Towards a futuristic vision of quality

Orientation through education

Abdennasser Naji
President of AMAQUEN

الجمعية المغربية لتحسين جودة التعليم

أمكن

AMAQUEN

Association Marocaine pour l'Amélioration de la Qualité de l'Enseignement

Foresight

- Promote long-term strategic thinking in the field of education;

- Overview of trends observed in the teaching context;

- Impact of these trends on education;

- It's about helping to shape and anticipate future developments, not to predict the future.

Trend Analysis

- Trend analysis is always tricky;
- The relative importance of historical evolutions;
- The future rarely takes place in the right line of earlier patterns.
- Emerging trends may, however, be crucial in the future;
- Better understand the (r) evolutions and shape our opinion about the possibilities.

Trend Analysis

- It is possible to predict whether certain trends will continue over the long term, while this exercise is impossible for other trends.

- Others, on the other hand, are less easy to predict: this is particularly true of developments in the field of youth culture or international conflicts.

- These areas lend themselves more to the development of scenarios based on the hypothetical evolution of a given trend in a particular sense, rather than extrapolation.

Can we influence these trends?

- If trends are not predictable, it may be possible, however, to bias them.

- Education lends itself well to this exercise, it is its very essence.

«Whoever is master of education can
change the face of the world. »
Leibniz

«Education is your most powerful weapon
to change the world»
Mandela

Trends and possible tracks

The environment of education

Longer life expectancy

- Trends:
  - Our life expectancy has reached an unprecedented level;
- Possible tracks:
  - Learning needs of older people;
  - Social needs vs. educational needs (expenditures).

Demographic landscape

- Trends:
  - The demographic structure has been reversed: it now has an enlarged summit and a narrower base.

- Possible tracks:
  - Public spending on health and pensions may explode, to the detriment of the education of the youngest;
  - Tax revenues may go down;
  - The school can serve as a "social anchor" for the population (isolation, exclusion, exodus);

Global inequalities

- Trends :
  - The income gap observed between the average citizen of the richest country and the average citizen of the poorest country is indeed very marked, and continues to widen;

- Possible tracks:
  - Investments in education can contribute to worsening global inequalities;
  - Education can play a key role for less developed regions in terms of economic and social development;

Human Mobility

- Trends:
  - Diversity, xenophobia, brain drain …;
- Possible tracks:
  - Cultural mussels or multicultural institutions;
  - Inclusive schools or discriminatory schools;
  - Educational subcontracting or confirmed sovereignty;
  - New education markets;

The environment

- Trends:
  - la pollution, la déforestation, la perte de la biodiversité et le réchauffement climatique;
- Possible tracks:
  - Cultural schools,
  - Civic education,
  - Ethics, values;

The world economy

- Trends:
  - Where economic activity and wealth were once the preserve of the western world and Japan, new economic powers, such as China and India, are now emerging;
  - A more integrated global labor market.
- Possible tracks:
  - Innovative schools,
  - Learning schools;
  - Curriculum, language teaching;

The learning society

- Trends :
  - Higher levels of education, higher investment in education, higher education level for women than men;
- Possible tracks:
  - Massification at the expense of the quality of learning;
  - Parental claim or school-family pact;
  - Privatization of education;
  - Feminization of education or education for hominisation;
  - Increased control of educational expenses;

ICT NET Generation

- Trends :
  - The digital revolution is linked to the joint use of nanotechnologies and biotechnologies and ICT (smart networks, artificial intelligence and genetic manipulation);
- Possible tracks:
  - Technology schools (car chase or anticipation);
  - Digital learning or learning of the digital;
  - Learning networks and personalized education;
  - The student consume-author;

Citizens and the state

- Trends :
  - A decline in electoral participation, a rise in alternative forms of political participation, coupled with direct expression of opinion on specific issues;
  - The new division of responsibilities does not necessarily mean a weakening of central power;
- Possible tracks:
  - Citizens' Schools and Democracy in Schools;
  - Liberalization of education or strengthening of the role of the state (quality vs equity);

Value of values

- Trends :
  - The nuclear family model still occupies a central place, but more and more children are living in single-parent families, in "reconstituted" families;
  - A more individualistic world, marked by a decline in the sense of belonging to communities, the society of networks;
  - each age group gives more importance than the previous one to self-expression and quality of life, and less importance than the previous one to traditional sources of authority (world values survey);
- Possible tracks:
  - Socializing school, social anchor, school of social values;
  - Institutionalization of the family-school relationship;
  - The authority of the school, the authority of the teacher;

Lifestyle, consumer society

- Trends:
  - Increase in consumption, too full and empty stomachs;
  - Socio-economic inequalities are accentuating;
- Possible tracks:
  - Education as a private good;
  - Consumerism of learning (long-term effect);
  - School of elites, school of the left behind;

Towards a new model

Dominant model

The dominant model

- Mandatory confinement of children from a very young age in specialized educational institutions, very different from adult life.

- Normal length of schooling is steadily increasing, delaying the onset of recognized "adult life" and lengthening the process of confinement (prolonged adolescence).

The dominant model

- A growing gap between public institutions favoring the control of children, and the private sphere where children are more entitled to "express their choices, exercise their autonomy and seek personal fulfillment";

- Dominance of the traditions of transmission and memorization of factual knowledge;

- Despite rapidly rising levels of education, the adult population in many countries faces serious literacy problems;

- Fundamental issues of values and ethics;

- the concept of the school "with" or "for" or "instead of" the community, but not the school as a community.

The dominant model

- An "industrial model" of the school, "manufacturing" a future workforce, many of whom have basic skills, but also a docile attitude;

- The traditional examination system that still dominates in many countries exerts excessive influence, diverting huge amounts of energy to validation, at the expense of the learning process.

Towards a new model

- "Learning organizations", adapted to the knowledge-based societies of today and tomorrow;

- Schools and school systems breaking the mold of traditional classes and pedagogy;

- From the predominance of the class and its teacher to the more complex teams of teachers working in collaboration;

- The teacher will be the one who facilitates and who knows, the expert individual and the member of a team working in a network, concerned with the needs of individuals and the wider environment, combining teaching and R & D;

- Intervention of parents and others in school teaching and learning.

Towards a new model

- Become more attuned to pedagogical goals through imaginative use of equipment and creative architecture;

- Open schools to other jobs, learners and schedules;

- Create alternative forms of education beyond traditional places;

- Exploit the potential of ICT to make a difference in learning;

- Break the monopolies on validation and exploit other opportunities for recognition of skills;

- The full individualization of learning;

- The R & D system of education should be an important source of new ideas, innovations and improvements.

What quality system for the future ? ...

- Move from a mechanistic approach to a humanist approach;

- Give meaning to the concept of quality and its practices;

- Looking to develop the potential of the person, and worry about maturity criteria;

- Instead of adopting models of knowledge, of behavior so that it acquires a seductive appearance and worry about conformity criteria;

- cultivate values according to the criteria of the common good;

- Instead of fighting faults, failures in a logic of sanction.

Thanks for your attention

amaquen.org