which contributes to the qualification of a new generation of teachers who keep abreast of scientific developments.

4.3.Basic and continuing training: the challenge of teaching quality

Respondents expressed the need to combine basic training and continuous self-training to ensure teaching effectiveness and develop the teaching-learning process, while prioritising basic training as the pillar of self-training. This is shown in Figure 5.

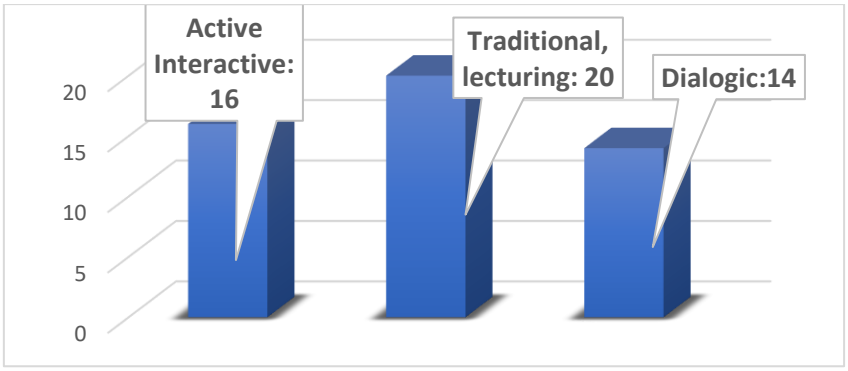
Most of the trainees and pre-service teachers interviewed stressed the need for basic training, supplemented by ongoing self-training. Teachers can't keep up with changes in teaching and in the policies of successive ministries on Moroccan society without up-to-date training that enables them to develop their skills and knowledge.

Figure 5: Teaching quality and training needs



Basic training in the field of education has an effective role to play in achieving quality because it contributes to the formation of the teacher's professional identity through interactions with colleagues and other components. These interpersonal relationships help delineate the responsibilities of the educational practitioner and foster the development of effective communication skills. Equally important is the role of universities in preparing students for careers in teaching. A balanced integration of theoretical knowledge and practical field experience is essential for enhancing the competencies of future educators.

Figure 6: Teaching methods used by trainers at regional education and training centres



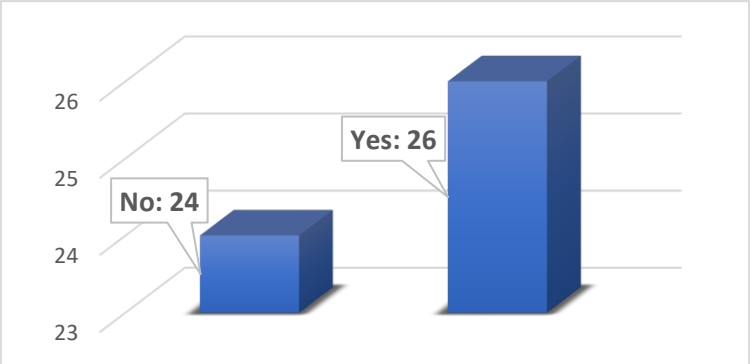
The success of the basic training received by tomorrow's teacher in educational centres must be based on active pedagogy, which guarantees greater effectiveness than traditional

pedagogies, an awareness that was registered by the majority of trainees surveyed, since they recorded the presence of traditional teaching by a group of components, which can be confirmed in Figure 6.

A closer look at the graph above reveals that the teaching methods used in regional vocational education and training centres are as follows: 40% of components tend to adopt the traditional method, while 32% are active interactive and 28% dialogue-based, indicating that methods are predominantly modern, but this doesn't negate the need to sound the alarm to get rid of presentation, delivery and trainee burden, and leave opportunities for creativity and self-innovation.

Successful learning develops the communication skills of both the learner and the teacher and enables them to open up to the outside world (Joutsenvirta, 2010). It strengthens the social bond and reduces the fragility of social interactions. Successful pedagogical communication is an interaction that is based on the skills of listening, accepting criticism, respecting the opinions of others, and mastering the skill of improvisation etc. It enables the creation of an interactive learning environment that promotes participation and motivation, is based on modern activation techniques, and is based on the principles of group dynamics.

Figure 7: Obstacle to pedagogical transmission



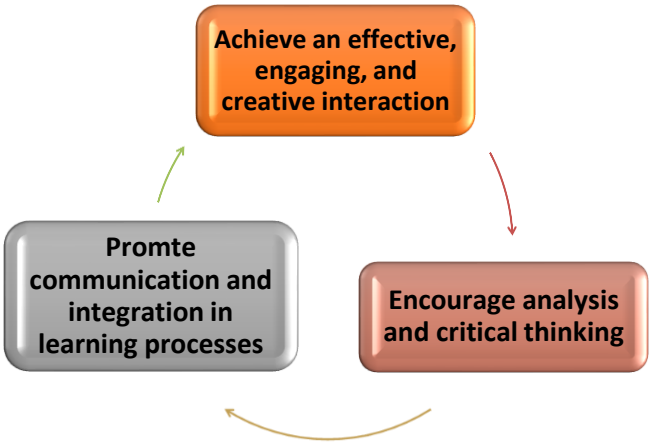
52% of male and female teachers expressed the view that they still have difficulties with pedagogical transfer, and are dominated by academic knowledge, within the training classroom, rather than transforming it into academic knowledge that the learner can understand. This calls for an intensification of efforts on the part of those involved (inspectors, supervisors, etc.) by organising ongoing training courses to help them qualify in this pedagogical aspect.

Didactic transfer or pedagogy focuses on how to effectively transfer knowledge and skills to learners through a variety of teaching methods; it is also the educational art that seeks to improve the skills, abilities and aptitudes of both learner and teacher (cognitively, skilfully and affectively).

- The importance of didactics in education is reflected in the following elements:
- Identify the best teaching and learning methods and techniques.
- Improve the learner's understanding of the material and concepts presented.
- Encourage active participation and active learning.

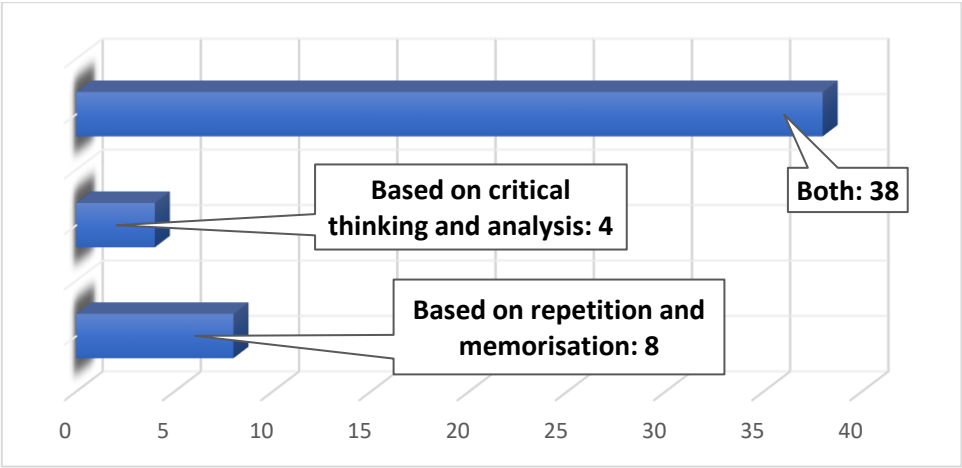
The pedagogical transfer aims to achieve the following objectives:

Figure 8: Didactic transfer objectives



The figure above shows the effective role of didactic transfer in ensuring the quality of the teaching and learning process. It is an element that strengthens interaction between the school community, enables the development of creative, analytical and critical skills, and contributes to the success and quality of educational communication.

Figure 9: Nature of the observatory calendar



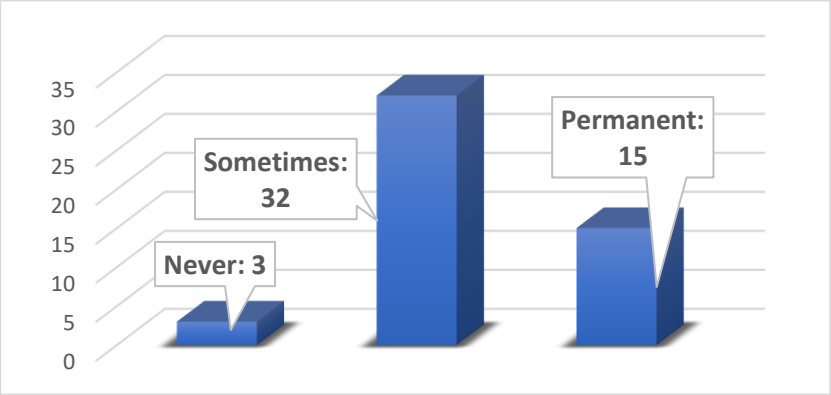
The attention allotted to training, in education centres, with regard to content and transmission methods, does not eliminate the question of evaluation, as tests or rewards addressed to trainees must aim to develop analytical and critical skills rather than memorisation

and repetition, as field data has shown that the memorisation aspect outweighs comprehension and criticism, as can be seen in figure 9.

4.4.Technological resources and their impact on training quality

The use of technological means has become an urgent necessity in view of the way the world is evolving in the 21st century. This is revealed by the data obtained in the study field:

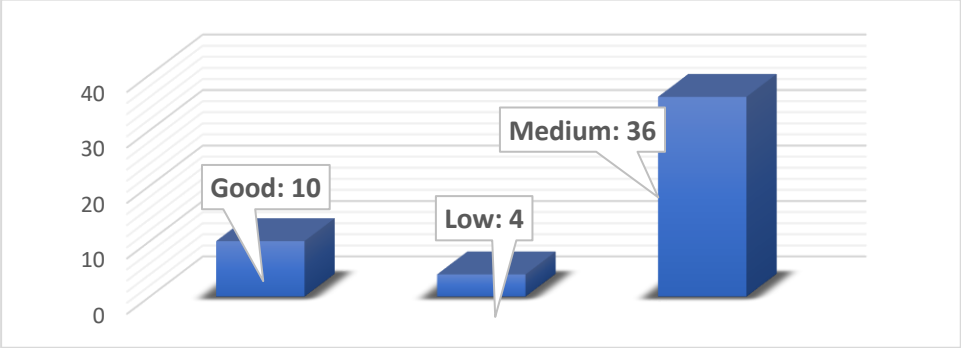
Figure 10: Use of technological resources by trainees



Despite the use of male and female components in the educational centre, the poor quality of the content offered to trainees was also noted, as shown in figure 11.

Technological aids refer to various modern technical learning aids, but they are not just pedagogical tools, but symbols with social connotations that affect the trainee's personality and prepare him or her for future professions, in line with international developments. According to the pioneer of the interactive trend, technological aids are an effective element in (George Herbert Mead, 1934) the formation of a social self. Thanks to technological apparatuses, the trainee can create worlds of interaction, whether with trainers, trainees or other actors... etc.

Figure 11: The quality of courses presented using technological media



The trainee's use of the computer, interactive applications, overhead projectors, distance learning programs, PowerPoint, Microsoft Teams and other technical mechanisms not only means that the trainee acquires effective technical skills, but also changes his or her perception

of education, and can thus create a separation between him or herself and a generation of teachers who have mastered only chalk and blackboard, memorisation and repetition. Simply put, today's trainees see themselves as modern teachers, using advanced means that are in tune with the needs of the job market.

In this way, mastery of technological resources helps trainees to forge an identity that sets them apart from others, and to strive to present themselves in the best possible light to learners, as well as to the teachers who will be their colleagues in the future, for the distinguished and attractive teacher is one who is able to make the most effective use of useful technological resources.

Ensuring interaction and participation in the classroom requires the diversification and innovation of communicative educational technologies, especially as they facilitate the teaching and learning process and have a greater impact on the learner's personality than traditional methods (Selwyn, N. 2011). Successful education requires equal access to technology, while stressing the need to pay attention to certain deviations that can result from the misuse of technology, as technology within the educational institution must be safe, effective, and equitable.

The use of technology or digitisation in curricula and classroom activities ensures the development of the skill of active participation and keeps pace with international developments in digitised education. However, according to Asma Achahbar and Khawla Khmaisi, the successful realisation of technological skills in the classroom depends on the allocation of financial assistance to acquire the necessary equipment and technological media for the benefit of components, teachers, and learners (Achahbar & Khawla, 2023).

Learning through technology contributes to expanding the scope of learning, as it can be invested in expanding the perceptions of the learner and the teacher by providing supplementary videos to the learning process (Zinina & Olentsova, 2020). This educational model enables the development of critical and reflective thinking, fosters a sense of responsibility, self-confidence, and collaboration among learners (Shivam & Singh, 2015).

Modern digital education creates many opportunities in terms of qualifications and training, especially if the content is of high quality, but on the other hand, attention must be paid to the challenges that result from its misuse, and the problems that arise from it, such as addiction, lack of creativity, and cyberbullying.

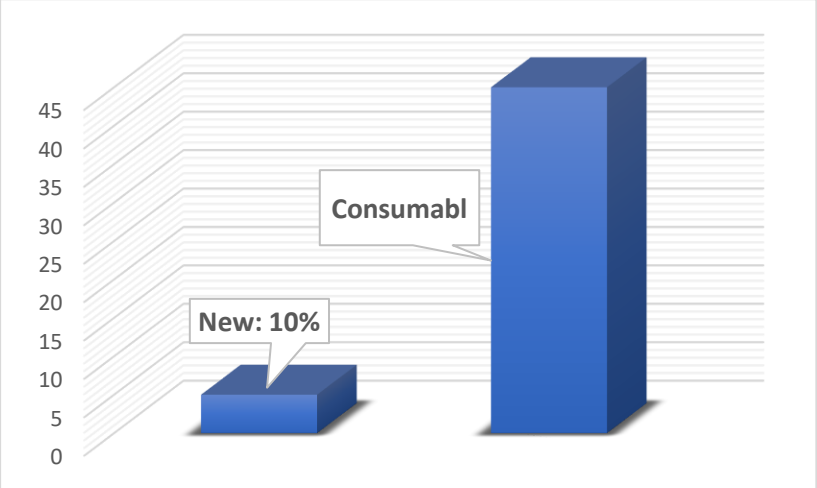
In the context of analysing the reality of education and training profession centres, interventional research is an effective means of analysing professional practices, and the nature

of the research conducted poses a key question: Does it contribute to the production of creative and up-to-date knowledge, or is it limited to reproducing consumed knowledge?

If we consider the aspect of research carried out by trainees, it reflects low quality, as it tends to repeat consumable topics, avoiding anything that reveals creativity and monitoring of the phenomena of the time, and this tendency can be seen in Figure 12.

The results of the field survey showed that 90% of the answers given by trainees underlined the consumptive nature of the research carried out by trainees. In comparison, 10% declared the creative nature of the research carried out, which calls for a reconsideration of the way in which research topics are presented. The formation of a team to guide trainees towards novelty topics.

Figure 12: The nature of intervention research carried out by trainees and interns at the centre



The interventional research carried out within the centre reflects the conflict between two approaches: The first is adaptive and tends to repeat the same topics from years ago without critically questioning them, and the second aims to deconstruct prevailing patterns and reconstruct new concepts that are adapted to socio-pedagogical transformations. There is a low level of awareness of the ethics of educational research, and there are significant differences between researchers with regard to cognitive novelty. Research creativity requires novelty on the one hand and value on the other (Sánchez-Dorado, 2020).

This makes us recognise that the adoption of the competency-based approach is no more than a slogan, as the reality of training in education and training profession centres reveals the adoption of the content and objectives approach, given that these are educational models focused on reception and loading, rather than interaction and orientation.

5. CONCLUSION

This study critically examines the challenges encountered by trainees in Moroccan Regional Education and Training Centres (CRMEFs), with a focus on infrastructure, human resources, pedagogical methodologies, and research output. The aim is to diagnose the current issues and propose strategic interventions for improving the quality of teacher training.

The research contextualizes these challenges within the broader evolution of education in Morocco, underscoring the reform efforts outlined in key documents such as the National Charter (1999) and the Roadmap (2022-2026). Despite these reforms, significant obstacles remain, particularly in the areas of infrastructure inadequacies, outdated pedagogical practices, and limited technological integration. Drawing from surveys and field observations, the study identifies the following key findings:

Substandard classroom conditions and a lack of modern resources adversely impact the quality of training. Upgrading educational facilities is imperative for creating an environment conducive to student engagement and motivation. While there is advocacy for competency-based learning, traditional pedagogical methods predominantly prevail. Many trainees experience difficulties in transferring didactic knowledge, with a stronger emphasis placed on rote learning rather than the cultivation of critical thinking skills.

Effective teacher education necessitates a balance between initial training and ongoing professional development. However, there is a dearth of sustained support for teachers, and many instructors continue to rely on outdated teaching approaches, hindering the potential for quality training. Although digital tools are incorporated into training, their use remains largely superficial, with limited impact on enhancing educational delivery. Additionally, research conducted by trainees tends to lack innovation, often prioritizing consumption of existing knowledge rather than fostering creative inquiry.

Recommendations

To elevate the quality of training, the study proposes the following strategic recommendations:

1. **Upgrading infrastructure:** Modernising training facilities to create a more stimulating and effective learning environment.
2. **Enhancing pedagogical practices:** Shifting from content-based instruction to interactive, competency-driven teaching methods that foster critical thinking and problem-solving skills.

3. **Strengthening continuous professional development:** Providing robust, ongoing professional development opportunities to ensure teachers remain aligned with evolving educational demands.

4. **Optimising technology integration:** Encouraging the meaningful and effective use of digital tools to support learning and teaching processes.

5. **Promoting research innovation:** Encouraging original, impactful research that addresses contemporary educational challenges, fostering a culture of creativity and innovation among trainees.

Limitations

The study is limited to Moroccan CRMEFs, which may restrict the generalizability of the findings to other regions of Morocco or international contexts with different educational settings. The study's focus on a specific group of CRMEFs may introduce sampling bias, limiting the applicability of the results to all trainees across various centres.

Implication and future study

The results of this study have implications for the education and training policies of the Moroccan educational system. The low ranking in educational matters raises alarm bells and prompts the preparation of a national intervention to improve training, raise the attractiveness of the educational institution, and increase the indicators of academic achievement. The recommendations of this study will constitute one of the main building blocks that can contribute to the desired change.

School transformation at the level of educational practices depends on rehabilitating the infrastructure of the centres and developing the qualifications of human resources to ensure that they meet the challenges of the 21st century.

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