

Implementation of a Knowledge Management in a Moroccan Public Administration

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Abstract--- The following article addresses the issue of setting up a Knowledge Management (KM) system in the Regional Academy of Education and Training (AREF) of Greater Casablanca in Morocco. We conducted our study through a questionnaire and interview survey to solicit 42 executives, representing 23% of all AREF administrative staff. So, we approached; in the first place; the problem of Knowledge Management (KM) in the AREF by a theoretical apprehension centered on the concept and its definitions. Then, and through the results of the field study, we made recommendations and proposals divided into three sections: (i) Organizational; (ii) Human and (iii) Technological. Finally, as it is a long-term project for structuring change in culture, we recommend that it be supported by change management measures.

Knowledge management, information system, knowledge transfer, knowledge capitalization.

1. INTRODUCTION

In a context marked by a growing rise in the level of demands of citizens in terms of quality in public service and the impact of globalization accelerated by the information revolution; Public administration today faces a double challenge:

- To fulfill its mission by putting the citizen at the center of its concerns;
- Provide quality public services to generate citizen satisfaction.

And as, this administration has suffered in the last decade, a massive departure of executives and most experienced employees; the problem of management and consolidation of knowledge is more acute, since it is by its sensitive function through the public service that it provides in its mission, is bound to draw inspiration from the private sector in its management to bring its staff and managers to performance. The question of putting knowledge management in place in a such organization is of a strategic nature[1]. Thus, it must integrated it in human resource management who is a keystone of any action of this kind. According to Louarn and Wils (2001) [2], HRM (GRH) is divided into three essential functions:

- Administrative management ;
- Operational management ;
- Strategic management.

The administrative management constitutes in this approach the base crowned in its summit by the strategic management. Thus, achievement of the performance objectives is established only through the adoption of a vision that makes man the means and purpose.

As knowledge is one of the components that is once coupled with the skill is source of performance. In the public service; especially public administrations; we are called to put in place a system of knowledge management in its structures. Thus, this awareness of the place of knowledge management in organizations has prompted policy makers to make massive investments in information technology and has adopted a progressive strategy of knowledge management. This has made it possible to modernize the Moroccan administration and raise the level of performance in its entities.

On top of that, the reform of the civil service; adopted in 1998; has reinforced this declared will of the State and is favorable to Knowledge Management, through three main actions:

- skills development;
- simplification of procedures;
- Optimization of information systems.

Since 2002, the Ministry of National Education, as a key department of the government, has been engaged in a process of decentralization and deconcentration through the creation of regional education and training academies to which it has attributed a large number of skills.

However, this department experienced a significant turnover [3] by the voluntary departure operation carried out during the year 2005, which caused a massive departure of the most experienced teachers, employees and managers in a setting where there was lack of intergenerational transfer, sharing and preservation of knowledge.

Also, the emergency program (2009-2012) shifted the academies towards project-based management, which allowed the development of individual and organizational skills and led to the production of a large amount of knowledge and to emergence of individual and organizational learning.

And since this knowledge is divided between that held by the persons and that which constitutes the knowledge of the organization, the question of its management and organization is necessary.

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According to Jean-Yves Buck (2003) [4], the management of knowledge in an organization is a lever of competitiveness and performance essential to establish itself on the market. However, 70% of the information is neither organized nor stored in its information system, it is owned by its staff, which is its memory. Preserving this information and this intangible heritage is a challenge. In the case of the public service, it is a question of preserving procedures and working rules. In particular, in the academies, one is obliged to enrich the knowledge acquired by the staff according to the professional experience and to valorize it in the work done in the daily newspaper in order to allow the triggering of a genuine knowledge capitalization process that promotes organizational learning.

The following study (conducted in 2012) tries to draw up an inventory of knowledge management in the Regional Academy of Education and Training of the Greater Casablanca region, and to outline some lines of thought ideas and action on Knowledge Management. In addition, it throws particular light on the issues at stake by combining theoretical approaches with administrative practices to respond to the orientations of performance and contribute to strengthening human resources by encouraging the transfer, sharing and capitalization of skills.

This study attempts to explain how the production of administrative knowledge takes place in the Greater Casablanca AREF, through the examination of its administrative practices of executives and managers. It aims to describe the daily routines and strategies adopted by staff, to measure their degree of autonomy, sharing, transfer and capitalization and to interpret their appreciation in setting up a Knowledge system in this administration.

Thus, we will attempt to answer the following central question: how to translate the structured and unstructured information and administrative knowledge existing in everyday administrative practices into a knowledge management framework into instruments favoring the sharing and transfer of information for continuous improvement to achieve performance?

2. DEFINITION OF THE CONCEPT KNOWLEDGE MANAGEMENT

Defining "Knowledge Management" consists in developing certain key notions such as: "data-information-skills-knowledge".

Information:

According to Jean Yves Prax (2003) [5], a datum is a discrete or raw fact; it results from an observation, an acquisition or a measurement made by a natural or artificial instrument.

It is either qualitative or quantitative, resulting from acquisition procedures and forming part of the "information system" theme. It has only one meaning and must not carry any meaning in itself. Many methods have been developed to limit the impact of agent intentionality, when defining or collecting data, on its meaning.

Many data are often capitalized, but less is transformed into information, and even less can be exploited as knowledge.

The skill:

François-Marie Colonna (2002) [6] defines it as an element of knowledge that can be coded for preservation, processing or communication.

It can also be defined "as a set of data placed in a context and carrying a particular meaning. Its interpretation is based on experience, context and situations ". The information concept is at the base of many developments both on the information system and on its performance with three associated notions: the information system, the amount of information and the ambiguity of the information.

The knowledge:

Skill is an ability to respond effectively to one or more situations, which can be mastered because there is both the knowledge and the ability to mobilize them wisely, in a timely manner, to identify and solve problems.

Perrenoud, P, (1997) [7] defines it as: the ability to act effectively in a defined type of situation.

LeBoterf, G, (1994) [8], when he adopts a combinatorial approach of the competence and judges the competence of a person according to his capacity to combine the resources available to him at a given time, to realize a activity taking into account the conditions and methods of carrying out this activity.

The data:

In English, there is no distinction between the concepts "know" and "knowledge": the term "Knowledge" includes both meanings.

The concept "know" refers to a body of knowledge acquired by the study (general culture). A know would exist outside the person and would generally be codified in reference books, manuals and guides, methods and workbooks, encyclopedias and dictionaries. Knowledge, on the other hand, would be inseparable from the person who knows.

According to Maurice Bruneau and Jean François Pujos, (1992) [9], knowledge presupposes the interpretation of information, appropriation but also experimentation and internalization. The implementation of such a process is a learning process marked by a gradual progression of vague data into individual or organizational skills.

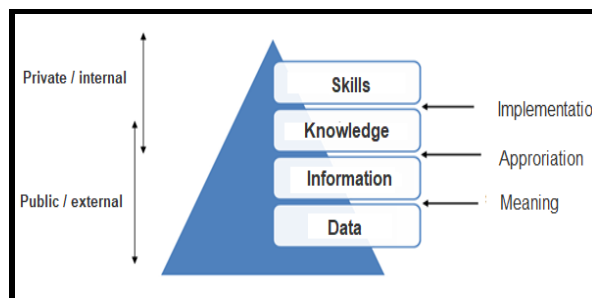


Figure 01: Pyramid of knowledge

The organization is usually the crossroads of knowledge production, execution and exploitation. Nonaka Ikujiro and



Takeuchi Hirotaka, (1997) [10], two Japanese teachers apprehend the process of creation of knowledge in organizations through the dynamics of two kinds of knowledge "tacit" and "explicit".

- The tacit knowledge: is the intangible knowledge, not formulated. They often come from experience, know-how or intuition.
- Explicit knowledge: In contrast to tacit knowledge, it is written, structured or integrated knowledge in a computer system. They are transferable and take the form of paper documents or electronic files.

The transfer of Knowledge, especially tacit knowledge, is a major issue since it involves formalizing non-formalized information held by people in formalized information is explicit. Some experts estimate that tacit knowledge held in organizations reaches 70%, while explicit knowledge makes up 30%. This is called the iceberg of knowledge.

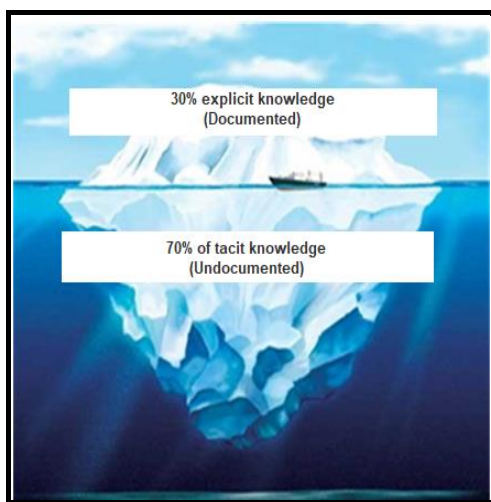


Figure 02: Iceberg of Knowledge [11]

Thus, the preservation of this knowledge in the organization requires the establishment of adequate tools for their transferability is the task of Knowledge Management.

Jean-Yves PRAX [12] defines it as a process of creation, enrichment, capitalization and dissemination of knowledge that involves all the actors of the organization as consumers and producers;

Knowledge management is therefore the process that aims to manage the different phases of the life cycle of knowledge. It goes beyond being limited to the management of knowledge to the treatment of its capitalization and valuation.

3. METHODS AND INSTRUMENTS OF THE STUDY

3-1 Interests and objectives of the study:

The interest of this study lies in the fact that it is part of the problem of "Knowledge management" which is recent, especially in public administrations, hence the importance of exploring the implementation of such an approach in an organization characterized by a strong hierarchy, a lack of encouragement and where the results of the performance of its staff are difficult to measure.

To answer the problem of Knowledge management in the public service, and in order to achieve the following goals:

- To preserve and to make live initially the existing knowledge and information.
- Release the brakes associated with the sharing of knowledge and know-how within the administration.
- Implement a new organizational method that helps the administration to achieve performance in terms of quality of service.

The study has the following objectives:

- Understand the management of knowledge, its determinants and tools in the Greater Casablanca Regional Academy of Education and Training;
- Identify the different stages of a Knowledge Management;
- Analyze the situation of Knowledge Management in the Regional Academy of Education and Training of Grand Casablanca;
- Propose an organizational mode favorable to the implementation of a Knowledge Management in the Regional Academy of Education and Training of Grand Casablanca;
- Contribute to the understanding of Knowledge Management and its consideration in educational governance.

3-2 Investigative tools:

The nature of the study and its objectives led us to use a survey of responsible managers (director, division heads, department heads, managers) for the diagnosis of the state of Knowledge management in the regional academy of education and training through semi-structured interviews and questionnaires.

3-3 Limit of the study:

The difficulty of this study lies, on the one hand, in its attempt to apprehend a young concept that is "Knowledge management" in a sector of public activity where the political and social requirements sometimes take precedence over the performance and the rationality as it is adopted in the private sector, and on the other hand, this study coincides with a major reform project open to decentralization and the strengthening of regionalization by providing regions and academies with many had a central character in the past, which put us in an unstable context, characterized by an emerging reality of academies that lies between what has been planned as roles and missions and what is concretely shaped through human resources available.

From the beginning, the question of the study population arose with acuity, the total coverage of executives AREF was not possible. It required time and human resources, which led us to choose a limited sample of one-third of the staff working at the Academy's headquarters. However, integration into the study of certain managers is necessary, if only to make possible comparisons. Thus, the cadres were consulted in the four divisions of the academy.

3-4 Sample of selected frameworks and target population

The investigation with executives was carried out by way of questionnaire. The latter, once informed by the manager, is handed over to his divisional or service head, who in turn sends it to us. We started the distribution of the questionnaires in the beginning of the month of September 01, 2012 and we looked like them once informed in the September 20, 2012.

In short, we asked 42 executives from 04 divisions of AREF. We got 30 responses, a net response rate¹ of 72%. In this case, we estimate this rate is quite satisfactory, since it represents 17% of the mother population that reaches 183 employees.

To give a sufficiently broad idea of the group of respondents, among the managers, we tried to reach the maximum of the frames based on the following parameters:

- The division to which the collaborator belongs;
- The size of its staff and the weight it represents in AREF staff;
- The importance of the tasks and skills of the staff in the sample.

3-5 The data collection instruments

The tool chosen for data collection is extremely formal, it is the questionnaire survey. Since this is a rigorous tool for collecting information, it requires the setting up of a number of time variables that provide the context for the answers and then make it possible to compare them from one individual to another.

However, if the rigidity of the questionnaire allows a rigorous collection, it encloses it in a reasoning a priori. Therefore, it is necessary to provide, well before the field, other tools to capture knowledge management events that the questionnaire would neglect, it is the informal, or in other words a "participant observation". It is not a tool in itself because it is dependent on intuitions. Thus, our study is mainly based on the data acquired by the survey questionnaire and it is relatively complex to transcribe, we devote all the development that follows.

* Structure of the questionnaire administered to the academy's staff

The outline of the questionnaire is divided into four parts, in descending order:

- ↪ Biography of the questioned;
- ↪ The information and knowledge component;
- ↪ The knowledge sharing and transfer component;
- ↪ The capitalization component of knowledge.

4. RESULTS AND ANALYZES OF THE STUDY:

As previously reported, the study has given the floor to 30 executives whom we consider to be holders of judgments worthy of interest on the question of Knowledge management. The examination of the results made it possible first of all to establish the profile of the biography of the questioned, then to examine with attention its composition according to the parameters: age, sex, grade, level of education, seniority to finally apprehend the different correlations that exist between them and see the

use or not of Knowledge Management. In addition, it seemed interesting, for most topics and for the sake of readability, to make the most of Excel and sphinx software for the creation of graphics, to diversify the types of presentation and to choose each time the one seems to offer more clarity.

4-1 Biography of the questioned

↪ The age parameter:

Indeed, the age of the executives is an essential element in the knowledge management by their nature the human resources are the actors of the change and whose age constitutes an indicator on the composition of the frames. The study of the demographic component highlights difficulties in importing demography into another context. This debate; which is not new; raises according to Patrice Bourdelais (1989) [13]; many difficulties and mainly the aging of the average age found among employees.

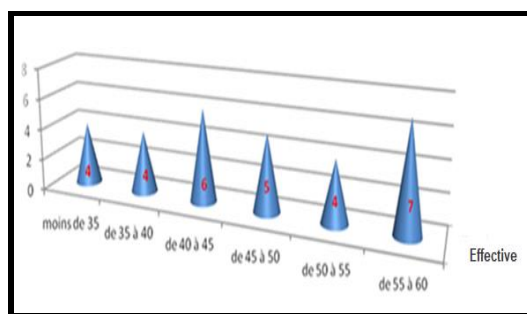


Figure 03: Distribution of respondents by age

Thus, 53% of the executives questioned belong to the class of seniors in the age group between 45 - 60 years old. Beginners under 35 years of age make up 13%, while 1/3 of executives are aged between 35 and 45 years old. This puts us in front of a population dominated by seniors in terms of numbers, which requires a major effort of succession planning by transferring knowledge to young beginners.

In fact, the structure of AREF's human resource age pyramid leads us to a **mushroom structure** that requires, as mentioned by Bernard Gazier (1993) [14], a management of the career path of young employees in order to appropriate skills for their colleagues and structure the organization on the basis of available human resources.

↪ The genre parameter:

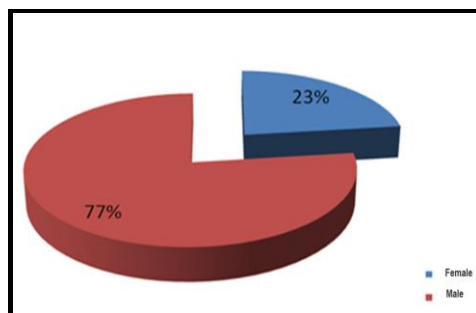


Figure 04: Distribution of respondents by gender

¹ - The net response rate: number of responses / number of respondents

The population selected in the sample of the survey is dominated by male executives with a proportion of 77% of the number of questioned, which is consistent with the composition of the mother population of which the female staff is only 36% of AREF's global workforce.

↳ **The grade parameter:**

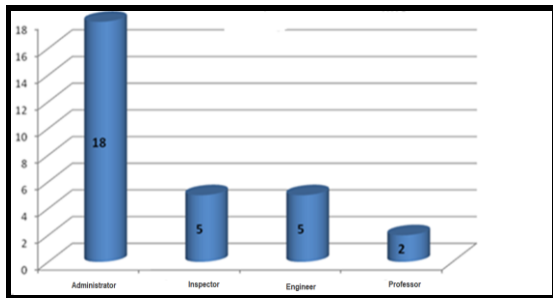


Figure 05: Distribution of respondents by grade

The executives questioned fall into four main categories:

- Administrator ;
- Inspector;
- Engineer;
- Professor.

The proportion of those who perform administrative tasks under the management of AREF is 77% and are placed in support divisions (support), while those who represent the pedagogical aspect (inspector, teacher) the core of the education and training business make up 23%.

Therefore, there is a need to streamline support services to make the necessary efforts at the heart of the business (Trosa Sylvie, 2012) [15].

↳ **The instruction level parameter:**

The executives interviewed are characterized by the presence of a highly educated population of 40% of the sample and who hold a doctorate or a master's degree. While the remainder of 60% of the sample is composed by academics with a license or Bac+2.



Figure 06: Distribution of respondents by level of education

These are mainly middle-level managers who can be led and supervised by senior managers with a master's and PhD level.

↳ **The seniority parameter:**

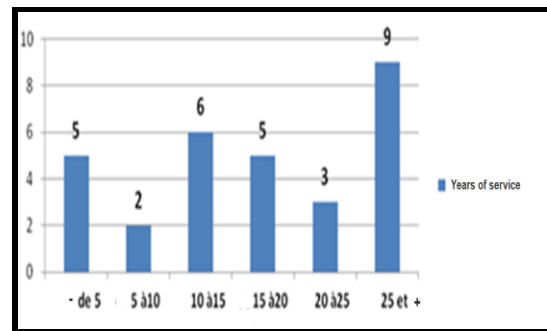


Figure 07: Distribution of respondents by seniority

The distribution of seniority in the survey sample can be classified into three levels:

- Beginners who constitute 23% and have seniority months of 10 years of practice;
- Intermediaries those who have between 10 and 20 years of seniority with a proportion of 37%;
- The experienced with seniority of more than 20 years of exercise which represent a proportion of 40%.

This reflects a staff mostly experienced and to which the AREF must put in place the means of transferring skills to beginners and intermediaries in order to preserve his memory. Nevertheless, adequate measures must be provided to encourage them to join the KM project in view of the resistance to change that can be recorded.

4-2 *The information and knowledge component*

↳ **The parameter information produced in the AREF:**

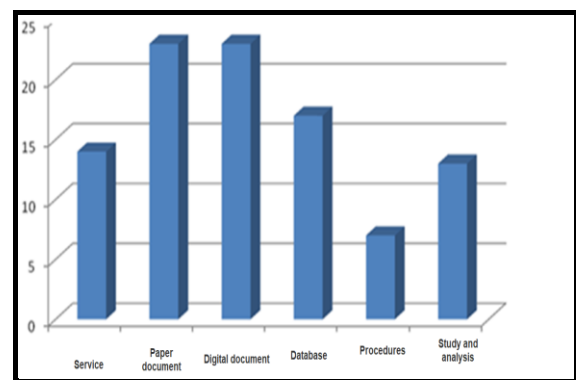


Figure 08: Nature of information produced in the AREF

The information produced in the AREF can be divided in order of importance as follows:

- paper document;
- Digital document;
- Database ;
- Service;
- Study and analysis.
- Procedures;

According to the study, the most dominant information is in the form of paper or digital documents. In this context, care must be taken to align with the official guidelines for e-government. Thus, it is necessary to put forward a quality approach and a documentary mastery.

↳ **The parameter users of the information in the AREF:**

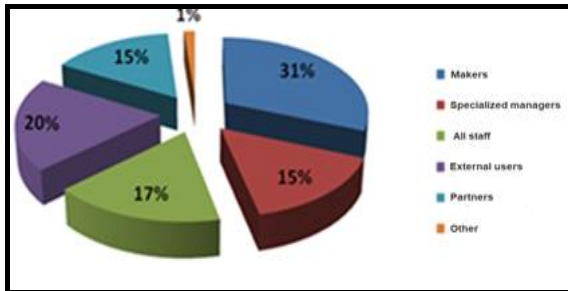


Figure 09: Users of the information

The exploitation of the information produced in the AREF is aimed at two types of destination:

- Internal: 63% of this information is directed towards decision-makers, specialized managers and all staff. It fulfills a decision-making and informational function;
- External: 37% of this information is directed towards partners and external users for an information function.

Thus, care must be taken to put in place the appropriate conditions for storing, archiving and safeguarding this information.

↳ **The average parameter of communication of information:**

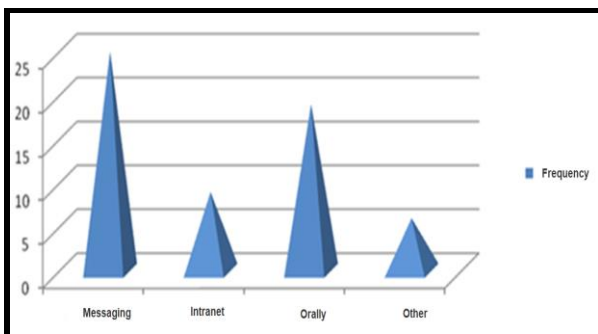


Figure 10: Means of communication

E-mail, paper mail and oral communication are the most dominant means of communication within AREF. We must strengthen the digital style, see Smart to switch from oral and paper to email.

↳ **The availability of information parameter:**

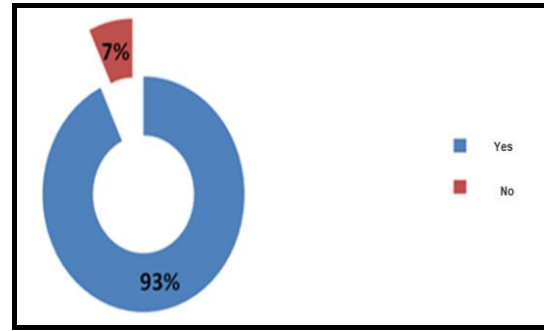


Figure 11: Availability of information

93% of the staff questioned believe that the administrative information necessary for their work is available in the AREF, while 7% express their opinion on the unavailability of the information. Thus, the problem lies not in the information but in its management. This requires prior organization and archiving adequate.

↳ **The personal contribution parameter in the information:**

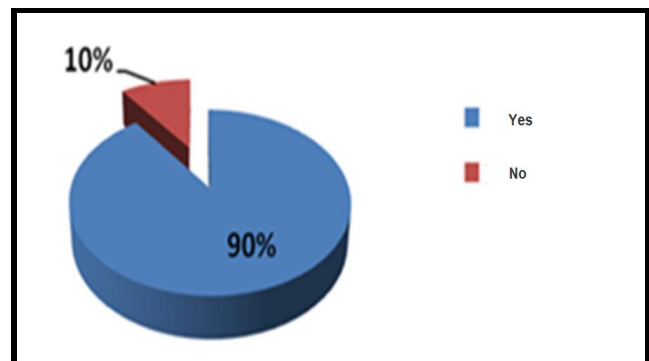


Figure 12: Personal Search for Information

90% of the respondents enrich their information with a personal contribution to be able to carry out their task through the discussion with the persons in charge, the navigation on Internet and the consultation of the administrative documents, whereas 10% of the respondents estimates that for lack of time and daily personal commitment, they do not find the possibility to enrich the administrative information. At this level, it is essential to set up tools for sharing and transferring information between staff. It is also necessary to put in place means of monitoring to guarantee the conformity of the collected information by offering to the personnel the access to the administrative electronic references.

↪ The staff opinion parameter on the AREF information system:

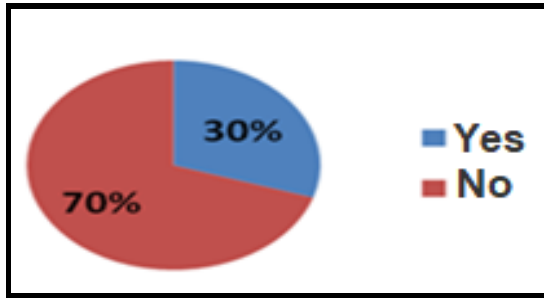


Figure 13: Opinion of the respondents on the AREF information system

As for the existence of an information system in the AREF, more than 70% of the respondents believe that there is no information system since it is insufficient or in an embryonic stage despite the availability of the information system. IT and technological logistics. While 30% of respondents believe that there is, however, it must be supported by training staff to allow them maximum exploitation in their daily tasks. It must also be reinforced and put forward because as confirmed by the international studies of CIGREF and Capgemini (2011) [16]: The IS can assume the role of catalyst of the transformation of public organizations towards the model of the digital enterprise .

4-3 The sharing and transfer of knowledge component:

↪ The parameter continuing training of the staff:

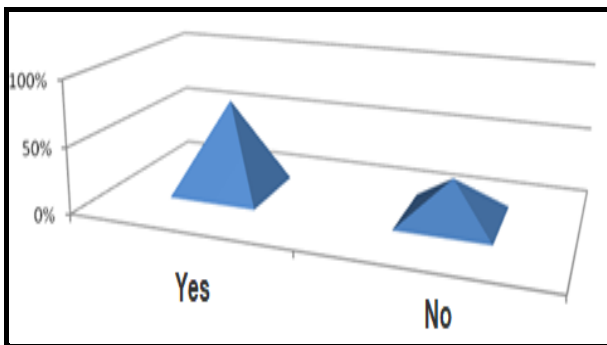


Figure 14: Continuous Training of Staff

The respondents expressed their opinions from their personal experiences with continuing education, 70% of them raised the question of its existence but insisted on its occasional unstructured and not generalized. While 30% felt that for lack of budget, there is no continuing education organized as part of career management or performance.

Continuing education raises the level of RH performance and updates their knowledge. The staff is well aware of its importance, however, it prefers that it takes a large dimension so that it is a means of professional career management so that it is very motivating.

↪ The parameter shares skills between staff:

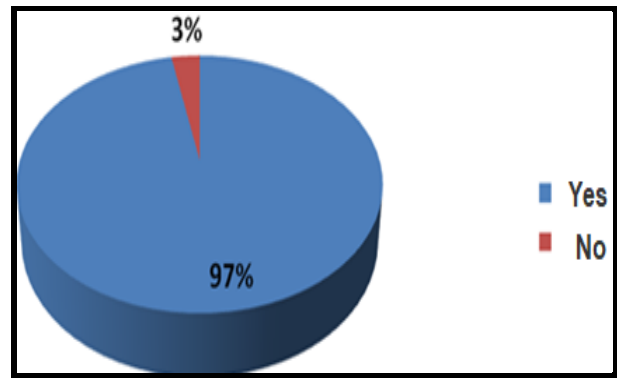


Figure 15: Sharing of skills between staff

97% of the respondents believe that there is a sharing of knowledge and skills between the staff, for whom an important information exchange takes place every day between colleagues, supervisors and subordinates. This sharing allows according to facilitate the work and improve the accomplishment of the administrative tasks.

However, this sharing is not organized in such a way as to guarantee the transfer of advanced skills held by resource persons to all staff. There is no entity dedicated to the regulation of this transfer.

↪ The average parameter for sharing and transferring knowledge:

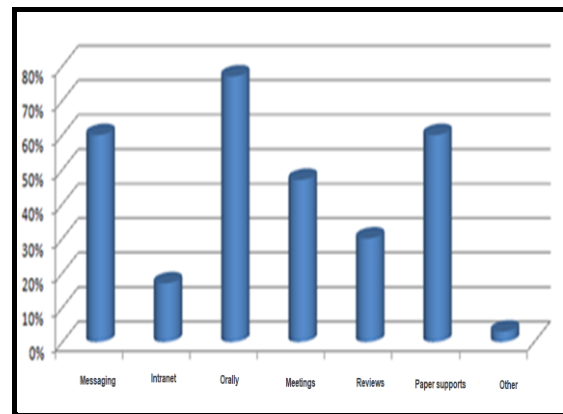


Figure 16: Means of knowledge sharing

The sharing of knowledge is done in most cases by oral communication, paper and messaging, and rarely, it is done by meetings and reports. On the other hand, the transfer of knowledge is transmitted orally, by written documents or by observation. Managers and managers have an interest in paying particular attention to the mode of transfer by focusing more on a coherent strategy able to allow both the sharing and the transfer. They must encourage resource persons to share and transfer their know-how.

4-4 The capitalization component of knowledge:

↪ The feeling of belonging:

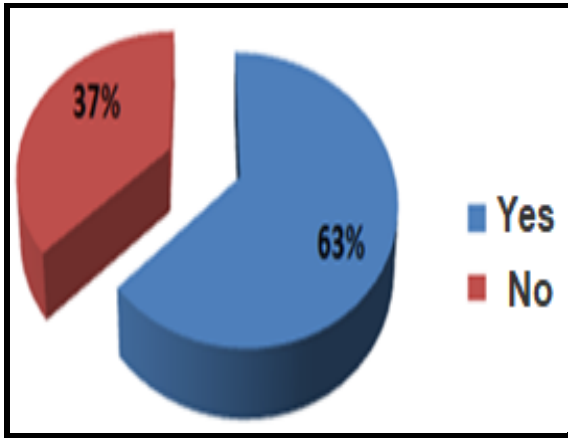


Figure 17: Proportion of respondents according to sense of belonging

63% of respondents feel that they belong to the AREF, while 37% do not feel part of the membership. Something which requires a deepening of reflection on this incompressible attitude felt by more than a third of the questioned and which can be a source of demotivation and conflicts.

In fact, the sense of belonging has an impact on the organization through collaboration, understanding, seriousness, participation and improvement of the staff and their performance. In the long term, it helps to forge and consolidate professional identity (Grimand Amaury, (2006)) [17]. Therefore, incentives need to be put in place to reinforce this sentiment and encourage staff to join the KM project.

Most of the employees are aware of the role of professional experiences in the emergence of organizational intelligence and in the improvement of the level of performance and in the production of new knowledge. They explained it by the optimization of the use the knowledge. This is confirmed by Hugues Lenoir (2014) [18] describing the experience as a producer of knowledge and enrichment of the subject.

↳ The existence of a knowledge management parameter:

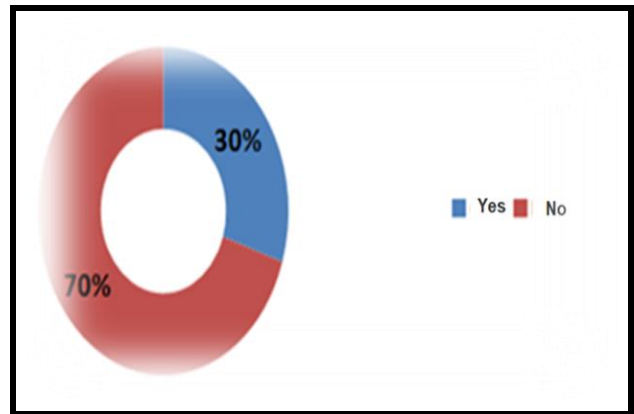


Figure 19: Existence a Knowledge Management System AREF

70% of respondents believe that AREF has a system of Knowledge Management, while 30% of respondents say that there is no lack of non-institutionalization, the nature of the tasks to be performed and the lack of an entity dedicated to it. This is explained by the fact that the staff only takes into account the recorded circulation for the explicit knowledge which is materialized in the administrative documents.

↳ The parameter relationship between professional experience and production of knowledge:

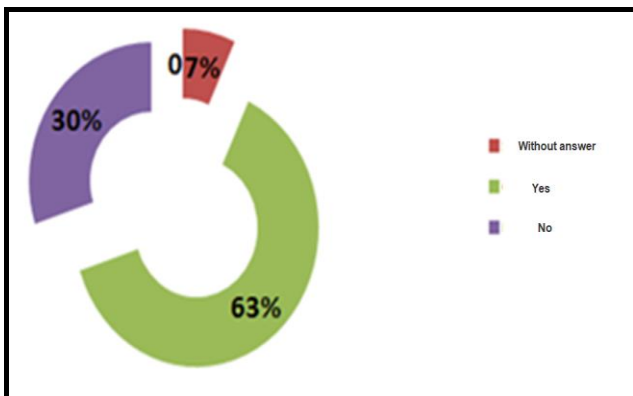


Figure 18: Correlation between professional experience and knowledge production

63% of the surveyed staff believe that professional experience has a positive impact on the production of knowledge, while 30% do not consider that there is no relationship between professional experience and knowledge production and 7% do not issued answers to this question.

↳ The participation parameter in a Knowledge Management system:

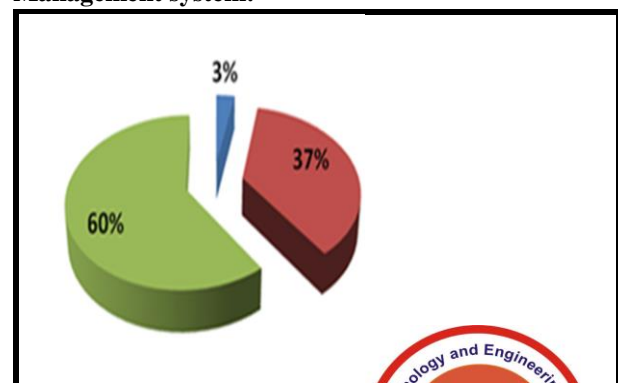


Figure 20: Opinion on participation in a Knowledge Management system

The responses show that only 37% of the staff of those who have admitted the existence of the AREF Knowledge Management system participate in the form of reports and paper support, while 63% do not participate or have no idea how to participate. This result reflects the lack of understanding of the practice of knowledge management and requires the implementation of training dedicated to Knowledge.

↳ **The best practice documentation setting:**

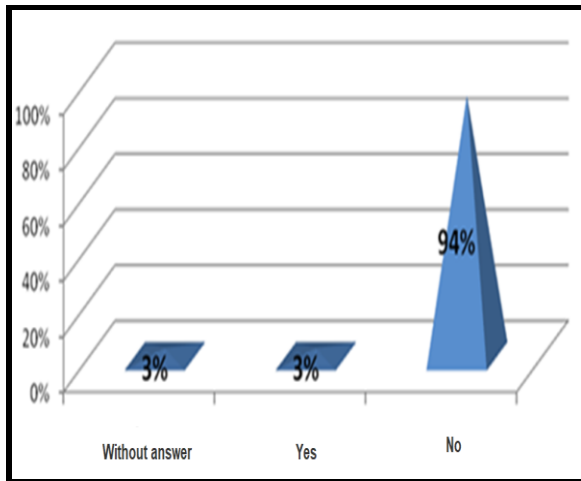


Figure 21: Documentation of best practices

Almost 97% of respondents had no experience of projects in which AREF best practices were documented, while 3% felt that experience was known in the context of the emergency program by project leaders and teams. Something that challenges managers to think about ways to encourage and value innovative individual and collective products.

Thus, a fair and equitable compensation system that strengthens the values of performance and meritocracy and encourages staff to create is needed. Capitalizing on the experiences of employees and their willingness to share is a crossroads of initiatives and a path of progress and development [19].

5. DISCUSSIONS AND RECOMMENDATIONS

In the light of our study and our interviews with the various managers and managers of the Greater Casablanca Regional Education and Training Academy, we can note the following observations:

* Compared to the knowledge management system:

- The knowledge management system is not organized and structured;
- This system is personalized in the persons who manage or who assume the responsibility on well-defined files;
- His organization does not adopt a process approach and does not have a battery of indicators;
- There are no capitalization tools on past experience, in the face of high turnover of staff and the retirement of senior civil servants. This is a loss in terms of the memory of the organization and in terms of skills held by qualified people.

* In relation to the organization and equipment of the AREF:

- The absence of an entity dedicated to the Knowledge issue and the implementation of a regional strategy for the preservation of knowledge;
- Insufficient adequate materials for management, storage and archiving of knowledge;

Job descriptions are not completely available, which makes it impossible to assess the performance of civil servants and objectively manage their professional skills and careers.

Thus, despite the growing awareness expressed by respondents about Knowledge Management, it is essential to set up an information system, an administrative entity dedicated to Knowledge Management, a strategy and a

commitment from the management for to deploy this system, while providing the necessary organizational, material and human . In addition to this, a reinforcement in terms of internal communication around the project and around the membership of the staff will have to be activated.

Our contribution in this direction offers some avenues for reflection on the implementation of a Knowledge Management system in the Greater Casablanca AREF is spread over three essential levels:

- Organizational;
- Human;
- Technology.

* At the organizational level:

Starting from the practice of Knowledge Management as an approach focused on a set of methods, tools and trades articulated around the knowledge while making of the man the object and the means; and in accordance with the results of the survey, which insists on the need to set up a KM entity, we propose two main entries to establish the KM system in the AREF:

- Commitment of the AREF management through a strategic vision that defines the strategic objectives to achieve and that decline them in the form of knowledge by sorting according to the kind of knowledge to share or preserve;
- The creation of an entity in charge of the piloting through a participative approach favoring the adhesion of all the collaborators.

Thus, it is relevant to create a KM cell attached to the Academy's management and to support by a regional center of information systems.

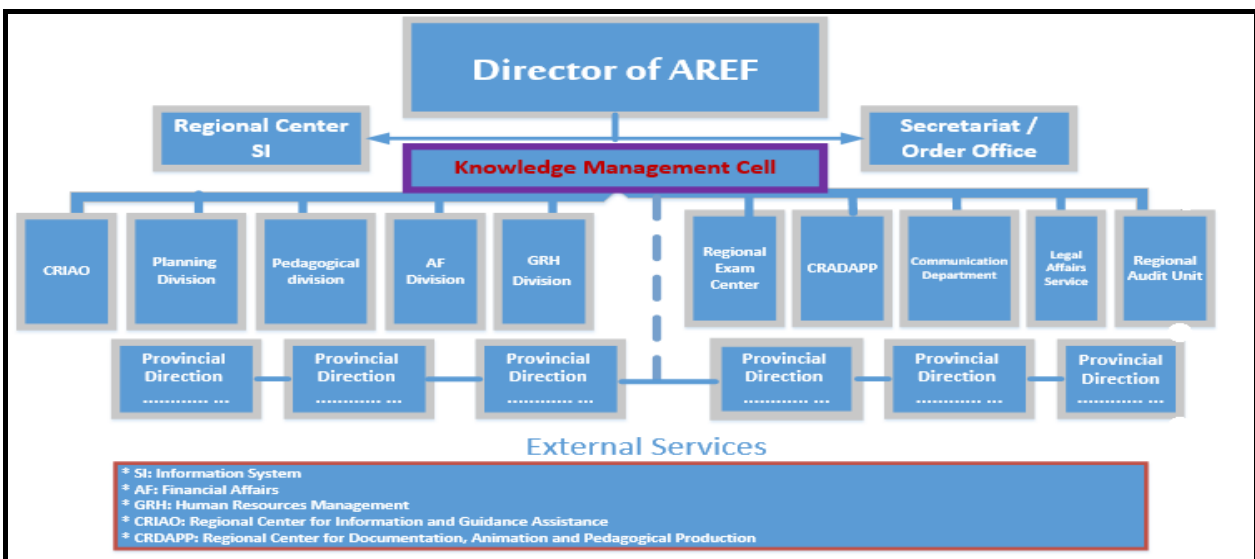


Figure N ° 22: Proposal for an organization chart integrating the knowledge management entity in the AREF

The KM cell will be staffed by resource persons from each of the four divisions of the Academy who have the skills to fulfill the function of Knowledge Manager in their field. This unit will be supported by a regional center of the systems information that is responsible for declining and integrating the knowledge collected through the academy's intranet network designed to consolidate, share and preserve administrative knowledge.

The Regional Information Systems Center can be merged with the Statistics and Informatics Department to enable the deployment of HR professional skills in this service as part of the project.

Knowledge managers and IS players should have personal and professional communication skills that enable them to take on the role of change agent.

The presence of the KM cell and the regional IS center under the authority of the management gives them a hierarchical power to execute the strategic vision of management.

*** At the human level:**

It is conditioned by the implementation of an internal communication strategy to strengthen the support of employees in the project.

The KM cell team with experts from the four divisions will sponsor and train qualified personnel to enable the transfer and capitalization of knowledge. Once sorted and distributed according to the category to be preserved, capitalized or valued, it will be coded for inclusion in the information system.

The choice of the mode to be used by the KM cell in the distribution of roles and responsibilities will depend on its approach and its objectives. In our opinion the decentralized mode will be best suited to a public organization such as the AREF which is spread over a vast territory.

*** At the technological level:**

It reflects an investment in hardware and software. These consist of technological tools to develop solutions that promote the management and sharing of knowledge [20].

Thus, the information system occupies a central place in the facilitation of communication in the organization. The establishment of intranet portal offering the possibility of exchange and communication in forums and weblogs between professionals allows the emergence of community of practice.

Two possibilities can be put in place:

The adoption of an internally developed modeling solution, which takes into account the possibilities of monitoring, control and evaluation of performance through dashboards, indicators, reporting ... etc. ;

The acquisition of a turnkey solution with the option to configure it according to the needs of AREF CASABLANCA.

To opt for one of its options, the particulars specifications must be put in place. In our opinion, the model specifications must be composed of the following elements:

Table 1: Model specifications

Main axes	Operational elements
Presentation of the AREF	Presentation of the organization
	Context
Presentation of the project	Objectives, mode of access, operating process, users, expected results, roles of project stakeholders
Technology and equipment adopted	Technical environment, hardware, adopted applications, databases ...
Functional measures	KM modules, administration, security and backup, users (access rights)
Expected services	Interface, environmental audit, databases, development, maintenance
Properties and rights	Rights to exploit the solution
Project Leader	Appointment of a project interlocutor

Finally, it should be mentioned that in each AREF entity a Knowledge Manager (coordinator) can use the solution or portal to publish knowledge books and business repositories that can document administrative practices and procedures. Also, it can use it to select, sort the knowledge and share the best practices of the division of which it belongs.

6. CONCLUSION:

At the end of this work, in which we have set the goal of studying the implementation of a knowledge management system within AREF Grand Casablanca, we recall that the study targeted a sample of 42 executives, This represents 23% of all AREF staff. The response rate of 76% of the distributed questionnaires has reached for to identify the administration's representations regarding knowledge management. Thus, and after having presented the definitions of the concept Knowledge management as element constituting forms and aspects falling under Knowledge Management.

Like Knowledge Management as an approach that tries to manage items as diverse as the thoughts, ideas, intuitions, experiences emitted by people in the exercise of their profession. The study of performance encourages companies and administrations to put it in place in their organization.

Thus, the reflection on its implementation in the AREF Greater Casablanca is justified by the following reasons:

First, a massive departure of resource persons registered during voluntary departure and early retirement operations, which led to the loss of part of the memory of the regional education and training academy. Then there is the risk of demographic composition marked by the domination of an aging workforce that is



about to retire soon. While the

competences and attributions devolved by the ministry for the benefit of the regional entities within the framework of the regionalization are accelerated and widened to the academies.

Finally, a national and regional context oriented towards transparency, efficiency and effectiveness, of which citizens and partners are increasingly demanding.

All this prompted us to approach the issue of Knowledge Management in the AREF through a theoretical apprehension centered on the concept and its definition. Thus, we have adopted a deductive approach which is first of all part of the potentialities and assets of the AREF subject of our study, then through the lessons learned from the field study, we formulated the recommendations in the form of proposals on the possibility of carrying out such a project.

Our contribution is divided on three aspects:

- An organizational component linked to the strategic commitment of the management and the revision of the organization chart of the AREF by the integration of entities dedicated to KM and IS;
- A human dimension related to the training of personnel on the project so that it appropriates the objectives and the intended aims;
- A technology component related to computer hardware and IS adopted with all the possibilities it offers in terms of the possibility of monitoring, control and evaluation of performance through dashboards, indicators, reporting ... etc.

On top of that, in the context of a long-term culture change project, we recommend that it be supported by staff incentives to promote its ownership in sharing, transfer and capitalization. of knowledge.

In sum, and based on these conclusions, we are led to formulate the following questions:

- Would not it be time to think about the profiles of Knowledge managers? In other words, why not professionalize the profession of Knowledge Manager in the Moroccan context with all that it generates in terms of training and recruitment conditions?
- To what extent could the current AREF management system promote the emergence of KM at the organizational, human and material levels?
- Would not it be time to demand the implementation of a quality approach in public administrations and subsequently promote the appropriation of Knowledge Management culture?

These questions may be the subject of an in-depth study which will aim to professionalize Knowledge Management, implement a quality approach in public administration and introduce performance-based management in public service.

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