

**THE UNIVERSITY AND THE DIGITAL VOCATIONAL TRAINING
PLATFORMS**

THE NECESSARY REORGANIZATION OF «VALUE CHAINS»

**L'UNIVERSITE ET LES PLATEFORMES DE FORMATION
PROFESSIONNELLE NUMERIQUES**

LA NECESSAIRE REORGANISATION DES « CHAINES DE VALEUR »

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Abstract

The University « and » the Digital Professional Training Platforms and the necessary reorganization of «value chains» is an opportunity to examine to what extent it is time for the University to courageously recognize its shortcomings, Technical, Functional, Organizational and Methodological and clearly designate its audience, with multiple and diverse characters, with the challenge of bringing it together and federating it into participatory communities whose attachment to institutions would allow a framework and orientation towards a common project: professional digital training leading towards a long, progressive career, and above all avoiding

a shortage of competent manpower to succeed in the bet of an articulation of the imperative of effectiveness of the « digital literacy » of the «D.V.T.P» public and freedom when it comes to acting « economically » in a context of uncertainty, increased by the presence of competing private and public, national and international actors.

Keywords : Global Collective Intelligence, Digital Skills, Digital Vocational Training Platforms, Digital Literacy, Connectivism

Résumé

L'Université et les Plateformes de Formation Professionnelle Numériques, la nécessaire réorganisation des "chaînes de valeur" est une occasion pour examiner dans quelle mesure il est temps pour l'Université pour reconnaître courageusement ses insuffisances, Techniques, Fonctionnelles, Organisationnelle et Méthodologiques et désigner clairement son public, à caractères, multiple et divers, avec le défi de le regrouper et de le fédérer en communautés participatives dont le rattachement à des institutions permettrait un cadre et une orientation vers un projet commun : la formation professionnalisante numérique menant vers une longue carrière évolutive, et surtout évitant une pénurie de main d'œuvre compétente pour réussir le pari d'une articulation de l'impératif d'efficacité de la « littératie numérique » des P.F.P.N. publiques et de liberté lorsqu'il s'agit d'agir « économiquement » dans un contexte d'incertitude, augmentée par la présence d'acteurs concurrents privés et publiques, nationaux et internationaux.

Mots Clés : Intelligence Collective Globale, Compétences Numériques, Plateformes de Formation Professionnelle Numériques, Littératie Numérique, Connectivisme

Introduction

Gone are the days when the university talked, sometimes to the crowd, without addressing « someone » in particular, sometimes by addressing everyone using the same speech! It is not yet late to courageously designate its public (anthropocentrism obliges), with multiple and diverse characters, with the challenge of grouping and federating it into participatory communities whose attachment to institutions would allow a framework and an orientation towards a common project: vocational training leading to a long progressive career, and above all avoiding a shortage of competent labor, considered by economic studies as being the second obstacle to hiring for companies, after that of gloomy economic conditions.

This paper entitled « The University and the «D.V.T. P»¹, the necessary reorganization of « value chains » is an articulation of the imperative of digital literacy efficiency of public «D.V.T.P» and freedom when it comes to acting « economically » in a context of 'uncertainty increased by the presence of national and international competing players. This is an opportunity to explain to what extent university vocational training projects, affected by the grace of connectivism, since supported by a Digital Vocational Training Platform, using artificial intelligence, could successfully connect communities of " professional learning (private, public, collective) and knowledge (declared & effective) leading to the development of professional knowledge and skills allowing the development of individual digital skills (citizen digital individual intelligence) first phase towards the exercise of their capacity to act (digital literacy) in a way that is acceptable to them and the groups of which they are part (global and integrated collective intelligence).

Inspired by the Mathematical Theory of Information and Communication of Shannon and Weaver, the study of the articulation of the educational imperative and economic efficiency requires the implementation of a method consisting of three levels: a first level where the

¹ We will note D.V.T.P. to designate the « Digital Vocational Training Platforms »

technical problem arises of identifying and analyzing the sources of information to combine economic efficiency with educational effectiveness. A second semantic level where the problem of the meaning of the digital training platform model arises, leading to the possible dichotomy of the production and distribution of knowledge, thereby requiring a redefinition of the value chain. A rereading of the informational content, brand prices and the role of labeling intermediaries, source of motivation will allow us to verify the complementarity or substitutability of the three sources of information. A third, pragmatic level, where the question of the conditions necessary to allow the educational effectiveness-economic efficiency of digital vocational training platforms through the establishment of a global and integrated collective intelligence dictated by the lessons learned from the actors who have is the subject of an exploratory study of a qualitative nature, methodologically based on the interview, as an investigation technique and on a small sample size since the populations concerned are the Moroccan universities adopting «D.V.T.P» As its name suggests this study allows us to explore and clarify the dysfunctions of «D.V.T.P» to propose "Pilots" for a way out of the crisis.

I. THE DIGITALIZATION OF «V.T.P.»'S: A RESPONSE TO STAKEHOLDER REQUIREMENTS

The reforming strategies of the education system are in general the « sometimes poisoned » fruit of International Institutional Incentives dictated to the « profit » of developing countries for a rehabilitation of the economy via the push up of that of knowledge. How is the link between these sources of information and « notions » articulated to create an explosive cocktail serving the development of countries that are on the way?

1.1. NATIONAL LEGAL FRAMEWORK AND INTERNATIONAL INSTITUTIONAL CONTEXTS

1.1.1. THE LEGAL FRAMEWORK

The Dahir n ° 1-18-94, promulgating the law on continuing training (law n ° 60-17), was published on April 2, 2019. Composed of 32 articles, the law details the mechanisms organizing

continuing training for the benefit of private sector employees, certain categories of staff in public establishments and enterprises, and other self-employed persons who exercise a private activity. The objectives of this law set the tone: (i) Support for the development of the labor market through the development (or upgrading) of qualifications and skills. (ii) Improvement of general and professional knowledge by adapting them to technological developments. (iii) Social and professional promotion, strengthening of business capacities, improvement of productivity, strengthening of competitiveness.²

1.1.2. THE INTERNATIONAL INSTITUTIONAL CONTEXT

In Morocco, the strategic vision of the 2015-2030 education reform as well as the orientation project of the 2019 finance law highlight the importance of priority actions aimed at improving the adequacy of programs and training with demand environment, so as to contribute to the success of the new socio-economic development model (CSEFRS³, 2015: 25). It would be very interesting to understand the determinants of this turnaround which determines the field of action of the university as a stakeholder and an economic and educational actor applying political strategies putting the knowledge economy at the center of the process of economic development. The International Institutional Incentives have something to do with it. The funding received by developing countries from those of the OECD does not leave them much choice as to the policies to be pursued and requires them more than ever to follow the movement so as not to disconnect from the « virtual » reality in which the global economy is currently located. As part of its contribution to the work of the GEANT⁴, the OECD organized in March 2001, jointly with the United Nations, UNDP⁵ and the World Bank, a Global Forum

² Source: la vie économique May 14, 2019, « Organization of continuing education: the law published in the BO », By Ilias El Mesnaoui May 14, 2019

³ CSERS for (Conseil Supérieur de l'Éducation et de la Recherche Scientifique) corresponding to Higher Council of Education and Scientific Research.

⁴ In french GEANT, (Groupe d'Experts sur l'Accès aux Nouvelles Technologies). This acronym corresponds to The Expert Group on Access to New Technologies.

⁵ UNDP for United Nation Development programme.

to explore how the Information and Communication Technologies can facilitate the achievement of shared development goals and cooperation can help bridge the digital gap. Since that date, the World Bank, which has given the knowledge economy a priority and a political dimension⁶, accentuates the movement already started in 1963 and encourages the expansion and diversification of higher education systems as well as the promotion of reforms in this sector, in order to make it more efficient, relevant, fair, transparent and dynamic. (World Bank 2003: 2).

Thus is triggered the race for excellence, which is predominantly competitive (the ranking of world-class universities) and entrepreneurial (trend towards a neo-liberal cognitive neo-capitalist state of mind), Universities and Knowledge Economies where all means are good to stay in the race even if it means sacrificing the old system tending towards disappearance, victims on the one hand of its dilapidation and on the other hand of the reorganization of value chains around information and interactive communication.

1.2. UNIVERSITY-EDUCATION, ECONOMY - DIGITAL AND BUSINESS

VOCATIONAL TRAINING PLATFORM: AN EXPLOSIVE COCKTAIL!

1.2.1. TEACHING-UNIVERSITY

The end of the 19th century was marked by the evacuation of political and institutional factors from the economic sphere since there was a split between political science and economics, subdividing them into two distinct disciplines. The University in its strategic approach must on the one hand act in the presence of several stakeholders with whom it must interact and the economic actors (State, trainers, trainees, citizens « local communities: associations or others », companies) in infinite interdependencies, engaged in the national development process will « almost » always have an interest in cooperating, engaging in this process, to improve results

⁶ World Bank 2013: The Global Competitiveness Index 2013-2014: Country Profile.

and objectives (Economic, Socio-cultural, Political, Environmental...), in perpetual interaction between these interdependencies and the interests of the actors.

In scientific education and research, we can blame them for their sclerotic nature, which blocks the initiatives of stakeholders (citizens on demand for training and companies in search of skills) in their quest for digital skills allowing the first a shift from « naive digital » to « citizen digital » and second, from the connected company to the integrated global intelligent company... since it is supported by artificial intelligence.

In this bath of uncertainty, the University, place of production, exchange, dissemination of knowledge (know-how, make known, act ...) sees it gradually transformed this knowledge, since supported in part by a Platform of Digital Professional Training, in digital literacy where the three spaces meet, public, private and collective. It (its programs) must be more than ever competitive to the point of excellence. Thus, among the paths to follow is the overhaul of the value chain. The latter must be redefined in the light of the constantly growing upheavals in the knowledge economy.

1.2.2. ECONOMIES AND «D.V.T.P»

The digital technical and industrial era struck at least two decades ago. For the more informed, it is « Moore's law », the Digital Vocational Training Platform paradigm, Gartner curve, Wikinomy, cloud, open source, the data driven economy : new technologies (connected objects, machine learning, artificial intelligence, etc.) digital industries, sovereign data infrastructure - digital company that can compete with American GAFA (Google-Amazon-Facebook-apple) and Chinese BATX (Baidu-Alibaba-Tencent -Xiaomi). The ultra-rapid development of these new forms of economic operators is based on a business model that is often at the limit of the categories usually used in established economic and legal reasoning. The «D.V.T.P» have been developed as a result.

We tend to believe that the economy as a «guide discipline » for our societies, leading them towards more rationality and clairvoyance, is now going through a serious crisis of legitimacy,

and is proving to be a source of confusion and error. It's accused of a suicidal policy of financial deregulation. The discredit that it knows today in public opinion is disproportionate and misses a reality that is difficult to apprehend: the deconstruction of the economy around information and that of training around the «D.V.T.P» This double synchronous movement generates research in «Our Economic Thought » to notice the cyclical return of a certain number of principles or economic models (Walrasian General Economic Equilibrium Model) and the discrediting of others (the J.B. Says outlets law) thereby providing a kind of benchmark to explain the advent of Platform economies.

1.2.3.DEMANDING COMPANIES: A RETURN TO ORIGINAL, DIGITAL INTELLIGENCE

When the « ethics-sustainability » couple, the « Achilles heel » of companies, is mentioned, the reciprocal impacts of the economic and social spheres are clearer. When technological constraint is added to other types of uncertainty, the difference in impact is clear depending on whether it is industry, commerce or service, the business can only rely on culture a vision of collective performance greater than the sum of individual performances. This synergistic effect is accelerated and amplified through the fertilization of knowledge, itself a source of openness, guaranteed by the bet on the best combination of technological and human (organizational) resources.

The means converge around a return to an original intelligence which replaces the pyramidal intelligence. The latter has shown its vulnerability and ineffectiveness in fluctuating contexts when the reactivity of the group no longer follows the movement of markets, knowledge, culture, technology, external interactions, economy and politics. As for the original intelligence organized, at the outset, in small groups in sensory proximity (work, associative life, team sport, reflection groups) whose characteristics, an emerging whole, a «holoptic » space, a social contract, a polymorphic architecture (flexibility), a circulating object-link and a learning

organization,⁷. When we talk about Virtual Training Platforms, is it a mode of coordination like any other? The «D.V.T.P» Semantic allows us to characterize the economic model released by them, with an improvement objective.

II. THE SEMANTICS OF THE «" D.V.T.P". PARTNER MODEL »

If we call «semantics » all activities using signs and signals regardless of the sender or recipient, we see that communication is no longer just a matter between man and man, but between human-material systems. Through these circuits, communication, already very prone to dissymmetry, tends to be lost as such. Tele-action generates robotics. Many facts converge on the idea that communication as conversation or agreement is in danger of falling far behind, both and jointly on broadcasting and robotics.

2.1. INFORMATION GIVES MEANING TO COORDINATION ON THE «D.V.T.P»

What would be the implication, in terms of economic analysis, of taking into account the advent of a Digital Vocational Training Platform economy where information and knowledge would play an increased, even strategic role? The objective is far from making a theory of what one can call an economy of «D.V.T.P». The evolution of Information and Communication Technologies, in particular the entry into the digital and network era, induces profound changes in the possibilities of access and dissemination of information, and acts on the process of the exchange and thus on the forms of coordination of agents allowing them an increasingly growing connectivism and necessary to be part of the Network. The role of information is thus gradually transformed: The use of technology promotes interactive exchange beyond the transmission of information, modify the function of intermediation and reference in the construction of learning and decision rules of economic agents which is reinforced and appropriated a kind of digital power and skills: « digital literacy ».

⁷ The original intelligence will need a several number of Additional characteristics to become Global: instantaneous globalization, Norms and standards (evolving), Information system, Permanent interpenetration with cyberspace, Personal development ...

We are currently witnessing a certain democratization in the use of «D.V.T.P» since they are now accessible to all those who wish to follow professional training. The number of people having access to it has therefore increased significantly in recent years. This is not without effect on the whole of society and the knowledge economy sphere, in particular. In the university sector, which constitutes both a fertile ground for the establishment of the Platforms and a powerful engine of their development, their integration is proving to be a challenge of the first importance for the formation of a new coordination paradigm.

2.2. THE NECESSARY REDEFINITION OF THE VALUE CHAIN

The first beginnings of the Platform economy saw the light of day with the e-bay Platform in 1995, which put individuals in touch with each other. With the appearance of Uber and RB&B, the economy of collaborative Digital Platforms has established itself as an unavoidable phenomenon that fascinates both businessmen and bankers praising its potential for disruptive innovation. Defenders of workers' rights fiercely pocket the weakening of work and the social protection system. We see the advent of a new cognitive capitalism, in the sense of a form of market organization, but this time linked to knowledge, to refined information and subject to pedagogical standards almost often universal. We are answering two questions: (i) how do users accept prices in virtual markets? (ii) What role will trust and reputation play in the effectiveness of the «D.V.T.P» coordination?

2.2.1. THE «D.V.T.P» USER FACING PRICES

The connection of the «D.V.T.P» to the Internet provides suppliers with the means for sophisticated and rapidly updated pricing, allowing the extension of « Yield Management » techniques. Some economists, using the example of air transport, have wondered if such prices were acceptable by users of Vocational Training Platforms, as they question the impression of «fair price ». Thus, A. Odlyzko (1997: 19)⁸ maintains that prices that are too «optimized » risk

⁸ Odlyzko Andrew (1997), The Bumpy Road of Electronic Commerce, Mimeo, AT&T Lab - Research (<http://curry.edschool.virginia.edu/aace/conf/webnet/html/ao.htm>)

appearing arbitrary and unfair to the point that regulators would be led to regulate such practices. Even independently of their acceptability, the prices that are defined in a market from the interaction of intelligent training agents (such as chatbots) with pricing agents (pricebots) do not always lead to equilibrium situations.

The fact that the exchange and the information processing is done today at very low costs therefore does not necessarily lead to better functioning of the markets. The increased ability to compare training by users of the Digital Vocational Training Platform corresponds to more complex means of setting and modifying prices. Such more complex markets are not necessarily more fluid; they are undoubtedly unstable. To counter this movement, the University is forced to use innovations: the change introduced in the way the product or service is used, the implementation of a new ease of use to meet market needs or anticipate future needs.

2.2.2. THE DICHOTOMY, PRODUCTION - DISTRIBUTION, OF KNOWLEDGE?

Until recently, the production functions and transmission of knowledge were closely linked, and there is an increasingly marked dichotomy between researchers and teachers. For several years now, a good number of universities have been considering the possibility of consecrating this divorce between teaching and research by creating distinct statutes of professors dedicated to research, on the one hand, and professors who devote themselves to the teaching, somewhere else. The specialization of tasks entailed by the use of Information and Communication Technologies for education is expected to accelerate this trend.

2.2.3. THE IMPORTANCE OF THE « *BRAND EFFECT* », COMPLEMENT OR SUBSTITUTE FOR THE PRICES?

This is a point whose importance lies in the fact of linking two concepts among the most important in inter-individual interactions, whether in virtual or real markets, namely « *trust and reputation* ». Due to the information asymmetry between trainer and learner, it is necessary for the trainer to be able to make a credible commitment to the characteristics of the training and

to the services that he will subsequently provide. Conversely, it is necessary for the learner to be able to assure the trainer of his solvency.

Trust is, therefore, an essential element of the « commercial » act; in the case of the «D.V.T.P», this is even truer due to both the greater number of players concerned, the global extension of markets, and, finally, the multiplication of direct training without intermediaries. It is necessary that the actors can build a reputation, which allows, for example, the sites of classification of the «D.V.T.P» according to the history of their exchanges. More generally, « *third party services* » can provide information and insurance services or even « *escrow services* » for goods or payments. Such systems seem effective in creating a relative trust that is less encountered in the case of a current exchange. To a certain extent, the trust thus created replaces the trust built around a brand, a producer or a distributor. It should be noted that this new source of trust resides in the « *third-party site* », which monitors interactions and publishes a « *quality index* ». Would the university accept the intermediaries' intervention? *In Priori*, out of self-esteem or lack of means, the university would not be inclined to bear more load and costs that will weigh on its Return On Investment (ROI) but would think as soon as possible about the establishment of a partnership relation well managed (Partner Relationship Management).

III. MORE PRAGMATISM FOR EFFICIENT PLATFORMS?

A MODEL BASED ON THE PARTNERSHIP

The focus on the combination of Technology (techniques, operations), Strategy (organizational, methodological) must not mask the importance of two things: on the one hand, that of the quality of training which must be labeled by accredited trusted intermediaries. On the other hand, that of achieving a competitive ROI (Return On Investment), the only guarantee of the sustainability of the activity and the renewal of rapidly obsolete investments.

3.1. SCOPING STUDY: WHAT ARE THE «D.V.T.P» EFFICIENCY OBSTACLES

To detect the Technological (technical, functioning) and Strategic (organizational, methodological) inadequacies of the «D.V.T.P», we opted for an exploratory study of a

qualitative nature, methodologically based on the interview, as an investigation technique and relating to a small sample size since the populations concerned are the Moroccan universities adopting «D.V.T.P». As its name suggests, this study allows us to explore and clear up the dysfunctions of «D.V.T.P» in order to propose solutions to the crisis⁹.

3.1.1. QUALITATIVE SURVEY: FROM PREPARATION TO THE CONDUCT OF THE SURVEY

To identify the bottlenecks in the activity of «D.V.T.P» and to explore the depth of thought, sincere and spontaneous of the subjects surveyed, defined in advance, while preparing the conditions necessary for a relationship of trust, security, anonymity, attentive listening, empathy, sharing, recognition of the expertise of the interviewee, allowing us to set up the relationship of collusion for a better quality and richness of information, this research work relied on the use of quantitative study tools from the start of the research: semi-structured interviews, Information Technology expert, digital and hybrid training managers were conducted in September 2019.

The interviews were carried out according to a protocol composed of two phases:

- Pre-survey phase: a first interview was undertaken within Cadi Ayyad University, whose exclusion from the survey is a choice which rules out any convergence of interest or bias, to list the main axes (themes) which will be covered by an interview for Moroccan universities adopting «D.V.T.P». This phase allowed us to produce an interview guide for the second phase and which revolves around operational issues (dysfunction) Technical, Functional, Organizational and Methodological (coordination and prediction) that we have transformed into themes.

⁹ It is unnecessary to mention that the «D.V.T.P» importance is reaching its peak during the COVID-19 pandemic. Thus the resolution of the problem related to these supports is more than ever a priority.

- Interview conduct phase: at start-up, the challenge that universities have to take up in the face of the development of «D.V.T.P» is well explained to motivate the interviewees in their approach to answering questions.

Overall, we spent (+/-) 45 minutes per interviewee and 3 questions per topic (4 topics) to identify the bottlenecks in the activity of the Digital Vocational Training Platforms. A priori, there would be a problem of coordination of the trades (technical, functional, organizational) caused by the absence of the methodology & prediction profession that only we will qualify capable of overseeing all the other trades in a global, integrative and sustainable vision.

3.1.2. TECHNICAL DYSFUNCTIONS

«Internet » standards make possible the interconnection of computer networks and their administration in a totally decentralized mode for a very extensive sharing of knowledge via a new infrastructure for education. The specific characteristics of the network largely explain why the Internet has become globalized so quickly. Having become a universal medium linking all economic agents, it was therefore natural that many economic activities were established there and that the Professional Training Platforms thus emerge. The latter are very dependent on the functioning of « the network of networks » in general. And in particular, there are the problems of accreditation and labeling intermediaries, digital security, and respect for private life.

The change in standards, protocols, technologies ... in short, technological breakthroughs, mutations and / or associated crises and the necessary adaptability of the system to these incessant evolutions weighs heavily on the investment and operating budget, which is already tight, of universities.

In addition, it is also a question of interconnecting complex applications in a set of information exchanges that go beyond the traditional limits of the University or the establishment providing the training. The perimeter is certainly more important than a more traditional project of setting up an integrated management system. The human and organizational components are major.

3.1.3. FUNCTIONAL DIFFICULTIES

The functional problems concern the trades and actors who contribute to the proper functioning of «D.V.T.P» : funding, supervision of teachers, transformation of the learner or trainee into a potential client.

- **Funding for change and monitoring**

The recurrence of expenditure (purchase, maintenance, training, etc.) and investments in rapidly obsolete equipment makes financing technological change a more difficult task. Moreover, the calculation of the return on investment is not the strong point of public universities since their objectives apart from producing employable capacities, extend to the production of minds and the creation and dissemination of a participating global culture. to the country's intangible wealth. These investments and expenses serve as recurring expenses. The financing of investments requires the university to practice hybrid activities between the public and the private since they tend, among other things, for example to accept seeing commercial companies display their advertising on their walls for remuneration.

Faced with these movements, which advocate the utopia of the neoliberal economic model of « all-market » (distribution of tasks, fragmentation of production and marketing, according to the principles of productivity and competition) where the State has been largely instrumentalized, partnerships take the form, on the one hand, of the exchange of products, services and skills between universities and, on the other hand, of national and international strategic groups to take advantage of the synergy effect from which Western countries benefit thanks to their advanced technologies¹⁰.

- **The trainers between resilience and reluctance**

The sacrifice of classic pedagogical skills, sometimes psycho-pedagogical, organizational and methodological, and communicational, sometimes pedagogical, social, managerial and

¹⁰ Centaure Innovation, a subsidiary of the International University of Agadir, joined in 2013 the Tudor International network of the Henri Tudor Public Research Center in Luxembourg.

technical, is made for the benefit of the permanent search for a (self) training in technologies towards which they develop resistance by being skeptical about their ability to solve all teaching problems.

- **The learner: «*Technology Victim* »**

While recent uses of «D.V.T.P» have tended to resort to certain functionalities responding to knowledge dissemination logic, the functions of synchronous or asynchronous interactions could be used more for exchanges between teachers, learners and researchers aiming at a real deepening of knowledge. From a relational point of view, things have changed: the mercantile logic and the heaviness of investments mean that a learner is now perceived as being a consumer of credits, diplomas and not of educational services (knowledge). The University must find its way between all the tempting proposals of private training companies with the Marketing resources to make their services known.

The shortcomings on the learner's side are classic but more pronounced since direct contact is weaker and weaker: lack of autonomy (requirement for personalized treatment at all times), attention (absence of a spirit of synthesis and reflection) and responsibility (plagiarism) of the learner are greatly deplored by almost all platforms. In this case, the technology plays an opposite role to that expected!

3.1.4. INADEQUATE ORGANIZATIONAL CULTURE

The organizational framework offered to the learner is as important as the economic and technological aspects linked to the university use of the platforms. The supervisors deplore the lack of time and resources (use temporary contractors) for remote management (change management and follow-up). They find that the classic hierarchical organizational culture is no longer adapted to the new situation and propose a return to the flat organizational form capable of accommodating a form of original collective intelligence where the learners are known and recognized by all.

3.1.5. THE METHODOLOGICAL PROBLEM: BETWEEN MEASUREMENT AND ANTICIPATION OF DIGITIZATION

While the digitization of training is undeniable, it is very difficult to measure and anticipate in a precise and relevant manner the share of university training activities supported by digital networks. In particular, we too often seek to evaluate without anticipating the weight of operations carried out entirely online, while daily observation shows that, in terms of university training as in all the other dimensions of social life, certain elementary components of the same operation lends itself to digitization and online production, while other components escape this «digitization ». Hence the relevance of hybrid training courses. The «virtual » being complementary and inseparable from the «real », it is meaningless to attempt to measure the economic weight of what is purely virtual and it is hardly surprising that the weight of pure «on line » appears to be marginal in the knowledge economy.

3.2. PROPOSALS: THE PILOTS OF «PARTNER RELATIONSHIP MANAGEMENT »

Supporting the transition of the teaching function to digital and encouraging the promotion of skills and partnership would make it possible to prevent problems (technological, functional, organizational, etc.) and to take advantage of the synergy of intelligence integrated and global collective. Concretely, we offer through 4 Pilots (Change management and monitoring), 13 non-exhaustive proposals but combined with others can participate in the effort of the university's fight against the predominance of competing training platforms.

3.2.1. PILOT 1: SUPPORT FOR THE DIGITAL TRANSITION OF THE TEACHING FUNCTION

The redefinition of the value chain by placing the user process at the center of the process by restructuring the training offer and by collectively supporting actors in a context of the public university training action transformation.

1. Strive for the relationship between the university and the trainees towards a partnership;

2. Adapt the training offer to electronic tools to support the participation of public university training in economic development.

3. Involve reputation intermediaries (labeling) to improve user confidence

3.2.2.PILOT 2. SUPPORT FOR MANAGERS TOWARDS «PARTNER RELATIONSHIP MANAGEMENT »

Use digital technology as a lever for the establishment of a broad movement of Partnership.

4. Support supervisors in the implementation of a pedagogy based on multi-sided partnership and management of the « strategy - Technology » couple

5. Involve accredited professional training intermediaries for sectors requiring more investment costs: software packages, access to SaaS «Software As a Service" or to multi-sided «D.V.T.P»

6. Develop « Partner Relationship Management » for intra-university «D.V.T.P» , partnership between the different establishments of the same university and inter-university, partnership with international universities via their «D.V.T.P»

7. Facilitate access to digital skills certification and especially for digital professions and information and communication systems.

3.2.3.PILOT 3. PREVENTION, PROFESSIONAL RETRAINING AND FOLLOW-UP

8. The training of those responsible for the sectors in the prevention of problems: technological, functional, methodological and organizational.

9. Training of branch managers in intra-agency and inter-gender collaboration to prevent conflicts and violence (misogyny and harassment) against women.

10. Take advantage of feedback and even CRM¹¹ to refine and improve the monitoring of digital skills

3.2.4.PILOT 4. DIGITAL GLOBAL COLLECTIVE INTELLIGENCE

¹¹ CRM for Customer Relationship Management.

Encourage individuations and professional project design initiatives and integrate them into a global strategy of collective intelligence

11. Ensure a combination of the development of individual skills (evaluation and personalization of projects) and their integration into a triple objective collaborative, global and collective.

12. Encourage digital and Information and Communication System projects by using the Digital Vocational Training Platform as a starting point (nursery and experimentation laboratory) for innovative projects with added value.

13. Develop non-technical skills (artistic, know-how) that can strengthen the link between the different actors of the Digital Vocational Training Platform.

Conclusion

Nowadays we are living in a crisis of Reason. We thus need a reason which explains our unreason (economic crisis - educational - social development....). The world economy is experiencing a certain digital schizophrenia (fight against global warming and excessive consumption of sickle energy for the operation of «D.V.T.P» 24/7) coupled with paranoia (confusion of the objective and the subjective) symptomatic of a economy in existential crisis: to fight against global warming, we encourage movements of consumption and local production (movements of locavores. This is a « de-globalization¹² » which does not speak its name. At the same time, the economy knowledge stays the course and crosses all borders with all that it can bring good and less good to the economies, and especially, the use of New Information and Communication Technologies supported by Big Data and Artificial Intelligence leads us, without having a choice, towards more and more « *Glocalization* »: globalization of knowledge and localization of the exchange of goods.

¹² The « de-globalization » is the process of contracting interdependence and integration between business and countries.

Be careful with the establishment of a discourse based on the sole rhetoric of Human Rights on a liberal background that lacks criticism leading us towards modernity. The main stake is the collective intelligence which would make it possible to eradicate the presumed public enemies, hunger, poverty, which obstructs the paths of sustainable development, peace, health, education and economy of natural resources. We must bet, via the success of the digital training platform model, on the establishment of an Individual Intelligence restructure allowing to easily accept the new and the renewal and tending towards a collective intelligence testing our capacities to collaborate to shape our own future and achieve it in a complex context.

Until then, the capacity of Moroccan public digital training platforms to benefit from a deployment of entrepreneurial skills borrowed from the private sector has been underestimated. Digital platforms are new weapons of destruction creating new opportunities giving rise to a new cognitive capitalism. The Moroccan growth model (educational, economic ...) must be reinvented to give birth to an integrated and integrative model combining all possibilities for the benefit of the citizen.

The University must accept the observation that it has become, by worsening more and more, insufficient to provide the few hours of training, theoretical or practical, face-to-face or remotely (digital) to pursue a long professional career. Classic training courses die hard! It is far from being the case for « hybrid » formations. In addition, business requirements reflect the overall state of markets supported by technologies in exponential evolution and requiring ever more agility and adaptability of all stakeholders. The university is forced to use innovations: the change introduced in the way of developing, as a partner, professional knowledge and skills to meet the needs of the Market or to anticipate those to come.

Modernity advocates the idea according to which the only value that is supposed to be shared by all is freedom in the liberal sense: corporatism replaces the responsibility of the citizen and the State is neutral and obeys two social clocks, namely on the one hand, the law which is supposed to allow the balance between competing freedoms and the market which harmonizes

competing interests. Thus, liberal democracy must have an ultimate objective of enriching economic and social action and demonstrate humanity by fighting against all violence including, the exclusion of citizens from training opportunities regardless of financial and technical constraints, functional, organizational or methodological.

Apart from a few challenges, the progress made by the Moroccan economy is the basis of a global and diverse opening: it has embraced the developed, emerging and developing countries at more or less offset levels depending on the quality of the partner. From the path of development, from above, through globalization, through conventional means, we are moving to that of emergence. And if we add to these paths another one that is a little more difficult to take and whose uncertainty of results is matched only by the astonishment of the supporters of the old ideas and anticipations based on very rigid development models and leaving on the road a socio-economic layer because unable to enter the digital training framework all his life!

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