



FY2021 WORK PLAN

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



USAID Contract No. AID-608-C-17-000001

This document was prepared for review by the United States Agency for International Development. It was produced by Creative Associates International under USAID Contract No. AID-608-C-17-000001.



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National Program for Reading (NPR) FY2021 Work Plan

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Contract No. AID-608-C-17-000001

October 30, 2020



DEC Submission Requirements

a. USAID Award Number Contract No.	AID-608-C-17-000001
b. USAID Objective Title and Number	Read for Success (RFS)
c. USAID Project Title and Number	National Program for Reading (NPR)
d. USAID Program Area and Program Element	Education
e. Descriptive Title	NPR FY21 Work Plan
f. Author Names	Linda Wafi, Fathi Al Ashry
g. Contractor Name	Creative Associates International, Inc.
h. Sponsoring USAID Operating Unit and COR	USAID/Morocco Amina El Abdellaoui, COR
i. Date of Publication	October 30, 2020
j. Language of Document	English



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Table of Contents

ABOUT THE PROJECT	5
FY 2021 WORK PLAN	7



ABOUT THE PROJECT

USAID and Morocco's Ministry of National Education, Professional Training, Higher Education and Scientific Research (MoE) created a five-year (2017-2022), \$19.3 million support initiative that builds the MoE's capacity to design and deliver a national early grade literacy (reading and writing) program. As part of USAID-Morocco's Reading for Success Program (RFS), the National Program for Reading (NPR) was initially designed to strengthen the Arabic Language Curriculum in Grades 1-4 and take experimental lessons and results to scale throughout public education.

Within two-years of its launch, NPR received a formal request from the MOE and USAID to scale-up its scope to include curriculum development for grades 5 and 6. Creative submitted an updated workplan within FY20 that introduced the new activities (under IR1), the eliminated activities (IR3), and the modified activities under IR1, IR2, and IR4. Following approval of the new five-year workplan, NPR immediately ramped up its efforts to include G5-6 curriculum review and update, adapted its teacher-support efforts to align with the MOE's needs, and improved students' and teachers' access and usage of supplementary reading materials (SRMs).

As detailed below, the major deliverables during this year was the MOE's approval of the first complete draft of the G1-6 program curriculum, including the Arabic language curriculum that NPR spearheaded. This work was the culmination of over six years of USAID efforts that preceded this project, but which NPR was thrilled and proud to bring to completion.

This major deliverable entailed a number of key activities including completion of the national and regional dialogue workshops that resulted in the approval of the curriculum framework; the development of new textbook specifications; training textbook editors and publishers on these specifications, and providing training to teachers and master trainers on the newly-developed curriculum.

Other major deliverables for this this project year included the development and contextualization of the SRMs, printing and distribution of hard copies, in addition to providing access and training to the Assafeer digital platform.

This year also witnessed widespread disruption due to the global Covid-19 pandemic, which caused NPR's activities, along with the 2020 academic year, to abruptly move to virtual format. Despite some initial disruptions and delays to our timeline of activities, NPR was eventually able to successfully launch and implement the majority of its planned activities during this year. However, two activities were put on hold due to the restrictions imposed on the pandemic:

1. Purchasing and distribution of tablets: this was initially planned to be completed within year 3 of the program, however, the inability to complete the due diligence required for a large procurement process and the restrictions and delays anticipated due to the limited travel and other logistical options made this task impossible to complete. This activity, however, was not time-sensitive for project year 3 and can be accommodated in future project years, as long as the circumstances allow enough time to complete the required



procurement process.

2. Midline EGRA: the inability to have physical access to enumerators, schoolteachers, and students made this assessment impossible to complete in the spring of 2020 under the covid-19 restrictions. Following conversations and consultations with USAID, NPR decided to conduct small-scale studies in the fall of 2020, which will enable the project to capture data related to fidelity of implementation, affective study for G5-6 curriculum, as well as a learning loss and remediation study. NPR was able to quickly pivot and design these new instruments and launched these studies at the beginning of the current academic year, despite all the difficulties related to starting a new academic year amid the pandemic. Conducting the small-scale midline at the beginning of the current academic year makes it difficult to plan for the EGRA endline at the end of the same academic year. NPR welcomes a conversation with USAID in the near future to discuss ways to accommodate the delayed activities within the project's period of performance.

Organization of this Document:

This document includes a column that indicates the deliverables completed during this past year (under PY3), and a column at the far right indicating the deliverables to be completed in project year 5. The columns in blue represent the overlapping period between fiscal year (Oct 2020- Sept 2021) and the Project year (Jun 2020-May 2021). This workplan has been developed based on NPR's discussions and consultations with USAID and the Curriculum Directorate of the Ministry of Education.

FY 2021 WORK PLAN

No.	Results, Tasks, and Sub-Tasks	Deliverables	PY3	PY4											FY21				PY5	Comments
				20-Jun	20-Jul	20-Aug	20-Sep	20-Oct	20-Nov	20-Dec	21-Jan	21-Feb	21-Mar	21-Apr	21-May	21-Jun	21-Jul	21-Aug		
Rapid Mobilization (RM)																				
OPS.1-5	Office Set-Up	Offices, staff established; staff hired, trained; bank accounts opened and functioning																Completed during start-up		
OPS.6	Work Planning	Annual work plans submitted, approved	X					X												
OPS.7	Branding and Marking Planning	Branding and Marking Plan submitted, approved																Completed during start-up		
OPS.8	MEL Planning	MELP submitted, approved								X								Revised annually; MSI to finalize annual revision in December 2020		
OPS.9	Quarterly Reporting	Quarterly reports submitted, approved			X			X			X					X				
OPS.10	Project Fact Sheet Preparation	Quarterly Project Fact Sheet submitted, approved					X	X			X					X				

OPS.1 1	TraiNET Entry (Participants)	Training data entered		X			X		X		X					X					Now uploading to the new platform, Teams
OPS.1 2	AID Tracker Entry (Data Sets)	Data sets archived		X			X		X		X					X					
OPS1 3	Authorizing and Subcontracting	LOAs and Subcontracts Issued																			Completed during start-up
Cross-Cutting Activities																				-	
CC.1	Research and Learning	Research agenda submitted, approved; Operational research conducted, communicated					X	X	X	X											MSI is conducting research studies in Q1 FY21. University of Oregon will also assist with launching additional research agenda in Q2 FY21.
CC.2	Capacity Building planning	Capacity-building plan submitted, approved; gaps in policy, programs identified		X																	
CC.3	National dialogue about early grade literacy and the Arabic language curriculum	Partnership strategy, plan and execution			X											X					National dialogue is ongoing through NPR's national workshops each year.
CC.4	Regional dialogues about early grade literacy and the Arabic language curriculum	Regional AREF leadership review of plans and progress completed	X													X					APARs will occur in spring 2021 to share curricular progress with regions.

CC.5	Provincial dialogues about early grade literacy and the Arabic language curriculum	PEO leadership review of plans and progress completed	X																												
IR 1/Task 1: Improved reading materials used in primary schools																												-			
SIR 1.1 - Support New Arabic language Curriculum Development for Grades 1-4																															
1.1.1	Conduct Curriculum Review, Gr. 1-4	Survey of stakeholders completed; roadmap developed; Curriculum review recommendations issued Diglossia, special needs (dyslexia) coordinated																													
1.1.2	Review curriculum framework (Minhaj al-munaqqah/ successors) and validate NPR reading-literacy integration and alignment (end-of-year learning outcomes, scope, sequence Gr.1-2)	Integration and alignment of reading/literacy in Grade 1-2 curriculum authored and validated (strands, scope and sequence, learning outcomes/benchmarks) Review of Grade 1-2 completed, after Grade 3-4 content is developed																													

1.3.2	Develop EGR/W teaching/learning package for grades 3-4	Learning packages Grade 3-4 developed for experimental schools	X																			Completed in Y3
1.3.3	Develop specifications for Grade 1-2 textbooks	Draft specifications finalized and validated for preparing Grade 1-2 materials in AY 2018-19; Addendum drafted and approved																				Completed in Y1
1.3.4	Develop specifications for Grade 3-4 textbooks	Draft specifications finalized and validated for preparing Grade 3-4 materials for start of AY 2019-20. Textbooks will be reviewed the following years	X																			Completed in Y3
1.3.5	Orient Publishers and MOE on Specifications Grade 1-4 Materials and Train Publishers on Textbook Development	Orientation and training for the publishers on the textbook development completed.	X																			Completed in Y3
1.3.6	Print and distribute experimental teaching/learning materials (Gr 3-4)	Pilot teaching and learning materials selected / designed Pilot teaching and learning materials printed and distributed																				Completed in Y2
SIR 1.4 - Support the development of supplementary materials for reading and writing instruction and practice in Arabic in Grades 1-4																						
1.4.1	Review current supplemental	Mapping completed; gaps in topics of	X																			Completed in Y3

SIR 1.6 - Finalize Primary School Curricular Guidance (National)																	
1.6.1	Finalize primary school curricular guidance and ensure harmonization across grades 1-6 (National)	Primary school curricular guidance for grades 1-6 validated														X	
SIR 1.7 - Support the MoE to Improve the quality of Arabic Language Materials for Grades 5-6																	
1.7.1	Develop specifications for Grade 5-6 textbooks	Finalized specifications for grade 5-6 textbooks	X												X		Round one completed in Y3; round two will be completed in March 2021 with regional and national-level validation
1.7.2	Orient Publishers and MOE on Specifications Grade 5-6 Materials and Train Publishers on Textbook Development	Publishers and MoE trained	X												X		Round one completed in Y3; round two will be completed in May 2021
IR 2/Task 2: Improved reading instructions in primary schools																	
SIR 2.1 - Provide support to the MOE for training grade 1-4 teachers in best pedagogical practices																	
2.1.1	Review SSE experience and current Grade 1 roll-out to identify gaps and share best practices	Complete brief analysis of RFS-SSE experience in teacher training and international experience, collect monitoring data for 2017report on teacher training program; brief issued and approved															Completed in Y1
2.1.2	Analysis of Teacher Professional Development	Best practices brief authored, approved															Completed in Y1

2.1.3	Develop of Teacher Professional Development	Comprehensive teacher and support personnel roll-out plan submitted, approved																		Completed in Y1
2.1.4	Develop technical video materials to support training and instruction	Capsules produced and distributed																		Completed in Y1
SIR 2.2 - Support In service TOT/Teacher Training For EGR/W in Arabic for Grades 1-6																				
2.2.1	Provide in service TOT / Teacher Training Program (initial and Refresher, Grade 1-2 Regions)	Revision and use of RFS-SSE training modules for use in experimentation in SY 2017-18 (Grades 1-2)	X																	Last round of refreshers completed in Y3; ongoing refreshers in Y4
2.2.2	Revise TOT/teacher training program and modules, (Grades 1-2)	RFS TOT program and modules updated																		Completed in Y2
2.2.3	Deliver Gr 1-2 Training (in Experimentation schools)	Refresher Training delivered																		Completed in Y1
2.2.4	Validation of training package for G1-2	Training validated																		Completed in Y1 and Y2

USAID/Morocco Reading for Success – National Program for Reading (RFS-NPR), SOL-608-16-000007

2.2.1 2	Training of Master Trainers in preparation of Scale-Up of training of teachers for G-3-4 by MOE	TOT delivered Summer 2019 in conjunction with the production of the new textbooks for G3-4	X																			Completed in Y2 and Y3
2.2.1 3	Design and apply ICT tools to improve instruction and assess learning	ICT tools developed; MoE staff trained to develop and implement ICT tools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Content developed and validated for 5 MOOCs and 8 training sessions (13 days total) conducted in Y3; MOOC content to be produced in Y4
		Assist the MOE in producing MSL video lessons for Arabic language curriculum and related subjects for primary school grades 1-6	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.2.1 4	Training of Master Trainers in preparation of Scale-Up of training of teachers for G-5-6 at national level	TOMT delivered	X																		X	Completed in Y3; next round planned for June 2021
SIR 2.3 - Support training for support personnel on skills for improving early grade reading teachers' instructional practices																						
2.3.3	Develop teacher support materials and tools	Teacher support materials developed, approved	X								X											In Y3, NPR completed differentiated instruction and instructional aide trainings. In Y4, NPR will deliver a formative assessment toolkit.
2.3.4	Train MOE staff and resource persons in their roles [Inspectors, school directors,	Teacher support personnel trained	X						X			X		X								First three rounds completed in Y3; additional rounds planned for Y4

	lead literacy teachers - point of contact in each school]																			
2.3.5	Conduct follow up assessment of school-based teacher support program and revise materials as needed.	School-based teacher support program developed, assessed, and revised if needed.																X	X	Assessment to be launched in September 2021; to be completed by December 2021
2.3.6	Train Provincial Monitoring Teams on literacy leadership developed in 2.3.4	Provincial Monitoring Teams trained																	X	To be done in Y5 following the results of 2.3.5
SIR 2.4 - Support pre-service teacher training for EGR-W in Arabic for grades 1-6 (previously 1-4)																				
2.4.1	Develop training program for pre-service teachers	Pre-service training designed, approved; Start the development by Fall 2018 and complete and deliver by summer 2019	X																X	NPR completed multiple rounds of training for CRMF in previous years; completed elementary school curriculum to be shared with CRMF in June 2021
2.4.2	Deliver pre-service training and follow-up	Pre-service instructors trained																	X	
SIR 2.5 - Train teachers on using supplementary materials for reading and writing in classrooms - Grades 1-4																				
2.5.1	Develop training materials to train teachers on use of supplementary materials	Training developed				X	X	X												
2.5.2	Deliver the supplementary materials program training	Training delivered						X												

2.5.3	Assess teacher usage of supplemental materials	Report on teachers' use of supplemental materials							X								X		X				Data collection will occur in November and April; final report to be delivered in July 2021.
IR 4/Task 4: Learning and Assessment Systems Improved																						-	-
SIR 4.1 - Support student reading and writing assessments for grades 1-4 at defined intervals																							
4.1.1	Data Review and adapt RFS-SSE assessment instruments	Initial review in relationship with Grade 1-2 with RFS-SSE team																					Completed in Y1
4.1.2	Conduct NPR baseline, midline and endline assessments	Assessment reports submitted, approved						X	X								X	X		X	X		Due to COVID, NPR and USAID decided to forgo the midline and replace it with deviation school study (Oct/Nov 2020). The endline data collection is currently planned to take place in April/May 2021 with the report ready in July/August 2021.
SIR 4.2 - Use student learning assessment results to improve the model, including the trainer, teacher and student materials																							
4.2.1	Analyze data	Data analysis and data table shells completed																	X				Initial rounds completed with baseline; ongoing work to accompany the endline data collection
4.2.2	Revise NPR methodology, assessment tools	Methodology and tools revised						X											X		X		Ongoing in Y4 and Y5; conducted in parallel with capacity building workshops
4.2.3	Use midline data and FOI results to Improve implementation quality	Fidelity of implementation monitored								X													Due to COVID, the midline was converted into a smaller study. The FOI results of this study will be available in December 2020
SIR 4.3 - Develop formative and summative assessment instruments for teacher's use																							
4.3.1	Develop teacher-administered curriculum-based assessments	Curriculum-based assessments for Arabic Language Curriculum, submitted, approved						X	X											X			Formative assessment training will occur in January 2021. Due to COVID-19, 2 of the grade 1-4 unit tests were unable to be completed last year. The assessment toolkit (including formative assessment and unit tests) will be submitted to MOE in May 2021.

SIR 4.4 Develop MoE capacity for measurement and evaluation of improved reading outcomes																		
4.4.1	Design reading outcome evaluation tools.	Initial assessment designs accompanying first draft of the Enrichment Framework (see 3.1.2) Enrichment evaluation designed															Completed in Y1	
4.4.2	National MoE assessment teams trained on the use of measurement and evaluation tools for reading	National MoE staff trained; assessment guide completed	X					X		X					X		X	This entails a series of activities under the Capacity Building Plan. This package of activities is ongoing and will be completed in Y5.