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Towards An Innovative Educational Model for Quality in Education and Training

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Abstract

This project focuses on exploring innovation in the context of secondary education in Morocco. It aims to examine innovative pedagogical practices, analyze challenges, and discuss perspectives for improving the quality of education, with an emphasis on the sector's performance, innovative pedagogical approaches to transform the educational model, and educational management. To achieve this, a qualitative methodology was employed, analyzing official reference documents and highlighting my professional experience in the field. The conclusions of this study highlight a concerning issue, namely that the main dysfunction of the school, in its various components, appears at the level of the quality of its services and its performance [1]. Improving the performance of education and training stakeholders: teachers, trainers, supervisors, and researchers as well as the quality of curricula and programs, appears at the top of the priorities likely to promote the quality of the school. This is why our educational project focuses on quality as the priority, this project's main objectives are:

- ✓ Participation in the Development of a diversified, open, efficient, and innovative educational model;
- ✓ Participation in active involvement in the economy and the knowledge society;
- ✓ Participation in the creation of apprenticeships and training appropriate to the needs of the country, the jobs of the future, and the capacity for integration;
- ✓ Improvement of educational action;
- ✓ Consolidation of Socio-Cultural integration.

The achievement and implementation of these change objectives will contribute to the success of the educational reform and therefore restore the confidence of families and society in the Moroccan school and in its capacity to successfully carry out the mission of meeting the present and future challenges of Morocco.

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INTRODUCTION

The school is currently at the heart of our country's social project, due to the missions it must assume in the training of future (e) citizen (ne)s, in achieving the goals of sustainable human development and guaranteeing the right to education for all. It is in this perspective that it is at the center of national priorities and concerns [2]. At anytime and anywhere in the world, education and training systems are constantly facing major changes that are confusing in several respects: the diversification of learner profiles, the massification of the rearrangement of teaching methods and systems, the preparation of profiles for the labor market where major technological changes play a crucial

role, etc. As constraints become more complex, education and training institutions are called upon to rethink their vocations, teaching practices, evaluation methods, and leadership. In the face of this worrying situation, pedagogical innovation is a driving force for the survival and evolution of Moroccan schools. The Moroccan school has certainly achieved achievements that need to be capitalized and evolved. Examples include the updating of the legal and institutional framework, the progress made in the generalization of schooling, and the establishment of institutional structures for decentralized governance, which led to the development of regional academies. Revision of curricula and school programs, the integration of the Amazigh language and culture, the reorganization of courses, and the gradual expansion of vocational training facilities are also relevant; and the beginning of the rehabilitation of traditional education.

Nevertheless, despite the obvious importance of such achievements, the Moroccan School still suffers from chronic dysfunctions that the Council has noted in the report prepared by the National Evaluation Body on "the implementation of the National Charter for Education, Training and Scientific Research 2000 – 2013: achievements, shortcomings and challenges" [1].

The main dysfunctions can be summarized as follows:

- The limitations of the school's internal performance, which are mainly manifested by:
- Poor language, knowledge, skills, and values;
- The limited effectiveness of the performance of educational actors;
- The gaps in initial and continuing training;
- The persistence of losses affecting both the school and university systems and vocational training;
- Limited access to learning through educational technologies;
- The low performance of scientific research;
- Hesitations in dealing with cross-cutting issues, particularly the issue of language learning and teaching languages.

The weakness of external performance appears in particular in:

- The difficulties of economic, social, and cultural integration of the winners;
- The low interaction of the school with its local, national, and global environment, aggravated by its low capacity to accompany or integrate rapidly and appropriately the evolutions of this environment;
- The school's inability to effectively support the country in its overall development and active participation in the knowledge society.

These limitations result in an exorbitant cost to the country to set up its education system and an uncertain future for learners.

The main malfunctioning of the school, in its various components, appears at the level of the quality of its services and its performance. This is why we have set out four main objectives in our educational project:

Objective 1

Contribution to the development of a diverse, open, efficient and innovative pedagogical model: it is the main reference for the elaboration of curricula, programs, and training. In addition, a good educational model promotes openness to innovations, knowledge, culture, and universal values.

This participation includes:

- Pedagogical support;
- The development of behavioral skills (Soft Skills) of students and teachers;
- Pedagogical approaches and didactic means (project pedagogy approach as an example).

Objective 2

Contribution to active involvement in the economy and society of knowledge.

The Moroccan school is called today to be strongly involved in the construction of effective adhesion to the economy and society of knowledge.

This participation includes:

- The production and development of physical and digital educational resources;
- Integration of Information and Communication Technologies (ICT): having regard to the objectives set by the "Digital Morocco" strategy, which gives schools an essential role and functions in the dissemination of information and communication technologies, and given the effects of integrating these technologies on the renewal and progress of Moroccan schools. Strengthening the integration of these technologies to promote quality learning has become a major challenge, including:
  - In the design and preparation of curricula, programs, subjects and during their implementation;
  - The use of software and interactive digital resources throughout the educational process, targeting self-learning, research, and diversification of learning sources;
  - The development and promotion of distance learning as a complement to face-to-face courses.
- Enrich scientific research and contribute to the development of teaching methods and programs, including:
  - The encouragement of excellence and engineering in the fields of research and the use of educational technologies, By establishing a new dynamic based on research programs and projects to identify learners who stand out for excellence in their results;
  - The creation of networks of excellence involving enterprises, to create conditions stimulating technological development and creativity;
  - The creation of structures within institutions to assist students with projects.

Objective 3

Contribution to the creation of apprenticeships and training adequate to the needs of the country for future occupations and employability.

- The economic and socio-cultural integration difficulties of graduates are one of the major dysfunctions of the school, which also shows, all components together, a limited ability to interact

with its environment. Its role in human capital development and sustainable human development is also limited. This dysfunction explains the lack of trust in the school. At the level of the education, training and scientific research system, one can:
- Develop alternate learning pathways between vocational training establishments and the company, for a good articulation between theory and practice, to improve skills, to train citizens who are open to their social, economic, and political environment and motivated to participate in the development of their country;
- Promote quality training in environmental culture and basic cultural skills.

Objective 4
For a more effective pedagogical approach
This part of the work provides didactic references to help the teacher (e) conduct his pedagogical action with maximum efficiency. It presents tools for implementing learning situations.

This part is organized into four axes:
1. Programme management;
2. Pedagogy;
3. The procedures;
4. The evaluation.

Objective 5
Contribution to the consolidation of socio-cultural integration.
Both a carrier and vector of culture, schools must promote the integration of the cultural dimension into school subjects and activities in order to develop the artistic senses of learners, as well as their reading skills, communication, and intellectual curiosity.

This is done by:
- Encouraging students and trainees to volunteer in the vocational training program of the school, as well as to participate in environmental education programs and social and solidarity initiatives Taking this participation into account in the school assessment;
- The systematic integration of the environmental dimension into the education system, while redefining the missions of the school and ensuring its openness to its environment. This basic integration of the environmental dimension into training courses is designed along two parallel lines: the disciplinary contents which must ensure the construction of skills and solid theoretical knowledge on the environment among learners, providing them with the necessary knowledge, and practical and extracurricular activities as a crucial and mandatory area [By establishing educational structures at school level in the form of spaces for free exchange and learning on environmental issues.

I. Contribution to the development of a diverse, open, efficient, and innovative educational model
The pedagogical model is at the heart of the school and the basis of the various missions it is responsible for. As such, it is the main reference for the development of curricula, programs and training in accordance with broad societal choices. In addition, a good educational model promotes openness to innovations, knowledge, culture, and universal values.
The pedagogical model includes:
- The school's missions and its functions;
- The nature of training, its organization and programs;
- Pedagogical approaches and didactic means;
- The pace and time volumes of teaching and learning;
- Educational, vocational, and university guidance;
- The system of assessment and examinations.

I.1. The role of the educational actor in pedagogical innovation: Pedagogical support
Teaching staff, especially teachers, play a key role in improving the education system as central actors in educational activities. The pedagogical support of teachers is often at the origin of innovation. It is clear that without their commitment, change cannot take place. As Vandenberghe points out [3], the improvement of education depends largely on how teachers perceive their work. Student-centered pedagogical support places the work of students at the center of the support strategy. It is not about evaluating what the teacher has or has not done, but rather about a collaboration between the teacher and the teacher to determine a more effective method of meeting the needs of the students. The roles of the pedagogical supervisors must be established in the school environment. Generally, the role of the educational supervisor is to work in collaboration to highlight the potential of the school and its teachers to create and maintain learning environments that promote inclusion and respond to the different learning needs of all students. To be as effective as possible, the teacher's mentor is highly qualified to interact with teachers to develop relationships and promote change. Typically, the Teaching Assistants spend most of their time collaborating with the teachers in individual learning contexts or small groups focused on solutions (to determine pedagogical needs, encourage reflection, solve problems together, model, observe, prepare jointly or exploit pedagogical strategies in the context of co-teaching). The Counsellor also plays a critical role in developing and implementing a school-wide plan to collect Analyze and use different data on student outcomes to guide and improve teaching, planning, and decision-making.

I.2. Developing the relational skills, commonly referred to as "Soft Skills" of students and teachers:
The main objectives of the module "Soft-skills and critical thinking" include:
- Recognize the value of soft skills in the academic context;
- To take on board the key concepts related to the epistemological foundations of soft skills;
- Integrate soft skills to build and manage a Learner-Centred Education (ACE) in the three learning spaces (classroom, school, and environment);
- Develop emotional and relational skills;
- Foster collective intelligence;
- Distinguish critical thinking from critical thinking.

- 5 types of issues have been taken up by different authors including (MUCCHIELLI and LIPIANSKY) [4,5]:

Information issues
Transmit information, a message: idea, thought, order, instructions, …

Identity issues
To speak, you must have an identity;
Any communication defines the identity of the issuer;
The identity of the speaker will be manifested in the phraseology used, in the use of a particular code.

Territorial issues
The challenge is to preserve an intimate space so as not to put oneself in danger in communication: personal, family, professional...
These issues will be set in place both in the physical and psychic space;
The stakes of the psychic space refer to aspects of intimacy, personal elements, and private, limits where one accepts the other in his space.

Relationship issues
There is an "issue" of getting in touch, having contacts, and working to have satisfactory contacts concerning:
• Its objective;
• Depending on the individual's situation;
• The moment (need for gratification, protection...).

Competitive issues
These are the issues that represent the possibility of influencing and producing a certain effect on the recipient. In any communication, the issuer seeks to influence the other, convince him of an opinion, a behavior, to change his mind.
These issues can take two paths:

- **Seduction**: seeking a relationship of complicity, attraction, and sympathy by highlighting the relational aspects;
- **Power**: which establishes a balance of power between the interlocutors (authority, sanctions, threats...);

I.3. Building cooperative learning
I.3.1. Integration of the project pedagogical approach [6]
The project approach consists of designing, innovating, creating, and producing a product based on a need to be satisfied. The project is not an end in itself, it is a detour to confront students with obstacles and provoke learning situations. At the same time, if it becomes a real project, its success becomes a strong issue, and all actors, teachers, and students, are tempted to aim for efficiency at the expense of learning opportunities.
The process is divided into these 6 steps for convenience. The student is led to make round trips between these different stages. The student is not isolated in his work. The teacher supervises the work of students in all stages of a project approach, adopting different postures according to the level of students, the project, and the stage... The project approach to environmental education as an example offers learners a privileged context for building cooperative learning, working with students on projects within the framework of a "School Eco Journal" on topics that include: recycling plastic, paper, cardboard, and glass materials, renewable energy, the peaceful use of the sea, preparation of a guide to environmental concepts, the beautification of the school spaces with the installation of garbage cans to accustom students to preserve the environment, environmental law and climate change. These are all projects developed by personal action and show a wealth of variable and diversified practices that must be supported and enriched by motivation.

II. Contribution to active involvement in the economy and society of knowledge
II.1. Contribution to the production and development of didactic resources
In this term, the teacher can design, develop, and produce didactic resources related to teaching-learning of the discipline, by mobilizing his knowledge, its observations, and practical experiences, as well as the various approaches and tools available, including digital resources to contribute to the development of pedagogical innovation that promotes learning among students, with the main objectives:

- To take ownership of basic concepts relating to didactic production;
- Analyse existing approaches to the production of teaching resources;
- Develop approaches to the different activities of the discipline;
- Design and produce educational resources: educational sheets, templates and models, digital resources and tools, videos, and websites;
- Implement and evaluate the educational resources.

II.2. ICT for educational innovation in education
The digital revolution and its rapid evolution have greatly changed educational practices. The regular emergence of these constantly renewed technologies is a promising project aimed at putting digital technology at the service of education. As an innovation, ICT has significantly changed teaching and learning strategies. In this respect, the digital is intended to be one facet of the innovation dynamic. While innovation is a new object introduced in a given context, the integration of ICT into education is a dynamic construction that generates a series of transformations. It is indeed necessary to rethink the ways of teaching. In education, we then speak of technological innovation which consists of a phase of incorporation of technical devices into teaching. All the more so, innovation is still linked to ICT use, probably because it is the most visible dimension in the process. It is important to recognize that innovation in this area is not just about the introduction of digital technology into educational practices. Although the technological revolution has profoundly influenced our relationship with knowledge because of its speed and ease of access, the real challenge lies in the effective use of these resources. These tools are designed and used to produce, process,

store, exchange, classify, retrieve and read digital materials for teaching and learning purposes. Having regard to the objectives set by the "Digital Morocco strategy", which gives schools an essential role and functions in the dissemination of information and communication technologies, and given the effects of integrating these technologies on the renewal and progress of the Moroccan Schools, the strengthening of the systematic integration of ICT in the Moroccan education system seems to be a requirement in the direction of promotion and quality of learning, particularly:

- In the design, and preparation of curricula, programs, and environmental subjects and during their implementation;
- The use of software and interactive digital resources throughout the educational process, with a focus on self-learning, research, and diversification of learning sources.

II.2.1. The contribution of ICT in teaching

Like many countries, Morocco is working to integrate ICT into its education system. This is clearly stated in the National Charter for Education and Training, particularly in Lever 10:

« Whereas educational technology plays a crucial and growing role in education systems and methods... , the education and training authorities will ensure that these technologies are integrated into the school reality, on the basis of the following objective: a computer centre and multimedia library in each school at the end of the next decade from the start of the school year 2000-2001 ».

In this context, the Moroccan government has since 2005 implemented a programme to generalize information and communication technologies in education, known as the Engineering Programme [7,8]. This program has a dual objective:

1. Promote digital literacy within the Moroccan school, in this case students, teachers and administrative staff;
2. Facilitate the integration of ICT in all aspects of education, research and management. It is part of the broader National Strategy for the Promotion of Information and Communication Technologies in Education.

The emergence of the COVID-19 health crisis that the world has experienced in 2020 has significantly increased the use of technological tools in teaching and learning in Morocco or elsewhere. This required the mobilization of alternative measures to ensure continuity in the various training cycles. Thus, distance learning is one of the solutions applicable to this kind of situation. In these conditions, the ministry of guardianship has sent a circular to continue the digitization of educational contents and prepare different scenarios to acclimate to the evolution of the health crisis. The circular highlighted the need for proactive action on distance learning.

Technological tools can be a factor in the dialogue between the poles of the teaching triangle "Teacher-Learner-Knowledge". In the case of ICT use, the relationship between knowledge and learning is preferred.

By leaving the learner more freedom, the use of ICT promotes autonomy and therefore motivation. This way, it is possible to combat the monotony that can lead to fatigue and thus disinterest on the part of learners.

III. Contribution to the creation of apprenticeship and training adequate to the needs of the country for future occupations and employability

Education and training systems are currently facing major changes, both in terms of their audience, values, societal expectations and economic requirements. In this context, pedagogical innovation appears as a lever of change capable of meeting these challenges.

To continuously adapt all the missions of the education and training system to changing circumstances, Morocco has developed a strategic vision for the reform for the period 2015-2030, highlighting the leverage of "promotion of scientific and technical research and innovation" (Lever 14). This approach aims to address the issue of quality in teaching and learning in Morocco, a major concern identified by the Higher Council for Education, Training and Scientific Research (CETSR) in its strategic vision for the 2015-2030 reform. Indeed, this purpose stems from the findings resulting from numerous attempts at reform that have highlighted persistent difficulties and problems. Thus, it becomes essential to support innovation policies to maintain competitiveness on the world stage.

IV. For a more effective pedagogical approach

The pedagogical approach is the reference framework that organizes teaching practices and learning and evaluation activities, according to defined purposes and objectives. It expresses the institutional educational choices which are divided into education and training programmes.

The pedagogical approaches refer, in their diversity, to several types of pedagogy: the pedagogy by objectives, the pedagogy of skills, the pedagogy of communication, the pedagogy based on an institutional approach or those which respond to certain particular teaching or learning situations, such as differentiated pedagogy, project pedagogy, problem solving pedagogy, etc.

In a class, not all learners learn the same way and at the same pace. Learners are different in their learning, their behaviour, their work pace, their interests, their pedagogical profile... in the face of learning, some learners may experience temporary difficulties. For others, the difficulties establish lasting academic success.

To differentiate is to implement a flexible framework where learning is sufficiently explicit and diversified so that learners can work according to their own path of appropriation while remaining in a collective approach to teaching, knowledge and know-how.

To differentiate is to break with the frontal pedagogy: the same lesson, the same exercises for all. It is above all to set up a work organization and didactic devices.

They regularly place everyone in an optimal situation. It is necessary to know all the learners, their achievements, their differences of skills, know-how in the different fields as well as in the learning processes.

Diagnostic, formative and summative assessments are essential levers to a differentiated pedagogy. Without them, we have little chance of meeting the challenge of heterogeneity. With them everything becomes possible. Different learning tools and

situations must be chosen so that each learner can progress. Educational differentiation concerns both learners with frailties or the most experienced learners with a fast pace of work.

Problem solving may be a complex intellectual act, but it is also a teaching strategy used to induce learning. But there is only problem solving if there is really a «problem» for the one who learns; we are no longer talking, in this case, of «solving» a problem but of a particular situation, the «problem situation». Indeed, if the teacher (e) develops strategies for teaching and problem-solving learning, it is primarily so that his or her learners implement intellectual approaches to problem-solving. These learners will only be able to solve problems if problem situations are offered.

IV.1. Evaluation

For the teacher (e), evaluation encourages them to monitor the development of learners' skills and abilities throughout the program through effective formative assessment. The teacher collects, analyzes, interprets and uses a range of evidence to improve learners' learning and help them to develop fully. Peer review and self-assessment can be important elements in formative evaluation plans. Summative assessment is designed to provide evidence that allows for the assessment of learning achievement using specifically prescribed assessment criteria.

IV.2. Remediation

According to the "student-centred model", remediation is a permanent learning regulation activity whose objectives are:

- ✓ Address learning gaps and difficulties identified during the observation and assessment of learners;
- ✓ Improve learning for learners;
- ✓ Contribute to the reduction of school drop-outs.

The implementation of a remediation requires the establishment of an action plan that includes five steps represented in the figure 1.

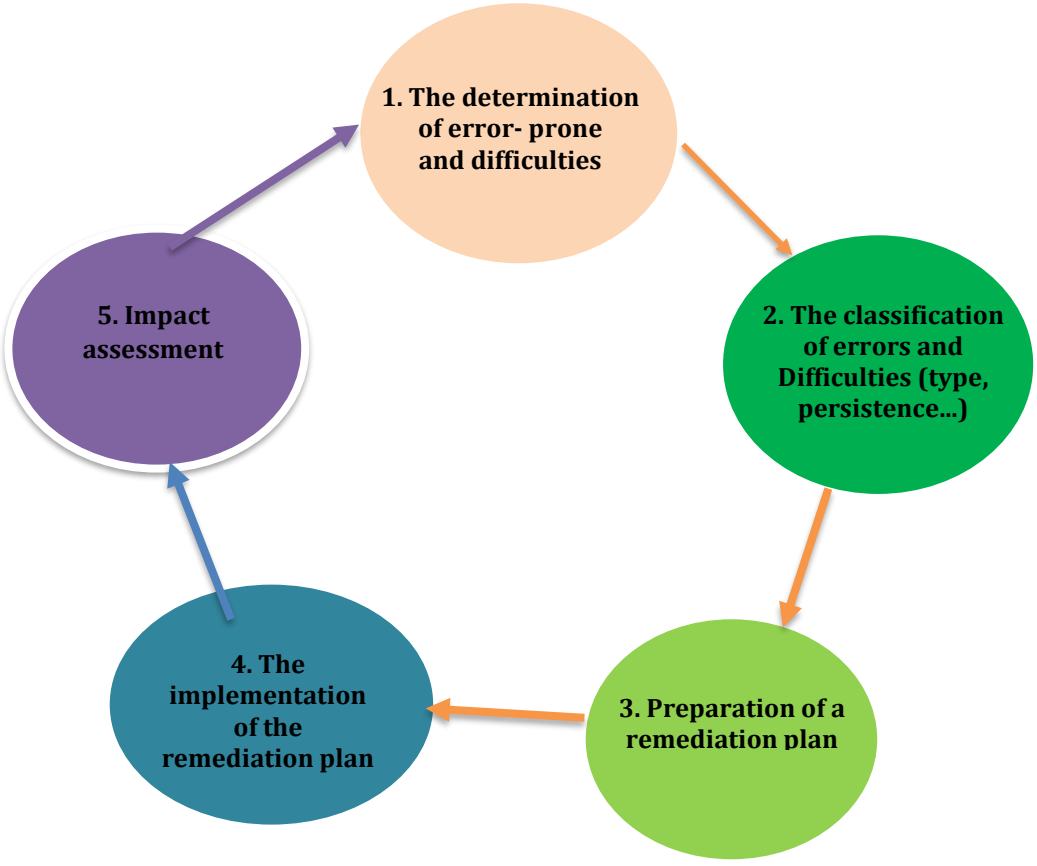

Figure 1: Remediation steps

V. Contribution to the consolidation of socio-cultural integration

V.1. The Integration of Environnemental dimension in the Moroccan school curricula [6]

The adoption of this dimension in school curricula was carried out following the guidelines of the National Charter for education and training in 1999. Indeed, several themes and concepts of the environment must be treated in the curricula of different disciplines, at different school levels and mainly by life sciences and earth [9, 10]. Research carried out over the last decade by Moroccan researchers concerned with the environment [11-13] has revealed that there are trends towards integrating this dimension into school curricula. In reality, there are many environmental learnings, but they remain efforts to theorize environmental education in textbooks and concepts that are so complicated to implement. They are the order of accumulation of knowledge without being able to develop skills and eco-responsible behaviors and attitudes.

V.2. School life: Strategy and objectives

The philosophy underlying a fulfilling school life suggests a school well anchored in its socio-cultural environment, so that it can implement the values of living together, the principles of human rights such as solidarity, tolerance, equality. It would also be about promoting respect for rights, education for citizenship and initiation into civic life.

This is perfectly consistent with the terms of Framework Law 51.17 which, on the one hand, underlines the major role of the establishment project as a fundamental tool for translating educational policies into action and states on the other hand, the implementation of a monitoring system to ensure real-time monitoring of school life.

These are the main safeguards of an ambitious project to reform the education system and make it a lever for development, thus implementing the Royal Guidelines set out in the speech of 30 July 2015: « Education reform remains a pillar for the achievement of development, a key to opening and social advancement and a guarantee for immunizing the being and society from the scourges of ignorance and poverty... ».

The structures set up within schools, well-anchored in the school landscape, enable the student to develop values and life skills that guarantee him or her to respond effectively to the requirements of socialization and self-preservation against Risks and threats to daily life. School life remains a lever that deserves the commitment of all actors. Linking the student to his school, involving parents, engaging communities and empowering the private sector are all steps recommended by the framework law in order to meet the challenge of tomorrow's school. As a source of support, real mobilization could guarantee national unity in cultural and linguistic diversity. Belonging is a prerequisite for the school of human rights, citizenship and innovation.

The school must be a place of expression of the profound representations of a world which is plural in religious, cultural and linguistic terms. This allows the school to fulfill its mission and to realize its educational project, which is based on national values and open to universal cultures. It is a framework for consultation and decision-making which regularly brings together children at different scales to democratically deal with issues and problems encountered in the school setting, and to develop educational and educational projects.

It is therefore a tool that allows students to establish a space for debate, free expression, suggestions, decisions on projects and events related to school life or current affairs (development of rules for operation, time and school space, resolution of conflicts between students, preparation of projects, etc.). This allows students to participate in the development, implementation and evaluation of school activities planned as part of the institution project, and subsequently strengthen their sense of belonging, not only to the school, but to their entire environment.

Education and health are closely linked and fundamental human rights, and the foundation on which the dynamics of success are built.

The framework law 51-17 highlighted, through Bill 10, the importance of health and safety education in schools, with the aim of enabling learners to acquire a health culture as well as promoting their life skills and strengthening prevention and control of various diseases where they are Risk-taking behaviours can negatively influence their health and well-beingbe as well as their educational and later professional career.

The promotion of school health is based on joint programmes and action plans with the various partners active in this field, including the Ministry of Health. These programs focus on the development of psychosocial skills and the institutionalization of a school promoting health and, Therefore, enable the target population to participate actively in the dissemination of the principles of education and health prevention within the school, even within the family and society.

Thus, the areas of intervention related to school health are based on annual awareness activities around the control of different communicable and non-communicable diseases, activities planned each year by our Educational Club for the Environment and Sustainable Development.

Education must address the development of individuals, their ability to think and reason, the promotion of self-respect and respect for others, planning and programming their future. These psychosocial skills are practical knowledge that enable individuals to think, act and react as individuals and members of society.

CONCLUSION

The proposed educational research project will be able to participate in a crucial development of L'École marocaine which can play a decisive role in:

- ❖ The transition from a pedagogy based on the transmission of knowledge in one direction, on filling and memorizing, to a pedagogy:
- ✓ Which targets more intelligence by involving the learner in building his or her learning;
- ✓ Develops creative interaction between teacher and learner;
- ✓ Who promotes the development of skills related to know-how and life skills such as observation, expression, criticism, research and synthesis;

- ✓ Encouraging learner initiative and developing autonomy and insight in the digital age and knowledge profusion : emerging as a major influence of our time, ICT plays a crucial role in promoting and driving innovative initiatives in education. Indeed, this is reflected in recent political discourses in particular. The Moroccan actors and decision-makers are fully aware of this dynamic and are actively engaged in it.
- ❖ Development of pedagogical and behavioural skills: Educational innovation is also expressed in the diversification of learning modalities offered to students in a program. Strategic planning recommends a diversification of educational approaches, including the possibility for students to participate in fully online or hybrid courses. In recent years, the introduction of fully-distance or hybrid courses has been strongly encouraged so that students can have at least one learning experience in such modalities during their training.
- ❖ The evolution of Moroccan society from a knowledge-consuming society to a knowledge-productive society through progress in scientific and technical research and innovation, in the fields of basic and applied sciences, modern technologies, humanities and social sciences, arts and literature.

Achieving academic excellence requires increased allocation of resources dedicated to innovation, supported by the creation of well-governed research networks. The special attention paid to the development of essential infrastructures and equipment will strengthen the environment conducive to innovation, thus positioning the institution as a major player in the field and contributing to its influence.

In terms of scientific implications, it is essential to encourage scientific and interdisciplinary research, thus promoting the convergence of different disciplines to solve complex problems. Collaborations between researchers, teachers and students from different fields can stimulate innovation by creating new synergies and broadening the horizons of knowledge. In addition, the integration of innovative research methodologies such as experimental approaches, advanced quantitative analyses and emerging technologies can enhance scientific rigour and open up new perspectives. By encouraging the regular publication of innovative research results, the institution can also increase its visibility in the global scientific community, thereby enhancing its influence and contribution to scientific advances.

In short, the dynamics of innovation now require that the education system embrace a culture of change, promotion, quality, intelligence and even creative destruction.

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