



Assessing Learning Outcomes in Moroccan Pedagogical Contexts: Innovations and Challenges

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Abstract

In Morocco, educational systems face diverse challenges in assessing learning outcomes across various pedagogical contexts. A qualitative approach was employed through interviews with educators, analysis of existing assessment tools, and observations in classrooms across different regions of Morocco. While innovative assessment strategies are emerging, their effective adoption requires supportive policies and increased funding for resource-limited regions. Educators should be provided with professional development opportunities on implementing these innovations. School leadership must prioritise the integration of formative evaluation in daily teaching practices.

Keywords: Moroccan, Geography, Pedagogy, Assessment, Evaluation, Methodology, Contextualization

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