SOCIAL ENTREPRENEURSHIP EDUCATION: AN ANSWER TO THE MOROCCAN EDUCATIONAL SYSTEM CHALLENGES

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Research Article

Social Entrepreneurship Education: An Answer to the Moroccan Educational System Challenges

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Abstract

Educational profile must adapt to market demands and rising adolescent unemployment rates. These are some of the difficulties confronting the education system. Education is a catalyst for a nation's social and economic growth. With this circumstance, Morocco has begun a structural reform of the education sector to improve education quality. In recent years, education in social entrepreneurship has grown substantially. Incorporating experiential learning in which students actively engage in the launch or operation of social entrepreneurship is central to social entrepreneurship education. It involves comprehending civil society and theories such as social justice, identity, and movements. The magnitude and complexity of social problems necessitate a larger, more diverse, and more skilled cadre of social entrepreneurs and change agents who are prepared and positioned to address these issues. In what way does social entrepreneurship education respond to the educational dilemma in Morocco? The purpose of this paper is to examine the capacity of the social entrepreneurship education model to provide local responses to the challenges facing the Moroccan education system. A new theoretical entry is proposed, attempting to conceptualize the concept of social entrepreneurship. A proposal for an alternative teaching model with a socioeconomic focus provides added value.

Keywords: *Education, International, Challenges, Social Entrepreneurship, Morocco, Global Education*

INTRODUCTION

The Moroccan educational system is confronted with a crisis characterized by issues such as the mismatch between academic profiles, labor market demands, and alarming rates of young unemployment (Ismaili, 2023; Laachir et al., 2023; Llorent-Bedmar, 2015; Meyer, 2023; Said, 2023; Touhtou, 2014). Social entrepreneurship education is widely discussed in the scientific literature as a pedagogical approach that offers a viable response to these difficulties (Akhasbi, 2022; Amaghouss & Zouine, 2022; Brock & Kim, 2011; Douglas, 2015).

Due to its recent emergence, social entrepreneurship education may seem unfamiliar to many learners (Abbadi & Alaoui, 2023; Amina & Zohri, 2019; Dyvnych, 2023; Moustaghfir & Brigui, 2023). Nevertheless, the organization's social equality and sustainability ethos differentiates it from private companies and other corporate models (Benjelloun, 2023; Benmassoud & Bouchara, 2023; Soudi & Vinopol, 2019). Therefore, educators and students must establish a mutual comprehension of social entrepreneurship as an instructional approach to enhance their readiness for forthcoming challenges (Cox et al., 2006; Dimitrovova, 2010; Wilkoszewski & Sundby, 2014; Word Bank, 2019).

This paper analyzed the components included in the pedagogy of social entrepreneurship education while also examining the most effective methods of instruction to equip students for their future moves and involvement in this progressively significant domain (Christina & Widjo, 2023; Jensen, 2014; Naude et al., 2011).

The methodology encompasses the educational aspects of social entrepreneurship, including community engagement, narrative construction, and individual accountability. Social entrepreneurship education entails integrating experiential learning methods, whereby students actively participate in initiating or managing social entrepreneurial endeavors. The subject matter encompasses a comprehensive grasp of civil society and the examination of many theoretical frameworks, including but not limited to social justice, social identity, and social movements (Douglas, 2015; Ormiston & Seymour, 2011; Serrano et al., 2006; Patoju, 2023).

The field of social entrepreneurship education presents a novel framework that integrates theoretical, empirical, and contextual information. *Social entrepreneurship education* is a novel approach that aims to foster entrepreneurs with a strong sense of social responsibility. It places significant emphasis on nurturing a public-spirited mindset and promoting the development of innovative solutions to address societal challenges within entrepreneurship. The proliferation of nonprofit organizations has led to a growing need for

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individuals dedicated to serving the public good (Borges-Ladeira & Vier-Machado, 2013).

Hence, the academia and the government both have a growing need to elucidate social entrepreneurship education's definition, implications, substance, approach, and framework (Konakll, 2015; Shockley & Frank, 2011; Short et al., 2009; Storey,1994; Verdier, 2010). Additionally, it is crucial to investigate various approaches for integrating the ethos of social entrepreneurship into the academic environment, thereby presenting novel avenues for nurturing social entrepreneurship capabilities.

The primary objective of social entrepreneurship education is to foster the development of individuals who possess the skills and mindset necessary to become successful social entrepreneurs. The need for more individuals committed to public service may be attributed to insufficient training, limited skill, and inadequate compensation. Universities need to provide education and training that fosters a strong sense of social responsibility among students, equipping them with the necessary skills and knowledge to address the many difficulties their communities face effectively. The inclusion of social entrepreneurship in educational curricula may effectively address this deficiency. Incorporating parallel activities inside the classroom significantly enhances its execution, including volunteer activities, club engagements, and social practice.

Concerning the objective of providing a comprehensive education to individuals, it is essential for social entrepreneurship education to emphasize fostering ethical values among students while also nurturing a sense of autonomy to facilitate personal growth. The escalation of societal difficulties that are unparalleled in their extent and magnitude. The problems above need a set of requisite abilities, prior experience in social entrepreneurship, and a steadfast dedication to the principles and practices of social entrepreneurship. The scope and complexity of social concerns necessitate a larger, more diverse, and more skilled cadre of social entrepreneurs and changemakers, trained and positioned to tackle these problems. Universities play a vital role in the education and development of future generations.

The emergence of social entrepreneurs. In recent years, academic institutions such as colleges and universities have included social entrepreneurship as a field of scholarly inquiry. This study aims to expand the scope of social entrepreneurship education to

effectively meet the Moroccan education system's limitations. We will use a comparative examination of the relevant scholarly literature to address this inquiry. Accordingly, we will first outline the shortcomings observed within the educational system of Morocco. Subsequently, we explain the dynamics of entrepreneurship instruction as a whole, emphasizing the educational frameworks of social entrepreneurship. Subsequently, we provide a comprehensive framework for a social entrepreneurship education model suitable for addressing the deficiencies within the Moroccan educational system.

RESULTS AND DISCUSSION

The Moroccan Education System: An Examination of a System Facing Significant Challenges

Education has a pivotal role in driving a society's social and economic progress. In recent decades, the Moroccan government has prioritized advancing the education system and implementing essential changes in line with the evolving societal context and the nation's ambitions for a more promising future.

The fundamental purpose of approving the National Charter of Education and Training in 2000 in Morocco is to initiate a comprehensive reform of the national education system. This reform aims to achieve many vital goals, including the widespread availability of educational opportunities, the mitigation of educational inequalities, and the enhancement of educational quality.

The strategic vision for 2015–2030 was formulated in response to the assessment of the execution of the Charter of Education and Training since its adoption in 2013, as well as the societal expectations placed on the educational system and the introduction of the new Constitution in 2011. This approach aims to construct a novel educational institution based on three fundamental pillars: the principles of fairness and equal access to opportunities, ensuring high standards of quality for everyone, and fostering the development of individuals and society as a whole.

Following this, Framework Law 51-17, which pertains to education, training, and the scientific research system, was enacted in August 2019 to execute the strategic vision for 2015–2030. The primary objective of this legislation is to enhance the caliber and distinction of both Moroccan public and private

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educational institutions. This initiative aims to enhance the connections between vocational education and the economic landscape, continually revitalize and broaden the scope of training programs, and align them with the demands of the labor market. Even with the implementation of several reforms, there remains a pressing need for Morocco to enhance the quality of its education system. Other contributing causes to this issue include the utilization of outmoded educational resources, insufficient teaching methodologies, and a need for more effective fostering of suitable motivation among educators and students.

Several additional factors contribute to the distortion of the Moroccan education system and the subsequent failure of Moroccan schools. These factors include inadequate learning outcomes, linguistic inconsistencies, a discrepancy between training provided and labor market demands, insufficient teacher training and challenging working conditions, unequal access to education, a negative perception of Moroccan schools, and high rates of grade repetition and dropout.

The Moroccan education system exhibits a degree of consistency in its curriculum and instructional materials throughout various educational institutions. Conversely, the issue of human resource capacity throughout the many educational institutions is a significant challenge in our nation. Since the year 2000, the educational model in Morocco has seen significant progress in terms of curriculum and pedagogical orientations, including the adoption of an inquiry-based approach. Nevertheless, despite implementing these initiatives, there still needs to be improvement in learner outcomes and teaching practices inside the classroom. This may be attributed to the many obstacles that hinder the effectiveness of these efforts.

Consequently, during the Emergency Program (2009–2012), the Department of National Education implemented the integration pedagogy as a methodological framework to effectively implement the APC. Nevertheless, implementing this pedagogical approach faced significant challenges, resulting in the Department's decision to discontinue its widespread adoption in 2012 (CSEFRS, 2014).

Nevertheless, the Moroccan education system is plagued by obsolete curricula that disregard globalized socio-economic factors due to their origins in demagogic and political motivations. It is important to note that the Moroccan labor market has been grappling with a persistent issue of structural unemployment for a considerable period, primarily attributable to a mismatch between the training provided and the labor market demands.

Consequently, there is a positive correlation between educational attainment and the unemployment rate across various age cohorts. According to the Haut Commissariat au Plan, the pleasure rate among individuals aged 15 to 24 reached 46.7% in 2021. Nevertheless, a positive correlation exists between the degree of qualification and the unemployment rate. Consequently, a significant percentage of those with advanced educational credentials, namely 26.7%, experience unemployment.

It is important to emphasize that the quality of education and the kind of degree obtained significantly impact the process of integrating into the job market. The presence of high unemployment rates among graduates of some popular university courses and the existence of skill shortages in particular sectors highlight the necessity for the Moroccan education system to provide students with the required skills for effective integration into the labor market. So, there is a gap between what the stakeholders and the community want to happen and how well the education and training system is working. This system is becoming more and more obvious to not be able to handle the changing dynamics that are affecting the Moroccan economy as a whole.

The professional sphere is now raising concerns over the efficacy of the academic system in equipping individuals with the necessary skills to perform effectively in their respective roles. This apprehension stems from the recognition of the significant role that investment in human capital plays in driving a nation's growth. This study aims to critically examine the limitations of the pedagogical model used in Morocco and offer a practical alternative model rooted in the principles of social entrepreneurship. The intention is to enhance the educational system in Morocco and align it with the demands of the labor market.

An Examination of Social Entrepreneurship Education: A Comprehensive Analysis

The ASHOKA Foundation plays a pivotal role in advancing social entrepreneurship within higher education by actively facilitating the development and expansion of networks and innovative initiatives led by student entrepreneurs on a global scale. A total of 148 educational institutions throughout the globe include elements of social entrepreneurship in their curricula. At Ashoka U, our perspective on social

entrepreneurship education is comprehensive, and we have further developed it as we endeavor to revise this handbook. From a scholarly perspective, the initial development phase in this field was characterized by a focus on business schools, with notable contributions from prestigious institutions like Harvard University, the University of Geneva in Switzerland, and Stanford University. Subsequently, schools of government and public policy, including New York University and Harvard University, as well as pioneering centers at Oxford University, Duke University, and other institutions, played a significant role in advancing this study area (Brock, 2011).

Promoting social entrepreneurship education is closely linked to the Harvard Business School Initiative and many regional research institutes. These organizations have devised programs to enhance university students' abilities and facilitate the widespread dissemination of social entrepreneurship education. Regional programs aim to cultivate entrepreneurs and provide them with knowledge and skills focused on addressing social issues. These programs foster an atmosphere conducive to discourse, discussion, and collaboration.

The establishment of a research facility aimed at advancing the knowledge base in the field of social entrepreneurship, hence facilitating practitioners in enhancing the efficiency of their endeavors, The social entrepreneurship program focuses on three key concepts crucial in developing a social company aimed at generating social value via transformative processes. The three elements included in this study are as follows: a) social setting; b) entrepreneurship; and c) management tools. A comprehensive analysis of each subject is provided in the following sections.

The social environment is a crucial factor in the field of social entrepreneurship. The term "context" encompasses a range of elements, including cultural, political, social, economic, geographical, and market influences, which play a significant role in driving various outcomes (OECD, 2010; Short, Moss, & Lumpkin, 2009). Moreover, entrepreneurial activities are influenced by alterations in policy, industrial organization, and technology (Crifo & Sami, 2006; Storey, 1992, 1994). Given diverse theoretical constructs and the lack of a clearly defined structure, it becomes imperative to situate social entrepreneurship within a specific context. Consequently, students are provided with courses tailored to the local environment, enabling them to address intricate societal concerns that serve as the foundation for their entrepreneurial endeavors.

Entrepreneurship encompasses a series of activities that include original ideation (Naude et al., 2011), resource organization (Pansare, 2013), experimentation (Kerr et al., 2013), and ongoing knowledge acquisition (Kuratko, 2014). The primary distinguishing characteristic between social and conventional entrepreneurship is the inclination to engage in labor driven by a social purpose. The structures, institutions, and processes of entrepreneurial activities are derived from the articulation that social entrepreneurs establish with the challenges that emerge within a given setting. Understanding the chances of addressing recognized challenges and strategies is shaped by an individual's entrepreneurial capabilities. Therefore, it is essential to emphasize the significance of social value creation (Ormiston & Seymour, 2011) and social effect assessment (Austin et al., 2006) within social entrepreneurship. The third issue, which has significant importance, pertains to using management tools. According to Schumpeter (1934/2002), an entrepreneur's function is distinct from an enterprise's management. The involvement of an entrepreneur is mainly limited to the first stages of a company's organizational life cycle. Upon establishing the firm, the entrepreneur assumes the role of a manager.

The training program is predicated on the premise that social entrepreneurs must comprehensively understand social settings, entrepreneurial processes, and managerial abilities to operate their firms effectively. During the first two semesters, the primary emphasis is placed on effectiveness. The curriculum of the program includes a progression of decision-making topics. In the first semester, students explore 'normative decision-making' and examine 'descriptive decision-making' in the second semester. The third semester emphasizes 'causal decision-making.' In the fourth semester, students are allowed to develop skills in effectively integrating and balancing normative and causal decision-making approaches, depending on the specific circumstances. The program's distinctive characteristic integrates traditional classroom instruction with practical fieldwork, assigning a nearly equal value to the credit hours allocated to each component. In the context of classroom instruction, there is an emphasis on both individual self-study and collaborative group learning as means of addressing and resolving complex problems. The selection of teaching methodology is contingent upon both the specific course material and how it is delivered. The curriculum utilizes various assessment components, including assignments, report composition, presentations, case formulation, business plan creation, and end-of-semester and end-of-term examinations. Acquiring knowledge and skills from their pilot projects enables students to enhance and

advance their ideas via iterative processes. Enterprises generally focus on addressing one or more social issues and promoting the inclusion of those previously marginalized in both the market and society. Enterprises can function to generate profit, pursue a nonprofit objective, or operate as a not-for-profit entity. The choice of operational base is contingent upon several factors, such as the particular social issue being addressed, the intended audience, market conditions, and financial strategies. The following is an in-depth analysis of the aspects that are given priority throughout the two years of teaching, learning, and practice. The social environment continues to be the primary area of interest. Simultaneously, entrepreneurial processes and management tools are prioritized since the successful execution of sophisticated company planning and implementation necessitates diverse entrepreneurial processes and management tools. The fourth and ultimate semester is designed to concentrate on all constituent elements.

Knowledge acquisition occurs via formal instruction inside a classroom setting and practical experience gained through on-the-job training. The educational framework facilitates the dissemination of both the traditional entrepreneurial mindset and the entrepreneurial ethos. One of the benefits of acquiring knowledge in a university setting is the comprehensive consolidation of information and the potential for synthesis and integration. This phenomenon enhances the probability of comprehending entrepreneurial procedures methodically, augmenting the possibility of achieving success.

The Model of Social Entrepreneurship Education

In the realm of social entrepreneurship education, two primary paradigms manifest themselves. The process of establishing new businesses and comprehending the significance of education in social entrepreneurship, which involves the establishment of enterprises that prioritize both social and economic benefits, has been extensively studied by scholars such as Conway (2008), Denny et al. (2011), Howorth et al. (2012), Kirby and Ibrahim (2010), Kickul, Janssen-Selvadurai et al. (2012), Kickul, Terjesen et al. (2012), Mars and Garrison (2009), and Miller et al. (2012). Also, Nga and Shamuganathan (2010), Smith et al. (2008), Tracey and Phillips (2007), and Weber (2012) have been cited in the text. The user's text is already academic.

Another area of emphasis in social entrepreneurship education is the capacity of students to generate social initiatives that extend beyond the realm of company establishment. There are many different

endeavors that fall under the category of social initiatives, including projects run by organizations and businesses. The primary objective of these initiatives should be to generate solutions that contribute to creating social value within society (Elmes et al., 2012; Lawrence et al., 2012; Litzky et al.). The field of social entrepreneurship education exhibits a heightened level of orientation and a broader comprehension of impact, as it combines the establishment of social enterprises and the implementation of social initiatives with a specific emphasis on social value creation. Like entrepreneurship courses, social entrepreneurship courses and programs are evaluated and examined separately from other aspects of a student's education and daily life to assess learning outcomes (Jensen, 2014).

In the Moroccan context, the advent of the 2010s has witnessed the emergence of indigenous pedagogical frameworks to foster social entrepreneurship. One notable example is Educare, a pioneering initiative designed to facilitate the establishment of social enterprises within the education sector. Its primary aim is to promote the concept of social entrepreneurship.

It is necessary to use pedagogical strategies that effectively facilitate the execution of a new educational initiative with significant societal influence. In order to ensure the successful execution of an economic development strategy for social enterprises, it is essential to establish mechanisms that ensure the economic sustainability of the social interventions undertaken. The objective is to enhance community services within the education sector, especially targeting children and young people living in working-class areas. Establishing social businesses with a framework that is business-oriented will help achieve this. This study aims to advocate for adopting and implementing the social business model by conducting a pilot program in a critical sector that plays a pivotal role in the growth of Morocco. The outcomes of the project included the establishment of two functional firms.

The TADAMOUNE business is a preschool service located in the Mediouna area. The AL JISR organization is in charge of running it, and the preschool-attending children's parents contribute money and additional services. The objective of this preschool is to serve as a replicable model for other districts.

The "Language and Communication Centre" is a facility located in the Hay Mohammadi area that serves as a training and school reinforcement center.

The beneficiaries' donations serve as its source of funding. The social entrepreneurial education model emerges as a direct reaction to the inherent limitations within the Moroccan education system. This educational approach is grounded in a philosophy that prioritizes critical thinking and hands-on experience, emphasizing integrating theoretical knowledge with practical application.

This paradigm facilitates the development of people with agency and a sense of social responsibility, which drives them to address diverse social issues like agriculture, education, energy, livelihoods, and other related areas. The paradigm facilitates the acquisition of new abilities among learners, fostering their capacity to critically analyze the intricacies of the difficulties present in the local environment.

The social entrepreneurship education model provides solutions to the curricular obstacles encountered within the Moroccan education system via two distinct approaches. The social entrepreneurship teaching paradigm facilitates harmonizing theoretical and practical components. This is because social entrepreneurship incorporates both the social background and the entrepreneurial process, mutually reinforcing each element. The significance of this matter lies in the fact that students are not expected to approach a social issue with one or more preexisting answers. Before delving into potential solutions, individuals are tasked with comprehending the problem(s) at hand and the associated context and intricacies. The objective is to address or confront.

The concept of social exclusion and its relationship to the achievement of sustainable development have led to the exploration of bottom-up techniques as a viable alternative to the prevailing top-down development paradigms. Consequently, the use of community knowledge is leveraged in order to formulate solutions aimed at addressing societal issues. It is highly recommended that students prioritize the active engagement of communities across all stages of the company's development. Practice-based learning occurs within three phases of the curriculum: a) rural visit, b) pilot test, and c) research. These stages are strategically distributed throughout several semesters. The foundation of this approach rests upon the careful equilibrium of three key components: a) the integration of theoretical knowledge with practical application; b) a combination of traditional classroom instruction and hands-on experience learning in real-world settings; and c) the use of both reflective and experiential learning methodologies.

The teaching approach of social entrepreneurship embodies the concept of situated experiential learning by arranging field excursions for learners. Trainers deliberately choose locations where social and economic concerns are prominent and where the dynamics of social change may be seen. Students observe and learn by actively participating in real-life events and maintaining consistent interaction.

The learning process places a priority on comprehending the socio-political and economic context. The second aspect involves observing market systems, while the third aspect entails firsthand experience of community behaviors. The fourth aspect involves articulating these practices' intricacies and the many approaches used to resolve associated difficulties. This initiative facilitates the empowerment of students by fostering an atmosphere that encourages the sharing of ideas and the implementation of small-scale experiments to enhance the local environment. The trainers engage in individual learner assessment by using self-analysis of these experiences. The subsequent learning phase facilitates the application of the information acquired during the experimental phase. The students pilot their proposed solutions to issues they have recognized, clearly expressed, and deemed necessary to address, all while assuming personal accountability for their actions. This phase facilitates learners in acquiring firsthand experience in exploring daring opportunities and contemplating choices for generating societal value.

The concluding stage of this action research method entails the composition of a comprehensive plan that delineates and elucidates the action plan, including operational tactics. The strategic development of the pilot company enables students to discern the specific target market and benefits. Students enhance their understanding of social issues and potential remedies while gathering comprehensive data to better comprehend and formulate effective commercial strategies that may provide substantial societal benefits. Students are anticipated to possess a well-developed company plan upon completing their studies.

CONCLUSION

The Moroccan education system requires more robustness and a greater emphasis on aligning training with job market demands. It is important to note that education has an economic purpose since it involves the preparation for one's future professional endeavors. Therefore, it is essential to critically examine the concerns, methodologies, and formats associated with this preparatory process. In the present circumstances, there is a growing need for developing skills such as

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creativity, adaptability, mobility, proactiveness, collaboration, volunteerism, and risk tolerance.

Education in social entrepreneurship and entrepreneurship has been regarded as the primary means of effecting desired transformations, despite critical viewpoints. The political discourse in Morocco shows a preference for incorporating this strategy into the education system. Nevertheless, official texts do not explicitly address entrepreneurship education. Instead, curricular and reform texts emphasize the importance of enhancing the connection between schools and businesses without mentioning entrepreneurship education. Consequently, the integration of entrepreneurship education into Moroccan secondary education faces challenges despite the advantages that could facilitate this integration, such as incorporating pedagogical approaches and centralized school management (UNESCO, 2013).

The promotion of entrepreneurship is a matter of significance across the whole of the Moroccan education system. In light of this, adopting an entrepreneurial educational approach remains imperative. The factor above would have a notable influence on the determination and achievement of students in educational settings, primarily due to its facilitation of tangible, substantial, and collaborative knowledge acquisition.

In order to effectively implement this novel pedagogical approach, it is imperative to consider the following strategies: 1) Strive for a seamless fusion of theoretical and practical content, with a localized pro-context logic that prioritizes a research-action perspective. 2) Foster an environment that encourages the spirit of entrepreneurship, innovative pedagogies, extracurricular activities, and the establishment of entrepreneurial clubs.

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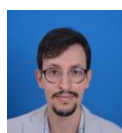
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