

**LESSONS FOR EDUCATION – Joint Webinar Series**  
**RESOURCES AND SUMMARY NOTES OF PAST EVENTS**

<h2 style="margin: 0;">Lessons for Education from Morocco: COVID-19 Response Leading to Strengthening of the Education System</h2>	
<b>Date:</b>	December 16, 2020
<b>Event Description:</b>	<p>As the government of Morocco had to suspend all classes on March 13, 2020 due to COVID-19, the ministry of education quickly involved different stakeholders from public administration and the private sector to help come up with ways to continue educating and staying connected with students through virtual classrooms. The major challenge was the hard to reach, rural students, who, despite of millions of tablets having been distributed, did not have access to the virtual classes. The government therefore recorded the lessons and rebroadcasted them on television.</p> <p>The schools were reopened after 6 months. However, the pandemic created an electroshock on the education system that motivated the country to come up with a new system that prepares the schools for the new realities and for the future of education. Classrooms are kept smaller and new methods of teaching have been developed to enable teachers to animate classes in a way that students understand better. In addition, the schools are more connected than ever. System of evaluation of the new way of teaching and learning is being developed.</p> <p>The minister of National Education, Vocational Training, Higher Education and Scientific Research of Morocco and other education leaders and researchers discussed how Morocco has strengthened its education system as a result of its COVID response and how other countries could adapt these lessons to their own contexts.</p>
<b>Recording:</b>	<a href="#">Video on Zoom</a>
<b>Speakers:</b>	<div style="display: flex;"> <div style="flex: 1;"> <p><b>Saaid Amzazi</b>, Minister of National Education, Vocational Training, Higher Education and Scientific Research, Morocco.</p> <p><b>Jaime Saavedra</b>, Global Director of Education, The World Bank</p> <p><b>Andreas Schleicher</b>, Director, Education and Skills, OECD</p> <p><b>Sally Gear</b> Education Head of Profession, Foreign, Commonwealth and Development Office (FCDO), United Kingdom</p> <p><b>Keiko Miwa</b>, Regional Director, Human Development, MENA, The World Bank</p> </div> <div style="flex: 1; text-align: right;"> </div> </div>
<b>Background materials:</b>	<p><b>World Bank Feature Story:</b> <a href="#">Morocco – A case for building a stronger education system in the post COVID019 era</a></p> <p><b>Draft Note:</b> <a href="#">The Economic and Social Impact of Covid-19 on Morocco’s Education Sector</a></p> <p><b>Presentation:</b> <a href="#">Reopening schools in the Arab region - The case of the Kingdom of Morocco</a></p>

	<p><b>In French:</b>  <b>Report:</b> <a href="#">Rapports Sociaux Dans Le Contexte De a Pandemie COVID-19</a>  <b>Press Release:</b> <a href="#">Amzazi: Il n’y aura pas de report de la rentrée scolaire</a>  <b>Presentation:</b> <a href="#">Le Préscolaire au Maroc: Situation et mesures prises face à la pandémie du COVID-19</a></p>
<p><b>Lessons learned:</b></p>	<p><b>Ensuring equal access through incorporating measures beyond online learning.</b> A large portion of student in Morocco (45% of households) have no access to online learning. Morocco ensured their inclusion through TV broadcasts and material distribution.</p> <p><b>Choosing a realistic approach.</b> Morocco started out with an acknowledgement of its capacity and resource constraints and chose a realistic, more simple approach rather than being overambitious and caught up with complex technologies.</p> <p><b>Developing pedagogical models that support the return to school and provide different learning formats for different situations/students.</b> Morocco is introducing a hybrid-model for families to choose.</p> <p><b>Ramping up teacher training and supporting teacher networks for the changing schools.</b> Role of the teacher is undergoing a major change, where the teacher is no longer a sole source of knowledge, but a couch and a mentor.</p> <p><b>Equalizing opportunities at home.</b> This includes internet access and materials, but also nutrition, emotional support and other. The crisis has created new, stronger relationships between families and schools which should be upheld.</p> <p><b>Ensuring social, political and financial commitment.</b> Crisis can act as an “electroshock” by mobilizing support to education reforms. In Morocco, as a result of the crisis the society is recognizing the importance of education and mobilized in favor of it, ensuring the sustainability of financing.</p> <p><b>Continuing and adapting student evaluations.</b> It is important for the student assessments/evaluations to continue during crisis as data is particularly necessary to track inequalities and level of current learning. The evaluations also need to adapt to the new ways of learning, to continual assessment. Technology can help.</p>
<p><b>About the Series:</b></p>	<p><i>The World Bank Group Education Global Practice, Harvard Global Education Innovation Initiative, HundrED, and the OECD Directorate for Education and Skills have combined their expertise on education to respond to the COVID-19 crisis. As part of this joint initiative, the institutes have gathered information from around the world on how countries are responding to the crisis in the education sector. The webinar series highlights some of the experiences.</i></p>