

## **The Moroccan Bachelor New Reform: the Incorporation of Soft Skills through Project-Based Learning**

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### **Abstract**

Recent debates about the bachelor in Morocco show that teaching learners to maintain positive attitudes and take over responsibilities for social and political processes is an essential educational asset of soft skills, mainly for schools that adopt project-based instructions. To engage students in this newest reform, significant preconditions of democratic school culture are set as effective outcomes to generate ethical behaviors. Today, social and political issues tend to provide meaningful opportunities to engage students in proper activities, specifically by using project-based learning. This paper aims at examining important venues that Moroccan school leaders, along with the bachelor outcomes, wish to implement to foster democratic participation within and outside school life by adopting project-based learning. It questions the challenges and perspectives of this implementation along with the progress of Moroccan educational institutions. Hence, the paper adheres to a meta-analysis technique, whereby a unique examination of the various already conducted studies came out with conclusions: perspectives and challenges. The typical meta-analysis method disengages readings of various scholarly academic sources related to school effectiveness concerning the implementation of project-based instruction, specifically after a long journey of debates about the bachelor. Because of its descriptive nature, this method allows the researcher to explore the wide-range of pitfalls that provide potential opportunities for alternative conclusions which are adopted in restructured and well-run approaches. The significant results and conclusions drawn from this paper are profoundly and qualitatively discussed and analyzed.

**Keywords:** Meta-synthesis, Moroccan bachelor, project-based learning, reform, soft skills

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## Introduction

Today, effective learning can be successfully achieved through implementing significant projects, which allows students to become more engaged in activities with the idea to dig into complex and challenging problems that are similar to real-life situations. A recent study conducted by Intel Teach Program (2012) contends that introducing projects into the curriculum is not a new or revolutionary idea in education; instead, the practice has already evolved into a more formally defined teaching strategy because the value of these learning activities has been understood as enormous scopes to widen the opportunities of any learning process. In determining such learning outcomes, the need to explore more rubrics in Project-Based Learning (PBL) crops up as a necessity in the education world. PBL, which goes beyond generating the learners' interest, this study asserts, has gained a more significant foothold in the classroom as researchers have documented what teachers have long understood; in a way, well-designed projects encourage active inquiry and higher-level thinking. It shows that students' abilities are developed when they are linked to meaningful problem-solving tasks. Accordingly, PBL tends to expose students to experiential learning by providing them with such an overview of activities involved in various professions, which are related to their fieldwork. To promote active learning, the PBL approach is introduced in the form of discipline to engage learners in a self-centered method that helps them explore essential and meaningful questions through segments of tasks and feedback activities (Yam, & Rossini, 2010). In Morocco, the incorporation of PBL has gone through various stages by enhancing a mere integration of life skills employing a growing tendency towards new context-based tasks. For the national education system, the advancement towards software practices can be retained through this method's successful use. It has been introduced within some of the program courses, mainly to resolve learning problems.

The objective of this study is to elaborate on the implementation of project-based learning in the Moroccan bachelor project as an effective method in modern school life with a mere reflection of the multifaceted ways of its incorporation that mainly generates various new soft skills. A range body of literature review about its implementation styles will support the development of a framework that will reveal the real changes in the learning process.

## Research Questions

1. What are the effective ways to better implement PBL in the Moroccan bachelor project?
2. How do learners develop new behaviors and skills as a result of adopting PBL?
3. What are the most implications of this approach in education?

## Literature Review

### *PBL Theory, from a Project to a Classroom Practice*

To define "learning" as an activity is to refer to the developmental structure, where "knowledge building" is directed to improve knowledge objects such as explanations and models. Bereiter and Scardamalia (1993) approached the concept of project-based learning as similar to the notion of knowledge, where education is assumed to take place through the use of mental tools such as concepts and theories, while the learners' attention is not directed to the development of cognitive

structures per se but to the productive activity of making meaning. Along with this idea, Helle, Tynjälä, and Olkinuora (2006) state:

Whether it is vertical or horizontal learning, that occurs, depends on our view on what kind of learning is focused upon and supported, project-based learning can be described as involving both vertical learning (i.e., a cumulation of subject matter knowledge) and horizontal learning (i.e., generic skills such as project management), just as the quality of learning is determined by the extent that the student is able to draw upon systems knowledge (i.e., declarative knowledge), not just procedural knowledge. (p. 292)

The production of knowledge as the most important asset of PBL foresees professional development of the learning sphere as upholding the approach as an authentic phenomenon. This approach, which El Bakkali (2020) considers as a new strategy that has actively engaged learners with issues and topics that are relevant to their lives, is important to the development of tasks in the learning cycle. These issues, he asserts, tend to trigger learners' challenging questions or problems with the idea to allow them to work independently within a specific time slot. This disengages projects or tasks as a learning process which is similar (or different) from learning that is based on problems.

Although there is a conglomerate of similar terms that makes it difficult to establish clear boundaries between this approach to teaching and others, such as problem-based learning, inquiry-based learning, discovery-based learning, PBL, Martínez (2019) claims, crops up as an approach which guarantees a learning experience that defines a specific development of a project, which, as he asserts, generates the following principles:

- Raising a question or issue linked to some authentic phenomenon or one pertaining to the situation that will guide the project.
- Cooperative development by students of a series of usually complex tasks with a high level of autonomy and decision-making, taking an active role in order to solve the initial question (this implies dedicating a considerable time to the project, more than one class session).
- The creation of one or various products or devices resulting from attempts to respond to the initial question and the students' reflection. (p. 3)

Meanwhile, problem-based learning has more of a connection to technical education programs. The difference can be between project-based learning and problem-based learning, which is a whole area of some confusion for early implementers of either approach (Harris 2015). Authors like Markham, Larmer, and Ravitz (2003) compare project-based learning to problem-based learning by describing the former as an "instructional method" that uses projects as the central focus of instruction in a variety of disciplines, and the latter as an instructional approach, where learners get along a more programmed path toward a set of prescribed outcomes.

The more the driving question is essential in PBL, the more problem-solving is supposed to expose learners to real-world issues from the start of tertiary education. If problem-based learning, according to Yam and Rossini (2010), is to provide learners with appropriate plans to

help them understand the relevance and importance of learning project, the PBL approach should engage students in exploring essential and meaningful questions through a series of investigations and collaborative activities (p. 4). By doing so, learners can learn concepts and apply information in creating their final products through such an approach which, Yam and Rossini (2010) contend, centers on students' learning activities where students look more autonomous. Accordingly, while problem-based learning and experiential learning, Helle, Tynjälä, and Olkinuora (2006) assert, can be considered relatively abstract conceptualizations of learning, the notions of PBL are more concrete, especially in bringing new learning opportunities in workplaces. According to the two theorists, the only condition of work-based learning is that education is likely related to work practice; thus, the categories of PBL and work-based learning overlap, just as learning takes place in the form of project studies. Compared to this, they contend that collaborative learning or cooperative learning are also concepts often mentioned in connection with student projects; thus, the distinction between these two terms is mostly defined based on the extent of shared activity. They add, project work is usually divided among participants, but the aim is to develop a shared outcome; whereas, PBL involves both cooperative and collaborative elements, where a project task is usually planned so that it cannot be performed without the joint efforts of the participants. To this, Yam and Rossini (2010) use the term "autonomy" to refer to students' interest to take responsibility for their own learning, and by giving control to them, they maximize their opportunity to utilize prior knowledge and experience in finding solutions to the problems. They maintain that collaboration among students, teachers, and others in the community is vital so that knowledge can be shared and distributed among all members, in a way learners' progress needs to be observed. In contrast, teachers' support, as well as continuous tutorial discussions involving teachers and students, are imperative to sustain their motivation in the PBL process. Their supports and panels, they contend, can help provide access to information and support learning by scaffolding instructions to make the tasks more tenable. To prepare these learners as skilled and knowledgeable citizens is to lead them to self-directed learning with enough critical approach to educational practices and instructional methods, which can develop their real-world tasks later.

### ***Implementing PBL in the New Reform of the Moroccan Bachelor***

The central aim of the idea of PBL integration in the Moroccan new bachelor program is to opt for an approach through which the teacher's role is shifted to a mere facilitator, getting students more involved in the learning process, which cuts short, excessive dependence, fosters collaborative learning skills among learners, and develops academic performance and attitudes towards learning. The implementation of PBL, along with the inclusion of the Bachelor project in the new educational sphere, allows learners' interest to examine problems. It fosters their curiosity to delve into questions, plan and carry out investigations, make observations, and reflect on new learning. The importance of PBL to the new reform has a massive impact on both learners and the teaching as it has shown efficient results that tend to foster changes from conventional learning methods to modern forms of learning-centered approaches. Hassim, Bendouqi, and Fahmi (2006) cite some points that learners develop along with the incorporation of PBL. They maintain that as learners assume their responsibilities for their learning, it becomes easy for them to learn the skills for quality work, which should be translated into the project's end-product that should exhibit the learners' accumulation of some traits such as creativity, relevance, and coherence. They also contend that as learners increase the exposure to some tools that promote their abilities, the

presentational skills are of paramount importance to them since their presence allows them to present their ideas to each other in a good written and spoken manner.

The development of life skills in the Moroccan educational sphere has recalled some changes in many layers, including the rise towards technology, which can provide more flexible and effective ways for professional development for teachers and enough room for the learners to be more creative. According to Jung (2005), ICT does not remedy students' learning deficiencies, but it is an indispensable means for information delivery for learners and a mere facilitator to the delivery of instruction; that is, learners are mostly technophile and need only some efficient support from their teachers. Recently, in Morocco, OFPPT, Mebtoul (2020) argues, has started to engage worldwide, as part of its contribution to the Moroccan foreign policy as well as a South-South policy focus. The office is part of the African Alliance for the Development of Vocational Training, which is to develop Morocco's relations with other African countries in South-South cooperation. Along with this, Morocco is set to help create training centers and courses for trainers who seek to improve human resources for the benefit of the economy and promote young people's employability through degrees or qualification programs. Hence, soft learned skills in classes turn to behaviors and attitudes in the real-world marketplace, utilizing merging intellectual outcomes in real contexts.

#### *New Horizons of Soft Skills in the Moroccan Bachelor*

The implementation of soft skills in the Moroccan bachelor has intrigued an in-depth mapping of various skills that are promoted with enough contexts and how and what should be explicitly learned to promote learning systems put life skills at the core of the 21st century learning agenda at all levels. A study conducted by Life Skills and Citizenship Education Initiative Middle East and North Africa (LSCE) on the quality of lifelong learning opportunities assumes that this implementation requires a certain reform of learning contents, teaching methods, and assessment systems in which learning takes place. In the case of Morocco, this study maintains that the focus has been on strengthening young people's skills in schools and providing them with support for their personal and professional development, including life skills education, career guidance, and support for their transition from school to work. Accordingly, it is a broader plan that may be approached from a different angle in different countries, depending on where the government's support. To this end, it assumes, the Ministry of Education, in collaboration with UNICEF and national partners, has been working on several education interventions focusing on secondary schools that support youth in a journey of personal empowerment by providing learning experiences that foster life skills and civic engagement. This LSCE Initiative is currently promoted through different entry points in Morocco, including the integration of core life skills into the national curriculum at the secondary level as well as the development of a second-chance education model for out-of-school adolescents to support them to go back to school or transition to work.

In the Moroccan context, PBL is used to endorse soft skills through offering suitable prospective and alternatives of professional reality situations, which mainly deal with the application and acquisition of knowledge and the management of time and resources by learners. This implementation turns the tasks into a mere professional context that compromise between learning and doing. Speaking about this implementation, Ribaud and Saliou (2013) give an example of an Information System (IS) as a vital practicum where any PBL activities are run to



increase time pressure and resource management. Information System, they maintain, is the main subject of the PBL approach. A practical understanding of its development cycle is an underlying objective of any session, which is gradually revealed to learners. Although such sub-systems and its development cycle are the targets of the PBL sessions, the central role, they assert, is merely a contribution to setting up a different context for each session; that is, the system and its technical environment are used throughout all PBL sequences in which activities take place.

LSCE introduces another example of implementing soft skills that consist of almost ten students' activities through a learning journey by reflecting on the different opportunities, educational and vocational paths, mainly available to young students at a community level. According to this study, these extra-curricular activities promote core life skills such as creativity, critical thinking, problem-solving, communication, collaboration, self-management, and decision making, along with promoting responsibility and a desire to self-learn. This project initiative links schools with surrounding communities. It fosters active participation of children and parents, where such methodology builds on PBL, including dedicated sessions undertaken inside schools and is based on the use of different methods and approaches, including learning resources for students and training manuals for teachers. Accordingly, this initiative has shown tangible results for learners, teachers, and school communities, just as the program seemed successful, significantly changing parents' and students' attitudes toward what the school could do for learners to help them pursue their dreams. This approach has strengthened the linkages between formal education and vocational training systems as it:

- Reinforced links between school-based and extra-curricular activities
- Strengthened existing school-based governance structure (school committees, etc.)
- Enabled students to better plan for their careers and adopt relevant vocational pathways

This study has demonstrated significant results for learners in terms of the acquisition of life skills and the ability to make informed career decisions. Also, it has shown an impact in terms of increasing school participation, reduction in school drop-out rates, particularly among disadvantaged children, as well as improving learning outcomes.

Ribaud and Saliou (2013) introduce another example of soft skill implementation through a program curriculum that tends to train engineers in the development (design, production, and maintenance) of software projects. They argue that during the first semester of the second year of the Masters, all students attend eight technical courses: database and Java programming, development environments, object-oriented design, distributed systems, web technologies, software engineering, information systems, and J2EE development. Hence, as they attend courses in English and Communication in French and a general introduction to the offshore context, the six-month internship takes place from April to September. For almost all Moroccan students, they explain, the training in France is supposed to be their first encounter with the industrial world. Consequently, some interns undergo difficulty in adopting a professional attitude, and leaving their student wardrobe at home, preparing them for the real world context by introducing the PBL experience.

*Projecting Political Integrity as a Soft Skill in the Implementation of PBL*

Political integrity is one of the primordial soft skills of the new learning outcomes, along with the implementation of PBL. The necessary measures, which characterize the teaching of new skills, tend to evoke some crucial issues such as combating corruption, civil rights education, and law practice. A Report on the Promotion of Transparency and the Fight against Corruption contends that among the many issues that turn into learning outcomes is a law practice, which restructures political parties and consolidates their position through specifying their role in politically coaching and representing citizens, who can revitalize political life. This legal framework, this report contends, allows a joint utilization of the means available for the parties concerned in education, training, technological research, and development; it is also an opportunity for users to make use of the equipment at hand to carry out their projects.

In Morocco, the integration of soft skills through the use of PBL has been adopted by the U.S. Agency for International Development's largest project program, which supports Moroccan university career centers to equip youth with enough skills and link them with private sectors. Along with this, Rogers (2016) maintains that Moroccan employers have sent a clear signal to USAID about their interest in soft skills training for youth to address the fact that much of the country's workforce does not currently possess the communication and interpersonal know-how to thrive. These skills range from how to professionally prepare a resume to work as part of a team, is sorely lacking. To this, Rogers argues that USAID analyzed the demand for skills in five growth sectors: auto manufacturing, aerospace manufacturing, agro-processing, offshoring, and business tourism through which both employment and entrepreneurial opportunities are identified in these chains and are aware that Career Center should play a role in facilitating skills for both. For this, he continues, USAID's long-term approach will not necessarily prioritize formal jobs versus entrepreneurial opportunities; instead, the Career Center program is designed with market demand in mind and focus on the three most economically dynamic regions in Morocco: Tangier, Casablanca, and Marrakech. In these cities and the surrounding areas, jobs are available, although employers say they cannot find satisfactory candidates. With an unemployment rate of over twenty percent for university graduates, Moroccan youth need jobs, although entrepreneurs are critical to livelihoods and development.

By incorporating political integrity, learners acquire the necessary skills and critical thinking through their studies by teaching them how to think to be creative. To this end, most learners access the job market through training in real situations, which shows the quality of education that influences the value system and attitudes of learners. To attain effective future workers in the job market, Zerhouni and Akesbi (2016) assert, the learning outcomes should help learners acquire knowledge and develop cognitive skills and assist them in integrating through learning situations, main skills of political integrity. In this context, the most practical skill in their attitudes and perceptions is indicative of the youth's disenchantment with some modes of political participation as they start to express their positions and views by occupying new spaces outside the formal sphere. In the same vein, Zerhouni and Akesbi argue that:

in order to understand youth participation, we need to look beyond the dichotomies that have thus far characterized the debate about political participation in Morocco and elsewhere. Rather than making a distinction between 'active' and 'passive,' 'formal' and

‘informal’ forms of participation, we propose to consider the interplay between these different modes of engagement. The formal and informal spheres should therefore not be thought of as mutually exclusive. The youth tries to take advantage of existing formal spaces and/or create their own informal spaces to do politics differently. They are continuously and actively in search of new means to make their voice heard. (p. 4)

For the two authors, being young in Morocco is very much related to a feeling of a “general malaise and discomfort,” a feeling that stems from unequal access to state services and spaces of participation, where the majority stressed the unequal access to education, employment and the disparities between rural and urban areas. Accordingly, young people denounce practices of clientelism along with a closed nature of the political system. Hence, they consider the failed school system is the main reason behind youth exclusion and social disparities. Thus, Zerhouni and Akesbi assume that the concepts of ‘tahmish’ (marginalization) and ‘alkama’ (oppression) were repeatedly used by the participants in the study to describe all the difficulties and pressures they face regularly. In conclusion, the school stands as a societal institution that forms future political participants who can determine their belonging to the exclusion and oppression.

An OECD study (2009) on the Moroccan Public Procurement shows that the integration of political integrity skills through PBL explains some learning outcomes at the level of some political practices to the likes of fighting corruption and enhancing integrity in public procurement. This involves not only implementing a solid legal framework for procurement, but also enforcing it, and imposing sanctions in the non-compliance event. It also maintains that the learning outcomes of political integrity in this method can pertain to significant pedagogical kits. In the Moroccan context, the study asserts, signing a cooperation convention with Moroccan Associations for the Fight against Corruption, which includes sensitization, training, and the promotion of transparency culture in-school programs, can be primordially proceeded by developing competencies, organizing, monitoring, and supporting central and regional trainers, and workgroups. The National Report (2009) on the Promotion of Transparency and the Fight against Corruption contends that the education sector and Moroccan Associations for the Fight against Corruption, for example, have both shown an interest in multimedia and pedagogical tools, which have been developed to help achieve objectives concerning the introduction of ethics in the reform of the education and training system. To this end, the study contends that promoting integrity and transparency when designing school books while setting criteria for the appointment of managers and directors, and generalizing selection criteria for central or regional positions of responsibility, and in schools can implement recommendations made to good governance and ethical management.

#### *Enhancing the Impact of PBL to Uphold Social Integrity*

The integration of PBL to advance social integrity brings another soft skill to the forefront as a learning outcome that disengages learners to know what is matching job interests to skills and academics. This also enables their critical thinking to negotiate successful situations, provide recommendations, and work as part of a team. To this, Rogers (2016) assumes that USAID, which advances career center to be a platform for soft skills and employability services, considers learners to be taking advice about what academic subjects might be suitable for their interests and goals; that is, the career center program focuses on soft skills by evolving an entrepreneurship angle that



might engage critical distinction to be made between entrepreneurship training and the vast array of skills. Accordingly, he assumes that the Aspen Network of Development Entrepreneurs and Emory University investigate initial findings of more effective programs that emphasize communication skills, including networking, and organizational structure over developing finance and accounting. Accordingly, through entrepreneurial training of intrinsic value, the career center team has explored training that has genuinely expanded for the learners who participated and even contributed meaningfully to employability to set unrealistic expectations even though, Rogers adds, entrepreneurship in Morocco is an exceptionally tricky path for many youths. He concludes that USAID helped Endeavor Morocco to establish itself as a platform to advance youth entrepreneurship. As recently as 2015, additional funding is provided to highlight Endeavor's approach to high-impact entrepreneurs to help inspire a culture of innovation, job growth, and economic generation. Accordingly, entrepreneurial incubators refine their training systems and help more youth launch successful businesses; USAID expects to see permanent gains from these successful networks.

Social integrity as a soft skill along the incorporation of PBL has increasingly been marked by several associations that have long been created by youth activism in associational life. Besides legally created associations, the youth in Morocco, Zerhouni, and Akesbi (2016) explain, engage at the level of their universities and schools by creating clubs: they are active in their neighborhoods and communes by creating informal associations, or by organizing festivals and sports competitions, mainly during the past fifteen years, where both domestic and international NGOs have implemented programs which target young people in the field of civic education. Along with this same situation, they assume that the pressure is exerted on learners by their families to find a job, where parents have expectations from their children because they invest in their education. Hence their learning outcomes pay off with enough soft skills in the marketplace.

### **Methodology**

To write this paper, the researcher has gathered data through an in-depth analysis of current topic-related scholarly articles. For this study, he has searched various education-related databases to find relevant, peer-reviewed articles, journals, and books. This systematic literature review focused on the successful ways to develop many soft skills by the effective use of PBL with the idea to enhance a new model of the Moroccan school culture that mainly increases teacher/ learner satisfaction. This comprehensive study details the timeframe within which the literature was selected. Also, it is divided into two categories: meta-analysis and meta-synthesis. I have conducted a meta-analysis by getting the findings from several studies on the same subject and analyzed these using standardized procedures. Patterns and relationships in the meta-analysis are detected, and conclusions are drawn; it is associated with a deductive research approach (Urquhart, 2010). Meta-synthesis, on the other hand, is based on non-statistical techniques, which integrates evaluated and interpreted findings of multiple qualitative research studies. A meta-synthesis literature review was conducted when following the inductive research approach (Walsh & Downe, 2005). As this paper is a meta-synthesis of current scholarly articles, no further ethical considerations are required. This method helps in bringing together qualitative data to form a new interpretation of the integration of PBL in the national school culture, mainly through an explanatory theory of why this integration works or not.

## Findings

Throughout the analysis of this issue, there are several points can be worth mentioning here. To start with, PBL can only be realized through the collaboration of all pedagogical actors, including learners, teachers, education leaders, NGOs, and their success is mainly attained by the teacher's paramount role, offering, thus, numerous benefits to learners. The points discussed, herewith, have highlighted the way to advance and succeed the project-oriented work, which mainly trains students to be life-long independent learners. These points are also discussed to show how the philosophy of PBL is primarily there to teach them to meet the requirements of the job market through the learning outcomes of various life skills incorporated in the Moroccan bachelor project. With the teacher's assistance, at a bare minimum, students tend to foster knowledge, with a suitable learning climate that develops such an optimistic teacher/learner harmony in roughly tuned classrooms. Likewise, it is understood that PBL highlights the learner's role in developing such autonomous education, while teachers are essentially in charge of giving constructive feedback along with the processing of tasks. Also, it is believed that the pedagogical procedures foster the collaborative and interactive method through which learners get their life skills and, in turn, pass them on in professional contexts.

Along with discussing the benefits of the use of PBL in education, it is noted that this approach helps in developing the modern educational system when it is taken as a significant part of the curriculum and extra-curricular activities. Accordingly, learners achieve multiple targeted objectives, mainly with convenient classroom settings, which, in turn, translates the teacher's management skills and his/ her professional development. Since this approach, as Bagheri, Ali, Abdullah, and Daud (2013) suggest, is like a puzzle which challenges the learners in a kind of inner satisfaction through a successful learning process, where the teacher is set actively controlling and evaluating their learning constantly, the integration of PBL in the curriculum of educational technology has such ability to establish self-directed learning skills which consequently enable the learners to overcome their pedagogical needs and challenges. To this, the paper has shown that PBL aims to put the priority on the student's achievement of the project as having a crucial role in all the stages. This is a direct way to increase the development of many soft skills by encouraging learners to play a vital role in all project phases. In turn, this increases their motivation and, indirectly, their development of self-directed learning. Thus, to facilitate and improve the effectiveness of the PBL strategy's execution, it is believed that the structure of the classroom and the equipment required for this method needs to be different from those of traditional methods. Such differences include the seating arrangement of learners and the classroom equipment. Also, this method is merely an educational approach in which technology is easily accessed, where students gather, analyze, and interpret data effectively, and, consequently, present their interpretation to the group. To complete this process, the task should be well managed in the classroom, with the teacher mastering way of conceptualizing this approach by employing timing sequences, sticking the number of students to a bare minimum.

## Discussion

As this paper discusses the considerably developed skills which the learners tend to acquire along with the incorporation of this approach, there has been a precise examination of in-depth exposure to the structural philosophy of PBL along with significant sections. Hence, this approach introduces a range of soft skills, which can be achieved successfully using the learning implication.

It crops up with enough space for the learners' creativity, which is a significant characteristic of the Moroccan bachelor. Social and political integrity are examples of these learning outcomes that have entered the curriculum as new practices with the idea to provide learners with sufficient room to practice the learned skill in the real-life context. It results from the learner's engagement in which the learner is inspired to function with new learning experiences.

Along with this, El Bakkali (2020) assumes that it is indispensable to mention that many pedagogical actors contribute to the success of such learning outcomes, wherein its achievements sparkle within the effectiveness of school leadership. In this context, political officials should develop a ground for the educational system to hone this project's practices. Likewise, government officials should consider some contexts within which the learners operate to maintain nearly acquired life skills. Education leaders have to show considerably relevant whims to turn this project a success with good program designs that profoundly dig to respond to the teacher's vision and creativity.

Although the PBL approach is a beneficially constructivist method that tends to give enough space to the learner to be centric in the Moroccan bachelor, there are few limitations that characterize this implementation. First, time sequencing rises as a significant shortcoming. The performance of PBL requires more time needed for the activity, and hence, this might embarrass the teacher who might run out of time processing the activities. The second problem is concerned with the population size. PBL runs successful tasks with a small population size, which should be involved in all task levels, culminating in a representative average to attain successful results. Saying so, PBL cannot be achieved for the large population of students. The teacher, believed to be the reinforcer, the extender, the initiator, or the navigator, maintains a learning philosophy that shapes certain learning beliefs that stand as a confusing difficulty in determining the difference between pedagogical beliefs and knowledge (Tamim & Grant, 2011). Also, this idea enhances the fact that some teachers, although they are knowledgeable about constructivism, are not as equally knowledgeable about the systematic implementation of PBL because they implement PBL to the best of their abilities without any professional development in its particularities, probably due to the lack of in-depth exposure to what it can bring to the learning process. Accordingly, Yam and Rossini (2010) argue that although some teachers improve students' engagement and motivation through implementing some significant tasks, it seems hard to manage and create an environment where this can take place. Following this, they claim that there are significant constraints and implicit risks in introducing such methods as management style expect that staff can move from a traditional teaching style to a PBL style without increases in teaching resources, better staff mentoring, and the occasional mishap.

## **Conclusion**

This paper has introduced important points of PBL in the literature framework by answering significant queries concerning the definitions, the key features, the benefits, and the implementation process of soft skills in the Moroccan bachelor project. Also, it has discussed numerous elements of frequent implications and challenges. Along with the discussed literature review, this paper has covered the major aspects of the various learning outcomes like life-long learning, and self-directed learning. Also, it has discussed elements of motivation, autonomy, and creativity, which are convenient aspects of any learning process. More importantly, it has analyzed

essential soft skills which the learner can experience using project processing. The integrity process in society or politics forms a specific asset in elaborating on the implementation of PBL in this national project. This approach seems to be a relevant tool for teaching political and social integrity, mainly for critically engaging students with its philosophy to get them motivated to understand a changing world beyond the classroom. However, it can be assumed that a successful teacher in education is a leader whose role is to examine the learner's acquired skills through professional, and educational development.

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