



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Continuous and systemic school development

2. Country or countries where the practice is implemented \*

Morocco

### 3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

### 4. Implementation lead/partner organization(s) \*

Implementation Lead: AMAQUEN Think Tank  
 Partner organization: Private schools

### 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Systemic development, continuous improvement, participatory diagnosis, bottom-up planning, quality standards, innovation, schools learning

### 6. What makes it a best practice? \*

Educational reforms follow one another but the impact on schools remains below the ambitions of decision-makers. Initiatives have been taken to motivate teachers and stakeholders but involvement never reaches the desired level. It was necessary to think of a framework that is both motivating and inducing to the continuous and systemic development of the school. The project bearing the same name came at the right time to mobilize educational actors and stakeholders around the same objective, that of improving learning outcomes. Starting from a participatory diagnosis of the strengths and weaknesses of the school, and clearly defining the opportunities and threats, the various stakeholders agree on a futuristic vision of the school and decline it in the form of objectives. tut strategies taking into account national educational priorities. The originality of the project is that it makes it possible to develop the school in a systemic and continuous way through concrete measures involving all the pupils and all the teaching and administrative staff of the school. It also allows you to think outside the box and implement innovative ideas to deal with school problems. As a result, learning outcomes improve dramatically.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The project "Continuous and systemic development of the school" was launched in a context of deep crisis of the education system, and wanted to be an innovative solution to the problems experienced by the school. The demobilization of actors and stakeholders was a salient feature of the educational context. It was necessary to invent a best practice capable of both mobilizing human resources and improving learning outcomes. A difficult task, all the more so the context was characterized by the establishment of a new reform and the fear of a new failure in its implementation was present among most educational actors. We had to restore everyone's confidence through a unifying and mobilizing project. This affected the entire population of the school, including students, teachers and administrative staff, as well as stakeholders including parents, civil society, local communities and the socioeconomic environment. Awareness work has been carried out in order to involve as many people as possible.

The problem targeted by this practice is related to the learning outcomes, which remain low. The project aimed to radically resolve this problem through modeling that considers it as an effect caused by several factors, both endogenous and exogenous. Endogenous factors affect the school with all its components, including human resources, material resources and the curriculum. The exogenous factors affect outside the school including the physical environment, the socioeconomic characteristics of the pupils, and the educational level of the parents.

A systemic approach was adopted to deal with the two types of factors while basing itself on the process approach making it possible to analyze the school system through the input-process-output trilogy. The school was broken down into three macro-processes: management macro-process linked to administrative tasks, teaching macro-process linked to tasks done by teachers, and support macro-process linked to all other tasks.

The project made it possible to make a precise diagnosis of the school and to project itself into the future by carrying out innovations at the pedagogical and administrative level and by implementing quality standards. The participation of all actors and stakeholders was guaranteed throughout the design and implementation of the project. The ultimate goal was the continuous improvement of learning outcomes.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? \*

The project was first designed in the form of a concept note which was validated by a panel of experts. The implementation was done through activities, the main ones being:

- The mobilization of actors and stakeholders to be involved in the realization of the project;
- Carrying out the participatory diagnosis of the school by identifying the problems experienced, the obstacles encountered, the possible solutions and the initiatives to be put in place;
- The construction of the SWOT matrix which makes it possible to identify strengths, weaknesses, opportunities and threats;
- The analysis of the elements of the diagnosis to bring out the salient points thus making it possible to identify the dominant themes;
- The co-construction of a vision shared by actors and stakeholders for a period of five years;
- Completion of the strategic planning process which makes it possible to identify the school's strategic priorities;
- The definition of actions capable of concretizing the strategic priorities;
- The definition of annual action plans with results and monitoring indicators and the budget to be allocated;
- The definition of quality standards for the various school processes and its three components, namely inputs, processes and outputs;
- The realization of the actions defined while respecting the quality standards already defined by process and categorized by inputs, processes and outputs;
- Monitoring and evaluation of actions in order to apply the school's continuous and systemic improvement approach.

Activities are carried out in partner schools throughout the school year. An annual report makes it possible to readjust the project for the following year. The project started in 2019 and is still ongoing.

Civil society is the leader of the project in collaboration with partner schools and the Ministry of Education. Others partners can join the project especially local authorities and socioeconomic actors.

The resources needed and the budget depend on the state of play of each school and the objectives to be achieved. In general, it does not constitute a major obstacle to the realization of the project since it can be drawn from the development budget of the schools.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

The practice has been seen as transformative on several levels:

- At the level of teachers who have become more involved in school activities and above all more focused on the learning of pupils who have clearly improved;
- At the level of the administration become more concerned with the improvement of the school in all its aspects and not only the administrative aspect;
- At the level of parents who have become more involved in the management of educational affairs and more interested in their children's learning;
- At the level of students who have become more efficient and in continuous improvement of their learning results, in addition to increased collaboration with their peers;
- At the level of the school, which has become better organized, more attractive and more open to its environment;
- At the community level become more committed to the cause of the school;
- At the level of educational policies feeding on innovations undertaken at school level.

That said, the best result remains the continuous improvement of learning outcomes, especially for students in difficulty and students with disabilities and special needs. In addition to the results that concern the school as a whole, which has become a learning entity, likely to continuously improve on the pedagogical level, on the management level and in terms of openness to the socioeconomic environment .

The evaluation of the practice was carried out but partially through the annual assessments which showed a positive impact at all the levels mentioned above.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The implementation of the project took time and experienced difficulties at the beginning, since the project is large and new. Throughout its realization we learned several lessons that deserve to be shared:

- The mobilization of actors requires patience and goodwill, especially in a context marked by disappointment with the reforms put in place;
- The training of actors is a key element that played a big role in triggering the transformation;
- The support of actors and stakeholders in the implementation of the project is a key element in its success. They need to be advised, supported and helped to overcome obstacles along the way;
- The involvement of top management is a prerequisite because the project needs strong leadership, especially during the start-up phase;
- The project must start with limited ambitions so that it is manageable and a source of motivation for all actors and stakeholders;
- The material support was decisive in the success of the project and when the budget was sometimes lacking there was a risk of demotivating the troops;
- Institutional listening and the encouragement of decision-makers remain a key factor in the success of the project.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

The proposed project is a best practice for several reasons:

- It transforms the state of the school in order to make it more adapted to the needs of the pupils and an ideal working environment for the teachers;
- It mobilizes actors and stakeholders by placing the student at the center of all educational actions;
- It triggers the dynamics of continuous improvement of the quality of learning.

Those who wish to adopt this best practice are invited to study it carefully and to draw inspiration from it to adapt it to their respective contexts. If they manage to understand all the aspects and master all the elements, they can hope to derive all the advantages, especially in terms of improving the quality of learning. In conclusion, this project constitutes an effective means for the continuous and systemic development of the school through the concerted realization of its inventory, the construction of a shared vision, the choice of strategic priorities, the definition of quality standards and the implementation of a roadmap to solve problems through innovative solutions. Its management is easy, but on condition that the project is carried out methodically, respecting the rules of project management and ensuring the mobilization of the necessary human and material resources.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

<https://www.men.gov.ma/Ar/Pages/projet-etab.aspx#:~:text=%D9%8A%D8%B9%D8%AA%D8%A8%D8%B1%20%D9%85%D8%B4%D8%B1%D9%88%D8%B9%20%D8%A7%D9%84%D9%85%D8%A4%D8%B3%D8%B3%D8%A9%20%D8%A7%D9%84%D8%A2%D9%84%D9%8A%D8%A9%20%D8%A7%D9%84%D8%A3%D8%B3%D8%A7%D8%B3%D9%8A%D8%A9,%D8%A7%D9%84%D8%A5%D8%B5%D9%84%D8%A7%D8%AD%D8%A7%D8%AA%20%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%88%D9%8A%D8%A9%20%D8%AF%D8%A7%D8%AE%D9%84%20%D9%83%D9%84%20%D9%85%D8%A4%D8%B3%D8%B3%D8%A9>