Implementing Pilot Early Grade Reading Program in Morocco

Reading for Success-Small Scale Experimentation (RFS-SSE)

September 2015 - March 2018

Shamineh Byramji, Chemonics International
CONTEXT

Phase 1

Analysis and Consensus Building

Phase 2

RFS-SSE
EXPERIMENTATION PILOT

Phase 3

Scale Up
Component 1
Developing and Testing Arabic Reading Materials
- 8 provinces / 4 regions
- 91 Intervention Schools
- 45 Control Schools
- 332 Grade 1 and 2 Teachers
- 11,997 Grade 1 and 2 Students

Component 2
Summer Grants Program to Test Summer Learning Loss
- 7 provinces / 4 regions
- 10 CSOs
- 20 CSOs Representatives
- Min 400 Students

Cross Cutting
Assessment and Evaluation
EGRA
- Baseline – January 2016
- Midline 1 – May 2016
- Baseline 2/ Midline 2 – October 2016
- Endline – May 2017
- Baseline Summer Program -June 2017
- Endline Summer Program – September 2017
MOROCCAN EXPERIENCE
REVISION AND PRODUCTION CYCLE

December 2015 – January 2016

July 2016 – September 2016

July 2017 – September 2017
PROJECT PHILOSOPHY

- Program Reform from Within
- Involved at Every Stage of Process
- Changing Mindsets
- MOE in Drivers Seat

- Curricula Reform
- Conception to Implementation
- Regional Coordinators
- Trainers
- EGRA Enumerators
- Teachers
- Story Writers

- Ownership
Development of Reading Materials
Iman El Haddouzi, Chemonics International
Strengthening Arabic Reading Skills in Early Grade Reading
COMBINED APPROACHES TO DEVELOP READING MATERIALS

CONTEXT

PARTICIPATORY

BOTTOM-UP
STAGES OF THE PROCESS

1. CONCEPTION OF THE APPROACH
2. READING MATERIALS DEVELOPMENT
3. HARMONIZATION AND VALIDATION
PATH TO INFLUENCING POLICY CHANGE

• Extension of reading time
• Integration of innovation and creativity in reading instruction
Trainers and Teacher’s Trainings
Selma Talha Jebril, Chemonics International
TRAININGS
CHRONOLOGY

- Reading Material Development
- Training of the Trainers
- Teachers Trainings
- Implementation of the Reading Approach with Grade 1 and Grade 2 Students
- Workshops to improve Reading Material
- Additional Training of Trainers based on the improved reading materials
- Supplemental Teachers Trainings
- Enriched implementation
- Reflect
- Experiment
- Learn
- Revise
- Adapt
- Implement
TRAINERS PROFILE & NOMINATION PROCESS

- Pedagogical Inspectors & Trainers from Training Teacher Institute (pre-service)
- Inspector’s teaching experience: 6 years at the primary level
- Regional coordinators nominated by the Ministry of Education
- Trained by a combination of local and international experts in the field of linguistic experts, early grade reading expert and academia body
TRAINERS TRAINING DESIGN & EXPERTISE

- Local
- International

- Linguistic theory
- Pedagogical research

- Pedagogical Inspectors
- Initial teacher’s training

- Teacher’s feedback

International expertise

EMPirical evidence

Field best practices

Consultants

Ministerial staff
TRAINER TRAINING
CONTENT & FREQUENCY

First Training
- Introduction to the phonemic-driven approach for Grade 1 students
- Utilization of stories for vocabulary enrichment

Second Training
- Refresher of the first training and introduction to Grade 2
- Practice individual/independent reading
- Use of thematic text

Third Training
- Develop and practice student’s assessment
- Class Management

Improved facilitation technique
Continuous adaptation and re-design based on feedback loop

Two first teacher’s trainings attended by school directors
**REFLECTION**  
*Trainers and Teacher’s Trainings*

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<tr>
<th>Issues</th>
<th>Solutions</th>
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<tr>
<td>MoE ownership: development of the materials and implementation</td>
<td>Low female representation in the production committee and as trainers</td>
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<td>First time primary level teacher participated in a in-service training</td>
<td>An important proportion of teacher’s close to the retirement age;</td>
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<td>Arabic Reading</td>
<td>Large distance between schools</td>
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<td>Teacher’s feedback continuously taken into consideration (i.e. pedagogical toolkit);</td>
<td>Early trainings tended to focus on the theoretical background of the approach;</td>
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<td>Trainers’ facilitation skills improved over time</td>
<td>Absence of a platform for sharing experiences from one region to another one (Facebook Group)</td>
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<td>School directors attended teacher’s trainings</td>
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<td>Project staff attended all trainings (informal feedback)</td>
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« I have been a primary teacher since 2002 (15 years) this is the first time I participate to specialized trainings in my teaching career. RFS-SSE trainings are motivating. We (teachers) are longing for spaces where we can learn and exchange. »

Female Teacher, Taounate (Juin 2016)
EGRA Assessment

Beth Odenwald, School-to-School International
EGRA PROCESS

• Overview of study design/sampling
• Tool adaptation
• Data collection
• Data analysis and dissemination
OVERVIEW OF STUDY DESIGN

• 5 day study design workshop with Ministry in October in 2015
• Longitudinal study
• Stratified sample by urban/rural and boys/girls
• STS psychometrician and project staff navigated possible options with Ministry
• Ministry chose the regions and provinces
• Ministry drew the random school and student sample from EMIS database
TOOL ADAPTATION PROCESS

• 5 day tool adaptation workshop with Ministry in December 2015
• 19 participants selected and invited by the Ministry
• Opportunity for government officials, curriculum experts, teachers, and others to examine the EGRA subtasks and develop the RFS-SSE tool
• Began by reviewing a pre-existing Arabic tool
• Participants then drafted new content for each subtask
• All tools were pre-tested and piloted
**DATA COLLECTION**

**Advantages**
- Familiarity with the school system and actors within the system
- Familiarity with the local particulars of where they are collecting data including school location and school schedules
- Capacity building opportunity
- Regional coordinators from the Ministry were critical to success

**Disadvantages**
- Unable to “over recruit” enumerators
- Competing demands on their time during data collection
- Must schedule data collection around their availability and other job responsibilities
DATA ANALYSIS AND RESULTS DISSEMINATION

• 2 day workshop with Ministry in April to share baseline results
• Additional analysis was run and results presentation updated per Ministry’s feedback
• Formal results presentation shared with USAID and broader Ministry audience
• Endline results will be shared using similar process
LESSON LEARNED

• Need to ensure you have a generous enough timeline
• Must conduct a thorough and comprehensive enumerator training with lots of time for feedback and remedial help
• Increased buy-in from Ministry of the results
• Ownership of the EGRA tool from the Ministry
Thank you!
Questions?