INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCH AND INNOVATIVE STUDIES
IJSRIS journal
ISSN: 2820-7157
Advancing Knowledge, Inspiring Innovation
www.ijsrisjournal.com
INDEXED JOURNAL
PEER REVIEWED Rigorous & Transparent
DOI: CROSSREF Member
OPEN ACCESS For Global Visibility
BI-MONTHLY Timely Publication
WIDE READERSHIP High Impact & Visibility
AUTHOR FRIENDLY Fast | Supportive | Reliable
RECEIVED 17 September
ACCEPTED 09 October
PUBLISHED 1 November 2026
September 2026 | Volume 5 | Number 6
Pages from 16 to 27

Integrating Soft Skills into Secondary Education: Toward an Analytical Framework Linking Pedagogical Approaches, Stakeholders, and Educational Practices.

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Crossref doi
PREFIX : 10.63883
IJSRIS JOURNAL
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ABSTRACT

The integration of soft skills into secondary education remains understudied, and existing research most often isolates a single method, actor, or system without specifying the conditions under which they produce a lasting effect. This theoretical article proposes an analytical framework as a precursor to a conceptual model still under development. Based on a narrative review drawing on social constructivism, experiential learning, and self-efficacy, it articulates three dimensions: pedagogical approaches (the "how"), actors (the "who"), and systems (the "where" and "when"). It argues that integration depends on coherence among these dimensions and highlights its emotional and relational aspects: emotional intelligence, teachers' socio-emotional competence, and a climate of trust. The quality of teaching is identified as an expected but unmeasured outcome.

The article distinguishes between the related concepts of soft skills, quality of teaching, pedagogical quality, the teacher-student relationship, and academic success; it explains the process of developing the framework and clarifies its contributions and limitations. Three theoretical propositions are derived from this framework, to be tested in Moroccan private high schools during a subsequent field study.

Key words: soft skills; secondary education; pedagogical approaches; educational stakeholders; systems; analytical framework.

1. INTRODUCTION

Over the past few decades, *soft skills* have become a common focus of educational policies, to the point that major international organizations are placing them at the heart of the redefinition of the school's mission: the OECD (2018) identifies creativity, responsibility, and the ability to reconcile tensions and dilemmas as transformative skills for 2030; UNESCO (2015) calls for rethinking education as a common good oriented toward the holistic development of the individual, and the World Economic Forum (2020) ranks analytical thinking, problem-solving, and active learning among the most in-demand skills.

This convergence stems from profound changes globalization, the knowledge society, the digital revolution, and artificial intelligence which are shifting the value from what one knows to what one can do with others and with oneself (Trilling & Fadel, 2009; Deming, 2017; Lippman et al., 2015). Morocco is part of this movement: the Strategic Vision 2015–2030 of the Higher Council for Education, Training, and Scientific Research (2015) positions schools based on equity, quality, and advancement as a lever for personal development and social integration, and the legislation that builds upon it notably Framework Law 51-17 establishes it as a national framework in which cross-cutting competencies and values play a central role, although their concrete integration into schools has not yet been documented.

The scientific literature has extensively studied these competencies, though unevenly: research focuses on their role in employability (Heckman & Kautz, 2012), on their development in higher education, or on social-emotional learning in elementary school (Durlak et al., 2011), whereas secondary education a period during which autonomy, identity, and career choices are formed remains comparatively under-explored, particularly in Moroccan private high schools. Two additional limitations exist:

- Conceptually, the notions of teaching quality, pedagogical quality, the teacher-student relationship, and academic success are frequently invoked without precise definition to justify the importance of soft skills.
- Analytically, research most often addresses one lever at a time a method such as project-based learning, an actor such as the teacher, or a tool such as digital technology or extracurricular activities without linking them, making it difficult to understand why well-designed initiatives fail to produce lasting effects.

It is this third shortcoming linked to the first two that this article seeks to address by posing the following question: ***How can we analyze the integration of soft skills into secondary education in a coherent manner, by linking pedagogical approaches, actors, and systems rather than treating them separately?***

Its objective is to propose a heuristic analytical framework, that is, a lens through which to observe integration mechanisms and prepare for their empirical study rather than a validated explanatory model.

The central argument is that the integration of these competencies does not result from a particular method, but from the coherence between what is implemented, those who carry it out, and the context in which it takes place.

The contribution is threefold: conceptual, through the delineation of related concepts; analytical, through a framework that integrates three dimensions previously studied separately and three theoretical propositions derived from them; and programmatic, through a research agenda for Moroccan private high schools. The choice of this research setting is not based on the idea that academic standards are higher there than in the public sector; rather, it stems from the growing influence of the private sector, which, according to the Competition Council (2021), accounted for 36% of schools in 2019–2020 without ever exceeding 15% of students, from the relative autonomy these schools have in organizing projects, extracurricular activities, and staff training (a hypothesis to be verified), and the fact that it constitutes the focus of our doctoral research, although the proposed framework remains applicable to public education.

The article first defines the concepts, explains the process of developing the framework, and justifies its theoretical foundations; it then successively examines pedagogical approaches, stakeholders, and mechanisms before integrating them into an analytical framework accompanied by three

proposals, discusses their contributions, limitations, and prospects, and concludes.

2. Conceptual Clarification, Development Process, and Theoretical Foundations

To analyze the integration of soft skills, we must first agree on what is being integrated, and then on the theories that explain how these skills are developed. This section defines the concepts, explains the approach taken to construct the framework, and justifies the choice of its theoretical foundations.

2.1 Definition of Key Concepts

This article draws on several related concepts that are often used interchangeably. We distinguish them here to establish their usage throughout the text.

- **Soft skills:** The set of personal, social, emotional, and cognitive resources—not strictly discipline-specific—that a student draws upon to learn, cooperate, adapt, and act responsibly. This is the focus of the article's examination of their integration.

- **Quality of teaching:** An overarching concept, situated at the school and system levels, referring to the set of conditions, processes, and outcomes of the act of teaching. We follow the UNESCO (2005) framework, which articulates learner characteristics, context, available resources, teaching-learning processes, and outcomes. In this article, it is not measured; rather, it is presented as an expected outcome of integration.

- **Educational quality:** The quality of teaching-and-learning processes at the classroom level: the relevance of the situations presented, and the consistency between objectives, activities, and assessment. This is the level at which the approaches outlined in Axis 1 produce their immediate effects.

- **Pedagogical relationship:** The relationship linking the teacher, the student, and knowledge, which Houssaye (1988) represents as the pedagogical triangle. It is the context in which the teacher fulfills their role as a mediator (Axis 2).

- **Academic success:** Observable student outcomes: learning achievements, progress, and validation of learning pathways (Crahay, 2000).

- **Integration:** The process by which a skill is deliberately practiced, repeated, and assessed within the school's regular operations, as opposed to a one-time or peripheral activity.

- **Analytical Framework:** A heuristic framework that organizes observation and formulates hypotheses to be tested. It differs from an explanatory model, whose relationships have been empirically validated.

These concepts are interrelated: soft skills develop at the classroom level through the quality of teaching and the teacher-student relationship; they are intended to contribute to academic success—understood in the broadest sense and, more generally, to the quality of education.

2.2 Soft Skills: Definition and Classification

The term *"soft skills"* first appeared in the 1970s in U.S. military training to refer to the non-technical abilities necessary for exercising command, before spreading to the business world and then to education. In French-speaking contexts, it coexists with related terms: cross-disciplinary skills, interpersonal skills, psychosocial skills, and 21st-century skills. These concepts overlap without being interchangeable.

"Savoir-être" refers primarily to attitudes and values; "transversal competency" refers to skills that can be applied across multiple disciplines or situations (Perrenoud, 1997); and "soft skills" emphasize the personal, social, and emotional dimensions of behavior.

We use the term "soft skills" to refer to "the set of personal, social, emotional, and cognitive resources not strictly discipline-specific that a student draws upon to learn, cooperate, adapt, and act responsibly in a variety of situations." Two typological frameworks structure the analysis:

- **The "4C" model, popularized by 21st-century competency frameworks (Trilling & Fadel, 2009):** Communication, Collaboration, Creativity, and Critical Thinking.
- **Transversal dispositions:** Emotional Intelligence (Goleman, 1995), Autonomy, Leadership, Adaptability, and Problem Solving.

The former are competencies that an educational activity can directly target; the latter are dispositions that are developed over time and within the school's overall environment. This distinction will be useful later, as it explains why a single, isolated method is not sufficient. It also highlights the emotional and relational dimensions of these competencies: emotional intelligence which refers to the ability to recognize and regulate one's own emotions and those of others (Goleman, 1995) cannot be taught in a classroom; rather, it is developed through the quality of relationships experienced at school.

This typology aligns with the synthesis work of Lippman et al. (2015), who identify five soft skills that enjoy broad consensus across disciplines: social skills, communication, higher-order thinking, self-control, and positive self-concept.

2.3 Framework Development Process

The framework is the result of a four-step theoretical process, which we outline here to facilitate its critical evaluation.

- **Definition of the corpus.** We drew on three sets of studies: (1) those on active, collaborative, and experiential teaching approaches; (2) those on school leadership, the teacher's role, and school-family partnerships; (3) those on extracurricular activities and learning environments. This is a narrative, non-systematic review that does not claim to be exhaustive.
- **Grouping by themes**. The recurring integration factors in this research were grouped according to the question they address how (approaches), by whom (actors), and in what contexts (frameworks).
- **Selection of theoretical frameworks.** For each theme, we selected the theory that best explains its primary mechanism.
- **Deduction of conditions for coherence and proposals.** By comparing the themes, we identified the conditions that make their combination effective, then formulated three proposals.

This approach is interpretive in nature: another grouping would be possible, which constitutes an acknowledged limitation.

2.4 Justification of the Theoretical Foundations

Three theoretical traditions form the foundation of the framework, each shedding light on one of the axes. They were selected based on three criteria: each explains a distinct mechanism corresponding to an axis; all are firmly established in the field of education; and they complement one another without contradicting each other.

- Vygotsky's (1978) social constructivism establishes that higher mental functions arise from mediated social interactions before being internalized. The concepts of the zone of proximal development and scaffolding position adults and peers as mediators of development: the former refers to "the distance between the current level of

development as determined by independent problem-solving and the potential level of development as determined by problem-solving under adult guidance or in collaboration with more capable peers." These concepts justify the focus on participants and the use of cooperative situations.

- Experiential learning, as described by Dewey (1938) and Kolb (1984), holds that learning occurs through reflective experience: "learning is the process by which knowledge is created through the transformation of experience," through a cycle that moves from concrete experience to active experimentation via reflective observation and conceptualization. This forms the foundation of pedagogical approaches, because soft skills cannot be taught through mere transmission: they are developed in real-world situations.

- Finally, Bandura's (1997) self-efficacy refers to "the belief in one's ability to organize and execute the actions required to achieve given results"; in other words, a person's belief in their ability to succeed at a task.

It is built through experiences of success, observation of role models, social persuasion, and emotional state. It suggests that educational programs, by providing varied and repeated opportunities to act, foster the confidence without which skills cannot be mobilized.

These three frameworks are complementary: the first describes with whom the student develops, the second how, and the third under what conditions of trust. Other relevant perspectives were not included. Self-determination theory (Deci & Ryan, 2000) sheds light on student motivation but not on the organizational conditions for integration; Rogers' person-centered approach (1969) focuses primarily on the educational relationship, which is already covered by Vygotsky's contributions; and the sociology of school organizations falls within a different analytical framework. These choices are discussed among the limitations.

3. Areas of Analysis and Framework: Approaches, Actors, and Systems

3.1 Pedagogical Approaches

Pedagogical approaches are not interchangeable, as each one draws upon and develops different soft skills. They constitute the "how" of inclusion: the way in which the teacher organizes the learning situation so that the student exercises—beyond subject-specific knowledge—skills in communication, cooperation, creativity, and critical thinking.

- The competency-based approach (CBA) and the pedagogy of integration (Roegiers, 2000) provide the general framework: learning is about learning to mobilize resources in complex and meaningful situations. This approach gives soft skills curricular legitimacy, as it shifts the focus from the reproduction of knowledge to its application. Its limitation lies in its tendency toward excessive formalization: assessing competencies using rubrics risks reducing complex dispositions to mere indicators.

- Active learning approaches encompass methods that place students in a position to act rather than merely receive information. Their effectiveness in fostering engagement and performance is well-documented (Prince, 2004; Hattie, 2009), and they naturally encourage verbal participation, debate, and critical thinking.

- Collaborative and cooperative learning is based on positive interdependence among peers, individual responsibility, and social skills (Johnson & Johnson, 1999; Slavin, 1995). It is the approach most directly linked to collaboration and communication, and it draws on the peer

mediation described by Vygotsky.

- Project-based learning (Kilpatrick, 1918; Thomas, 2000) challenges students with real-world tasks and the constraints of time and coordination. It fosters autonomy, planning, problem-solving, and leadership, provided that the project is authentic and that group work is genuinely shared.

- Experiential learning, rooted in the work of Dewey and Kolb, involves reflective feedback on one's actions. It is this process that transforms an activity into a learning experience: without time for reflection, an experience remains merely lived but not understood, and the skill is not transferred.

- The flipped classroom (Bishop & Verleger, 2013) frees up in-class time for interactive activities by shifting content delivery to remote work. It promotes autonomy and self-regulation but requires careful support for students who are less independent.

We summarize these in the table below, which compares each approach with the soft skills it prioritizes. This correspondence is indicative: it depends on how the approach is implemented.

Table 1: Pedagogical Approaches and Soft Skills Required (Theoretical Summary)

Approach	Soft Skills Prioritized	Conditions for Success
APC and the Pedagogy of Inclusion	Problem-solving, Critical Thinking	Complex and Meaningful Situations
Active Learning Approaches	Communication, critical thinking	A classroom environment that encourages students to speak up
Collaborative learning	Collaboration, Communication, Emotional intelligence	Positive interdependence and individual responsibility
Project-Based Learning	Autonomy, Leadership, Creativity	Authentic projects, shared roles
Experiential learning	Adaptability, Reflectiveness	Time for reflective review
Flipped classroom	Autonomy, Self-regulation	Support for students with limited autonomy

Source: Created by us based on the cited works

An important conclusion emerges: None of these approaches covers the full range of soft skills, and each is effective only if certain conditions are met conditions that do not depend on the method itself but on the people implementing it and the systems that support it. This leads to the following two areas of focus.

3.2 The Actors

A pedagogical approach does not exist in isolation: it is always implemented, interpreted, and sometimes transformed by stakeholders. This focus addresses the question of "who": four stakeholders are involved in the integration of soft skills, at different levels and from distinct perspectives. Bronfenbrenner's ecological model (1979) reminds us that child development occurs through the interaction of multiple environments, which justifies not isolating the teacher from others.

- The Teacher: A Facilitator and Role Model: The teacher is the key player most directly involved. Teachers design learning situations, facilitate interactions, and a fact that is often underestimated serve as role models: a teacher

who listens, acknowledges mistakes, and regulates emotions teaches these skills by example, as outlined in Bandura's social learning theory. Jennings and Greenberg (2009) show that the teacher's social-emotional competence determines the quality of the classroom climate and, consequently, the quality of learning. This requires specific training: one cannot help students develop skills that one does not master oneself, nor can one work in a project-based manner without having been trained to do so. This relational dimension is central to communication and cooperation in the classroom. Jennings and Greenberg (2009) describe a chain of events in which the teacher's social-emotional competence fosters high-quality relationships with students, a supportive classroom climate, and more effective behavior management. Conversely, a teacher who is emotionally struggling and lacks the necessary tools sees their classroom climate deteriorate—a phenomenon the authors describe as a "cascade of burnout." The pedagogical relationship (see 2.1) is therefore both means and one of the effects of integration.

- The student: An Active Participant in Their Own Development: From a social constructivist perspective, the student is not a passive recipient of an educational program; rather, they build their skills by engaging in action. Their commitment, motivation, and belief in their own abilities (Bandura, 1997) determine what they gain from the situations presented to them. This involves giving students a real share of responsibility (choices, roles, peer assessment) and taking into account adolescence, a period when the quest for autonomy and peer pressure strongly influence engagement.

- The school principal: creating the institutional conditions: Administrative leadership operates primarily indirectly, by shaping the conditions under which teachers work time for collaboration, scheduling, support for initiatives, professional development, and assessment policies. According to Leith wood et al., "school leadership ranks second, after classroom instruction, among the factors that influence student learning." In the case of soft skills, which require moving beyond disciplinary silos, this role is crucial: without institutional support, initiatives remain the work of isolated teachers and do not become sustainable (Fullan, 2007).

- The Family: Ensuring Continuity: The family serves as the primary setting for socialization and as a conduit for the school's expectations. Epstein (2001) distinguishes several forms of school-family partnership, ranging from mutual information sharing to participation in decision-making. When it comes to soft skills, the key challenge is continuity: if the school values cooperation and initiative but the family focuses solely on grades, the student receives conflicting messages. In private schools, where parents are also clients attentive to results, this tension is particularly acute.

Coordination, not juxtaposition: These four actors do not operate in parallel: the teacher cannot innovate without the support of the administration; the student will only engage if the family recognizes the value of what is being done; and the administration cannot impose anything without the buy-in of the staff. The stakeholder framework thus introduces a first condition for coherence: the convergence of expectations and stances.

3.3 The Systems

Mechanisms are the organizational frameworks—whether formal or informal—within which approaches are implemented and stakeholders interact. They address the

"where" and "when" of integration and determine whether the development of soft skills remains a one-time event or becomes a recurring experience. We distinguish between curricular mechanisms, which are integrated into instruction, and extracurricular mechanisms, which exist on the periphery of instruction.

Curricular frameworks

- Subject-specific instruction is the primary setting for integration, as it accounts for the bulk of school time. Integrating soft skills into academic subjects (debating in philosophy, collaborating in science, creating in language arts) prevents them from becoming an add-on detached from students' actual work. The risk is the opposite: under the pressure of curricula and exams, these skills become a stated goal but one that is never assessed and thus never prioritized.

- Digital education, when aligned with a pedagogical vision, can support remote collaboration, content creation, and autonomy; however, the TPACK framework (Mishra & Koehler, 2006) reminds us that technology is effective only when integrated into explicit pedagogical and subject-specific choices.

Extracurricular activities

- Extracurricular activities (sports, theater, debate, community involvement) offer learning contexts that are less constrained by assessment. Mahoney et al. (2005) show that organized activities, when structured and supported by adults, contribute to the development of adolescents' initiative and social skills.

- Educational projects and clubs extend this approach: they allow students to take on roles (president, spokesperson, coordinator) that are rarely available in the classroom and to exercise their leadership in a real-world setting.

Between Formal and Informal

The distinction between curricular and extracurricular is primarily analytical. In practice, an extracurricular program disconnected from the classroom benefits mainly students who are already engaged; a curricular program that is too rigid leaves little room for initiative. The most effective programs are likely those that allow the same skill to flow from one setting to another: a skill developed through a classroom project is taken up and expanded upon in a club, then recognized in assessment. This flow aligns with Bandura's argument that repeating successful experiences in varied contexts builds confidence and promotes transfer.

These approaches thus introduce a second condition for coherence: continuity across the settings and time periods in which the skill is practiced.

3.4 Presentation of the Analytical Framework

The framework of our study comprises three interdependent axes:

- Axis 1: Approaches define what is implemented to develop soft skills.

- Axis 2: Actors identify those who champion and enable these practices.

- Axis 3 (Programs) specifies the formal and non-formal frameworks within which these practices take place.

The interplay among these axes creates a coherence upon which as expected outcomes the development of students' soft skills depends, and, on a broader level, the quality of education and preparation for the challenges of the 21st century. These outcomes feed back into the three axes; a successful practice strengthens stakeholder buy-in and the institutionalization of the mechanisms, thereby giving the framework a systemic character. All of this takes place

within a context of "education policy, school culture, and social expectations" that shapes its implementation.

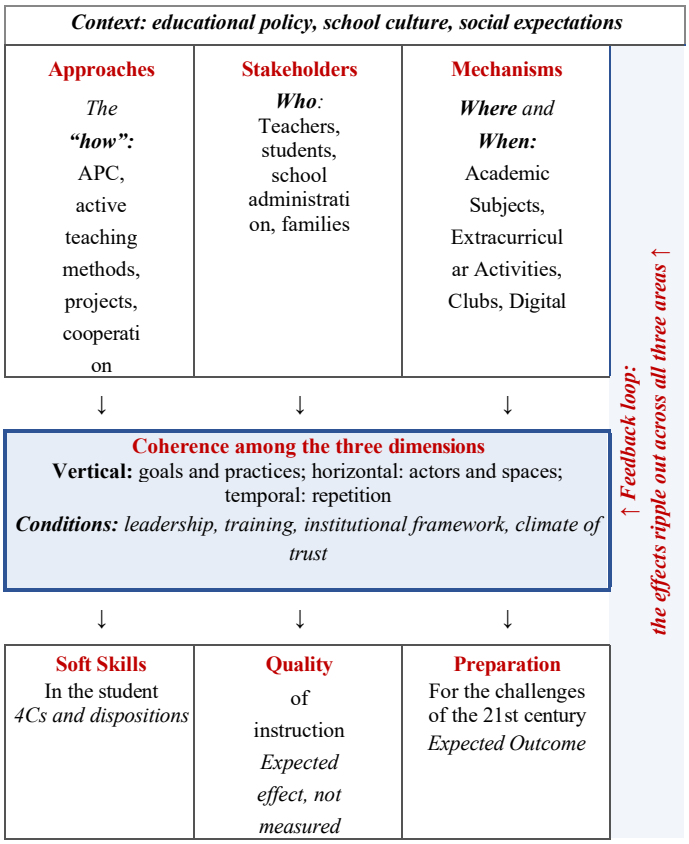


Figure 1: Analytical Framework for the Integration of Soft Skills in Secondary Education

Source: developed by us

The three axes converge toward a coherence on which the expected effects depend: The right-hand column indicates, through its upward-pointing arrows, that these effects feed back into the three axes (feedback loop): a successful practice reinforces stakeholder buy-in and the institutionalization of the mechanisms. This is a heuristic analytical framework, to be tested empirically. The table below summarizes what each axis contributes to the framework and the condition of coherence it introduces.

Table 2: Summary of the three pillars of the framework

Pillar	Question	Main Theoretical Foundation	Condition for Consisteny
Pedagogical Approaches	How ?	Experiential learning (Dewey, Kolb)	Adapting the approach to the targeted skill
Stakeholders	Who?	Social constructivism (Vygotsky)	Alignment of expectations and attitudes
Strategies	Where and when?	Self-efficacy (Bandura)	Continuity Across Exercise Spaces and Times

Source: developed by us

Coherence as a guiding principle:

By coherence, we mean the mutual alignment of three dimensions: an approach chosen based on the targeted competency, implemented by trained and committed practitioners, and embedded in systems that provide it with time, continuity, and recognition. It manifests itself in three ways.

- Vertical coherence links the school's stated goals to classroom practices.
- Horizontal coherence ensures that teachers, subjects, and settings (classroom, club, family) work together rather than contradict one another.
- Temporal coherence ensures that competency is practiced repeatedly and progressively, rather than sporadically.
- Four general conditions support this coherence:
- Leadership from the administration that organizes it,
- Training that equips teachers,
- An institutional framework that recognizes it, particularly in assessment,
- A climate of trust among teachers, students, administrators, and families, without which cooperation remains superficial.

4. Three Theoretical Proposals

Three proposals emerge from this framework, formulated as avenues to explore rather than as validated hypotheses.

- **Proposition 1 (approaches and practitioners):** The effectiveness of a pedagogical approach to developing soft skills depends on the training, attitude, and conviction of the practitioner implementing it. The same method for example, project-based learning produces very different results depending on whether it is led by a teacher who acts as a facilitator or by a teacher who takes a directive approach.
- **Proposition 2 (programs and institutions):** An extracurricular or innovative program remains marginal, and its effects are limited to students who are already engaged if it is not supported by school leadership and linked to classroom instruction.
- **Proposition 3 (coherence and sustainability):** The greater the coherence among approaches, stakeholders, and programs, the more sustainable the integration of soft skills becomes, and the more it contributes to the perceived and observable quality of instruction.

5. Discussion: Contributions, Limitations, and Research Perspectives

The proposed framework provides a comprehensive overview where the literature most often focuses on isolated levers, and it encourages a shift in focus from the effectiveness of a method to its coherence with stakeholders and systems. This section outlines its contributions, limitations, and future research directions.

5.1 Contributions

The contribution of our article is primarily conceptual: the framework links three bodies of literature that rarely intersect—those of pedagogical methods, stakeholders and school leadership, and school activities and systems. It then offers a transferable analytical framework that can be used to describe a practice, identify its points of failure (a relevant but unsupported method, a brilliant but disconnected club), or compare schools. Finally, it focuses on secondary educational level where students' autonomy, identity, and career orientation are shaped, and which remains under-researched from this perspective.

The framework also clarifies the link between soft skills and the quality of teaching. Rather than assuming that the former improves the latter, it specifies the conditions of coherence on which this effect would depend, thereby paving the way for an empirical study of the role of soft skills in the quality of teaching at Moroccan private high schools.

It also highlights the fact that the integration of soft skills is first and foremost a matter of relationships and emotions: the role of the relational climate, the teacher's socio-emotional competence, and cooperation among stakeholders attests to this.

These proposals can be translated into research questions and, where appropriate, into operational hypotheses for an empirical study. Their primary purpose is to shift the focus: whereas we usually ask whether a method works, they invite us to ask under what conditions of coherence it works.

5.2 Limitations

Like any study, our article has limitations, which fall into three categories, namely:

- **The non-empirical nature of the work:** the propositions are based on a theoretical review and have not been tested.
- **The selection of theoretical frameworks:** the choice of three theories excludes other relevant perspectives (self-determination theory, the person-centered approach, and the sociology of school organizations), which could enrich or nuance the framework.
- **The concept of coherence:** this remains to be operationalized how should it be measured, using which indicators, and at what threshold can it be deemed sufficient? Finally, the literature reviewed is predominantly Western; its application to other contexts requires an examination of the specific conditions involved.

5.3 Research Perspectives

Our framework requires empirical testing. In the context of Moroccan private high schools which operate at the intersection of an educational mission, academic performance requirements, and a national reform policy (Higher Council for Education, Training, and Scientific Research, 2015) it provides a framework for gathering the perceptions of school administrators and teachers, identifying the approaches and strategies actually employed, and observing classrooms using a checklist based on the three dimensions.

A mixed-methods approach, combining interviews, questionnaires, and observations, seems appropriate given the nature of the context. The interviews would allow us to explore how stakeholders conceptualize and implement the integration of soft skills (first proposal); the questionnaire would enable us to assess, on a broader scale, the prevalence

of approaches and strategies as well as perceptions of their coherence (second and third proposals); and observations of classroom and extracurricular activities would allow us to compare discourse with actual practices.

Triangulating these sources would provide a means of testing the three proposals, refining the framework, and preparing the conceptual model that will constitute the culmination of the dissertation. Other avenues are also opening up: studying the role of students' voices which the framework addresses only indirectly or analyzing the issue of assessing soft skills, which determines their institutional recognition.

CONCLUSION

This article proposed a framework for analyzing the integration of soft skills in secondary education, based on the interplay of three dimensions: pedagogical approaches, stakeholders, and systems. Drawing on *social constructivism*, experiential learning, and self-efficacy theory, it argued that the sustainability of this integration does not depend on a single method, but rather on coherence among these three dimensions, which are supported by leadership, professional development, the institutional framework, and a relational climate of trust.

Three theoretical propositions were derived from this, which guide empirical research. Three theoretical propositions were derived from this, which guide empirical research.

The contribution of this work lies in reframing the question: rather than seeking the most effective method, it invites us to ask under what conditions of coherence a practice produces lasting effects. This framework remains heuristic: it has not been empirically validated and addresses students' voices and the assessment of soft skills only indirectly. It serves as a preparatory step toward the conceptual model that will be the culmination of our dissertation. These propositions will be tested in the field particularly in Moroccan private high schools using a mixed-methods approach combining interviews, questionnaires, and observations, to test, refine, and, if necessary, reformulate the framework.

Acknowledgments: This work received support from the National Center for Scientific and Technical Research (CNRST) as part of the "PhD-Associate Scholarship – PASS" program.

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