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Quarterly Report

READING FOR SUCCESS – SMALL SCALE EXPERIMENTATION (RFS-SSE)
Contract No. AID-OAA-I-14-00055 Task Order No. AID-608-TO-15-00002

Year 1 Quarter 2: January – March 2016



Draft Submitted April 22, 2016

This report and reflection of achievements are made possible by the support of the American People through the United States Agency for International Development (USAID.) The contents of this document are the sole responsibility of Chemonics International Inc. and do not necessarily reflect the views of USAID or the United States Government.

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ACRONYMS

| | |
|---------|---|
| AREF | Regional Academy for Education and Training |
| DOEVS | Directorate of Organization and Evaluation of School life |
| CNEE | National Center for Evaluation and Examinations |
| CRMEF | Teacher Training Institute |
| CSO | Civil Society Organizations |
| EGRA | Early Grade Reading Assessment |
| MOE | Ministry of Education and Vocational Training |
| MSA | Modern Standard Arabic |
| RFS–SSE | Reading for Success — Small Scale Experimentation |
| SSME | Snapshot of School Management Effectiveness |
| STS | School-to-School International |
| UCFC | Central Unit for Teacher Education |
| USAID | United States Agency for International Development |
| MEL | Monitoring, Evaluation and Learning |

EXECUTIVE SUMMARY¹

The USAID/Morocco Reading for Success – Small Scale Experimentation (RFS-SSE) Project is pleased to present the second quarterly report, covering the period of January 1 to March 31, 2016. RFS-SSE is implemented by Chemonics International in partnership with School-to-School International (STS), Association Al Jisr, and ALCO Alternative Consultants (ALCO), and works in close collaboration with the Ministry of Education (MOE).

Building off the momentum from December 2015, the second quarter of implementation was a tight-rope of activities and trainings - which culminated in the official launch of the new reading approach into first grade classrooms by February 2016. This was no small feat given the reality that the project was still formalizing the approach and the first grade lesson plan model in the first weeks of January.

In order to achieve the milestone of implementing the new reading approach by trained teachers in the target schools by mid-February, the following activities were conducted within a six-week period of January 1 – February 15, 2016:

- ❖ Training of 56 Early Grade Reading Assessment (EGRA) Enumerators
- ❖ EGRA baseline data collection in 90 intervention and control group schools
- ❖ Finalization of the reading approach and a model first grade lesson plan
- ❖ Writing of second semester lesson plans for grade 1
- ❖ Organization of Harmonization and Validation workshop to finalize the lesson plans
- ❖ Development, printing, and distribution of guidebooks for trainers, teachers, and storybooks for students
- ❖ Training of 41 Trainers
- ❖ Training of 181 first grade teachers in intervention schools

It was a large triumph for the project to have met this goal within the second quarter. But this achievement

READING FOR SUCCESS SMALL SCALE EXPERIMENTATION

Quarter In Numbers



5737

Learners receiving
reading interventions at
the primary level

181

Teachers trained and
using new reading
lesson in their
classrooms



**113 SCHOOL
DIRECTORS
PARTICIPATED
IN TEACHER'S
TRAINING
AND/OR REGIONAL
MEETINGS**

SCHOOL DIRECTORS'
ENGAGEMENT IS KEY TO THE
SUCCESSFUL IMPLEMENTATION
OF THE PROJECT, AS IT ENSURES
SUSTAINABLE SUPPORT TO THE
TEACHERS AT THE SCHOOL LEVEL

41
MASTER TRAINERS
TRAINED

56
ENUMERATORS
TRAINED

RFS-SSE MOROCCO

really emphasizes and demonstrates the commitment that the MOE has shown towards this project. Not only has the Director of Curricula been an active participant in the design and structure of the intervention, but MOE employees at all levels are also contributing to the success of the project by implementing the actual work itself, within the existing MOE structure. For example the EGRA enumerators are Education Advisors (Conseiller en l'orientation de l'éducation) and Education Inspectors (inspecteur en orientation de l'éducation) within the government structure; the lesson plan writers are a combination of school inspectors and trainers from the teachers training institute (CRMEF); and the trainers that will train the teachers are selected school inspectors. Similarly, the remarkable achievement of conducting the EGRA data collection successfully in a very limited timeframe is due to the close collaboration and leadership within the National Center of Exams and Evaluations (CNEE).

Once the new approach was launched in the target schools, the remainder of the quarter focused on garnering support and acceptance of the project and the approach. This was achieved through a variety of avenues, including AREF (Regional Academy of Education and Training) meetings in each of the four regions where the project is implementing. These AREF meetings allowed the project, in collaboration with USAID and the central administration of the MOE, to introduce the project and its objectives to the newly appointed provincial directors (previously called provincial delegates) and school directors from the target schools in that region.

Other Highlights of the Quarter

- Revised Work Plan submitted and approved
- MELP submitted and approved
- Grant Manual submitted and approved
- Chemonics officially registered as a branch office in Morocco

The quarter ended with a high level delegation visit by Deputy Assistant Administrator from USAID's MENA Bureau in Washington D.C. Ms. Maria Longi; along with USAID/Morocco Mission Director, Ms. Dana Mansuri and Chemonics' Middle East Senior Vice President, Jeffrey Wuorinen. The delegation visited two schools in the provinces of Inezgane and Tiznit to observe classes being taught per the new approach.

I. PROJECT OVERVIEW

The goal of the RFS–SSE project is to test activities and strengthen stakeholder engagement to improve reading skills in the early grades. Hence, the project is a learning activity that will develop an evidence base of effective approaches for improving reading skills, both in target primary schools and in non-formal education settings. It will test activities and strengthen stakeholder engagement, using prior research and evidence from activities carried out in Morocco and other countries, to test two reading interventions – new Arabic reading lessons and summer enrichment activities.

RFE-SSE will develop Modern Standard Arabic (MSA) reading lessons based on a phonetic approach combined with vocabulary enhancement techniques through stories that will ameliorate reading

¹ The Executive Summary in French has been included as Annex 1

comprehension and communication for primary school students in grades 1 and 2. The aim of the project once the new lesson plans have been developed and tested is for the results to feed into the planned MOE curriculum reforms that are linked to the Interim Measures for 2015-2020.

MOE staff will be engaged in the design, training, implementation and evaluation of the lessons at all levels. These efforts will be undertaken to understand the required technical assistance for implementing activities that improve reading instruction in formal primary schools and test the effectiveness of reading materials. Similarly, it will engage Civil Society Organizations (CSOs) and support and test their efforts to reduce reading loss over the summer months through enrichment activities.

RFS-SSE Major Objectives

- To improve the teaching of reading in grade 1 and 2 of primary education;
- To improve the level of reading in grades 1 and 2 of primary education.
- To use the project’s results to contribute to the reform of the school system.

RFS–SSE will initiate a range of assessments related to improving early grade reading competencies among Moroccan primary school students.

In practice, the project has developed first grade lesson plans based on two parallel and interlinked strands: one track that provides a greater focus on phonology and phonics; and a second track that focuses on oral listening and discussion based on stories, which leads to exercises that increase vocabulary and reading comprehension. Both of these strands support the reading skills targeted by the EGRA instrument, as well as the current government curriculum, and will at the same time provide an enjoyable and rewarding experience for teachers and learners.

The new lessons are currently being implemented in grades 1 and follow a unit-based structure based on the current three-week syllabus structure. The new lessons will be implemented for Grade 2 students starting from September 2016 for a full school year.

II. ACTIVITY AND ACHIVEMENTS

A. Test the effectiveness of a new approach to Arabic reading lessons and the impact on student reading competencies in grades 1 and 2

Following the “Lesson Development Workshop” held during the last week of December 2015, a small team of technical experts, including primary education pedagogical school inspectors and trainers from the teachers training institute, finalized the concept and model lesson plan for grade 1 during the first week of January 2016.

The new approach is based on the phonetic/syllabic teaching method, where each lesson is composed of two axes: (1) learning reading based on phonetic syllabic sounds and (2) vocabulary

acquisition/enrichment through stories. Each teaching unit² is organized into three week segments and divided into five sub-units for daily classes. Each lesson contains learning objectives, proposed activities, suggested timing, methodology, and didactic resources.

Writing the Reading Lessons – Once the approach had been finalized and the model lesson plan developed it was shared with a group of 30 inspectors and teachers, who following the model wrote all the lesson plans for the second semester of first grade. However, as there are currently two strands of first grade being taught in first grade (Kitabi fii llougha al-Arabiya and Almoufid fii llouga alarabiya), lesson plans had to be developed for the second semester of both strands of first grade teaching.

Harmonization and Validation workshop – Once the lesson plans had been written, a “Harmonization and Validation workshop” was held in Rabat on January 25 – 27, 2016. The workshop was co-facilitated by Dr. Hanada Taha and three linguist experts from Fes University; Dr. Mostafa Bouanani, Dr. Moulay Chakri, and Dr. Benaissa Zarhbouch. The workshop objectives were trifold: (1) present the proposed adjustments to the lesson plans; (2) standardize the terminology and concepts and (3) present and validate the final template of the Arabic reading lesson plan for the first grade.

The workshop commenced with the experts presenting their feedback and suggesting edits to the lesson plans. Based on this feedback, the participants were divided into 5 groups according to the distribution of letters and the stories per regional committees, to revise the materials and incorporate the suggested edits. At the end of the three days, the groups presented their revised work and the changes were validated by consensus.

Trainer, Teacher, and Student Guidebook Development – In parallel to the lesson plan development, the project developed guide books for trainers and teachers, and story booklets for students. The following manuals were developed and printed:

- **Trainers Guide:** a guide that describes the overall approach and methodology, and helps guide the trainers on how to train teachers on the new approach.

“If the Ministry of Education, had taken on this task, {to develop training guides for trainers and teachers} guides wouldn’t have been ready until next September!”

*Mr. Chafiqi, Curricula Direction Directeur
Fès, March 10*

- **Lesson Plan Teacher’s Guide:** a resource guide written from the teacher’s perspective, and is comprised of the approach and methodology, but most importantly is the collection of lesson plans for each reading class session.

- **Teacher’s Guide on use of Student Book:** a guide that assists teachers to use the pictures and activities from the traditional text books while teaching the new approach. Two different guides were developed for Kitabi and Moufid textbooks.

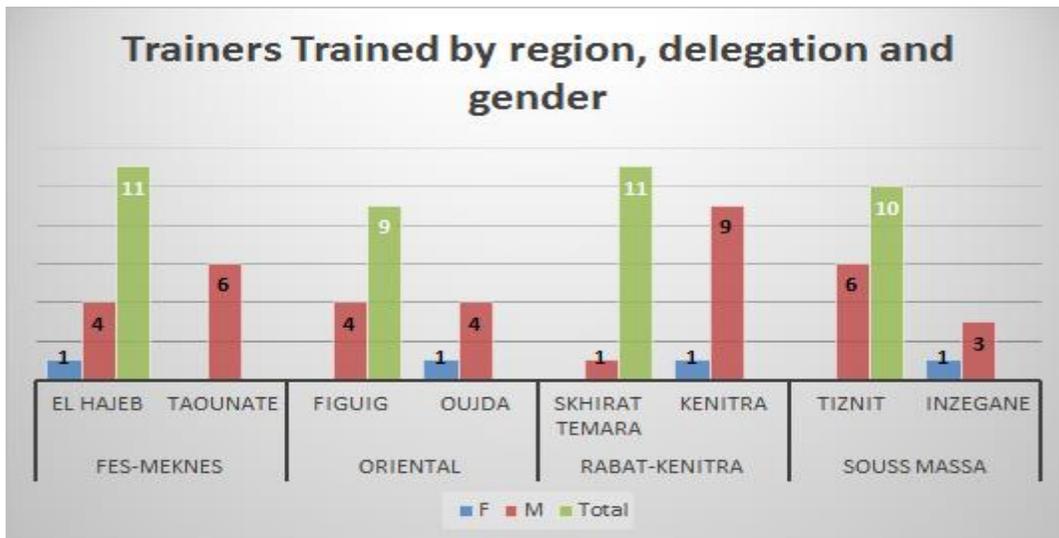
- **Story Booklets for Students:** Two different story booklets was developed, corresponding to each textbook (Kitabi and

Moufid) and each containing three (3) stories.

² Each unit is composed of 6 letters (two letters per week) and one story.

Training of Trainers Workshop – Directly following the Harmonization and Validation workshop, a Training of Trainers (ToT) workshop was held on January 28 – 30, 2016. The training was led by Dr. Hanada Taha with the support of local consultants, Mr. Abdellatif Faribi and Mr. Mohamed Bouchama.

In order to represent the 90 intervention schools, inspectors and CMREF trainers from each of the eight provinces were invited to participate in the training. There was a total of 35 school inspectors and six CRMEF trainers. A total of 41 trainers participated in the workshop, and left equipped and ready to train teachers. Among the 41 participants only four were women and the other 37 were male.

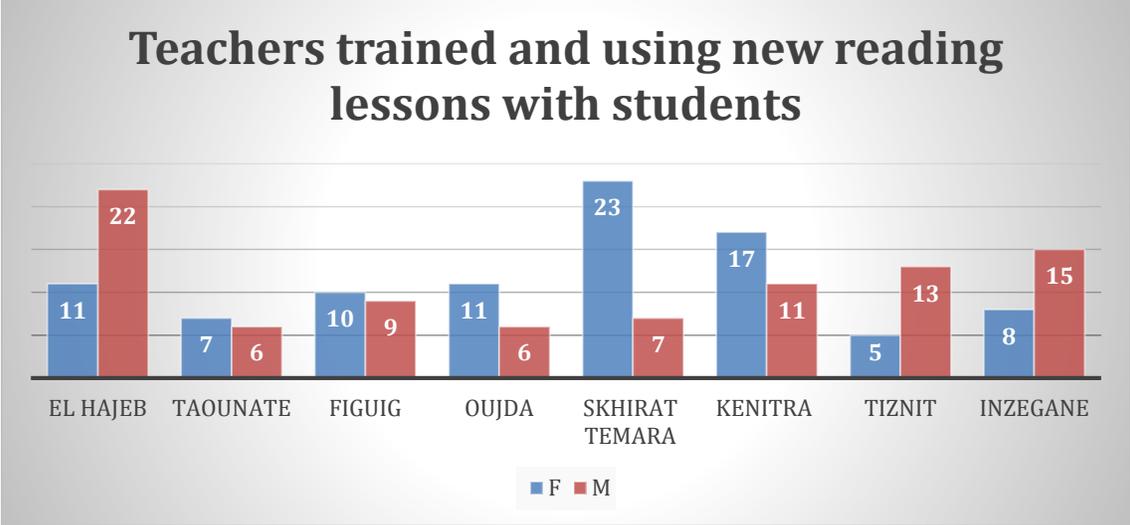


Teacher Training Workshops – As part of the ToT training, the trainers from each region worked together to adapt the training materials and presentations they were given, in order to personalize the teacher trainings they would lead. From February 11 - 13, 2016, eight (8) workshops to train teachers were held simultaneously in each of the project’s eight (8) target provinces: Inezgane, Tiznit, Témara, Kenitra, Oujda, Figuig, Taouanate and El Hajeb.

In total 181 teachers from the eight (8) provinces participated in the trainings, among which more than half (52.87%) were female participants. As shown in the table below, less female participation was seen in Taounate, Tiznit and Inzegane (rural areas); while higher female representation were seen in Temara and Kenitra (urban areas).



The trainings were completely led by the trainers and hosted by the provincial direction of the MOE in each region. This demonstrated the MOE’s commitment to the program and facilitated teacher’s buy-in and commitment too. This was further reinforced by the attendance of high representation from the provincial level of the Ministry at the trainings. Either the provincial director himself or the Chef de Service were present, even though the trainings were taking place during a period of transition for the provinces. Each one of the representatives gave opening remarks on the first day of the trainings.



AREF Meetings - During the month of March, the project held three AREF meetings at the regional level, in the cities of Fes, Rabat and Agadir. School directors from the intervention and control schools in those regions were invited to participate. The meetings were co-facilitated by Mr. Chafiqi, MOE Director of Curricula, and the respective Academy Directors. These regional meetings were to further familiarize the school directors from both the intervention and control schools on the project, its objective, and the reading teaching approach.



Hosting these meetings at the AREF demonstrated the commitment of the government to the new

approach. In the afternoons the regional coordinators (inspectors) from each province facilitated a two-hour presentation on the new phonemic approach to teaching reading and the teacher trainings that had taken place. The fourth and final AREF meeting is scheduled to take place in Oujda on April 6 and will include the school directors from both Figuig and Oujda.

B. Introduce summer reading enrichment activities and test their effectiveness in reducing learning loss among students in grades 1 and 2

During this quarter, the RFS-SSE grants manual was finalized and approved by USAID. The RFS-SSE staff that will be leading the summer grants program were provided a week long training on administering grants under contracts. Following this training, a draft request for proposals (RFP) had been written but was not finalized or published due to the change in plan to administer all ten (at a minimum) summer reading grants during the summer of 2017.

The decision to only administer the grants program during the summer of 2017 will allow the program to select students for the summer grant activities who are in schools currently receiving the reading intervention under Result 1. Had the summer program been administered in 2016, this would not be an option as selecting these students for the summer program would have contaminated and skewed the EGRA results. Additionally, by condensing the summer grant program into one summer will ensure that the community based organizations have sufficient time to familiarize themselves with the RFP process and with the new phonemic reading approach. This will allow the grantees to include key aspects of the approach into their proposed summer reading activities. Moreover, additional time allow for a longer period to raise awareness about the project among local communities as well as additional time to train the key staff from the selected local civil society organizations.

C. Cross-Cutting Activity: Early Grade Reading Assessment (EGRA)

Enumerator Training - Following the EGRA and SSME tools adaptation workshop in December 2015, a seven-day enumerator training was held from January 4 - 10, 2016 in Rabat. 56 participants were selected by the MOE and were equally sourced from each of the eight target provinces. Among the participants, they were six (6) female participants and 50 male participants. The enumerators were trained to administer all six EGRA subtasks on tablets using the electronic data capture application Tangerine. A smaller sub-set of participants were additionally trained to administer all six SSME tools and were trained to be the coordinating focal point for the data collection.

During the enumerator training, the eight regional representatives (two from each region) who had participated in the tool adaptation workshop and administered the EGRA and SSME pilots acted as co-facilitators and provincial team leaders. These eight regional representatives were trained to be Provincial Field Coordinators (PFCs) to help coordinate and facilitate the data collection in the field.

The enumerators were trained on the specific contents of each of the EGRA subtasks, proper administration protocols for each subtask, and the use of tablets and the Tangerine application. Enumerator performance was monitored regularly throughout the training by the two lead facilitators. Throughout training, facilitators led two sessions to measure consistency of scoring across all enumerators. Enumerator consistency during training ranged from “96-99% agreement” depending on the subtask, which means that the enumerators were scoring the students consistently and according to the guidelines provided.



Enumerators also experienced two sessions of real-life practice in neighboring schools. During these practice sessions, teams of enumerators piloted administering the EGRA tools with Grade 1 students, while the eight PFCs and the training facilitators observed the enumerators’ performance.

Data Collection - Data collection took place from January 15 - 22, 2016. Unfortunately, due to the timing of when primary school ended for the semester, this was a very small window of opportunity for the data collection. It left no margin for error in terms of testing enough students to make the results statistically viable. However, with close coordination and determination the enumerators were able to reach approximately 98% of the target number of students. The table below demonstrates the number of first grade students tested for both the experimental (858) and control (871) groups.

To ensure the quality of data collection, a trained coordinator oversaw each data collection team of two other EGRA enumerators. At the end of each day, coordinators and enumerators discussed progress and problems encountered that day. The PFCs verified that each enumerator had completed the correct number of assessments at each school and ensured that a daily data collection report was completed. Each team visited one school per day and were able to reach all schools as planned. The teams uploaded the results to a cloud database each evening of data collection.

Number of Students by AREF and by Province participating to the Baseline

| AREF | Province | Control Group | Experimental Group | Total |
|------------|----------------------|---------------|--------------------|-------------|
| Sous Massa | Inezgane-Ait Melloul | 121 (50.2%) | 120 (49.8%) | 241 (100%) |
| | Tiznit | 113 (47.5%) | 125 (52.5%) | 238 (100 %) |

| | | | | |
|--------------|-------------|--------------------|--------------------|---------------------|
| Kénitra | Témara | 100 (50%) | 100 (50.0%) | 200 (100%) |
| | Kénitra | 100 (50.3%) | 99 (49.7%) | 199 (100 %) |
| Oriental | Oujda-Angad | 120 (50.2%) | 119 (49.8%) | 239 (100%) |
| | Figuig | 118 (52.4%) | 107 (47.6%) | 225 (100%) |
| Fès Meknès | Taounate | 101 (50.3%) | 100 (49.7%) | 201 (100%) |
| | El Hajb | 98 (52.7%) | 88 (47.3%) | 186 (100%) |
| Total | | 871 (50.4%) | 858 (49.6%) | 1,729 (100%) |

EGRA Baseline Report - The first draft of the EGRA baseline report has been completed in English. In the following quarter, a workshop will be held at the CNEE to discuss the baseline findings and jointly develop recommendations to be taken in consideration for Year 2 (2016-2017) reading activities and subsequent EGRA data collections. The report will be finalized in quarter 3 and submitted to USAID for review and approval.

III. MONITORING AND EVALUATION

This quarter ten indicators were measured, namely the EGRA indicators in addition to four project monitoring indicators. To date, the number of students receiving the reading intervention in grade one are 5,737, largely exceeding the target of 3,015. This increase is due to the fact that some schools have more than one first grade class, primarily in the region of Temara. The same explanation is applicable to the number of teachers trained this quarter. An increased number of first grade classes resulted in an increased number of trained teachers in comparison with the initial target of 90.

Schools directors from both experimental and control schools attended the first day of the teacher's training and/or the AREF meetings that were held regionally. The results this quarter for this indicator do not include the number of directors from the Oriental region as this meeting took place in early April and will be reported on in the next quarter.

Indicator Progress Table:

| Intermediate Result 1. Effectiveness of Arabic reading lessons on student reading competencies tested for Grades 1 and 2 | | | | |
|--|---|----------------|--------------------|--------|
| R.1.1 Enhanced education attainment for children in the primary level | | | | |
| Indicator | | Baseline value | 2015-2016 (Year 1) | |
| | | | Actual | Target |
| | Average number syllables, words read correctly by the students per minute (fluency) Syllable Identification | 23.1 | Baseline value | N/A |

| | | | | |
|-------------|---|------|----------------|-----|
| EGRA | Percent of zero score students (Students unable to give a single correct answer) Syllable Identification | 40.6 | Baseline value | N/A |
| | Average correct answers to comprehension questions read by the student themselves | 0.37 | Baseline value | N/A |
| | Percent of students who were unable to give a correct answer after reading a comprehension text | 75.6 | Baseline value | N/A |
| | Average correct answer to comprehension questions of a text listened by the students | 1.12 | Baseline value | N/A |
| | Percent of students who were unable to give a correct answer after listening to a comprehension text (score 0 | 46.0 | Baseline value | N/A |

Program objective: Activities tested and stakeholder engagement strengthened to improve reading skills in early grades

| | | | | |
|---------------|--|---|-------------|------|
| Output | Number of learners (students) receiving reading interventions at the primary level | 0 | 5737 | 3015 |
|---------------|--|---|-------------|------|

R.1.2. Teachers have implemented the new reading lesson instructions

| | | | | |
|-------------------------|--|---|--|-----|
| Composite output | Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (F indicator) | 0 | Teachers: 181 Trainers: 41 Enumerators: 56 Actual Total: 278 | 180 |
| Output | Number of school directors participating to an activity/workshop or other project-related activities | 0 | 113 | 90 |

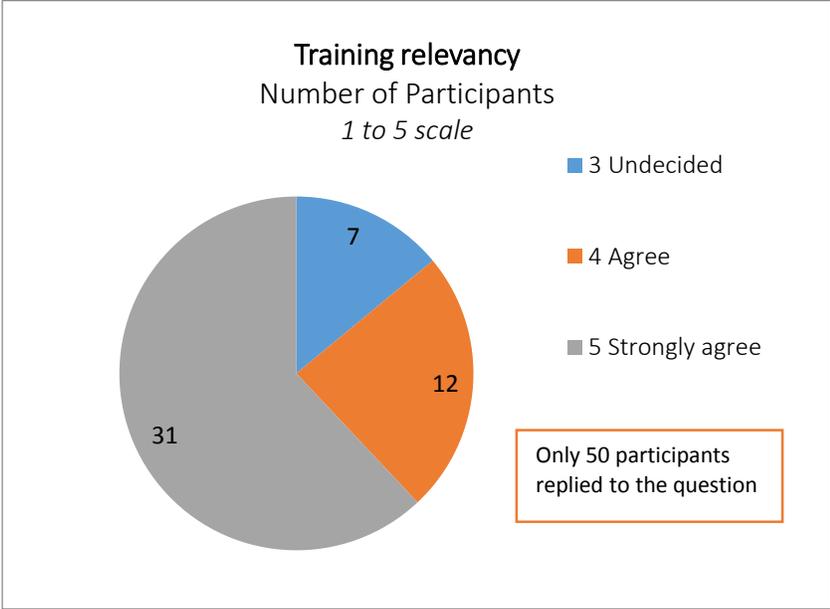
In addition to reporting on the ten indicators above, at the end of each training this quarter the project collected data evaluating trainings. These evaluations were completed for the enumerator training, the trainers training, and the teachers’ trainings. The questionnaires comprised Multiple Choice Questions (MCQs) with *Likert Scale*-style (1-5) measuring the latent constructs, as well as open ended questions for the participants to express their own views and allow us to document their opinions in their own words. MCQs are useful for obtaining in-depth information about the training. The evaluation questionnaires, aimed at systematically assessing 6 key components as listed below:

- a. Socio-demographic information
- b. Relevancy of the training
- c. Efficiency of the training
- d. Facilitation during the training
- e. Training condition
- f. General satisfaction

Below we have presented a summary for each training highlighting the main findings from the evaluative training questionnaires.

➤ Enumerator training

In total 56 enumerators were trained to administer the EGRA test and SSME questionnaires using tablets. The participants included six (6) female participants and 50 male participants, women representing only 10.71% of the trained enumerators.



To the question “*What is the relevancy of the training vis à vis the education system?*” On a 5 Likert scale the mean³ obtained is 4.48. This is a high score, confirming that the majority of the participants think that the training topic is well-aligned with the MOE’s vision for primary education. We also asked the participants “*What is the relevancy and importance of this training to your work?*” To this question the mean obtained is 4.27 also confirming that the participants

³ The mean is the usual average

think that the training is very relevant to their work (1 representing “Not relevant at all” and 5 “Very relevant”)

The fourth section of the questionnaire aimed at assessing the quality of the facilitation during the training. The findings are very positive, whether the quality of the work in small groups or the team presentations, all sections score above 4.29 meaning that overall training facilitation was satisfactory.

Participants were very eager to learn about the phonemic approach for teaching Arabic in Moroccan public schools and particularly the tool to test effectiveness of student learnings over time. The pilot experience in nearby schools was valued as well as the used of tablets. From the recommendation front, it is preferable to share the training materials in advance so that the participants can acquaint themselves with training’ contents prior to the trainings. Include a glossary of technical terms in both French and Arabic is highly encouraged as well.

➤ Training of Trainers (ToT)

In total 41 trainers were trained to be able to train teachers on the phonemic approach. The women participation during the training was very low, representing only 9.7 % of the total trainers. The group of trainers represent a combination of school inspectors (35) and trainers from the teachers training institute CRMEF (6). Among the 41 trained trainers, 51.22 % fall under the 53-60 age range and to the question how long have you been teaching, answers varied from 2 to 36 year.

| Region | Delegation | F | M | Total |
|---------------|------------|---|----|-------|
| Fes-Meknes | El Hajeb | 1 | 4 | 11 |
| | Taounate | - | 6 | |
| Oriental | Figuig | - | 4 | 9 |
| | Oujda | 1 | 4 | |
| Rabat-Kenitra | Skhirat | | | 11 |
| | Temara | - | 1 | |
| | Kenitra | 1 | 8 | |
| Souss Massa | Tiznit | - | 5 | 10 |
| | Inzegane | 1 | 3 | |
| Total | | 4 | 35 | 41 |

The findings show that to the question “*What is the relevancy of the training vis à vis the education system?*” On a 5 Likert scale the mean obtained is 4.8. This is a very high score, confirming that the majority of the participants think that the training topic is well-aligned with the Ministry of Education primary education vision. The following question is “*What is the relevancy and importance of this training to your work?*” To this question the mean obtained is 5 also confirming that the participants think that the training is very relevant to their work.

In general, the project is seen as timely and addressing an everlasting challenge in primary schooling in regards to reading and learning. The training had a good equilibrium between theoretical and practical

presentations, as was highlighted by several participants. To address the low female participation, it is recommended to favor women participation when selecting participants for future trainings.

➤ Teacher's training

This quarter 181 teachers from the 4 regions participated in a three-day training held in their respective regions. Among the 181 teachers, 92 were female participants representing 52.87 % as shown on the below table. The lower women's rates are scored in Taounate, Tiznit and Inzegane and the highest women representation were scored in the Rabat-Kenitra region. Based on these results, it seems that women have a higher representation in urban areas. The average trained teachers are 22.62 % with the highest teacher participation in El Hajeb (33) and the lowest Taounate (13) as shown in the below table.

| Region | Delegation | F | M | Total |
|---------------|------------|----|----|-------|
| Fes-Meknes | El Hajeb | 11 | 22 | 33 |
| | Taounate | 7 | 6 | 13 |
| Oriental | Figuig | 10 | 9 | 19 |
| | Oujda | 11 | 6 | 17 |
| Rabat-Kenitra | Skhirat | | | |
| | Temara | 23 | 7 | 30 |
| | Kenitra | 17 | 11 | 28 |
| Souss Massa | Tiznit | 5 | 13 | 18 |
| | Inzegane | 8 | 15 | 23 |
| Total | | 92 | 89 | 181 |

The demographic findings show that more than half (58.11%) of the teacher participants are 51 years old. This is an important finding to take into consideration for next year teacher's training, as there is a risk that training teachers that are close to their retirement age will demonstrate less enthusiasm to a new teaching approach given the fact that they will retire in the very near future. This is particularly true for the 56-60 age range.

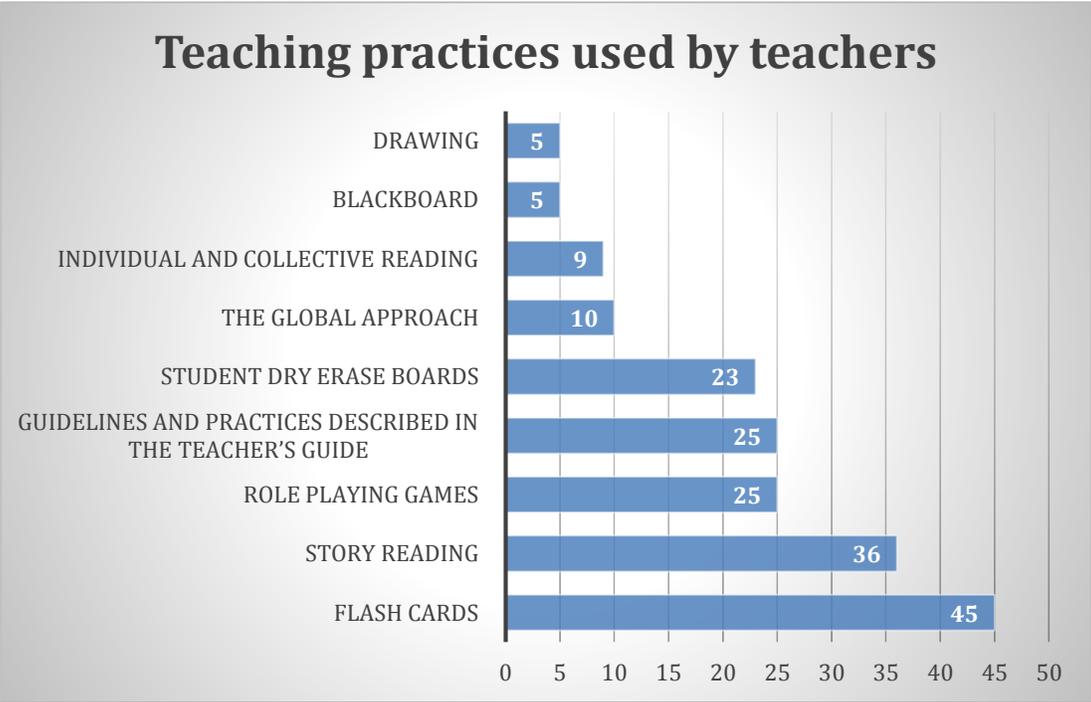
| Age Range | 25-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 |
|--------------------|-------|-------|--------|-------|--------|--------|--------|
| Number of teachers | 4 | 16 | 21 | 14 | 19 | 43 | 62 |
| Rate | 2,21% | 8,84% | 11,60% | 7,73% | 10,50% | 23,76% | 34,25% |

Findings show that only 20 out of the 181 trained teachers have participated in a reading training in the past. The questionnaires found that this was the first time that the majority (159) of the teachers had ever participated in a reading training during their professional careers as first grade teacher. When asked about the different kind of trainings they attended in the past: three trainings topics came out

the most: Pedagogy of Integration⁴ mentioned by 174 teachers, Microsoft Office training mentioned by 19 teachers, and finally Amazigh language training mentioned by 12 teachers.

Much of the feedback also reinforced that a 3-day training workshop to train teachers to implement the phonemic approach is not sufficient. In this regards the evaluation has shown that on-going coaching, and practical tips to implement the method inside classrooms as well as facilitation skills are required and highly encourage.

Finally, when asked about the main teaching practices used in the past, answers varied from flash cards mentioned by 45 teachers, the global approach mentioned by 10 teachers and drawing mentioned by 5 teachers. The below graph shows the 9 most recurrent teaching methods mentioned by the teachers. Teachers should be encouraged to continue using these teaching methods assuming that some of them are available in all targeted classrooms, and the program should work with the MOE to determine possible ways to make resources available for teachers to implement the approach in the most interactive and cost-effective way.



IV. CHALLENGES AND LESSONS LEARNED

A. Challenges

⁴ The skill-based approach was adopted as a strategic choice by the Ministry of education in 2008 to address the shortcomings in terms of practical skills for students.

- A persistent challenge from the previous quarter has been filling the long term local Reading Advisor position. The project has found it a challenge to identify a candidate with the necessary balance of technical knowledge and expertise, and project implementation experience. The project is in the process re-examining the position description and considering alternative options that would best fit the needs of the project. Similarly, a consistent challenge has been navigating the availability of national and international consultants to attend and facilitate the different upcoming workshops. The project continues to demonstrate flexibility on workshop dates and activities where possible.
- A technical challenge this quarter has been the selection of coaches to be trained. The MOE was not able to identify the profile that the project should engage to become coaches. Several different options were presented during the quarter, such as head teachers, or retired teachers or inspectors, or even current inspectors. However, for various reasons, none of these options would have been viable, hence, the training of coaches will not be implemented this semester. As an alternative to coaches, the project proposed and undertook a short survey to identify what kind of needs and technical support the teachers require in order to implement the new approach adequately. This appraisal was conducted through “Diagnostic Data Collection” in 32 intervention schools, the results of which will be discussed and implemented in the following quarter.
- Another consistent challenge has been relying on the project counterparts for logistical coordination. The MOE has been a reliable and valuable partner in this project. However, it has been a challenge to secure the conference space and lodging for participants at the MOE center ahead of time. Similarly, it has been a challenge informing participants ahead of time regarding their required attendance at workshops, as well as informing the pilot schools about our testing in their schools, as all communication must (and understandably) go through the MOE.

B. Lessons Learned

- The thorough and detailed criteria used by the CNEE to select the enumerators was a large part of the reason that the data collection was such a success. The detailed and careful selection ensured positive engagement of the enumerators during the EGRA workshop which also resulted in achieving a high data collection Reliability Index for the collected data (RI:98%). Hence, the agreement on transparent selection criteria is very important.
- Although the teacher trainings held in mid-February in the different regions were successful overall, it was well noted that all parties felt that three days for this training was insufficient. The training period for future teacher trainings shall be longer, however, for this year as we were not able to train the teachers during their vacation period, the MOE did not want the teachers to be out of their classes for more than three days in a row. A longer training will give the teachers more time to familiarize themselves with the approach and to be better trained on the practical side (animation) of the new teaching method.
- Better streamline the trainings in terms of presentation and logistics. Such streamlining recommendations include: informing participants ahead of time about the training dates and

training expectations; interactive and visual power point presentations; as well as allocating sufficient time for Q&A sessions at the end of each training to address all the unanswered and unresolved questions, comments or/and suggestions.

V. FINANCE, MANAGEMENT AND ADMINISTRATION

A. Personnel

As of March 31, 2016, the following personnel were engaged under the Morocco RFS-SSE project:

| Morocco RFS-SSE Field Office Team | |
|------------------------------------|-------------------------------|
| Position Title | Name |
| Acting Program Director | Ms. Shamineh Byramji |
| MEL Advisor | Mr. Abdelaziz El Ghordaf |
| MEL Specialist | Ms. Selma Talha Jebril |
| Reading Specialist | Ms. Iman El Haddouzi |
| Director of Operations and Finance | Ms. Tahra Kham |
| Finance Specialist | Ms. Fatima Azzahra El Mansour |
| Administrative Assistant | Mr. Driss Chaouki |
| Driver and Logistics Officer | Mr. M’Hammed El Hamzaoui |

B. Modifications and Amendments

On January 21, 2016, Modification 1 to the prime task order contract was executed in order to add explicit language allowing for payment of Host Government (HG) staff time outside of regular work hours.

On March 11, 2016, Modification 2 to the prime task order contract was executed to increase the obligation by [REDACTED], increasing the total obligated amount from [REDACTED] to [REDACTED]

C. Financial Information

The total budget under this task order is [REDACTED], of which [REDACTED] has been obligated. The second quarter of the RFS-SSE activity has been completed with invoice submissions to USAID on the following dates:

| | |
|------------------------|-------------------|
| Invoice 1 – Oct. 2015 | November 25, 2015 |
| Invoice 2 – Nov. 2015 | December 28, 2015 |
| Invoice 3 – Dec. 2015 | January 28, 2016 |
| Invoice 4 – Jan. 2016 | February 18, 2016 |
| Invoice 5 – Feb. 2016 | March 18, 2016 |
| Invoice 6 – March 2016 | April 15, 2016 |

The RFS-SSE accruals through the end of the first quarter are as follows:

| Accruals as of March 31, 2016 | |
|---|----------|
| Total Contract Ceiling Amount | ████████ |
| Total Funds Obligated | ████████ |
| Total Actual Expenditures at End of Previous Quarter (As of December 31, 2015) | ████████ |
| Projected Expenditures for Current Quarter* (January 1, 2016-March 31, 2016) | ████████ |
| Total Projected Expenditures at end of Current Quarter (January 1 - March 31, 2016) | ████████ |
| Remaining Obligated Funds Available at End of Current Quarter (As of March 31, 2016) | ████████ |

*Based on January, February, and March invoices.

Below is the monthly expenditure summary for Morocco RFS-SSE during the reporting period for both programmatic and operations costs.

| Monthly Project Expenditures for Morocco RFS-SSE | | | | |
|--|-----------------------------|----------------------------|----------------------------|---|
| Month | Total Amount Spent in Month | Total Amount Spent to Date | Obligated Amount Remaining | Total Contract Ceiling Amount Remaining |
| Jan-16 | ████████ | ████████ | ████████ | ████████ |
| Feb-16 | ████████ | ████████ | ████████ | ████████ |
| Mar-16 | ████████ | ████████ | ████████ | ████████ |

VI. PLANNED ACTIVITIES FOR NEXT QUARTER (APRIL – JUNE 2016)

- Conduct the last AREF meeting in the Oriental region
- Present and discuss the EGRA baseline results/outcomes, in collaboration with the CNEE
- Hold a workshop to discuss the diagnostic feedback survey conducted in 32 schools to identify teacher’s needs for follow up trainings
- Revise the Grade 1 lesson plans
- Develop the Grade 2 lesson plans and conduct Grade 2 Lesson Plan Adaptation Workshop
- Organize the refresher EGRA enumerators training
- Complete data collection for grade 1 end-line
- Conduct field visits to complete class observation evaluations and focus groups
- Complete the APARs for the teachers (forums) regionally

ANNEXES

Annex 1: Executive summary in French

Résumé exécutif

Le projet USAID/Maroc Lire pour Réussir – Expérimentation à Petite Echelle (LPR-EPE) présente son deuxième rapport trimestriel pour la période de du 1^{er} janvier au 30 Mars 2016. Le projet est mis en place par Chemonics International en étroite collaboration avec le Ministère de l'éducation (MoE) et en partenariat avec School-to-School International (STS), Association Al Jisr, et ALCO Alternative Consultants (ALCO).

Suite à un mois de Décembre des plus productive, ce deuxième trimestre a été marqué par de nombreux ateliers de formations et de production résultant au lancement officiel, durant le mois de Février, du modèle de l'enseignement de la lecture de la langue arabe en première année. Ces réalisations méritent d'être soulignées compte tenu de la courte durée dans laquelle

les nouvelles leçons ainsi que les guides ont été finalisées. Dans ce sens, la mi-Février a vu le démarrage des formations des enseignants à travers les 8 délégations provinciales et ceux au profit de 181 enseignants à travers 4 régions dans le royaume.

Ci-dessous nous avons présenté les réalisations du trimestre :

- 56 enquêteurs EGRA formés
- Collecte de donnée pour l'étude de base EGRA au sein de 90 écoles à travers 4 régions et au sein de 1729 élèves (control et expérimentale)
- Finalisation du modèle de l'enseignement de la lecture de la langue arabe pour les élèves en première année du primaire
- Rédaction des leçons pour le deuxième semestre pour les élève de première année du primaire
- Atelier d'harmonisation et de validation pour la finalisation du plan des leçons
- Développement, impression et distribution du guide des formateurs, guide enseignant, les histoires pour les élèves ainsi que le guide d'exploitation scolaire pour les enseignants
- 41 formateurs formés
- 181 enseignants formés

Ce fut une grande réussite pour le projet d'avoir atteint les réalisations listés ci-dessus, ces dernières démontrent de nouveau l'engagement du ministère de l'éducation envers ce projet. Non seulement le directeur de la Direction des Curricula activement participé dans la conception et la structure de l'intervention, sa disponibilité et son engagement sont des vecteurs de motivation pour l'ensemble des parties prenantes engagées dans ce projet. Il en va de même pour le directeur du Centre Nationale des exams et de l'évaluation (CNEE), qui a fait preuve d'un suivi régulier en ce qui concerne l'aspect

Autres accomplissement du trimestre

- Le bureau Chemonics Maros est officiellement enregistré en tant que succursale
- Soumission du plan de travail révisé
- Soumission du MELP révisé
- Le manuel des Grants soumis et approuvé

évaluative de ce projet en plus d'avoir fait une sélection remarquable des enquêteurs qui ont participé à la collecte de donnée de l'étude de base EGRA.

Suite au commencement de la mise en place de l'approche phonémique au sein des écoles ciblées, le reste du trimestre a été axé sur l'obtention du soutien et de l'acceptation du projet au sein des directeurs des écoles à travers des réunions aux AREFs des villes de Fès, Rabat et Agadir. Ces réunions ont permis, en collaboration avec l'USAID et le Ministère de l'éducation, de présenter le projet, ses objectifs et l'approche aux directeurs des écoles.

Le trimestre s'est terminé par une visite d'une délégation de haut niveau à savoir l'administratrice adjointe de l'USAID Bureau MENA à Washington D.C. Maria Longi ; ainsi que la directrice de mission USAID/Maroc, Dana Mansouri et le Vice-président Chemonics du bureau MENA Jeffrey Wuorinen. La délégation a visité deux écoles dans les provinces de Inezgane et Tiznit, afin d'observer les classes enseignées dans la nouvelle approche.

Annex 2: Deliverables for the Quarter

1. Revised Work Plan
2. Revised Monitoring, Evaluation and Learning Plan
3. EGRA Baseline results report
4. One success stories
5. Approved Program Fact Sheet

Annex 3: Article published on regional newspaper (Feb. 12, 2016)

نيابة إنزكان أيت ملول تحتضن دورة تكوينية لفائدة أساتذة السنة الأولى ابتدائي حول المقاربة الجديدة في تدريس القراءة



بتاريخ 12 فبراير، 2016
بواسطة - ع الرحيم اوخراز

عملا بمضمون المذكرة الوزارية 030.16 بتاريخ 9 فبراير 2016 وفي إطار تنزيل التدابير ذات الأولوية وخاصة التدبير الأول المتعلق بتحسين منهاج السنوات الأربع الأولى من التعليم الابتدائي والرؤية الإستراتيجية 2015-2030 لإصلاح منظومة التربية والتكوين، أشرف السيد عيدة بوكنين نائب الوزارة بانزكان ايت ملول يوم الخميس 11 فبراير 2016 على انطلاق دورة تكوينية لفائدة أساتذات وأساتذة التعليم الابتدائي العاملين بالمستوى الأول ابتدائي في مؤسسات التجريب المختارة وطنيا وعددها 90 مؤسسة تعليمية تابعة لثمان نيابات إقليمية وهي: إنزكان أيت ملول، وجدة أنكاد، فيكيك، تاونات، الحاجب، القنيطرة، تمارة الصخيرات، وتيزنيت. وقد شرعت وزارة التربية الوطنية والتكوين المهني -مديرية المناهج بتنسيق مع الوكالة الأمريكية للتعاون الدولي USAID، على تنفيذ برنامج القراءة من أجل النجاح، وهو برنامج تجريبي لتحسين القراءة في المستويات الأولى من التعليم الابتدائي، ويروم بناء وممارسة مقاربة جديدة في تدريس القراءة بالسنة الأولى والثانية ابتدائي بغية تحسين المهارات القرائية لدى تلاميذ هذين المستويين الدراسيين. ويتم تفعيله ابتداء من الأسدس الثاني من هذه السنة، ويتضمن البرنامج المذكور محورين أساسيين، أولهما بناء وتفعيل مقاربة جديدة في تدريس القراءة بالمستويين الأول والثاني ابتدائي، تعرف بالمقاربة المقطعية وتعتمد على عدة بيداغوجيات مشكلة من عدة وثائق منها دليل المكون (ة)، دليل المدرس ودروس قرآنية، وثانيهما تنظيم أنشطة صافية لفائدة تلاميذ هذين المستويين تمكن من الاحتفاظ بالتعلمات التي اكتسبها خلال السنة الدراسية وتنمية المهارات القرائية لديهم.

وتفعيلا لعملية التجريب بناية إنزكان ايت ملول، سيتم تنظيم حسب البرنامج التالي:

| المكان | تاريخ التكوين | الجماعة | المؤسسة المعنية بالتكوين |
|--------------------------|---------------|------------------|---------------------------------------|
| قاعة الاجتماعات بالنيابة | 11-12-13 | اولاد داحو | م/م عقبة بن نافع |
| | | الدشيرة الجهادية | م. السلام - م. الشهداء - م. الادارسة. |
| | | القليعة | مدرسة المنار |
| | فبراير 2016 | ايت ملول | مدرسة الرسالة - م. جابر بن حيان - |
| | | إنزكان | مدرسة البحري - ابو هريرة. |

وسيقوم بتأطير الدورة التكوينية السادة مفتشو اللغة العربية، المشرفون على تأطير العملية في مؤسسات التجريب. وسيطلق برنامج تدريس القراءة بالسنة الأولى ابتدائي وفق المقاربة الجديدة لتدريس وتعلم القراءة في الأسبوع الموالي لتكوين المدرسات والمدرسين بعد تزويدهم بكافة الوثائق الديداكتيكية الضرورية التي تم إعدادها من طرف الخبراء الوطنيين، مع العلم ان تطبيق المقاربة سيتم بالتدرج على السنوات الدراسية الموالية، ويهدف هذا العمل إلى تحسين تعلم القراءة من منطلق ان مهارة القراءة هي البوابة الرئيسية لكل العلوم والمعارف، وبان

الأطفال الذين لا يتعلمون القراءة تعلموا جيدا سيكون طريقهم محفوفًا بالصعوبات عند تعلم المواد الدراسية الأخرى، وسيستعصى عليهم التجاوب مع مجتمع المعرفة، مما يقتضي تضافر جميع الجهود لتحقيق الأهداف التي جاء لأجلها مشروع ” القراءة من أجل النجاح”. ويبقى هذا المجهود رهينا بما يضيفه عليه كل متدخل من ابتكار وإبداع وتوليف، وبما يعضده به من مبادرة لتحقيق الأهداف الكبرى لإستراتيجية الإصلاح والتي تتغى إرساء مدرسة الإنصاف والجودة والارتقاء.