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Reading for Success – National Program for Reading (RFS – NPR)

FY21 Annual Report (October 1, 2020 – September 30, 2021)



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FY21 Annual Report (October 1, 2020 – September 30, 2021)

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COVER: Alae, 8, clicks through a story on the online reading platform 3asafer. Photo by Mounya El Asri/Creative Associates.

ACTIVITY INFORMATION

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Names of Subcontractors	Management Systems International (MSI) Al Akhawayn University University of Oregon
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Acronyms

AREF	Académie Régionale de l'Éducation et de la Formation (Regional Academy for Education and Training)
AUI	Al Akhawayn University in Ifrane
CNEE	Centre National de l'Évaluation et des Examens (National Center for Assessment and Examinations)
CNIPE	Centre National des Innovations Pédagogiques et de l'Expérimentation (National Center for Pedagogical Innovations and Experimentation)
CRMEF	Centre Régional des Métiers de l'Éducation et de la Formation (Regional Teacher Training Center)
COR	Contracting Officer's Representative
EGR	Early Grade ReadingEGRA Early Grade Reading Assessment
EGR/W	Early Grade Reading and Writing
FY	Fiscal Year
HEP-M	Higher Education Partnership-Morocco
HQ	Headquarters
M&E	Monitoring & Evaluation
MELP	Monitoring, Evaluation, and Learning Plan
MoE	Ministry of National Education, Vocational Training, Higher Education, and Scientific Research
MoU	Memorandum of Understanding
MOOC	Massive Open Online Course
MSI	Management Systems International
MSL	Moroccan Sign Language
QCO	Quality Control Officer
RFS-NPR	Reading for Success–National Program for Reading
SRM	Supplemental Reading Material
USAID	United States Agency for International Development

I. EXECUTIVE SUMMARY

I.1. Introduction

The Reading for Success-National Program for Reading (NPR) is part of USAID's Reading for Success initiative, supporting the piloting and scaling of the Moroccan Ministry of Education's (MoE) emerging early grade reading program. Over this five-year project, NPR has the mission of supporting the roll-out of the previously designed Arabic language grade 1-2 reading and writing program, developing a grade 3-4 curriculum and related materials, and piloting these materials in 90 schools in the regions of Fez-Meknes, Rabat-Sale-Kenitra, Souss-Massa, and Oriental. Following the validation of the grades 1-6 curriculum and materials, NPR helps the MoE scale up the program to reach all primary schools throughout the country.

Based on its initial scope of work, NPR initially worked on four results, namely (1) improving the curriculum and materials for the Arabic language in grades 1-4, (2) improving both in-service and pre-service teacher professional development, (3) reinforcing enrichment programs, and (4) improving the practices for adequate assessment of language and literacy skills in grades 1-4. In the third year of the project, NPR took on an extended scope of work, expanding the curriculum revision to include grades 5-6 and dropping the Result 3 enrichment programs. Now in its fifth year, NPR continues to reinforce USAID's years of support to the Ministry of Education. The project's reading research, regional dialogue, and experimental trialing have yielded greater understanding and educational leadership about how students become better readers and writers and what support they need.

Creative Associates and its partners Management Systems International (MSI), Al Akhawayn University (AUI), and the University of Oregon implement NPR in close collaboration with USAID and the Directorate of Curricula within the MoE.

This report describes activities undertaken under NPR throughout Fiscal Year 2021 (FY21), including a summary of the first three quarters (October 1, 2020–June 30, 2021) and detailed reporting on the final quarter (July 1–September 30, 2021). The result-based structure of the NPR project guides the presentation of this report.

I.2. Summary of Key Accomplishments during the Reporting Period

During this reporting year, and despite the continuing pandemic-related restrictions, the NPR team achieved significant results in all project components. In selected highlights, the project:

- Supported the MoE in finalizing and **validating the Supplementary Reading Materials (SRM) teacher's guide** and training teachers on its use.
- Advocated successfully with the Directorate of Curricula to allocate **30 minutes per week for SRM** in the NPR pilot schools to bolster literacy and a love of reading.
- Conducted **follow-up trainings and support** on teachers' implementation of supplementary reading materials and student access to the digital reading platform.

- Supported the MoE in finalizing and **validating the formative assessment teacher's guide** and conducting trainings on its use.
- Supported the MoE in finalizing and **validating the Arabic language curriculum for grades 1-6** and introducing new inspectors to it.
- Completed development of the content of **the massive open online course (MOOC) to train teachers in the new early grade reading curriculum**.
- Performed **the midline** assessment on school effectiveness, **the endline** assessment on the effectiveness of the grade 5 and 6 Arabic language curriculum, and **endline** studies of the SRM component.
- Conducted **extensive capacity-building workshops on benchmarking** and setting standards for reading to strengthen the MoE's assessment systems.
- Organized **benchmark-setting workshops** for grade 1-4 Arabic language teachers.
- Supported the recording and broadcast of **Moroccan Sign Language (MSL)** video lessons for grades 1-6.

Result 1:

Under Result 1, FY21 saw the finalization and validation of the **grades 1-6 Arabic language curriculum**. During a national workshop in June 2021, NPR and a group of 11 education inspectors, representing the 12 regional academies of education and training (AREFs¹) in Morocco, reviewed and validated the grades 1-6 Arabic language curriculum with the attendance of USAID and MoE representatives.

To bolster its **reading enrichment activities**, the MoE expressed its willingness to extend NPR's SRMs initiative beyond the project's 90 pilot schools to an entire regional academy of education and training, with jurisdiction over hundreds of schools. With NPR's facilitation, the MoE extended its MOU with educational technology company 3asafeer extended from May 2021 to October 2022 and agreed to expand the number of stories available for the Moroccan students in the digital library. In June, NPR conducted a one-day workshop for a group of inspector-coordinators² and grade 1-4 Arabic language teachers from five provincial directorates in the project's pilot regions, to select and suggest revisions to over 1,000 stories available in the online platform. After a long revision process, 215 new stories were added to the 3asafeer digital platform, which now contains 315 stories in total.

Result 2:

The landmark accomplishment under Result 2 during FY21 was the **review and validation of the SRM teacher's guide**, which provides teachers with a theoretical overview of the importance of supplementary reading and best practices for incorporating SRMs into their classrooms. NPR facilitated two remote workshops in October and November 2020, during

¹ The AREF is the regional subdivision of the MoE responsible for implementing policies on public education and training in its region.

² When NPR uses the phrase inspector-coordinator, it refers to a person who holds two roles: the role of an inspector and the role of an individual who is responsible for helping coordinate NPR activities in the regions where NPR is actively working.

which inspectors and teacher-trainers reviewed the SRM teacher's guide. Subsequently NPR held training on November 9-12 for school principals and grade 1-4 teachers from 63 of the pilot schools, introducing them to the SRM teacher's guide. The participants also learned how to use the SRMs in their classroom and how to access and navigate the 3asafeer platform, a digital repository where children can access reading materials.

As part of its **teacher support and follow-up on reading enrichment activities**, NPR organized a one-day training in December for school principals from the pilot regions, orienting them on methods they can use to support teachers implementing the SRM program in their classrooms. As a testament to NPR's significant efforts in promoting supplementary reading, the Directorate of Curricula recognized the value of enrichment reading by changing the academic schedule to **dedicate 30 minutes** per week for supplementary reading in the project's pilot schools. NPR also organized online refresher trainings in March for grade 1-4 Arabic teachers from each pilot province, following up with the teachers on how they were implementing the SRM activity in their classrooms. Most of the participants reported successful use of the SRMs during the 30-minute enrichment session mandated by the Directorate of Curricula.

During quarter 4 of FY21, NPR organized two one-day follow-up workshops on July 16-17 with school principals of the four pilot regions to plan and coordinate activities during the coming school year. In September, NPR **distributed 5,825 supplementary reading books** to the remaining 26 pilot schools that did not participate in the SRM activity during the 2020-2021 school year. Also in September, NPR conducted a one-day training for the remaining 26 pilot schools' grade 1-4 teachers and school principals. NPR introduced the participants to the SRM teacher's guide, explaining how to use the SRM stories in the classrooms and how to navigate through the 3asafeer digital platform.

In another notable accomplishment during FY21, NPR successfully **finalized and validated the Teacher's Guide to Mastery Monitoring (or Formative Assessment) for Arabic**. Accordingly, on March, NPR held a two-day training per each pilot region for grade 1-3 teachers and school principals on the use of the guide and the different types of assessments that can be used in primary school.

On July 7, NPR organized a one-day training for the benefit of 130 new inspectors (88 women and 42 men) on the use of the formative assessment teacher's guide. Through the training, the participants were introduced to the concept, components, and types of assessments used in primary school. NPR also taught the participants how to use the formative assessment teacher's guide to plan for remedial activities. On July 13, NPR scaled up the same training nationwide by organizing a one-day training for the benefit of 104 inspectors (7 women, 97 men) from the 12 regional academies in Morocco.

The reporting year marked an **intensification of NPR's development of MOOCs** for teacher training. The MOOCs are a series of self-paced online courses that will be available to all primary school teachers nationwide on the MoE's e-Takwine platform and will orient them to both the pedagogical theory and practical application of the updated primary school

Arabic language curriculum and its components. NPR is directly responsible for preparing the instructional content of three MOOCs: one that orients teachers to the first four components of the revised curriculum³; one that orients teachers to the fifth component of the revised curriculum – the unit project; and one that provides an overview of the revised Arabic language curriculum for primary grades. NPR works with its partners CNIPE and AUI who provides audiovisual and technological support in the development of the MOOCs and World Learning, who provides technical support and direction on the best practices of distance learning.

During the first quarter of FY21, NPR completed the process of translating its face-to-face training materials regarding **the five components of the Arabic language curriculum** into online, user-friendly written and visual content and obtained the MoE's approval of said content. In November, NPR's partner AUI held a virtual workshop to train the MoE's MOOC development team on how they could record videos at home to accompany the instructional content for these five components. This virtual workshop, necessitated by restrictions on travel due to COVID-19, helped ensure the continuation of MOOC production during the pandemic while also increasing the digital literacy and skillset of the participants. Using the skills imparted in the training the teams recorded **70 talking-head instructional videos** that were then reviewed by NPR and edited by AUI. In February, NPR also held a one-day training for the MoE's content development team on how to write scenarios and scripts for classroom simulation videos. These videos show MOOC participants real examples of how the theories and principles introduced in the course can be practically implemented in their classrooms. With the new skills, the MoE team successfully developed 11 scenarios. In June, NPR and the audiovisual team of the National Center for Pedagogical Innovations and Experimentation (CNIPE) successfully recorded nine of these **classroom simulations** during their visits to schools in Rabat, which were edited and finalized during Quarter 4 of FY21. The remaining two scenarios are set to be finished in Quarter 1 of FY22.

During Quarters 3 and 4 of FY22, NPR also provided guidance to the MoE on how to pilot and roll out the two MOOCs that cover the five components of the revised curriculum. While NPR was responsible for developing and integrating the pedagogical, instructional, and audiovisual components of the MOOCs in partnership with the MoE, the MoE determined that once the content of the MOOCs was finalized, it would be responsible for the piloting, assessment, and further adjustments. After the MoE conducted the pilot test, NPR worked to support the roll-out of the MOOCs to its pilot schools. On September 27-30, NPR conducted a series of one-day, online training workshops in for 345 grade 1-4 Arabic language teachers and school principals (173 women, 172 men) from each of the project's four pilot regions. Understanding the MOOCs are still a relatively new concept for many teacher, this training provided participants with practical guidance and technological support on how to register, log in, and navigate on the MoE's **e-Takwine platform**. It also oriented participants to the general context, objectives, and benefits that the MOOCs are expected to have for teachers' knowledge and teaching practices.

³ The first four components of the revised Arabic language curriculum are early grade reading, language phenomena, interactive writing, and listening and comprehension.

In Quarter 4, shifting its focus from the five individual components, NPR conducted a workshop with nine teacher-trainers (three women and six men) to **orient them to the syllabus for the MOOC that will provide an overview of the entire revised Arabic language curriculum for primary grades**. During the workshop, the participants discussed the structure and the content of the syllabus and developed a workplan including a timeline and a task distribution table. Following the workshop, NPR facilitated a series of virtual work sessions to assist the MOOC production team and its sub-groups in developing the course content. This work is set to be completed in Quarter I of FY22.

Result 4:

Under Result 4, during the first three quarters of FY21, NPR conducted a three-day training for a group of data collection personnel on how to administer instruments related to the **positive/negative deviance school study** for grades 2 and 4, and the **Arabic-language curriculum effectiveness study** for grades 5 and 6, two of the studies that NPR developed in consultation with the MoE and USAID as part of its research agenda. Additionally, the NPR evaluation team upgraded its data collection tools, revised the Performance Plan and Report, and made further adjustments to the Monitoring, Evaluation, and Learning Plan (MELP). NPR also collected the midline data for the school effectiveness study for grades 1-4, prepared for the endline data collection of the Arabic language curricula effectiveness study for grades 5-6, and collected the endline data for the project's SRMs study.

NPR held two successful capacity-building workshops for MoE staff on methods of benchmarking or setting milestones to gauge how students are meeting performance standards. Finally, NPR organized, in May, a five-day workshop on setting benchmarks for grade 1-4 teachers using the policy-linking methodology.⁴ As a follow-up to this workshop, NPR held two five-day benchmarking workshops where participants determined performance levels, labels, and descriptors for grades 1 through 4.

In Quarter 4, NPR conducted four major activities under Result 4. In the first activity, NPR completed analysis of the midline school effectiveness study and prepared an initial draft of the midline report. Second, NPR completed analysis of the SRM study and began its reporting process. Third, NPR completed analysis of the teacher questionnaires for the Arabic language curriculum grades 5 and 6 study; the student performance data analysis for this study will be finalized during Quarter I FY22 and the report will be submitted to USAID at that time. Finally, the NPR team continued to prepare reliable and valid tests for teachers to use in classrooms for formative assessment purposes.

Additional Activities at the Request of the MoE:

During FY21, NPR extended its partnership with the MoE on recording Moroccan Sign Language (MSL) videos for deaf and hard of hearing students in grades 1-6. At the beginning of COVID-19, USAID and the MoE requested that NPR redirect funds to help finance the

⁴ For an explanation of the policy-linking methodology, please visit: <http://gaml.uis.unesco.org/policy-linking/>.

recording and production of MSL videos through September 2020. Given the success of the MSL activity, during the first quarter of FY21, USAID and the MoE requested that NPR once extend the MSL activity through July 2021; using cost savings that arose during the COVID-19 shift of activities to virtual platforms, NPR agreed to extend the MSL activity. In August 2021, USAID and the MoE requested that NPR extend the MSL activity an additional two months so the MoE could complete recording of videos for grade 5 students and re-record videos for grade 6 students.⁵

During Quarter 4, in response to the Director of Curricula's request to support the Ministry in introducing the new curriculum to its staff, NPR held a one-day training on July 6 for a total of **136 new inspectors** (44 women, 92 men) on **the use of the final Arabic language curriculum** for grades 1 through 6 of primary school. During this training, the participants reviewed the final curriculum document and the major revisions that were brought to it over the life of NPR. This training ensure that the next generation of inspectors are fully aware of the new curriculum and can competently support teachers and school directors in appropriately integrating the curriculum into their teaching practices. At the MoE's request, NPR also printed 8,500 copies of the Arabic language curriculum document for distribution to all primary schools and educational institutions nationwide before the start of the new school year

Lastly, during Quarter 4 of FY21, the MoE requested that NPR and USAID support it in expanding the reach of SRMs from the project's pilot schools to all primary schools nationwide. NPR, in consultation with USAID, identified further COVID-19-related cost savings in its budget and launched the process to procure 850,000 SRMs for distribution to all 8,500 primary schools nationwide. The distribution will occur during Q2 of FY21 and will ensure that every Moroccan primary student has access to high-quality, age- and grade-appropriate reading materials in the classroom.

NPR greatly appreciates the flexibility it has been granted in being able to repurpose COVID-19-related cost savings to respond to the requests of the MoE and USAID. As NPR submits this annual report with its annual workplan, all COVID-19-related cost savings have been accounted for in the planning of the final year's budget and activities, and NPR looks toward a fruitful final year of partnership with USAID and the MoE in accordance with the activities outlined in the final year workplan.

2. DETAILED REPORTING

2.1. Progress in Technical Activities

2.1.1. Result 1: Improved Reading and Writing Materials Used in Primary Schools

a. Revision of Grades 5-6 Curriculum and Instructional Materials

⁵ The initial grade 6 videos were based off of the old Arabic language curriculum; the re-recorded ones now integrate the changes made in the revised curriculum.

The 2020-2021 school year marked the launch of the new Arabic language curriculum for grades 5 and 6 that NPR developed.

In the first and second quarters of FY21, NPR coordinated with the Directorate of Curricula and the regional academies, gathering their feedback on the curriculum to update the document accordingly and finalize it by May 2021 in preparation for the 2021-2022 school year. For more in-depth insight from the field, NPR conducted focus group discussions to gather extensive feedback from grades 5-6 teachers on the new grades 5 and 6 Arabic textbooks and teacher guides, which were developed within the newly designed curriculum and published by private-sector companies.

Between February 17 and 19, a total of 69 teachers (26 women, 40 men) participated in these focus group discussions, in addition to 433 grade 5 and 6 teachers that have shared their feedback via the online survey.

b. Final Review and Approval of the Grades 1-6 Arabic Language Curriculum

To achieve project goals in Result 1, NPR successfully finalized and validated the grades 1-6 curriculum document and its institutionalization into learning materials. This process consisted of two main phases. In the first phase, from April 2 to 5, NPR held a series of virtual meetings with 19 private-sector textbook publishers (two women, 17 men) to share feedback from teachers and inspectors on grade 5 and 6 textbooks and teacher's guides.

"We appreciate the unprecedented support provided by NPR to our work. Receiving such detailed feedback is not only beneficial for Moroccan students but also pushes us forward and gives us motivation to always do better."

*– Fatima Houssaini,
Representative, Al-Manar publishing*

In the second phase, NPR held two workshops to conduct a final review and validation of the grades 1-6 Arabic language curriculum. The first workshop, held May 21, provided a platform for NPR's partners within the MoE, a group of 19 education inspectors and teacher-trainers (four women and 15 men), to give feedback on the curriculum. This feedback was integrated into the final draft of the curriculum in preparation for a second workshop on June 17, during which the curriculum underwent a national review and validation process. The final grades 1-6 Arabic language curriculum was validated in a workshop attended by 11 education inspectors (zero women and 11 men) representing the 12 regional academies of education and training (AREFs) in Morocco, as well as the USAID COR and the MoE Director of Curricula.

As a result of NPR's successful work on curriculum improvement, the MoE Director of Curricula requested that NPR support the MoE in orienting the newly hired inspectors and in-service inspectors across the country to the new curriculum before the start of the 2021-2022 school year. (More details on this activity are provided in the Result 2 section.) Furthermore, the Director of Curricula sought NPR's support in printing the Arabic language curriculum document to distribute it to 8,500 primary schools and educational institutions by

the start of the school year, which NPR successfully completed.

c. Supplementary Reading Materials (SRM) Program

To help children continue reading and learning from home during the COVID-19 pandemic, the Moroccan MoE and USAID capitalized on the innovative 3asafeer⁶ digital Arabic-language library to initially provide a curated collection of 100 stories to 22,446 students in grades 1-4 in 63 pilot schools, while 26 remaining pilot schools⁷ received their SRM kits in late September 2021. The school principals of the 26 remaining pilot schools will provide NPR with the exact numbers of students benefiting from these resources in Quarter I of FY22.

"The stories we selected are exciting and will make children want to read more," said Ms. Chadia Kharrata from the Taounate story selection team. "Most of them reflect thematic areas from the Moroccan curriculum and students' environment and other areas that will enable students to expand and open up to new worlds and cultures."

Building on previous efforts and aiming to expand the MoE's reading enrichment program, NPR facilitated collaboration between the MoE and the 3asafeer digital library to offer access to more stories and extend this resource beyond the program's 90 pilot schools. To bolster its reading enrichment activities, the MoE expressed willingness to add one more AREF, overseeing hundreds of schools, to the initiative on SRMs. With NPR's facilitation, the MoE and 3asafeer extended their MoU from May 2021 to October 2022 and agreed to expand the number of stories available for the young Moroccan students in the digital library.

On June 10, NPR conducted a one-day workshop for five inspectors-coordinators and ten grade 1-4 Arabic language teachers (nine women, six men) from the provincial directorates of Tiznit, Figuig-Bouarfa, Taounate, and Skhirat-Temara. Through this workshop, the participants learned how to select and suggest revisions to the stories available in the 3asafeer digital platform, so that they may identify new stories that are linguistically and culturally appropriate for Moroccan students. After the online training, regional groups of inspectors and teachers spent the week of June 11-17 selecting additional titles and familiarizing themselves further with the 3asafeer platform.

On June 18, the regional groups gathered again to select new stories to feature on the platform for Moroccan students. They also provided recommendations to adapt the 215 stories to the Moroccan context. As of the end of FY21, NPR has worked with its MoE partners to adapt 315 total stories to the Moroccan context via the 3asafeer platform.

2.1.2. Result 2: Improved Reading and Writing Instruction in Primary Schools

a. Review and Validation of SRM Teacher's Guide

⁶ 3asafeer is a Dubai-based education technology company.

⁷ The 26 schools are part of the control group that received the SRMs after a piloting period in 63 schools for Monitoring and Evaluation purposes.

During FY21 and after providing both print and digital access to supplementary reading materials, NPR worked to strengthen the capacity of inspectors, teachers, and school principals to provide enhanced instruction and learning.

On October 16 and November 3, NPR gathered with a group of 17 inspectors and four teacher-trainers from the MoE to review the SRM teacher's guide. As an outcome of these two working sessions, NPR validated the guide's content and prepared the MoE staff to share the training to grade 1-4 teachers and school principals in their respective provinces so they will be able to use the printed and digital SRMs to enrich their students' learning.

On November 9-12, NPR held a one-day training in each pilot region with school principals and grade 1-4 Arabic language teachers to introduce them to the SRM teacher's guide. Through the training, NPR taught the participants how to use SRMs in their classroom, how to access and use the 3assafer platform, and how to follow up with students on it.



Reading enrichment activity in the classroom

The SRM activity has been successfully adopted by teachers, schools, and the MoE. Most of the schools that received a total of 23,950 SRMs noted that they have been able to effectively implement the program in their classrooms. Both students and teachers alike report finding the stories attractive and easy to understand. Following this positive feedback and the teachers' desire to devote more time to these activities, the MoE Director of Curricula sent an official correspondence to all the provincial directors, instructing all pilot schools to devote 30 minutes per week to enrichment reading activities. This is the first time the MoE has changed an official school schedule while the school was already in progress to add an activity.

b. Teachers Support and Follow-up on Reading Enrichment Activities

During FY21, NPR continued its teacher support and follow-up approach, working with the pilot schools' principals to support and follow-up on enrichment reading activities

implemented by teachers. NPR conducted a follow-up workshop with the principals of pilot schools in the Souss-Massa and Oriental regions on December 14 and for pilot schools in the Rabat-Sale-Kenitra and Fez-Meknes regions on December 15. During these workshops, NPR followed up with principals, providing them with guidance on how to best support teachers in implementing the SRM activity in their classrooms. NPR also showed the principals how to monitor teachers' and students' use of the 3asafeer digital platform.

On March 29-April 1, NPR conducted a one-day refresher training workshop on SRMs in each pilot region benefiting 326 grade 1-4 Arabic language teachers (150 women, 176 men). In this workshop, NPR followed up with the teachers on how they implemented the SRM activity in their classrooms using what they learned in the previous training in November 2020. Most participants reported successful use of the SRM books during the 30-minute reading enrichment session mandated by the Directorate of Curricula. Lastly, NPR followed up on tracking how many students' are able to access the digital platform and how frequently they use it. While some students have used the platform to read the online stories, others are still facing challenges due to their lack of access to smart phones or internet connectivity in rural areas.

During Quarter 4 of FY21, NPR organized a one-day follow-up workshop on July 16 with pilot school principals in the Souss-Massa and Oriental regions on July 16 and pilot school principals in Fez-Meknes and Rabat-Sale-Kenitra regions on July 17. A total of 59 school principals (two women and 57 men) gathered to plan and coordinate activities for the new school year. The NPR team presented a list of planned activities related to the SRM component including book distribution, then discussed with the participants potential ways of implementing them. The participants also reviewed the formative assessment teacher's guide and were introduced to the general context and objectives of the MOOCs, particularly the Early Grade Reading component.

During September, NPR distributed 5,825 books to the 26 remaining pilot schools that did not benefit from the SRM kits during the 2020-2021 school year. These schools were selected as a control group in the pre-and post-study of the SRM activity that was conducted during the 2020-2021 school year. Accordingly, NPR conducted a one-day training for the aforementioned remaining pilot schools in Inezgane and Tiznit provinces on September 21 and in Oujda-Angad, Figuig-Bouarfa, and Skhirat-Temara provinces on September 22. A total of 118 grade 1-4 Arabic language teachers and school principals (59 women and 59 men) attended these trainings. NPR introduced the participants to the SRM teacher's guide and taught them the concept, importance, and types of reading enrichment. The participants also learned how to select and use the SRM stories in the classroom during the reading enrichment session mandated by the Directorate of Curricula. Lastly, NPR discussed different methodologies to encourage students' love of reading and showed participants how to access and navigate the 3asafeer digital library.

c. Review and validation of the formative assessment teacher's guide:

During FY21, NPR's technical team contextualized and adapted the draft formative assessment teacher's guide to the new curriculum and pedagogical practices. NPR then shared the guide with a team of MoE inspectors from the pilot regions for their revision and feedback.

On February 1, NPR and a group of 20 inspectors and teacher-trainers from the MoE (five women and 15 men) gathered to present their individual reports and suggest areas of improvement to the NPR team regarding the guide. During this workshop, the participants set an action plan to pass on the training to grade 1-3 teachers and school principals.

After this workshop, the NPR team integrated the inspectors' feedback and recommendations into the guide and shared it with them for a final round of revision. NPR presented the teacher's guide to the MoE, received the MoE's validation of the guide, and used the final version of the guide during the training of teachers in March 2021.

d. Formative Assessment Training

March 1-11, NPR held a series of two-day trainings in each pilot region (jointly for two provinces) for a total of 254 grade 1-3 Arabic language teachers and school principals (138 women, 116 men). The training introduced the teachers to the formative assessment teacher's guide and to the different types of assessments used at the primary school level.

On July 7, NPR duplicated the same training for the benefit of 130 new inspectors (88 women, 42 men) introducing them to the use of the formative assessment teacher's guide. Through the training, the participants learned the concept, components, and types of assessments used at primary school level. They learned the difference between formative and summative assessments and between low- and high-stakes assessments. Finally, NPR taught the participants the levels of mastery monitoring during the first three years of primary school and how to use the formative assessment toolkit, which contains a teacher's guide to formative assessment, unit assessments, and plans for remedial activities.

On July 13, NPR scaled up the same training nationwide, holding a one-day training benefiting 104 inspectors (seven women and 97 men) from Morocco's 12 regional academies.

e. Training the new inspectors on the final version of the new curriculum:

After the final revision of the grades 1-6 curriculum document provided by the educational inspectors from all Morocco's 12 regions, Morocco's Minister of Education, Saaid Amzazi, approved the curriculum in June and decreed that it would be used nationwide starting in fall 2021.

Accordingly, on July 6 and before the start of the new school year, NPR held a one-day training for a total of 136 new inspectors (44 women, 92 men) introducing them to the final Arabic language curriculum for grades 1 through 6 of primary school. During this training, the participants examined the final curriculum document and explored the major revisions made. They were also introduced to the rationale and principles guiding the curriculum reform. (Detailed reports of Result 2 activities are provided in Appendix A.)

f. Continued Work on the development of MOOCs:

During FY21, NPR achieved one of the most crucial stages of the development of its MOOC. By the end of FY21, NPR had finalized the development of the digital instructional content spanning the five components of the revised primary grades Arabic language curriculum.⁸ The MoE has approved all of this content.

Talking head videos

NPR worked to develop narrative videos, referred to as talking head videos, to accompany the MOOC. Accordingly, on November 23, NPR's partner AUI held a virtual workshop to train the MOOC development team on how to record videos from home using PowerPoint. As a result, the teams successfully recorded 70 talking head videos that were reviewed by NPR to ensure that they meet the MOOCs quality standards and are in line with the MoE's vision. AUI edited the talking head videos based on feedback from CNIPE, the NPR team, and World Learning.



Sessions for recording and editing "talking head" instructional videos at AUI

Classroom Simulations

On February 25, NPR conducted a one-day training for 17 participants (four women, 13 men) from the MoE content development team on how to develop classroom simulation scenarios which demonstrate to teachers various how principles can be implemented in the classroom, a key component of NPR's MOOCs. Following the training and with NPR's support, the MoE team developed a total of 11 scenarios.

⁸ As explained in the Executive Summary, the five components of the Arabic language curriculum are split across two MOOCs. One MOOC orients teachers to the first four components of the revised curriculum and another one orients teachers to the fifth component of the revised curriculum – the unit project

From June 16 to 26, NPR organized school visits with the CNIPE's audiovisual team to record classroom simulations in two schools in Rabat. The team successfully recorded nine classroom simulations and is planning to complete filming of the remaining two simulations at the beginning of the 2021/2022 school year.



Classroom simulation shooting session in Rabat

During the final quarter of FY21, NPR worked closely with the CNIPE multimedia studio team on finalizing editing of the nine classroom simulation videos previously recorded in June. All these videos will be uploaded on the e-Takwine platform by the AUI team once validated.

Training the CNIPE multimedia studio staff

NPR worked with the graphic design company Fusion VFX Academy, located in Cairo, Egypt, to train four CNIPE team members (all men) on editing, color correction, visual effects, motion graphics, and audio post-production using Blackmagic Design DaVinci Resolve software. Fusion VFX Academy delivered the trainings from March 1 to April 5 with an average of two four-hour trainings per week. This training increased the capacity of the CNIPE's multimedia studio in Rabat to host the video-recording of the remaining MOOCs. It also builds toward a sustainable and durable learning process for the MoE's staff, even after the end of the project.

Continuous work to ensure the quality of NPR's MOOCs

This reporting year, the NPR team continued to work on improving the quality of the content and design of its MOOCs, with technical support from World Learning. This work went through an iterative process, with multiple rounds of feedback and revision to ensure the MOOCs adhered to international best practices in distance learning design and meet the needs of the MoE. The team also continuously supported CNIPE in improving the accessibility, navigability, and user-friendliness of the e-Takwine learning platform. The MOOCs, originally housed on AUI's platform, were developed in line with the MoE's e-Takwine platform specifications and were migrated to e-Takwine this year.

Throughout FY21, NPR held ten work sessions with the four groups that were designated by the MoE to develop content for the MOOCs. During these work sessions, the groups developed, reviewed, and completed summative assessment questions, landing pages, and e-books for the MOOCs dedicated to the five components of the revised Arabic language curriculum. These sessions helped strengthen the capacity of this group of teacher-trainers and inspectors in the e-learning field.

MOOC pilot testing

After NPR finalized the content of the MOOCs, CNIPE took the decision to pilot test the early grade reading component of the MOOC.⁹ The goal of CNIPE's pilot test was to assess how well teachers could access and use the MOOC on the MoE's e-Takwine platform and what issues they identified within the platform or the MOOC content. NPR provided technical assistance to CNIPE as it finalized its piloting strategy. The pilot testing launched on July 25 and ran until August 1, and 345 teachers (128 women, 217 men) from the 12 regions of Morocco participated in the MOOC. Notably, 68 percent of participants indicated this was the first time they had participated in an online training. The participants completed pre- and post-tests to assess how much they learned about early grade reading from the MOOC content. In order to successfully pass the test and receive a certificate of completion, the participants were required to score at least 80 percent correct answers and to complete all the early grade reading components of the MOOC. Using the discussion forum of the platform, the participants provided feedback on the usability, navigability, and user-friendliness of the platform as well as the quality of the content. CNIPE shared some of its pilot results with NPR; which in return, engaged the technical expertise of our partners at World Learning to provide suggestions on the best way to address the feedback and optimize the use of the platform based on the CNIPE's findings.

MOOC introduction to pilot school teachers

Following its MOOC pilot testing, CNIPE is preparing for nationwide rollout of the NPR MOOCs during FY22. To assist in the MOOC kickoff and rollout, NPR reached out to its pilot schools and held a series of one-day training workshops to introduce the MOOC to pilot school teachers and encourage them to enroll in it to augment their teaching practices. The four workshops, held on September 27-30, benefitted 345 grade 1-4 Arabic language teachers and school principals (173 women, 172 men). The NPR team both introduced the participants to the general context and objectives of the MOOCs and provided technical guidance on how to register, log in, and navigate on the e-Takwine platform to take part in the MOOCs.

Launching the design and development of the MOOC content providing an overview of the revised Arabic language curriculum

Having completed the content for the two MOOCs that explain the five components of the revised Arabic language curriculum for primary grades, NPR then shifted its focus to a third MOOC: one that provides an overview of the revised Arabic language. On September 23, NPR conducted a workshop with nine teacher-trainers (three women, six men) to present the structure and content for this MOOC¹⁰, referred to as, "Introduction to teaching the Arabic language in the primary school." It is worth mentioning that the nine workshop participants also partook in the trainings and working groups for the development of the content of the other two MOOCs over the past two years; as NPR has helped build their

⁹ The two MOOCs that orient teachers to the five components of the revised curriculum are estimated to take more than one month for participants to finish, assuming they spend at least one week per component. As the MoE and CNIPE wanted to pilot test the MOOC platform and content quickly, they decided to only pilot test one component: the early grade reading component.

¹⁰ This syllabus had already been developed by NPR and CNIPE earlier in the reporting year.

capacity in distance learning, these teacher-trainers have remained involved with the project and are actively helping generate MOOC content. The participants developed a workplan that includes a timeline and a task distribution table for their finalization of content of the curriculum overview MOOC, with the support of NPR. Following the workshop, NPR facilitated a series of virtual work sessions to support these individuals and their working groups in developing its corresponding content.

2.1.3. Result 3: Reading Enrichment Programs Expanded

While Result 3 has been formally removed from NPR's work scope, the SRM program continues (now within Results 1 and 2), thus fulfilling some of the project's original enrichment program design.

2.1.4. Result 4: Learning and Assessment Systems Improved

Under Result 4, NPR has designed, developed, and implemented impact evaluation studies to measure the effectiveness of the early grade reading and writing (EGR/W) package in improving student reading and writing outcomes in grades 1-4. NPR also monitored fidelity of implementation to identify weaknesses and areas for support, assess policy and institutions to inform system adjustment to support EGR/W, strengthen the capacities of the Ministry in the field of evaluation, develop a classroom-based formative assessment to help teachers track student reading and writing progress, and report progress towards performance benchmarks. (See NPR annual indicator results in Appendix B.) In FY21, NPR undertook the following activities:

a. Revisions to the Performance Plan and Report (PPR)

In response to USAID's issuance of new standard indicators for the beginning of the fiscal year 2021, NPR updated its MELP accordingly to reflect the relevant indicators, in particular ES.1-55 concerning the percentage of primary-grade learners targeted for USG assistance.

b. Study on Positive/Negative Deviance in School

During the Quarter 1, NPR, in collaboration with the CNEE, trained 40 personnel (20 enumerators, 10 supervisors, and 10 quality control officers (QCOs) to execute baseline data collection. The data collection personnel were organized into ten teams of four. Each team contained two enumerators who administered the EGRA, one supervisor who conducted teacher interviews and classroom observations, and one QCO who interviewed school principals. On the first day of the study, each team assessed 20 randomly selected students (10 students from grades 2 and 4, with an equal number of boys and girls), interviewed two teachers of the grade 2 and 4 students, observed the classrooms of the two teachers interviewed, and conducted a school principal interview in each school. On the second day, the team selected one grade 5 class and one grade 6 class to conduct a reading assessment for all students within the pre-test classes. Thus, teams completed data collection in each school over two days.

c. Midline School Effectiveness Study

NPR started planning for the midline of the school effectiveness study in the second quarter of FY21 selecting a total of 180 schools (90 experimental/pilot and 90 validation). These pilot schools' performance was compared with the 90 validation schools chosen from the same four regions. In Quarter 3, enumerators for the midline assessment successfully traveled in teams to all 179 target schools, administered an Early Grade Reading Assessment (EGRA), and developed Snapshot of School Management Effectiveness (SSME) instruments. Enumerators were not able to fully achieve data collection on all sample targets, due to student and teacher absences, insufficient student enrollment in several grades, and the lack of school administrator positions.

Table 1: School Distribution by School Location

Region	Fez-Meknes	Oriental	Rabat-Sale-Kenitra	Souss-Massa	Total
Evaluation Sample (90 Experimental + 90 Validation)					
Rural					
Experimental	14	10	10	10	44
Validation	14	10	10	10	44
Total	28	20	20	20	88
Urban					
Experimental	8	12	14	12	46
Validation	8	12	14	12	46
Total	16	24	28	24	92
Grand Total	44	44	48	44	180

Lastly, during Quarter 4, NPR completed analysis of the midline school effectiveness study; and completed the first draft of the midline report. The analysis started with the calculation and application of sample weights after receiving the school enrollment data in August 2021. Subsequent to the sample weight calculation, the team executed the analysis of the EGRA and SSME data to answer the study's four research questions. NPR intends to submit the midline report in Q1 of FY22.

d. Arabic Language Curriculum Effectiveness Study for Grades 5 and 6

On October 5-7, 2020, NPR provided a three-day in-depth training to the data collection team on administering instruments related to grades 2 and 4 EGRA and SSME, grades 5 and 6 Arabic language curriculum effectiveness study, and data management and collection activities. The training focused on understanding the instruments' content, learning the classroom and student sample selection technique, and practicing the administration of the instruments using paper (for grades 5 and 6) and electronic tablet (grades 2 and 4) versions.

From October 9 to 24, the team of assessors, supervisors, and QCOs successfully collected data from all 60 schools, administered EGRA and SSME for grades 2 and 4, and conducted student assessments for grades 5 and 6.

The Arabic Language Curriculum Effectiveness Study is an endline study based on the Arabic reading curricula for grades 5 and 6, focusing on reading comprehension using questions

related to explicit and implicit comprehension and linguistic phenomena.

This study used the same 60 sample schools chosen for the positive-negative deviance school study. At each school, enumerators randomly picked one class from grade 5 and another from grade 6 to conduct a pre-test reading assessment for all students in the class. In Quarter 2, enumerators successfully visited all 60 schools, administered tests to students, and completed teacher questionnaires and class observations. Given low student attendance and some teachers teaching both grades 5 and 6, some targets were not met.

The following table presents the composition of the tests of grades 5 and 6:

Table 2: Composition of Tests of Grades 5 and 6

	Grade 5	Grade 6
Reading comprehension	20 questions	28 questions
Linguistic phenomena	10 questions	12 questions
Total questions	30	40
Numbers of passages	5	6
Numbers of questions for each passage	6 (4 comprehension questions + 2 grammar questions)	7 questions for 4 passages (5 comprehension questions + 2 grammar questions)
		6 questions for 2 passages (4 comprehension questions + 2 Grammar questions)
Nature of the question of comprehension	3 explicit 1 implicit	3 explicit 2 implicit

In Quarter 4, NPR completed data analysis of the teacher questionnaire data and classroom observation applicable to the study’s second research question. The team began compiling and equating student performance data and will finalize that analysis during Q1 FY22. NPR will submit the complete Arabic Language Curriculum Effectiveness Study report in Q1.

e. Student Learning Remediation and Reinforcement Study

The purpose of the Student Learning Remediation and Reinforcement Study, conducted in Quarter 1 of FY21, was to determine areas for remediation and reinforcement to ensure student learning remained on track along with the new curriculum during the coming school year. The study used a mixed-method approach, collecting quantitative data consisting of a longitudinal reading assessment and student interviews and qualitative data derived from focus groups with school principals, inspectors, and teachers.

Using the same instruments as the 20 non-NPR schools selected for formative assessment field testing, this study tested 10 schools on Unit 1 of the new curriculum and 10 schools on Unit 2. At each school, provincial inspectors randomly selected a classroom from each grade,

from which they further selected a sample of 15 students (seven boys and eight girls), using a systematic sampling technique. The same students were assessed both in February and in October. In parallel, NPR conducted 11 focus groups: one with inspectors, two with school principals, and eight with teachers.

f. Supplementary Reading Materials Evaluation Study

In addition to student interview and school inventory, the SRM evaluation study instruments comprised two student assessment forms for grades 2 and 4 to test oral reading of a passage in one minute, untimed reading comprehension, and silent reading of a passage in three minutes.

The NPR evaluation team selected a sample of 52 schools (26 treatment and 26 comparison) from the reduced list of 56 pilot schools. For the pre-test, enumerators selected a sample of 10 grade 2 and 10 grade 4 students from each treatment school and a sample of 30 grade 2 students and 30 grade 4 students from each comparison school.

The data collection teams were drawn from the same personnel used for the positive-negative school deviance, Arabic language curriculum, and school learning and remediation studies. A total of 10 data collection teams, with two teams assigned to each of five provinces, targeted the selected schools. In addition, each team received online training on the study methodology and the instrument administration.

In Quarter 4, the NPR team completed analysis of the Supplementary Reading Materials (SRM) Study and began the reporting process. That included analysis of the student assessment data as well as the student and teacher questionnaire data applicable to the study's 16 research questions. At the end of the quarter, the report was drafted for the student and teacher questionnaire data related to the 12 research questions on implementation. A partial report was submitted September 15. The complete report will be submitted early in Q1 FY22.



Classroom observation



Student assessment



Teacher interview

g. Capacity-Building for Teachers on Setting Benchmarks using Policy Linking Method

From November 30 to December 4, NPR organized the first training on benchmarking methods as part of its capacity-building program for MoE staff.

This remote workshop involved representatives from the CNEE, 14 inspectors, five teacher-

trainers specializing in secondary education, three guidance inspectors, one primary school principal, and one representative of the MoE's Statistics and Strategies Department.

From December 28 to January 4, NPR held a second five-day capacity-building workshop for 24 educational inspectors and 12 teacher trainers representing the 12 regions, presided over by the Director of Curricula at the MoE.

The intensive workshops taught the educators how to set the benchmarks that will be used to gauge how students are meeting Arabic reading and listening performance standards.



Benchmark setting workshop for grades 1-2 in Rabat

From May 24 to 28, NPR held a five-day benchmark-setting workshop for 68 education inspectors, teacher trainers, and grades 1 to 4 teachers (38 women, 30 men) to learn basic principles and procedures of defining performance standards and establishing benchmarks for national student assessments.

By the end of the workshop, participants were able to determine the number of performance levels and their labels, develop performance level descriptors that reflect expectations for performance levels, use standard-setting techniques to set benchmarks (or cut scores), and cover different types of items, including multiple-choice, open-ended, and EGRA tasks.

“I am convinced that when we start using these benchmarks for Arabic language reading and comprehension in the classrooms, our students will feel that they are like any other students in the rest of the world. Moreover, these benchmarks will help us evaluate them according to universal standards that take into consideration their own level and learning pace.”

– Abdelaziz Laaroussi, Grade 3 teacher, Taounate

In June, following its introductory workshops to the basic principles and procedures of establishing benchmarks, NPR convened two workshops for participants to actually begin to set workshops. The first workshop focused on setting benchmarks for grades 1 and 2, while the second workshop set benchmarks for grades 3 and 4.

From June 21 to 26, 35 inspectors, teacher-trainers, and grades 1 and 2 teachers (15 women, 20 men) attended the first benchmark-setting workshop. The second workshop took place from June 28 to July 2 and was attended by 38 inspectors, teacher-trainers, and grades 3 and 4 teachers (17 women, 21 men). During these two workshops, participants determined the number of and assigned labels to performance levels for grades 1 to 4 and developed performance level descriptors to set expectations.

Following the completion of the benchmarking workshops, NPR produced a comprehensive policy-linking report, detailing the preparation, implementation, and results of the workshops. NPR submitted the report to USAID in August 2021."

h. Formative Assessment

In Quarters 2, 3, and 4 of FY21, NPR continued to prepare reliable and valid tests for teachers to use in classrooms for formative assessment purposes in grades 1-4. For Units 1 to 6, the M&E team created the draft instruments, teacher guide, correction and scoring grids, and a teacher questionnaire about the tools that will inform necessary revisions.

NPR conducted a pilot with the instruments for units 1 to 6 in 32 schools with a sample of 240 students per grade and unit. After data collection, the NPR team entered and cleaned the data. The team then analyzed the data using classical test theory such as item difficulty and item discrimination as well as reliability and distractors analysis.

The team began data analysis for tests in units 1 and 2 for each of the four grade levels. The tests included tasks in reading comprehension, listening comprehension, writing, and oral reading.

During Q1 of FY21, the team will conduct an analysis of formative assessment pilot data on units 3 and 4 collected in May 2021. The team will use the results to select valid and reliable items to include in the Formative Assessment Teacher's Guide.

2.2. Management of Implementation

2.2.1. Key Developments and Challenges

This past year, NPR continued to conduct its work and deliver activities mostly remotely due to the COVID-19 health restrictions imposed by local authorities. However, during quarters 3 and 4, the NPR team did enact a return-to-work plan that allowed NPR staff to physically return to the office while respecting COVID-19 health recommendations. This plan includes alternating office shifts for team members to ensure that people are not spending long hours close to others, the provision of PPE such as masks, gloves, and hand sanitizers, and daily temperature checks. The team will continue to assess the public health situation around COVID-19 and return to in-person activities as the local travel restrictions allow while prioritizing staff's health and safety.

2.2.2. Summary of Activity Progress and Management

NPR's technical and management achievements are summarized in the following table:

Table 3: Summary of technical and management achievements

Results/Components	Accomplishments
Result 1	<ul style="list-style-type: none">• Finalizing and validating the Arabic language curriculum for grades 1-6 and introducing new inspectors to it• Finalizing and validating the SRM teacher's guide and training teachers on its use• Successfully working with the Directorate of Curricula to allocate 30minutes to SRMs, within the NPR pilot schools, to further literacy and the love of reading

	<ul style="list-style-type: none"> • Conducting follow-up trainings and support on teachers' implementation of supplementary reading materials and student access to the digital reading platform
Result 2	<ul style="list-style-type: none"> • Continued work on MOOC development, including validation of the content for the two MOOCs detailing the five components of the revised Arabic language curriculum for primary grades; filming 70 talking heads narration videos and 9 classroom simulation videos; MOOC pilot testing led by CNIPE; and trainings to roll MOOCs out to pilot school teachers and school directors. • Finalizing and validating the SRM teacher's guide and training teachers on its use • Conducting follow-up trainings and support on teachers' implementation of supplementary reading materials and student use of the 3asafeer digital reading platform
Result 4	<ul style="list-style-type: none"> • Midline data collection for the school effectiveness study • Endline data collection for Arabic language curriculum effectiveness study for grades 5 and 6 • Data collection for endline supplementary reading materials study • Benchmarking workshops • Finalizing and validating the formative assessment teacher's guide and conducting trainings on its use
Main management achievements	<ul style="list-style-type: none"> • Managing the COVID-19 crisis

2.2.3. Key Meetings with USAID and Partners during Quarter 4

During Quarter 4, NPR continued its standard meetings with USAID and the MoE both virtually and in person. These meetings are reflected in Appendix C.

2.2.4. List of Activities and Participants

This list can be found in Appendix D.

2.2.5. Activities Planned for the Next Quarter

This list can be found in Appendix E.

2.3. Cross-Cutting Themes

2.3.1. Capacity Building

As reported above in the section on Result 2, NPR continues to contribute to the capacity building of MoE personnel. During FY21, the main activities included strengthening the MoE staff's expertise in producing distance education material through the MOOCs and MSL instructional content efforts. Under Result 4, the project is also engaged in strengthening the Ministry's capacities in developing and evaluating a classroom-based formative assessment to help teachers track student reading and writing progress and report on progress against performance benchmarks.

2.3.2. Sustainability

Working hand-in-hand with the MoE is central to ensuring its buy-in and ownership of NPR initiatives. NPR continues to promote the sustainability of its efforts by embedding the entire project within the MoE's official reform initiatives. The MoE has been substantially involved in NPR's work with private sector textbooks, pre-service teacher training programs, 3asafeer digital library, and distance education materials.

2.3.3. Gender Equity

Throughout its activities, NPR strives for gender balance by including both males and females in its programs and by demonstrating special attention to related issues in the instructional and training materials. In this regard, NPR reports that 60 percent of the total number of primary school educators trained thus far are female (308 of 528 participants). NPR actively considers gender equity when developing and reviewing instructional and teacher training materials, such as SRMs, textbooks, and MOOC content, working with content creators and reviewers to ensure that girls and boys are equitably portrayed in materials.

During the reporting period, NPR Program Coordinator Laila Khana organized two step-down trainings to share knowledge on gender inclusivity with NPR project staff. The trainings aimed to clarify differences between gender and sex-disaggregated indicators and understanding USAID's directives to the mission and its implementing partners. Moreover, the training emphasized the role of gender advisors and the challenges they may face. Lastly, participants learned how to strengthen gender-related reporting using practical exercises from sample NPR quarterly reports. This training was an opportunity for NPR staff to identify gender gaps in previous reports and discuss potential ways to close such gaps in the future.

2.3.4. Inclusion

NPR integrates inclusive practices in the development of instructional and training materials. For example, the textbooks and SRMs reviewed by NPR and the MoE emphasize the importance of increasing representation and access to students with disabilities in reading materials.

NPR's efforts to provide equal access of the MoE educational resources to deaf and hard-of-hearing students also continued during FY21 through the Moroccan Sign Language (MSL) activity.

At the start of the COVID-19 pandemic, USAID and the MoE requested that NPR help produce MSL interpretation videos to accompany the MoE's push for distance learning. While the MoE was filming video lessons to allow children to continue school from home, these video lessons were not accessible for deaf and hard-of-hearing students. NPR quickly developed an MSL activity workplan with the MoE and began to provide a valuable service that had not been programmed or anticipated before. The first phase of the MSL activity occurred from May 2020 through September 2020.



The MSL interpreter while recording the Arabic lesson in Sign Language

During the first quarter of FY21, NPR, at the request of the MoE and USAID, extend the MSL activity through July 2021 to allow adequate timing for the MSL production team to record interpretation for all of the grades 1-6 video lessons that had been produced by the MoE. The extension allowed the completion of the video-recorded of all lessons of the six primary school grades. Accordingly, during the extension period of October 2020 to July 2021, the MSL team successfully recorded a total of 400 lessons, including 80 lessons each for grades 1-5.¹¹ Upon the planned close of the MSL activity at the end of July 2021, the MoE expressed a desire for NPR to extend the MSL activity an additional two months so it could record MSL interpretation for grade 6 lessons that had been recently re-filmed to be in accordance with the revised curriculum. Consequently, at the end of August, NPR received a formal request from USAID to extend the MSL activity by two months (September and October). NPR identified cost savings to allow for such an extension and extended the MSL team's contracts accordingly.

During the month of September, the MSL team successfully recorded a total of 40 lessons from grade 6, of which 14 were dedicated to Arabic, 10 to French, two to Islamic education, six to math, four to science, and four to history and geography.

After the students' summer holidays, the public television channel Laayoune TV resumed broadcasting the MSL lessons in early September. Two sessions per day were dedicated to these lessons at 8:30 a.m. and 5:30 p.m. every day except Sunday. A total of 64 lessons were broadcast in September.

Throughout the year, the MoE continued to report challenges with posting the MSL lessons on its distance learning platform TelmidTICE. However, the MoE is working to address this issue, and once resolved, all the recorded lessons will be uploaded and accessible for Moroccan students. (See Appendix F for future detail on the MSL activity timeline since inception and the lessons achieved during the activity's extension period.)

i. MSL communications actions during FY21

¹¹ Grade 6 MSL videos were already recorded during the initial MSL activity phase.

The story of Lina, a deaf student who successfully advanced to middle school during the COVID-19 pandemic

To promote and introduce larger numbers of deaf and hard-of-hearing students to the MSL program, the NPR team produced a thematic video showcasing the story of Lina (pictured at right), a deaf student who managed to continue learning from home during the lockdown period, thanks to the MSL lessons broadcast on TV and on the MoE platform. Lina proudly succeeded in grade 6 and advanced to middle school this year.



Lina while signing her experience with the MSL activity

In the Spring 2021 issue of Creative Magazine, Creative highlighted the story of Lina in a short article. A link to the article can be found below:

<https://creativcdc.cld.bz/Spring-2021/10/>

International Women's Day

On March 8, NPR celebrated International Women's Day by highlighting the story of one of its MSL interpreters, Mina Douadi, who uses imaginative and love-filled approaches to connect with her deaf and hard-of-hearing students. The final article was shared with USAID and project partners. It was also posted on the Creative website. A link to this article can be found below:

<https://www.creativeassociatesinternational.com/stories/a-moroccan-teacher-uses-video-love-and-imagination-to-connect-with-deaf-students/>

International Day of Sign Languages

In celebration of the International Day of Sign Languages on September 23, NPR developed an article about the story of twin deaf students who benefited from the MSL program. The article was shared with USAID and project partners and published on the Creative Associates International website. A link to this article can be found below:

<https://www.creativeassociatesinternational.com/stories/moroccan-ministry-and-usaid-empower-deaf-and-hard-of-hearing-grade-schoolers-during-pandemic/>

MSL communication video

In order to showcase the impact of the MSL activity on the beneficiaries and to reach out to more deaf and hard-of-hearing students, NPR produced a short communication video of beneficiaries' testimonials.

In April 2021, the NPR team visited Lalla Asmaa Foundation to record the testimonial of some deaf students and their teachers.

In September, NPR organized a home visit to two families of deaf and hard-of-hearing students for a recording session. The parents kindly opened their hearts to the



Figure 1: Recording at the home of one of the students' families.

NPR team and explained how their children benefited from the MSL program during the COVID-19 lockdown period and after back to school. This was an essential section that was added to the video in addition to a testimonial by the general coordinator of the MSL program and the head of the inclusive education department in Morocco: Mr. Mohamed Anouar Boukili.

NPR also held a recording session with the technical team, of the MoE's audiovisual center, where the MSL lessons are being recorded. After a long editing process, the video has been finalized and submitted to USAID for review.

2.3.5. Stakeholder Collaboration

NPR's collaboration with stakeholders continued, both virtually and in-person, during this reporting period. NPR held routine exchanges and briefing calls with USAID and MoE to provide project management updates, periodic meetings with the CNIPE director on the MOOC program, technical seminars with Creative on innovative literacy approaches, and ongoing collaboration with the 3asafeer digital library.

On June 30, NPR's Chief of Party attended the graduation ceremony of a new inspector whose graduation project was on the topic of "Assessing the role of the National Program for Reading in developing reading skills using the EGRA." This study was performed in the Provincial Directorate of Sidi Bennour, the same region where the first EGRA was conducted in Morocco in 2011. The student compared the results of 2011 with current result using the same EGRA tools and reported a noticeable improvement in the reading performance. The new Director of the Inspectors' Training Center is eager to collaborate with NPR in the following year. Such collaboration will be crucial for scaling up the new curriculum and sustaining NPR's work.

2.4. Communications and Outreach

During the reporting period, NPR highlighted the project's achievements in updates shared with USAID. The main updates can be found in Appendix G.

2.5. Appendices

Appendix A: Result 2 Detailed Reports for Quarter 4

Appendix B: NPR Annual Indicator Results

Appendix C: Key Meetings with USAID and Partners during Quarter 4

Appendix D: Activities Calendar: July – September 2021

Appendix E: Upcoming Activities: October 2021

Appendix F: MSL Progress Indicators and Timeline for the Reporting Period

Appendix G: Communications (Samples of Written Materials)

Appendix A: Result 2 Detailed Reports for Quarter 4

تقرير الورشة

تكوين طالبات وطلبة السنة الثانية من سلك تكوين مفتشي التعليم الابتدائي حول الوثيقة النهائية للمناهج الجديد للغة العربية (التوجيهات التربوية والبرامج الدراسية)	عنوان الورشة
6 يوليو 2021	تاريخ التكوين
الفضاء الافتراضي عبر تطبيق "زوم"	مكان التكوين
136 من الطالبات المفتشات والطلبة المفتشين المقبلين على التخرج من المركز فوج 2019-2021.	المشاركون والمشاركات
فريق المشروع الوطني للقراءة بتعاون مع مركز تكوين مفتشي التعليم ومديرية المناهج	الجهات المساهمة
<p>- كلمات افتتاحية لكل من: الدكتور فؤاد شفيقي، مدير مديرية المناهج؛ والأستاذة أمينة العبدلاوي، المسؤولة عن مكتب التربية بالوكالة الأمريكية للتنمية الدولية؛ والدكتور فتحي العشري، مدير مشروع القراءة من أجل النجاح.</p> <p>- تقديم الطالبة المفتشة مريم اجبيلي موجزا لبحثها تحت عنوان : تقييم دور مشروع القراءة من أجل النجاح في تنمية المهارات القرائية، باعتماد شبكة - " EGRA " القسم الثالث نموذجاً.</p> <p>- عرض موجز لأهم التغييرات التي طرأت على مناهج اللغة العربية للتعليم الابتدائي (التوجيهات التربوية والبرامج الدراسية) تم التركيز فيه على:</p> <p>- المسوغات التي استلزمت المراجعة والتعديل</p> <p>- أهم المبادئ المعتمدة في المراجعة والتعديل</p> <p>- مبررات التقسيم إلى مرحلتين أساسيتين :</p> <p>1. المرحلة الأولى: مرحلة السنوات الثلاث الأولى من التعليم الابتدائي</p> <p>2. المرحلة الثانية : مرحلة السنوات الثلاث العليا من التعليم الابتدائي</p> <p>مناقشة واختتام اللقاء</p>	المضامين
<p>- تدارس الوثيقة النهائية لمنهاج اللغة العربية للتعليم الابتدائي (التوجيهات التربوية والبرامج الدراسية)؛</p> <p>- الإطلاع على التغييرات التي طرأت على مستجدات منهاج اللغة العربية بالسلك الابتدائي؛</p> <p>- تعرف المسوغات والمبادئ المتحكمة في المراجعة والتعديل.</p>	الأهداف
<p>- افتتاح اللقاء من لدن السيد فؤاد شفيقي مدير مديرية المناهج والسيدة نادية بوضاض مديرة مركز تكوين المفتشين.</p> <p>- تأطير الجانب العلمي والبيداغوجي من لدن الدكتور فتحي العشري والأستاذ محمد بوشامة.</p> <p>- إلقاء العرض الموجز ابتداء من الساعة الثانية بعد الظهر.</p> <p>- المناقشة، والإجابة عن أسئلة المتدخلين الشفهية أو المكتوبة، والخاصة بموضوع اللقاء وسياقه العام، إلى حدود الساعة الخامسة والنصف.</p> <p>- قام السيد فؤاد شفيقي مدير مديرية المناهج بالتعليق على بعض العناصر التي وردت في عرض الطالبة المفتشة مريم اجبيلي، كما تكلف بالإجابة عن بعض الأسئلة ذات الخصوصية التدبيرية، أو ذات الصلة بمواد دراسية أخرى غير اللغة العربية.</p> <p>- قمنا بالإجابة عن مختلف الأسئلة المتعلقة بمحاور العرض، وتوضيح بعض التوجيهات التي استلزمها النقاش، والمبادئ المتحكمة في التعديلات المعتمدة، والغاية من اعتماد مرحلتين اثنتين عوض ثلاث مراحل...</p>	الأنشطة الرئيسية
<p>- العرض التقديمي.</p> <p>- المنهاج الدراسي للتعليم الابتدائي - مادة اللغة العربية، يوليو 2021.</p> <p>- البطاقة التقنية.</p> <p>- بطاقة التقييم الختامي عبر Google Forms</p> <p>- وثيقة الإرشادات العملية لاستعمال تطبيق ZOOM</p>	أدوات العمل
<p>- تنظيم ورشات عن بعد عبر تطبيق "زوم" أسهم في استضافة عدد كبير من المشاركين والمشاركات، ويسر التواصل بينهم وتتبع كل مجريات اللقاء.</p> <p>- إمكانية اللقاء المباشر مع مهندسي المنهاج، عوض طريقة التكوين العنقودية في إطار مضاعفة التكوينات</p>	الممارسات الجيدة ونقط القوة

التي لا تتم بالطريقة نفسها ولا تحقق الأهداف المحددة.

- التمكن من حفظ المعطيات وأرشفتها من خلال التسجيلات المتوفرة.
- الحضور الفعلي لمدير مديرية المناهج، ومشاركته في النقاش والإجابة عن الأسئلة، وتقديم الورشة إلى جانب مديرة مركز تكوين المفتشين.
- إتاحة الفرصة للتقاسم والتفاعل والإحاطة بالمواضيع المستهدفة من جميع جوانبها واكتساب مجموعة من التقنيات والمهارات الخاصة بذلك.
- نجاح الورشة التكوينية المخصصة للوثيقة النهائية للمناهج الجديد للغة العربية (التوجيهات التربوية والبرامج الدراسية).
- الاستجابة لانتظارات الطلبة والطالبات الجدد فيما يخص عددا من القضايا الأثرية بالاهتمام، والتي ستشكل قاعدة في مزولة المهام ميدانيا بفعالية ودقة.
- الهندسة القبلية للبرنامج وللمداخلات وطريقة التجاوب المثلى مع أسئلة المشاركين والمشاركات من الطلبة المفتشين.
- استيفاء الورشة التكوينية كل شروط النجاح من خلال الإجابات المقنعة عن الأسئلة المطروحة.
- الانسجام والتكامل بين أعضاء الفريق والتنوع في الأجوبة التي تميزت بالشمولية وتغطية مختلف مكونات منهاج اللغة العربية.
- التعاطي السلس لمجريات العرض سواء تعلق الأمر بالمداخلة النظرية أو بالتفاعل مع الأسئلة المطروحة أو التدخلات.
- الدورة سمحت باستقراء المستقبل القريب من خلال تدخلات السيد مدير المناهج التربوية، كما سمحت بتسليط الضوء على الاختيارات فيما يتعلق ببعض مكونات اللغة العربية ومراحل التعليم في السلك الابتدائي.
- الشرح المستفيض للسيد مدير المناهج وللأساتذات المؤطرين وحسن تجاوبهم مع أسئلة الطلبة والطالبات المقبلين على الممارسة الميدانية،
- الطريقة المهنية والاحترافية إن صح القول في تدبير اللقاءات التزامنية، وامتصاص التشنجات، والقدرة على حسن التصرف.
- العروض المعتمدة مختصرة لكنها معززة بشروحات مستفيضة وإضافات قيمة أغنت النقاش/التفاعل مع كل سؤال على حدة/ تقاسم عدة التكوين/ الحرص على جودة اللقاءات/ الاستمارة التقييمية المرافقة لمحطات التكوين.
- الساحة التربوية المغربية تعرف تغييرات عميقة جدا من حيث التوجهات والأولويات والأهداف وأنماط التعليم والتعلم، ولذلك كان لا بد من مثل هذه اللقاءات الغنية لتوضيح الخلفيات ووضع مفتشي ومفتشات المستقبل في الصورة حتى يتسنى لهم تنزيل هذا الورش الإصلاحي الجذري على أكمل وجه.
- تمكن هذه اللقاءات من تعرف عن كتب مختلف مستجدات منهاج الخاصة باللغة العربية بالسلك الابتدائي، كما أجابت عن عدد كبير من التساؤلات والاستفسارات التي تبادرت إلى الأذهان الطلبة والطالبات والتي من الممكن أن يطرحها عليهم مستقبلا الأساتذة الممارسون خلال اللقاءات التربوية.
- تضمنين مثل هذه الدورات التكوينية في تكوين الطلبة خلال فترة التكوين.

إعداد محمد بوشامة وزكرياء السبع

تقرير الورشة

تكوين طالبات وطلبة السنة الثانية من سلك تكوين مفتشي التعليم الابتدائي حول دليل الأستاذ والأستاذة للتقويم التكويني في مادة اللغة العربية	عنوان الورشة
7 يوليوز 2021	تاريخ التكوين
الفضاء الافتراضي عبر تطبيق "زوم"	مكان التكوين
130 من الطالبات المفتشات والطلبة المفتشين المقبلين على التخرج من المركز فوج 2019-2021.	المشاركون والمشاركات
فريق المشروع الوطني للقراءة بتعاون مع مركز تكوين مفتشي التعليم ومديرية المناهج	الجهات المساهمة
<ul style="list-style-type: none"> • التقويم في مادة اللغة العربية: مفهومه - أهميته - أنماطه... • تقويم التعلّيمات في سياق مستجدات المنهاج: نحو إرساء منظور تقويمي تكويني لتعلّيمات الوحدة. • عدة التقويم التكويني: - دليل الأستاذ(ة) لرصد الإتقان في المستويات الثلاثة الأولى. - سجل تتبع المتعلم(ة). - مذكرة الأستاذ(ة) للاختبار الفوري. - دليل الأستاذ(ة) لإجراء تقويم الأسبوع الخامس. • الحدود الفاصلة بين التقويم التكويني والتقويم الإجمالي. • خصائص التقويم الجزائي والتقويم غير الجزائي . • رصد درجات الإتقان بالمستويات الثلاثة الأولى: - تحديدات مفهومية. - درجات الإتقان وتوصيفاتها: مدخل لتفهيء المتعلمين والمتعلّيمات. - استراتيجية رصد الإتقان. - أشكال وُعْدَة رصد الإتقان. • التقويمات الفورية والتقويمات الجماعية. • تقويم تعلّيمات الوحدة (الأسبوع الخامس). • مداخل الدعم والمعالجة في ضوء استثمار نتائج التقويم التكويني. • نماذج بطاقات تقويمية. • استثمار سجل التتبع الفردي للمتعمّ(ة). • عرض نماذج من اختبارات الوحدات وكيفية استثمارها وتمريها... 	المضامين
<ul style="list-style-type: none"> ▪ تعرف مكونات دليل الأستاذ والأستاذة للتقويم التكويني. ▪ تعرف أنواع التقويم المستعملة في مرحلة التعليم الابتدائي. ▪ تعرف الخصائص المميزة لكل من التقويم التكويني والتقويم الإجمالي، وبين التقويم الجزائي والتقويم غير الجزائي. ▪ تعرف موجّهات التقويم التكويني ودعم التعلّيمات. ▪ تعرف مستويات رصد الإتقان في السنوات الثلاث الأولى من التعليم الابتدائي. ▪ تعرف عدة التقويم التكويني للغة العربية وكيفية استثمارها. ▪ تعرف موجّهات أنشطة الدعم وإجراءات تخطيطها. 	الأهداف
<ul style="list-style-type: none"> - افتتاح اللقاء والترحيب بالمشاركات والمشاركين من الطلبة والطالبات. - تأطير الجانب العلمي والبيداغوجي من لدن الدكتور فتحي العشري والأستاذ محمد بوشامة. - إلقاء العرض الخاص بالتقويم التكويني تبعا لثلاثة أجزاء. - فتح باب المناقشة، والإجابة عن أسئلة المتدخلين الشفهية أو المكتوبة، والخاصة بموضوع اللقاء وسياقه العام بعد كل جزء على حدة ضمّانا للفهم الجيد وفسح الفرص لإمكانات التوظيف على الصعيد الوطني. - قام السيد زكرياء السبع بتقديم نماذج من اختبارات الودحتين الخامسة والسادسة وتفصيل مكوناتها وطريقة التمرير... 	الأنشطة الرئيسية

<p>- دليل الأستاذ والأستاذة للتقويم التكويني في اللغة العربية بالمستويات الثلاثة الأولى.</p> <p>- نموذج من سجل تتبع المتعلم(ة).</p> <p>- نموذج من أسبوع التقويم والدعم والجاذبة المصاحبة له (كتاب التجريب للمستوى الثالث)...</p> <p>- العرض التقديمي المنجز من لدن الفريق التقني.</p> <p>- استمارة التقويم الختامي عبر Google Forms</p> <p>- وثيقة الإرشادات العملية لاستعمال تطبيق ZOOM</p>	<p>أدوات العمل</p>
<p>- التمكن من تعرف مفهوم التقويم التكويني واستراتيجيات تطبيقه.</p> <p>- استعمال تقنية جديدة في التواصل تحققت من خلالها تفاعلات إيجابية بين المؤطرين والمؤطرات والمشاركين والمشاركات، كما تحقق انخراط جدي وقوي ومتواصل لتقديم الإطار المنهجي للتقويم التكويني.</p> <p>- تحققت الأهداف المتمثلة في تعرف التقويم التكويني وأشكاله وإجراءاته وكيفية تطبيقه.</p> <p>- حسن التنظيم والتفاعل والمشاركة وتبادل الآراء.</p> <p>- اعتماد مفاهيم واضحة وطرائق سهلة التطبيق والإنجاز.</p> <p>- توفير البطاقة التقنية والدليل، والاطلاع على كل ما يتعلق بالورشة أسهم بشكل كبير في وضوح الأهداف والتمكن من تحقيقها.</p> <p>- جدية المشاركين والمشاركات وانخراطهم وتفاعلهم خلال المناقشات.</p> <p>- استحسان درجات الإتقان للسنوات الثلاث الأولى ومستويات الإتقان المحددة لكل مستوى على حدة تبعاً لكل وحدة من الوحدات الست ولمختلف المكونات.</p> <p>- استحسان الملحقات الواردة في الدليل ونماذج التقويمات المقترحة.</p> <p>- برمجة الدورة في الوقت المناسب وتبليتها لحاجات متعددة ومتنوعة.</p> <p>- أهمية استعمال تطبيق "زوم" لتتبع العروض والورشات والمشاركة فيها دون التنقل وتكب مشاق السفر وكثرة المصاريف سواء بالنسبة للمشارك(ة) أو للمنظم(ة).</p>	<p>الممارسات الجيدة ونقط القوة</p>
<p>- التكوين عن بعد يفي بالغرض في حال الاضطرار؛ لكنه لا يمكن أن يعوض التكوين الحضوري.</p> <p>- بذل جهود للتغلب على العوائق المرتبطة بالجوانب التقنية من قبيل نقص جودة الصوت في بعض الأحيان، أو ضعف الصبيب، أو انقطاع الاتصال، أو استعمال تقنية رفع اليد أو المحادثة...</p> <p>- الزمن المخصص للورشة غير كاف، لأنه لم يمكن من طرح كل الإشكالات والملاحظات.</p> <p>- الاهتمام بالصعوبات والإكراهات التي تصاحب تطبيق الدليل في الأقسام المشاركة وعند اكتظاظ الأقسام.</p> <p>- ضعف المستوى في عدد من المناطق يحول دون تطبيق العدة.</p>	<p>الصعوبات والتحديات</p>
<p>- إثراء العرض بالنقاش لما له من أهمية في التوضيح والتنبيه.</p> <p>- إضافة محور البعد الوظيفي للتقويم التكويني وإغناؤه.</p> <p>- فسح المجال أكثر للمناقشة وإبداء الرأي والتعمق في طريقة استخدام سجل تتبع المتعلم ومناقشة الصعوبات التي قد تواجه الأستاذ(ة) خلال ذلك.</p> <p>- جعل التكوين دورياً.</p> <p>- تخصيص فضاء افتراضي دائم لمثل هذه الورشات.</p> <p>- تعميم الورشة على سائر المواد المدرسة بالابتدائي.</p> <p>- برمجة هذا التكوين على شكل "MOOC" ليتمكن الأساتذة من الاستفادة من التكوين بشكل أكثر مرونة.</p> <p>- تنظيم ورشات دورية مواكبة للمفتشين الجدد بعد التخرج والراغبين في ذلك.</p> <p>- برمجة الدورة لفترة أطول وتخصيص الفترة الصباحية للتكوين.</p> <p>- اعتماد مشروع في إطار مجموعات عمل تقدم خلالها كل مجموعة إنتاجاً.</p> <p>- تضمين التكوين ورشات تطبيقية.</p> <p>- توفير عدة متكاملة لأجراء التقويم التكويني.</p> <p>- ربط النظري بالتطبيق الميداني وبالممارسة الحقيقية.</p> <p>- تضمين مثل هذه النورات التكوينية في تكوين الطلبة والطالبات خلال فترة التكوين.</p>	<p>الدروس المستخلصة وتوصيات لتحسين الأداء</p>

تقرير الورشة

عنوان الورشة	ورشة وطنية لفائدة أطر التفتيش التربوي حول استعمال دليل الأستاذ والأستاذة للتقويم التكويني في مادة اللغة العربية بالمستويات الثلاثة الأولى من التعليم الابتدائي
تاريخ التكوين	13 يوليوز 2021
مكان التكوين	الفضاء الافتراضي عبر تطبيق "زوم"
المشاركون والمشاركات	104 من أطر التفتيش التربوي على الصعيد الوطني (12 أكاديمية جهوية).
الجهات المساهمة	فريق المشروع الوطني للقراءة بتعاون مع مديرية المناهج
المضامين	<ul style="list-style-type: none"> • التقويم في مادة اللغة العربية: مفهومه - أهميته - أنماطه... • تقويم التعلّمات في سياق مستجدات المنهاج: نحو إرساء منظور تقويمي تكويني لتعلّمات الوحدة. • عدة التقويم التكويني: - دليل الأستاذ(ة) لرصد الإتقان في المستويات الثلاثة الأولى. - سجل تتبع المتعلم(ة). - مذكرة الأستاذ(ة) للاختبار الفوري. - دليل الأستاذ(ة) لإجراء تقويم الأسبوع الخامس. • الحدود الفاصلة بين التقويم التكويني والتقويم الإجمالي. • خصائص التقويم الجزائي والتقويم غير الجزائي . • رصد درجات الإتقان بالمستويات الثلاثة الأولى: - تحديدات مفهومية. - درجات الإتقان وتوصيفاتها: مدخل لتقيي المتعلمين والمتعلّمات. - استراتيجيات رصد الإتقان. - أشكال وُعْدَة رصد الإتقان. • التقويمات الفورية والتقويمات الجماعية. • تقويم تعلّمات الوحدة (الأسبوع الخامس). • مداخل الدعم والمعالجة في ضوء استثمار نتائج التقويم التكويني. • نماذج بطاقات تقويمية. • استثمار سجل التتبع الفردي للمتعلّم(ة). • عرض نماذج من اختبارات الوحدات وكيفية استثمارها وتمريها...
الأهداف	<ul style="list-style-type: none"> ▪ تعرف مكونات دليل الأستاذ والأستاذة للتقويم التكويني. ▪ تعرف أنواع التقويم المستعملة في مرحلة التعليم الابتدائي. ▪ تعرف الخصائص المميزة لكل من التقويم التكويني والتقويم الإجمالي، وبين التقويم الجزائي والتقويم غير الجزائي. ▪ تعرف موجهات التقويم التكويني ودعم التعلّمات. ▪ تعرف مستويات رصد الإتقان في السنوات الثلاث الأولى من التعليم الابتدائي. ▪ تعرف عدة التقويم التكويني للغة العربية وكيفية استثمارها. ▪ تعرف موجهات أنشطة الدعم وإجراءات تخطيطها.
الأنشطة الرئيسية	<ul style="list-style-type: none"> - افتتاح اللقاء والترحيب بالمفتشين والمفتشات من جميع الأكاديميات الجهوية. - تقديم السيد فؤاد شفيقي مدير مديرية المناهج كلمة تبرز أهمية اللقاء وسياقه وأهم التوجهات المستقبلية. - تأطير الجانب العلمي والبيداغوجي من لدن الدكتور فتحي العشري. - إلقاء العرض الخاص بالتقويم التكويني. - فتح باب المناقشة، والإجابة عن أسئلة المتدخلين الشفهية أو المكتوبة، والخاصة بموضوع اللقاء وسياقه العام. - تقديم السيد زكرياء السبع نماذج من اختبارات الوحدتين الخامسة والسادسة وتفصيل مكوناتها وطريقة التمرير...

<p>- دليل الأستاذ والأستاذة للتقويم التكويني في اللغة العربية بالمستويات الثلاثة الأولى.</p> <p>- نموذج من سجل تتبع المتعلم(ة).</p> <p>- نموذج من أسبوع التقويم والدعم والجدادة المصاحبة له (كتاب التجريب للمستوى الثالث)...</p> <p>- العرض التقديمي المنجز من لدن الفريق التقني.</p> <p>- استمارة التقويم الختامي عبر Google Forms</p> <p>- وثيقة الإرشادات العملية لاستعمال تطبيق ZOOM</p>	<p>أدوات العمل</p>
<p>- التمكن من تعرف مفهوم التقويم التكويني وأستراتيجيات تطبيقه.</p> <p>- استعمال تقنية جديدة في التواصل تحققت من خلالها تفاعلات إيجابية بين المؤطرين والمؤطرات والمشاركين والمشاركات، كما تحققت انخراط جدي وقوي ومتواصل لتقديم الإطار المنهجي للتقويم التكويني.</p> <p>- تحقيق الأهداف المتمثلة في تعرف التقويم التكويني وأشكاله وإجراءاته وكيفية تطبيقه.</p> <p>- حسن التنظيم والتفاعل والمشاركة وتبادل الآراء.</p> <p>- جودة تدبير المناقشات، وجودة التواصل مع المنظمين.</p> <p>- ضبط الوقت المخصص للمداخلات وللورشة عموماً.</p> <p>- اعتماد مفاهيم واضحة وطرائق سهلة التطبيق والإنجاز.</p> <p>- توفير البطاقة التقنية والدليل، والاطلاع على كل ما يتعلق بالورشة أسهم بشكل كبير في وضوح الأهداف والتمكن من تحقيقها.</p> <p>- جدية المشاركين والمشاركات وانخراطهم وتفاعلهم خلال المناقشات.</p> <p>- تقاسم المعلومات رغم عدم كفاية وقت النقاش وإثارة معلومات أخرى حول مستجدات مناهج اللغة العربية.</p> <p>- استحسان درجات الإتقان للسنوات الثلاث الأولى ومستويات الإتقان المحددة لكل مستوى على حدة تبعاً لكل وحدة من الوحدات الست ولمختلف المكونات.</p> <p>- استحسان الملحقات الواردة في الدليل ونماذج التقويمات المقترحة.</p> <p>- برمجة الدورة في الوقت المناسب وتلبيتها لحاجات متعددة ومتنوعة.</p> <p>- أهمية استعمال تطبيق "زوم" لتتبع العروض والورشات والمشاركة فيها دون التنقل وتكبد مشاق السفر وكثرة المصاريف سواء بالنسبة للمشارك(ة) أو للمنظم(ة).</p>	<p>الممارسات الجيدة ونقط القوة</p>
<p>- التكوين عن بعد يفي بالغرض في حال الاضطرار؛ لكنه لا يمكن أن يعوض التكوين الحضوري.</p> <p>- بذل جهود للتغلب على العوائق المرتبطة بالجوانب التقنية من قبيل نقص جودة الصوت في بعض الأحيان، أو ضعف الصبيب، أو انقطاع الاتصال، أو استعمال تقنية رفع اليد أو المحادثة...</p> <p>- الزمن المخصص للورشة غير كاف، لأنه لم يمكن من طرح كل الإشكالات والملاحظات.</p> <p>- الاهتمام بالصعوبات والإكراهات التي تصاحب تطبيق الدليل في الأقسام المشاركة مثلاً.</p> <p>- صعوبة تطبيق العدة مع ضعف المستوى في عدد من المناطق.</p>	<p>الصعوبات والتحديات</p>
<p>- إثراء العرض بالنقاش لما له من أهمية في التوضيح والتثبيت.</p> <p>- إضافة محور البعد الوظيفي للتقويم التكويني وإغناؤه.</p> <p>- تقديم نماذج مفصلة لتطبيق التقويم التكويني، وربطها أيضاً بالمرحلة الثانية من التعليم الابتدائي (المستويات 4 و5 و6).</p> <p>- عقد لقاءات لتبادل التجارب وتقاسم نتائج التطبيق الميداني أثناء التنزيل الفعلي للدليل.</p>	<p>الدروس المستخلصة وتوصيات لتحسين الأداء</p>

إعداد محمد بوشامة وزكرياء السبع

تقرير الورشة

لقاء تواصلني عن بعد مع مديرات ومديري المؤسسات التجريبية حول الأنشطة المزمع إنجازها في بداية الموسم الدراسي الحالي لتيسير عمليات تتبع الأساتذات والأساتذة ودعمهم			عنوان الورشة
الرباط-سلا-القنيطرة وفاس مكناس	17 شتنبر 2021	سوس - ماسة والشرق	16 شتنبر 2021
الرباط-سلا-القنيطرة وفاس مكناس			تاريخ التكوين
الفضاء الافتراضي عبر تطبيق "زوم"			مكان التكوين
24 + 35 من مديرات ومديري مؤسسات تجريب مشروع "القراءة من أجل النجاح" تبعا للتقسيم المثبت في تاريخ التكوين			المشاركون والمشاركات
<p>- التذكير بالدلائل المنجزة في سياق تطوير المنهاج الدراسي لمادة اللغة العربية:</p> <ul style="list-style-type: none"> • دليل الأستاذ والأستاذة للتقويم التكويني في مادة اللغة العربية (المستويات الثلاثة الأولى من التعليم الابتدائي). • دليل الأستاذ والأستاذة لاستثمار القراءة الإثرائية في المدرسة الابتدائية (المستويات الأربعة الأولى من التعليم الابتدائي). • دليل التتبع والدعم لتنفيذ منهاج اللغة العربية بالتعليم الابتدائي. • دليل تدبير الأنشطة الصفية لتعليم اللغة العربية وتعلمها (استراتيجيات وممارسات في ضوء البيداغوجيا الفارقية). • إنتاج الوسائل التعليمية وتدبير الأنشطة الصفية في اللغة العربية. <p>- استعراض محاور دليل القراءة الإثرائية وأهم الملاحق التي يتضمنها.</p> <p>- جرد توزيع موارد القراءة الإثرائية وعرض مراسلة تخصيص حصة 30 د لتفعيلها.</p> <p>- تقديم دليل الأستاذ والأستاذة للتقويم التكويني واستعراض فصوله وملاحقه.</p> <p>- استعراض مساقات منصة إ-تكوين انطلاقا من نماذج مختارة.</p> <p>- التذكير بإجراءات تقويم مهارات المتعلمات والمتعلمين في القراءة والكتابة بتأثير من عمليات تدخل البرنامج الوطني للقراءة في السنوات الأربع الأولى من التعليم الابتدائي:</p> <ul style="list-style-type: none"> • دراسة وضعية الانطلاق: مدى تمكن المتعلمات والمتعلمين من المهارات القرائية قبل بداية المشروع 2018. • الدراسة المرحلية: مدى تطور المهارات القرائية للمتعلقات والمتعلمين خلال مرحلة من مراحل إرساء المشروع 2021. • الدراسة النهائية: مدى تمكن المتعلمات والمتعلمين من المهارات القرائية في نهاية المشروع 2022. 			المضامين
<p>- الاطلاع على مختلف الأنشطة المتعلقة بالقراءة الإثرائية وكيفية تفعيلها وتوزيع عدتها؛</p> <p>- الاطلاع على عدة التقويم التكويني وموجهاته في السنوات الثلاث الأولى من التعليم الابتدائي؛</p> <p>- تعرف سياق تجريب مساقات التكوين عن بعد MOOCs انطلاقا من محور التعليم المبكر للقراءة، وذلك عبر منصة إ-تكوين تنمية؛</p> <p>- الاطلاع على إجراءات تقويم مهارات المتعلمات والمتعلمين في القراءة والكتابة بتأثير من عمليات تدخل البرنامج الوطني للقراءة في السنوات الأربع الأولى من التعليم الابتدائي.</p>			الأهداف
<p>- افتتاح اللقاء والترحيب بالحاضرين والحاضرات.</p> <p>- تأطير الجانب العلمي والبيداغوجي من لدن الدكتور فتحي العشري والأستاذ محمد بوشامة.</p> <p>- إلقاء العرض الموجز تبعا للأهداف المحددة والأنشطة المزمع إنجازها في بداية الموسم الدراسي الحالي لتيسير عمليات تتبع الأساتذات والأساتذة ودعمهم.</p> <p>- المناقشة، والإجابة عن أسئلة المتدخلين الشفهية أو المكتوبة، والخاصة بموضوع اللقاء وسياقه العام.</p>			الأنشطة الرئيسية

<p>- عرض موجز لجميع الأنشطة المزمع إنجازها؛ دليل الأستاذ والأستاذة لاستثمار القراءة الإثرائية في المدرسة الابتدائية (المستويات الأربعة الأولى من التعليم الابتدائي)؛ - المراسلة المتعلقة بتخصيص حصة أسبوعية للقراءة الإثرائية بمؤسسات تجريب "القراءة من أجل النجاح"؛ - دليل الأستاذ والأستاذة للتقويم التكويني في مادة اللغة العربية (المستويات الثلاثة الأولى من التعليم الابتدائي)؛ - دليل التتبع والدعم لتنفيذ منهاج اللغة العربية بالتعليم الابتدائي؛ - الإرشادات العملية لاستعمال تطبيق ZOOM.</p>	<p>أدوات العمل</p>
<p>- أهمية اللقاء وتوقيته، فهو مبرمج قبل انطلاق الموسم الدراسي في فترة تأجيل الدخول المدرسي. - التمكن من استعراض مختلف الأنشطة المزمع إنجازها ووضع خارطة طريق تيسر التنفيذ وإنجاح مختلف العمليات. - مراعاة الترتيبات الواجب اتخاذها بعين الاعتبار تبعا لكل نشاط على حدة. - توسيع دائرة التواصل مع الأساتذة والأستاذات في كل مؤسسة، واتخاذ التدابير اللازمة للتنفيذ وتيسير دعمهم. - أهمية الالتقاء بأطر الإدارة التربوية والاستفادة من خبرتهم في تيسير جميع الأنشطة والعمليات المتعلقة بها. - إتاحة فرصة تقاسم التجارب على مستوى برنامج القراءة الإثرائية والتقويم التكويني.. - دقة توقيت الورشة، والاستعداد للمساعدة تقنيا، وتواصل المنظمين الجيد، وبذل جهد طيب في إعداد العرض . - التمكن من الاطلاع على تجربة التكوين عن بعد والتشجيع على الانخراط في المنصة. - حضور مكثف لمديري ومديرات المؤسسات التربوية وتعبيرهم عن أهمية اللقاء التواصلي وفوائده والحاجة الماسة إليه.</p>	<p>الممارسات الجيدة ونقط القوة</p>
<p>- بذل جهود للتغلب على العوائق المرتبطة بالجوانب التقنية... - مشكلة التعامل مع منصة عسافير نظرا لعدم توفر المتعلمات والمتعلمين على وسائل الاتصال والأنترنت خاصة في البوادي. - كيفية استثمار الوقت المخصص للقراءة الإثرائية في ظل اكتظاظ الأقسام وصرامة التوزيع الزمني للمواد. - توفير نماذج من التقويمات التكوينية للتدريب عليها ودعم المتعلمات والمتعلمين.</p>	<p>الصعوبات والتحديات</p>
<p>- تزويد المؤسسات بأعداد أخرى من الكتب والقصص سواء الورقية أو الرقمية. - تقاسم الفيديوهات المسجلة لاستثمارها خلال تنزيل برنامج القراءة الإثرائية. - توفير نماذج تطبيقية متنوعة تبعا لمكونات المنهاج للتدريب والتثبيت. - ورشة جيدة من حيث التنظيم، والتنشيط وجودة المداخلات وكذا ردود الأفعال والتغذية الراجعة المقدمة. - تزويد المؤسسات بنماذج من الدلائل المستهدفة كدليل التقويم التكويني، أو دليل القراءة الإثرائية... - إعداد دليل يوضح كيفية الولوج إلى منصة إتكوين للاستفادة من مكوناتها.</p>	<p>الدروس المستخلصة وتوصيات لتحسين الأداء</p>

إعداد: محمد بوشامة

البرنامج الوطني للقراءة - مشروع القراءة من أجل النجاح
تقرير فصلي من فاتح يوليو إلى 30 شتنبر 2021
- مكون القراءة الإثرائية -

1- أنشطة برنامج القراءة الإثرائية خلال هذا الفصل:

- مراجعة نهائية للموارد الإضافية للقراءة الإثرائية المتوصل بها من مكتبة عسافير الرقمية،
- إدراج الموارد بعد عملية التصحيح والتنقيح ضمن اللوائح المقبولة في منصة عسافير الرقمية،
- تصنيفها بحسب المستويات الأربعة الأولى من التعليم الابتدائي،
- وضع بطاقة تقنية تتعلق بتعميم القراءة الرقمية على صعيد الأكاديمية الجهوية للتربية والتكوين لجهة الشرق،

- توفير مجموعة من القصص والكتب لتعزيز العدة المحددة في المرحلة الأولى في منصة عسافير (ما يناهز 315 قصة وكتابا)،

- التذكير بالمراسلة المتعلقة بتخصيص نصف ساعة للقراءة الإثرائية في المدارس التجريبية،

2- استكمال توزيع عدة القراءة الإثرائية:

قام مشروع القراءة من أجل النجاح باستكمال توزيع عدة القراءة الإثرائية على ست وعشرين مؤسسة تجريبية غير مستفيدة من هذه العدة في المرحلة الأولى، ويتعلق الأمر بمؤسسات تجريبية تقع في تراب المديرية الإقليمية لإنزكان أيت ملول، وتزنيت، ووجدة أنجاد، وفكيك ببوعرفة، والصخيرات تمارة. وتجدر الإشارة إلى أن تأجيل توزيع هذه العدة إلى هذه الفترة من السنة الدراسية الحالية كان مستهدفا على اعتبار أن تلك المؤسسات قد اختبرت كمؤسسات ضابطة في إطار الدراسة القبليّة والبعديّة لبرنامج القراءة الإثرائية التي أنجزت خلال السنة الدراسية المنصرمة 2020-2021.

3- الورشة المنعقدة خلال هذا الفصل:

• العنوان:

- تكوين المجموعة الثانية من الطواقم التربوية للمؤسسات التجريبية، غير المستفيدة من عدة القراءة الإثرائية، حول استعمال دليل الأستاذ(ة) لاستثمار القراءة الإثرائية واستخدام منصة عسافير الرقمية.

• التاريخ: يومي 21 و22 شتنبر 2021

• السياق:

- كيفية استعمال دليل الأستاذ(ة) لاستثمار القراءة الإثرائية،
- كيفية استخدام منصة عسافير الرقمية.

• الأهداف:

- تعرف دليل القراءة الإثرائية وكيفية استعماله في المدرسة الابتدائية،
- تعرف خصوصيات القراءة الورقية والرقمية وكيفية تفعيلهما في زمن الجائحة،
- تعرف خطة تنفيذ برنامج القراءة الإثرائية في زمن الوباء تبعا للأنماط التربوية المعتمدة،

- تعرف آليات ولوج المكتبة الرقمية والإجراءات الخاصة باستعمالها واستثمار مواردها القرائية.
- **الفئة المستهدفة:**
- مديرو ومديرات المؤسسات المشمولة بالتجريب غير المستفيدة من عدة القراءة الإثرائية في المرحلة السابقة،
- أستاذات وأساتذة اللغة العربية للسنوات الأربع الأولى من التعليم الابتدائي،
- أطر التفتيش والتكوين المشاركون في مشروع القراءة من أجل النجاح.
- **المضامين:**

- **المحور الأول:** القراءة الإثرائية (مفهومها - أهميتها مهاراتها - أشكالها: القراءة الجماعية - القراءة الموجهة - القراءة الثنائية - القراءة المستقلة)،

- **المحور الثاني:** تصنيف قصص / كتب القراءة الإثرائية

- ✓ انتقاء القصص / الكتب - تصنيف عربي « 21 »،
- ✓ إجراء حصة القراءة الإثرائية،
- ✓ نماذج من أنشطة القراءة الإثرائية،
- ✓ نموذج تحضير الحصة،
- ✓ ركن القراءة،
- ✓ مسرح القراءة.

- **المحور الثالث:** دعم المتعلمات والمتعلمين أثناء بنائهم لمهارات القراءة الإثرائية:

تحبيب القراءة وطرائقها - القراءة في زمن الوباء.

- **المحور الرابع:** مواكبة إنجازات المتعلمات والمتعلمين: بطاقات التتبع والمواكبة

- **الملحقات المستعملة:**

- ✓ الملحق 1: مقترح خطة استثمار القراءة الإثرائية في المدارس الابتدائية،
- ✓ الملحق 2: مقترح بطاقة لتنفيذ برنامج القراءة الإثرائية في زمن الوباء،
- ✓ الملحق 3: بطاقة خاصة بمقترح أنشطة الاستثمار/أنشطة ما بعد القراءة،
- ✓ الملحق 4: أنشطة قرائية تنجز في البيت،
- ✓ الملحق 5: نشاط اقرأ وضع بصمتك،
- ✓ الملحق 6: شخصيات القصة،
- ✓ الملحق 7: ورقة لتسجيل الكتب التي تمت إعارتها،
- ✓ الملحق 8: التزام خاص بالآباء،
- ✓ الملحق 9: قائمة كتب مكتبة عصافير.

● **الأنشطة الرئيسية:**

- افتتاح اللقاء والترحيب بالمشاركات والمشاركين وتحديد السياق وأهميته في بداية السنة الدراسية،
- تقديم عرض حول محاور دليل الأستاذ(ة) لاستثمار القراءة الإثرائية،
- مناقشة محاور العرض المصريح بها في خانة المضامين وذلك في إطار مجموعات افتراضية تكلف بتسييره،
- وتأطيرها مفتش تربوي أو أحد المصاحبين تحت إشراف الفريق التقني لبرنامج القراءة من أجل النجاح،
- تقاسم نتائج أعمال المجموعات ومناقشتها،

- مناقشة عامة لأهم اقتراحات التحسين والتطوير وسبل تفعيل برنامج القراءة الإثرائية،
- عرض السيد عمرو أبو حميدان للتعريف بمنصة عصافير وكيفية ولوجها وتسجيل المتعلمين والمتعلمات وتتبع قراءاتهم،
- اختتام أشغال الورشة.

● نقاط القوة:

- انخراط مكثف للأستاذات والأساتذة رفقة مديرات ومديري المؤسسات التجريبية غير المستفيدة من عدة القراءة الإثرائية،
- تعرف أهمية القراءة الإثرائية في تنمية المهارات المعرفية والاجتماعية للمتعلمين والمتعلمات،
- تعرف استراتيجيات تطبيق القراءة الإثرائية،
- تمكين المشاركين من موارد وعدة لدعم وتقوية قدرات المتعلمين والمتعلمات في القراءة،
- مناقشة وإبداء الرأي في محاور الدليل وطريقة استخدام بطاقات تتبع المتعلمين والمتعلمات،
- الاطلاع على منصة عصافير الرقمية ومناقشة محتوياتها.

● الصعوبات والتحديات:

- ضيق الحصة الزمنية المخصصة للقراءة الإثرائية،
- كيفية تدير حصة القراءة الإثرائية في جدول الحصص.

4- الاقتراحات والتوصيات:

- تمديد الحصة الزمنية المخصصة للقراءة الإثرائية،
- توفير نماذج تطبيقية مصورة للقراءة الإثرائية للتعلم والتثبيت.

Appendix B: NPR Annual Indicator Results

Indicators	Annual Target (10/2020 – 9/2021)	Q4 Results (7/2021 – 9/2021)	FY 21 Results (10/2020 – 9/2021)	Comment
Program Goal: Students in target regions read fluently and with comprehension by the end of grade 2				
I. Percentage of learners who demonstrate reading fluency and comprehension of grade level at the end of grade 2 (ES. 1-1)	49%, representing a 3% increase from baseline ¹²	32%	32%	14% decrease from baseline (46%) to midline (32%) The decrease in students' reading with fluency and comprehension at the end of Grade 2 is likely attributable to the effects of COVID-19. There were school closure from March 2020 through July 2020 followed by the summer holiday for July and August 2020. Lessons throughout the school closure were provided on TV and by teachers through WhatsApp. During the 2020/2021 school year, there were adaptations to instruction throughout Moroccan schools as a result of COVID which included a reduction of learning hours per week by 50 percent and a mixture of instruction in which students rotated between in-person and remote instruction of a daily or weekly basis.

¹² The original target of 10% increase from baseline was revised. It is evident from various research studies that learning loss is significant globally due to school closure and lack of instructional support amid COVID-19. For example, learning loss put students in the UK 22 months behind, and the student failure rate in Canada doubled to 16%. Therefore, the new target was proposed taking into consideration learning loss in Morocco.

Indicators	Annual Target (10/2020 – 9/2021)	Q4 Results (7/2021 – 9/2021)	FY 21 Results (10/2020 – 9/2021)	Comment
2. Percentage of learners at the end of grade 2 with zero scores in oral reading fluency assessments	3.75%, representing a 25% decrease from baseline	7.7%	7.7%	<p>Increased from 5% at baseline to 7.7% at midline for a 54% increase.</p> <p>The decrease in students' reading with fluency and comprehension at the end of Grade 2 is likely attributable to the effects of COVID-19. There were school closure from March 2020 through July 2020 followed by the summer holiday for July and August 2020. Lessons throughout the school closure were provided on TV and by teachers through WhatsApp. During the 2020/2021 school year, there were adaptations to instruction throughout Moroccan schools as a result of COVID which included a reduction of learning hours per week by 50 percent and a mixture of instruction in which students rotated between in-person and remote instruction of a daily or weekly basis.</p>
3. Number of learners reached in reading programs at the primary level (ES. 1-3, ES. 1-5)	4,432,229	4,535,919 (2,173,076 girls)	4,535,919 (2,173,076 girls)	<ul style="list-style-type: none"> • Learners in public and private schools during the 2020-2021 school year • Annual target exceeded by 103,690 learners

IR 1: Improved reading and writing materials used in primary schools in target regions

<p>4. Percentage of teachers using materials, teacher guides, textbooks, and SRM correctly (per criteria)</p>	<p>60% of trained teachers (G1-4)</p>	<p>Overall: 74% of teachers trained. 21% achieved benchmark. Grade 1: 79% of teachers trained. 36% achieved benchmark, Grade 2: 77% of teachers trained. 34% achieved benchmark. Grade 3: 71% of teachers trained. 8% achieved benchmark. Grade 4: 69% of teachers trained. 3% achieved benchmark.</p>	<p>Overall: 74% of teachers trained. 21% achieved benchmark. Grade 1: 79% of teachers trained. 36% achieved benchmark, Grade 2: 77% of teachers trained. 34% achieved benchmark. Grade 3: 71% of teachers trained. 8% achieved benchmark. Grade 4: 69% of teachers trained. 3% achieved benchmark.</p>	<p>This data was collected during midline data collection in May 2021. Teacher training data is based on the teacher questionnaire and indicator data was calculated based on items in the classroom observation protocol. Due to COVID, NPR pivoted to virtual training in the last two school years. The virtual training reduced the training hours, but also teachers had issues accessing training due to hardware, internet, and software constraints.</p>
<p>5. Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (ES.1-49)</p>	<p>4,556,369</p>	<p>4,556,069</p>	<p>4,556,069</p>	<p>Textbooks and other TLM for the 2020-2021 school year</p>

IR 2: Improved reading and writing instruction in primary schools in target regions				
10. Percentage of teachers meeting or surpassing minimum performance standards for EGR/W instruction (per criteria)	70% of trained teachers (G1-4)	Overall: 74% of teachers trained. 14% achieved benchmark. Grade 1: 79% of teachers trained. 19% achieved benchmark, Grade 2: 77% of teachers trained. 13% achieved benchmark. Grade 3: 71% of teachers trained. 13% achieved benchmark. Grade 4: 69% of teachers trained. 10% achieved benchmark.	Overall: 74% of teachers trained. 14% achieved benchmark. Grade 1: 79% of teachers trained. 19% achieved benchmark, Grade 2: 77% of teachers trained. 13% achieved benchmark. Grade 3: 71% of teachers trained. 13% achieved benchmark. Grade 4: 69% of teachers trained. 10% achieved benchmark.	This data was collected during midline data collection in May 2021. Teacher training data is based on the teacher questionnaire and indicator data was calculated based on items in the classroom observation protocol. Due to COVID, NPR pivoted to virtual training in the last two school years. The virtual training reduced the training hours, but also teachers had issues accessing training due to hardware, internet, and software constraints.
12. Number of education administrators and officials who complete professional development activities with USG assistance (ES1-12)	430	170 education administrators/ officials (43 women). Of the 128 new inspectors (42 women), and 42 Schools Directors (1 woman),	340 education administrators / officials (67 women). Of the 66 capacity building participants (7 women), 22 inspectors coordinators (6 women), 2 Trainers (2 women) and 80 enumerators (9 women) 128 new inspectors (42 women), and 42 school directors (1 woman).	104 inspectors (7 women) participated in half-day remote training sessions during Q4. They benefited from 3 hours of training in this remote training. USAID requires that participants complete 16 hours or two days of training on one topic to count for training indicators. Therefore, these 104 inspectors are not included in the quarterly or annual totals for the indicator.

I3. Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES. I-6, ES. I-7)	93,393	121,434	121,434	• School educators enrolled in public and private schools for the 2020-2021 school year
IR 4: Learning and assessment systems improved				
ES. I-11. Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	121,446	144,611 (59,382 in urban, 85,228 rural)	144,611 (59,382 in urban, 85,228 rural)	• Classrooms in public and private schools for the 2020-2021 school year
ES. I-50. Number of public and private schools receiving USG assistance	24,358	24,561 (17,792 in rural, 6,769 in urban)	24,561 (17,792 in rural, 6,769 in urban)	• Public and private schools for the 2020-2021 school year

Appendix C: Key Meetings with USAID and Partners during Quarter 4

Date	Organization	Agenda Items
July 14, 2021	USAID - NPR	Bi-weekly meeting to discuss the project updates, mainly: <ul style="list-style-type: none"> • Curriculum • Formative Assessment • SRM • MOOCs • MSL
July 15, 2021	MoE – USAID – NPR	Meeting with the Director of Curricula to discuss the pending issues and planning for early September, before the summer leave: <ul style="list-style-type: none"> • Curriculum • Formative Assessment • SRM • MOOCs • Other
July 19, 2021	MoE – USAID – NPR	Meeting with MoE MSL Coordinator to discuss the MSL Program Update and other topics, such as: <ul style="list-style-type: none"> • The impact of the MSL program on the beneficiaries and statistics • MSL timeline and delay on recording Grade 6 lessons • Next steps
August 11, 2021	USAID - NPR	Bi-weekly meeting to discuss the project updates, mainly: <ul style="list-style-type: none"> • MSL Activity • Literacy Day (September 8)
August 25, 2021	USAID - NPR	Bi-weekly meeting to discuss the project updates, mainly: <ul style="list-style-type: none"> • New Curriculum – Ministerial Decree • SRM • MOOCs • MSL • Literacy Day
September 8, 2021	USAID - Creative HQ- NPR	Bi-weekly meeting to discuss the project updates, mainly: <ul style="list-style-type: none"> • The new school year and its impact on NPR activities • Expanding printed SRMs to all Grade 1 to 4 public schools • Expanding digital SRM to one AREF and USAID prospective visit • Communication issues: • MOOCs • MSL

Appendix D: Activity Calendar: July – September 2021

Date	Activity	Participants	Location	Men	Women
June 28 - July 2, 2021	National workshop on benchmarking methods and procedures for grades 3 and 4 teachers	Inspectors/coordinators, teacher-trainers, and grades 1 and 2 teachers from provincial directorates of Inezgane-Ait Melloul and Tiznit (MoE), USAID, MSI, and NPR staff	Inezgane-Ait Melloul provincial directorate	3	10
		Inspectors/coordinators, teacher-trainers, and grade 1 and 2 teachers from the provincial directorate of Taounate (MoE), USAID, NPR staff	Fez-Meknes Regional Center for Educational and Professional Orientation	6	6
		Inspectors/coordinators, teacher trainers, and grades 1 and 2 teachers from the provincial directorate of Oujda-Angad (MoE), USAID, NPR staff	Zoom platform	2	1
		Inspectors/coordinators, teacher trainers, and grades 1 and 2 teachers from provincial directorates of Skhirat-Temara and Kenitra (MoE), USAID, NPR staff	Hassan II school	5	4
July 6, 2021	Training of new inspectors on the new Arabic language curriculum	Directorate of Curricula representatives, newly hired inspectors (MoE), USAID, NPR staff	Zoom platform	92	44
July 7, 2021	Training of new inspectors on the formative assessment		Zoom platform	42	88
July 13, 2021	National training on formative assessment	Directorate of Curricula representatives, inspectors from AREFs of Beni Mellal-Khenifra, Draa-Tafilalet, Laayoune-Sakia El Hamra, Guelmim-Oued Noun, Dakhla-Oued Ed-Dahab, Tangier-Tetouan-Al Hoceima, Marrakesh-Safi, Casablanca-Settat, Souss-Massa, Oriental, Fez-Meknes, Rabat-Sale-Kenitra (MoE), USAID, NPR staff	Zoom platform	97	7
September 16, 2021	Workshop on “teacher training and follow-up” for pilot schools’ principals from the Souss-Massa and Oriental regions	Directorate of Curricula representative, pilot schools’ principals from the Souss-Massa and Oriental AREFs (MoE), USAID, NPR staff	Zoom platform	34	1

September 17, 2021	Workshop on “teacher training and follow-up” for pilot schools’ principals from the Fez-Meknes and Rabat-Sale-Kenitra regions	Directorate of Curricula representative, pilot schools’ principals from the Fez-Meknes and Rabat-Sale-Kenitra AREFs (MoE), USAID, NPR staff	Zoom platform	23	1
September 21, 2021	Training on SRM for schools that did not yet receive SRM kits in the provincial directorates of Souss-Massa Region.	Directorate of Curricula representatives, inspectors/coordinators, schools’ principals, and grade 1-4 teachers from the provincial directorates of Inezgane-Ait Melloul and Tiznit (MoE), USAID, NPR staff	Zoom platform	39	18
September 22, 2021	Training on SRM for schools- having not received SRM kits- in the provincial directorates of Oujda-Angad, Figuig-Bouarfa, and Skhirat-Temara	Directorate of Curricula representatives, inspectors/coordinators, school principals, and grade 1-4 teachers from the provincial directorates of Oujda-Angad, Figuig-Bouarfa and Skhirat-Temara (MoE), USAID, NPR staff	Zoom platform	20	41
September 23, 2021	Workshop on MOOC I "Arabic Language Instruction in Primary School"	Inspectors/coordinators and teacher trainers from Rabat-Sale-Kenitra, Fez-Meknes, Souss-Massa, Oriental, Marrakesh-Safi, Casablanca-Settat, Draa-Tafilalet, Beni Mellal-Khenifra, Tangier-Tetouan-Al Hoceima, Laayoune-Sakia El Hamra, Dakhla-Oued Ed-Dahab, Guelmim-Oued Noun (MoE), USAID, NPR staff	Zoom platform	6	3
September 27, 2021	Training on MOOCs for teachers in Souss-Massa Region	Directorate of Curricula representatives, inspectors/coordinators, school principals, and grade 1-4 teachers from the provincial directorates of Inezgane-Ait Melloul and Tiznit (MoE), USAID, NPR staff	Zoom platform	78	46
September 28, 2021	Training on MOOCs for teachers in Oriental Region	Directorate of Curricula representatives, inspectors/coordinators, school principals, and grade 1-4 teachers from the provincial directorates of Oujda-Angad and Figuig-Bouarfa (MoE), USAID, NPR staff	Zoom platform	12	33
September 29, 2021	Training on MOOCs for teachers in Fez-Meknes Region	Directorate of Curricula representatives, inspectors/coordinators, school principals, and grade 1-4 teachers from the provincial directorates of El Hajeb and Taounate (MoE), USAID, NPR staff	Zoom platform	39	40

September 30, 2021	Training on MOOCs for teachers in the Rabat-Sale-Kenitra	Directorate of Curricula representatives, inspectors/coordinators, school principals, and grade 1-4 teachers from the provincial directorates of Skhirat-Temara and Kenitra (MoE), USAID, NPR staff	Zoom platform	43	54
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Appendix E: Upcoming Activities: October 2021

Date	Activity	Participants	Location
October 25, 2021 TBC	Refreshers on the Formative Assessment Teacher's Guide in Souss-Massa Region	Directorate of Curricula representatives, school principals, and grade 1-4 teachers from the provincial directorates of Inezgane-Ait Melloul and Tiznit (MoE), USAID, NPR staff	Zoom platform
October 26, 2021 TBC	Refreshers on the Formative Assessment Teacher's Guide in Oriental Region	Directorate of Curricula representatives, school principals, and grade 1-4 teachers from the provincial directorates of Oujda-Angad and Figuig-Bouarfa (MoE), USAID, NPR staff	Zoom platform
October 27, 2021 TBC	Refreshers on the Formative Assessment Teacher's Guide in Fez-Meknes Region	Directorate of Curricula representatives, school principals, and grade 1-4 teachers from the provincial directorates of El Hajeb and Taounate (MoE), USAID, NPR staff	Zoom platform
October 28, 2021 TBC	Refreshers on the Formative Assessment Teacher's Guide in Rabat-Sale-Kenitra Region	Directorate of Curricula representatives, school principals, and grade 1-4 teachers from the provincial directorates of Skhirat-Temara and Kenitra (MoE), USAID, NPR staff	Zoom platform

Appendix F: MSL Progress Indicators and Timeline for the Reporting Period

[MSL Timeline: May 2020 – October 2021 \(Source: MoE\)](#)

Months \ Grades	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	
G6 (Old curriculum)	Green	Green	Green	Grey												Grey			
G1			Green	Grey	Green	Green	Green									Grey			
G2				Grey				Green	Green							Grey			
G3										Green	Green					Grey			
G4				Grey								Green	Green			Grey			
G5														Green	Green	Grey			
G6 (New curriculum)				Grey												Grey	Green	Red	
In Process		Completed			Annual leave														

[MSL Progress Indicators for Quarter 4 of FY21](#)

Progress Indicators	Dates	July 1 – Sept. 26, 2021		
	Target grade level	5 th and 6 th grade of primary school		
	Number of lessons recorded	5 th Grade: 40 lessons	Arabic: 15	
			French: 10	
			Islamic education: 2	
			Math: 6	
			Science: 4	
	6 th Grade: 40 lessons	History and Geography: 3		
		Arabic: 14		
		French: 10		
Islamic education: 2				
	Math: 6			
	Science: 4			
	History and Geography: 4			
	Total	80		
Number of MSL team members	8			
Number of working days	11 days, 1 team member			
Number of lessons broadcast on Moroccan channel	64 lessons Laayoune TV (SNRT) public channel: two sessions per day			
Final duration of a typical lesson	15 to 30 minutes			
Duration of recording and editing a typical lesson	90 to 120 minutes			

Appendix G: Communications (Samples of Written Materials)



First- and second-grade teachers gather in Rabat, Morocco, with Ministry of National Education inspectors for training on setting benchmarks for educational performance. (Photo: Mounya El Asri/Creative Associates)

In Morocco, Teachers Help Choose the Benchmarks for Measuring Success

By: Daniel Lynx Bernard

Now that Morocco has reimagined its approach to teaching reading and writing in Arabic in cooperation with the United States, Moroccan educators are moving to the next level: Learning to measure how well Moroccan students are learning under the new instruction approach.

Recently, Morocco Ministry of National Education and USAID/Morocco, through its Reading for Success–National Program for Reading, have completed the revision of the Arabic language curriculum for Morocco primary grade students, a joint effort that seeks to improve literacy for these students. But



Second-grade teacher Safia Al Ifriki was excited to help decide how to measure progress under the new reading and writing curriculum. (Photo: Mounya El Asri)

now, a new education initiative is beginning. Earlier this month, Moroccan educators gathered for an intensive workshop to set the benchmarks that will be used to gauge how students are meeting Arabic reading and listening performance standards.

Prior to the workshop, the Ministry of National Education decided on standards for measuring success. Now under the National Program for Reading, teachers were invited to join the ministerial offices to help shape process and measure for success. It was part of the program's Evaluation Capacity Building activity strengthening Morocco's ability to design and conduct evaluations in line with international best practices.

In 2008, Morocco's Higher Council of Education and Training identified the educational system's weak framework for standards and benchmarks as the reason why students' literacy rates are below average. With this benchmarking workshop, USAID is strengthening its long-

standing support for Morocco's educational reform strategy by empowering Morocco educators to set a national performance-based benchmarks to enable them to monitor their students' progress.

Safia Al Ifriki was one of 55 teachers from four pilot regions of Morocco who joined in the benchmarking workshop in July with 10 inspectors and three teacher-trainers. They learned about standards and desired goals for education performance; and they chose benchmarks or concrete milestones for gauging whether a standard has been met.

Although evaluation design might seem abstract in comparison to working directly with students, the second-grade teacher felt energized to take part in the process. "This is the best training I have received in 25 years," Al Ifriki said.

Al Ifriki said she saw clearly how evaluation was relevant to her work as a teacher. "When teachers know the content and performance standards, they can produce texts that adapt to students' levels and make learning a better experience for them," she said. "I promise I will share my new skills with other teachers for the betterment of our students."



First- through fourth-grade teachers gather in Fez, Morocco, with Ministry of National Education inspectors for a training on setting benchmarks for educational performance. (Photo: Mounya El Asri/Creative Associates)

The benchmark standards and goal setting can impact how a teacher monitors and shares feedback about a student's progress and apply the benchmarks to set goals within their individual classrooms. Also, the standards provide data so that policies are grounded in reality.

Karen Tietjen, a Principal Technical Advisor with Creative Associates International, which is implementing the National Program for Reading, says that the benchmarks can help guide educators who create the learning material.

"The Ministry of Education can develop its curriculum, teacher-learning materials, tools and techniques, teacher professional development program, and other instructional interventions based in part on a robust set of learning standards and benchmarks," says Tietjen. "They backward-map from the standard and benchmark to determine the necessary inputs."

Standards and benchmarks provide a checkup on the educational system itself, Tietjen added. At the local level, they can alert school administrators and parents that students need more support. Extra value is gained in the Moroccan experience because teachers were involved in articulating the benchmarks.

"That shows an appreciation of what teachers do and the thoughtful reflection that they're capable of," Tietjen said. "When you empower teachers, you motivate them. And then they are much more accepting of trying new techniques."

Mounya El-Asri contributed to this article.

Formative Assessment Training for Grades 1 to 3 Arabic-language Teachers in Pilot Schools

Teachers use formative and summative assessments to check students' understanding of content and their knowledge and skills growth.

In a typical **instruction-practice and learn-assess-provide feedback** cycle, students *review previous learning*, are *instructed* in new knowledge and skills, and then given time to *practice and learn* the skills to master the latest knowledge. Teachers *assess* students' skills regularly to determine their progress, provide constructive feedback on their performance, and support them as they gain skills and achieve mastery.

Until recently, there has been a focus on measuring students' performance in Moroccan primary schools through mid-term and final exams. However, regular and spontaneous evaluation of a student's knowledge in the middle of a course is crucial in determining whether the student has understood the content. Regularly assessing students through formative assessments allows teachers to provide support in case of difficulties in understanding and improves students' performance and outcomes.

Given that routine evaluation is key to gauging the effectiveness of a new initiative, the Moroccan Ministry of Education's latest Arabic language curriculum devotes the fifth week of each instructional unit for tracking and supporting student learning via formative assessments. This time allows teachers to monitor students' learning, identify learning gaps with accuracy, determine appropriate solutions, and mediate any issues, all while improving their own pedagogical practices more intentionally.

To support Morocco's Ministry of Education in providing needs-adaptive instruction to young learners, USAID's Reading for Success – National Program for Reading (NPR) has developed a Formative Assessment Guide introducing teachers to best practices in evaluating student performance.

On February 1, NPR worked with a group of education inspectors and teacher trainers to review and adapt the Formative Assessment Guide to meet Moroccan students' and teachers' specific needs. By the end of the session, the participants developed a plan to train all grades 1 to 3 teachers on the Guide's methods across the 90 pilot schools contained in the eight provinces covered by NPR.

Between March 1 and 11, NPR worked with provincial inspectors to offer two-day remote workshops to train 306 grades 1-3 teachers on formative assessment strategies. During these workshops, teachers learned the basic principles and objectives of formative versus summative assessments and how to apply the initial results of their own formative assessments to improve student performance. The workshop participants also prepared formative assessment models aligned with the new Arabic language curriculum. At the end of the workshop, participants discussed their models in groups and shared best practices to be more effective in the classroom.



Inspector Ibtihaj Hamdaoui presenting Formative Assessment Guide to Grades 1-3 Teachers in Temara

In a three-month trial period, teachers, principals, and inspectors across NPR's pilot schools will begin implementing these formative assessments, monitor the changes observed in the teachers' classrooms, and share these observations with the NPR team. After the trial ends, NPR will submit results to the Ministry of Education to evaluate the effectiveness of the formative assessment toolkit in early grade classrooms. The MoE will expand formative assessments to all primary educational institutions at the national level.

Unit projects inspire a third-grade student to explore newfound interests and bolster formal Arabic speaking proficiency.

Anouar El Atouani is a third-grade student at the Jamal Eddine El-Afghani School in Kenitra, Morocco, one of the pilot schools of the USAID-funded Reading for Success-National Program for Reading (NPR). Anouar has previously struggled to stay focused and motivated in the classroom. But with the addition of unit projects to the Moroccan Ministry of Education's new Arabic language curriculum, Anouar was able to discover new interests and improve his speaking abilities in Modern Standard Arabic.

The unit project is one of the main curricular innovations introduced by NPR, in collaboration with the Ministry of Education, to improve Arabic language instruction for grades 3 to 6. Project-based learning allows students to deepen their knowledge on a particular subject by working for an extended period of time learning about and responding to a real-world question, problem, or challenge.

The introduction of unit projects helps students spark their intellectual curiosity. Classroom observations indicate students take greater initiative in their own learning and show improved reading, writing, and communication skills following the completion of the unit project. Inspiring a new generation of self-sufficient learners in the early grades is a key goal of NPR.

Working on his unit project, Anouar improved not only his reading ability and research skills, but he also increased his ability to become an independent learner and developed an interest in the environment.

"As part of the unit on the role of water in life, I recycled an old cardboard box and used paint and cotton, and also rocks and plants from the schoolyard, and this is how my project turned out," Anouar proudly explains in fluent Modern Standard Arabic. "This project taught me to conduct research on my own and inspired me to preserve nature. I know now that water has its life cycle, too."



Anouar presenting his unit project on the water cycle

During his oral presentation of the unit project to his class, it was evident that Anouar had developed research skills and new vocabulary. Anouar's teacher, Salim Mnisher, noticed Anouar's progress: "As early as the end of the first quarter, I saw a significant improvement in Anouar's engagement. He started taking initiatives and proved to be very creative." Mr. Mnisher notes. "He even became the first to finish his project assignment and offer help to other students."

Khalid El Khettat, an inspector in Anouar's school district, has also noticed the learning and social gains brought on by the Arabic-language curriculum in the unit project. "I was at Ousted Salim's classroom for a follow-up on implementing the unit project when I saw Anouar helping other students finalize their projects. He seemed confident and knowledgeable," El Khettat said. "I was so proud of teacher Salim's endeavor and wanted to highlight this boy's success."

In its efforts to update the Ministry of Education's primary school Arabic-language curriculum, NPR introduced project-based learning to improve teacher's pedagogical approaches and encourage students to take a greater role in their learning process. Work on unit projects begins in grade 3 and continues until grade 6, allowing students to have the liberty to choose their own project, plan the work with their teacher, and conduct the work in groups or individually.



Mr. El Khettat with Anouar the day of unit project presentations.

READING FOR SUCCESS PROGRAM REPLACES MOROCCO'S EARLY-GRADE ARABIC CURRICULUM

Over 4.4 million one through six graders throughout 24,000 schools are expected to build their reading and comprehension skills using the updated curriculum

By Daniel Lynx Bernard

August 11, 2021

Kenitra, Morocco — A cooperative effort between the United States and Morocco to reimagine the teaching of literacy in the early grades reached a major milestone this spring, as educators throughout Morocco convened to finalize a revised Arabic Language curriculum for grades 1 through 6.

When [U.S. Agency for International Development](#) and [Creative Associates International](#) delivered the final curriculum to Morocco's Ministry of National Education in late June, it was the culmination of seven years of intensive cooperation between the U.S. and Morocco in a series of projects called Reading for Success: Small Scale Experimentation and National Program for Reading.

A response to Morocco's longstanding struggle with reading performance, the Reading for Success projects aimed to give teachers what they need to accelerate children's acquisition of reading and writing through highly interactive activities such as storytelling, movement and role-playing.



Fourth-grader Zeinab, left, reads a USAID-provided booklet to her classmate Khoulood while attending grade school in Kenitra, Morocco last April. (Photo: Daniel Lynx Bernard)

"I am thrilled that we finally reached this significant milestone of producing a new Arabic language curriculum for primary schools which corresponds to the new vision for the education system," the Ministry's Curriculum Director, Fouad Chafiqi, said during the workshop on June 17. "I consider this a real accomplishment comparing how the curriculum was in 2017 and how it turned out."

In late July, Morocco's Minister of Education, Saaid Amzazi, approved the curriculum and decreed that it will be used nationwide starting in fall 2021.

After a research phase, Reading for Success activities launched in 2015 with a pilot project, Reading for Success-Small-Scale Experimentation, that tested a phonics-based approach to strengthen reading in first and second grade in four regions of Morocco.

The Reading for Success program then expanded the pilot to third and fourth grade, before

scaling up the revised curriculum nationwide for grades 1 through 4 in the 2018-2019 and 2019-2020 school years.

Reaching out at the local level, the project empowered principals and teachers to take leadership in literacy. As teachers reported that the new materials and methods were clearly effective at raising students' reading fluency, the Ministry asked U.S. Agency for International Development and Creative to expand Reading for Success to include fifth and sixth grade. The revised curriculum for grades 5 and 6 was scaled up nationwide at the beginning of 2020-2021 school year.

More than 1,000 inspectors were prepared as trainers and then trained over 93,000 teachers in public and private elementary schools throughout Morocco. The program institutionalized the new reading approach by integrating it into pre-service training for teachers and teacher trainers.

Lamia Fares, who trained teachers in Morocco's Souss-Massa Region, says she emphasizes to teachers that they can ignite students' enthusiasm if they use methods that are original and fun.

"Personally, I tried to convey this experience in the context of teacher training and trained my teacher-trainees on how to teach reading in innovative, enjoyable, and effective ways," Fares said. "In most follow-up meetings, the teachers expressed their satisfaction with the new approach and the impressive results achieved by their students. More students have become masters of reading and oral communication in standard Arabic. They participate enthusiastically in story reading sessions and even produce remarkable writing texts."

Harnessing the reach of technology, the program is equipping the Ministry to design massive online open courses to introduce the new curriculum to both future teacher candidates and practicing teachers through pre-service and in-service training.

The program also provided 100 supplemental reading materials through a digital library and engaged sign language interpreters to produce 600 Moroccan Sign Language video lessons reaching 4,000 deaf and hard-of-hearing students.

At the end of the project, over 4.4 million first- through sixth- graders in more than 24,000 public and private schools are expected to have improved reading and comprehension skills using the updated materials.

At the national validation workshop in June 2021, which included the national curriculum director and representatives of U.S. Agency for International Development and Creative, academic inspectors from all 12 of Morocco's regions reviewed and provided final recommendations on the grade 1 to 6 curriculum.

The culmination of the Reading for Success program, the workshop also reflected the authentically collaborative nature of the project, which engaged language and pedagogy experts and educators in testing and refining the curriculum.

Looking to the future, the program places Morocco in a better position to track the performance of students and schools.

The program trained first through fourth-grade teachers in setting benchmarks, and 66 evaluation experts were trained to build the capacity of Ministry staff in designing and conducting evaluations.

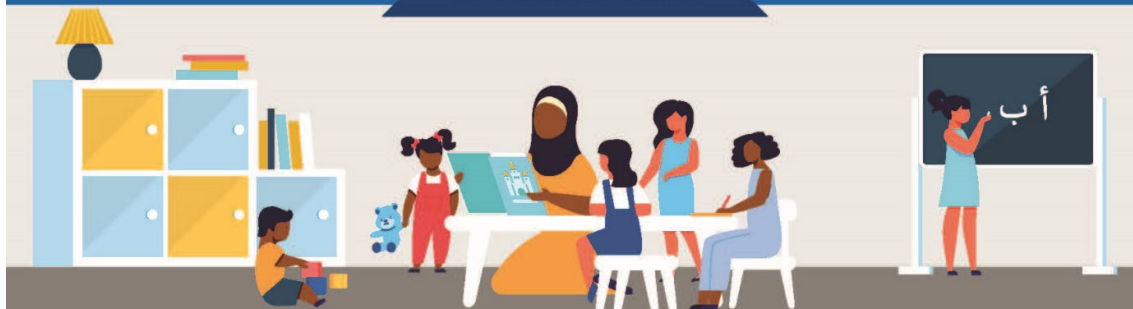
Mounya El-Asri contributed to this article.

Infographic



READING FOR SUCCESS - NATIONAL PROGRAM FOR READING (RFS-NPR)

IMPROVING LITERACY FROM THE EARLY GRADES



RFS-NPR is a five-year program that works in partnership with the Government of Morocco to develop a national literacy program to improve Arabic literacy skills for grades 1 through 6. Funded by the U.S Agency for International Development (USAID) and implemented by Creative Associates International, NPR aims to improve curriculum materials and classroom instructional methods, expand extra-curricular reading opportunities at school and at home, and improve national learning and assessment systems for reading and writing.

Curriculum Materials Improved

- Developed new Arabic language curriculum for grades 1-6 based on early grade reading and innovative language teaching principles.
- 4,432,229 students nationwide have improved Arabic language reading proficiency skills such as fluency and reading comprehension.
- 24,358 public and private schools use updated instructional materials and teaching methods that are early- grade learner focused.
- Produced 600 MSL video lessons on the national educational TelmidTice platform benefitting over 4,000 deaf and hard of hearing grades 1-6 students during COVID-19 and school closures.

Teachers' Instruction Improved

- Developed improved instructional approaches that are learner-focused and provided instructional guides to teachers.
- Trained 130,000 teachers on the new Arabic language curriculum, textbooks, and teacher guides.
- Trained 894 school inspectors in public and private schools nationwide on improved instructional approaches.
- Trained 72,700 teachers and inspectors on implementing evidence-based literacy instruction using the new textbooks and teaching and learning materials.
- Developing a massive open online course (MOOC) to anchor the new Arabic Language reading approach into pre-service and in-service training.
- Trained private sector textbook authors and publishers to improve textbooks based on the new curriculum.

Supplementary Reading Materials (SRMs) Expanded

- Revised over 200 books and adapted them to the Morocco context, incorporating examples that further gender equality and social inclusion.
- Developed a supplementary reading materials (SRMs) guide to teachers and parents to expand school and community-based remedial and reading enrichment activities.
- Trained 341 teachers, school directors and parents to use the 3asafer digital platform to support and track student learning in schools and at home.
- Distributed 14,325 copies of supplementary reading materials (SRMs) to students (grades 1-4) in 90 schools.
- Provided 22,446 students in grades 1-4 with access to the digital SRM platform, developed in partnership with 3asafer.

Learning and Assessment systems Improved

- Equipped 66 Ministry of Education (MOE) evaluation experts with methods to develop and implement evaluation plans.
- Developed formative assessment guide and provided grades 1-4 teachers with units' assessment models.
- Trained 306 grades 1-3 teachers on formative assessment methods to provide ongoing support to early grade learners based on their individual learning needs.
- Trained 24 evaluation experts from the National Center of Evaluation and Examinations (CNEE) on benchmarking setting methods and procedures.
- Trained 80 inspectors, teacher trainers and grades 1-4 teachers on setting benchmarks for Arabic language skills; fluency, reading comprehension and listening comprehension.
- Strengthened the capacity of the CNEE in conducting early grade reading assessments (EGRA) to assess basic skills for literacy acquisition in early grades.



This project is implemented by Creative Associates International, Inc. with the partnership of Al-Akhawayn University (AU), Management Systems International (MSI), and The University of Oregon (UOO).