Classroom for students who are deaf or hard of hearing. Credit: Whole-of-Project Performance Evaluation of the Reading for Success Project, 2019

FINAL PERFORMANCE EVALUATION OF THE NATIONAL PROGRAM FOR READING – MOROCCO

APRIL 2023

FINAL PERFORMANCE EVALUATION OF THE NATIONAL PROGRAM FOR READING – MOROCCO

FINAL REPORT

TASKING NO. USAID, 7200AA19M00017

Published: April 2023

ABSTRACT

This report evaluates the performance of USAID/Morocco's National Program for Reading (NPR) project. It evaluates the extent to which NPR achieved its activity targets and outcomes and built on the findings from the previous whole-of-project Reading for Success (RFS) evaluation. Research questions focus on six topics: learning outcomes; capacity building in assessment data and use of data; scaling; parental and community engagement; private sector engagement; and equity. Evaluators from School-to-School International completed an initial desk review of NPR documents, took part in an evaluation design workshop, analyzed relevant NPR quantitative data, and conducted primary qualitative data collection, including key informant interviews and focus group discussions in November and December 2022. Evaluators found that NPR fostered a fruitful relationship between partners and positively changed classrooms, with various factors associated with improved learning outcomes; encountered notable obstacles during implementation, including high teacher turnover rates and the COVID-19 pandemic, which negatively impacted students' well-being and socioemotional skills and was associated with learning loss that possibly had a disproportionate impact on younger students; conducted a successful capacity-building program on assessment data and use of data, with room for increased use and sharing of EGRA results; resulted in the Ministry of National Education, Preschool, and Sports providing a solid foundation for scaling of the new curriculum, with the pressing need for intensive teacher training and coordinated monitoring; increased parental support for children's reading, with parents eager to be more involved due to limited engagement; collaborated with the private sector, including the development of supplementary reading materials and improved coordination with publishers, who created enhanced materials yet need urging to continue revisions; and helped all groups learn equitably, according to perceptions, with concerns about needing to better reach students with special needs.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

ADS	Automated Directives System
AREF	Académie Régionale de l'Éducation et de la Formation (Regional Academy for Education and Training)
CNEE	Centre National de l'Evaluation et des Examens (National Center for Evaluation 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)
DEC	Development Experience Clearinghouse
EGRA	Early Grade Reading Assessment
FA	Formative Assessment
FGD	Focus Group Discussion
FY	Fiscal Year
KII	Key Informant Interview
MoE	Ministry of National Education, Preschool, and Sports
MOOC	Massive Open Online Course
MSL	Moroccan Sign Language
NPR	National Program for Reading
RFS	Reading for Success
SRM	Supplementary Reading Materials
SSE	Small-Scale Experimentation
STS	School-to-School International
USAID	U.S. Agency for International Development

1. EXECUTIVE SUMMARY

1.1 EVALUATION PURPOSE

The performance evaluation of the National Program for Reading (NPR) project will assist the United States Agency for International Development's Mission in Morocco (USAID/Morocco) in gathering information for two purposes—to evaluate the extent to which NPR has achieved its activity targets and outcomes; and build on the findings from the previous whole-of-project Reading for Success (RFS) evaluation conducted in 2019 that were related to project implementation, sustainability, and the role of the Ministry of National Education, Preschool, and Sports (MoE).

1.2 PROJECT BACKGROUND

In 2017, the Reading for Success-National Program for Reading (RFS-NPR) was awarded to Creative Associates. A $19.3M activity, NPR was a follow-on project to USAID/Morocco's Reading for Success/Small-Scale Experimentation (SSE) Activity, which ended in 2018. NPR ended in October 2022 and built upon SSE's use of a pilot Arabic reading curriculum for grades 1 through 4 and included a strong set of reading supplementary and instructional materials. NPR's overarching goal was to help "students in target regions read fluently and with comprehension by the end of the second school year." To achieve this goal, NPR managed the following three components, which were linked to the intermediate results outlined in the activity framework: 1) Improved reading and writing materials used in primary schools; 2) Improved reading and writing instruction in primary schools; and 3) Learning and assessment system improved.

1.3 EVALUATION QUESTIONS

Six evaluation questions and related sub-questions guided the NPR evaluation. The research team finalized the questions with input from USAID/Morocco, MoE officials, and implementing partners. The first and sixth evaluation questions include analysis of findings by gender and data disaggregated by gender.

1. **Learning Outcomes**: How has the new NPR reading curriculum and teacher instruction package affected learning outcomes in target schools? What role has the COVID-19 pandemic played in learning outcomes?
   a. **Delivery**: How well did NPR deliver on the development and testing of the revised reading curriculum and teacher instruction interventions?
   b. **Capacity Building**: To what extent was NPR successful in strengthening the MoE's ability to develop and deliver an education reform in primary grades?

2. **Capacity Building in Assessment Data and Use of Data**: How well did NPR support the MoE's ability to use Early Grade Reading Assessment (EGRA) data and classroom formative assessments to support adaptive management and improved learning outcomes at both the classroom and central level? How well was the capacity-building conducted with the MoE's examination and assessment departments in terms of their ability to conduct EGRAs? In the case

the MoE uses EGRA data to support adaptive management and improve learning outcomes, how will this data be used, and how could it be facilitated?

3. **Scaling**: How effectively did the MoE use and scale up the new curricula introduced by NPR? What are the issues around managing the curricula effectively at a national scale?

4. **Parental and Community Engagement**: What are the best practices and lessons learned from NPR for engaging communities and parents in reading programs?

5. **Private Sector Engagement**: What are lessons learned from NPR related to private sector engagement in reading programs?

6. **Equity**: What are lessons learned from NPR related to education access, quality, or results among urban vs. rural, boy vs. girl students, or geographic regions? How will these lessons learned inform future education programming and investment decisions?

1.4 METHODOLOGY

For this study, evaluators used a mixed-methods approach, including both qualitative and secondary quantitative analysis. During the design phase, evaluators mapped each item from each tool to relevant evaluation questions to ensure that sufficient information was elicited from all appropriate respondents. Data collection for the evaluation's qualitative phase began with personnel training in Rabat from November 7–12, 2022, followed by four weeks of data collection across six regions and 12 provinces in Morocco. Data were gathered from a variety of NPR stakeholder respondent groups to gain an understanding of multiple perspectives across a variety of levels—national, regional, provincial, and school/community—and to enable triangulation of data. Qualitative data collection methods included key informant interviews (KIIs) and focus group discussions (FGDs).

To conduct secondary analysis, the team gathered NPR project data, including Early Grade Reading Assessment (EGRA) results and data from a supplementary reading materials (SRM) study and an Arabic language curriculum effectiveness study. Triangulation used qualitative and quantitative methods to gain a more holistic understanding of NPR and mitigate potential bias in data analysis.

1.5 FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

1.5.1 EQ1: Learning Outcomes

Findings

Many respondents described how, thanks to the introduction of a curriculum with a learner-centered approach, students enjoyed reading more and improved in other aspects of Arabic, including speaking, writing, and listening. Obstacles that respondents reported impeding NPR implementation included COVID, which not only affected learning outcomes but also students' well-being and socio-emotional skills, as well as high teacher turnover rates. While grade 1–3 students' ORF scores generally peaked at baseline, declined at midline, and partially recovered at endline, grade 4 students' ORF scores increased both from baseline to midline and midline to endline. These declines in ORF scores from baseline to midline illustrate COVID-19's association with learning loss. The ORF results highlight another notable trend—girls generally outperformed boys. In addition, other secondary analyses of NPR data conducted as part of this evaluation highlighted various factors associated with improved reading outcomes.

When asked about NPR's impact on the MoE's ability to develop and deliver education reform, stakeholders characterized the MoE's relationship with partners as collaborative and participatory, with

the MoE empowered to sustain the new curriculum, learning materials, and massive open online course (MOOC) content by being involved in all stages of their production and rollout.

Conclusions

Key NPR funders and implementers developed a fruitful working relationship with the central MoE and helped them develop the technical capacity needed to develop, adapt, and sustain the new curriculum. Their work culminated in a project that has positively changed classrooms, based on respondents' descriptions of how teachers and students have engaged with the new curriculum and related activities in experimental schools. The COVID-19 pandemic and hybrid schooling had an effect on learning loss, however, possibly with a disproportionate impact on younger students; in contrast, grade 4 students' ORF scores increased from baseline to endline, possibly due to longer exposure to NPR. Teacher turnover was also perceived as negatively impacting learning outcomes. Secondary analyses of data from EGRA, SRM, and Arabic language curriculum effectiveness studies found that stronger reading performance correlated with several variables.

Recommendations

1. Continue to research NPR cohorts to understand the project's cumulative impact.
2. Determine strategies to reduce teacher turnover.
3. Apply a learner-centered approach to other aspects of school curricula.
4. Document internal best practices of NPR partnership.

1.5.2 EQ2: Capacity Building in Assessment Data and Use of Data

Findings

NPR organized a series of capacity-building workshops for MoE personnel on evaluation that were viewed as successful, though some respondents raised concerns about possibility of applying results in the field. Although implementers, donors, and central MoE respondents made decisions to varying degrees based on data, the extent to which EGRA results and other data were shared with others was limited. The majority of respondents reported not having received the formative assessment (FA) toolkit developed to address the needs of struggling learners. Of the few teachers who were trained and received print copies, some gave positive feedback about the FA toolkit, but other teachers who had received training in FA found it difficult to implement.

Conclusions

Although the assessment capacity building program was viewed as successful, some respondents raised concerns about possibility of applying results in the field. In addition, data sharing has been limited, making it difficult to use data to improve practice, and as noted by senior MoE officials, the use of EGRA and other results remained limited. Still, on numerous occasions, NPR, including the MoE, practiced adaptive management. As for the FA toolkit, few respondents said they had received it or knew much about its contents. Those who reported having it found it difficult to implement.

Recommendations

1. Wherever possible, conduct capacity-building activities in person.
2. Continue to build and sustain the central MoE's capacity in data use and assessment, including support to schedule periodic EGRAs as part of the official school calendar and to develop a guide about managing a reform agenda and implementing international research.
3. Design training to address the needs of evaluators, pedagogical experts, and administrators, and articulate roles in data collection, analysis, interpretation, and use for each of these.
4. Focus assessment training on the application of results with an eye to improving materials and classroom practices.
5. Standardize data sharing protocols—for example, the use of a publicly accessible platform.

6. Amplify efforts to distribute and train education support personnel and teachers in the use of FA materials and methods.

1.5.3 EQ3: Scaling

Findings

After NPR introduced the new curriculum and materials in its experimental schools, the MoE scaled up the program to all schools nationwide. Project stakeholders noted how NPR helped the MoE gain the technical knowledge by producing and distributing the curriculum, materials, and MOOC content nationwide; anticipating pushback on the new curriculum and, over time, building buy-in from regions and provinces; and assisting with decision-making concerning design changes. All these efforts had respondents confident that the MoE was in the driver's seat to continue scaling of the curriculum after NPR closed in 2022. Despite the MoE being in command, respondents explained it was premature to pass any definitive judgment on the effectiveness of scaling, primarily due to training programs still being rolled out across the country. The process of training teachers on the new curriculum nationwide remains ongoing and varied, based on inspectors' responses.

Conclusions

The MoE provided a solid foundation for schools nationwide to adopt the new Arabic curriculum introduced by NPR, demonstrated effective management by distributing the curriculum and other materials, and displayed the technical expertise it developed by producing the curriculum and materials. The most pressing issue around managing the curricula at scale concerns the need for intensive teacher training and coordinated monitoring—not only of these training initiatives but also of classroom teaching practices.

Recommendations

1. Institutionalize the effective practices adopted as part of NPR scaling, so future scaling efforts for new curricula do not have to reinvent the wheel.
2. Equip and empower school directors and/or inspectors to conduct classroom monitoring and ensure teachers are applying what they learned from MOOCs.
3. Devise a national strategic plan to assess the national rollout of training initiatives and ensure inspectors implement the training toolkit with fidelity.

1.5.4 EQ4: Parental and Community Engagement

Findings

Despite being asked how NPR engaged with communities and parents, most respondents talked about general activities involving parents or difficulties in engaging parents and communities in children's reading. While respondents credited the project's SRM activities with increasing parental engagement, most parents described a lack of engagement with their children's school. Respondents also frequently shared perceptions that parents have difficulty in supporting their children's learning due to being uninformed or unable to follow the guidance or communicate with their children.

Conclusions

Increased parental support for children's reading and the SRM activity were strengths of NPR's parental engagement, with SRM study data showing how boys and rural students benefited most when outreach was conducted, as well as all Grade 2 students benefiting when school directors checked in with parents. Further, when school directors reached out to parents, some reading scores were higher. Despite parents and communities not being sufficiently engaged, they showed eagerness to be more involved. Still, many respondents viewed parents as unable to support their children's reading.

Recommendations
1. Conduct campaigns to support and motivate students at home.
2. Establish a system of communication between teachers and parents.
3. Implement strategies that help parents overcome challenges in supporting their children's reading, as well as increasing their awareness about the general importance of reading.

1.5.5 EQ5: Private Sector Engagement

Findings
NPR engaged with the private sector for two major initiatives—producing new student textbooks and teacher guides with publishing companies and creating SRMs with 3asafeer, a Dubai-based educational technology company. Despite the enhanced coordination between the MoE and publishers, which led to improved materials, respondents reported that the publishers could improve the quality of textbooks and teacher guides. The relationship between 3asafeer, the MoE, and NPR was constructive and successful, according to respondents, with all parties sharing the same goal of wanting to provide students with enjoyable reading materials. Although the SRM activity was largely successful with distributing and using print books, respondents explained that some teachers, students, and families had difficulty accessing and using the 3asafeer digital platform. Secondary data analyses indicated that grade 4 students who had access to the 3asafeer digital platform, as well as who read stories from the library, had better reading outcomes.

Conclusions
Although improved collaboration between the MoE and textbook publishers—including training and better communication—enhanced the process of producing learning materials, the MoE needs to continue to urge private textbook publishers to revise materials to align fully with the new curriculum. While NPR's collaboration with 3asafeer highlights the value of engaging with partners outside of Morocco to access low-cost educational resources, the lack of engagement with the 3asafeer digital platform underscores the obstacles to implementing an EdTech intervention in Morocco. The benefits of increasing access are apparent, as secondary analyses suggest that having access to 3asafeer may make a difference in reading performance.

Recommendations
1. Strategize how to continue to engage with publishers and raise their technical capacity to revise and improve learning materials to address acknowledged gaps.
2. Provide teachers with paper copies of their guides.
3. Explore additional ways that the MoE could partner with the private sector, especially internet providers, and expand access to materials.
4. To investigate low usage rates of 3asafeer, conduct a case study in experimental schools to determine how to overcome obstacles that led to that.

1.5.6 EQ6: Equity

Findings
Respondents indicated that NPR ensured its design, materials, and practices were equitable from the outset, and many respondents said that the new curriculum helps all groups learn equitably. As for gender difference, many respondents said there was none; however, in several cases, they noted that girls perform better than boys (but did not attribute this disparity to NPR). According to EGRA results, girls performed better than boys. The SRM study data indicated that some practices helped boys and girls differently. Of all subgroups, respondents most frequently mentioned students with special needs. To be sure, NPR made numerous efforts to support students who were deaf or hard of hearing, including developing distance and hybrid modalities during the pandemic. Yet, respondents also made it clear that students with special needs were sometimes ignored.

Conclusions

Respondents perceived that the new curriculum helps all groups learn equitably—girls and boys, children from different language groups, children from urban and rural areas, and children with disabilities—and that girls are better performers than boys. Of all subgroups included in secondary data analyses, boys and rural students were found to benefit from contextual factors the most. Of all subgroups, respondents most frequently expressed concerns about students with special needs.

Recommendations

1. Conduct more research to determine how different groups interact with new materials and respond to new strategies introduced in the new curriculum.
2. Determine feasible initiatives to address issues that students with special needs face. Possible ideas include, whenever possible and feasible, reserving a separate class for students with special needs; providing specialists to support children with special needs, especially for more severe cases; and providing a curriculum with its own schedule, including materials ("kit") tailored to the circumstances of students with different kinds of special needs.

2. EVALUATION PURPOSE AND QUESTIONS

The performance evaluation of the National Program for Reading (NPR) project will assist the United States Agency for International Development's Mission in Morocco (USAID/Morocco) in gathering information for two purposes:

- To evaluate the extent to which NPR has achieved its activity targets and outcomes; and
- To build on the findings from the previous whole-of-project Reading for Success (RFS) evaluation conducted in 2019 that were related to project implementation, sustainability, and the role of the Ministry of National Education, Preschool, and Sports (MoE).

The evaluation results will be shared with the USAID/Morocco Education Office in Rabat, as well as potentially broader USAID audiences, including USAID/Washington and other missions, to highlight best practices and lessons learned and inform upper management of the results achieved by USAID/Morocco in basic education and early grade reading. In addition, relevant results will be shared with Government of Morocco counterparts and other donors to further promote improving basic education in Morocco through enhanced reading instruction in early grades.

Six evaluation questions and their related sub-questions guided the NPR evaluation. The research team finalized these questions in collaboration with USAID/Morocco, MoE officials, and implementing partners. The first and sixth evaluation questions include analysis of findings by gender and data disaggregated by gender.

1. **Learning Outcomes:** How has the new NPR reading curriculum and teacher instruction package affected learning outcomes in target schools? What role has the COVID-19 pandemic played in learning outcomes?
    a. **Delivery:** How well did NPR deliver on the development and testing of the revised reading curriculum and teacher instruction interventions?
    b. **Capacity Building**: To what extent was NPR successful in strengthening the MoE's ability to develop and deliver an education reform in primary grades?

2. **Capacity Building in Assessment Data and Use of Data:** How well did NPR support the MoE's ability to use Early Grade Reading Assessment (EGRA) data and classroom formative assessments to support adaptive management and improved learning outcomes at both the classroom and central levels? How well was the capacity-building conducted with the MoE's examination and assessment departments in terms of their ability to conduct EGRAs? In the case the MoE uses EGRA data to support adaptive management and improve learning outcomes, how will this data be used, and how could it be facilitated?

3. **Scaling:** How effectively did the MoE use and scale up the new curricula introduced by NPR? What are the issues around managing the curricula effectively at a national scale?

4. **Parental and Community Engagement:** What are the best practices and lessons learned from NPR for engaging communities and parents in reading programs?

5. **Private Sector Engagement:** What are lessons learned from NPR related to private sector

engagement in reading programs?

6. **Equity:** What are lessons learned from NPR related to education access, quality, or results among urban vs. rural, boy vs. girl students, or geographic regions? How will these lessons learned inform future education programming and investment decisions?

3. PROJECT BACKGROUND

USAID/Morocco conceived the Reading For Success project to address Development Objective 3 (DO): Enhanced educational development for children at the primary level. This objective was detailed in the Mission's Country Development Cooperation Strategy released in 2013.[1] Citing persistent inequities in education and lagging literacy levels, USAID/Morocco shifted its focus toward primary education after targeting other educational domains—including middle schools, teacher training institutes, and job training for disadvantaged youth—during the preceding ten years. As USAID/Morocco laid out in its CDCS, the foundational skill of literacy provides a springboard for students' future success in the classroom, workforce, and broader civil society. The CDCS emphasized the importance of synergies with the Moroccan government's education agenda, including the comprehensive reform initiative Vision 2030.[2]

As a whole, RFS aimed to address lagging reading outcomes among Moroccan primary-grade students. While reading achievement has improved in recent years, it remains low. Moroccan students' reading scores on the Progress in International Reading Literacy Study (PIRLS) were statistically significantly higher in 2016 than in 2011, showing improvement, but Morocco ranked 48th out of 50 countries in 2016 and scored well below international benchmarks.[3] In addition to PIRLS results, prior research supported by USAID underscores the opportunity for improvement. In 2011, an Early Grade Reading Assessment (EGRA) administered in the Doukkala Abda region revealed that only one out of three grade 2 and 3 students could read a second-grade level text well enough to comprehend it.[4] Additionally, 33 percent of grade 2 students and 17 percent of grade 3 students could not read any words of a Modern Standard Arabic (MSA) text. Factors cited as contributing to poor performance on the EGRA included a lack of teacher preparation and reading materials, as well as a mismatch between the language of instruction at schools and the predominant languages are spoken at home.

RFS was developed in two phases. The first phase focused on building evidence for implementing early-grade reading activities through research. It also featured a series of workshops and meetings with the MoE and peers from other countries in the region. All the knowledge and evidence gained during this first phase informed the second phase of activity design and implementation, including RFS-Small Scale Experimentation (RFS-SSE), RFS-NPR, and RFS-Improving Deaf Children's Reading Through Technology (RFS-IDCRT).[5] The RFS-Human and Institutional Capacity Development (RFS-HICD) assessment of the MoE was conducted during the initial research phase.

---

[1] USAID-Morocco, USAID-Morocco Country Development Cooperation Strategy—2013-2017, (2013).

[2] Kingdom of Morocco Ministry of National Education, Vocational Training, Higher Education, and Scientific Research, *Vision 2030*, accessed March 2023, https://www.men.gov.ma/Fr/Documents/ Vision_ strateg_CSEF16004fr.pdf

[3] Mullis, I.V.S., Martin, M.O., Foy, P., & Hooper, M. PIRLS 2016 International Results in Reading. (Chestnut Hill, Mass.: Trends in International Mathematics and Science Study & PIRLS International Study Center, Lynch School of Education, Boston College, and International Association for the Evaluation of Educational Achievement, 2017).

[4] RTI International, *Student Performance in Reading and Mathematics, Pedagogic Practice, and School Management in Doukkala Abda, Morocco, (2012).*

[5] NORC at the University of Chicago, Desk Review for the Whole-of-Project Performance Evaluation of the Reading for Success Project. (2019). https://pdf.usaid.gov/pdf_docs/PA00W4KT.pdf

USAID/Morocco's early grade reading research began in 2011 with the EGRA administered in the Doukkala Abda region. It then commissioned a series of studies in 2013 on early grade reading in Morocco, including analyses of curricula and texts used in formal and non-formal education; pre-service teacher training; teachers' attitudes, beliefs, and practices toward teaching reading in Arabic; and the textbook sector. The research concluded in 2015 with a peer review of the MoE's Arabic curriculum and the RFS-HICD activity.

In December 2013, a series of workshops and meetings kicked off with a workshop led by All Children Reading for participants from the region. Country teams convened in Rabat to discuss the theory and practice of early-grade reading and sketch out initial ideas for reform in Arabic reading instruction. USAID/Morocco subsequently organized two workshops on reading instruction in Arabic in November 2014 for MoE staff—one for high-level officials and the second for a larger group of practitioners. USAID/Morocco also facilitated a series of visits and discussions between the MoE and their counterparts in Egypt. This allowed Moroccan officials to learn about the Arabic reading reforms that had been implemented in Egypt.

The RFS's second phase of design and implementation started with the launch of the RFS-SSE activity in 2015. RFS-SSE aimed to improve early-grade reading outcomes by developing and piloting new Arabic reading lessons and materials for grades 1 and 2 and implementing summer enrichment reading programs. The activity's lessons and materials ushered in a new phonics-based pedagogical approach to teaching reading in Morocco, representing a shift from the historically dominant *whole language* method.[6] The MoE selected four regions for piloting the new lessons and materials—███████████████████ ████████████████—based on geographic, cultural, and socioeconomic factors. The RFS-SSE activity closed in March 2018.[7]

RFS-NPR built on RFS-SSE's work at a greater scale. In 2017, the fully funded $19,272,436.00 follow-on project was awarded to Creative Associates. The project ran from May 19, 2017, to October 18, 2022, under award number AID-608-C-17-00001. Ending in October 2022, NPR built upon RFS-SSE's use of a pilot Arabic reading curriculum for grades 1 through 4 and included a robust set of supplementary reading and instructional materials. NPR's overarching goal was to help "students in target regions read fluently and with comprehension by the end of the second school year." To achieve this goal, NPR managed the following three components, which were linked to the intermediate results outlined in the activity framework:

1) Improved reading and writing materials used in primary schools;
2) Improved reading and writing instruction in primary schools; and
3) Learning and assessment system improved.

The NPR results framework showing each of the intermediate results (IRs), sub-intermediate results (SIRs), and linkages is shown graphically in Figure 1. NPR revised this framework in 2019 to reflect changes in its scope; discontinued SIRs are marked in red, revised ones in yellow, and new ones in green.

Centered on parental and community engagement through the establishment of reading enrichment activities, the third IR was removed from NPR's scope of work in 2019 due to the MoE's request for NPR to support the development of a new Arabic reading curriculum and materials for grades 5 and 6,

---

[6] RTI International and Al Akhawayn University, Research on Reading in Morocco: Analysis of the National Education Curriculum and Textbooks—Final Report (Component 1)—Part 1 (Curriculum Analysis), (2015), p. 18.

[7] Chemonics International Inc., Reading for Success-Small Scale Experimentation 2015-2018. (2018). https://chemonics.com/wp-content/uploads/2018/07/Morocco_RFS-SSE_Final_Report_v2.pdf.

as reflected in SIR 1.5 and 1.7, respectively. Prior to the third IR being removed, NPR supported the implementation of children's summer reading programs by awarding grants to three Moroccan non-governmental organizations which implemented the activities. After NPR modified its results framework, it shifted its focus from parental engagement to its SRM activity.

Figure 1: RFS-NPR Results Framework
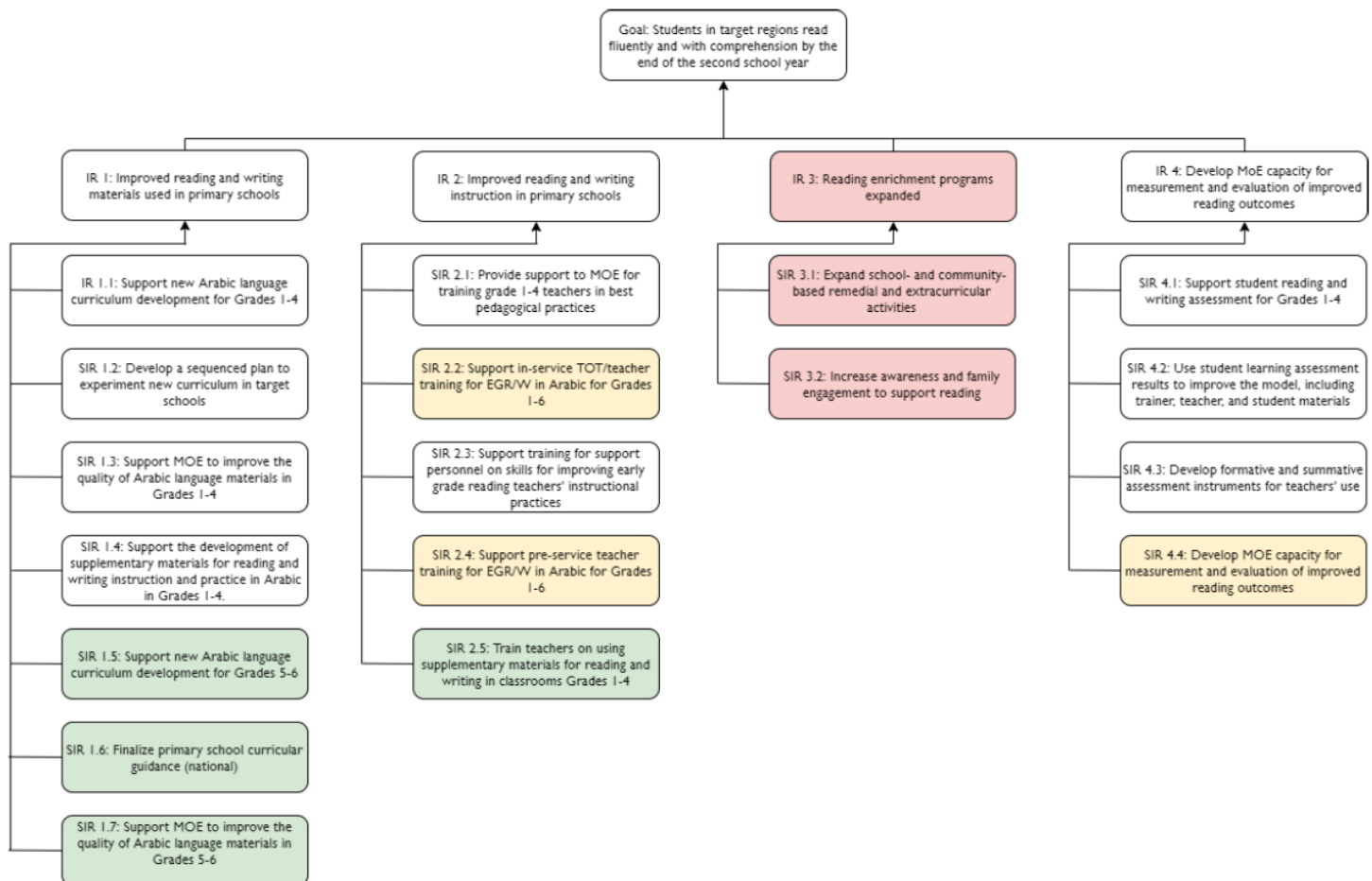
The project's main indicators linked to the results framework are shown in Table 1, as well as the project's 5-year targets and cumulative actuals as reported in NPR's end-of-project final report. NPR's complete list of indicators is available in Annex II.

Table 1: Main NPR Performance Indicators and Annual Targets

#	Performance Indicator	5-Year Targets	Cumulative Actuals Against 5-Year Targets
1.	Percentage of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 (ES. 1-1)	6% increase over baseline (Baseline: 38.7%)	36.0%
3.	Number of learners reached in reading programs at the primary level (ES. 1-3, ES. 1-5)	4,432,229	4,552,752 (2,185,309 girls and 2,367,443 boys)
5.	Number of primary or secondary textbooks and other teaching and learning materials provided with USG assistance (ES. 1-49)	4,556,369	9,510,321
12.	Number of education administrators and officials who complete professional development activities with USG assistance (ES. 1-12)	1,639	2,409
13.	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES. 1-6, ES. 1-7)	93,393	120,790 (66,434 women and 54,356 men)
25.	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (ES. 1-11)	138,814	134,825 (55,279 urban, 79,546 rural)
26.	Number of public and private schools receiving USG assistance (ES. 1-50)	24,358	24,790 (6,913 urban, 17,877 rural)

A number of implementation milestones regarding NPR's curriculum development and textbook production, teacher and inspector training, distance learning content, supplementary reading materials, MSL video lessons, the formative assessment toolkit, and MOE capacity building can be identified.

NPR initially planned to develop, validate, and scale new Arabic language curriculum and materials for grades 1 to 4. It followed the schedule in Table 2 for piloting them in the project's 90 experimental schools and then scaling up nationwide.

Table 2: Schedule for NPR Piloting and Scale Up

Phase	Description	2017–18	2018–19	2019–20
Experimentation	90 experimental schools in 4 regions	G1-2	G3-4	None
Scaling	Nationwide expansion	G1	G2	G1-4

In June 2019, NPR expanded its scope to grades 5 and 6 as well. NPR and the MoE validated the revised grade 5 and 6 curriculum as a part of a final review and validation of the entire grade 1 to 6 curriculum in May and June 2021.

To complement its curriculum and materials development, NPR supported the MoE in training activities for inspectors and teachers. Teachers and principals at NPR's 90 experimental schools and the inspectors overseeing them received various trainings on specific topics during the 2018-19, 2019-20, and 2020-21 school years.

NPR also collaborated with the MOE's National Center for Pedagogical Innovations and Experimentation (CNIPE, or Centre National des Innovations Pédagogiques et de l'Expérimentation) to develop a series of MOOCs to train teachers nationwide on the new Arabic language curriculum. NPR's efforts on MOOC development began in 2019 by drafting a framework with the MoE and conducting initial training workshops. In 2020, NPR formalized an agreement with World Learning to provide technical support and training for MOOC development. Work on MOOC content ramped up as the MoE officially launched the new Arabic language curriculum at the start of the 2021-22 school year. In the summer of 2021, the MoE piloted MOOC II and III courses nationwide with 345 teachers after receiving technical assistance from NPR on the pilot design. NPR also introduced MOOC II and III courses to teachers and principals in its 90 experimental schools, with an initial training in September 2021, followed by refresher trainings in December 2021 and February 2022. The MOOC I course on the new curriculum was finalized in the spring of 2022.

The supplementary reading material (SRM) activity began in November 2019 when NPR and MoE counterparts reviewed, selected, and validated 100 stories from the digital library of 3asafeer, an educational technology company based in Dubai. After editing the stories, NPR printed 23,950 books in early 2020 and delivered them to 63 experimental schools by the start of the 2020-21 school year. NPR also enabled students and teachers at these schools to access the books digitally through the 3asafeer platform. NPR distributed SRMs to the remaining 26 experimental schools at the start of the 2021-22 school year.

In response to the COVID-19 pandemic and national school closures, the MoE recorded and broadcast lessons to students across the country. In May 2020, the MoE asked NPR to assist in adapting these lessons for students who are deaf or hard of hearing with MSL interpretation. NPR worked with several program coordinators, two interpreters, and technical staff to produce the videos for grades 1 to 6 for a variety of subjects, including Arabic, math, French, and other grades 1 to 6. After filming lessons from the former grade 6 curriculum in May 2020, the team then recorded lessons sequentially, starting with grade 1 from July to November 2020 and concluding with grade 6 in September and October 2021. Schools began reopening to in-person learning in October 2021.

NPR also developed and finalized a Formative Assessment (FA) toolkit, including an FA guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. After NPR incorporated feedback from inspectors and teacher trainers in its experimental regions, the MoE validated the guide in March 2021. This was used for a training on FA for grade 1 to 3 teachers in NPR's experimental schools that month and a national one-day training on FA for 104 inspectors in July. Following a revalidation workshop with regional inspectors in early 2022, NPR submitted the completed FA toolkit to the MoE and printed 200 copies for distribution to AREFs between April and June 2022.

Over the course of the project, NPR also organized capacity-building workshops for MoE personnel between 2019 and 2022. Topics included national evaluation and assessment design and planning; benchmarking; and EGRA data analysis and interpretation, among others.

4. EVALUATION METHODS & LIMITATIONS

To answer the six primary NPR performance evaluation questions and related sub-questions, the evaluators utilized a mixed-methods research approach, including both qualitative analysis and secondary quantitative analysis.

The NPR performance evaluation took place from August 12, 2022 to April 14, 2023. The evaluation team consisted of Dr. Mark Lynd and Dr. Carol da Silva as Team Leaders and Education Evaluation Experts. Technical Management was provided by Matthew Murray and Fiona Eichinger, with additional support from Qualitative Analyst & Technical Writer Drew Schmenner, Senior Statistician Dr. Michel Rousseau, Gender Lead and Senior Analyst Dr. Melanie Phillips, Program Coordinator Erica Wang, and Editor and Graphic Designer Laura Zasoski.

This evaluation began with a literature review to provide the context, background, and understanding needed for effective qualitative fieldwork. The literature review supported the design of more in-depth and nuanced subsequent evaluation components.

During the design phase, evaluators clearly mapped each item on each tool to relevant evaluation questions and sub-questions in Excel. This ensured that sufficient information was elicited from all appropriate respondents to answer the evaluation questions. These detailed tool maps were used to produce versions of each tool in Word that were structured for appropriate interviews and discussion flow with respondents.

The evaluation team conducted data collector training in November 2022, followed by qualitative fieldwork over approximately four weeks in November and December 2022 in collaboration with contracted data collectors. Data was gathered from a variety of NPR stakeholder respondent groups to gain an understanding of multiple perspectives and experiences across a variety of levels—national, regional, provincial, and school/community—and to enable triangulation of data and findings. The qualitative data collection methods included semi-structured key informant interviews (KIIs) and focus group discussions (FGDs).

In addition, the team gathered existing NPR project data as possible, including Early Grade Reading Assessment (EGRA) results, to conduct secondary analysis. Triangulation – an approach described in Figure 2 – used qualitative and quantitative methods to gain a more holistic understanding of NPR and mitigate potential bias in data analysis.

Data was analyzed from December 2022 to March 2023, culminating in a Data Validation Workshop with key stakeholders on March 8, 2023 in Rabat.

Figure 2: Triangulation Using Parallel Combinations for Mixed-Methods Evaluation

The qualitative and quantitative analyses proposed in this design report will employ a "parallel combinations" analytical approach, illustrated below, through which each method is applied separately from the other and integrated or triangulated following independent analysis:
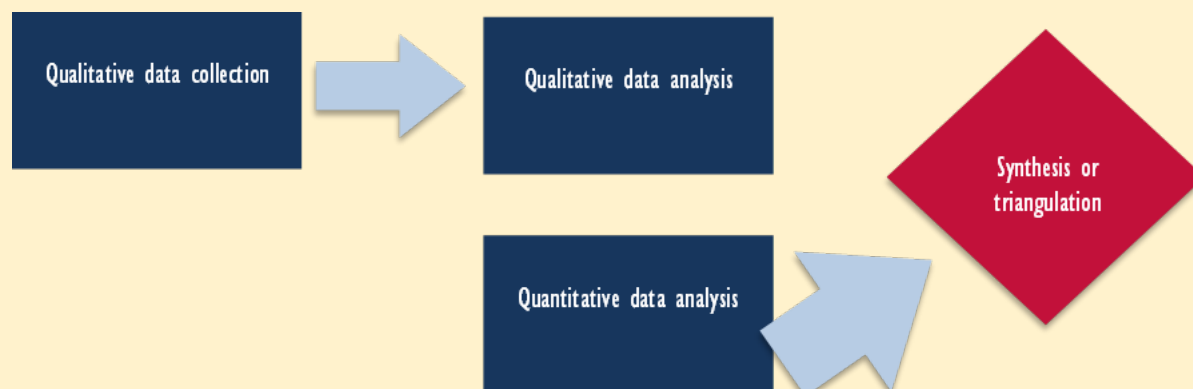
As appropriate, a "sequential combinations" approach will also be employed, enabling findings from qualitative fieldwork to inform the design and implementation of secondary quantitative analysis. To support this purpose, qualitative data collection tools will be structured so that the research team can capture information from key stakeholders on relevant and available secondary data sources that could further shed light on the evaluation question(s) being examined.

4.1 TOOL DESIGN AND REVIEW PROCESS

This evaluation began with a literature review to provide the context, background, and understanding needed for effective qualitative fieldwork. The literature review supported the design of more in-depth and nuanced subsequent evaluation components. The evaluation team studied existing documents from USAID/Morocco, NPR, and the MoE, as well as external documents pertaining to early-grade reading in Morocco. This review provided an overview of education and early-grade reading in Morocco, including past activities by USAID and the MoE. It also spoke to the research that informed the NPR design and the NPR survey, including the overall results framework, project indicators, and related activities.

During the design phase, evaluators clearly mapped each item on each tool in Excel to relevant evaluation questions and sub-questions to ensure sufficient information was elicited from all appropriate respondents to answer the evaluation questions. These detailed tool maps were used to produce versions of each tool in Word that were structured for appropriate interviews and discussion flow with respondents. This matrix can be referenced in Annex VIII.

Each tool was aligned with one specific type of respondent:
USAID/Morocco officials;
- NPR implementers and subcontractors;
- MoE officials;
- Non-MoE government officials;
- Moroccan Sign Language activity participants;
- Private sector personnel; and
- School-level respondents, including school directors, teachers, and parents.

While the same tool was utilized for subgroups within a respondent type, additional sub-sections or targeted items were incorporated for specific subgroups, where relevant. For example, MoE officials at different levels had specific sections of the core MoE tool removed based on their level of involvement in the project. Similarly, implementing partner staff were asked different sets of questions depending on the activity or activities in which they participated. In addition, respondents in experimental and scale-up regions were asked different sets of questions that aligned with the exposure they would have had to NPR. The tools for regional and provincial MoE officials and school-level respondents, including school directors, teachers, and parents, varied slightly between experimental and scale-up regions because respondents in scale-up areas were assumed not to have as much background knowledge about NPR.

The evaluation team hosted a planning and tools pre-testing workshop in October 2022 in Rabat to build consensus and buy-in around the evaluation design. Discussion topics included the evaluation questions, sample of respondents, and the use of results. As a result of the workshop, the sample size was increased from eight to 12 schools. During subsequent consultations with central MoE officials, it was recommended that certain non-MoE officials and certain directorates within the MoE be dropped from the sample due to limited involvement with NPR, including one respondent each from the Ministry of Solidarity, Women, Family, and Social Development; the Ministry of Health; the MoE's Directorate of Cooperation and Teaching in Private Schools; and the MoE's Directorate of Strategy, Statistics, and Planning. Instead, the evaluation team aimed to conduct interviews with individuals involved with different project activities, including the development of supplementary reading materials, the production of textbooks, and the communication of MoE initiatives. Tools were also revised and refined based on the discussions and participants' perspectives on local contexts. The workshop included key representatives from the MoE, USAID/Morocco, and NPR implementing partners.

To facilitate time management, each finalized tool marked priority questions that data collectors first asked respondents, followed by any additional questions that enumerators could pose within the time limit set for each KII (60 minutes) and FGD (90 minutes). The final data collection instruments can be viewed in Annex VII.

The tools included informed consent scripts and forms, which can be referenced in Annex VI. Data collectors followed clearly defined protocols for respondents' participation in the evaluation, including an outline of risks and benefits, the right to decline participation, and confidentiality. Institutional Review Board (IRB) approval was obtained from the Moroccan Association for Research and Ethics prior to beginning this fieldwork.

4.2 SAMPLING

This qualitative-based evaluation used purposive sampling. Respondents participating in this evaluation included school-level respondents; MoE and non-MoE government officials at the provincial, regional, and national levels; personnel of USAID/Morocco and NPR implementing partners; and personnel from other NPR partner organizations.

Data were collected in the same six regions as the whole-of-project performance evaluation of the RFS project in 2019—the four regions with NPR experimental schools and two regions in which the Ministry of National Education, Preschool, and Sports (MoE) scaled up the new curricula and materials that NPR introduced. The same provinces in each region were also selected. Since only one province per scale-up region was selected for the whole-of-project performance evaluation in 2019, an additional province per scale-up region was selected to represent one urban and one rural province in each region.

Evaluators visited two schools apiece in each region, equating to one per selected province and totaling 12 schools overall. Evaluators utilized existing secondary data from NPR to purposively select the schools to ensure varied representation of a range of school characteristics such as urbanicity,[8] the predominant mother language of students,[9] school performance,[10] school population size, and socioeconomic status. The qualitative data gathered from school-based sources does not aim for representativeness or generalizability, as a quantitative study would. Experimental schools were selected based on NPR EGRA data to include schools with both low and high EGRA score averages. Urbanicity and the percentage of students who spoke Darija at home were included as additional criteria to ensure that both urban and rural schools were represented, as well as schools in which the majority of students and less than the majority of students spoke Darija at home. As EGRA data was not available for scale-up schools, it was not possible to select schools based on low and high average scores. STS's Field Manager selected these schools with input from appropriate regional MoE officials. Urbanicity was the primary factor in scale-up school selection to ensure classrooms in rural and urban areas were both visited.

4.3 RESPONDENTS

Enumerators generally targeted the same set of respondents at the school, provincial, and regional levels, as shown in Table 3. At each of the 12 schools, enumerators aimed to conduct separate focus group discussions (FGDs) with parents and teachers, as well as a key informant interview (KII) with the school director. In addition, certain MoE officials were targeted for KIIs in each of the 12 provinces, including the provincial director and an inspector, and in each of the six regions, including the AREF director and a provincial Arabic language teacher trainer. Enumerators also aimed to conduct KIIs with at least two CMREF directors.

At the level of the national MoE, enumerators planned to conduct KIIs with officials in the Curriculum Directorate, Centre National de l'Evaluation et des Examens (CNEE), Centre National des Innovations Pédagogiques et de l'Expérimentation (CNIPE), and individuals involved with different project activities, including the development of supplementary reading materials, production of textbooks, and communication of MoE initiatives. Enumerators also aimed to conduct KIIs with two interpreters involved with NPR's Moroccan Sign Language (MSL) activity and several individuals in the private textbook industry who collaborated with NPR and the MoE on the development of new materials.

STS also planned to conduct some KIIs remotely with respondents, including officials from USAID, Creative Associates International, and 3asafeer, an educational technology company that provided supplementary reading materials to NPR.

Table 3: Respondents by Targeted Number, Tool, Subgroup, and Sampling or Selection Criteria

#	Respondents (N)	Tool	Subgroups	Sampling/Selection Criteria
1	USAID Morocco Officials (at least 2)	USAID KII Guide	N/A	At least 2 KIIs with USAID/Morocco Education officials

---

[8] For example, the demographic criteria may distinguish between urban, peri-urban, rural, and deep rural schools.

[9] Such as *Darija*, the Moroccan Arabic dialect, or Amazigh languages, such as Tarifit, Tashelhit and Central Atlas Tamazight.

[10] Ideally, "high performing" and "low performing" schools may be determined by existing EMIS, EGRA data, or other RFS-SSE or RFS-NPR project data and/or experience.

#	Respondents (N)	Tool	Subgroups	Sampling/Selection Criteria
2	USAID Implementing Partners (2)	USAID Implementing Partners KII Guide	N/A	Two KIIs with senior NPR staff
3	MoE government officials (42)	MoE Official KII Guide	MoE Central Office Directors	Four KIIs with Central Office Directors, including officials from CNIPE, CNEE, and the Curricula Directorate
			AREF/Regional Directors	Six KIIs with AREF regional directors and their assistants
			Provincial Directors	12 KIIs with provincial directors
			Inspectors/Provincial Coordinators	12 KIIs with inspectors/provincial coordinators
			CMREF Directors	Two KIIs with CMREF directors
			Province-level Arabic teacher trainers from CMREF	Six KIIs with provincial-level Arabic teacher trainers
4	Non-MoE stakeholders (2)	MSL Activity participants	Representatives of marginalized groups	Two KIIs with respondents identified by MoE or USAID/Morocco who participated in the efforts to provide MSL interpretation for distance-learning video lessons
5	Private sector personnel (3)	Private Sector Personnel KII Guide	Textbook publishers	Two KIIs with relevant personnel identified by MoE or USAID
			3asafeer (educational technology company)	One KII with relevant personnel identified by MoE or USAID
6	School directors (12)	School Director KII Guide	N/A	12 KIIs with primary school directors in NPR schools
7	Teachers (min. 48; max. 96)[11]	Teacher FGD Guide	N/A	12 FGDs with primary school teachers (grade 1-6) in NPR schools

---

[11] This table assumes four to eight teachers per FGD. While each FGD with teachers will aim to include eight participants, the total number of teachers who participate depends on the number of teachers available within each sampled primary school and targeted grade level. For example, if a school only includes one teacher (or section) for each targeted grade level (i.e., grades 1–6), the maximum number of teachers available to participate in the FGD would be six. In cases where more than eight grade 1–6 teachers are available, the criteria for selecting teacher participants prioritized including one teacher from each targeted grade level as well as gender balance or participants (i.e., the inclusion of an equal number of male and female teachers if available). If needed, additional selection criteria may be added, such as prioritizing teachers who have been at the school for at least four years, as they would have had greater exposure to the RFS activity.

#	Respondents (N)	Tool	Subgroups	Sampling/Selection Criteria
8	Parents (min. 72; max. 120)[12]	Parent FGD Guide	N/A	12 FGDs with parents of primary school students (grades 1-6) who are active in school management committees, parent organizations, or other school groups

4.4 RESEARCH TOOLS

4.4.1 Key Informant Interviews (KIIs)

The evaluators aimed to conduct 63 KIIs, including four KIIs with USAID/Morocco and its implementing partners, 47 KIIs with Moroccan government officials and other stakeholders, and 12 KIIs with school directors. Additional details on respondent types and subgroups anticipated for participation within each of the broader categories—as well as associated targets—are detailed in Table 3. The total number and types of KIIs conducted by the conclusion of data collection are detailed in Annex V.

4.4.2 Focus Group Discussions (FGDs)

A total of 24 FGDs were aimed to be conducted across twelve school visits. As noted in Table 3, the evaluation team was to complete 12 FGDs with primary school teachers (one FGD per school visit) and 12 FGDs with parents of primary school students (one FGD per school visit). FGDs aimed for gender-balanced participation where possible. For example, half of the parents of students in early primary grades invited to participate in FGDs were fathers or male guardians, and half were mothers or female guardians.[13] The total number and types of FGDs conducted by the conclusion of data collection are detailed in Annex V.

4.4.3 Secondary Data Sources

For secondary quantitative data analysis, the evaluation team worked with USAID/Morocco, implementing partners, and MoE to secure the following datasets:

- School-, teacher-, and pupil-level data for the NPR baseline study conducted in May 2018, the midline conducted in 2021, and the endline administered in 2022; and
- NPR datasets, including midline data collected for the positive/negative deviance school study, Arabic-language curriculum effectiveness study, and research on students' well-being and learning loss due to the COVID-19 pandemic.

The requested data was de-identified at the individual level but identified at the school level to facilitate meaningful analysis.

---

[12] This table assumes six to 10 parents per FGD. While each FGD with parents will aim to include ten participants total, the evaluators recognize it may be difficult to identify, recruitment and mobilize 10 parents at each site at the designated time and date. In recognition of this constraint, and standard practice on ideal FGD group size, a minimum of six parents per FGD has been established.
[13] Only one parent or guardian is expected per family.

4.5 DATA COLLECTION, ANALYSIS, AND VALIDATION

4.5.1 Data Collector Training

Data collectors participated in a training in Morocco from November 7–12, 2022, before data collection began. During the training, participants were introduced to the context of the NPR final performance evaluation and reviewed data collection tools question by question to ensure they understood the content and purpose of each. Participants also received a handbook describing the procedures for facilitating FGDs, conducting KIIs, and capturing full, detailed, and accurate notes. Additionally, participants conducted a piloting session at nearby schools.

Data collectors were divided into teams, with each team consisting of two locally recruited Arabic- and French-speaking speaking data collectors. Each data collection team had one woman and one man researcher. Each team was led by an STS home office staff proficient in French and English who facilitated the training and observed data collectors during practice sessions. When data collection commenced, this team lead facilitated daily debriefing sessions and data monitoring to provide quality assurance. One team of STS evaluators was also formed to conduct remote interviews. During fieldwork, the data collection teams communicated regularly with one another to ensure consistency of procedures and conduct remote debriefing sessions together. The composition of the teams ensured the collection of data in Arabic, French, English, or Darija languages.

4.5.2 Qualitative Fieldwork

MoE approval was obtained prior to data collection. Evaluators submitted a list of proposed schools and respondents to USAID/Morocco. Through the Mission's existing relationship with MoE, the Mission requested approval to collect data from the MoE prior to data collection.

Data collection for the qualitative portion of the evaluation began with personnel training in Rabat, Morocco, from November 7–12, 2022. This was directly followed by approximately four weeks of data collection across six regions and 12 provinces in Morocco.

Data collection was largely successful, and most scheduled KIIs or FGDs were conducted. However, two FGDs could not be executed for external reasons. One parent FGD could not be conducted because the sampled school does not have a parent association, which is typical for other schools, as it is a satellite school. Since a member of the parent association usually arranges meetings with parents, this barrier impeded gathering respondents. Additionally, parents worked and lived at far distance from the school. Secondly, one teacher FGD could not be conducted due to a teacher strike and subsequent boycotting of all activities not directly related to work. However, such instances were accounted for when the school sample was increased before the start of data collection.

In addition, STS had requested that a regional official select which schools be visited in one specific region, as there was no EGRA data available for this particular region to guide selection by STS. In addition, one replacement school was selected, as the originally selected school was not a primary school.

In advance of each FGD or KII, the team lead identified an interviewer and a notetaker. The interviewer led the interview or discussion while digitally recording it. The notetaker kept detailed notes during the FGD or KII.[14] Permission to audio-record was requested as part of the consent process prior to the start of the KIIs. In cases where a KII or FGD participant declines permission to be audio-recorded, the

---

[14] Handwritten notes were in any language, but typed notes were in either English or French. For example, if an interview was conducted in Arabic, the interview was recorded to supplement the interviewer's field notes (to be compiled at the end of the interview). The majority of interviews were conducted in Arabic, enabling one team member to conduct the interview while the other took notes.

team respected their wishes and proceeded with the interview without the audio-recording while taking note of the refusal to be recorded. Field notes were typed up as soon as possible to capture details from the interview while it was still fresh. The team lead reviewed these electronic notes for quality and completeness.

The evaluation team conducted research in accordance with international norms on the ethical conduct of research with human subjects, including obtaining consent from respondents.[15] Qualitative data, including audio recordings, were stored on a secured, password-protected server. Once field notes were saved electronically, the audio files were also uploaded to a secure, password-protected server and deleted from the audio-recording device.

4.5.3 Data Analysis

Qualitative Analysis
The teams recorded and took handwritten notes during FGDs and KIIs to capture qualitative data and then used these to finalize typed, expanded field notes in French. Qualitative data—including audio recordings—were stored on a secure, password-protected server. Finalized debriefing and field notes were imported into NVivo, a qualitative data analysis software package, to systemically code and analyze them and identify salient themes across a range of respondents that answered each evaluation question. The qualitative data analysis methodology incorporated an iterative approach and included thematic content analysis of narrative data to identify and validate emerging themes. A codebook was developed at two stages—when the evaluation design was finalized and during data analysis when additional themes emerged. Responses from different individuals and respondent groups were compared to identify discrepancies, if any existed, and to offer explanations for such discrepancies. The relationships between responses were also examined to learn about linkages across themes. Multiple analysts working in a single software package ensured that data, codes, and findings were stored in a common location.

Secondary Quantitative Analysis
Data collected during NPR were analyzed to supplement the qualitative data collected in November and December 2022. Due to time constraints, not all datasets provided by NPR could be analyzed for this evaluation. Therefore, three datasets were selected for secondary analyses based on their relevance to this evaluation—the EGRA baseline and endline data, the Arabic language curriculum effectiveness study, and the SRM study. For each of these studies, salient variables were selected to determine the extent to which they correlated with students' reading scores. All results cited in this report were found to be statistically significant at the $p < 0.05$ level or lower. Comprehensive tables from the analyses explained in this section can be found in Annex X.

Baseline and Endline EGRA
For this analysis, NPR EGRA baseline and endline data were used from a total of 586 schools and 5,826 students in grades 1–4. Ten variables from the EGRA and additional surveys—including the teacher questionnaire, classroom observation form, and school inventory form—were selected for analysis, as shown in Table 4, and frequencies were run.

---

[15] The consent procedures clearly explained the purpose, use, treatment, and destruction plan for any audio recorded data so that respondents could make an informed decision.

Table 4: Tools and Variables Included in NPR Final Evaluation Secondary EGRA Analysis

TOOL	VARIABLES
Teacher questionnaire	Do you teach reading every day?
	Why should you teach letter/syllable sounds to children? Answer: They need to sound out (decode) in order to read.
	Do you have access to supplementary materials?
	Have you ever received training (in person or remotely) on how to teach reading?
Classroom observation	Teacher has his/her own copy of the teacher guide
	All students have textbook or printed materials
	Are there other student reading materials in the classroom?
School inventory	Has this school received supplementary reading materials (SRM) from the MOE for…
	SRMs are stored in classrooms
	Teachers have access to SRMs

To compute change scores between baseline and endline, all scores from three EGRA subtasks—phonemic awareness, syllable reading, and oral reading fluency (ORF)—were calculated at the school level by averaging the results of all the students of the same grade level in the same school. Then changes in average scores were computed for each grade by subtracting the baseline average subtask scores from the endline average subtask scores of each of the three subtasks. Average change scores of all schools combined were analyzed by each of the ten selected variables, and tests for significance of difference were run between schools answering "yes" and schools answering "no." Finally, average change scores were calculated by the type of school—full and partial treatment (experimental and nonexperimental)—and then regression analysis was run for each type of school in relation to each of the variables. The differences between these changes—called an interaction effect in statistics—were then tested for statistical significance for each variable at each grade level. Note that where statistically significant differences were identified, results can be generalized to the larger populations from which these samples of schools were drawn with a high level of confidence.

SRM Study
Data from these analyses were drawn from a study conducted by NPR during the EGRA post-test from December 2020 to May 2021 in a sample of 50 schools—25 experimental and 25 comparison—with grade 2 and 4 students and teachers. The same items included in the EGRA analysis described above were used in this analysis. Data were collected using a student questionnaire, teacher questionnaire, and school director/school inventory questionnaire. For the analysis, individual student EGRA ORF endline scores[16] were calculated, then multi-level regressions were run to test for significance of difference between respondents answering "yes" and respondents answering "no" on a range of items. Results were disaggregated by grade, gender, and location (urban/rural).

Arabic Language Curriculum Effectiveness Study
Student-level scores from an NPR-administered assessment of reading comprehension in grades 5 and 6 in May 2021 were analyzed in relation to questions asked in a teacher questionnaire and classroom observation, both administered by NPR during the program. Items were selected for analysis based on

---

[16] This is in contrast to the previous analysis, where EGRA scores were averaged by school, then compared from baseline to endline.

their relevance to the NPR evaluation questions. Results were disaggregated by gender and urbanicity. Tests for significance of difference were run between "yes" and "no" answers by grade – all students combined – as well as by grade disaggregated by gender and urbanicity. Interaction effects were also calculated by comparing differences between "yes" and "no" answers for each subgroup.

4.5.4 Data Validation

Following data collection, coding, and analysis, the evaluation team shared initial findings remotely with USAID and incorporated feedback into the draft of the report. After this draft report is submitted, the evaluation team shared and validated the evaluation findings with Mission staff, implementing partners, and MoE officials in Rabat. This in-person workshop also provided an opportunity to refine recommendations further to help ensure that they are specific and actionable. STS submitted the final evaluation report to USAID following written feedback from USAID and validation of findings at the workshop. STS completed a final, remote presentation with Mission staff, implementing partners, and MoE officials.

4.6 LIMITATIONS

During daily debriefing sessions, the data collector teams shared challenges they encountered in the field. STS also acknowledges the limitations of this study.

- **General qualitative approach of the evaluation:** Although the general qualitative approach of this evaluation provides a nuanced, in-depth, complex picture of the NPR's impact from a diverse set of respondents, the lack of primary quantitative tools to complement these data make it impossible to generalize any findings to geographical areas or populations as a whole.
- **Selection of scale-up schools:** Schools in the four experimental regions were selected based on the highest and lowest EGRA average scores. Urbanicity and percentage of students who spoke Darija at home were additional selection criteria. EGRA data was unavailable for the two scale-up regions, and thus school selection could not be based on high and low average scores. Instead, the STS Field Manager selected these with input from appropriate regional MoE officials, including an inspector in ▮▮▮▮▮▮▮▮ and the AREF director in ▮▮▮▮▮▮▮▮. To limit bias, one rural province and one urban province were selected for each scale-up region. However, the inability to select scale-up schools based on EGRA data as was done with experimental schools remains a limitation of the study.
- **Teacher strike:** A national teacher strike prevented one team of enumerators from conducting one teacher FGD.
- **Extra attendees:** At one parent FGD, the school director remained present for almost half of the discussion and provided some answers during the interview. The presence of the school director may have biased parent answers. Data collectors discussed this issue with their STS team lead and subsequently handled such situations by politely requesting that only parents or teachers be present in their respective FGDs. A reminder regarding this was additionally sent to all teams to prevent further instances.
- **Participation of USAID staff in two parent FGDs**: A USAID representative attended two parent FGDs. In some circumstances, the presence of donors or program managers in an FGD can constitute conflicts of interest and bias the responses of the participants—either positively (e.g., to receive additional support) or negatively (e.g., feel threatened that the donor will discuss findings with the government). However, given the nature of this evaluation (it is unlikely that many teachers or parents have a deep understanding of USAID's role in the reform) and the low likelihood of bias (since teachers and parents are more likely to associate the reform with the MoE, who will not be present in the FGDs), STS considered the possibility of conflicts of

interest and bias minimal. Furthermore, given the important role this evaluation will play in USAID's opportunity to learn directly from beneficiaries, as well as in future USAID program design, STS considered USAID's presence at FGDs a worthwhile risk. Nevertheless, in order to avoid possible conflicts of interest and bias, STS proposed, and USAID abided by, the protocol listed in Annex IX.

- **Absence of an FGD Guide in Darija:** The KII and FGD guides were made available to data collectors in both Arabic and French. During the training week, data collectors practiced conducting FGDs in Darija, as some parents may prefer communicating in this dialect. However, it is a known limitation that data collectors were sometimes required to conduct simultaneous translation from Arabic to Darija, which could result in variable quality of communication from one question to another, depending on the complexity of the question.
- **Respondents' language of preference:** During the course of a KII on the first day of data collection, enumerators noticed that the respondent seemed to be more comfortable answering questions in French than in Arabic. STS team leads discussed a solution with data collectors that day for KIIs at the higher levels of the MoE: asking the respondent for approval to record and, if granted, then asking for the language of preference. This addressed the issue of language preference at the start of the interview and allowed the respondent to answer the complete set of questions in their preferred language.
- **Lack of knowledge about NPR for some respondents:** Some regional and provincial MoE respondents did not feel comfortable answering questions about NPR because they did not know much about it. This hesitation resulted in these respondents either asking for a department or division head to take their place or join them.
- **Respondents declining to record:** In some instances, respondents declined to be recorded, either due to their limited knowledge about NPR or hesitation to speak frankly while recorded. This may have affected the level of detail in notes, as data collectors could not listen to a recording after the interview to expand upon notes. These respondents are not identified in this memo, as doing so would violate the promise in the consent form that respondents will face no repercussions for declining to be recorded.

Limitations in the secondary quantitative analysis of EGRA data are also recognized:

- **Disparate reading proficiency among different grades:** Results in this report sometimes show weaker results for students in Grades 1 and 2. This is likely so because measurements of fluency capture skills that students develop as they become proficient readers. To capture learning in Grades 1 and 2, analyses of student ability with syllable identification or phonemic awareness should be conducted.
- **School-level analysis:** Analyses discussed in this report were conducted at the school level and, as such, had less statistical power than other analyses – for example, ones conducted at the student level.
- **Global pandemic:** COVID undoubtedly affected overall outcomes and should be considered when concluding the role played by individual variables in student performance.
- **Lack of a control group:** Though this report discusses full and partial treatment schools, the NPR design did not include a control group – that is, schools randomly assigned as treatment or control. Therefore, reasons for change scores cannot be directly attributed to NPR.

5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 LEARNING OUTCOMES

Qualitative and quantitative data were used to answer evaluation questions related to learning outcomes. While primary qualitative data were collected from respondents in KIIs and FGDs to learn about their perspectives and experiences in response to these learning outcomes, secondary quantitative data were also analyzed from extant NPR datasets. Results of the primary qualitative data analyses are presented first, followed by a review of ORF results on the NPR baseline, midline, and endline EGRAs and additional findings from secondary data analyses.

5.1.1 Findings

Positive Changes Related to New Curriculum Amid Notable Obstacles
Respondents' descriptions of how teachers and students have engaged with the new curriculum and related activities in experimental schools show how NPR has positively changed classrooms. "In the experimental schools, we saw how teachers were able to receive and implement the new pedagogy with passion and great fidelity," an implementer said. "They loved the approaches and found them simple and found they had an impact on the children."

These anecdotes brought to life the improvements in the curriculum that reviewers outlined in the USAID-commissioned report Morocco Curriculum Review and Capacity Building Activity, including a learner-centered approach and a focus on all four parts of literacy acquisition (listening, speaking, reading, and writing). Respondents noted how **the new curriculum has helped students enjoy reading more.** "The syllabic reading method is very important," a teacher said in an FGD. "It has contributed a lot to the improvement of students' reading skills. Now the student learns while having fun because using this method is like playing." Respondents noted how students had improved with other aspects of Arabic, including speaking, writing, and listening. A provincial official explained this development at length:

> In the past, the student could not build a useful sentence, but with this project, the level of the Arabic language has improved significantly, and the student has become able to speak fluently, and what is important is the love of language and reading for the student. Now, when the student takes a story, he knows how to read it, and the reading is not only inside the classes, but even outside the class, and that's the beauty of it.

Respondents also singled out the **SRM activity as impactful.** A regional MoE official said, "In addition, enrichment reading has also helped to strengthen the personality of the students and thus made them free, independent, [and] amused by new methods and loving the Arabic language."

Stakeholders characterized the partnership that brought about these changes in school and classroom as collaborative and participatory, based on respondents' description of their working relationship. The changes that teachers and school directors in experimental schools witnessed firsthand positively influenced the MoE's outlook on the project. "There is a very strong buy-in and ownership of the program by MOE because the field—teachers, principals, school-level staff—sells it [and] spoke very

highly of it. They all want to capitalize on NPR for future programs," a USAID official said. Not only have schools observed changes in students' attitudes toward reading, but implementers have seen how their partners at the MoE have evolved. "When the project ends, we leave behind a developed curriculum," an implementer said, "but also teams who are equipped for this work."

In addition to the curriculum, the MoE is poised to carry on other innovative initiatives started under NPR, notably the comprehensive massive open online course (MOOC) content developed to train teachers at a distance on the new curriculum. "There is a lot of innovation, from capacity building of teachers, inspectors, and ministry officials to the assessments, to the MOOCs," a USAID official said. "MOOCs were an important innovation within this work." NPR collaborated with members of CNIPE to develop three MOOC courses, including Introduction to Teaching Arabic Language, Components of the Arabic Language Curriculum, and The Unit Project in the Arabic Language Curriculum. "MOOCs were part of the digital step of NPR," a USAID official said. "It has been reformulated and we have seen its importance."

Respondents noted how these positive changes related to the new curriculum occurred despite notable obstacles facing NPR, primarily the COVID-19 pandemic. Respondents described how the pandemic **not only impacted student performance but other factors.** Students in rural areas had more difficulty than their urban counterparts in accessing distance learning, according to respondents, and the pandemic also forced NPR to shift its training of teachers and inspectors from in-person to virtual. "I think if NPR was to go the way we started it, without COVID, we would have a better impact," an implementer said. "But we had to do things from a distance and from afar. It impacted on teacher training and the delivery of the capacity building."

COVID also affected students' well-being and socio-emotional skills. "You can say that COVID affected students more psychologically than cognitively," a parent said in an FGD. Some families witnessed how the pandemic affected their children differently. "I have two children—a boy and a girl—and the boy was happy to go back to school," a parent said, "but the girl didn't want to go back there because she was used to isolation." Another parent described how his daughter was in first grade during the pandemic and told him that she learned nothing that year. Still, she continued to second grade: "Therefore, she encountered a lot of difficulties in second grade and could not understand quite a few lessons. Despite my encouragement, she was afraid and told me her classmates could read and write, but she had lots of difficulties understanding."

Respondents often cited another factor that impeded NPR progress—the **high turnover rate for teachers.** A USAID official explained how many young teachers are hired and assigned at first to semi-urban and rural regions. These teachers fulfill their duties as an obligation but desire to transfer to urban schools, which they consider better. "That turnover is always there," the USAID official said. "The project has invested a lot in the capacity building of the teachers. But then, when you want to assess their capacity, you find new teachers who are new to the approach itself. This is typical of what would have happened in other regions in the country." A regional MoE official added, "This is one of the most significant challenges faced by NPR, as the movement of teachers and their transfer from experimental schools to other schools has clearly affected the pace of implementation and support." The amount of turnover was apparent during teacher FGDs. While most teachers were aware of NPR at five of seven experimental schools sampled for FGDs, most teachers at two schools had not. At one of these two schools, only one of eight teachers in the FGD had participated in an NPR training.

Labor struggles were also cited as an obstacle to NPR. Respondents described how a **teacher and inspector strikes impeded training plans** during the project. For instance, when NPR scaled the grade 1 and 2 curriculum nationwide during the 2018-19 school year, an inspector strike prevented

teachers from being trained, and during the 2021-22 school year, contractual teachers went on strike for 45 days.

Trends in EGRA ORF Results

While grade 1–3 students' ORF scores generally peaked at baseline, declined at midline, and partially recovered at endline, grade 4 students' ORF scores increased both from baseline to midline and midline to endline. The highest of the three ORF scores for both boys and girls by grade from the three EGRAs is displayed in green in Table 5, while the lowest of the three is displayed in red. In grades 1–3, students generally scored highest on ORF at baseline in 2018 and lowest at the midline in 2021. In most cases, the ORF scores partially recovered by endline; however, grade 1 boys and grade 3 girls had slightly higher ORF scores at the endline than at baseline. In contrast, grade 4 students' ORF scores increased both from baseline to midline, and midline to endline.[17]

The declines in ORF scores from baseline to midline illustrate COVID-19's association with learning loss. While the baseline was conducted before the pandemic began in 2018, the midline was administered during the pandemic in 2021. In addition, the declines from baseline to midline were more sizeable for younger students in grades 1 and 2, perhaps illustrating the disproportionate impact of the pandemic and hybrid schools on them.

In KIIs, respondents cited the gains from the midline to endline as positive signs of NPR's impact, especially considering the project's obstacles. A USAID official cited the obstacles that hindered students' ability to engage with teachers, including COVID and teacher strikes. "All these factors would not support student gains," the USAID official said. "But the assessment went to the positive side, so that means that NPR … was integrated and had a positive impact on student performance."

The ORF results highlight another notable trend—girls generally outperformed boys. At baseline, girls' ORF scores were statistically significantly higher than boys' in all grades, while at the endline they remained statistically significantly higher in grades 2–4, with boys only narrowing the gap with girls in grade 1. This trend aligns with respondents' perceptions detailed later in this report that girls tend to learn and perform better than boys.

Table 5: EGRA Results in ORF by Grade and Gender

Asterisks indicate statistically significant differences between girls' and boys' scores by grade
For each sex and grade, green indicates a high score, red indicates a low score

Grade	Sex	Baseline (2018)	Midline (2021)	Endline (2022)	Gain: Baseline to Endline	Difference in gains: Girls vs boys
Grade 1	Boys	10.78	7.22	11.2	0.42	2.37*
	Girls	14.35*	8.48	12.4	-1.95	
Grade 2	Boys	17.62	14.98	17.6	-0.02	1.91
	Girls	22.03*	18.93	20.1*	-1.93	
Grade 3	Boys	33.07	30.54	31.4	-1.67	-1.9
	Girls	37.07*	35.51	37.3*	0.23	

---

[17] Note that these increases were not tested for statistical significance.

Grade	Sex	Baseline (2018)	Midline (2021)	Endline (2022)	Gain: Baseline to Endline	Difference in gains: Girls vs boys
Grade 4	Boys	30.70	32.33	36.1	5.4	-0.19
	Girls	34.51*	37.54	40.1*	5.59	

*=p<.05 or lower

Additional Findings from Secondary Data Analyses

This section presents the results of analyses of data from three studies conducted during NPR, as noted earlier in the data analysis section—the baseline and endline EGRA, the SRM study, and the Arabic language curriculum effectiveness study. Improvements in student scores on EGRA from baseline to endline are referred to as "gain scores." Note that this analysis refers to "stronger performance" as larger gain scores (from the EGRA study) or endline scores (from the SRM and Arabic language curriculum effectiveness studies). Due to the likely impact of COVID, the analysis also considers **smaller declines** relative to other groups as signs of stronger performance as well. Note that all results refer to combined full treatment and partial treatment schools unless otherwise indicated. All results are statistically significant at the $p < 0.05$ level or below unless otherwise stated. For additional information on analytical methods, see the methodology section earlier in the report and Annex X.

Teaching reading every day correlated with stronger performance on multiple EGRA subtasks in grade 1. Gain scores were larger in grade 1 in ORF and syllable reading, and declines in phonemic awareness were smaller when teachers reported they taught reading every day compared to the scores of students whose teachers did not report teaching reading every day.

Teachers receiving training in reading and the use of SRMs correlated with stronger EGRA performance in grades 2–4. Gain scores were greater in grades 2 and 3 in ORF and in grade 3 in syllable reading, when teachers reported being trained in reading, compared to students whose teachers had not been trained. Gain scores were greater in grade 4 in ORF when teachers reported having participated in "all" or "most" of training in the use of SRMs. (See also section *6. Equity* for additional differences found by sex and location.)

Possession of a teacher's guide correlated with stronger EGRA performance in grades 1-3, as well as stronger comprehension scores in grades 5 and 6. Declines in phonemic awareness scores in grade 1 were smaller when teachers were observed with a copy of their guide. Declines in ORF scores were smaller in grade 2 and gains were greater in grade 3 when teachers had a copy of their teachers' guide compared to students of teachers in those grades who did not have a guide. In grades 2 and 3, interaction effects were found in which students whose teachers had their copy of a teachers' guide showed positive gains in syllable reading (1.82 syllable gains in grade 2 and 3.01 in grade 3) while students in those grades saw substantial declines (-15.72 syllables in grade 2 and -8.29 syllables in grade 3) when their teachers did not have a guide. In grade 4, gain scores were greater in syllable reading when teachers reported having a guide. Oddly, ORF gain scores were smaller in grade 4 when teachers had a guide than when they did not, yet syllable reading gain scores were larger when teachers had a guide. In addition, higher scores were also found in the Arabic language curriculum effectiveness study amongst students in grades 5 and 6 whose teachers had their guides.

The presence and use of SRMs correlated with stronger reading performance in grades 1–4. Gain scores were greater in grade 1 in ORF when teachers said they had access to SRMs.

Disaggregated by school type, interaction effect analyses found that full-treatment (experimental) schools benefited more than partial-treatment (non-experimental) schools at all grade levels when they had received SRMs from the MoE, with differences of 11 CWPM in grade 3 and 17 CWPM in grade 4 in favor of full-treatment schools:

Figure 3: Has this school receives SRMs from the MOE?

CWPM when School Director answered yes no, by school type
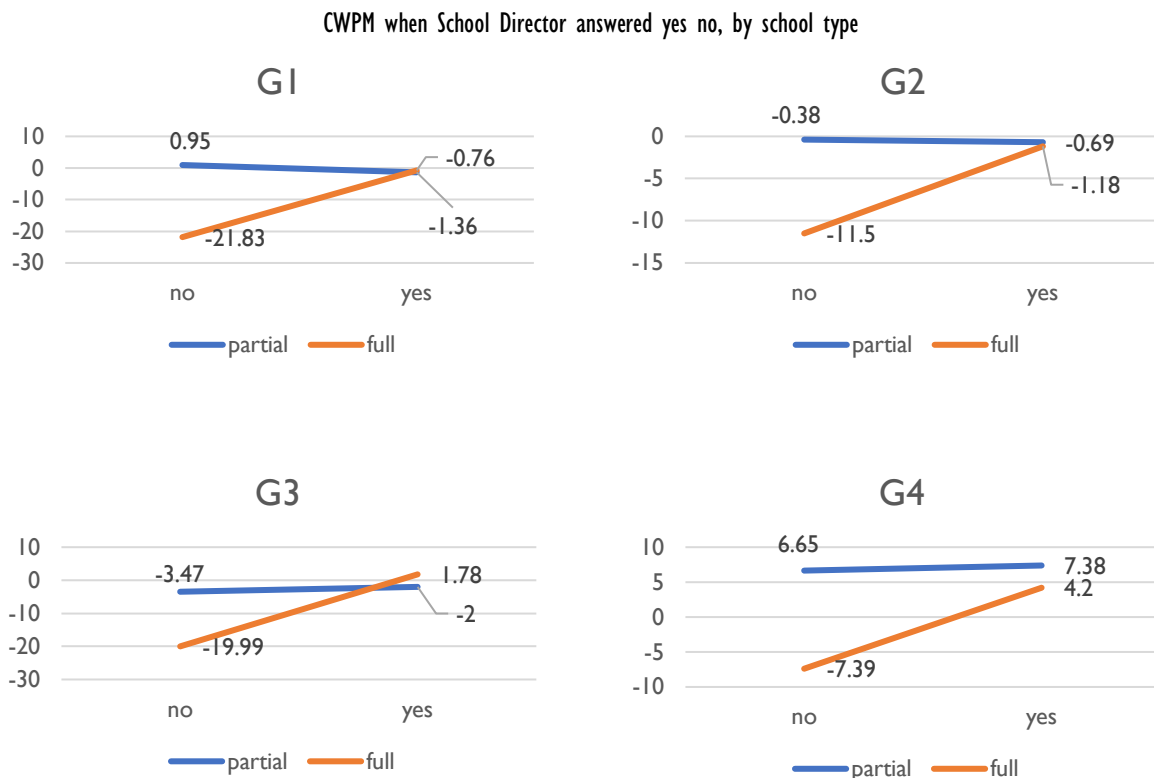
Having SRMs also correlated with stronger syllable reading scores. When teachers in grades 1–4 in full-treatment schools reported having received SRMs from the MoE, their students read substantially more syllables than students where teachers reported not receiving SRMs, with differences as great as approximately 38 syllables in grade 1, 20 in grade 2, 9 in Grade 3, and 8 in grade 4—in favor of students whose teachers reported having received materials.

Access to 3asafeer, as well as reading 3asafeeer materials, correlated with stronger reading performance in grades 2 and 4. Students in grade 2 scored higher on ORF at the endline when they had accessed the 3asafeer digital library, when they read stories from the library, and when their teachers accessed 3asafeer at the school with school equipment.

Introducing lessons and prediction activities correlated with stronger reading performance in grade 6. Stronger scores were found in grade 6 when teachers guided students to predict content and when they introduced lessons by explaining what students would learn.

5.1.2 Conclusions
The COVID-19 pandemic and hybrid schooling had an effect on learning loss, possibly with a disproportionate impact on younger students; in contrast, grade 4 students' ORF scores increased from baseline to endline, possibly due to longer exposure to NPR. Morocco is no

stranger to learning loss from the pandemic, which affected children's learning worldwide. It is notable, however, that EGRA data show how scores decreased more for children in early primary grades. It may be worthwhile to track these trends to see how the learning loss may evolve over time as these children progress through primary school. Unlike ORF scores in grades 1–3, which declined or remained relatively flat from baseline to endline, grade 4 student ORF rates increased from baseline to endline. These gains may be associated with older students' longer exposure to NPR interventions.

Teacher turnover was perceived as also negatively impacting learning outcomes. In addition to the pandemic, many respondents cited teacher turnover as an obstacle, and the dearth of teachers at two experimental schools sampled for FGDs illustrated this issue. It is important to note, however, that EGRA data did not account for rates of teacher turnover in assessing students, so it may be worthwhile to find a concrete of measuring its impact quantitatively.

NPR has positively changed classrooms. Although students were not interviewed as part of this evaluation, it was clear from teachers, parents, and education officials how the new curriculum had enlivened classrooms with its learner-centered approach.

Key NPR funders and implementers developed a fruitful working relationship with the central MoE and helped them develop the technical capacity needed to develop, adapt, and sustain the new curriculum, learning materials, and MOOCs. In KIIs, partners did not report any contentious issues or air any grievances about collaboration during NPR. This strong working relationship bodes well for future partnerships between the MoE and USAID-funded efforts.

Secondary analyses of data from EGRA, SRM, and Arabic language curriculum effectiveness studies found that stronger reading performance correlated with several variables, including teaching reading every day, teachers receiving training in reading instruction and the use of SRMs, possession of a teacher's guide, the presence of SRMs in schools, access to and reading 3asafeer materials, and including lesson introduction and prediction activities in instruction.

5.1.3 Recommendations

Continue to research NPR cohorts to understand the project's cumulative impact. Possible research topics include how each NPR cohort performs over time, particularly to see if the trends since the COVID-19 pandemic continue, as well as how teacher training, especially when done as planned, may lead to improved learning outcomes.

Determine strategies to reduce teacher turnover. It is important to note that teacher turnover is not an issue that only affected experimental schools. It is a nationwide impediment to improving learning outcomes, especially if training programs during scale-up are initially inconsistently implemented. The MoE and partners should strategize how to mitigate its impact as much as possible, including how to use MOOCs as a fallback option to enable teachers to continue training.

Apply a learner-centered approach to other aspects of school curricula. One of the notable successes of the new Arabic language curriculum is how students have engaged more enthusiastically with the material. While it is not beyond the scope of this evaluation to know what the status of curricula reform in other subjects may be in Morocco, it would be worthwhile for the MoE to explore expanding this approach to other subjects if it has not already done so.

Document internal best practices of NPR partnership. It is possible that elements of the working relationship between the MoE and new partners for future USAID-funded projects may not follow the same framework as NPR's. Due to the lack of issues in collaboration during the life of NPR, it would be

beneficial to document the aspects that worked best to institutionalize them for future education projects.

5.2 CAPACITY BUILDING IN ASSESSMENT DATA AND USE OF DATA

Respondents shared various views on capacity building in assessment data, as well as the MoE's use of data, including the design and effectiveness of the NPR assessment capacity building program, the extent to which data have been used to facilitate adaptive management, and associated needs for support to strengthen this capacity; and the effectiveness of the rollout of NPR's formative assessment materials and methods.

5.2.1 Findings

Assessment capacity building program: Design and effectiveness
Starting in 2019, NPR organized a series of capacity-building workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. Respondents involved with this series—including the donor, NPR implementers, and workshop participants—were asked if NPR should do anything differently if it were going to plan this series of capacity-building workshops again, and if so, what specifically should be done differently.

Most respondents reported that **the design of the capacity-building series worked well.** A central MoE official noted that the approach was good—that training used to be viewed as weak, but now it has become a strong element of the new curriculum. A USAID respondent noted that the assessment capacity building program "was the right approach, right topics, and the right time. We saw fidelity." Another USAID respondent noted that the same approach to training would be used again in the NPR follow-on project, Bridge to Middle School, and expanded to other subjects such as science. An implementer noted that one of the best workshops was data analysis, during which MOE officials reviewed baseline and midline EGRA data.

Although NPR invited a variety of participants from all 12 regions of the country to participate in the workshops, including teachers, inspectors, and MoE officials, some respondents suggested that the limited number of invites did not meet the demand for such capacity-building activities. A USAID respondent noted how **implementers ended up expanding the capacity building to include not only members of CNEE but also inspectors and CRMER personnel.** "Evaluators can learn how to produce mathematic data on what works, while pedagogical experts would learn how to interpret results and consider strategies to address gaps revealed by the research," the USAID respondent said. Some CNEE and regional MoE officials mentioned the importance of decentralizing training to empower more people in the educational system. "We didn't receive training as the inspectors did; we only handled logistics," an AREF official said. "In order to get information, we have to contact the inspectors directly."

Adaptive management
The evaluation also sought to understand whether, over time, the MoE had come to use data to facilitate decision-making about program design or implementation—an element of adaptive management—as well as to understand the MoE's need for additional support in this area. To find this out, respondents were asked why capacity-building activities had or had not improved the MoE's institutional ability to conduct EGRAs and use the results for informing implementation and if the MoE used—or had any plans to use—EGRA results to make any changes to the Arabic language education reform, and if so, how.

In response to these questions, some interviewees in experimental regions confirmed that EGRAs had been conducted in their regions and schools, and that **workshop participants had learned how to design EGRAs and analyze their data.**

Yet, to what extent the MoE examined EGRA data and made decisions to modify the Arabic curriculum reform design and implementation was unclear. One project implementer suggested this process would happen in the future, saying, "I believe the MoE will use feedback from EGRA results again when reviewing the elementary school curriculum." Another implementer felt that EGRA data had been used to make decisions about national exams at the end of Grades 2, 4, and 6. These decisions and intentions need to be corroborated. Another implementer indicated: "I think the MoE will analyze those results in the future to inform decisions. It's the Moroccan government strategy."

Some respondents indicated that the **MoE had made several decisions based on data that informed the curriculum design.** One central MoE official stated that EGRA results had informed the curriculum design in the beginning, then helped the MoE monitor and measure student learning. And thanks to these results, he noted, EGRA had "improved our work." One implementer reported that the midline EGRA results created a "feedback loop"—a discussion in which the MOE saw the gap (largely due to COVID) and, according to another implementer, "wanted to look at remediation":

> The MoE started to work with a method called Teaching at the Right Level (TaRL), then asked NPR to work on a remediation toolkit, so NPR worked on assessment and remediation. This conversation evolved into the decision to develop a formative assessment guide for teachers.[18]

Although implementers, donors, and central MoE respondents made decisions to varying degrees based on data, the extent to which the MoE was ready to use EGRA or other results remained limited. Said one central ministry official, "Our personnel was trained in data analyses, but we didn't have time to use the results of their analysis." According to MoE officials at the regional and provincial level, as well as inspectors and school-level personnel, the sharing and application of EGRA results and other data was limited. Multiple regional and provincial MoE officials, as well as school directors, noted that they had not received data or results. In the few instances that respondents reported learning about EGRA results, they said they had only heard about them verbally. Said one respondent from a regional office, "Our superiors told us to consult the ministry to have more information regarding EGRA and its use." An inspector shared a similar story: "We collected the data but didn't draw the conclusions ourselves. The results are at the curriculum directorate." A school director added, "We haven't received a single report, nor conclusions, related to the tests done in our schools." One regional officer lamented the fact that he had to get all his data from inspectors and that his inability to analyze it himself constituted an impediment to improving practice:

> The data we receive from inspectors are very weak. We don't have any idea if students' reading is improving or not or how they are learning…. Inspectors' reports are very short and don't provide enough information to analyze results. We'd like to see, for example, that in school A, students in class E aren't learning to read, so we can provide additional teacher training.

In the absence of any information on the results of EGRAs conducted in their schools, some regional officials reported that the only indicator they used to understand student reading performance was the level of student participation in regional and national reading competitions.

To be sure, numerous actors played a role in collecting and using data. Some school directors reported using EGRA in their schools once or twice a year. One provincial director from an experimental region

---

[18] Paraphrase of notes from a respondent.

said, "Based on EGRA, there were recommendations that included the involvement of teachers and organization of workshops for inspectors, who plan meetings with their teachers." An inspector described a similar pattern. "The inspector general at the provincial level takes results from EGRA, extracts and analyses them," he said. "We ask him to give us the results concerning reading; then recommendations are made concerning the intervention." Whether the EGRAs in these examples refer to NPR summative measures (baseline, midline, endline) or EGRA used for formative purposes is not clear.

NPR used data other than EGRA results to facilitate decision-making about program design or implementation, including the introduction of the assessment capacity building workshop and printing supplementary reading materials instead of only providing them digitally. One implementer explained that the initial NPR proposal did not included the assessment capacity building plans, "but we delivered the capacity building workshop based on the needs of the assessment crisis." NPR also changed course when implementing its SRM activity with 3asafeer. "When we tried to introduce the reading enrichment program with 3asafeer, many students who lived in remote areas could not access the platform because of the challenges of connection," an implementer said. "And you really see some impact. That's why we went for printing and were able to compensate that by sending printed materials to these areas where kids had difficult access to the platforms."

FA toolkit & methods

As noted above, midline EGRA results spurred the MoE to seek ways to address the needs of struggling learners, resulting in a number of initiatives such as TaRL and the development of a formative assessment toolkit, which consisted of a formative assessment (FA) guide, a student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. The intention was to train the inspectors, who, in turn, would train the teachers in experimental schools, then make an electronic version of the toolkit available to teachers nationwide. To learn about the rollout of this toolkit, respondents were asked if they had received it and, if so, used it; to what extent they found the toolkit valuable; and to what extent the toolkit was scaled nationwide.

Toolkit distribution and use

When asked if they had received the toolkit, most teachers were either unaware of the NPR formative assessment materials or had heard of them but were not familiar with them. It should be noted that responses were difficult to interpret for two reasons. First, sometimes respondents used the word "guides," so they may have felt the question referred to teachers' guides, not the FA toolkit. Second, some respondents indicated they had received print versions of the FA toolkit, while others reported accessing the digital version. Some made no indication in which format they had received the toolkit. Therefore, when they said they had <u>not</u> received the toolkit, this distinction presumably meant they had not received the print version and <u>may not know</u> they could access the digital version.

Given these caveats, the majority of respondents reported not having received either the print or electronic version of the FA toolkit. In one instance, a regional official indicated he had received the print version of FA toolkits and that they had been distributed to teachers, but school directors and teachers in the schools from that region included in the evaluation sample said they had not received them. Only four respondents indicated they had "received" the toolkit (i.e., had access to it) digitally—a region MoE official and an inspector, and two teachers from scaling zones. One teacher from a scaling zone said, "As part of my self-instructional program, I downloaded a digital version, so it wasn't official or considered part of my official work. I use it implicitly in my work."

For teachers who were familiar with the guides, researchers asked about their experience with their use. Four teachers responded that they had received training but implementing the materials was

difficult, without specifying the nature of the difficulty. Another teacher simply said they were difficult to use. One teacher said he/she was faced with time constraints and only used the FA materials during the fifth week of each term (the assessment week). And one teacher said they were useful but that the number of copies was insufficient.

MoE perceptions of FA toolkit

When asked about their perceptions of the FA toolkit materials, most respondents indicated that they were not yet familiar with them, as noted above. Still, on the other hand, teachers in both experimental and scale-up schools noted that they had received training in FA but found it difficult to implement. One teacher noted: "The timing is tight, so I use it the fifth week of each unit" (that is, the week dedicated to assessing the previous unit, or four weeks). Another noted: "I improvise one week in each unit," suggesting that incorporating FA tasks into one's teaching can be challenging and that fifth-week assessments can be difficult, so the teacher improvises. In addition, one teacher in an experimental school noted that the FA toolkit helped in lesson planning and time management.

Despite the **general lack of awareness of the FA toolkit,** the central MoE seemed eager to expand its use. A USAID respondent noted that FA was being incorporated into other subjects, saying, "I guess they are satisfied with where it is now and want to give it time to sink in. But the assessment approach is being incorporated into the other subjects (biology, geography, etc.)."

5.2.2 Conclusions

The assessment capacity building program was viewed as successful, though some respondents raised concerns about possibility of applying results in the field. The program's effective design is best illustrated by the fact that it is being used as the blueprint for the follow-on Bridge to Middle School project. Still, as noted by multiple respondents, the program could be more effective if it included more actors in regional and provincial offices.

On numerous occasions, NPR, including the MoE, practiced adaptive management. However, as noted by senior MoE officials, the use of EGRA and other results remained limited. NPR changed course in numerous ways—including printing SRMs instead of relying on the 3asafeer digital platform, introducing capacity building on assessment practices as part of the NPR project design, and adding FA support midway through the project. However, as senior MoE officials noted, it will take time for the reform to roll out fully, including using EGRA and classroom formative assessment data to improve learning outcomes.

Data sharing has been limited, making it difficult to use data to improve practice. Multiple regional and provincial officials reported that they had not received any EGRA data. One regional MoE official's laments about not receiving data or being able to analyze them himself underscore how more decentralized training and data-sharing efforts could enable more actors to improve educational practices.

Most respondents reported that they had not received the FA toolkit and knew little about its contents. When respondents did have access, they said they found it difficult to implement. It is evident from the lack of knowledge of the FA toolkit that its usage is very limited.

5.2.3 Recommendations

Wherever possible, conduct capacity-building activities in person. One respondent noted that the series worked better in person and that this would be true at both central and AREF levels. Furthermore, skills acquired at a distance should be reinforced in person.

Continue to build and sustain the central MoE's capacity in data use and assessment, including support to schedule periodic EGRAs as part of the official school calendar and develop a guide about managing a reform agenda and implementing international research.

Design training to address the needs of evaluators, pedagogical experts, and administrators and articulate roles in data collection, analysis, interpretation, and use for each of these roles. One respondent noted that in the beginning, the program focused on CNEE's needs. In time, program implementers realized that capacity building should be provided for evaluators as well as pedagogical experts. Respondents revealed additional needs to expand training to other education actors. For example, a provincial MoE official reported that in these workshops, he had learned about the administrative part of the evaluation, but not the pedagogical aspects. Inspectors could particularly benefit from capacity building in results analysis and interpretation because they are the only MoE officials who regularly visit schools and classrooms and interact with teachers and school directors.

Focus assessment training on the application of results with an eye to improving materials and classroom practices. An NPR program implementer noted that the assessment capacity-building series was ambitious and that more support is needed to deepen participants' understanding of the material covered in these workshops. Respondents at the regional and provincial levels also noted the need for additional training in research design and EGRA administration. Many respondents emphasized the importance of training in data use—that is, how to apply findings to practice—specifically, how findings can inform teacher training at the CRMEFs and in the provinces by inspectors, teacher practice, curricular gaps, or needed improvements for instructional and supplementary materials. Importantly, one provincial director expressed a need to learn how to apply results while sharing best practices acquired by teachers—echoing project implementers' recommendation to focus on how to interpret data to enhance classroom practices.

Standardize data sharing protocols—for example, the use of a publicly accessible platform. With respondents detailing how data sharing has been limited, it is clear MoE officials have an appetite for accessing data and using results to inform their decision-making. Creating a publicly accessible platform to share data would facilitate this desire.

Amplify efforts to distribute and train education support personnel and teachers in the use of FA materials and methods. Respondent's lack of knowledge and application of FA materials and methods necessitates a more robust approach to training and distributing the FA toolkit, especially if the central MoE is eager to expand its scope.

5.3 SCALING

The MoE scaled up the curriculum nationally that it developed in partnership with NPR in three stages throughout the 5-year project. First, it introduced the grade 1 and 2 curriculum in classrooms nationwide in the fall of 2018, followed by the grade 3 and 4 curriculum one year later. After the MoE added revision of grade 5 and 6 curriculum to NPR's scope in mid-2019, it expanded the new curriculum across the country for the 2020-21 school year. Lastly, the MoE completed a final validation of the entire suite of the revised grade 1–6 curriculum in mid-2021 and made an official decree about its adoption.

5.3.1 Findings

Major project stakeholders noted how **NPR helped MoE gain the technical knowledge needed to scale up the curriculum, materials, and MOOC content from the project's experimental schools to all schools nationwide.** A USAID official said, "The capacity building that was provided to

the MoE actors will help the ministry to lead that effort." An implementer added, "NPR didn't only work with the MoE to make a new curriculum document but also to provide the tools and work closely with the ministry to develop the tools to deliver the curriculum." These tools include technical guides on topics such as SRMs, formative assessment, differentiated learning, and other topics, which the MoE has fully adopted and validated. "This would have never existed before," the implementer said.

In addition, the MoE asked for NPR's help to develop an in-service training toolkit as one of the project's last deliverables to help standardize training nationwide, and the MoE has devoted funding to this training program. Implementers and the MoE got feedback from inspectors and trainers from the four experimental regions to finalize the toolkit. "It was very important to do that," an implementer said. "The pedagogy and structure of the training itself need to take into consideration the innovations under NPR."

Respondents noted how MOOCs are a key component of the in-service training toolkit because they offer teachers another avenue for accessing validated training content, especially when inspectors may meet with teachers only once or twice during the school year. "We don't have many inspectors," an implementer said. "The ratio of inspectors to teachers is very small. We needed to find different ways to introduce the new curriculum via the MOOCs and accommodate the ratio by making the MOOCs an essential part of the teacher's training."

NPR stakeholders and the MoE not only solicited input and feedback from regional and provincial officials when developing the in-service training toolkit but also for all other major components of the curriculum. This process was proactive and deliberate, respondents said, because, without buy-in from regions all across Morocco, regional officials may have pushed back against the first major curriculum reform in nearly 20 years. "Speaking of challenges, one of the important challenges is that you had to 'sell' your project to 12 regions," an implementer said. "When you go to scale, that was a challenge because many of the people in these scale-up regions were not part of developing the curriculum. We overcame this by using a sharing approach." At each stage of the national scale-up—from expanding the grade 1 and 2 curriculum in 2018 to the national validation of the entire curriculum for grades 1 to 6 in 2021—NPR shared the draft curriculum with regional officials and organized national workshops to gather their feedback and incorporate it in revisions. "This helped us overcome the issue that we had to go to scale right after [piloting]," an implementer said.

All these efforts had respondents confident that **the MoE was in the driver's seat to continue scaling the curriculum after the project closed in 2022.** "The most important thing is that the project is sustained after its life cycle," a USAID official said. "Right now, it is owned by the ministry." An implementer added, "The ministry has already been doing the work. The ministry has been considering this as their own project."

Despite the MoE firmly being in command, respondents explained that **it was premature to pass any definitive judgment on the effectiveness of scaling up the new curriculum,** primarily due to training programs still being rolled out across the country. USAID: "[It's] too soon to say that the experience has matured in terms of the whole primary education curriculum because it is not the same level of resources and training provided," a USAID respondent said. "We need more time to see more results. That is education everywhere; you will not see fruits in one year." An implementer added, "I think we need time to make sure that the training is scaled up. We know the textbooks and guides are distributed in the schools, but we are not sure about the training themselves."

The process of training teachers on the new curriculum nationwide remains ongoing and varied, based on responses from inspectors. For example, one inspector in an experimental province

said that training only began in November after logistical and technical challenges delayed plans for training earlier in 2022. Another inspector in a different experimental province estimated that only 20 percent of teachers had been trained on the new curriculum. By contrast, an inspector in a scale-up province seemed to have trained many teachers, citing specific difficulties teachers were having with the new curriculum and how he was working with them to address the issues.

Regardless of the variance in training from province to province, it is self-evident that **the training and support teachers in experimental schools received from project resources were more comprehensive than what teachers elsewhere have received from MoE resources.** A USAID respondent explained how the difference results partly from the cascade model the MoE must use. "Even if the project was training master trainers, when you go through layers of the training, the quality of the training is lost," the official said, "because the training is not coming from the source, it is coming from the master trainer training the inspectors and then the inspectors training teachers within their regions." One inspector from an experimental region who was highly involved with NPR activities in those schools was especially vocal about this difference, even insisting after the interview on the importance of training teachers in non-experimental schools after he had discussed it multiple times during the KII. The inspector said, "The training in experimental schools was responsible, but as for the non-experimental schools, it was quick, and it wasn't generalized; only some benefited from it."

NPR and the MoE have attempted to address these gaps through the development of MOOC content in their in-service training toolkit. Still, regional and provincial MoE officials described how teachers' uptake might depend on their comfort with using technology, as well as their access to it. "We are dealing with a target audience of different ages and abilities," an inspector in an experimental region said about teachers. "I am talking about technical abilities. The path to learning available on the platform requires technical skills, and this technical adaptation is not accessible to everyone." Despite respondents reporting that teachers have signed up for MOOCs, they said teachers' varied experience has led to differing results in the classroom. "The extent to which distance learning course objectives were achieved may require further study and analysis, given face-to-face training differs from distance learning," an inspector from an experimental region said.

5.3.2 Conclusions
The MoE provided a solid foundation for schools nationwide to adopt the new Arabic curriculum introduced by NPR. It demonstrated effective management by distributing the curriculum and other materials and displayed the technical expertise it developed through the production of the curriculum and materials. The MoE effectively managed the scale-up of the new curriculum by seeking input from all 12 regions and ultimately getting buy-in from officials across the country and then illustrated its technical expertise by developing and validating the in-service training toolkit and other guides and then making them available to all educators online.

The most pressing issue around managing the curricula at scale concerns the need for intensive teacher training and coordinated monitoring—not only of these training initiatives but also of classroom teaching practices. As respondents noted, the scale-up of the curriculum is still ongoing as inspectors train teachers about the new curriculum and teachers access MOOC content. It is important not only to monitor the status of training initiatives nationwide but also how teachers are implementing the new curriculum in their classrooms, especially from online content.

5.3.3 Recommendations
Institutionalize the effective practices adopted as part of NPR scaling, so future scaling efforts for new curricula do not have to reinvent the wheel. The process that NPR and the MoE followed to expand the curriculum nationwide, especially seeking input from educators in all 12 regions,

should be replicated for future Directorate of Curricula initiatives due to its effectiveness in mobilizing widespread support.

Equip and empower school directors and/or inspectors to conduct classroom monitoring and ensure teachers are applying what they have learned from MOOCs. One school director in a KII requested a tool he could use to monitor his teachers to ensure they were implementing the new curriculum as desired. This request underscores the importance of providing ways for inspectors and school directors to monitor teachers effectively, especially because some teachers are accessing MOOC content independently. Such tools would be especially useful for school directors because inspectors' visits to each school are few and far between.

Devise a national strategic plan to assess the national rollout of training initiatives and ensure inspectors are implementing the training toolkit with fidelity. The central MoE should be more proactive in determining if inspectors implement the in-service training toolkit as intended. It is insufficient to receive reports from regional educational offices about the number of teachers being trained. Information needs to be gathered about the quality of training so that officials can address any major issues.

5.4 PARENTAL AND COMMUNITY ENGAGEMENT

Although some respondents in experimental regions did discuss the NPR-related training that parents received about 3asafeer—with many noting that accessing the platform was difficult due to limited connectivity in rural areas—or described how parental engagement increased due to NPR as a whole, most respondents talked about activities to involve parents more generally or difficulties in engaging parents and communities in children's reading.

5.4.1 Findings

Parental engagement and NPR
Respondents **described how the project's SRM activities encouraged more parental engagement in their children's reading.** Multiple school directors in experimental schools said that the SRM activity had met their expectations, with more books being distributed to students. A school director from a scale-up school said, "I think there is a positive change in terms of parental support so that some come to ask for story titles to borrow. Thus, we have proposed a list of stories to parents." A school director at an experimental school reported that engagement had improved despite the level being generally insufficient among parents.

Still, overall, parents who participated in FGDs mainly described **limited engagement with their children's school.** Nearly all said they had not been invited to the school for orientations about 3asafeer, SRMs, or any other activities. One parent detailed how parents were only invited to school at the start of the year to register for the parents' association. Other parents explained how school directors and teachers had limited, indirect communication with them. "There are activities, but we are informed by our children," a parent said, "so if our children did not tell us, we would not be aware of them." Another parent at a scale-up school explained parents received a message from the director during a parents' association meeting about a program encouraging reading, but no other details.

These responses mirror NPR's data collected during an endline study of its SRM activity in experimental schools. Only 40 percent of teachers and 35 percent of school directors reported providing support activities to parents to help them use SRMs or 3asafeer at home. Further, when teachers were asked how they monitored whether parents were providing support at home for SRMs and 3asafeer, 57

percent said they checked with students, while 29 percent said they did no monitoring. Only 5 percent of teachers said they held individual meetings with parents.

Non-NPR-related engagement activities

Some respondents described **engagement initiatives not connected to NPR,** including top-down activities from the MoE and bottom-up ones from schools locally. Some inspectors, for example, noted that guidance had been issued concerning the roles of parents' associations. Other inspectors indicated that their offices gave directives to schools to organize school-based awareness-raising activities to orient teachers and school directors on the importance of involving parents in their children's schooling.

As for localized strategies, one inspector in a scale-up region described his approach to informing parents about exam results, perhaps conflating NPR with the exams system more generally. The inspector explained how each school was required to organize four meetings with parents. "During these meetings, teachers talk with the parents about their children's performance and give them strategies for improvement," he said. In many other instances, respondents described activities they led in their schools and communities to promote reading. However, it was not evident that these activities were initiated by, or directly related to, NPR. These activities included meetings to promote rehabilitation and use of school libraries, the creation of parent groups on WhatsApp or Facebook, the promotion of reading competitions, school open houses, and school ceremonies to honor student achievement.

Difficulties in engaging parents

The most frequent response to this set of questions came from a range of respondent types, including inspectors, school directors, teachers, and parents themselves—parents have numerous difficulties, in general, supporting reading and their children's education.

Respondents cited multiple reasons for these difficulties. Some inspectors said they do not believe parents have the capacity to support their children. "Most of the time," an inspector said, "parents are incapable of following the advice given to them." Another inspector in an experimental region explained how some schools in rural and urban areas had organized activities with parents to raise awareness about the importance of having their children read 30 minutes a day. "These communicated suggestions did not receive good feedback from parents from rural areas because most of them are ignorant." Other respondents cited other difficulties, including parents being busy with work or their inability to communicate with their children.

Additional Findings from Secondary Data Analyses

Analysis of data from the SRM study showed that grade 2 students' endline ORF scores were significantly higher when school directors conducted monthly check-ins with parents on the use of student SRMs. Additional correlations were found between stronger reading performance and parental involvement by subgroup (by sex and location)—see *Section 6. Equity.*

5.4.2 Conclusions

Increased parental support for children's reading and the SRM activity were strengths of NPR's parental engagement. By increasing student access to reading materials, the project's SRM activity did lead to increased parental support for reading. Still, parents have untapped potential to help their children, as illustrated by data from NPR's evaluation of its SRM program that revealed that only 40 percent of teachers and 35 percent of school directors reported providing support activities to parents to help them use SRMs or 3asafeer at home.

Despite parents and communities not being sufficiently engaged, parents and communities showed eagerness to be more involved. While evidence was limited of wide-scale NPR parental support activities or specific NPR strategies that appeared to work, respondents frequently referenced local initiatives, indicating demand for parental involvement. In addition, schools and communities exhibited the capacity and motivation to organize activities to increase parental involvement in their children's reading and education in general. Respondents also shared the lively tradition of sending child candidates to reading competitions, showing intense pride in knowing their children had been invited to these competitions. These examples point to a foundation of interest and capacity to involve parents and communities more systematically in supporting early-grade reading. This eagerness must be harnessed—as well as appropriate strategies devised—to optimize parental and community involvement regardless of location, occupation, or income.

Many respondents viewed parents as unable to support their children's reading. The deep-seated belief that parents lack the capacity to support their children's reading are an obstacle to increasing efforts and activities for the community and parental engagement. Respondents shared multiple reasons why parents do not have the skills to engage with their children, emphasizing how it may be difficult to convince certain officials that parents are eager to help their children at home.

When school directors did reach out to parents, some reading scores were found to be higher. In particular, grade 2 students' endline EGRA scores were significantly higher when School Directors conducted monthly check-ins with parents on using student SRMs (see also *Section 6. Equity* below for additional evidence of stronger performance linked to engaging with parents).

5.4.3 Recommendations
Conduct campaigns to support and motivate students at home. Students and schools benefited from the SRM program, but the potential remains for the growth of reading activities outside the classroom. Stakeholders could design and launch campaigns to promote such activities.

Establish a system of communication between teachers and parents. Although parents and communities said they were eager to get more involved in their children's education, they shared that schools and teachers did not reach out to them often. Schools should establish a more formal channel of communication between teachers and parents.

Implement strategies that help parents overcome challenges in supporting their children's reading, as well as increasing their awareness about the general importance of reading. Multiple types of respondents, including parents themselves, described the challenges that parents and communities face in helping their children learn to read. Therefore, it is essential to understand these challenges more deeply and then design effective parental and community engagement interventions that address them. In addition, programs to improve parental engagement should include components to build parents' awareness about the importance of reading.

5.5 PRIVATE SECTOR ENGAGEMENT

Respondents discussed how NPR engaged with the private sector for two major project initiatives—the production of new student textbooks and teacher guides with private publishing companies and the creation of SRMs with 3asafeer, a Dubai-based educational technology company. Implementers and the MoE trained private publishers on the new components of the Arabic language curriculum prior to textbook production and then provided multiple rounds of feedback on their drafts of materials. NPR collaborated with 3asafeer to develop an SRM activity in its experimental schools, with 3asafeer providing 100 stories that the MoE adapted to the Moroccan context and then printed and distributed

to experimental schools, followed by scaling up the SRM activity to schools nationwide. 3asafeer also provided access to its digital platform to students and teachers in experimental schools.

5.5.1 Findings

Private textbook publishing

During the production of learning materials, **NPR played an intermediary role in soliciting and providing feedback between the MoE and publishers.** According to respondents and NPR materials, the MoE and publishers had never engaged in such communication, as well as training on the new curriculum. One respondent closely involved in implementation reported, "The ministry will push the publishers, which is something that never happened before. They worked closely with them to provide clear training to publishers on the teaching and learning materials." The textbook publishers noted how communication between them and the MoE in official NPR communications material had improved. The article outlined how inspectors had provided feedback on materials, as well as teachers in experimental schools. Mrs. Fatima Houssaini said in the article, "We appreciate the unprecedented support provided by NPR to our work. Receiving such detailed feedback is not only beneficial for Moroccan students but pushes us forward and gives us motivation to always do better."

The back-and-forth between the MoE and publishers included multiple rounds of revision. For instance, NPR made multiple revisions of seven packages of grade 3 and 4 student books and teacher's manuals in 2020: "This labor-intensive effort, which NPR's team completed through multiple reviews of the materials, came at the urgent and repeated requests of the Ministry and constituted a major contribution of NPR's effort to ensure the quality desired in the new textbooks."[19]

Respondents from **textbook publishers voiced their appreciation of the new curriculum and pride in their own work,** but they also shared some areas for improvement with training and feedback. Respondents from one publisher in an FGD said they attended some NPR training but didn't believe they were helpful enough, stating, "In our opinion, these meetings were insufficient." In an FGD with respondents from another publishing company, two people described how the feedback provided by MoE officials was contradictory. One respondent said, "Sometimes we find contradictions in the remarks; that is, more than one person revises the content, and sometimes there is no coordination between those people at the ministry who do the revisions."

Despite the enhanced communication between the MoE and publishers, respondents reported that the **publishers still could greatly improve the overall quality of the textbooks and teacher guides.** A respondent closely involved in implementation stated, "[We] need to ensure they know the vision of the curriculum, the scientific background for adopting it, and best practices in teaching and international standards." One respondent explained the need for improvements at the micro and macro levels, "You can have a great methodology in the curriculum document, but how can we reflect this in the textbook? Maybe they need international support to see how they can use different fonts, bookbinding, type of paper that is good for children's eyes, etc. But above all, the need for improvement is technical expertise." Other respondents noted the deficiencies of materials in KIIs and FGDs. Multiple teachers cited the limited number of printed teacher guides, with many having to rely on digital copies, as well as the quality of paper, which many teachers said was not durable.

These quality issues were raised as well in the USAID-commissioned *Morocco Curriculum Review and Capacity Building Activity Final Report* published in June 2021. The report cited two "areas of concern" primarily linked to the textbooks and teacher guides produced by the private companies, not the curriculum documents designed by the MoE. The first area of concern noted in the report was the

---

[19] Page 8 of the NPR FY20, Q3 quarterly report. The revisions are detailed in this section of the report.

"absence of an overall curriculum framework that informs the design, implementation, and evaluation of textbook content and activities." In addition, the team of reviewers "uncovered that while the Curriculum Directorate advocates for a theoretical framework for curriculum design and instruction, such a framework is largely absent in teacher guides and student textbooks." The second area of concern relates to the "overall quality of textbooks and teacher guides. While there are many best-practice innovations in the revised curriculum … there remain concerns about how these innovations are enacted in the textbooks and teacher guides."

These gaps were also mentioned in the NPR article about the improved working relationship between textbook publishers and the MoE. The article states, "Given that the MoE delegates the production of instructional materials to private sector publishers, it is particularly challenging to ensure that the publishers develop materials that accurately reflect the curriculum improvements and updates."

MoE respondents were also aware of these gaps and shared how they have tried to address them, but to no avail. "[Some editors] are still clinging to the textbooks they have produced, and they have problems grasping the innovations of the new curriculum," a central MoE respondent said. "To overcome these obstacles … I contacted the publishers to reach out to young people capable of taking over publishing; however, this request did not get a response from any of the publishers."

3asafeer and SRMs

According to respondents, the **relationship between 3asafeer, the MoE, and NPR was constructive and successful**. All parties shared the same goal of wanting to provide students with enjoyable reading material from 3asafeer that engages them and teaches "children to look at the world as scholars and scientists," as one respondent described it, which differs from the majority of children's books in the Arab world that "are not interesting … [and] tell you to listen to mom and dad." An implementer said, "It went beyond what we expected. The CEO was interested in cultivating relationships with the MoE and accessing the Moroccan market." One central MoE respondent corroborated the fruitful working relationship, noting there were no obstacles collaborating with 3asafeer. The respondent had one regret, however—not taking advantage of the data 3asafeer provided about student use of the digital reading platform due to how busy everyone was with project implementation.

Although the SRM activity was largely successful with distributing and using print books, as previously detailed in EQ1, respondents explained that **some teachers, students, and families had difficulty accessing and using the 3asafeer digital platform.** Multiple respondents in the MoE at regional and provincial levels said they believed that some people had trouble, particularly in rural areas, accessing the digital platform due to a lack of access to devices such as smartphones and tablets, as well as poor Internet connectivity. One provincial MoE respondent discussed how officials participated in remote training on accessing the platform and enabling teachers to distribute free online access codes to students. However, the official said, "But all the problems we encountered in this process were that the students living in rural areas had many problems connecting to the internet, and therefore those who benefitted from 3asafeer were students in urban areas."

NPR project data, however, presented a more nuanced picture. As part of the SRM intervention, NPR provided access to 3asafeer's digital platform to students in sampled experimental schools. A comparably low number of rural and urban students used the platform. According to an NPR study on its SRM intervention, only about one-fourth of students—24.2 percent—reported they had read stories from the platform and could offer an example of a story they had read, including 22.6 percent in rural areas and 26.4 percent in urban areas. Students' preference for books printed on paper may be another reason why students may not have engaged with the platform. In the NPR SRM study, students who said they used the platform were asked if they preferred print or digital medium for reading, and nearly three

times as many said they preferred the print (62 percent) to digital (21 percent). In addition, lack of access to devices was only one reason students reported not using 3asafeer, according to the SRM study. While 25 percent of students said they didn't use 3asafeer said they didn't due to lack of a phone or computer, 29 percent said they didn't have an access code, and 22 percent said they didn't know how to use it.

Additional Findings from Secondary Data Analyses
Analyses of data from the SRM study found stronger reading performance—in this case, higher gains in CWPM—correlated with grade 2 students having access to and using the 3asafeer platform—see sections *1. Learning Outcomes* and *6. Equity*.

5.5.2 Conclusions
Improved coordination between the MoE and textbook publishers—including training and better communication—enhanced the learning material production process. It is evident from qualitative data and secondary sources that NPR marked an important step forward in the working relationship between the MoE and publishers. It is especially notable that a publisher noted the project's "unprecedented support" in the USAID article and that publishers in FGDs voiced support for the new curriculum.

Although private textbook publishers made progress during NPR, the MoE needs to continue to urge them to revise materials to align fully with the new curriculum. The gaps between the curriculum document and the textbooks and teacher guides stand out as one of the most apparent obstacles to realizing the full potential of the new Arabic curriculum reform, as noted by respondents in KIIs and *Morocco Curriculum Review and Capacity Building Activity Final Report*. The MoE's outsourcing of textbook production to the private industry means that the MoE's development of technical expertise during NPR is diminished if its vision is not reflected in the materials distributed to classrooms. The central MoE's request to publishers to engage younger people in production was a notable first step in addressing this key issue. Still, due to the industry's unresponsiveness, new strategies for engagement and more rounds of training and revisions are likely necessary.

NPR's collaboration with 3asafeer highlights the value of engaging with partners outside of Morocco to access low-cost educational resources. It is difficult to picture how NPR's SRM activity would have been possible without collaborating with a company with access to a trove of engaging stories that needed minimal effort to adapt to the Moroccan context. In other words, to have produced dozens of stories from scratch in Morocco—let alone develop an online portal for them— would likely have been beyond the scope of NPR. This success with SRMs contrasts with the issues in producing learning materials in Morocco.

The lack of engagement with the 3asafeer digital platform underscores the obstacles to implementing an EdTech intervention in Morocco. Although the lack of access to devices as well as the internet curtailed the use of the 3asafeer digital platform in NPR experimental schools, other factors also likely played a role, including students' preference for print books, lack of capacity in how to use an online portal like 3asafeer, and logistical problems in promoting its use (e.g., not distributing access codes). It is important for implementers to consider these other factors when planning such an intervention, especially in rural areas where teachers, students, and parents may lack access to devices and the internet and have limited exposure to these types of interventions.

Secondary analyses suggest that having access to 3asafeeer may make a difference in reading performance. When grade 2 students had access to 3asafeer and used the materials, their reading performance was stronger than if they did not (see also sections *1. Learning Outcomes* above and

6. Equity below for additional findings concerning correlations between 3asafeer and reading performance).

5.5.3 Recommendations
Strategize how to continue to engage with publishers and raise their technical capacity to revise and improve learning materials to address acknowledged gaps. The MoE and stakeholders should brainstorm how to approach publishers with the directive to incorporate the curriculum's innovations more fully into materials, perhaps through highlighting specific sections of materials that need to be updated or bringing in international experts for more extensive training and feedback.

Provide teachers with paper copies of their guides. Teachers in multiple FGDs requested paper copies of teacher guides, echoing the same request that one implementer recalled hearing from teachers in the field. This respondent noted that private publishers might not have the financial incentive to print paper copies. If that is true, then partners must determine how it would be possible to get more paper copies in the hands of teachers.

Explore additional ways that the MoE could partner with the private sector, especially internet providers, and expand access to materials. The MoE should look into ways the private sector could help more learners access reading materials, as well as more ministry officials access and download the numerous guides and materials it produced as part of NPR, possibly through leveraging different platforms. It should also consider how to make 3asafeer available to all children, as well as provide access to other platforms and reading content offline.

To investigate low usage rates of 3asafeer, conduct a case study in experimental schools to determine how to overcome obstacles that led to that. NPR's evaluation of the SRM activity revealed low usage of the 3asafeer digital platform as well as multiple difficulties students faced in using the platform. This NPR evaluation did not recommend measures to improve the low usage rates or address the challenges that teachers and teachers faced. A targeted case study could determine what underlying issues should be addressed and how to do so.

5.5.6. EQUITY

Respondents tended to answer questions related to equity in two ways. While some talked about efforts, NPR made to ensure the needs of children from different backgrounds were addressed—including by region or province, urbanicity, language (Arabic vs. Amazigh), or gender, as well as students with disabilities (hereafter called "children with special needs" for the phrase frequently heard during this evaluation, "enfants à besoins spécifiques"—others talked about how children did or did not experience the new curriculum differently. As for steps taken to address any differences in how the curriculum was received, no respondents indicated that steps had been taken to address situations in which they perceived groups had received the curriculum differently. The following sections present what respondents **did** say.

5.6.1 Findings

Efforts made by NPR to address the needs of children from different backgrounds
Respondents from USAID, the central MoE, and implementers indicated that NPR ensured the **project's design, materials, and practices were equitable from the outset.** The process began with a USAID-commissioned study that examined existing materials and the extent to which they respected children of different identities. During NPR implementation, stakeholders constantly made efforts to ensure that all groups were included in materials and work practices, including women in

teacher training and all geographic regions on NPR implementation staff. According to an implementer, **materials were designed to reflect different students' identities.** For example, to combat stereotypes, materials included girls interested in space exploration and engineering, as well as boys who liked to read or were introverted. An implementer also noted that NPR materials featured varied geographic areas, with pictures from both urban and rural areas as well as references to Moroccans living abroad in Europe and the U.S. A teacher also mentioned the use of Berber names in the materials as an effort to create a level playing field for them on and Arabs. One regional MoE official noted that the curriculum had content for students with various types of disabilities, "which was very positive."

How students responded to the new curriculum
Many respondents said that the **new curriculum helps all groups learn in an equitable manner.** According to a range of respondents, including a CRMEF trainer, an inspector, a teacher, a school director, and parents from several regions, speakers of Amazigh and Arabic speakers alike benefited and performed equally. Said one parent, "My Amazigh-speaking son now speaks Arabic better than Amazigh."

In some instances, respondents said that **some students benefited more than others.** Some said that rural students benefited less, in some cases, because of limited internet accessibility (especially less access to the 3asafeer platform), but in others, due to relative distances and poverty. One provincial director said, "Students in the mountains and foothills don't get the resources they need." Interestingly, one regional officer said the opposite—that rural students seemed to be benefiting more because of supplementary reading materials they received. Note that it is not clear how rural students may have benefited more from the distribution of SRMs than their urban counterparts. A central MoE official concurred:

> Coverage in the rural areas constituted a gap ("c'etait une evasion"). Creating relevant local stories, preparation of relevant teaching tools, and presenting local vocabulary in classrooms – these methods were used in some well-resourced urban schools but were absent in other rural schools.

Respondents also frequently revealed their beliefs about differences among students in the responses. One linguistic belief that respondents shared was that children who speak other languages at home, including Amazigh, learn Arabic better than children who speak Arabic at home. In reference to Amazigh speakers, a respondent suggested they learn Arabic better than native speakers due to the fact that they try harder because it is a second language for them.

Several respondents put forward another belief—that some instructional methods promote inclusivity. For example, an implementer said that "the 5-part approach—phonemic awareness, alphabetic principle, fluency, vocab, and reading comprehension—helps learners in all languages, including second languages." Other examples of pedagogical approaches that foster inclusion cited by respondents included the use of differentiated instruction, having students learn in groups, and project-based learning.

As for gender differences, many respondents said no significant differences were apparent. However, some respondents noted that girls might perform better than boys in some cases (but did not attribute this disparity to NPR). Some respondents, including a provincial director, a school director, and a teacher, observed that girls' test scores were better than boys', and some stated that girls learn better in their early years, with one saying boys catch up later. Reasons for boys' weaker performance included life situations, such as the need to work in agriculture, but more often, respondents suggested girls are more predisposed to learning. One teacher said, "Girls are more interested in learning." Another

teacher noted, "Girls deepen their learning and sacrifice to read and study at home, while boys look for games to play."

Of all subgroups, respondents most frequently expressed **concern about students with special needs. "Differences exist,** whether they be socio-cultural, linguistic, or ethnic," an inspector said. "But there's not a significant difference between children in these groups—except in the case of people with special needs. This is the one category where children struggle with learning."

To be sure, **NPR made numerous efforts to support students who were deaf or hard of hearing.** An implementer noted that students with special needs were reflected in NPR's illustrations and texts, and another implementer noted how NPR developed hybrid modalities during COVID so students who are deaf or hard of hearing could follow instructional programs on TV:

> In a rapid but interactive process, we managed to have all the new courses of the Moroccan curricula for all subject areas in Grades 1-6 (not only Arabic) recorded and translated into sign language. We provided these courses on Moroccan TVs for Moroccan students and provided copies through the ministry to the schools.

A provincial director said that students, parents, and the MoE appreciated those efforts. According to one implementer, the hybrid lessons helped students who are deaf or hard of hearing catch up with other students.

NPR had some influence over field practices concerning children with special needs as well. An inspector said, "We advise teachers to use 'differentiated pedagogy' and not 'differentiated evaluation.' This is strongly endorsed by NPR, especially for children with special needs." Other local practices sometimes reflected the strategy promoted by NPR, though whether NPR was the motivation behind these strategies is unclear. A provincial official said, "We use inclusive practices with special needs students and have had some success." Another said, "In one of our schools, students with special needs were all integrated into the program." An inspector from a scaling region said, "We're preparing all our schools to be inclusive for all students regardless of disability, and we're developing continuous assessment tools for this." Unfortunately, some respondents spoke of practices, that were at best unhelpful for children with disabilities, such as the case where an MoE official in a scaling region said, "Students with disabilities have different exams, usually by going to a lower class."

Yet respondents also made it clear that **students with special needs were sometimes ignored.** One inspector said that, in some instances, teachers simply did not adapt their lessons. For some respondents, the idea of integrating students with special needs into mainstream classes was downright problematic. An inspector said that integrating children with special needs "slowed the progress of the entire class." Several teachers spoke of the difficulty of teaching large classes while also trying to engage with children with special needs. Even when they got integrated, another teacher noted, they get marginalized.

One of the most common comments from respondents was that **the new curriculum did not sufficiently address children with disabilities.** Some respondents cited a lack of tools, training, and personnel. A teacher in a scale-up school said it was left up to the teacher. Administrators spoke of the lack of qualified personnel in the classroom or to assist students with disabilities with the online program. Many teachers mentioned about the lack of training—for example, knowing how to integrate students or distinguish between autism and other developmental disabilities. One parent shared in an FGD, "Some students have mobility issues, others communication issues. Teachers do their best, but there are big differences in types of disabilities, and between mild and severe autism—we need a

specialist for this." An inspector noted that the new curriculum accounted for the needs of children who are deaf or hard of hearing but not children in other categories. A CMREF trainer noted that while the new curriculum addressing the needs of students with mild disabilities, it did not address the needs of the more severely disabled.

Other respondents cited the uninformed but unsurprising notion that the problems related to students with special needs do not exist or that there are no children with special needs in their schools. Numerous respondents said that all children are the same, that all children's needs are the same, or in some instances, that "there are no children with special needs in our school."

Additional Findings from Secondary Data Analyses

Factors related to SRMs, parent outreach, teacher characteristics, and teaching and learning practices correlated with stronger performance,[20] though they varied by grade, gender, and location. These factors were found by analyzing three NPR studies—the EGRA, the SRM study, and the Arabic language curriculum effectiveness study—as shown in Table 6, Table 7, and Table 8.[21] In two instances, members of all subgroups—girls, boys, urban and rural students—equally benefited from teaching practices—when teachers asked girls and boys questions equally and when teachers gave girls and boys equal opportunities. Yet, in many other cases, correlational and interaction effect analyses found that girls and boys benefited differently, as did students from rural and urban schools. Boys and rural students were found to benefit in the greatest number of instances.

Table 6: Correlations between strong performance on ORF in EGRA and contextual factors by grade, sex and location

Variable	Comparison type	G1	G2	G3	G4
SRMs					
School has received SRMs	Interaction	full	full	full	full
Teachers had access to SRMs	Gain	all			
Teacher characteristics					
Teachers have a teacher's guide[22]	Change		all	all	
Their teachers had received training in teaching reading[23]	Change		all	all	
Their teachers had received training in teaching reading[24]	Interaction			rural	
Teaching/learning practices					
Teachers expressed importance of decoding[25]	Interaction		rural		

Note: "All" refers to all student groups combined (school type, gender, and location), and "full" refers to a full treatment school.

---

[20] Strong performance includes "gain" (higher gain scores than comparison group), "endline" (higher endline scores than comparison group), and "interaction" (greater benefit when variable was more present for one group than another). All differences are statistically significant at the .05 level or below.

[21] All references to subgroups indicate statistically significant relationships found between that variable and reading performance at the $p < 0.05$ level.

[22] According to EGRA data, syllable reading scores in grades 2, 3 and 4 were also higher when teachers had copies of their own teacher's guide.

[23] According to EGRA data, students scored lower in G2 but higher in G3 when their teachers said they had received training.

[24] According to EGRA data, students scored lower in G2 but higher in G3 when their teachers said they had received training.

[25] According to EGRA data, syllable reading scores in grade 2 were also higher when teachers reported the importance of teaching decoding.

Table 7: Correlations between strong reading performance in ORF in SRM study and contextual factors by grade, sex, and location

Variable	Comparison type	G2	G4
SRMs			
SRMs are appropriate for reading levels	Interaction	boys, rural	
Teachers could access 3asafeer	Interaction	rural	rural
Students have access to Asafeer Digital Library	Endline		all
Students were able to borrow books to take home and use	Interaction	boys	girls
Parent outreach			
Schools organized outreach with parents to use SRMs and 3asafeer at home	Interaction	rural, boys	
Schools checked in with parents on student use of SRMs	Endline	all	
Teacher characteristics			
Their teachers had received training in teaching reading[26]	Endline		all

Note: "All" refers to all student groups combined (school type, gender, and location).

Table 8: Correlations between strong reading performance in reading comprehension in Arablc language curriculum effectiveness study and contextual factors by grade, sex, and location

Variable	Comparison type	G5	G6
Teacher characteristics			
Teachers have a teacher's guide[27]	Endline	all	all
Teachers reported Darija as their mother tongue	Endline	all	
Teaching/learning practices			
Teachers taught in standard Arabic	Endline		all
Teachers expressed importance of decoding[28]	Interaction	rural	rural
Teachers completed their reading lesson plan in the time allotted	Interaction		rural
Teachers stuck to their weekly reading schedule	Interaction		girls
Teachers taught reading every day[29,30]	Interaction		urban
Teachers were able to cover the Arabic curriculum	Interaction		girls

[26] According to EGRA data, students scored lower in G2 but higher in G3 when their teachers said they had received training.
[27] According to EGRA data, syllable reading scores in grades 2, 3 and 4 were also higher when teachers had copies of their own teacher's guide.
[28] According to EGRA data, syllable reading scores in grade 2 were also higher when teachers reported the importance of teaching decoding.
[29] According to EGRA data, syllable reading scores in grade 1 were also higher when teachers taught reading every day.
[30] In a contrary finding, the Arabic language curricium effectiveness Study data also showed that grade 6 students scored higher when their teachers taught reading 4-5 times per week or less (compared to those who said they taught reading every day)

Variable	Comparison type	G5	G6
Teachers introduced lesson by explaining what students will learn	Endline		all
Teachers guided students to predict text content based on image	Endline		all
Students deduced relationships between sentences	Interaction	rural	rural
Students devised possible interpretations	Endline		
Teachers guided students to read individually in a quiet voice	Interaction		rural
Students read quietly	Interaction		boys
Teachers asked girls and boys questions equally	Endline	all	
Girls and boys were asked questions equally	Interaction		boys
Girls and boys were given equal opportunities to participate in activities and when teachers taught reading every day	Endline		all
	Interaction	all	urban
Girls and boys were given equal access to learning materials	Interaction	boys	
Teachers were observed giving girls and boys equal opportunities	Endline		all

Note: "All" refers to all student groups combined (school type, gender, and location).

5.6.2 Conclusions

Respondents perceived that the new curriculum helps all groups learn in an equitable matter—girls and boys, children from different language groups, children from urban and rural areas, and children with disabilities. Some respondents also detailed how they thought the new curriculum itself and instructional methods encourage inclusivity in classrooms. Importantly, while effective use of these strategies arguably improve conditions for children of different backgrounds and needs, they do not by themselves constitute a sufficient response to addressing the needs of different students, especially members of historically disadvantaged groups.

Respondents perceived that girls are better performers than boys. Although some respondents said no gender differences were evident with the new curriculum, others said they believed that girls inherently perform better than boys.

Respondents most frequently expressed concerns about students with special needs in all subgroups. All types of respondents brought up students with special needs and the difficulties they believed this subgroup has with learning, highlighting the opportunity to target these students with future interventions.

Of all subgroups included in these analyses, boys and rural students were found to benefit from contextual factors most, suggesting that NPR inputs and associated behaviors in these areas may have contributed to stronger reading performance.

5.6.3 Recommendations

More research is needed to determine how different groups interact with new materials and respond to the new strategies introduced in the new curriculum. For example, some respondents perceived that girls are more inclined than boys to learn, while others said children who speak another language at home learn Arabic better. These beliefs need to be either confirmed or dispelled with thoughtful research studies.

Determine feasible initiatives to address the issues that students with special needs face in classrooms. Possible ideas include:

- Whenever possible and feasible, reserve a separate class for students with special needs.
- Provide specialists to support children with special needs, especially for more severe cases.
- Provide a curriculum with its own schedule, including materials ("kit") tailored to the circumstances of students with different kinds of special needs.

ANNEXES

ANNEX I: EVALUATION STATEMENT OF WORK

Statement of Work

Background and Purpose
The Reading for Success-National Program for Reading (RFS-NPR) was awarded to Creative Associates in 2017 and ends in June 2022. A $19.3M activity, NPR is a follow-on to USAID/Morocco's Reading for Success- Small-Scale Experimentation (SSE) Activity which ended in 2018. NPR builds upon the use of a pilot Arabic reading curriculum for grades 1-4 and includes a strong set of reading supplementary and instructional materials. The overarching goal of *RFS-NPR* is to help "*Students in target regions read fluently and with comprehension by the end of the second school year*." To achieve this goal, NPR manages the following four components which are linked to the intermediate results outlined in the activity framework:

- Improved reading and writing materials used in primary schools;
- Improved reading and writing instruction in primary schools;
- Reading and writing enrichment programs expanded; and
- Learning and assessment system improved.

The RFS-NPR theory of change showing each of the intermediate and sub-intermediate results and the linkages is shown graphically in Figure 4.

Figure 4: RFS-NPR Results Framework
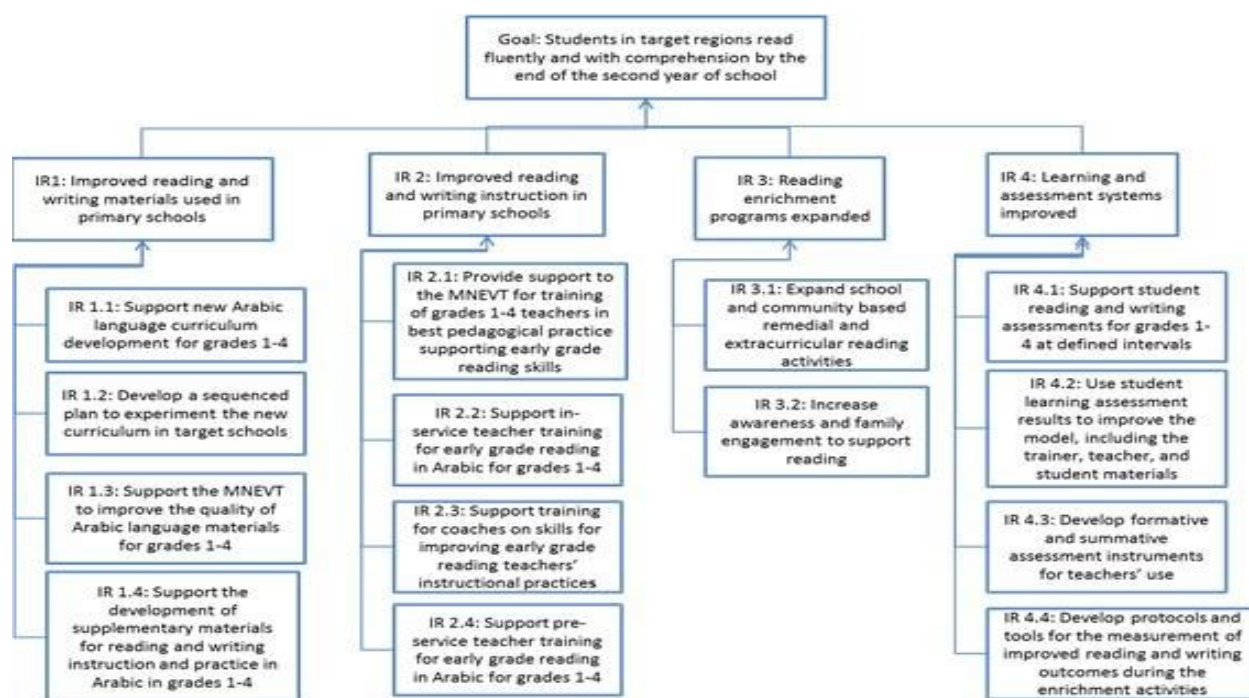
A midterm evaluation was conducted in 2019 of the Whole of Project, Reading for Success which included the National Program for Reading1. It is expected that this evaluation will build upon the findings from the previous evaluation and assess how well the activity has achieved its end of activity targets and outcomes.

The priorities and questions for this evaluation will build on findings from the previous evaluation related to project implementation, the role of the Ministry of Education (MOE), and sustainability.

Evaluation Purpose

This evaluation will focus on the outcomes of NPR and examine the sustainability of its work in terms of the MOE's efforts to take NPR components to national scale. It is expected that the evaluation will take a participatory approach involving USAID, the MOE, and Creative Associates to identify critical learning elements of this evaluation and to share and validate findings and recommendations with all stakeholders. The following evaluation questions have been reviewed by both USAID/Morocco and Creative Associates. It is expected that the winner of this solicitation will confer with the Ministry of Education on the scope of this evaluation and take into account their learning interests in this evaluation.

Evaluation Questions

This evaluation will examine the effectiveness of NPR's approach in terms of its overall outcome, based on its results framework. The questions focus on approaches and outcomes as well as sustainability of the activity's products within the MOE's service delivery. The following are the guiding questions for this evaluation:

1. How has the new NPR reading curriculum and teacher instruction package affected learning outcomes in target schools? What role has the COVID-19 pandemic played in learning outcomes? More specifically:

   a) How well did NPR deliver on the development and testing of the revised reading curriculum and teacher instruction interventions?

   b) To what extent was NPR successful in strengthening the Ministry's ability to develop and deliver an education reform in primary grades?

2. How well did NPR support the MOE's ability to use Early Grade Reading Assessment (EGRA) data and classroom formative assessments to support adaptive management and improved learning outcomes at both the classroom and central level? How well was the capacity-building conducted with the MOE examination and assessment departments in terms of their ability to conduct EGRAs? In the case the MoE is using EGRA data to support adaptive management and improve learning outcomes, how will this data be used and how could it be facilitated?

3. How effectively did the MOE use and scale-up the new curricula introduced by NPR? What are the issues around managing the curricula effectively at a national scale?

4. What are best practices and lessons learned from NPR for engaging communities and parents in reading programs?

5. What are lessons learned from NPR related to private sector engagement in reading programs?

6. What are lessons learned from NPR related to education access, quality, or results among urban vs rural, male vs. female students, and/or geographic regions? How will these lessons learned inform future education programming and investment decisions?

Evaluation Approach

To the extent that it is practical, evaluators should triangulate findings over multiple sources and methods. Data sources and methods should be appropriate to the country context and the practicalities of physically visiting beneficiary communities. Methods may include:
- A review of relevant project and secondary documents;

- Analysis of secondary data sources (particularly EGRA data) relevant to the evaluation; analysis of the different assessment studies conducted by NPR team;
- Interviews with key informants at the central, district, and community levels who are directly involved in the activity;
- Focus groups or group interviews with a sample of community-level beneficiaries including parents, students, and teachers.

The evaluation will employ rigorous methods to analyze qualitative and quantitative data. In general, quantitative data will describe project outputs, and quantifiable outcomes. Qualitative data will provide evidence of the outcomes associated with project interventions that are not easily quantified. The evaluation team will use rigorous content or thematic analyses and coding techniques to identify key themes in the qualitative data and use quantitative analysis (e.g., descriptive statistics, cross-tabulation, or regression) methods to report results and identify patterns and correlations in the quantitative and qualitative data.

Fieldwork should employ culturally appropriate methods. The analysis should disaggregate results by sex whenever applicable and draw out sex-specific conclusions and recommendations. For example, capturing differences, if any, between men and women's participation, perceptions, and experiences. The evaluation design should account for the changing restrictions related to COVID-19. The safety of team members, implementing partner staff, informants, and community members is paramount. Expatriate team members should plan to travel to Morocco and work closely with local team members to conduct in-person fieldwork.

USAID recommends the evaluation team refer to this tool (*Assessing the Quality of Education Evaluations Tool*) as they prepare and conduct this evaluation.

Methodology
STS will design and conduct a non-experimental, mixed-methods performance and process evaluation. This evaluation will examine the effectiveness of NPR's approach in terms of overall outcomes based on its results framework. The evaluation questions focus on approaches and outcomes as well as sustainability of the activity's products within the MOE's service delivery.

STS will begin with a literature review that builds upon the 2019 Whole-of-Project evaluation literature review, which will provide the context, background, and understanding needed for effective qualitative fieldwork as well as support the design of more in-depth and nuanced subsequent evaluation components. The evaluation team will study existing documents from USAID/Morocco and NPR implementing partners, as well as external documents pertaining to early grade reading in Morocco and those from Morocco's MOE. The review will provide an overview of education and early grade reading in Morocco as well as the research that informed the design of NPR. The review will incorporate NPR's results framework and project indicators and will describe cross-cutting issues of inclusion and disability, gender, sustainability, lessons learned, and challenges. This literature review will inform the design of a detailed draft concept note that describes the methodology and steps of the proposed evaluation.

The evaluation team will then host a five-day evaluation design and tools pre-testing workshop in Rabat to ground the evaluation in the local context and realities, refine the evaluation questions, build consensus and buy-in on the evaluation approach, and refine and pre-test primary data collection tools. The evaluation design and tools pre-testing workshop will include key representatives from the MOE and USAID/Morocco, and NPR implementing partners. Using the updated questions and sub-questions, participants will be asked to complete a stakeholder mapping exercise to identify the most appropriate

data sources and methods for answering the each of the proposed evaluation questions. This mapping will be used to drive the final sample for data collection.

In order to answer the six primary evaluation questions and related sub-questions, the evaluators will primarily use a qualitative research approach. The team will conduct fieldwork over the course of approximately three weeks, collecting data from a variety of RFS stakeholder respondent groups in order to gain understanding of multiple perspectives and experiences across a variety of levels (national, regional, provincial, and school/community) and to enable triangulation of data and findings.

Triangulation will also include using both qualitative and quantitative methods described below to gain a more holistic and deeper understanding of the RFS project as well as mitigate potential bias in the evaluation data and findings.

Qualitative data collection methods such as semi-structured key information interviews (KIIs) will capture a variety of views, experiences, and perspectives from key stakeholders at national, regional, provincial, and school levels. In addition, focus group discussions (FGDs) with beneficiaries at the school and community levels will be conducted through school/learning site visits across multiple regions and provinces. Where possible, existing NPR project data (including EGRA results and other monitoring and evaluation data) as well as administrative and/or performance data from Morocco's National Education Management Information System (EMIS)—L'évaluation des Acquis des Élèves et du Système d'Information (MASSAR)—will be analyzed to supplement qualitative findings.

The evaluators will integrate a gender-sensitive evaluation approach, drawing on resources such as USAID's How-To Notes on Engendering Evaluations on Engendering Evaluation and Gender Integration in Education Programming and USAID's Gender-sensitive Evaluation: Best and Promising Practices for Engendering Evaluation. This approach will include ensuring all data are disaggregated and reported by sex where appropriate, engaging female and male researchers, and striving for gender balance among respondents.1 Gender frameworks will be considered in the analyses as well, such examining how the interventions may have affected boys and girls differently.

STS will also incorporate social inclusion in the evaluation approach, including consideration of geographical or regional variations, ethnicity, language, socio-economic status, disability status, and age in the design, sampling, and analytic approaches. Geographic and regional variations will inform the evaluation's stratified sampling approach across provinces. These areas also include variations in language groups, including both Arabic and Amazigh languages. The range of respondents, including high-level government officials and teachers and parents from purposively selected rural disadvantaged areas, incorporates an array of socioeconomic statuses.

The following evaluation matrix presents an illustrative summary mapping of evaluation questions to data sources, to be further detailed, refined, and finalized in collaboration with the MOE and USAID and during the evaluation design and tools pretesting workshop.

Table 9: Evaluation Matrix

Evaluation Questions	Data Sources
1. How has the new NPR reading curriculum and teacher instruction package affected learning outcomes in target schools? What role has the COVID-19 pandemic played in learning outcomes? More specifically: How well did NPR deliver on the development and testing of the revised reading curriculum and teacher instruction interventions? To what extent was NPR successful in strengthening the Ministry's ability to develop and deliver an education reform in primary grades?	Secondary data analysis KIIs with school, provincial, regional, and national level actors, USAID and IPs FGDs with teachers
2. How well did NPR support the MOE's ability to use Early Grade Reading Assessment (EGRA) data and classroom formative assessments to support adaptive management and improved learning outcomes at both the classroom and central level? How well was the capacity-building conducted with the MOE examination and assessment departments in terms of their ability to conduct EGRAs? In the case the MoE is using EGRA data to support adaptive management and improve learning outcomes, how will this data be used and how could it be facilitated?	Secondary data analysis KIIs with school, provincial, regional, and national level actors, USAID and IPs FGDs with teachers
3. How effectively did the MOE use and scale-up the new curricula introduced by NPR? What are the issues around managing the curricula effectively at a national scale?	Secondary data analysis KIIs with provincial, regional, and national level actors, USAID and IPs
4. What are best practices and lessons learned from NPR for engaging communities and parents in reading programs?	Secondary data analysis KIIs with provincial, regional, and national level actors, USAID and IPs FGDs with teachers and parents/community members
5. What are lessons learned from NPR related to private sector engagement in reading programs?	Secondary data analysis KIIs with provincial, regional, and national level actors, USAID and IPs

Evaluation Questions	Data Sources
6. What are lessons learned from NPR related to education access, quality, or results among urban vs rural, male vs. female students, and/or geographic regions? How will these lessons learned inform future education programming and investment decisions?	Secondary data analysis KIIs with school, provincial, regional, and national level actors, marginalized groups, USAID and IPs

[1] For example, focus group discussions with parents will aim for equal participation between men and women.

Primary respondents sampled for this evaluation will include school-level respondents; MOE and non-MOE government officials at the provincial, regional, and national levels; personnel of USAID/Morocco and NPR project staff. Evaluators will collect data from respondents from selected provinces across all regions of the country. Evaluators aim to visit 6 schools – one school in 6 regions of the country. The regions will be purposively selected to represent a range of regional and school characteristics (e.g., geographic location in Morocco, demographic and socio-economic characteristics, urbanicity, predominant mother language of school, school performance, and school population size).

STS will refine the qualitative tools developed under the Whole-of-Project RFS evaluation to align with the primary evaluation questions of interests for the NPR Final Evaluation. During the design phase, STS will clearly map in Excel each item on each tool to relevant evaluation questions and sub-questions to ensure that sufficient information is elicited from all appropriate respondents to answer the evaluation questions. These detailed tool maps will be used to produce versions of each tool in Word that are structured for appropriate interview and discussion flow with respondents.

Each tool will be aligned with one specific type of respondent, including:
- USAID/Morocco officials
- NPR implementing partners
- MOE officials
- Marginalized groups
- Non-MOE government officials; and
- School-level respondents, including school directors, teachers, and parents

While the same tool will be utilized for subgroups within a respondent type, additional sub-sections or targeted items may be incorporated for specific subgroups within the main tool, where relevant. In the table below, STS has provided an illustrative list of primary data collection tools and sample targets for each respondent type.

Table 10: Primary Data Collection Tools and Sample Targets

Primary Data Collection Tools	Sample Targets
Key Informant Interviews	
KII – Provincial Director	12 KIIs (2 per selected region)
KII – Inspector/Provincial Coordinator	12 KIIs (2 per selected region)
KII – Provincial Arabic Teacher Trainer	6 KIIs (1 per selected region)
KII – MOE Regional Director	6 KIIs (1 per selected region)

Primary Data Collection Tools	Sample Targets
KII – School Director	6 KIIs (1 per selected region)
KIIs – Regional Directors of Teacher Training Centers	2 KIIs overall
KIIs – Marginalized Groups	2 KIIs overall
KIIs – National MOE	6 KIIs overall
KIIs – Ministries of Health & Solidarity	2 KIIs
KIIs – USAID/Morocco and Implementing Partners	2 KIIs
KIIs – Implementing Partners	2 KIIs
TOTAL KIIs	58 KIIs
Focus Group Discussions	
FGD – Teachers	6 KIIs (1 per selected region)
FGDs – Parents/Community Members	6 KIIs (1 per selected region)
TOTAL FGDs	12 FGDs

Data collectors will be selected according to multiple criteria, including prior relevant qualitative data collection experience and fluency in both Arabic and French. STS envisions most KIIs and FGDs will be conducted in Arabic or Amazigh languages, as appropriate, and will instruct data collectors to type their detailed notes in French. STS will draw from its existing pool of skilled data collectors in Morocco from the RFS Whole of Project evaluation. Data will be analyzed in French by French-speaking STS qualitative researchers.

Analysis Plan
Qualitative Coding & Analysis

Preliminary data capture and coding will begin during field work with the team debriefing sessions that take place each night within each of the data collection teams. In addition, data collection teams will join a group call twice per week during data collection. These debriefing sessions and associated notes will provide a way to document teams' preliminary findings in real time during data collection. These notes will inform the out-briefing session with USAID and supplement the finalized field notes.

Finalized debriefing and field notes will be imported into NVivo 12, a qualitative data analysis software package. The qualitative data analysis methodology will incorporate an iterative approach and include thematic content analysis of narrative data to identify and validate emerging themes. A codebook will be developed at two stages—when the evaluation design is finalized, and during data analysis when additional themes emerge. Each night, the team lead will review KII and FGD notes in English or French taken by data collectors to ensure that notes are complete and sufficiently detailed. Notes will be uploaded nightly for further review by remote staff to track against the data collection schedule. After the coding process generates meaningful patterns from the field notes, analysts will use these codes to perform second-order analyses. These analyses will examine coded data in NVivo 12 to identify salient themes across a range of respondents that answer each evaluation question. Responses from different individuals and respondent groups will be compared to identify discrepancies, if any exist, and to offer explanations for such discrepancies. The relationships between responses will also be examined to learn about linkages across themes. Hypotheses that explain findings will be tested by examining codes for disconfirming patterns or alternative explanation. Multiple analysts working in a single software package will ensure that data, codes, and analysis findings are stored in a common, shared location for reference during reporting.

Quantitative Analysis

Quantitative data analysis will be conducted using the Stata/SE 17 statistical software package. Data will be imported and reviewed to ensure completeness and consistency in variable naming and coding, particularly when multiple datasets are merged. All relevant variables will be examined for missingness and outliers prior to analysis and appropriate strategies will be employed to address any observed irregularities (e.g., robustness checks and multiple imputation). Multiple regression analysis will be the primary analytical approach, allowing for statistical cross-group comparisons (e.g., pre/post, treatment/comparison) while controlling for confounders and/or increasing statistical precision of the estimates. Where appropriate, basic descriptive and summary statistics and cross-tabulations will also be presented.

The evaluation team will use qualitative field work as an opportunity to collect reliable information on the availability and relevance of further secondary quantitative data sources—including internal M&E data from implementing partners—that could support supplementary analysis and further triangulate the evaluation questions.

Qualitative and quantitative findings will be integrated while the final report is written. For relevant research questions, secondary quantitative analysis will be utilized to contextualize, supplement, and/or triangulate the qualitative findings. If divergent findings emerge during analysis, the evaluators will re-examine the raw qualitative data through a more in-depth content analysis to determine if any other factors or issues were missed when data was first being organized in order to gain a deeper understanding of the data. In addition, disaggregated data may be reanalyzed by characteristics of respondents – such as locale of the respondent, respondent type, etc. - to help provide additional explanations for the variances the findings.

Reporting
STS understands that the primary audience of the full evaluation report is the USAID/Morocco Education Office in Rabat. The full evaluation report will adhere to the USAID Office of Education's reporting templates and USAID guidance for evaluation reports.

The data and major findings will be summarized in the conclusion section of the report. This section will include a discussion of lessons learned and provide specific recommendations for the implementation of future activities, particularly related to sustainability considerations. Recommendations will be action-oriented, practical, and specific, as well as note which actors or stakeholders are best situated to implement or take up the recommendations.

After the draft report is submitted, the evaluation team will share and validate the evaluation findings in a remote session with Mission staff and implementing partners. This workshop will also provide an opportunity to further refine recommendations to help ensure that they are specific and actionable. STS will submit the final evaluation report to USAID following written feedback from USAID and validation of findings at the workshop. Following USAID acceptance of the draft evaluation report, STS will conduct a workshop in Morocco in Arabic with Mission staff, implementing partners, and MoE officials to present the final findings.

The draft and final evaluation reports will include executive summaries in English. The evaluation team will also translate the final executive summary into Arabic. The primary audience of the executive summary is the Moroccan MOE and related stakeholders in the education system. Clearly articulated recommendations for appropriate audiences will be included in the translated executive summary.

STS will work with MSI to prepare the final report (e.g., 508 compliance and formatting) for submission to the Development Experience Clearinghouse (DEC).

Deliverables

Required deliverables for this assignment must include:

- **Evaluation work plan:** Following an initial discussion with USAID, MOE, and Creative Associates, the contractor will submit a detailed work plan outlining the evaluation purpose, questions, methods, staffing, schedule, and data collection tools. The evaluation will not begin until USAID approves the work plan.

- **Completed Data:** All data collected will be the property of USAID and will be submitted in the required format. Data may also be required to be inserted on DDL.

- **Findings presentation/debriefs**: After completing the fieldwork and analysis, the evaluation team will present initial findings, conclusions, and recommendations to USAID. Following this presentation, the contractor will make a separate presentation to the MOE in Arabic or provide translation during the presentation.

- **Draft report:** The evaluation team will submit a draft report that adheres to USAID guidelines for evaluation reports.

- **Final report:** The evaluation team will incorporate USAID feedback to the draft report and submit a final report with an executive summary in Arabic.

- **Development Experience Clearinghouse (DEC) version of final report:** MSI will work with the contractor to prepare the final report (e.g., 508 compliance and formatting) for submission to the DEC.

The Mission may also request additional deliverables including:

- Interim briefings during fieldwork; and

- A short (one or two page) evaluation brief summarizing key findings, conclusions, lessons, and recommendations in an easily digestible format using infographics.

Activities and Estimated Schedule

The schedule in the table below shows the estimated duration of each phase of the evaluation. Final due dates for each deliverable shall be agreed upon by mutual consent of both parties within the period of this contract.

Estimated Duration	Task
4 weeks	Preparation (literature review, initial consultation with USAID, MOE and the implementing partner, and initial design)
2 weeks	Team planning workshop (refine/finalize design, plan data collection, develop and pretest data collection instruments)
4 weeks	Fieldwork (conducting interviews, focus groups and collecting secondary data)
3 weeks	Analysis (quantitative and qualitative analysis; findings)
2 days	Debrief presentation (preparation and presentation)
6 weeks	Writing (draft and final report)

ANNEX II: NPR PERFORMANCE INDICATORS AND ANNUAL TARGETS

NPR's complete set of performance indicators are included in Table 11. The annual targets that NPR included in the project's quarterly reports during FY2022 are listed as well. No FY2022 results were available because the evaluation team did not receive any final results from the project.

Table 11: NPR Performance Indicators and Annual Targets

#	Performance Indicator	Annual Target (10/2021–09/2022)
	Goal: Students in target regions read fluently and with comprehension by the end of the second year of school	
1.	Percentage of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 (ES. 1-1)	35% (41% for girls and 29% for boys)
2.	Percentage of learners at the end of grade 2 with zero scores on oral reading fluency assessments	N/A
3.	Number of learners reached in reading programs at the primary level (ES. 1-3, ES. 1-5)	4,432,229 (2,117,180 girls and 2,315,049 boys)
	IR 1: Improved reading and writing materials used in primary schools	
4.	Percentage of teachers using materials, teacher guides, textbooks, and supplemental reading materials correctly (per criteria)	N/A
5.	Number of primary or secondary textbooks and other teaching and learning materials provided with USG assistance (ES. 1-49)	4,556,369
	SIR 1.1: Support for new Arabic language curriculum development for grades 1-4	
6a.	Number of grade-level EGR/W curricula with scope-and-sequence developed for grades 1-4	N/A
	SIR 1.2: Develop a sequenced plan to experiment the new curriculum in target schools	
7.	Plan for experimentation, validation, and scale-up operational	N/A
	SIR 1.3: Support the MOE to improve the quality of Arabic language materials for grades 1-4	
8a.	Number of sets of textbooks, teacher guides, and teaching-learning materials specifications developed for grades 1-4	N/A
	SIR 1.4: Support the development of supplementary reading materials for reading and writing instruction and practice in Arabic in grades 1-4	
9.	Number of grade-level sets of supplemental reading materials developed for grades 1-4	N/A
	SIR 1.5: Support for new Arabic language curriculum development for grades 5-6	
6b.	Number of grade-level EGR/W curricula with scope-and-sequence developed for grades 5-6	N/A
	SIR 1.6: Finalize primary school curricular guidance (national)	
6c.	Number of grade-level EGR/W curricula with scope-and-sequence developed for grades 1-6	N/A

#	Performance Indicator	Annual Target (10/2021–09/2022)
	SIR 1.7: Support the MOE to improve the quality of Arabic language materials for grades 5-6	
8b.	Number of sets of textbooks, teacher guides, and teaching-learning materials specifications developed for grades 5-6	N/A
	IR 2: Improved reading and writing instruction in primary schools	
10.	Percentage of teachers meeting or surpassing minimum performance standards for EGR/W instruction (per criteria)	N/A
	SIR 2.1: Provide support to the MOE for training of grade 1-4 teachers in best pedagogical practices	
11.	Number of teacher professional development delivery models developed for grades 1-4 in-service teacher training	N/A
	SIR 2.2: Support in-service TOT/teacher training for EGR/W in Arabic for grades 1-6	
12.	Number of education administrators and officials who complete professional development activities with USG assistance (ES. 1-12)	398
13.	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES. 1-6, ES. 1-7)	93,393
	SIR 2.3: Support training for support personnel on skills for improving teachers' early grade reading instructional practice	
14.	Number of coaching packages developed	N/A
	SIR 2.4: Support pre-service teacher training for early grade reading in Arabic for grades 1-6	
15.	Number of pre-service training packages developed for grades 1-6	N/A
	SIR 2.5: Train teachers using supplementary materials for reading and writing in classrooms grades 1-4	
13.	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES. 1-6, ES. 1-7)	N/A
	IR 4: Improved learning and assessment systems	
20.	Number of policies, programs, and procedures changed based on evidence and data from feedback loops	N/A
	SIR 4.1: Support student reading and writing assessments for grades 1-4 at defined intervals	
21.	Number of research and assessment studies conducted	N/A
	SIR 4.2: Use student learning assessment results to improve the model, including the trainers, teacher and student materials	
22.	Number of EGR/W material sets revised based on analysis of EGR/W assessments	N/A
	SIR 4.3: Develop formative and summative assessment instruments for teachers' use	
23.	Number of formative and summative assessment instrument packages for teacher use developed, refined, and approved	N/A
	SIR 4.4: Develop MOE capacity for measurement and evaluation of improved reading outcomes	

#	Performance Indicator	Annual Target (10/2021–09/2022)
25.	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (ES. 1-11)	121,446
26.	Number of public and private schools receiving USG assistance (ES. 1-50)	24,358
	Moroccan Sign Language Activities	
27.	Number of education institutions or organizations supported with preparedness, prevention and/or response interventions (pre-primary to higher education/formal or non-formal)	N/A
28.	Number of primary-level courses developed and recorded for deaf and hard-hearing students	N/A
29.	Number of courses broadcasted on Moroccan TV channels	N/A

ANNEX III: DISCLOSURE OF CONFLICTS OF INTEREST

DISCLOSURE OF ANY CONFLICTS OF INTEREST
Memorandum Regarding Organizational Conflict of Interest for School-to-School International (STS)

School-to-School International (STS) does not foresee an Organizational Conflict of Interest (OIC) resulting from STS's role as a subcontractor on the Morocco NPR Final Evaluation 2022 – Final, as outlined by the terms in Contract Information Bulletin 99-17 (CIB). According to the CIB, high potential for OIC occurs in the following scenarios:[31]

a) Where a firm that designs a USAID activity under contract with USAID wants to be eligible for the competition to implement the activity;
b) Where a firm that evaluates an activity or contractor under contract with USAID wants to provide services that are requested as a result of the evaluation; and
c) Where a firm that audits USAID contractors under contract with USAID seeks to do consulting work under contract with USAID (sometimes in competition with the firms audited).

None of the above-mentioned scenarios outlined in the CIB apply to STS's subcontractor role on the Morocco NPR Final Evaluation 2022 - Final. STS acted strictly in an evaluation role having no role in project implementation. STS's role included conducting Key Informant Interviews and Focus Group Discussions, as well as analyzing secondary quantitative data. As part of this work, STS designed data collection tools, facilitated enumerator training, and completed data analysis.

---

[31] https://www.usaid.gov/sites/default/files/documents/1868/cib9917.pdf

ANNEX IV: SUMMARY OF EVALUATION TEAM MEMBERS

The team contributing to this evaluation offer rich and diverse experience and expertise to ensure high-quality and cost-effective support to the evaluation. The evaluators have deep experience in mixed-methods evaluations of early grade reading programs, including in Morocco and with the RFS project specifically.

Senior Technical Manager, Matthew Murray, will provide technical and quality oversight to the evaluation, including design workshop planning, design report development, and reviewing key deliverables. Mr. Murray is a program manager and evaluator with over twelve years of experience in monitoring, evaluation, and learning in development settings. He has managed education and early childhood development projects funded by USAID, FCDO, the World Bank, and education agencies in sub-Saharan Africa, the Middle East and North Africa, and Central Asia, ranging in size from $550,000 to $10 million. He has managed and conducted qualitative and mixed-methods study design, data collection and analysis for performance and impact evaluations. He managed the 2019–20 USAID RFS performance evaluation in Morocco, which drew on 87 key informant interviews (KIIs) and 20 focus group discussions (FGDs) to inform USAID's Country Development Cooperation Strategy. Mr. Murray led remote training sessions, oversaw data collection, and analyzed data in NVivo in both English and French. He holds an M.A. in International Affairs from George Washington University and studied Arabic in Morocco.

Technical Manager, Fiona Eichinger, will serve as a primary point of contact for MSI and USAID throughout the contract. She will support the design of the evaluation and will lead the programmatic, budgetary, logistical, and contractual activities and ensure all deliverables are high-quality and on time. As an experienced manager in the field of education, curriculum development, monitoring, and evaluation since 2016, Ms. Eichinger has gathered country experience in Malawi, Morocco, Togo, the Philippines, Nepal, Malta, Spain, France, and Germany. Ms. Eichinger holds a master's degree in international relations specializing in development and humanitarian assistance from Syracuse University with an exchange semester at Sciences Po in Paris, France. She is fluent in German, professionally proficient in Spanish, and studying Arabic.

Evaluation Team Leader, Carol da Silva, Ph.D., will provide oversight and guidance to the technical design of the evaluation, tool development, data analysis, and report writing to ensure overall technical quality. Dr. da Silva is STS's Senior Director of Impact and Learning and leads STS's Monitoring, Evaluation, Research, and Learning Department. She is an experienced literacy expert and mixed-methods researcher with over 12 years of experience working in education and international development, with a focus on both classroom- and community-based interventions to improve children's reading. She has served as a researcher and technical advisor for multilateral, bilateral and international non-governmental organizations, as well as a faculty member at higher education institutions teaching international education. As a technical expert in language and literacy, Dr. da Silva has led or contributed to literacy programming and monitoring and evaluation activities for organizations ranging from Save the Children, FHI360, and RTI International, among others. As an original co-author of Save the Children's award-winning Literacy Boost intervention, Dr. da Silva played a key role in the program's teacher training and community engagement toolkits, including leading trainings on community and parent engagement in children's reading. Dr. da Silva holds an Ed.D. in Education Policy, Leadership and Instructional Practice and an Ed.M. in International Education from Harvard University.

Evaluation Team Leader and Education Evaluation Expert, Mark Lynd, Ph.D., will be responsible for supervising the quality of the evaluation design and execution, including qualitative data collection and analysis, identifying and disseminating findings, lessons learned, and evidence from

evaluations. Dr. Lynd is STS's President and Co-Founder and serves as a technical advisor for 15 projects and 30 staff in over 20 countries. He is a proficient French speaker and provided support to the 2019–20 USAID RFS performance evaluation in Morocco. Dr. Lynd holds master's and doctoral degrees from the University of Massachusetts, Amherst.

Qualitative Analyst & Technical Writer, Drew Schmenner will support the evaluation design and implementation and lead in qualitative analysis and reporting of qualitative findings. Mr. Schmenner is a Senior Data and Technical Writing Associate at STS. For nearly a decade, he has supported STS-led evaluations of early grade reading programs with a variety of monitoring, evaluation, and learning skills, including playing key roles in qualitative data analysis, report writing for mixed-method studies, data cleaning, and providing technical and logistical support for data collection efforts in the field. Mr. Schmenner brings key experience contributing technical expertise in qualitative analysis and writing for the performance evaluation of four activities under USAID's RFS project in Morocco. For the Morocco RFS evaluation, he wrote the initial desk review, helped to analyze qualitative data in NVivo, and served as one of the lead writers of the final report. He holds an M.A. in International Studies from the University of San Francisco and is proficient in French.

Senior Statistician, Michel Rousseau, Ph.D., will lead in quantitative data analysis and support in-person workshops with the MoE. Dr. Rousseau is a skilled statistician with a decade of experience as a professor of education, evaluation, and psychometrics at the University of Quebec in Canada. He has provided technical expertise to numerous USAID-funded EGRAs in the development of their sample size, methodology, data analysis, and reporting. Dr. Rousseau has previously worked closely with the MoE in Morocco to deliver capacity-strengthening workshops under the RFS-SSE activity. Dr. Rousseau holds a Ph.D. in Measurement and Evaluation and an M.A. in Measurement from the University of Laval in Canada. He is a native French speaker and fluent in English.

Gender Lead & Sr. Analyst, Melanie Phillips, Ph.D., will lead in aspects of the evaluation design, implementation, analysis, and reporting related to gender and will provide support to quantitative analysis. Dr. Phillips is a skilled researcher who uses a combination of empirical methods, including surveys, experiments, and in-depth fieldwork. She has studied the gender dynamics of women's political representation in African countries and has taught graduate-level courses in data analysis and gender and international human rights. Dr. Phillips brings in-depth skills in quantitative data analysis and experience in all phases of the research process. She holds a Ph.D. from the University of California, Berkeley, in political science.

Program Coordinator, Erica Wang, will support the Technical Manager in programmatic, budgetary, logistic, and contractual tasks. Ms. Wang has assisted in the administration and management of education projects funded by DFID and USAID, including projects in Uganda, Djibouti, Nepal, Malawi, Rwanda, and Ethiopia. She has experience in remotely monitoring data collections for early grade reading assessments (EGRAs), programming various assessments in Tangerine, KoBo Toolbox, and SurveyCTO, and tool and training adaptations. She has provided critical financial, managerial, and administrative support to projects ranging in size from $300,000 to $1.2 million. Ms. Wang is professionally proficient in French and holds bachelor's degrees in government and politics, French language and literature, and piano performance from the University of Maryland, College Park.

Editor & Graphic Designer, Laura Zasoski will provide professional editing services to all of STS's major deliverables as well as graphic design and data visualization support to results summaries and presentations. Ms. Zasoski has more than ten years of experience working with education and non-profits and specializing in editorial oversight, content development, and strategic messaging. She has overseen the structure, formatting, and editing of technical and research reports for projects funded by

FCDO, USAID, USDA, the U.S. Department of Education, and domestic and international education agencies. She combines her skills in Microsoft Office and the Adobe Creative Suite to create data visualizations to supplement STS's technical reports. She holds a master's in education policy from the University of Maryland, College Park.

ANNEX V: SOURCES OF INFORMATION

Primary Data Sources:

All respondents received and signed consent forms regarding their participation.

Table 12: KIIs and FGDs Conducted in the NPR Final Evaluation

RESPONDENT (N)	SUBGROUPS	TARGET (N)	CONDUCTED (N)	NOTES
USAID Morocco officials	N/A	At least 2	2 KIIs with education staff	Upon consultation with the two USAID officials, it was not deemed necessary to conduct additional interviews.
Implementing partners	N/A	2	2 KIIs with senior NPR staff	
MoE government officials	MoE Central Office Officials	4	5 KIIs with central office respondents (Directorate of Curricula, CNIPE, CNEE, Division Pôle Manuels Scolaires, Division de la Promotion des Technologies Educatives, des Ressources Multimédias et des Techniques de Communication)	
	AREF regional directors and their assistants	6	6	
	Provincial directors	12	12	
	Inspectors	12	12	

RESPONDENT (N)	SUBGROUPS	TARGET (N)	CONDUCTED (N)	NOTES
	CMREF directors	2	5	This number was increased from 2 to 5 given availability in the data collection schedule and opportunity for richer data.
	Provincial-level Arabic teacher trainers from CMREF	6	6	
School-level respondents	School directors	12	12	One school director was interviewed remotely.
	Teachers (four to eight per school)	12	11	One teacher FGD was not conducted.
	Parents (six to 10 per school)	12	11	One parent FGD was not conducted.
MSL Activity participants	Two interpreters who played key roles in NPR's MSL activity	2	2	
Private sector stakeholders	Relevant personnel of 3asafeer (educational tech company)	1	1	
	Textbook publishers	2	2	Group KIIs were separately conducted with two publishing companies.

Secondary Data Sources:
- School-, teacher-, and pupil-level data for the NPR baseline study conducted in May 2018, the midline conducted in 2021, and the endline administered in 2022;
- NPR datasets, including midline data collected for the positive/negative deviance school study, Arabic-language curriculum effectiveness study, and research on students' well-being and learning loss due to the COVID-19 pandemic; and
- Sources listed below to conduct the literature review.

Creative Associates International, Inc., USAID Reading for Success-National Program for Reading Arabic Language Curricula Grades 5 and 6 Study: Findings Report, (2021).

—, USAID Reading for Success-National Program for Reading Monitoring, Evaluation, and Learning Plan (MELP)—Draft for Discussion, (2020).

—, USAID Reading for Success-National Program for Reading Policy Linking Report: Setting Benchmarks for Grades 1 to 4, (2021).

—, USAID Reading for Success-National Program for Reading Quarterly Report 3, Fiscal Year 2022, (2022).

—, USAID Reading for Success-National Program for Reading Quarterly Report 2, Fiscal Year 2022, (2022).

—, USAID Reading for Success-National Program for Reading Quarterly Report 1, Fiscal Year 2022, (2022).

—, USAID Reading for Success-National Program for Reading Fiscal Year 2021 Annual Report, (2021).

—, USAID Reading for Success-National Program for Reading Quarterly Report 3, Fiscal Year 2021, (2021).

—, USAID Reading for Success-National Program for Reading Quarterly Report 2, Fiscal Year 2021, (2021).

—, USAID Reading for Success-National Program for Reading Quarterly Report 1, Fiscal Year 2021, (2021).

—, USAID Reading for Success-National Program for Reading Fiscal Year 2020 Annual Report, (2020).

—, USAID Reading for Success-National Program for Reading Quarterly Report 3, Fiscal Year 2020, (2020).

—, USAID Reading for Success-National Program for Reading Quarterly Report 2, Fiscal Year 2020, (2020).

—, USAID Reading for Success-National Program for Reading Quarterly Report 1, Fiscal Year 2020, (2020).

—, USAID Reading for Success-National Program for Reading Fiscal Year 2019 Annual Report, (2019).

—, USAID Reading for Success-National Program for Reading Quarterly Report 3, Fiscal Year 2019, (2019).

—, USAID Reading for Success-National Program for Reading Quarterly Report 1, Fiscal Year 2019, (2019).

—, USAID Reading for Success-National Program for Reading Fiscal Year 2018 Annual Report, (2018).

—, USAID Reading for Success-National Program for Reading Quarterly Report 3, Fiscal Year 2018, (2018).

—, USAID Reading for Success-National Program for Reading Quarterly Report 2, Fiscal Year 2018, (2018).

—, USAID Reading for Success-National Program for Reading Quarterly Report 1, Fiscal Year 2018, (2018).

—, USAID Reading for Success-National Program for Reading School Deviance Study: Results, (2021).

—, USAID Reading for Success-National Program for Reading School Effectiveness Study: Baseline Report 2018, (2018).

—, USAID Reading for Success-National Program for Reading Student Learning and Remediation: Endline Results, (2021).

—, USAID Reading for Success-National Program for Reading Supplementary Reading Materials: Endline Results, (2021).

Social Impact, Inc. Morocco Curriculum Review and Capacity Building Activity (CCA) Final Report: June 2021, (2021).

—. Morocco E-Takwine Learning Management System (LMS) Study: Final Report, (2022).

TALM/MRA Mobilising for Rights Associates. USAID/Morocco Gender Analysis Final Report: November 2020, (2020).

USAID/Morocco, USAID/Morocco Country Development Cooperation Strategy—2020-2025, (2020).
—, Reading for Success-National Program for Reading Request for Task Order Proposal no, SOL-608-16-000006: Section C—Description/Specifications/Statement of Work, (2016).

Consent Form for Parent Focus Group Discussions

USAID National Program for Reading (NPR) Performance Evaluation
School-to-School International

A. Form

This form is called a Consent Form. It will give you information about the study so you can make an informed decision about participation in this research. If you decide to participate, you will be asked to sign this form and you will be given a copy for your records.

B. Purpose

USAID/Morocco and the Ministry of National Education, Preschool, and Sports (MoE) have been active in promoting quality early grade reading education in Morocco for many years. We are working with School-to-School International to conduct a study to better understand how USAID and the MOE have been supporting children's education at the primary level in Morocco. The staff at your children's school identified you as a potential participant for this discussion because you have children studying in the grade levels the project is working in. We are particularly interested in hearing about your experience and understanding of MOE and USAID supported activities taking place at your child's primary school that focus on improving children's reading skills and increasing community support for reading. However, we cannot guarantee any additional aid, services, or program action will take place as a result of your participation in this focus group discussion. We also cannot offer you any compensation for your participation. I hope you will participate since your views are very important to understanding how we can improve the education and lives of children in Morocco. There are no foreseeable risks involved in participating in this study.

C. Procedures

The focus group discussion should take between 1 – 1.5 hours. You do not need to answer all the questions in the discussion if you do not want to. If a question makes you feel uncomfortable or you do not know the answer, it is ok to tell the Interviewer that you do not want to answer the question. You can also withdraw from the focus group discussion at any time without any penalty.

D. Confidentiality

Your answers will be private. To better keep track of all the information provided today, and to help the interviewer focus on facilitating this discussion, we will take notes on paper and would like to tape record this discussion so we can listen to it later. No one except those involved in the research study will have access to the discussion notes or tape recordings. We will only record the discussion on our audio-recorder with your permission. Nobody will be able to directly link your responses to your name. Your responses are confidential and your answers will remain anonymous. You will be given a number and your name will be kept in a confidential file at our main offices. Your name will not be associated with any of the data or reporting.

Participants will be asked not to use any names during the focus group discussion. Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researchers from guaranteeing confidentiality. The researchers would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others. The evaluation results will be shared with Government of Morocco counterparts and other donors to further promote improving basic education in Morocco through enhanced reading

instruction in early grades. In addition, results will be shared with USAID audiences to highlight best practices and lessons learned, and the results achieved by USAID/Morocco in basic education and early grade reading.

E. Persons to contact

You can ask the Facilitator any questions that you have at any time. You may also contact the people in charge of this study.

Contact in Morocco: ███████████ .

F. Agreement

Do you have any questions?
[Interviewer: Answer the participant's questions about the interview before proceeding to the next question.]

You have read and/or had read to you the explanation of this focus group discussion, you have been given a copy of the consent form, a chance to ask questions, and you know that you can refuse to participate. I am going to ask for your consent to participate in this discussion. By saying yes, you agree to participate in the focus group. By saying no, you decline to participate. Do you agree to take part in the interview?
[Interviewer: Confirm verbal consent has been obtained from the participant.]

G. Interviewer Statement of Confirming Voluntary Verbal Consent Obtained from all Focus Group Participants

[To be completed after consent has been obtained verbally from all participants and prior to beginning the focus group discussion.]

By signing below, I affirm that I have read this document to the all focus group participants and each participant has provided verbal consent. To the best of my knowledge, the participants understand the details contained in this form and have each been given a copy. I have explained to the participants the focus group discussion purpose and procedures and we have discussed all the risks that are involved. I have answered questions to the best of my ability that the participants had.

_____   _____   _____
Signature of Interviewer   Print Name   Date

Consent Form for Teacher Focus Group Discussions

USAID National Program for Reading (NPR) Performance Evaluation

School-to-School International

A. Form

This form is called a Consent Form. It will give you information about the study so you can make an informed decision about participation in this research. If you decide to participate, you will be asked to sign this form and you will be given a copy for your records.

B. Purpose

USAID/Morocco and the Ministry of National Education, Preschool, and Sports (MoE) have been active in promoting quality early grade reading education in Morocco for many years. We are working with School-to-School International to conduct an external performance evaluation of USAID's education work under the National Program for Reading (NPR) Project. The objective of NPR is to support the improvement of instruction and reading and writing materials in primary schools, as well as learning and assessment systems. We are gathering data to better understand to what extent NPR has achieved its objectives and to inform the implementation of current and future activities in Morocco. You have been identified as a potential participant for this discussion because you are teaching in the grade levels that NPR supports. We would like to ask you some questions about your experience and engagement with NPR, including the new Arabic language curriculum, textbooks, supplementary reading materials, and other project activities. However, we cannot guarantee any additional aid, services, or program action will take place as a result of your participation in this focus group discussion. We also cannot offer you any compensation for your participation. I hope you will participate since your views are very important to understanding how we can improve the education and lives of children in Morocco. There are no foreseeable risks involved in participating in this study.

C. Procedures

The focus group discussion should take between 1 – 1.5 hours. During this discussion, we will ask you to reflect on relevant on your understanding and experience of NPR project activities, implementation, and lessons learned. You do not need to answer all the questions in the discussion if you do not want to. If a question makes you feel uncomfortable or you do not know the answer, it is ok to tell the Interviewer that you do not want to answer the question. You can also withdraw from the focus group discussion at any time without any penalty.

D. Confidentiality

Your answers will be private. To better keep track of all the information provided today, and to help the interviewer focus on facilitating this discussion, we will take notes on paper and would like to tape record this discussion so we can listen to it later. No one except those involved in the research study will have access to the discussion notes or tape recordings. We will only record the discussion on our audio-recorder with your permission. Nobody will be able to directly link your responses to your name. Your responses are confidential and your answers will remain anonymous. You will be given a number and your name kept in a confidential file at our main offices. Your name will not be associated with any of the data or reporting.

Participants will be asked not to use any names during the focus group discussion. Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researchers from guaranteeing confidentiality. The researchers would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others. The evaluation results will be shared with Government of Morocco counterparts

and other donors to further promote improving basic education in Morocco through enhanced reading instruction in early grades. In addition, results will be shared with USAID audiences to highlight best practices and lessons learned, and the results achieved by USAID/Morocco in basic education and early grade reading.

E. Persons to contact

You can ask the Facilitator any questions that you have at any time. You may also contact the people in charge of this study.

Contact in Morocco: ██████████ .

F. Agreement

Do you have any questions?
[Interviewer: Answer the participant's questions about the focus group discussion before proceeding to the next question.]

You have read and/or had read to you the explanation of this focus group discussion, you have been given a copy of the consent form, a chance to ask questions, and you know that you can refuse to participate. I am going to ask for your consent to participate in this discussion. By saying yes, you agree to participate in the focus group. By saying no, you decline to participate. Do you agree to take part in the interview?
[Interviewer: Confirm verbal consent has been obtained from the participant.]

G. Interviewer Statement of Confirming Voluntary Consent Obtained from all Focus Group Participants

By signing below I indicate that the all focus group participants have read and, to the best of my knowledge, understand the details contained in this document and have each been given a copy. I have explained to the participants the focus group discussion purpose and procedures and we have discussed all the risks that are involved. I have answered questions to the best of my ability that the participants had.

_____   _____   _____
Signature of Interviewer   Print Name   Date

Consent Form for Key Informant Interviews
USAID National Program for Reading (NPR) Performance Evaluation
School-to-School International

This Consent Form gives you information about our research so you can make an informed decision about participating. If you decide to participate, you will be asked to sign this form and you will be given a copy for your records.

A. Purpose

USAID/Morocco and the Ministry of National Education, Preschool, and Sports (MoE) have been active in promoting quality early grade reading education in Morocco for many years. We are working School-to-School international to conduct an external performance evaluation of USAID's education work under the National Program for Reading (NPR) Project. The objective of NPR is to support the improvement of instruction and reading and writing materials in primary schools, as well as learning and assessment systems. We are gathering data to better understand to what extent NPR has achieved its objectives and to inform the implementation of current and future activities in Morocco. You have been identified as a project key stakeholder. We would like to ask you some questions about your work with NPR, including its impact on learning outcomes; the MoE's efforts to scale project interventions and use assessment data; and lessons learned from the project's engagement with parents and communities, collaboration with the private sector, and implementation and reception from different beneficiaries. However, we cannot guarantee any additional aid, services, or program action will take place as a result of your participation in this interview. We also cannot offer you any compensation for your participation. I hope you will participate as your views are very important to understanding how we can improve the education and lives of children in Morocco. There are no foreseeable risks involved in participating in this study.

B. Procedures

The interview should take no more than one hour. During this discussion, we will ask you to reflect on your understanding and experience of NPR education activity, implementation, and lessons learned. **You do not need to answer all the questions in the interview if you do not want to.** If a question makes you feel uncomfortable or you do not know the answer, it is okay to tell the Interviewer that you do not want to answer the question. **You can also stop the Interview at any time without any penalty.**

C. Confidentiality

Please be assured that your response will remain confidential and private. To better keep track of all the information provided today, and to help the interviewer focus on facilitating this discussion, we will take notes on paper and we would also like to tape record this discussion so we can listen to it later, if we have your permission. **No one except those involved in the research study will have access to the interview notes or tape recordings. Your name will never be used in connection with any of the information you tell without your permission.** The evaluation results will be shared with USAID audiences, Government of Morocco counterparts and other donors to highlight best practices and lessons learned, and the results achieved by NPR.

D. Persons to contact

You can ask the Interviewer any questions that you have at any time. You may also contact the people in charge of this study. **Our contact in Morocco is** ███████████████████ .

F. Participant Statement of Voluntary Consent

When signing this form, I am agreeing to voluntarily participate in this interview. I have had a chance to read this consent form, and it was explained to me in a language which I use. I have had the opportunity to ask questions and have received satisfactory answers. I have been informed that I can withdraw at any time. A copy of this signed Informed Consent Form has been given to me.

_____   _____   _____
Participant Signature   **Print Name**   **Date**

G. Interviewer Statement of Confirming Voluntary Consent Obtained

By signing below, I indicate that the participant has read and, to the best of my knowledge, understands the details contained in this document and has been given a copy. I have explained to the participant the interview purpose and procedures and we have discussed all the risks that are involved. I have answered questions to the best of my ability that the participant had.

_____   _____   _____
Signature of Interviewer   Print Name   Date

Consent Form for Key Informant Interviews (Remote)
USAID National Program for Reading (NPR) Performance Evaluation
School-to-School International

This Consent Form gives you information about our research so you can make an informed decision about participating. If you decide to participate, you will be asked to sign this form and you will be given a copy for your records**.**

A. Purpose
USAID/Morocco and the Ministry of National Education, Preschool, and Sports (MoE) have been active in promoting quality early grade reading education in Morocco for many years. We are working with School-to-School international to conduct an external performance evaluation of USAID's education work under the National Program for Reading (NPR) Project. The objective of NPR is to support the improvement of instruction and reading and writing materials in primary schools, as well as learning and assessment systems. We are gathering data to better understand to what extent NPR has achieved its objectives and to inform the implementation of current and future activities in Morocco. You have been identified as a project key stakeholder. We would like to ask you some questions about your work with NPR, including its impact on learning outcomes; the MoE's efforts to scale project interventions and use assessment data; and lessons learned from the project's engagement with parents and communities, collaboration with the private sector, and implementation and reception from different beneficiaries. However, we cannot guarantee any additional aid, services, or program action will take place as a result of your participation in this interview. We also cannot offer you any compensation for your participation. I hope you will participate as your views are very important to understanding how we can improve the education and lives of children in Morocco. There are no foreseeable risks involved in participating in this study.

B. Procedures
The interview should take no more than one hour. During this discussion, we will ask you to reflect on your understanding and experience of NPR education activity outcomes, implementation, and lessons learned. **You do not need to answer all the questions in the interview if you do not want to.** If a question makes you feel uncomfortable or you do not know the answer, it is okay to tell the Interviewer that you do not want to answer the question. **You can also stop the Interview at any time without any penalty.**

C. Confidentiality
Please be assured that your response will remain confidential and private. To better keep track of all the information provided today, and to help the interviewer focus on facilitating this discussion, we will take notes on paper and we would also like to tape record this discussion so we can listen to it later, if we have your permission. **No one except those involved in the research study will have access to the interview notes or tape recordings. Your name will never be used in connection with any of the information you tell without your permission.** The evaluation results will be shared with USAID audiences, Government of Morocco counterparts and other donors to highlight best practices and lessons learned, and the results achieved by NPR.

D. Persons to contact
You can ask the Interviewer any questions that you have at any time. You may also contact the people in charge of this study. **Our contact in for this study is ▬▬▬▬▬▬▬.**

F. Participant Statement of Voluntary Consent

When signing this form, I am agreeing to voluntarily participate in this interview. I have had a chance to read this consent form, and it was explained to me in a language which I use. I have had the opportunity to ask questions and have received satisfactory answers. I have been informed that I can withdraw at any time. A copy of this signed Informed Consent Form has been given to me.

_____   _____   _____
Participant Signature   **Print Name**   **Date**

G. Interviewer Statement of Confirming Voluntary Consent Obtained

By signing below, I indicate that the participant has read and, to the best of my knowledge, understands the details contained in this document and has been given a copy. I have explained to the participant the interview purpose and procedures and we have discussed all the risks that are involved. I have answered questions to the best of my ability that the participant had.

_____   _____   _____
Signature of Interviewer   Print Name   Date

ANNEX VII: DATA COLLECTION INSTRUMENTS

Focus Group Discussion Guide: Parents

Qualitative Instruments: USAID NPR Performance Evaluation

A note about this tool:

Purpose: This focus group discussion (FGD) guide will enable you to gather information from parents to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of their perception of NPR activities, project outcomes, relevance and effectiveness of specific activities, inclusion, and lessons learned.

Recommended sources: Information should be collected through eight FGDs with parents of primary school students (grades 1-6) who are active in school management committees, parent organizations, or other school groups, including a cross-section of parents of high-performing and low-performing students. Up to 10 parents should participate in each FGD. FGDs will aim for gender-balanced participation where possible; for example, half of the parents of students in early primary grades participating in FGDs will be fathers/male guardians and half will be mothers/female guardians. Only one parent or guardian is expected per family.

Background

    A. Respondent Type:_____

    B. School Name:_____

    C. Province: _____

    D. Region: _____

    E. Facilitator name: _____

    F. Note taker name: _____

    G. Date: _____

    H. Start Time: _____

    I. Introduce team members and obtain consent: ____ YES _____ NO

    J. State purpose of evaluation: ____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: please review and complete the FGD consent form with the participants individually. Once agreement to participate voluntarily is obtained from all participants, please continue. If a participant does NOT agree to take part in the study, thank them for their time, and make a note they did not want to participate. While reviewing and completing the consent form, make sure to also ask for permission to record the interview on our audio-recorder; if all participants say YES please continue; if any participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:

Only begin audio-recording AFTER consent to participate and be audio-recorded has been received from ALL participants. If consent is not obtained from all participants, do not audio-record the discussion. Indicate in notes if discussion was not audio-recorded.

    1. The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d)

supplemental reading materials (books and teachers' guides); e) any other training activities. Are you aware of this program?

   a. If yes, have you seen any of the new materials (textbooks and supplemental reading materials)?

      i. If yes, do you have thee mateirls at home? Which ones?

         1. If yes, have you used the materials at all with your child/ren at home? How?

         2. If yes, do you find them easy to use? Why/why not?

         3. If yes, are they enjoyable for your children?

   b. If yes, are the new materials (textbooks and supplemental reading materials) helping your child/ren learn how to read?

2. How has COVID impacted your children's education? Have you observed any differences in their attitude about school since schools reopened after the pandemic? If yes, what are they?

Now I'd like to ask about activities for engaging community and parental support for reading.

3. Have teachers or school directors organized any outreach activities to help you with the use of supplementary reading materials and the 3asafeer digital library at home? (NOTE: Only ask about the digital library in experimental schools.)

   a. If yes, what type of guidance have they provided to you?

   b. If yes, did you follow their guidance?

   c. If yes, did your children read the materials?

4. Has the MoE or your school conducted any other activities to engage you as parents or the community as a whole?

   a. If yes, what were the activities?

   b. If yes, are you more engaged with your children's education due to the activities?

   c. If yes, is the community more engaged with your children's education due to the activities?

5. [NOTE: If they have said earlier that the new curriculum has been introduced in this school] Do you think the new way of teaching reading, including the new textbooks and supplementary reading materials, helps girls and boys learn equally well?

   a. How can this new approach to teaching reading be improved to better meet the needs of both girls and boys?

6. Have you seen any notable differences in how the new curriculum has been received by students whose mother tongue is Arabic and those whose mother tongue is Amazigh? [NOTE: If respondent notes differences, follow up if the curriculum and materials meet the needs of one

group more than another.]
   a. If yes, please describe these differences.
   b. If yes, have there been any steps taken to address them?

7. Have you seen any notable differences in how the new curriculum has been received by children with disabilities, or their teachers or parents/guardians?

   a. If yes, please describe these differences.

   b. If yes, have there been any steps taken to address them?

8. Overall, have there been any unexpected outcomes or results (positive or negative) with this new approach to learning how to read? Please detail.

Closing

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

Summary and Conclusion

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____ Hours _____ Minutes

POST-FOCUS GROUP NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

Focus Group Discussion Guide: Teachers - Experimental Schools

A note about this tool:

Purpose: This focus group discussion (FGD) guide will enable you to gather information from teachers to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of NPR project outcomes, project implementation, inclusion, and lessons learned.

Recommended sources: Information should be collected through eight FGDs with primary school teachers (grade 1-6) in NPR pilot schools. Up to 10 teachers should participate in each FGD. FGDs will aim for gender-balanced participation where possible; for example, half of the teachers participating in FGDs will be male and half will be female.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

    A. Respondent Type:_____

    B. School Name:_____

    C. Province: _____

    D. Region: _____

    E. Facilitator name: _____

    F. Note taker name: _____

    G. Date: _____

    H. Start Time: _____

    I. Introduce team members and obtain consent: _____ YES _____ NO

    J. State purpose of evaluation: _____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: please review and complete the FGD consent form with the participants. Once agreement to participate voluntarily is obtained from all participants, please continue. If a participant does NOT agree to take part in the study, thank them for their time, and make a note they did not want to participate. While reviewing and completing the consent form, make sure to also ask for permission to record the interview on our audio-recorder; if all participants say YES please continue; if any participants say NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Only begin audio-recording AFTER consent to participate and be audio-recorded has been received from ALL participants. If consent is not obtained from all participants, do not audio-record the discussion. Indicate in notes if discussion was not audio-recorded.

1. **The MoE developed and rolled out an early grade reading curriculum and teacher instruction package called NPR in 90 experimental schools. As you probably know, the program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) capacity building on measurement and evaluation; f) any other training activities. Were each of these activities and materials delivered at your school?**

2. **Do you all have the teacher's guide? Does anyone here not have it?**

    a. **If you have the guide, how frequently do you use the teacher's guide?**

    b. **If you have the guide, is it easy to use? Why/why not?**

        i. **If it's easy to use, in what ways does it help you teach reading?**

    c. If you do not have it, what materials do you use to prepare your lessons for class?

3. **Have you received the new textbooks?**

    a. **If yes, do they help your students learn how to read? Why/why not?"**

4. **What have been NPR's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?**

5. Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?

6. Has COVID specifically affected the rollout of the curriculum reform? How?

7. **As part of NPR, teachers were trained in experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Did you participate in any of these trainings? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, poor? Did they improve your skills in teaching reading and/or your director's skills in supporting you? If yes, how?**

8. **NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Did any of you enroll in these courses? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, poor? If so, did the MOOCs improve your ability to teach reading with your (special population)? In what ways?**

9. In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools, as well as provided access to digital reading materials. Can children access these materials in your classroom? If so, how much time per week do your students use the SRMs? Have SRMs helped to improve early grade reading skills in your school? In what ways? What did they do well? What would you like to see done differently?

10. Are you aware of EGRA—the Early Grade Reading Assessment—a tool for measuring children's reading ability in the early grades? If so, has EGRA been used to assess children's reading ability in your classroom? If yes, do you know the results? If yes, what have you done with the results?

11. **NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received any of these materials? If so, how often do you use them? Do you think they helped your learners learn to read better? How?**

12. **What additional support could the MoE provide to better help you implement the new Arabic language curriculum?**

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

13. Have you organized any outreach activities to help parents with the use of supplementary reading materials and the 3asafeer digital library at home? If yes, what type of guidance have you provided to parents? Did the parents follow the guidance? Did students read the materials?

14. Have you been involved with any other activities as part of NPR to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?

15. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

16. **Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.**

Closing
1. **Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

Summary and Conclusion

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____ Hours _____ Minutes

POST-FOCUS GROUP NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

Focus Group Discussion Guide: Teachers - Scale-Up Schools

Qualitative Instruments: USAID NPR Performance Evaluation

A note about this tool:

Purpose: This focus group discussion (FGD) guide will enable you to gather information from teachers to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of NPR project outcomes, project implementation, inclusion, and lessons learned.

Recommended sources: Information should be collected through eight FGDs with primary school teachers (grade 1-6) in NPR pilot schools. Up to 10 teachers should participate in each FGD. FGDs will aim for gender-balanced participation where possible; for example, half of the teachers participating in FGDs will be male and half will be female.

Background

    A. Respondent Type:_____

    B. School Name:_____

    C. Province: _____

    D. Region: _____

    E. Facilitator name: _____

    F. Note taker name: _____

    G. Date: _____

    H. Start Time: _____

    I. Introduce team members and obtain consent: ____ YES _____ NO

    J. State purpose of evaluation: ____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: please review and complete the FGD consent form with the participants. Once agreement to participate voluntarily is obtained from all participants, please continue. If a participant does NOT agree to take part in the study, thank them for their time, and make a note they did not want to participate. While reviewing and completing the consent form, make sure to also ask for permission to record the interview on our audio-recorder; if all participants say YES please continue; if any participants say NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Only begin audio-recording AFTER consent to participate and be audio-recorded has been received from ALL participants. If consent is not obtained from all participants, do not audio-record the discussion. Indicate in notes if discussion was not audio-recorded.

1. **The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) any other training activities. Are you aware of this program? If so, were each of these activities and materials delivered at your school?**

2. **Do you all have the teacher's guide? Does anyone here not have it?**

    a. **If you have the guide, how frequently do you use it?**

    b. **If you have the guide, is it easy to use? Why/why not?**

        i. **If it's easy to use, in what ways does it help you teach reading?**

    c. If you do not have it, what materials do you use to prepare your lessons for class?

3. **Do the new textbooks help your students learn how to read? Why/why not?**

4. **[Ask only if new curriculum is being implemented at the school] What have been the new curriculum's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?**

5. [Ask only if new curriculum is being implemented at the school] Within the different elements of the new curriculum, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?

6. [Ask only if new curriculum is being implemented at the school] Has COVID specifically affected the rollout of the curriculum reform? How?

7. **Have you received any training from inspectors or anyone else on the new curriculum?**

    a. **If so, when, and on what topics?**

    b. **If so, did you benefit from them? How?**

    c. **Do you think the training covered all you need to know in order to adopt the new curriculum and use the new materials at your school? Why/why not?**

        i. **If no, what additional training do you need?**

8. **The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Are you aware of these courses?**

    a. **If yes, have you enrolled in these courses?**

    b. **If so, did you benefit from them? How?**

    c. **How would you rate them—excellent, good, fair, poor?**

    d. **If so, have the MOOCs improved your ability to teach reading with your students (example, students with special needs, marginalized groups, etc.)? In what ways?**

9. In 2022, the MoE printed and distributed supplementary reading materials and teachers' guides nationwide. Can children access these materials in your classroom?

    a. If so, how much time per week do your students use the SRMs?

    b. Have the SRMs helped to improve early grade reading skills in your school? In what

ways?

    c.   What did they do well?

    d.   What would you like to see done differently?

10. **The MoE created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received these materials? If so, how often do you use them? If so, do you think they helped your learners learn to read better? How?**

11. **What additional support could the MoE provide to better help you implement the new Arabic language curriculum?**

Now I'd like to ask about activities for engaging community and parental support for reading.

12. Have you organized any outreach activities to help parents with the use of supplementary reading materials at home? If yes, what type of guidance have you provided to parents? Did the parents follow the guidance? Did students read the materials?

13. Have you been involved with any other activities as part of the introduction of the new curriculum to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?

14. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

15. **Overall, have there been any unexpected outcomes or results (positive or negative) with the new curriculum? Please detail.**

Closing

1. **Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

Summary and Conclusion

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

POST-FOCUS GROUP NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: Implementers

A note about this tool:

Purpose: This focus group discussion (FGD) guide will enable you to gather information from teachers to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of NPR project outcomes, project implementation, inclusion, and lessons learned.

Recommended sources: Information should be collected through eight FGDs with primary school teachers (grade 1-6) in NPR pilot schools. Up to 10 teachers should participate in each FGD. FGDs will aim for gender-balanced participation where possible; for example, half of the teachers participating in FGDs will be male and half will be female.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

A. Respondent type:_____

B. Respondent role/position:_____

C. Respondent Organization: _____

D. Gender: _____

E. Age: _____

F. Interviewer name:

_____

G. Note taker name:

_____

H. Date:

_____

__

I. Start Time:

_____

J. Introduce team members and obtain consent: _____ YES _____ NO

K. State purpose of evaluation: _____ YES _____ NO

Introduction and Consent
[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements? What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?**

2. **NPR included two broad elements: curriculum and materials development and teacher instructional training. Has either of these elements met your expectations? If yes, in what ways? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?**

3. **What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?**

4. **How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?**

5. NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If yes, in what ways? What has impeded teacher instruction interventions?

6. NPR developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. Have the MOOCs improved teachers' instruction? If yes, in what ways? What has impeded the development of MOOCs and their use by teachers?

7. In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials). Has the supplemental reading materials program helped to improve children's reading skills in experimental schools? If yes, in what ways? What has impeded implementation of the supplemental reading materials program?

8. **Is the MoE's ability to develop and deliver education reform in primary grades stronger after its participation in NPR? If yes, in what ways, and what role did NPR play in improving the MoE's ability? Are there any areas or ways in which the MoE's ability to develop and deliver education reform could still be improved?**

I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.

9. **Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. If NPR was going to plan this series of capacity-building workshops again, should NPR do anything differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]**

10. **Have these activities improved the MoE's institutional ability to conduct EGRAs and use the data for informing implementation? Why or why not?**

11. **Has the MoE used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

12. **NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. To what extent did MoE personnel find these materials valuable? To what extent did they use them? To what extent have the formative assessment materials been scaled nationwide?**

    a. **Has the MoE used—or have any plans to use—any formative assessment data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

13. **Does the MoE need any support to use data to support adaptive management and improve learning outcomes in the future? If so, what kind of support?**

Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide.

14. **What did the MoE do to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to regional and provincial education offices in order for schools nationwide to implement the curriculum and use the new materials as designed? Why/why not?**

15. **In February 2022, the MoE urgently requested that NPR develop a toolkit to help inspectors provide in-service training to teachers about the new Arabic language curriculum. What prompted this request? Do you know if inspectors have been using this toolkit since NPR submitted it to the MoE? If yes, has the inspectors' training led to schools nationwide implementing the new curriculum and using the new materials as designed? Why/why not?**

16. To your knowledge, are teachers nationwide implementing the new curriculum and materials? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?

17. What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

18. What kind of outreach activities did NPR train teachers and school directors to organize to help parents with the use of supplementary reading materials and the 3asafeer digital library at home? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?

19. What other activities did NPR implement to increase community and parental support for reading? Did anything change regarding community and parental support due to the activities?

Now I'd like to ask about **NPR's engagement with the private sector in reading programs.**

20. **NPR and the MoE worked with the private textbook industry during the development of the new curriculum. What were the textbook industry's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?**

21. **NPR and the MoE worked with the company 3asafeer during the development of the supplemental reading materials program. What were 3asafeer's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?**

Now I'd like to ask about NPR's implementation and reception in urban and rural areas, different regions of the country, and with girls and boys.

22. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

23. **Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.**

CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____ Hours _____ Minutes

POST-KII NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

Key Informant Interview Guide: Ministry of Education Communications Officer

About this tool:

Purpose: This interview guide will enable you to gather information from key informants in the Ministry of Education (MOE) to gain insight into their involvement in the NPR program. This is to gain insight and understanding of their engagement with NPR activities and implementing partners, with the new Arabic language curricula introduced under the NPR program, the inclusion of various stakeholders, and the sustainability of approaches.

Recommended Sources: Information should be gathered from a wide range of provincial, regional, and national MOE officials.

The provincial KIIs will be conducted in twelve provinces within the same six regions as the schools, i.e. the four regions where NPR experimental schools are located and the two regions where the new reading curriculum and materials have been scaled. In each of the twelve provinces, two MoE officials will be interviewed—the provincial director and the inspector/provincial coordinator. In addition, six provincial Arabic teacher trainers from the sampled provinces will be interviewed.

At the regional level, interviewees will include the MoE regional director in each of the six regions visited, as well as two regional directors of teacher training centers from the sampled regions.

National-level interviews will be conducted with six officials from the MoE. Within the MoE, interviewees may include the same six directors of divisions who were interviewed in 2019: the Directorate of Strategy, Statistics, and Planning; the Communication Directorate; the Curriculum Directorate; the National Center for Pedagogical Innovations and Experimentation (CNIPE); the National Center for Evaluation and Examinations (CNEE); and the Directorate of Cooperation and Teaching in Private Schools.

If more than one official is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: Performance Evaluation for the USAID NPR Program

Context

    A. Respondent's role/position:

    _____

    B. Participating Department or Organization:

    _____

    C. Region: _____

    D. Province: _____

    E. Sex: _____

    F. Age: _____

    G. Name of the interviewer:

_____

H. Name of

   Notetaker:_____

I. Date:

   _____

J. Start time:

   _____

K. Introduction of team members and obtaining consent: ____ YES_____ NO

L. Indicate the purpose of the evaluation: ____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: Please review and complete the CIS consent form with each participant. If you have obtained voluntary agreement to participate from each individual, please proceed. If a participant does not agree to take part in the study, thank them for their time and please note their wish not to participate. Also be sure to ask permission to record the interview on your audio device. If the participant answers yes, please continue. If the participant answers NO, agree not to record the conversation and continue without engaging your audio recorder].

IMPORTANT NOTE:

Do not begin recording until AFTER you have obtained consent to participate and record.

1. **As you know, the Ministry of Education has been working with USAID to develop a curriculum reform - a new program for teaching Arabic in grades 1-6. This curriculum was piloted in selected "experimental schools" and then expanded to the entire country in 2021. The program included: a) teaching materials; b) new textbooks; c) a training toolkit for inspectors; d) access to MOOC content; e) additional reading materials (books and teacher guides); f) MSL video content; g) capacity building in measurement and assessment; h) any other training activities. Are you aware of this program?**

   a. **If so, what role did you play in this program?**

2. **The development and implementation of the new program lasted from 2017 to 2022. During this time, have you noticed any changes in the perceptions of different populations (Ministry staff, teachers, parents) about the program?**

3. **During this same time period, were there changing communication strategies on the part of the Department on reform with these populations?**

   a. **If so, what changes in strategy have been made?**

   b. **Were these different strategies effective? Please explain.**

4. **To your knowledge, has the NPR program (implementation of the new curriculum) had an impact on:**

   a. **Teaching Arabic reading in Morocco? Please explain.**

   b. **Students' reading skills? Please explain.**

c. **Attitudes about the new curriculum or approach to teaching? Please explain.**

5. **Have you seen incidents where the new curriculum has had a different impact?**

   a. **For girls versus boys?**

   b. **For students from advantaged groups compared to their peers (e.g., special needs students, minority language groups, disadvantaged regions, etc.)?**

CLOSING

1.   **We have come to the end of my questions. Do you have any additional comments?**

2.   **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

A. SUMMARY AND CONCLUSION

Thank you for your time. Your help with this research is critical. As I mentioned, the results of the report will be used by USAID in Morocco and the MOE to understand how the RFS project activities are and will be implemented. The final results of our research under the project will be published in a report in the coming months. These results will be shared with USAID and the Ministry.

End time: _____

Total time: _____Time _____Minutes

NOTES FOLLOWING KII :

Please comment on
   - *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
   - *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
   - *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: Ministry of Education Official - Central

A note about this tool:

Purpose: This interview guide will enable you to gather information from the Ministry of National Education, Preschool, and Sports (MoE) key informants to get an overview about their involvement in the NPR project. The objective is to gain insights and understanding of their engagement with the NPR activities and implementers, the new Arabic language curricula introduced as part of NPR, inclusion, and sustainability.

Recommended sources: Information should be collected through with a variety of MoE officials at the provincial, regional, and national levels.

The provincial KIIs will be conducted in twelve provinces within the same six regions as the schools, i.e. the four regions where NPR experimental schools are located and the two regions where the new reading curriculum and materials have been scaled. In each of the twelve provinces, two MoE officials will be interviewed—the provincial director and the inspector/provincial coordinator. In addition, six provincial Arabic teacher trainers from the sampled provinces will be interviewed.

At the regional level, interviewees will include the MoE regional director in each of the six regions visited, as well as two regional directors of teacher training centers from the sampled regions.

National-level interviews will be conducted with six officials from the MoE. Within the MoE, interviewees may include the same six directors of divisions who were interviewed in 2019: the Directorate of Strategy, Statistics, and Planning; the Communication Directorate; the Curriculum Directorate; the National Center for Pedagogical Innovations and Experimentation (CNIPE); the National Center for Evaluation and Examinations (CNEE); and the Directorate of Cooperation and Teaching in Private Schools.

If more than one official is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

    A. Respondent type:_____

    B. Respondent role/position:_____

    C. Respondent Ministry or Organization: _____

    D. Region: _____

    E. Province: _____

    F. Gender: _____

    G. Age: _____

    H. Interviewer name:

    _____

I. Note taker name:

_____

J. Date:

_____

K. Start Time:

_____

L. Introduce team members and obtain consent: _____ YES _____ NO

M. State purpose of evaluation: _____ YES _____ NO

Introduction and Consent
[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements? What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?**

2. **NPR included two broad elements: curriculum and materials development and teacher instructional training. Has either of these elements met your expectations? If yes, in what ways? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?**

3. **What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?**

4. **How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?**

5. NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If yes, in what ways? What has impeded teacher instruction interventions?

6. NPR developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes,

how? What has impeded the development of MOOCs?

7. In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials) and then distributed them nationwide in 2022. Has the supplemental reading materials program helped to improve children's reading skills? If yes, in what ways? What has impeded implementation of the supplemental reading materials program?

8. **Do you feel your unit is more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways? What role have NPR partners (including Creative and USAID) played in improving your office's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?**

I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes. Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating.

9. **Did you participate in any of these workshops? If yes, if NPR conducts similar capacity-building workshops in the future on benchmarking and measurement, should anything be done differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]**

10. **If yes (participated), have these activities improved your unit's ability to conduct EGRAs and use the data for informing implementation? Why or why not?**

11. **To your knowledge, has your unit used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

12. **[NOTE: Show the FA toolkit to the respondent.] NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received any FA data from schools nationwide? If so, have you used this data at all to make changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

13. **Does your unit need any support in the future to use data to make any changes to the design and/or management [NOTE TO REVIEWER: "design and management" is how we're referring to adaptive management] of the Arabic language reform (either curriculum, materials, teacher training, data use, etc.)? If yes, what kind of support?**

Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide.

14. **What did your unit do to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did you provide enough support to regional and provincial education offices in order for schools nationwide to**

implement the curriculum and use the new materials as designed? Why/why not?

15. **[ASK ONLY OF CURRICULA DIRECTORATE] In February 2022, the MoE Curricula Directorate requested that NPR develop a toolkit to help inspectors provide in-service training to teachers about the new Arabic language curriculum. What prompted this request? Do you know if inspectors were trained and supported on how to use the toolkit? Have they been using this toolkit? If yes, has the inspectors' training led to schools nationwide implementing the new curriculum and using the new materials as designed? Why/why not?**

16. To your knowledge, are teachers nationwide implementing or not the new curriculum and materials? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?

17. What did your unit do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle your unit had to overcome in scaling the curriculum, and how did it address it?

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

18. What kind of outreach activities did NPR train teachers and school directors to organize to help parents with the use of supplementary reading materials and the 3asafeer digital library at home? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?

19. What other activities did NPR implement to increase community and parental support for reading? Did anything change regarding community and parental support due to the activities?

Now I'd like to ask about NPR's engagement with the private sector in reading programs.

20. **[ASK ONLY OF CURRICULA DIRECTORATE] NPR and the MoE worked with the private textbook industry during the development of the new curriculum. What were the textbook industry's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?**

21. **[ASK ONLY OF CURRICULA DIRECTORATE] NPR and the MoE worked with the company 3asafeer during the development of the supplemental reading materials program. What were 3asafeer's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?**

Now I'd like to ask about NPR's implementation and reception in urban and rural areas, different regions of the country, and with girls and boys.

22. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

23. Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.

CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

B. SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the MoE to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

POST-KII NOTES:
Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

Key Informant Interview Guide: Ministry of Education Official - Experimental Regions

A note about this tool:

Purpose: This interview guide will enable you to gather information from the Ministry of National Education, Preschool, and Sports (MoE) key informants to get an overview about their involvement in the NPR project. The objective is to gain insights and understanding of their engagement with the NPR activities and implementers, the new Arabic language curricula introduced as part of NPR, inclusion, and sustainability.

Recommended sources: Information should be collected through with a variety of MoE officials at the provincial, regional, and national levels.

The provincial KIIs will be conducted in twelve provinces within the same six regions as the schools, i.e. the four regions where NPR experimental schools are located and the two regions where the new reading curriculum and materials have been scaled. In each of the twelve provinces, two MoE officials will be interviewed—the provincial director and the inspector/provincial coordinator. In addition, six provincial Arabic teacher trainers from the sampled provinces will be interviewed.

At the regional level, interviewees will include the MoE regional director in each of the six regions visited, as well as two regional directors of teacher training centers from the sampled regions.

National-level interviews will be conducted with six officials from the MoE. Within the MoE, interviewees may include the same six directors of divisions who were interviewed in 2019: the Directorate of Strategy, Statistics, and Planning; the Communication Directorate; the Curriculum Directorate; the National Center for Pedagogical Innovations and Experimentation (CNIPE); the National Center for Evaluation and Examinations (CNEE); and the Directorate of Cooperation and Teaching in Private Schools.

If more than one official is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

    A. Respondent type:_____

    B. Respondent role/position:_____

    C. Respondent Ministry or Organization: _____

    D. Region: _____

    E. Province: _____

    F. Gender: _____

    G. Age: _____

    H. Interviewer name:

    _____

I. Note taker name:

_____

J. Date:

_____

K. Start Time:

_____

L. Introduce team members and obtain consent: _____ YES _____ NO

M. State purpose of evaluation: _____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?**

    a. What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?

2. Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?

3. **What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?**

4. **How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?**

5. NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If so, in what ways? What has impeded teacher instruction interventions?

6. NPR developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?

7. In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials) and then distributed them nationwide in 2022. NPR also asked schools to dedicate 30 minutes per week for students to use them. Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these materials helped to improve children's early grade reading skills? If yes, in what ways?

8. **Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?**

I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.

9. **Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. Did you participate in any of these workshops? If yes, if NPR conducts similar capacity-building workshops in the future on benchmarking and measurement, should anything be done differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]**

10. **If yes (participated), did these activities improve your unit's ability to conduct EGRAs and use the data for informing implementation? Why or why not?**

11. **To your knowledge, have you used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

12. **[NOTE: Show the FA toolkit to the respondent.] NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

13. **Does your unit need any support in the future to use data to make any changes to the design and/or management of the Arabic language reform (either curriculum, materials, teacher training, data use, etc.)? If yes, what kind of support?**

Now I'd like to ask about the launch of the new curriculum nationally (beyond the experimental schools). Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide.

14. **To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your region/province in order for schools in your region/province to implement the curriculum and use the new materials as**

designed? Why/why not?

15. Has anyone in your office received training or support to use the new Arabic language curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? Are the issues with this work? If yes, what are they?

16. Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?

17. **What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?**

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

18. Have you been involved with training teachers and school directors on outreach activities to organize with parents to help them with the use of supplementary reading materials and the 3asafeer digital library at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?

19. As part of NPR, have there any other activities or programs in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?

Now I'd like to ask about NPR's engagement with the private sector in reading programs.
20. NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what did they do or not do well? What would you like to see done differently?

21. NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what did they do or not do well? What would you like to see done differently?

Now I'd like to ask about NPR's implementation and reception in urban and rural areas, different regions of the country, and with girls and boys.

22. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

23. **Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.**

C. CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

D. SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the MoE to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

POST-KII NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: Ministry of Education Official - Experimental Regions

A note about this tool:

Purpose: This interview guide will enable you to gather information from the Ministry of National Education, Preschool, and Sports (MoE) key informants to get an overview about their involvement in the NPR project. The objective is to gain insights and understanding of their engagement with the NPR activities and implementers, the new Arabic language curricula introduced as part of NPR, inclusion, and sustainability.

Recommended sources: Information should be collected through with a variety of MoE officials at the provincial, regional, and national levels.

The provincial KIIs will be conducted in twelve provinces within the same six regions as the schools, i.e. the four regions where NPR experimental schools are located and the two regions where the new reading curriculum and materials have been scaled. In each of the twelve provinces, two MoE officials will be interviewed—the provincial director and the inspector/provincial coordinator. In addition, six provincial Arabic teacher trainers from the sampled provinces will be interviewed.

At the regional level, interviewees will include the MoE regional director in each of the six regions visited, as well as two regional directors of teacher training centers from the sampled regions.

National-level interviews will be conducted with six officials from the MoE. Within the MoE, interviewees may include the same six directors of divisions who were interviewed in 2019: the Directorate of Strategy, Statistics, and Planning; the Communication Directorate; the Curriculum Directorate; the National Center for Pedagogical Innovations and Experimentation (CNIPE); the National Center for Evaluation and Examinations (CNEE); and the Directorate of Cooperation and Teaching in Private Schools.

If more than one official is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

    A. Respondent type:_____

    B. Respondent role/position:_____

    C. Respondent Ministry or Organization: _____

    D. Region: _____

    E. Province: _____

    F. Gender: _____

    G. Age: _____

    H. Interviewer name:

        _____

I. Note taker name:

_____

J. Date:

_____

K. Start Time:

_____

L. Introduce team members and obtain consent: ____ YES _____ NO

M. State purpose of evaluation: ____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?**

    a. **What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?**

2. Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?

3. What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?

4. How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?

5. **NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If so, in what ways? What has impeded teacher instruction interventions?**

6. **NPR developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?**

7. **In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials) and then distributed them nationwide in 2022. NPR also asked schools to dedicate 30 minutes per week for students to use them. Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these materials helped to improve children's early grade reading skills? If yes, in what ways?**

8. Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?

I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.

9. Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. Did you participate in any of these workshops? If yes, if NPR conducts similar capacity-building workshops in the future on benchmarking and measurement, should anything be done differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]

10. If yes (participated), did these activities improve your unit's ability to conduct EGRAs and use the data for informing implementation? Why or why not?

11. To your knowledge, have you used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?

12. [NOTE: Show the FA toolkit to the respondent.] NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?

13. Does your unit need any support in the future to use data to make any changes to the design and/or management of the Arabic language reform (either curriculum, materials, teacher training, data use, etc.)? If yes, what kind of support?

Now I'd like to ask about the launch of the new curriculum nationally (beyond the experimental schools). Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide.

14. To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your region/province in order for schools in your region/province to implement the curriculum and use the new materials as designed? Why/why not?

15. Has anyone in your office received training or support to use the new Arabic language

curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? Are the issues with this work? If yes, what are they?

16. **Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it— all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?**

17. What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

18. **Have you been involved with training teachers and school directors on outreach activities to organize with parents to help them with the use of supplementary reading materials and the 3asafeer digital library at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?**

19. **As part of NPR, have there any other activities or programs in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?**

Now I'd like to ask about NPR's engagement with the private sector in reading programs.

20. NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what did they do or not do well? What would you like to see done differently?

21. NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what did they do or not do well? What would you like to see done differently?

Now I'd like to ask about NPR's implementation and reception in urban and rural areas, different regions of the country, and with girls and boys.

22. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

23. **Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.**

E. CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

F. SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the MoE to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

POST-KII NOTES:
Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: Ministry of Education Official - Scale-Up Regions

A note about this tool:

Purpose: This interview guide will enable you to gather information from the Ministry of National Education, Preschool, and Sports (MoE) key informants to get an overview about their involvement in the NPR project. The objective is to gain insights and understanding of their engagement with the NPR activities and implementers, the new Arabic language curricula introduced as part of NPR, inclusion, and sustainability.

Recommended sources: Information should be collected through with a variety of MoE officials at the provincial, regional, and national levels.

The provincial KIIs will be conducted in twelve provinces within the same six regions as the schools, i.e. the four regions where NPR experimental schools are located and the two regions where the new reading curriculum and materials have been scaled. In each of the twelve provinces, two MoE officials will be interviewed—the provincial director and the inspector/provincial coordinator. In addition, six provincial Arabic teacher trainers from the sampled provinces will be interviewed.

At the regional level, interviewees will include the MoE regional director in each of the six regions visited, as well as two regional directors of teacher training centers from the sampled regions.

National-level interviews will be conducted with six officials from the MoE. Within the MoE, interviewees may include the same six directors of divisions who were interviewed in 2019: the Directorate of Strategy, Statistics, and Planning; the Communication Directorate; the Curriculum Directorate; the National Center for Pedagogical Innovations and Experimentation (CNIPE); the National Center for Evaluation and Examinations (CNEE); and the Directorate of Cooperation and Teaching in Private Schools.

If more than one official is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

    A. Respondent type:_____

    B. Respondent role/position:_____

    C. Respondent Ministry or Organization: _____

    D. Region: _____

    E. Province: _____

    F. Gender: _____

    G. Age: _____

    H. Interviewer name:

    _____

I. Note taker name:

_____

J. Date:

_____

___

K. Start Time:

_____

L. Introduce team members and obtain consent: _____ YES _____ NO

M. State purpose of evaluation: _____ YES _____ NO

Introduction and Consent

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) training toolkit for inspectors; d) access to the MOOC content; e) supplemental reading materials (books and teachers' guides); f) MSL video content; g) capacity building on measurement and evaluation; h) any other training activities. Are you aware of this program?**

2. If yes, to any of the above, what was done? If yes, did these activities help to increase the number of primary school children reading fluently and with comprehension skills? Please describe why.

3. **Within the different elements of the new curriculum, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?**

4. What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?

5. **As part of the new curriculum development (NPR?), some MoE inspectors attended national workshops to finalize and validate the new curriculum. Did you participate in any of these workshops? If so, did they improve your understanding about the new curriculum and your role in implementing it? If yes, how?**

6. The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how?

What has impeded the development of MOOCs?

7. In 2022, the MoE printed and distributed supplementary reading materials and teachers' guides to schools nationwide (show examples of materials) and asked schools to dedicate 30 minutes per week for students to use them. Did all schools in your region/province receive these materials? Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these new materials helped to improve early grade reading skills? If yes, in what ways?

8. **Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?**

9. **[NOTE: Show the FA toolkit to the respondent.] As part of the new curriculum, the MoE created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received these materials? If yes, have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how? "**

Now I'd like to ask about the launch of the new curriculum nationally.

10. **Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide. To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your unit in order for schools in your region/province to implement the curriculum and use the new materials as designed? Why/why not?**

11. **Has anyone in your office received training or support to use the new Arabic language curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? What are the issues with this work?**

12. **Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?**

Now I'd like to ask about activities for engaging community and parental support for reading.

13. Have you been involved with training teachers and school directors on outreach activities to organize with parents to help them with the use of supplementary reading materials at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students

read the materials?

14. As part of the new curriculum, has the MoE conducted any other activities in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?

Now I'd like to ask about the MoE's engagement with the private sector in reading programs.

15. NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what were the strengths and weaknesses of the textbooks? What would you like to see done differently in the textbooks?

16. NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what were the strengths and weaknesses of the supplemental reading materials? What would you like to see done differently in the reading materials?

Now I'd like to ask about NPR's implementation and reception in urban and rural areas, different regions of the country, and with girls and boys.

17. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

18. **Overall, have there been any unexpected outcomes or results (positive or negative) with the new curriculum? Please detail.**

G. CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

H. SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the MoE to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____ Hours _____ Minutes

POST-KII NOTES:
Please comment on

- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: MSL Intervention Respondents

> **A note about this tool:**
>
> **Purpose:** This interview guide will enable you to gather information from Moroccan Sign Language (MSL) intervention key informants to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of their engagement with NPR, inclusion, and lessons learned.
>
> **Recommended sources:** Information should be collected through interviews with two individuals who participated in the efforts to provide MSL interpretation for distance-learning video lessons.
>
> If more than one individual is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

A. Respondent type:_____

B. Respondent role/position:_____

C. Respondent Ministry or Organization: _____

D. Gender: _____

E. Age: _____

F. Interviewer name:

_____

G. Note taker name:

_____

H. Date:

_____

I. Start Time:

_____

J. Introduce team members and obtain consent: ____ YES _____ NO

K. State purpose of evaluation: ____ YES _____ NO

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. Had you had any involvement with NPR prior to this MSL activity? Had NPR or the MoE expressed any interest in working with your group/organization prior to the pandemic?

2. Can you describe your role with the production of the MSL video lessons for NPR during the COVID-19 pandemic?

3. Did the activity help improve the reading and MSL skills of children who are deaf or hard of hearing? If yes, in what ways?

4. What were the activity's most important and valuable contributions to improving children's reading and MSL skills? Why do you consider these the most important or valuable contributions?

5. Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?

6. What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?

7. According to NPR project reports in 2020 and 2021, the MoE had technical difficulties transferring the video lessons to their online distance learning platform. To your knowledge, have the videos been transferred online since 2021? If the videos were transferred, have students been accessing and using the video content? Do you have knowledge of how many students have accessed the platform and how they are using it? If the videos were not transferred, do you know why the MoE is still having difficulties?

8. To our knowledge, the MSL activity ended in October 2021 when schools reopened for in-person learning for the start of the 2021-22 school year. Is that correct? Have you done any work with NPR or the MoE since the activity closed with children who are deaf or hard of hearing?

9. Has the MSL activity had any impact since it closed in October 2021? Why/why not? If it hasn't had any more impact, do you think the activity should continue to be utilized by the MoE, or should it focus on other interventions targeted at children who are deaf and hard of hearing? If yes, what do you think needs to happen for the activity to make an impact with children who are deaf or hard of hearing?

10. What were the biggest successes of your work with NPR, including USAID and the MoE? What were the biggest challenges in working with the MoE and NPR, and how could project implementers and the MoE address them in future projects?

CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National

Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

POST-KII NOTES:
Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____
_____
_____
_____
_____
_____
_____
_____

Key Informant Interview Guide: Private Sector - Relevant Personnel from 3asafeer

A note about this tool:

Purpose: This interview guide will enable you to gather information from private sector key informants to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of their engagement with NPR, inclusion, and lessons learned.

Recommended sources: Information should be collected through interviews with individuals who made key contributions to NPR, namely two representatives of private textbook publishers and one representative of the Dubai-based educational technology company, 3asafeer, which helped to support the development of supplementary reading materials.

If more than one relevant private sector informant is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

A.   Respondent type:_____

B.   Respondent role/position:_____

C.   Respondent Ministry or Organization: _____

D.   Gender: _____

E.   Age: _____

F.   Interviewer name: _____

G.   Note taker name: _____

H.   Date: _____

I.   Start Time: _____

J.   Introduce team members and obtain consent: _____ YES _____ NO

K.   State purpose of evaluation: _____ YES _____ NO

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1.   How many years have you worked in the field of educational technology? When do you create 3asafeer, and what kind of partnerships have you developed since the company's founding?

2. When did NPR first contact you about collaborating with the project? Prior to your involvement with NPR, had you ever worked on a project funded by USAID? If no, what made your collaboration with USAID, NPR, and the Moroccan MoE unique to other partnerships you have had?

I want to ask you about the initial drafting of your MOU with the MoE.
3. Did those discussions about the MOU start in early 2020? What were the key responsibilities outlined for 3asafeer and the MoE in the MOU? Did you encounter any challenges in drafting the MOU? If so, what were they, and how did you address them?

4. In the spring of 2021, the MOE extended its MOU with your company from May 2021 to October 2022. Besides the expansion of the number of titles on the platform, were there any additions made to the MOU? If so, what were they?

5. You participated in some virtual meetings in June 2021 about the platform and new titles with Moroccan inspectors and teachers. What was your role during these meetings? Do you think the meetings fulfilled their objectives? Why/why not?

6. Did you participate in any other trainings/meetings with inspectors and/or teachers during your involvement with the project? If so, what were they, and do you think the trainings fulfilled their objectives? Why/why not?

7. Did any inspectors/teachers raise challenges they had with the digital platform with you during these meetings? If so, what were they, and did you do anything to address their challenges? If so, what did you do?

8. NPR conducted a study of its supplemental reading program during the 2020-21 school year. Did the project share its findings with you? If so, what did you think of the findings, considering your work with the platform elsewhere? Since the project expanded access 3assafeer to additional schools for the 2021-22 school year, do you have any additional data about 3asafeer's reach and impact?

9. Did the MOU with the MOE end in October as originally planned? If yes, does the MOE plan to renew its MOU with you? Why/why not?

10. What is the future of the 3asafeer platform and its use in Morocco?

11. What were the biggest successes of your work with NPR, including USAID and the MoE? What were the biggest challenges in working with the MoE and NPR, and how could project implementers and the MoE address them in future projects?

CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned,

the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

<u>POST-KII NOTES:</u>

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: Private Sector - Textbook Publishers

Qualitative Instruments: USAID NPR Performance Evaluation

Background

    A. Respondent type:_____

    B. Respondent role/position:_____

    C. Respondent Ministry or Organization: _____

    D. Gender: _____

    E. Age: _____

    F. Interviewer name: _____

    G. Note taker name: _____

    H. Date: _____

    I. Start Time: _____

    J. Introduce team members and obtain consent: ____ YES _____ NO

    K. State purpose of evaluation: ____ YES _____ NO

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

    1. **How long have you worked in the textbook industry? What has your role(s) been? What work have you specifically done with literacy and reading materials?**

2. **How long did you work with the NPR project? What has your role(s) been? What materials have you developed as part of NPR, and for what grades?**

3. **Can you describe the start of the materials creation process from when you started on drafting the materials to delivery of the first draft of these materials?**

4. **Did you attend any trainings conducted by NPR on the new curriculum? If so, did the training adequately prepare you to deliver the first draft? Why/why not?**

5. **If you attended trainings conducted by NPR, did the trainings cover any materials on best practices in textbook creation and production? If so, did you learn anything new that you incorporated into the creation of the new materials? If so, what were they?**

6. **Can you describe the process of receiving feedback on your initial draft and then revising the materials? How many rounds of revisions did your materials go through? Who provided this feedback?**

7. **NPR and the MoE solicited feedback from inspectors and teachers on textbooks and teachers' guides and conducted meetings with publishers to share this feedback. Did you attend any of these meetings? If so, did these sessions provide adequate feedback to revise the materials? Why/why not?**

8. **If yes, had you ever received feedback directly from inspectors and teachers before as you did during NPR? If not, what did you think of the process? How did this process compare to the creation of other learning materials in the past?**

9. Were you involved at all in the printing and distribution of new materials? If so, did you encounter any unique challenges in the printing and distribution? If so, what were they, and what lessons did you learn from them?

10. **Having worked with the new Arabic language curriculum, what do you view as its strengths in comparison to former iterations? Are there any gaps that still exist or areas that could be strengthened?**

11. **Do you think innovations in the new curriculum have been consistently incorporated into all the materials (not just the ones that your company produced)? Why/why not?**

12. **Have you been involved at all with the rollout of the new curriculum in schools nationwide? If so, what was your role? What were the strong points of the rollout, and what were the challenges?**

13. Have you worked on any new materials projects since working on NPR? If so, have you applied any of the knowledge or experience you gained with NPR to the new project? If so, what have you applied, and why?

14. **What were the biggest successes of your work with NPR, including USAID and the MoE? What were the biggest challenges in working with the MoE and NPR, and how could project implementers and the MoE address them in future projects?**

CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____ Hours _____ Minutes
POST-KII NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: School Director - Experimental Schools

Qualitative Instruments: USAID NPR Performance Evaluation

Introduction

A. Respondent type:_____

B. School Name:_____

C. Province: _____

D. Region: _____

E. Gender: _____

F. Age: _____

G. Interviewer name:

_____

H. Note taker name:

_____

I. Date:

_____

__

J. Start Time:

_____

K. Introduction of team member and consent: ____ YES _____ NO

L. State purpose of evaluation: ____ YES _____ NO

Introduction and Consent
[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take

part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **The MoE developed and rolled out an early grade reading curriculum and teacher instruction package called NPR in 90 experimental schools. As you probably know, the program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) capacity building on measurement and evaluation; f) any other training activities. Have you adopted this program in your school?**

    a. **If yes, which of these activities and materials have you adopted?**

    b. **If yes, which activities or materials made the greatest impact on teachers' instructional ability?**

    c. **If yes, which activities or materials made the greatest impact on children's reading skills?**

    d. **What have been NPR's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?**

2. **Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?**

3. **Has COVID specifically affected the rollout of the curriculum reform? How?**

4. As part of NPR, teachers were trained in experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Did you and/or teachers in your school participate in any of these trainings?

    a. If yes, did you benefit from them? How?

        i. How would you rate them—excellent, good, fair, or poor?

    b. If yes, do you think they improved teachers' skills in teaching reading and/or your skills in supporting teachers? How?

    c. If yes, do you think these trainings improved instruction for all groups of students?

    d. If not, which group was left out, and why?

5. NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Do you know if any of your teachers enrolled in these courses?

    a. If yes, do you feel the MOOCs have been effective in improving teachers' ability to teach

reading with your (special population)? In what ways?

6. **In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools. Can children access these materials in your classroom?**

   a. **If yes, how much time per week do your students use the SRMs?**

   b. **If yes, have the SRMs have helped to improve early grade reading skills in your school? If yes, in what ways?**

   c. **What would you like to see done differently?**

7. **Are you aware of EGRA—the Early Grade Reading Assessment—a tool for measuring children's reading ability in the early grades?**

   a. **If yes, has EGRA been used to assess children's reading ability in your school?**

      1. **If yes, do you know the results? If yes, have you been able to use the results? How?**

8. NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Did your school receive these materials?

   a. If yes, do you think they helped your learners learn to read better? How?

9. What additional support could the MoE provide to better help your teachers implement the new Arabic language curriculum?

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

10. **Have you organized any outreach activities to help parents with the use of supplementary reading materials and the 3asafeer digital library at home?**

    a. **If yes, what type of guidance have you provided to parents?**

    b. **Did parents follow the guidance? Did students read the materials?**

11. **Have you been involved with any other activities as part of NPR to increase community and parental support for reading? If yes, what, and did anything change regarding community and parental support due to the activities?**

12. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

13. **Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

POST-KII NOTES:

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: School Director - Scale-Up Schools

Qualitative Instruments: USAID NPR Performance Evaluation

Introduction

    A. Respondent type:_____

    B. School Name:_____

    C. Province: _____

    D. Region: _____

    E. Gender: _____

    F. Age: _____

    G. Interviewer name: _____

    H. Note taker name: _____

    I. Date: _____

    J. Start Time: _____

    K. Introduction of team member and consent: ____ YES _____ NO

    L. State purpose of evaluation: ____ YES _____ NO

Introduction and Consent
[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) any other training activities. Are you aware of this program? If so, were each of these activities and materials delivered at your school? If so, which activities or materials made the greatest impact on children's reading skills and teachers' instructional ability?**

2. **[Ask only if new curriculum is being implemented at the school] What have been the new curriculum's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?**

3. **[Ask only if new curriculum is being implemented at the school] Within the different elements of the new curriculum, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?**

4. **[Ask only if new curriculum is being implemented at the school] Has COVID specifically affected the rollout of the curriculum reform? How?**

5. Have you received any training from inspectors or anyone else on the new curriculum? If so, when, and on what topics? If so, did you benefit from them? How? How would you rate them— excellent, good, fair, or poor? Do you think the training covered all you need to know in order to adopt the new curriculum and use the new materials at your school? Why/why not? If no, what additional training do you need?

6. [Ask if director mentioned he/she was aware of MOOC program] The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. Do you know if any of your teachers enrolled in these courses? If so, do you feel the MOOCs have been effective in improving teachers' ability to teach reading with your (special population)? In what ways?

7. **[Ask if director mentioned he/she was aware of SRM program] In 2022, the MoE printed and distributed supplementary reading materials and teachers' guides nationwide. Can children access these materials in your classroom? If so, how much time per week do your students use the SRMs? Have the SRMs helped to improve early grade reading skills in your school? In what ways? If yes, what did they do well? What would you like to see done differently?**

8. The MoE created a formative assessment toolkit, including a formative assessment guide,

student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Did your school receive these materials? If so, do you think they helped your learners learn to read better? How?

9. What additional support could the MoE provide to better help your teachers implement the new Arabic language curriculum?

Now I'd like to ask about activities for engaging community and parental support for reading.

10. **Have you organized any outreach activities to help parents with the use of supplementary reading materials at home? If yes, what type of guidance have you provided to parents? Did the parents follow the guidance? Did students read the materials?**

11. **Have you been involved with any other activities as part of the introduction of the new curriculum to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?**

12. **Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?**

13. **Overall, have there been any unexpected outcomes or results (positive or negative) with the new curriculum? Please detail.**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back to USAID and the MoE.

End Time: _____

Total length: _____ Hours _____ Minutes

POST-KII NOTES:

Please comment on

- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

Key Informant Interview Guide: USAID/Morocco

A note about this tool:

Purpose: This interview guide will enable you to gather information from USAID/Morocco key informants to get an overview about their involvement with the NPR project. The objective is to gain insights and understanding of their engagement with NPR, inclusion, and lessons learned.

Recommended sources: Information should be collected through interviews with at least three USAID/Morocco members of the Education Office—the Director, the Education Specialist, and the Contracting Officer's Representative.

If more than one relevant private sector informant is interested and available to participate at the designated date, time and location, the KII may be administered as a group interview but the potential impact of power dynamics (such as age, gender, and level of authority in the organization or ministry) within the interview must be taken into consideration and mitigated.

Qualitative Instruments: USAID NPR Performance Evaluation

Background

A. Respondent type:_____

B. Respondent role/position:_____

C. Respondent Ministry or Organization: _____

D. Gender: _____

E. Age: _____

F. Interviewer name: _____

G. Note taker name: _____

H. Date: _____

I. Start Time: _____

J. Introduce team members and obtain consent: ____ YES _____ NO

K. State purpose of evaluation: ____ YES _____ NO

[NOTE TO INTERVIEWER: Please review and complete the KII Consent form with the participant. If agreement to participate voluntarily is obtained, please continue. If participant does NOT agree to take part in the study, thank them for their time, make a note they did not want to participate. Make sure to also ask for permission to record the interview on our audio-recorder; if participant says YES please continue; if participant says NO, acknowledge that you will not record the conversation and proceed without turning on the audio-recording.]

IMPORTANT NOTE:
Begin audio-recording AFTER consent to participate and be audio-recorded has been received.

1. **In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?**

   a. **What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?**

2. **NPR included two broad elements: curriculum and materials development and teacher instructional training. Has either of these elements met your expectations? If yes, in what ways? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?**

3. **What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?**

4. **How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum? If so, which ones?**

5. NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If yes, which interventions? In what ways? What has impeded teacher instruction interventions?

6. NPR developed a series of distance-learning courses—or massive open online courses (MOOC)— to train teachers on the new curriculum. Have the MOOCs improved teachers' instruction? If yes, in what ways? What has impeded the development of MOOCs and their use by teachers?

7. In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials). Has the supplemental reading materials program helped to improve children's reading skills in experimental schools? If yes, in what ways? What has impeded implementation of the supplemental reading materials program?

8. **Is the MoE's ability to develop and deliver education reform in primary grades stronger after its participation in NPR? If yes, in what ways, and what role did NPR play in improving the MoE's ability? Are there any areas or ways in which the MoE's ability to develop and deliver education reform could still be improved?**

I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.

9. **Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. If NPR was going to plan this series of capacity-building workshops again, should NPR do anything differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]**

10. **Have these activities improved the MoE's institutional ability to conduct EGRAs and use the data for informing implementation? Why or why not?**

11. **Has the MoE used—or does it have any plans to use—EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

12. **NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. To what extent did MoE personnel find these materials valuable? To what extent did they use them? To what extent have the formative assessment materials been scaled nationwide? If yes, to what extent?**

    a. **Has the MoE used—or does it have any plans to use—formative assessment data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?**

13. **Does the MoE need any support to use data to support adaptive management and improve learning outcomes in the future? If so, what kind of support?**

Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide.

14. **What did the MoE do to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to regional and provincial education offices in order for schools nationwide to implement the curriculum and use the new materials as designed? Why/why not?**

15. **In February 2022, the MoE urgently requested that NPR develop a toolkit to help inspectors provide in-service training to teachers about the new Arabic language curriculum. What prompted this request? Do you know if inspectors have been using this toolkit since NPR submitted it to the MoE? If yes, has the inspectors' training led to schools nationwide implementing the new curriculum and using the new materials as designed? Why/why not?**

16. To your knowledge, are teachers nationwide implementing the new curriculum and materials? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?

17. What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?

Now I'd like to ask about NPR's activities for engaging community and parental support for reading.

18. What kind of outreach activities did NPR train teachers and school directors to organize to help parents with the use of supplementary reading materials and the 3asafeer digital library at home? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?

19. What other activities did NPR implement to increase community and parental support for reading? Did anything change regarding community and parental support due to the activities?

Now I'd like to ask about NPR's engagement with the private sector in reading programs.

20. NPR and the MoE worked with the private textbook industry during the development of the new curriculum. What were the textbook industry's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?

21. NPR and the MoE worked with the company 3asafeer during the development of the supplemental reading materials program. What were 3asafeer's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?

Now I'd like to ask about NPR's implementation and reception in urban and rural areas, different regions of the country, and with girls and boys.

22. Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?

23. Overall, have there been any unexpected outcomes or results (positive or negative) with NPR? Please detail.

CLOSING

1. **Those are all of my questions. Are there any additional comments that you would like to share with us?**

2. **Thank you very much for taking the time to answer our questions. Do you have any questions for our team?**

SUMMARY AND CONCLUSION

Thank you for your time. Your help in this research is very important. As I mentioned, the results of the report will be used by USAID Morocco and the Ministry of National Education, Preschool, and Sports (MoE) to understand how the NPR project activities are going and are being implemented. The final results of our research project will be published in a report in the coming months. These results will be communicated back

to USAID and the MoE.

End Time: _____

Total length: _____Hours _____Minutes

<u>**POST-KII NOTES:**</u>

Please comment on
- *Any factors that may have affected the truthfulness of the responses given and the willingness of the interview subject to participate,*
- *If more than one respondent participated, the different perspectives that emerged through disagreements in the interviews,*
- *Any additional insights or comments that should be noted.*

_____

_____

_____

_____

_____

_____

ANNEX VIII: GETTING TO ANSWERS MATRIX

Cells beginning with an asterisk (also highlighted in blue) represent prioritized questions.

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
Tool Name	USAID KII Guide	USAID Implementing Partners KII Guide	MoE Official KII Guide / Central MoE	MoE Official KII Guide / Communications Officer	MoE Official KII Guide / Experimental Regions	MoE Official KII Guide / Experimental Regions - Inspectors Only	MoE Official KII Guide / Scale-up Regions	MoE Official KII Guide / Scale-up Regions - Inspectors Only	MSL Intervention KII Guide	Private Sector Personnel KII Guide	Private Sector Personnel KII Guide	School Director KII Guide/Experimental Schools	School Director KII Guide/Scale-up Schools	Teacher FGD Guide / Experimental Schools	Teacher FGD Guide / Scale-Up Schools	Parent FGD Guide
Respondents (N)	2	2	4	1	19	8	10	4	2	2	1	8	4	8	4	12
Subgroups	N/A	N/A	MoE Central Office Directors	MoE Central Office Communication Officer	AREF/Regional Directors Provincial Directors/Provincial Coordinators CMREF Directors Province-level Arabic teacher trainers from CMREF	Inspectors	AREF/Regional Directors Provincial Directors/Provincial Coordinators CMREF Directors Province-level Arabic teacher trainers from CMREF	Inspectors	Representatives involved with the MSL intervention	Textbook publishers	3asafeer (educational technology company)	N/A	N/A	N/A	N/A	N/A
Sampling / Selection Criteria	At least two KIIs with USAID/Morocco Education officials	One KII with COP or DCOP and one KII with NPR senior staff	4 KIIs with Central Office Directors, including officials from CNIPE, CNEE, and the Curricula Directorate	1 KII with a Communication Officer	4 AREF Regional Directors 8 Provincial Directors/Provincial Coordinators 4 Provincial Arabic Language Teacher Trainers 3 CMREF Directors	8 Inspectors	2 AREF Regional Directors 4 Provincial Directors/Provincial Coordinators 2 Provincial Arabic Language Teacher Trainers 2 CMREF Directors	4 Inspectors	Two KIIs with respondents identified by MoE or USAID/Morocco who participated in the efforts to provide MSL interpretation for distance-learning video lessons	Two KIIs with relevant personnel identified by MoE or USAID	One KII with relevant personnel identified by MoE or USAID	8 KIIs with primary school directors in NPR schools	4 KIIs with primary school directors in scale-up schools	8 FGDs with primary school teachers (grade 1-6) in NPR schools	4 FGDs with primary school teachers (grade 1-6) in scale-up schools	12 FGDs with parents of primary school students (grades 1-6) who are active in school management committees, parent organizations, or other school groups
EQs																
I. LEARNING OUTCOMES: How has the new NPR reading curriculum and teacher instruction package affected learning outcomes in target schools? What role has the COVID-19 pandemic played in learning outcomes? More specifically.	*In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?	*In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?	*In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?	*As you know, the Ministry of Education has been working with USAID to develop a curriculum reform - a new program for teaching Arabic in grades 1-6. This curriculum was piloted in selected "experimental schools" and then expanded to the entire country in 2021. The program included: a) teaching materials; b) new textbooks; c) a training toolkit for inspectors; d) access to MOOC	*In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?	*In your view, has NPR helped to increase the number of primary school children reading fluently and with comprehension skills in NPR's experimental schools? If yes, which aspects of NPR contributed to these improvements?	*The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) training toolkit for inspectors; d) access to the MOOC content; e) supplemental reading materials (books and teachers' guides); f)	*The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) training toolkit for inspectors; d) access to the MOOC content; e) supplemental reading materials (books and teachers' guides); f)				*The MoE developed and rolled out an early grade reading curriculum and teacher instruction package called NPR in 90 experimental schools. As you probably know, the program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) capacity building on measurement	*The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) any other training activities.	*The MoE developed and rolled out an early grade reading curriculum and teacher instruction package called NPR in 90 experimental schools. As you probably know, the program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) capacity building on measurement	*The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) any other training activities.	*The MoE has worked with USAID to develop a new Arabic language curriculum in grades 1 to 6. This curriculum was piloted in select schools and then scaled nationwide in 2021. The program consisted of a) curriculum materials; b) new textbooks; c) access to the MOOC content; d) supplemental reading materials (books and teachers' guides); e) any other

1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
			content; e) additional reading materials (books and teacher guides); f) MSL video content; g) capacity building in measurement and assessment; h) any other training activities. Are you aware of this program?			MSL video content; g) capacity building on measurement and evaluation; h) any other training activities. Are you aware of this program?	MSL video content; g) capacity building on measurement and evaluation; h) any other training activities. Are you aware of this program?				and evaluation; f) any other training activities. Were each of these activities and materials delivered at your school? If so, which activities or materials made the greatest impact on children's reading skills and teachers' instructional ability?	Are you aware of this program? If so, were each of these activities and materials delivered at your school? Do you all have the teacher's guide? Does anyone here not have it? If you do not have it, what materials do you use to prepare your lessons for class? How frequently do you use the teacher's guide? Is it easy to use? Why/why not? If it's easy to use, in what ways does it help you teach reading? Do the new textbooks help your students learn how to read? Why/why not?	and evaluation; f) any other training activities. Were each of these activities and materials delivered at your school? Do you all have the teacher's guide? Does anyone here not have it? If you do not have it, what materials do you use to prepare your lessons for class? How frequently do you use the teacher's guide? Is it easy to use? Why/why not? If it's easy to use, in what ways does it help you teach reading? Do the new textbooks help your students learn how to read? Why/why not?	Are you aware of this program? If so, have you seen any of the new materials (textbooks and supplemental reading materials)? If yes, have you used the materials at all with your child/ren at home? How? Do you find them easy to use? Why/why not? Are they enjoyable for your children? Are the new materials (textbooks and supplemental reading materials) helping your child/ren learn how to read?	training activities. Are you aware of this program? If so, have you seen any of the new materials (textbooks and supplemental reading materials)? If yes, have you used the materials at all with your child/ren at home? How? Do you find them easy to use? Why/why not? Are they enjoyable for your children? Are the new materials (textbooks and supplemental reading materials) helping your child/ren learn how to read?
*What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?	*What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?	*What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?	*If so, what role did you play in this program?	What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?	*What have been NPR's most important and valuable contributions to improving children's reading in its experimental schools? Why do you consider these the most important or valuable contributions?	If yes, to any of the above, what was done? If yes, did these activities help to increase the number of primary school children reading fluently and with comprehension skills? Please describe why.	*If yes, to any of the above, what was done? If yes, did these activities help to increase the number of primary school children reading fluently and with comprehension skills? Please describe why.				*What have been NPR's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?	* [Ask only if new curriculum is being implemented at the school] What have been the new curriculum's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?	*What have been NPR's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?	* [Ask only if new curriculum is being implemented at the school] What have been the new curriculum's most important and valuable contributions to improving reading for learners in your school? Why are these contributions the most valuable?	N/A
*NPR included two broad elements: curriculum and materials development and teacher instructional training. Has either of these elements met your expectations? If yes, in what ways? What has not met your expectations? Why, and how would you suggest these	*NPR included two broad elements: curriculum and materials development and teacher instructional training. Has either of these elements met your expectations? If yes, in what ways? What has not met your expectations? Why, and how would you suggest these	*NPR included two broad elements: curriculum and materials development and teacher instructional training. Has either of these elements met your expectations? If yes, in what ways? What has not met your expectations? Why, and how would you suggest these	*To your knowledge, has the NPR program (implementation of the new curriculum) had an impact on: a. Teaching Arabic reading in Morocco? Please explain. b. Students' reading skills? Please explain. c. Attitudes about the new curriculum or approach to	*Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	*Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	Within the different elements of the new curriculum, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?				*Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	* [Ask only if new curriculum is being implemented at the school] Within the different elements of the new curriculum, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	[Ask only if new curriculum is being implemented at the school] Within the different elements of the new curriculum, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	N/A

148

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
	shortcomings be addressed?	shortcomings be addressed?	shortcomings be addressed?	teaching? Please explain.												
	*What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?	*What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?	*What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?		*What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?	What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?	What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?	What kinds of internal, NPR-related concerns or obstacles, if any, have impeded implementation of these activities? How has COVID specifically impeded these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?				*Has COVID specifically affected the rollout of the curriculum reform? How?	* [Ask only if new curriculum is being implemented at the school] Has COVID specifically affected the rollout of the curriculum reform? How?	Has COVID specifically affected the rollout of the curriculum reform? How?	[Ask only if new curriculum is being implemented at the school] Has COVID specifically affected the rollout of the curriculum reform? How?	*How has COVID impacted your children's education? Have you observed any differences in their attitude about school since schools reopened after the pandemic? If yes, what are they?
2. NPR DELIVERY. How well did NPR deliver on the development and testing of the revised reading curriculum and teacher instruction interventions?	*How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum? If so, which ones?	*How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?	*How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?		*How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?	How well did NPR deliver on the creation and rollout of the curriculum in its experimental schools? What has impeded creation and rollout? Has the new curriculum addressed issues with the former curriculum?	N/A	N/A				N/A	N/A	N/A	N/A	N/A
	NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If yes, which interventions? In what ways? What has impeded teacher instruction interventions?	NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If yes, in what ways? What has impeded teacher instruction interventions?	NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If yes, in what ways? What has impeded teacher instruction interventions?		NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If so, in what ways? What has impeded teacher instruction interventions?	*NPR trained teachers in its experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Have these interventions improved teacher instruction in NPR's experimental schools? If so, in what ways? What has impeded teacher instruction interventions?	*As part of the new curriculum development (NPR?), some MoE inspectors attended national workshops to finalize and validate the new curriculum. Did you participate in any of these workshops? If so, did they improve your understanding about the new curriculum and your role in implementing it? If yes, how?	As part of the new curriculum development (NPR?), some MoE inspectors attended national workshops to finalize and validate the new curriculum. Did you participate in any of these workshops? If so, did they improve your understanding about the new curriculum and your role in implementing it? If yes, how?				As part of NPR, teachers were trained in experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Did you and/or teachers in your school participate in any of these trainings? If so, did you benefit from them? How would you rate them—excellent, good, fair, or not good? If so, do you think they improved teachers' skills in teaching reading and/or your skills in supporting teachers? How?	Have you received any training from inspectors or anyone else on the new curriculum? If so, when, and on what topics? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, or not good? Do you think the training covered all you need to know in order to adopt the new curriculum and use the new materials at your school? Why/why not? If no, what additional training do you need?	*As part of NPR, teachers were trained in experimental schools in differentiated instruction, use of visual aids, and school-based teacher support and follow-up (TSF). Did you participate in any of these trainings? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, not good? Did they improve your skills in teaching reading and/or your director's skills in supporting you? If yes, how?	*Have you received any training from inspectors or anyone else on the new curriculum? If so, when, and on what topics? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, not good? Do you think the training covered all you need to know in order to adopt the new curriculum and use the new materials at your school? Why/why not? If no, what additional training do you need?	N/A

149

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
												Do you think these trainings improved instruction for all groups of students? If not, which group was left out, and why?				
	NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Have the MOOCs improved teachers' instruction? If yes, in what ways? What has impeded the development of MOOCs and their use by teachers?	NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Have the MOOCs improved teachers' instruction? If yes, in what ways? What has impeded the development of MOOCs and their use by teachers?	NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?		NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?	*NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?	The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?	*The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. To what extent have teachers enrolled in these courses? Have the teachers used what they learned to improve their instruction? If yes, how? What has impeded the development of MOOCs?				NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Do you know if any of your teachers enrolled in these courses? If so, do you feel the MOOCs have been effective in improving teachers' ability to teach reading with your (special population)? In what ways?	[Ask if director mentioned he/she was aware of MOOC program] The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Do you know if any of your teachers enrolled in these courses? If so, do you feel the MOOCs have been effective in improving teachers' ability to teach reading with your (special population)? In what ways?	*NPR developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Did any of you enroll in these courses? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, not good? If so, did the MOOCs improve your ability to teach reading with your (special population)? In what ways?	*The MoE developed a series of distance-learning courses—or massive open online courses (MOOC)—to train teachers on the new curriculum. Are you aware of these courses? If yes, have you enrolled in these courses? If so, did you benefit from them? How? How would you rate them—excellent, good, fair, not good? If so, have the MOOCs improved your ability to teach reading with your (special population)? In what ways?	N/A
	In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials). Has the supplemental reading materials program helped to improve children's reading skills in experimental schools? If yes, in what ways? What has impeded implementation of the supplemental reading materials program?	In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials). Has the supplemental reading materials program helped to improve children's reading skills in experimental schools? If yes, in what ways? What has impeded implementation of the supplemental reading materials program?	In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials) and then distributed them nationwide in 2022. Has the supplemental reading materials program helped to improve children's reading skills? If yes, in what ways? What has impeded implementation of the supplemental reading materials program?		In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials) and then distributed them nationwide in 2022. NPR also asked schools to dedicate 30 minutes per week for students to use them. Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these materials	*In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools (show examples of materials) and then distributed them nationwide in 2022. NPR also asked schools to dedicate 30 minutes per week for students to use them. Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these materials	In 2022, the MoE printed and distributed supplementary reading materials and teachers' guides to schools nationwide (show examples of materials) and asked schools to dedicate 30 minutes per week for students to use them. Did all schools in your region/province receive these materials? Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these new	*In 2022, the MoE printed and distributed supplementary reading materials and teachers' guides to schools nationwide (show examples of materials) and asked schools to dedicate 30 minutes per week for students to use them. Did all schools in your region/province receive these materials? Have all schools dedicated 30 minutes per week to the activity? If not, why do you think schools have not dedicated that time to the activity? Have these new				*In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools. Can children access these materials in your classroom? If so, how much time per week do your students use the SRMs? Have the SRMs helped to improve early grade reading skills in your school? If yes, in what ways? What did they do well? What would you like to see done differently?	*[Ask if director mentioned he/she was aware of SRM program] In 2022, the MoE printed and distributed supplementary reading materials and teachers' guides nationwide. Can children access these materials in your classroom? If so, how much time per week do your students use the SRMs? Have the SRMs helped to improve early grade reading skills in your school? In what ways? If yes, what did they do well? What would you like to see done differently?	In 2020, NPR printed and distributed supplementary reading materials and teachers' guides in experimental schools, as well as provided access to digital reading materials. Can children access these materials in your classroom? If so, how much time per week do your students use the SRMs? Have SRMs helped to improve early grade reading skills in your school? In what ways? What did they do well? What would you like to see done differently?	In 2022, the MoE developed and distributed supplementary reading materials and teachers' guides nationwide. Can children access these materials in your classroom? If so, how much time per week do your students use the SRMs? Have the SRMs helped to improve early grade reading skills in your school? In what ways? What did they do well? What would you like to see done differently?	N/A

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
					helped to improve children's early grade reading skills? If yes, in what ways?	helped to improve children's early grade reading skills? If yes, in what ways?	materials helped to improve early grade reading skills? If yes, in what ways?	materials helped to improve early grade reading skills? If yes, in what ways?								
3. MOE CAPACITY STRENGTHENED. To what extent was NPR successful in strengthening the Ministry's ability to develop and deliver an education reform in primary grades?	*Is the MoE's ability to develop and deliver education reform in primary grades stronger after its participation in NPR? If yes, in what ways, and what role did NPR play in improving the MoE's ability? Are there any areas or ways in which the MoE's ability to develop and deliver education reform could still be improved?	*Is the MoE's ability to develop and deliver education reform in primary grades stronger after its participation in NPR? If yes, in what ways, and what role did NPR play in improving the MoE's ability? Are there any areas or ways in which the MoE's ability to develop and deliver education reform could still be improved?	*Do you feel your unit is more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways? What role have NPR partners (including Creative and USAID) played in improving your office's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?		*Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?	Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?	*Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?	Is your regional/provincial office/inspectorate/CMREF more able to develop and deliver education reform in primary grades after the development of the new curriculum? If yes, in what ways, and what role has the MoE played in improving your regional/provincial office/inspectorate/CMREF's ability? Are there any areas or ways in which your ability to develop and deliver education reform could still be improved?				N/A	N/A	N/A	N/A	N/A
	*I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.	*I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.	*I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.		*I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.	I'd also like to ask you about NPR's activities to develop the MoE's capacity for measurement and evaluation of improved reading outcomes.	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]				N/A	N/A	N/A	N/A	N/A
4. ASSESSMENT & DATA CAPACITY & USE. How well did NPR support the MOE's ability to use Early Grade Reading Assessment (EGRA) data and classroom formative assessments to support adaptive management and improved learning outcomes at both the classroom and central level? How	*Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. If NPR was going to plan this series of capacity-building workshops again, should NPR do	*Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. If NPR was going to plan this series of capacity-building workshops again, should NPR do	*Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. If NPR		*Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. Did you participate in any of these workshops? If yes, if NPR conducts similar capacity-	Starting in 2019, NPR organized a series of capacity building-workshops for MoE personnel on evaluation. The general topics included assessment design; item development; developing a research agenda; benchmarking; data analysis, interpretation, and use; and test equating. Did you participate in any of these workshops? If yes, if NPR conducts similar capacity-	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]				N/A	N/A	N/A	N/A	N/A

1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
anything differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]	anything differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]	building workshops in the future on benchmarking and measurement, should anything be done differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]		building workshops in the future on benchmarking and measurement, should anything be done differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]	building workshops in the future on benchmarking and measurement, should anything be done differently? If so, what and why? [PROBE: Different topics, format, time, materials, etc.]										
*Have these activities improved the MoE's institutional ability to conduct EGRAs and use the data for informing implementation? Why or why not?	*Have these activities improved the MoE's institutional ability to conduct EGRAs and use the data for informing implementation? Why or why not?	*If yes (participated), have these activities improved your unit's ability to conduct EGRAs and use the data for informing implementation? Why or why not?		*If yes (participated), did these activities improve your unit's ability to conduct EGRAs and use the data for informing implementation? Why or why not?	If yes (participated), did these activities improve your unit's ability to conduct EGRAs and use the data for informing implementation? Why or why not?	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]				*Are you aware of EGRA—the Early Grade Reading Assessment—a tool for measuring children's reading ability in the early grades? If so, has EGRA been used to assess children's reading ability in your school? If yes, do you know the results? Have you been able to use the results? How?	N/A	Are you aware of EGRA—the Early Grade Reading Assessment—a tool for measuring children's reading ability in the early grades? If so, has EGRA been used to assess children's reading ability in your classroom? If yes, do you know the results? If yes, what have you done with the results?	N/A	N/A
*Has the MoE used—or does it have any plans to use—EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	*Has the MoE used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	*To your knowledge, has your unit used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?		*To your knowledge, have you used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	To your knowledge, have you used—or have any plans to use—any EGRA data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]				N/A	N/A	N/A	N/A	N/A
*NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. To what extent did MoE personnel find these materials valuable? To what extent did they use them? To what extent have the formative	*NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. To what extent did MoE personnel find these materials valuable? To what extent did they use them? To what extent have the formative	* [NOTE: Show the FA toolkit to the respondent.] NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4.		* [NOTE: Show the FA toolkit to the respondent.] NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4.	* [NOTE: Show the FA toolkit to the respondent.] NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4.	[NOTE: Show the FA toolkit to the respondent.] As part of the new curriculum, the MoE created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4.	[NOTE: Show the FA toolkit to the respondent.] As part of the new curriculum, the MoE created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4.				N/A	N/A	N/A	N/A	N/A

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
	assessment materials been scaled nationwide? If yes, to what extent?	assessment materials been scaled nationwide?														
	*Has the MoE used—or does it have any plans to use—formative assessment data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	*Has the MoE used—or have any plans to use—any formative assessment data to make any changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	*Have you received any FA data from schools nationwide? If so, have you used this data at all to make changes to the design of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?		*Have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	Have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	Have you received these materials? If yes, have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?	Have you received these materials? If yes, have you received any FA data from schools in your region/province? If so, have you used this data at all to make changes to the implementation of the Arabic language education reform (either curriculum, materials, teacher training, data use, etc.)? If so, how?				NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Did your school receive these materials? If so, do you think they helped your learners learn to read better? How?	The MoE created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Did your school receive these materials? If so, do you think they helped your learners learn to read better? How?	*NPR created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received any of these materials? If so, how often do you use them? Do you think they helped your learners learn to read better? How?	*The MoE created a formative assessment toolkit, including a formative assessment guide, student remediation guide, and a teacher's guide to unit tests for grades 1 to 4. Have you received these materials? If so, how often do you use them? If so, do you think they helped your learners learn to read better? How?	N/A
	*Does the MoE need any support to use data to support adaptive management and improve learning outcomes in the future? If so, what kind of support?	*Does the MoE need any support to use data to support adaptive management and improve learning outcomes in the future? If so, what kind of support?	*Does your unit need any support in the future to use data to make any changes to the design and/or management [NOTE TO REVIEWER: "design and management" is how we're referring to adaptative management] of the Arabic language reform (either curriculum, materials, teacher training, data use, etc.)? If yes, what kind of support?		*Does your unit need any support in the future to use data to make any changes to the design and/or management of the Arabic language reform (either curriculum, materials, teacher training, data use, etc.)? If yes, what kind of support?	Does your unit need any support in the future to use data to make any changes to the design and/or management of the Arabic language reform (either curriculum, materials, teacher training, data use, etc.)? If yes, what kind of support?	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]	N/A [NOTE: This question does not apply because we assume no MoE officials from non-intervention regions participated in any capacity-building activities.]				N/A	N/A	N/A	N/A	N/A
5. SCALING. How effectively did the MOE use and scale up the new curricula introduced by NPR? What are the issues around managing the curricula effectively at a national scale?	*Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the	*Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the	*Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the		*Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by	*Now I'd like to ask about the launch of the new curriculum nationally (beyond the experimental schools). Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by	*Now I'd like to ask about the launch of the new curriculum nationally (beyond the experimental schools). Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by	*Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the	*Now I'd like to ask about the launch of the new curriculum nationally. Before the start of the 2021-22 school year, the MoE announced that schools were required to use the new Arabic language curriculum introduced by NPR, and 8,500 copies of the			N/A	N/A	N/A	N/A	N/A

1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
curriculum were printed and distributed to schools nationwide. What did the MoE do to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to regional and provincial education offices in order for schools nationwide to implement the curriculum and use the new materials as designed? Why/why not?	curriculum were printed and distributed to schools nationwide. What did the MoE do to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to regional and provincial education offices in order for schools nationwide to implement the curriculum and use the new materials as designed? Why/why not?	curriculum were printed and distributed to schools nationwide. What did your unit do to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did you provide enough support to regional and provincial education offices in order for schools nationwide to implement the curriculum and use the new materials as designed? Why/why not?		NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide. To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your region/province in order for schools in your region/province to implement the curriculum and use the new materials as designed? Why/why not?	NPR, and 8,500 copies of the curriculum were printed and distributed to schools nationwide. To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your region/province in order for schools in your region/province to implement the curriculum and use the new materials as designed? Why/why not?	curriculum were printed and distributed to schools nationwide. To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your unit in order for schools in your region/province to implement the curriculum and use the new materials as designed? Why/why not?	curriculum were printed and distributed to schools nationwide. To your knowledge, did the MoE do anything to support the launch of the new curriculum and materials nationwide at the start of the 2021-22 school year? Did it provide enough support to your unit in order for schools in your region/province to implement the curriculum and use the new materials as designed? Why/why not?								
*In February 2022, the MoE urgently requested that NPR develop a toolkit to help inspectors provide in-service training to teachers about the new Arabic language curriculum. What prompted this request? Do you know if inspectors have been using this toolkit since NPR submitted it to the MoE? If yes, has the inspectors' training led to schools nationwide implementing the new curriculum and using the new materials as designed? Why/why not?	*In February 2022, the MoE urgently requested that NPR develop a toolkit to help inspectors provide in-service training to teachers about the new Arabic language curriculum. What prompted this request? Do you know if inspectors have been using this toolkit since NPR submitted it to the MoE? If yes, has the inspectors' training led to schools nationwide implementing the new curriculum and using the new materials as designed? Why/why not?	*[ASK ONLY OF CURRICULA DIRECTORATE] In February 2022, the MoE Curricula Directorate requested that NPR develop a toolkit to help inspectors provide in-service training to teachers about the new Arabic language curriculum. What prompted this request? Do you know if inspectors were trained and supported on how to use the toolkit? Have they been using this toolkit? If yes, has the inspectors' training led to schools nationwide implementing the new curriculum and using the new materials as designed? Why/why not?		Has anyone in your office received training or support to use the new Arabic language curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? Are the issues with this work? If yes, what are they?	Has anyone in your office received training or support to use the new Arabic language curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? Are the issues with this work? If yes, what are they?	*Has anyone in your office received training or support to use the new Arabic language curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? What are the issues with this work?	*Has anyone in your office received training or support to use the new Arabic language curriculum, including a training toolkit to help inspectors provide in-service training to teachers? If yes, what kind of training or support was received, and has it been received throughout your region/province? If yes, have those who have been trained been able to implement what they were trained on? What are the issues with this work?		N/A	N/A	N/A	N/A	N/A	N/A

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
	To your knowledge, are teachers nationwide implementing the new curriculum and materials? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?	To your knowledge, are teachers nationwide implementing the new curriculum and materials? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?	To your knowledge, are teachers nationwide implementing or not the new curriculum and materials? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?		Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?	*Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?	*Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?	*Are teachers implementing the new curriculum and materials in your region/province/CMREF? If so, what proportion of teachers are implementing it—all, most, some, or few? [Ask if previous response is most, some, or few] Why aren't all schools implementing it? What additional support could the MoE provide to ensure all schools are able to implement the new Arabic language curriculum?				Covered above	Covered above	N/A	N/A	N/A
	What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?	What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?	What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?		*What did your unit do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle your unit had to overcome in scaling the curriculum, and how did it address it?	What did the MoE do well with scaling the new curriculum nationally? What did it not do well? What was the biggest obstacle the MoE had to overcome in scaling the curriculum, and how did it address it?	N/A	N/A				What additional support could the ministry provide to better help your teachers implement the new Arabic language curriculum?	N/A	*What additional support could the ministry provide to better help you implement the new Arabic language curriculum?	*What additional support could the ministry provide to better help you implement the new Arabic language curriculum?	N/A
6. LESSONS: ENGAGING COMMUNITIES & PARENTS. What are best practices and lessons learned from NPR for engaging communities and parents in reading programs?	Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	*The development and implementation of the new program lasted from 2017 to 2022. During this time, have you noticed any changes in the perceptions of different populations (Ministry staff, teachers, parents) about the program?	Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	*Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	Now I'd like to ask about activities for engaging community and parental support for reading.	*Now I'd like to ask about activities for engaging community and parental support for reading.				*Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	*Now I'd like to ask about activities for engaging community and parental support for reading.	Now I'd like to ask about NPR's activities for engaging community and parental support for reading.	Now I'd like to ask about activities for engaging community and parental support for reading.	*Now I'd like to ask about activities for engaging community and parental support for reading.
	What kind of outreach activities did NPR train teachers and school directors to organize to help parents with the	What kind of outreach activities did NPR train teachers and school directors to organize to help parents with the	What kind of outreach activities did NPR train teachers and school directors to organize to help parents with the	*During this same time period, were there changing communication strategies on the part of the Department on	Have you been involved with training teachers and school directors on outreach activities to organize with	*Have you been involved with training teachers and school directors on outreach activities to organize with	Have you been involved with training teachers and school directors on outreach activities to organize with	*Have you been involved with training teachers and school directors on outreach activities to organize with				*Have you organized any outreach activities to help parents with the use of supplementary reading materials	*Have you organized any outreach activities to help parents with the use of supplementary reading materials	Have you organized any outreach activities to help parents with the use of supplementary reading materials	Have you organized any outreach activities to help parents with the use of supplementary reading materials	*Have teachers or school directors organized any outreach activities to help you with the use of supplementary

155

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
	use of supplementary reading materials and the 3asafeer digital library at home? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?	use of supplementary reading materials and the 3asafeer digital library at home? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?	use of supplementary reading materials and the 3asafeer digital library at home? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?	reform with these populations? a. If so, what changes in strategy have been made? b. Were these different strategies effective? Please explain.	parents to help them with the use of supplementary reading materials and the 3asafeer digital library at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?	parents to help them with the use of supplementary reading materials and the 3asafeer digital library at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?	parents to help them with the use of supplementary reading materials at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?	parents to help them with the use of supplementary reading materials at home? If so, what are the outreach activities? To your knowledge, how many teachers and school directors organized these activities—all, most, some, or few? Did parents follow the guidance? Did students read the materials?				and the 3asafeer digital library at home? If yes, what type of guidance have you provided to parents? Did parents follow the guidance? Did students read the materials?	at home? If yes, what type of guidance have you provided to parents? Did parents follow the guidance? Did students read the materials?	and the 3asafeer digital library at home? If yes, what type of guidance have you provided to parents? Did the parents follow the guidance? Did students read the materials?	at home? If yes, what type of guidance have you provided to parents? Did the parents follow the guidance? Did students read the materials?	reading materials and the 3asafeer digital library at home? (NOTE Only ask about the digital library in experimental schools.) If yes, what type of guidance have they provided to you? Did you follow their guidance? Did your children read the materials?
	What other activities did NPR implement to increase community and parental support for reading? Did anything change regarding community and parental support due to the activities?	What other activities did NPR implement to increase community and parental support for reading? Did anything change regarding community and parental support due to the activities?	What other activities did NPR implement to increase community and parental support for reading? Did anything change regarding community and parental support due to the activities?		As part of NPR, have there any other activities or programs in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?	*As part of NPR, have there any other activities or programs in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?	As part of the new curriculum, has the MoE conducted any other activities in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?	*As part of the new curriculum, has the MoE conducted any other activities in your province/region designed to engage parents or community members in their children's reading? If so, what, and did anything change regarding community and parental support due to the activities?				*Have you been involved with any other activities as part of NPR to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?	*Have you been involved with any other activities as part of the introduction of the new curriculum to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?	Have you been involved with any other activities as part of NPR to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?	Have you been involved with any other activities as part of the introduction of the new curriculum to increase community and parental support for reading? If so, what, and did anything change regarding community and parental support due to the activities?	*Has the MoE or your school conducted any other activities to engage you as parents or the community as a whole? If so, what, and are you and the community more engaged with your children's education due to the activities?
7. LESSONS: PRIVATE SECTOR ENGAGEMENT. What are lessons learned from NPR related to private sector engagement in reading programs?	*Now I'd like to ask about NPR's engagement with the private sector in reading programs.	*Now I'd like to ask about NPR's engagement with the private sector in reading programs.	*Now I'd like to ask about NPR's engagement with the private sector in reading programs.		Now I'd like to ask about NPR's engagement with the private sector in reading programs.	Now I'd like to ask about NPR's engagement with the private sector in reading programs.	Now I'd like to ask about the MoE's engagement with the private sector in reading programs.	Now I'd like to ask about the MoE's engagement with the private sector in reading programs.				N/A	N/A	N/A	N/A	N/A
	*NPR and the MoE worked with the private textbook industry during the development of the new curriculum. What were the textbook industry's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did	*NPR and the MoE worked with the private textbook industry during the development of the new curriculum. What were the textbook industry's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did	*NPR and the MoE worked with the private textbook industry during the development of the new curriculum. What were the textbook industry's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did		NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what did they do or not do well? What would you like to see done differently?	NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what did they do or not do well? What would you like to see done differently?	NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what were the strengths and weaknesses of the textbooks? What would you like to see done differently in the textbooks?	NPR and the MoE worked with the private textbook industry during the development of the new curriculum. Are you aware of readers produced by these companies? If so, what were the strengths and weaknesses of the textbooks? What would you like to see done differently in the textbooks?				N/A	N/A	N/A	N/A	N/A

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
	NPR try to do to overcome them?	NPR try to do to overcome them?	NPR try to do to overcome them?													
	*NPR and the MoE worked with the company 3asafeer during the development of the supplemental reading materials program. What were 3asafeer's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?	*NPR and the MoE worked with the company 3asafeer during the development of the supplemental reading materials program. What were 3asafeer's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?	*NPR and the MoE worked with the company 3asafeer during the development of the supplemental reading materials program. What were 3asafeer's strengths and weaknesses in this partnership? Were there any obstacles NPR had to overcome? If so, what did NPR try to do to overcome them?		NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what did they do or not do well? What would you like to see done differently?	NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what did they do or not do well? What would you like to see done differently?	NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what were the strengths and weaknesses of the supplemental reading materials? What would you like to see done differently in the reading materials?	NPR and the MoE worked with 3asafeer during the development of the new supplemental reading materials. Are you aware of supplemental reading materials produced by 3asafeer? If so, what were the strengths and weaknesses of the supplemental reading materials? What would you like to see done differently in the reading materials?				N/A	N/A	N/A	N/A	N/A
8. LESSONS: EQUITABLE RESULTS. What are lessons learned from NPR related to education access, quality, or results among urban vs rural, boy vs. girl students, and/or geographic regions? How will these lessons learned inform future education programming and	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen incidents where the new curriculum has had a different impact? a. For girls versus boys? b. For students from advantaged groups compared to their peers (e.g., special needs students, minority language groups, disadvantaged regions, etc.)?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?				*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?	*Have you seen any notable differences in how the new curriculum has been received by children from different backgrounds – e.g., from certain regions/provinces, Arabic vs Amazigh, boys vs girls, children with disabilities, urban vs. rural? If yes, please describe these differences. Have there been any steps taken to address them?
									*Had you had any involvement with NPR prior to this MSL activity? Had NPR or the MoE expressed any interest in working with your group/organization prior to the pandemic?	*How long have you worked in the textbook industry? What has your role(s) been? What work have you specifically done with literacy and reading materials?	*How many years have you worked in the field of educational technology? When do you create 3asafeer, and what kind of partnerships have you developed since the company's founding?					
7. LESSONS: PRIVATE SECTOR ENGAGEMENT. What are lessons									*Can you describe your role with the production of the MSL video lessons for NPR during the COVID-19 pandemic?	*How long did you work with the NPR project? What has your role(s) been? What materials have you	*When did NPR first contact you about collaborating with the project? Prior to your involvement with					

157

1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
									developed as part of NPR, and for what grades?	NPR, had you ever worked on a project funded by USAID? If no, what made your collaboration with USAID, NPR, and the Moroccan MoE unique to other partnerships you have had?					
								*Did the activity help improve the reading and MSL skills of children who are deaf or hard of hearing? If yes, in what ways?	*Can you describe the start of the materials creation process from when you started on drafting the materials to delivery of the first draft of these materials?	*I want to ask you about the initial drafting of your MOU with the MoE. Did those discussions about the MOU start in early 2020? What were the key responsibilities outlined for 3asafeer and the MoE in the MOU? Did you encounter any challenges in drafting the MOU? If so, what were they, and how did you address them?					
								*What were the activity's most important and valuable contributions to improving children's reading and MSL skills? Why do you consider these the most important or valuable contributions?	*Did you attend any trainings conducted by NPR on the new curriculum? If so, did the training adequately prepare you to deliver the first draft? Why/why not?	*In the spring of 2021, the MOE extended its MOU with your company from May 2021 to October 2022. Besides the expansion of the number of titles on the platform, were there any additions made to the MOU? If so, what were they?					
								*Within the different elements of NPR, what has met your expectations? Why? What has not met your expectations? Why, and how would you suggest these shortcomings be addressed?	*If you attended trainings conducted by NPR, did the trainings cover any materials on best practices in textbook creation and production? If so, did you learn anything new that you incorporated into the creation of the new materials? If so, what were they?	*You participated in some virtual meetings in June 2021 about the platform and new titles with Moroccan inspectors and teachers. What was your role during these meetings? Do you think the meetings fulfilled their objectives? Why/why not?					
								*What kinds of internal, NPR-	*Can you describe the process of	*Did you participate in any					

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
									related concerns or obstacles, if any, have impeded implementation of these activities? Besides COVID, have any other external, contextual challenges impeded NPR? If so, how?	receiving feedback on your initial draft and then revising the materials? How many rounds of revisions did your materials go through? Who provided this feedback?	other trainings/meetings with inspectors and/or teachers during your involvement with the project? If so, what were they, and do you think the trainings fulfilled their objectives? Why/why not?					
									*According to NPR project reports in 2020 and 2021, the MoE had technical difficulties transferring the video lessons to their online distance learning platform. To your knowledge, have the videos been transferred online since 2021? If the videos were transferred, have students been accessing and using the video content? Do you have knowledge of how many students have accessed the platform and how they are using it? If the videos were not transferred, do you know why the MoE is still having difficulties?	*NPR and the MoE solicited feedback from inspectors and teachers on textbooks and teachers' guides and conducted meetings with publishers to share this feedback. Did you attend any of these meetings? If so, did these sessions provide adequate feedback to revise the materials? Why/why not?	*Did any inspectors/teachers raise challenges they had with the digital platform with you during these meetings? If so, what were they, and did you do anything to address their challenges? If so, what did you do?					
									*To our knowledge, the MSL activity ended in October 2021 when schools reopened for in-person learning for the start of the 2021-22 school year. Is that correct? Have you done any work with NPR or the MoE since the activity closed with children who are deaf or hard of hearing?	*If yes, had you ever received feedback directly from inspectors and teachers before as you did during NPR? If not, what did you think of the process? How did this process compare to the creation of other learning materials in the past?	*NPR conducted a study of its supplemental reading program during the 2020-21 school year. Did the project share its findings with you? If so, what did you think of the findings, considering your work with the platform elsewhere? Since the project expanded access 3assafeer to additional schools for the 2021-22 school year, do					

1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
										you have any additional data about 3asafeer's reach and impact?					
								*Has the MSL activity had any impact since it closed in October 2021? Why/why not? If it hasn't had any more impact, do you think the activity should continue to be utilized by the MoE, or should it focus on other interventions targeted at children who are deaf and hard of hearing? If yes, what do you think needs to happen for the activity to make an impact with children who are deaf or hard of hearing?	Were you involved at all in the printing and distribution of new materials? If so, did you encounter any unique challenges in the printing and distribution? If so, what were they, and what lessons did you learn from them?	*Did the MOU with the MOE end in October as originally planned? If yes, does the MOE plan to renew its MOU with you? Why/why not?					
								*What were the biggest successes of your work with NPR, including USAID and the MoE? What were the biggest challenges in working with the MoE and NPR, and how could project implementers and the MoE address them in future projects?	*Having worked with the new Arabic language curriculum, what do you view as its strengths in comparison to former iterations? Are there any gaps that still exist or areas that could be strengthened?	*What is the future of the 3asafeer platform and its use in Morocco?					
									*Do you think innovations in the new curriculum have been consistently incorporated into all the materials (not just the ones that your company produced)? Why/why not?	*What were the biggest successes of your work with NPR, including USAID and the MoE? What were the biggest challenges in working with the MoE and NPR, and how could project implementers and the MoE address them in future projects?					
									*Have you been involved at all with the rollout of the						

	1	2	3a	3b	3c	3d	3e	3f	4	5a	5b	6a	6b	7a	7b	8
										new curriculum in schools nationwide? If so, what was your role? What were the strong points of the rollout, and what were the challenges?						
										Have you worked on any new materials projects since working on NPR? If so, have you applied any of the knowledge or experience you gained with NPR to the new project? If so, what have you applied, and why?						
										*What were the biggest successes of your work with NPR, including USAID and the MoE? What were the biggest challenges in working with the MoE and NPR, and how could project implementers and the MoE address them in future projects?						

PROTOCOL FOR USAID ATTENDANCE AT FGDS WITH PARENTS

NPR EVALUATION

SCHOOL-TO-SCHOOL INTERNATIONAL

Management Systems International (MSI) recently contracted School-to-School International (STS) to conduct a final evaluation of the National Program for Reading (NPR) funded by USAID/Morocco. NPR provided support to the Moroccan Ministry of National Education, Preschool, and Sports (MoE) from 2017 to 2022 to develop, test, and initiate the scale-up of the Arabic language curriculum reform in Grades 1-6.

The evaluation design consists of Key Informant Interviews with USAID, implementers, education officials, decision makers, and administrators, as well as Focus Group Discussions (FGDs) with teachers and parents, both from regions that benefited directly from NPR (experimental regions) and regions where NPR has been scaled by the MoE (nonexperimental regions). The results of the evaluation will inform the Moroccan MoE's continued improvement and scaling of the reform as it expands into junior secondary. Importantly, the evaluation will be an opportunity for the MoE and USAID to learn about stakeholders' experiences with the reform. Lessons learned from the evaluation will inform future education support programming decisions made by USAID/Morocco.

USAID has requested permission to attend some parent FGDs. In some circumstances, the presence of donors or program managers in an FGD can constitute conflicts of interest and bias the responses of the participants – either positively (e.g., to receive additional support) or negatively (e.g., feel threatened that the donor will discuss findings with the government). However, given the nature of this evaluation (it is unlikely that many teachers or parents have a deep understanding of USAID's role in the reform) and the low likelihood of bias (since teachers and parents more likely associate the reform with the MoE, who will not be present in the FGDs), STS considers the possibility of conflicts of interest and bias minimal. Furthermore, given the important role this evaluation will play in USAID's opportunity to learn directly from beneficiaries, as well as in future USAID program design, STS considers USAID's presence at FGDs a worthwhile risk. Nevertheless, in order to avoid possible conflicts of interest and bias, STS proposes the following protocols:

1. STS will consult directly with USAID to share its schedule of parent FGDs in order to determine USAID's availability and to review possibilities that USAID presence at these specific FGDs may pose a conflict of interest. In particular, STS will discuss with USAID which schools may have an existing history or direct experience with USAID, in order to select schools with a lower risk of bias.
2. USAID will communicate the decision for USAID to attend parent FGDs to the MoE.
3. During the FGDs,

a. Evaluators will introduce the USAID participant(s) by sharing their name, title, and a brief explanation of the purpose of their attendance.
b. USAID observers will ensure a minimal presence (e.g., sitting behind the parents).
c. USAID will ensure a neutral presence by refraining from engaging (e.g., asking questions, interjecting, nodding, frowning).
4. Once the FGD has been completed, USAID may choose to ask questions or have a discussion with parents. This follow-up conversation will not be audio recorded or captured in the FGD notes. Instead, separate confidential notes may be kept on this post-FGD conversation. Any information shared in these post-FGD discussions will be kept separate from the final evaluation report.
5. As always, participants will be informed that everything they say will be kept confidential and that their answers will remain anonymous. Their names will not be associated with any of the data or reporting. Attendees of the FGD will be reminded to respect the privacy of other participants and to not repeat to others what was said in the FGD.
6. In the final evaluation report, USAID's presence in select parent FGDs will be noted.

ANNEX X: SUMMARY OF ANALYSES OF SECONDARY DATA

Memo: Summary of analyses of secondary data, NPR Final Evaluation
School-to-School International – 23 February 2023

INTRODUCTION

For the NPR program evaluation, two types of data were included: primary data, collected through Key Informant Interviews and Focus Group Discussions in November and December 2022, and secondary data, consisting of existing program reports (quarterly and annual reports and reports from studies conducted during NPR) as well as data sets from some of these studies, including the EGRA baseline/midline/endline, the Arabic language curriculum effectiveness Study, the School Deviance Study, the Student Remediation Study, the Summer Reading Program Study, and the Supplementary Materials Study.

Due to the time required to gain access to these data sets, not all could be analyzed for the NPR evaluation. Three sets were therefore selected for secondary analyses based on their relevance to the NPR evaluation questions: the EGRA baseline and endline data, the Arabic language curriculum effectiveness Study, and the Supplementary Materials Study. For each of these studies, salient variables were selected to determine the extent to which they correlated with students' reading scores. This memo summarizes the results of these three analyses. Fuller descriptions of these studies, analytical methods used, and results summary tables and output tables may be provided upon request.

All results cited in this memo were found to be statistically significant at the 0.05 level or lower.

Key takeaways from EGRA analyses

- **From baseline to endline, increases in Oral Reading Fluency (ORF) scores were found in grade 4 only.** Grade 4 students showed gains of 5.3 CWPM from baseline to endline while grade 1-3 students saw declines in ORF scores. (Note that these differences were not tested for statistical significance.)
- **Having a copy of a teacher's guide correlated with better several results**, including phonemic awareness G1), syllable reading (G2, G3, G4) and ORF (G2, G3) – though correlated with weaker ORF scores in grade 4.
- **Teaching reading every day was associated with better results**, including greater gains in grade 1 in syllable reading and ORF and smaller declines in phonemic awareness in grade 1.
- **Having received SRMs correlated with big differences in ORF scores**, especially in full treatment schools of up to 21 more CWPM compared to full treatment schools that had not received them.
- **Teachers receiving training in how to reach reading appeared to benefit rural students in grade 3** more than their urban counterparts.

RESULTS OF EGRA BASELINE/ENDLINE ANALYSES

Overview of Analysis
Data for this analysis were drawn from baseline and endline EGRA scores from a total of 586 schools - 284 partial-treatment and 302 full-treatment schools – and a total of 5,826 students in grades 1-4. The tools and items used were as follows:

Teacher questionnaire
- Teach reading every day
- Why should you teach letter/syllable sounds to children?
- Do you have access to supplementary materials?
- Have you ever received training (in person or remotely) on how to teach reading?

Classroom observation
- Teacher has his/her own copy of the teacher's guide
- All students have textbook or printed materials
- Are there other student reading materials in the classroom

School inventory (Interview with School Director)
- Has this school received supplementary reading materials (SRM) from the MOE?
- SRMs are stored in classrooms
- Teachers have access to SRMs

To compute change scores between baseline and endline, all scores from three subtasks – phonemic awareness, syllable reading, and ORF - were calculated for each grade (grades 1-4) at the school level by averaging results of all the students of the same grade level in the same school. Then gain scores (changes in average scores) were computed for each grade by subtracting the baseline average subtask scores from the endline average subtask scores of each of the three subtasks.

Change scores were calculated for all schools combined as well as by school type, gender, and urbanicity. Tests for the significance of difference were run between schools answering "yes" and schools answering "no" by variable, school type, and subgroup– e.g., the difference between yes and no for girls vs. the difference between yes and no for boys. The differences between these changes – "interaction effects" – were then tested for statistical significance for each variable at each grade level. Because schools were randomly selected, results can be generalized to the larger sample frame from which the schools were selected with a high degree of confidence.

Results

NB: In many cases, little improvement in reading scores was found – likely due, in part, to the effects of the pandemic. Therefore, this analysis interpreted results as beneficial both when gains were greater and when declines were smaller.

- **Overall**: From baseline to endline, ORF scores (the number of words correctly read per minute) increased overall, school types and grades combined, by 0.8 words. Learners in grades 1-3 posted declines in ORF scores; only grade 4 students showed an increase – of 5.3 Correct Words Per Minute (CWPM) – from baseline to endline. Note that tests were not run to test for the statistical significance of the changes described in this bullet; for the following analyses, all results were found to be statistically significant at the .05 level or below.
- **Phonemic awareness by variable**: PA scores tended to decline from baseline to endline (note: PA was only tracked for grades 1 and 2). Declines were smaller in grade 1 when teachers taught reading every day and when they had copies of their own teachers' guide.
- **Syllable reading by variable**: SR scores were higher when teachers taught reading every day (G1), when teachers reported why they teach decoding (G2), and when teachers had copies of their own teacher's guide (G2, G3, G4). Having received training correlated with varying SR results, with students scoring lower in G2 but higher in G3.
- **ORF scores by variable**: ORF scores were higher when teachers taught reading every day (G1), had access to supplementary materials (G1), and teachers had received training in reading

(G2, G3). Having a copy of the teachers' guide correlated with favorable results for students in grades 2 and 3 but weaker results in grade 4. On the question Has this school received supplementary reading materials (SRMs) from the MOE? having received SRMs made a bigger difference in full-treatment schools compared to partial-treatment schools. The following figures show the interaction effect, where statistically significant differences were found between full and partial-treatment outcomes on this question in all four grade levels, with large differences found in favor of full-treatment schools (e.g., 21 more cwpm when teachers reported receiving SRMS) - much higher differences than in partial-treatment schools. Note that a greater proportion of full-treatment schools received SRMs than partial-treatment, which may have resulted in limited variance in partial-treatment school data and thus more modest results:

Figure 5: Has this school received SRMs from the MOE?

CWPM when School Director answered yes no, by school type
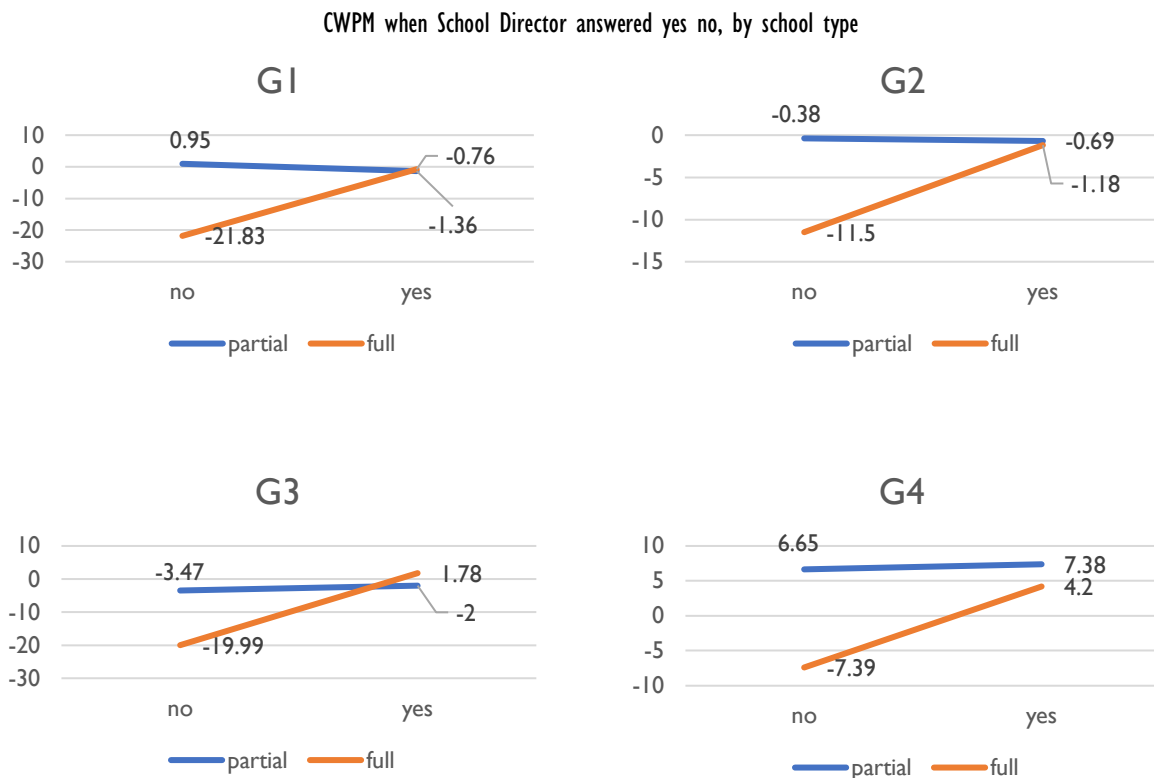
ORF scores by gender: No statistically significant differences were found by gender.

ORF scores by location: Of the ten variables, statistically significant differences were only found in two. In the first, a slight difference was found between rural and urban students in grade 2 whose teachers reported the importance of decoding. When rural teachers said decoding was important, their students' scores improved from baseline to endline by 4.26 cwpm more than when rural students' teachers did not report this. In contrast, urban students' scores improved slightly less – by 3.57 cwpm – when their teachers reported the importance of decoding vs. when they did not. The difference between these two "slopes" was statistically significant.

CWPM when teachers answered yes or no, by student location, grade 2
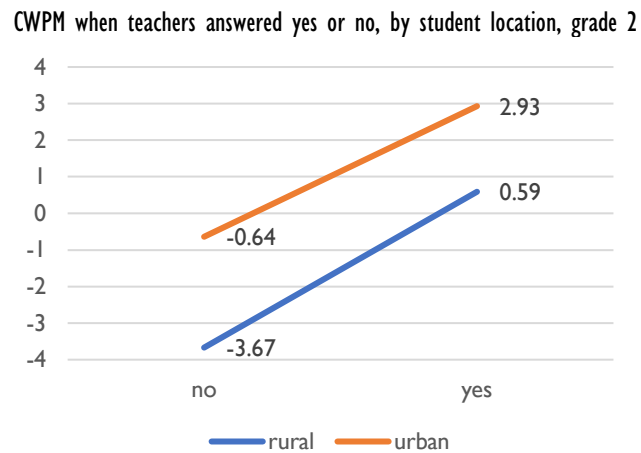
The other variable for which statistically significant differences were found concerned training in reading, where for rural students, the difference between teachers saying no and yes was an additional 7.74 cwpm while for urban students, the difference between teachers saying no and yes was 1.55 cwpm fewer:

Figure 7: Have you ever received training (in person or remotely) on how to teach reading?

CWPM when teachers answered yes or no, by student location, grade 3
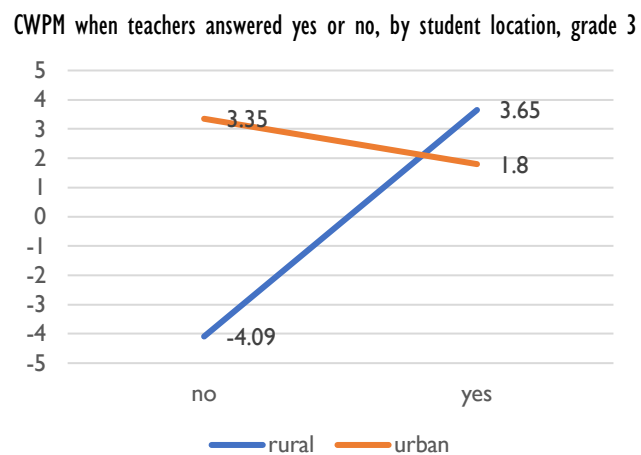
RESULTS OF SRM STUDY ANALYSES

> **Key takeaways from SRM data analyses**
> - **Students scored higher on ORF when:**
>   - Their teachers reported participating in "most" or "all" of training in the use of SRMs (grade 4)
>   - School Directors conducted monthly check-ins with parents on the use of student SRMs (grade 2)
>   - Learners had access to 3asafeer Digital Library and when they read stories from the library (grade 4)
> - **Boys benefitted more than girls (as reflected in ORF scores) when:**
>   - They were able to borrow books to take home and use (grade 2)
>   - Schools organized outreach with parents to use SRMs and 3asafeer at home
>   - SRMs are appropriate for reading levels (grade 2)
> - **Girls benefitted more than boys (as reflected in ORF scores) when:**
>   - They were able to borrow books to take home and use (grade 4)
> - **Rural students benefitted more than urban students (as reflected in ORF scores) when:**
>   - Schools organized outreach with parents to use SRMs and 3asafeer at home
>   - Teachers could access 3asafeer (grades 2 & 4)
>   - SRMs are appropriate for reading levels (grade 2)

Overview of Analysis

Data from these analyses were drawn from a study conducted by RFS-NPR during the EGRA post-test from December 2020 to May 2021 in a sample of 50 schools – 25 experimental and 25 comparison – including 459 students in grade 2 and 459 students in grade 4 (918 total) and 21 teachers in grade 2 and 21 teachers in grade 4 (42 total), and their school directors (21 total). The same items included in the EGRA analysis described above were used in this analysis. Data were collected using the following tools:
- Student questionnaire
- Teacher questionnaire
- School Director questionnaire/School Inventory questionnaire

For the analysis, individual student EGRA ORF endline scores[32] were calculated, then multi-level regressions were run to test for significance of the difference between respondents answering "yes" and respondents answering "no" on a range of items. Results were disaggregated by grade, gender and location (urban/rural).

Results
- When G4 teachers reported having participated in "all" or "most" trainings in using SRMs, their learners read 3.71 more CWPM at the endline.
- When School Directors were asked **Have you organized outreach to help parents to use SRMs or 3asafeer at home?** boys' scores were higher than girls' when the response was "yes" and rural students scored higher than urban students when the response was "yes."

---

[32] This is in contrast to the previous analysis, where EGRA scores were averaged by school, then compared from baseline to endline.

Figure 8: Have you organized outreach to help parents to use SRMs or 3asafeer at home?
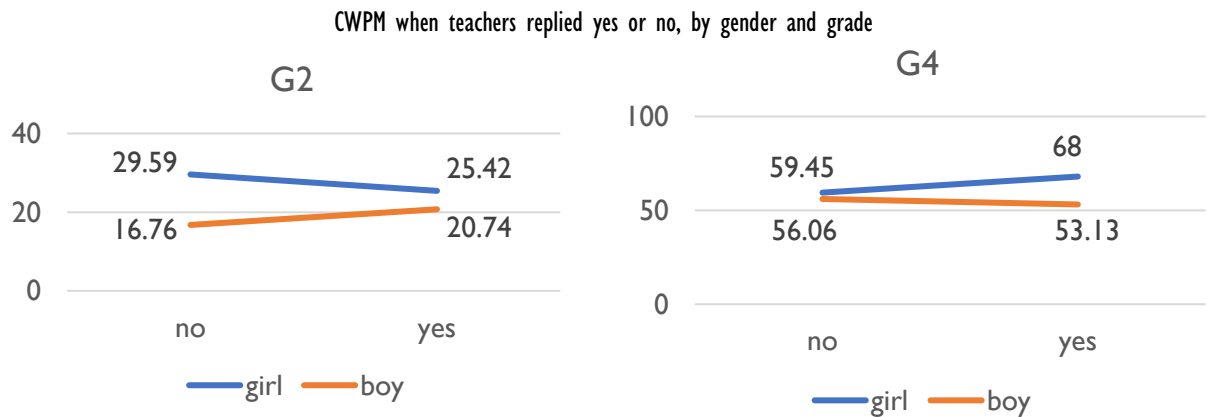
CWPM when School Director answered yes or no, by student gender and location, grade 2
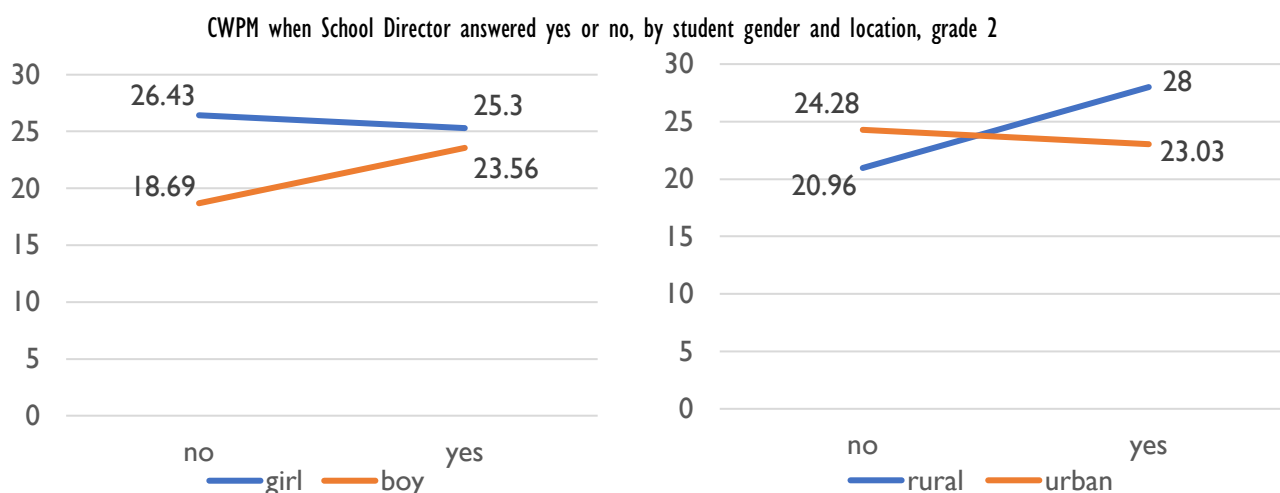
- **All Grade 2 students benefitted when School Directors checked in with parents**: When School Directors reported conducting monthly check-ins with parents on student use of SRMs, grade 2 students read 2.24 more CWPM.
- **Engagement with the 3asafeer digital platform was associated with greater learning overall.** G4 students who had access to Asafeer Digital Library scored 4.49 CWPM more than students who did not. G4 students who read stories from the library scored 6.07 CWPM more.
- **When their teachers could access 3asafeer, rural students benefitted more than urban students in grades 2 and 4.** When teachers had access to 3asafeer, rural students scored 5 CWPM higher than urban students in grade 2 and 6 CWPM more in grade 4.

Figure 9: Can teachers access 3asafeer at the school with school equipment?

CWPM when School Director replied yes or no, by location and grade
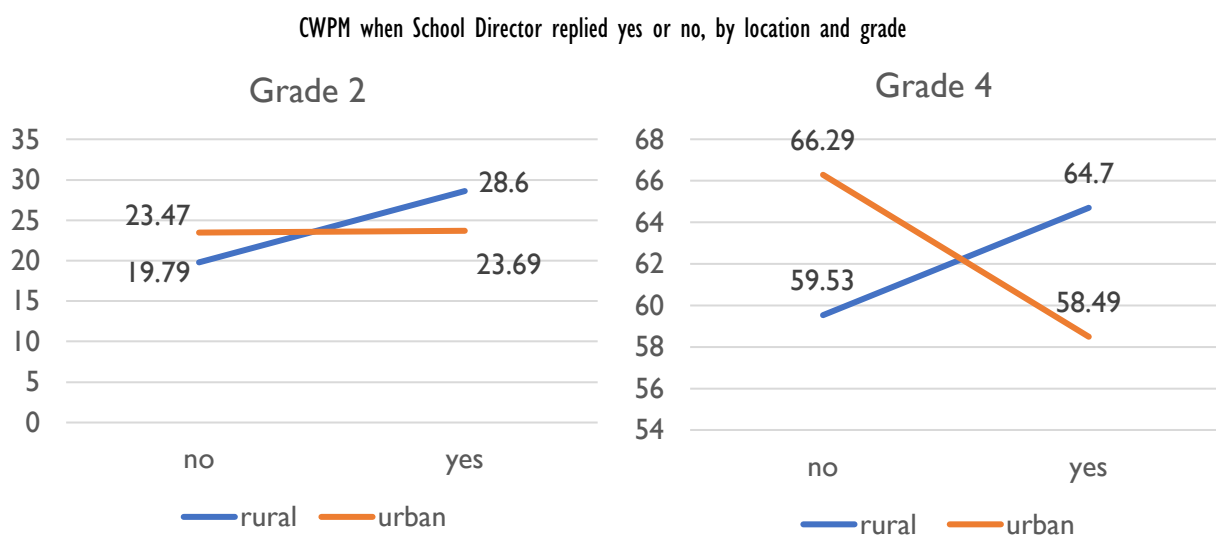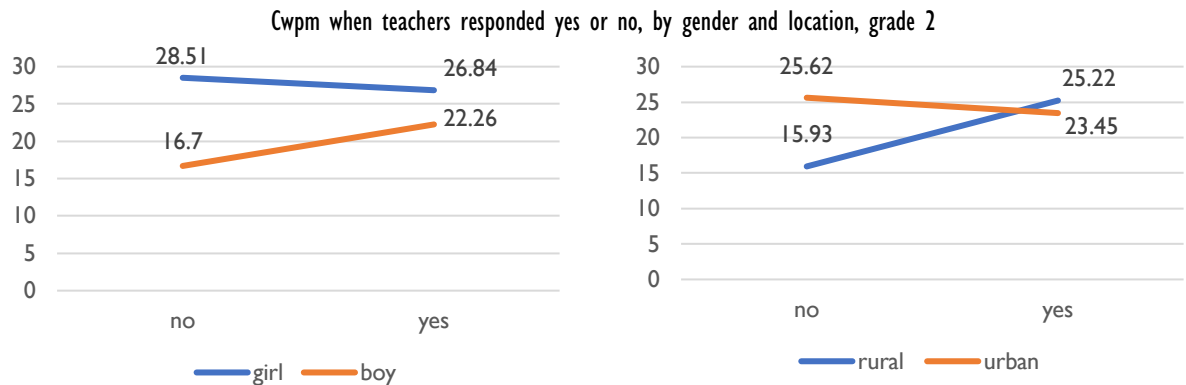

- **Borrowing books benefit boys more in grade 2, and girls more than boys in grade 4.** Being able to borrow books benefitted boys more than girls in grade 2; in grade 4, the opposite pattern was found:

CWPM when teachers replied yes or no, by gender and grade

G2

29.59   25.42

16.76   20.74

no   yes

girl   boy

G4

59.45   68

56.06   53.13

no   yes

girl   boy

- **When SRMs are appropriate for reading levels, boys and rural students fared better in grade 2.** Having appropriate SRMs was more beneficial for boys than girls and more beneficial for rural students than urban ones in grade 2:

Figure 11: Are SRMs appropriate for the reading skill level in your class?

Cwpm when teachers responded yes or no, by gender and location, grade 2

28.51   26.84

16.7   22.26

no   yes

girl   boy

25.62   25.22

15.93   23.45

no   yes

rural   urban

RESULTS OF ARABIC LANGUAGE CURRICULUM EFFECTIVENESS STUDY ANALYSES

<div style="border:1px solid; background-color:#fdf3d7; padding:10px;">

Key takeaways from Arabic Effectiveness data analyses

- **Students scored higher overall on the Arabic Effectiveness comprehension endline – urban & rural, girls & boys combined - when:**
  - **Teachers used selected methods**, including guiding their students to predict content (G6), introducing lessons by explaining what students will learn (G6), asking girls & boys questions equally (G5), and giving girls and boys equal opportunities (G6)
  - **Teachers had their own Teacher's Guides** (G5, G6)
  - **Teachers spoke Darija** as their maternal language (G5)
  - **Teachers were able to stick to their weekly schedule** (G5)
  - **Students devised possible interpretations** (G6)

- **Boys benefitted more than girls (as reflected in comprehension scores) when:**
  - Students read quietly (G6)
  - Girls and boys were asked questions equally (G6)
  - Girls and boys were given equal access to learning materials (G5)

- **Girls benefitted more than boys (as reflected in comprehension scores) when:**
  - Teachers stuck to their weekly reading schedule (G6)
  - Teachers were able to cover the curriculum (G6)

- **Rural students benefitted more than urban students (as reflected in comprehension scores) when:**
  - Teachers guided students to read individually in a quiet voice
  - Students deduced relationships between sentences (G6)
  - Teachers completed their reading lesson plan in the time allotted (G6)
  - Teachers taught in standard Arabic (G5, G6)

- **Urban students benefitted more than rural students (as reflected in comprehension scores) when:**
  - Girls and boys were given equal opportunities to participate in activities (G6)
  - Teachers taught reading every day (G6)

</div>

Overview of Analysis

Student-level scores from an NPR-administered reading comprehension assessment in grades 5 and 6 in May 2021 were analyzed in relation to questions asked in a teacher questionnaire and classroom observation administered by NPR during the program. The following items were selected for analysis based on their relevance to the NPR evaluation questions:

Teacher questionnaire
- Q6: What is your maternal language?
- Q20: How often do you teach reading?
- Q21: To what extent are you able to stick to your weekly schedule?
- Q23: Are you able to complete the reading lesson plan in the time allotted for reading?
- Q38: What is the earliest grade to expect a child to read Arabic proficiently?

- Q43: How often do you read stories from books or tell stories to them?
- Q54: How often do you use an active learning technique to teach
- Q81: Do you have access to supplementary reading materials?
- Q93: Received training on how to teach reading using phonics?
- Q124: Have you been able to cover the Arabic curricula for your grade?
- Q124: Have you been able to cover the Arabic curricula for your grade?
- Q135: What help you received with COVID-related school issues?
- Q126: My students have experienced learning loss due to school closures.
- Q128: My students have been able to catch up to grade-level performance.

Classroom observation
- Q23: Teacher has his/her own copy of the Teacher Guide
- Q26: How many students have pencil or pen?
- Q38: Teacher guides students to predict the content of the text based on the images.
- Q39: Teacher guides students to listen carefully while teacher reads the text.
- Q40: Teacher guides students to read individually and in a quiet voice (independent reading).
- Q41: Teacher guides students to search for new vocabulary meanings and use them.
- Q42: Teacher guides students to use word map, multiple meaning, or word structure.
- Q44: Teacher guides students to make predictions about text content based on title.
- Q46: Most students are listening to the teacher read out loud.
- Q47: Most students are reading alternately following the example of the teacher.
- Q48: Most students are reading the text.
- Q51: Most students are explaining their answers in sentences of the text.
- Q52: Most students are deducing relationships between sentences.
- Q53: Most students are extracting the general structure of the text.
- Q54: Most students are devising possible interpretations.
- Q55: Teacher introduces the lesson by explaining what students will learn.
- Q58: Teacher reads aloud to students.
- Q63: Teacher gives classwork for students to practice.
- Q64: Teacher concludes the lesson with summary of what was learned.
- Q90: Teacher taught the lesson in standard Arabic.
- Q96:
  - Girls and boys were asked questions equally
  - Girls and boys were given equal access to learning materials
  - Girls and boys were given equal opportunities to participate in activities

Results were disaggregated by gender and urbanicity. Tests for significance of difference were run between "yes" and "no" answers by grade – all students combined – as well as by grade disaggregated by gender and urbanicity. Interaction effects were also calculated by comparing differences between "yes" and "no" answers for each subgroup – e.g., the difference between yes and no for girls vs. the difference between yes and no for boys. Where statistically significant differences are identified, results can be generalized with a high level of confidence to in larger populations from which these samples of schools were drawn. All results presented in this report are statistically significant at the .05 level or below unless otherwise stated.

Results

Overall: Students scored significantly higher overall – girls and boys combined, urban and rural combined - when the following was reported from classroom observations:

By grade
Grade 5
- Teachers asked girls and boys questions equally
- Teachers gave girls and boys equal opportunities to participate in activities
- Teachers reported Darija as their maternal language compared to Arabic
- Teachers said they were able to stick to their weekly schedule

Grade 6
- Teachers guided students to predict the content of the text based on the image
- Teachers introduced the lesson by explaining what students will learn
- Teachers taught reading 4-5 times per week or less (compared to those who said they taught reading every day)
- Students devised possible interpretations
- Teachers taught the lesson in standard Arabic

Both grades 5 and 6: Teachers had their own copy of the Teacher's Guide

Gender
When grade 6 students were observed reading texts quietly, boys appeared to benefit more than girls, with a difference of almost two additional points when observed reading quietly compared to half a point less for girls when they were observed reading quietly:

Figure 12: Most students are reading the text quietly (classroom observation)

Comprehension scores when students were observed reading quietly, by gender, grade 6
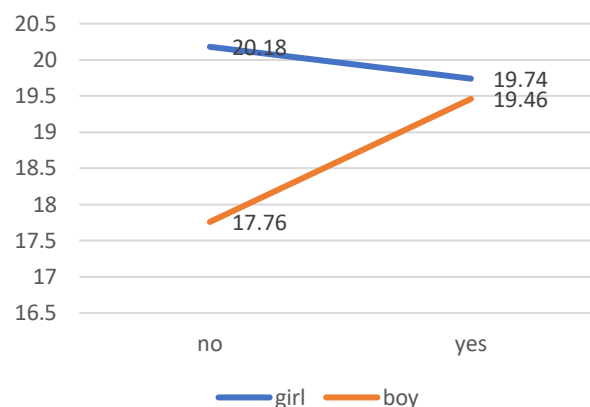
When grade 6 girls and boys were asked questions equally, boys seemed to benefit more than girls, scoring one point higher when students were asked questions equally in contrast to girls, who scored one point lower:

Figure 13: Girls and boys were asked questions equally (classroom observation)

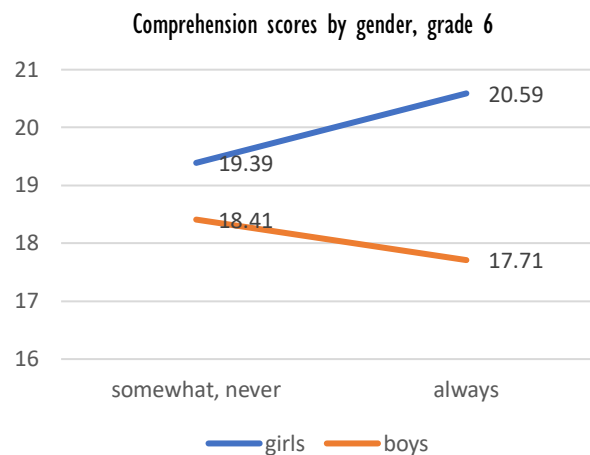Comprehension scores by gender, grade 6
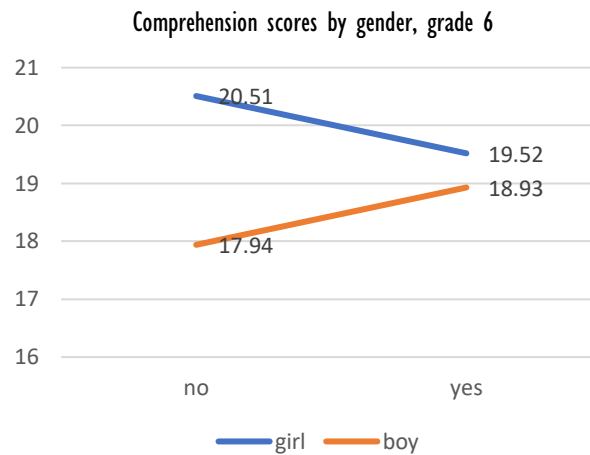
When grade 5 girls and boys were given equal access to learning materials, boys benefitted more than girls, scoring over one point higher compared to girls, who when materials were equally shared, scored slightly lower than when they were not:

Figure 14: Girls and boys were given equal access to learning materials (classroom observation)

Comprehension scores by gender, grade 5
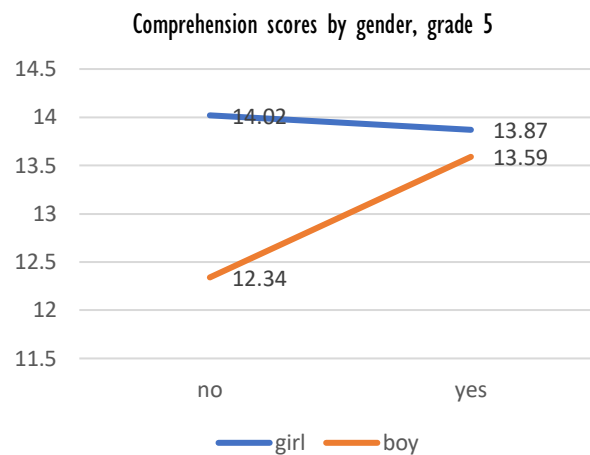
When teachers said they were always able to stick to their weekly reading schedule, grade 6 girls benefitted while grade 6 boys showed lower scores:

Comprehension scores by gender, grade 6

When grade 6 teachers said they were able to cover the Arabic curriculum for their grade, girls' comprehension scores were two points higher than if teachers said no. In contrast, boys' scores were lower if teachers said they were able to cover the curriculum.

Figure 16: Have you been able to cover the Arabic curricula for your grade? (teacher interview)

Comprehension scores by gender, grade 6
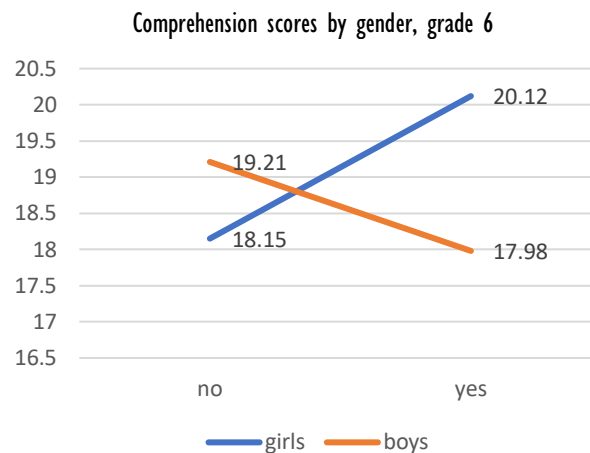
Location
When teachers were observed guiding students to read individually in a quiet voice, rural students in grade 5 benefitted by over two points. In contrast, this behavior appeared to have little effect on urban grade 5 students.

Comprehension scores by location, grade 6
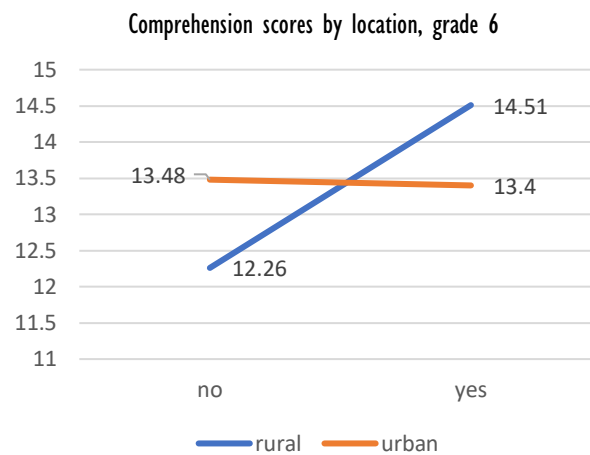
In grade 5, deducing relationships between sentences appeared to have no impact on the reading ability of urban students. In contrast, for rural students, this practice was associated with almost three more points in comprehension.

Figure 18: Most students are deducing relationships between sentences (classroom observation)

Comprehension scores by location, grade 5
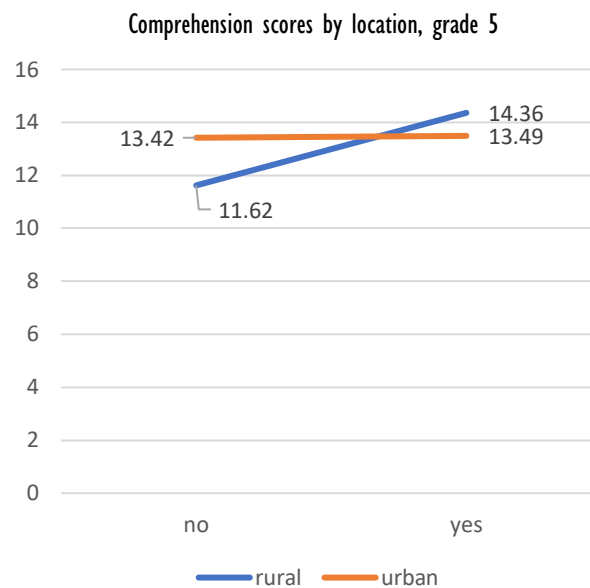
However, rural students seemed to benefit more, scoring five points higher on the comprehension test when this behavior was observed. In contrast, urban students' performance was only higher by about one point.

Comprehension scores by location, grade 6
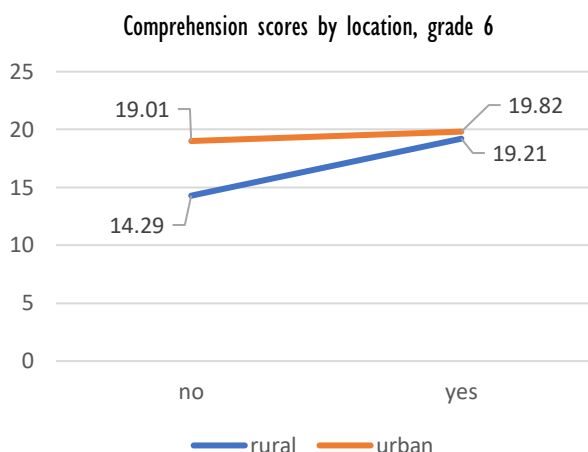
Rural students seemed to benefit more in grades 5 and 6 than their urban counterparts when their teachers taught using standard Arabic:

Figure 20: Teacher taught lesson in standard Arabic (classroom observation)

Comprehension scores by location and grade
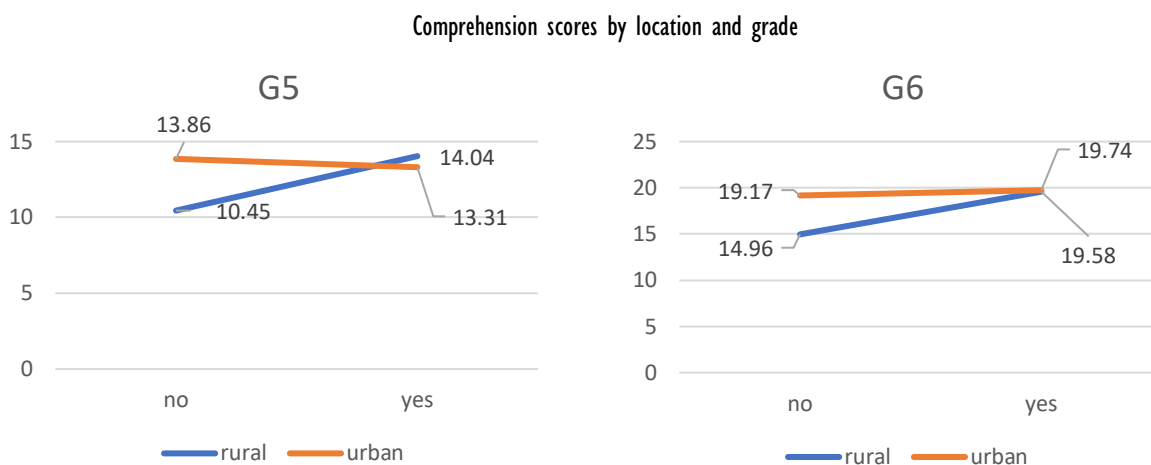
When girls and boys in grade 6 were given equal opportunities to participate in activities, overall, they scored almost one more point, but disaggregating by location, differences were substantial: urban students in grade 6 scored almost three points higher when girls and boys had equal opportunities, while rural students scored two points lower when given equal opportunities:

Figure 21: Girls and boys were given equal opportunities to participate in activities (classroom observation)

Comprehension scores by location, grade 6
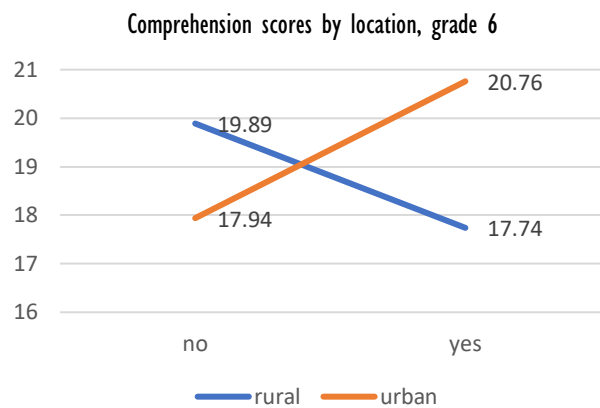
Grade 6 urban students scored half a point higher when their teachers reported teaching reading every day; however, grade 6 rural students scored three and a half points **lower** when their teachers re[prted teaching reading every day.

Figure 22: How often do you teach reading? (teacher interview)

Comprehension scores by location, grade 6

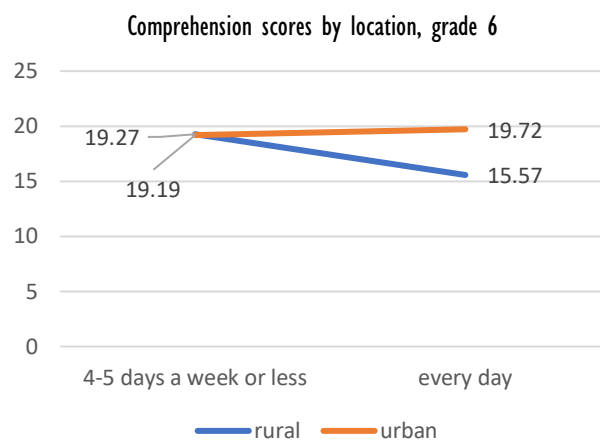Grade 6 rural students benefitted more than their urban counterparts when their teachers reported being able to complete their reading lesson plan in the time allotted,

Figure 23: Are you able to complete the reading lesson plan in the time allotted for reading? (teacher interview)

Comprehension scores by location, grade 6

19.06

19.76

18.71

14.56

no   yes

—— rural   —— urban
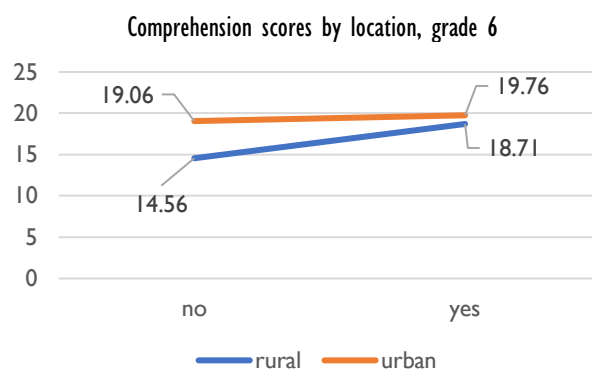
ANNEX XI: EARLY GRADE READING ASSESSMENT (EGRA) MATRIX

Early Grade Reading Assessment (EGRA) Matrix
National Program for Reading (NPR) Final Evaluation

All findings significant at the .05 level or less unless otherwise stated.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
EQ1 Learning Outcomes	NPR baseline and endline	Oral Reading Frequency (ORF)	Where Grade 1 teachers reported they **taught reading every day**, ORF scores increased by 1.52 correct words per minute (cwpm) from baseline to endline overall, full and partial schools combined.	C.1. ORF gains were greater in Grade 1 when teachers reported that they taught reading every day, full and partial schools combined. Teaching reading every day also correlated with smaller declines in phonemic awareness (see below). Correlations were not found for higher grade levels, suggesting that teaching reading every day may be particularly crucial in the earliest grades.	R.1. Investigate why teaching reading every day correlated with stronger phonemic awareness and ORF outcomes in Grade 1 but did not correlate with stronger scores in Grades 2 through 4.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			Where Grade 1 teachers **said they had access to supplementary materials**, ORF scores increased overall, full and partial treatment schools combined, with students of teachers reporting "yes" gaining 0.27 cwpm, a differences of almost 3 cwpm compared to schools reporting no, whose scores declined by 2.69 cwpm. Examined by school type, gains were most favorable for Grade 3 and Grade 4 learners in full treatment schools whose teachers reported **having access to supplementary materials,** with differences of 10.96 CWPM in favor of Grade 3 students and 10.03 CWPM in favor of Grade 4 students in full treatment schools whose teachers reported having access to these materials. Paradoxically, students in partial treatment schools fared better when teachers reported **not having access to SRMs.**	C.2. **Having access to SRMs** (according to teacher reports) correlated significantly with greater gains in ORF in full treatment schools in Grades 3 and 4 and with syllable sound identification results in Grades 1 through 4. C.3. **The reception of SRMs from the MoE** correlated with smaller losses and greater gains in ORF scores in Grades 1-4 in full treatment schools. C.4. The preponderance of favorable results found on the ORF subtask, as well as on the syllable sound identification subtask in Grades 1 through 4, when SRMs were present, suggests a strong relationship between SRMs and learning in these two skill areas. The presence of SRMs correlated with smaller declines in ORF scores in Grade 1, but not in gains –	R.2. Given the frequency with which the availability of SRMs correlated with stronger ORF and syllable sound identification scores, examine the extent to which SRMs were available, and ways in which they were used, to strengthen ORF and syllable sound identification skills.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			Where teachers **were found to have access to SRMs** in the school inventory, Grade 1 learners in full treatment schools showed ORF a decline of .78 CWPM, though this decline was 14.23 CWPM in favor of students where SRMs had been found in comparison to full treatment schools where they were not.	an unsurprising finding since phonemic awareness is essentially a prereading skill so would be less likely to be influenced by print materials than ORF or syllable sound identification.	
			Where it was reported that schools had **received supplementary reading materials (SRMs) from the MOE,** learners in full treatment schools that received SRMs posted the smallest losses and the greatest gains. In schools where SRMs had been received, differences in scores ranged from 21 CWPM in Grade 1, 10 in Grade 2, 22 in Grade 3 and 12 in Grade 4 in favor of students in those schools over ones where SRMs had not been received. Differences were greater in full treatment schools than in partial treatment schools.		

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			When asked **"Have you ever received training (in person or remotely) on how to teach reading?"** in full and partial schools combined, gains were greater in Grade 2 and Grade 3 where teachers reported having received training. By school type, Grade 2 students in full treatment schools whose teachers reported having been trained gained 0.31 CWPM – a 2.87 CWPM difference in favor of students whose teachers had been trained over ones who said "no."	C.5. ORF gains were greater in Grades 2 and 3, and syllable sound identification scores were stronger in Grade 3, when teachers said they had received training in reading. Similar correlations were not found between phonemic awareness scores and training.	R.3. Given the positive correlations found between receiving training in reading and stronger ORF and syllable sound identification scores, conditions under which training was received – e.g., amount, frequency, adaptation to grade levels - should be examined. Possible reasons higher phonemic awareness scores did **not** correlate with receiving training should also be explored.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			Where teachers were observed with **a copy of a teacher's guide,** results were mixed in favor of Grade 2 and 3 students whose teachers had a guide, and in favor of Grade 4 students whose teachers **did not** have a guide. Where teachers were observed with a guide, Grade 2 ORF scores declined by 0.44 CWPM – a difference of approximately 6.5 CWPM compared to a 7.07 CWPM decline for students whose teachers did **not** have a guide. In Grade 3, students whose teacher had a guide gained 0.49 CWPM compared to a decline of 5.44 CWPM where they did not have a guide – a difference of 5 CWPM in favor of students whose teachers had a guide. Paradoxically, in Grade 4, ORF scores increased by 2.98 CWPM from baseline to endline when teachers had a guide, but increased more - by 8.02 CWPM - when they did not.	C.6. Teachers' access to teacher's guides correlated with ORF gains in G2 and G3, with syllable sound identification in Grades 2, 3, and 4, and with smaller declines in phonemic awareness scores in Grade 1 (see below).	R.4. Given the correlations found between having a teacher's guide and higher ORF scores in Grades 2 and 3, and lower declines in phonemic awareness in Grade 1, examine how teachers use these guides in Grades 1 to 3 to build these skills, and ways to reinforce these practices. At the same time, examine reasons why having a teacher's guide did not correlate with stronger scores in Grade 4.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
		Syllable Sound Identification	Scores for **grade 1 students on syllable sound identification** decreased by 31.5 percent (from 41.0 to 28.1 syllables identified) from baseline to midline, but increased slightly for grade 4 students (3.9 percent) (differences not tested for significance of difference)	C.7. Declines from baseline to midline, which was conducted a year after the pandemic began, were more sizeable for younger students. The pandemic may have had a disproportionate impact on younger students.	R.5. Track these trends to see how learning loss may evolve over time as children – especially ones in the lower grades during the pandemic - progress through primary school.
			Where **teachers reported having been trained in reading**, Grade 3 students fared better than those whose teachers said "no," gaining 6.00 CWPM from baseline to endline compared to a 1.47 CWPM decline for students whose teachers said "no" – a 7.5 difference in favor of students whose teachers had been trained. Oddly, the reverse was true in Grade 2, where students of teachers reporting not having received training gained (1.66 CWPM) whereas scores for students whose teachers reported they had received training **declined** by 0.53 syllables correctly identified.	See C.5.	See R.3.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			In Grades 2, 3 and 4, syllable identification gains were greater by 17 syllables in Grade 2, 11 syllables in Grade 3, and 1 syllable in Grade 4 in favor of students **whose teachers had their own copy of a teachers' guide**, all schools combined. Paradoxically, having a teacher's guide was associated with greater gains in partial than in full treatment schools.	See C.6.	See R.4.
			In full treatment schools, students of **teachers reporting having access to supplementary materials** – showed gains of 3.10 syllable sounds identified in Grade 3 and 9.08 in Grade 4 –22 syllables more than students whose teachers reported "no" in Grade 3, and 17 syllables more than students in Grade 4 whose teachers reported "no."	See C.2.	See R.2.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			When teachers in full treatment **Schools reported having received SRMs from the MoE,** their students in Grades 1 through 4 read substantially more syllables that students where teachers reported not receiving SRMs, with differences as great as approximately 38 syllables in Grade 1, 20 in Grade 2, 9 in Grade 3 and 8 in Grade 4, in favor of students whose teachers reported having received materials. In partial treatment schools, results were mixed.		
		Phonemic Awareness	Declines in phonemic awareness scores were smaller (0.05 fewer sounds identified) **when teachers said they taught reading every day** compared to 0.06 fewer sounds where teachers did **not** teach reading every day, all schools combined. Students fared better in partial treatment schools where teachers taught reading every day, with change scores remaining the same compared to declines found in full treatment schools.	See C.1.	See R.1.

Evaluation Question	Data Source	Subtask	Finding	Conclusion	Recommendation
			When **teachers were observed with a copy of their own guide**, G1 students saw smaller declines in phonemic awareness scores (.05 fewer sounds identified) than when teachers were not observed with their own guide (.14 fewer sounds identified)	See C.6.	See R.4.

ANNEX XII: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS MATRIX

Findings, Conclusions, Recommendations (FCR) Matrix
National Program for Reading (NPR) Final Evaluation

Evaluation Question	Finding	Conclusion	Recommendation
EQ1 Learning Outcomes	While grade 1–3 students' ORF scores generally peaked at baseline, declined at midline, and partially recovered at endline, grade 4 students' ORF scores increased both from baseline to midline and midline to endline. These declines in ORF scores from baseline to midline illustrate COVID-19's association with learning loss. The ORF results highlight another notable trend—girls generally outperformed boys. Students in rural areas had more difficulty than their urban counterparts in accessing distance learning, according to respondents COVID also affected students' well-being and socioemotional skills	The COVID-19 pandemic and hybrid schooling had an effect on learning loss, possibly with a disproportionate impact on younger students; in contrast, grade 4 students' ORF scores increased from baseline to endline, possibly due to longer exposure to NPR. Secondary analyses of data from EGRA, SRM and Arabic language curriculum effectiveness studies found that stronger reading performance correlated with several variables.	Continue to research NPR cohorts to understand the project's cumulative impact.
	Teachers had a high turnover rate, which impeded NPR progress	Teacher turnover was also perceived as negatively impacted learning outcomes	Determine strategies to reduce teacher turnover.

Evaluation Question	Finding	Conclusion	Recommendation
	The Morocco Curriculum Review and Capacity Building Activity fostered a learner-centered approach and a focus on all four parts of literacy acquisition (listening, speaking, reading, and writing) Students enjoyed reading more and improved in other aspects of Arabic, including speaking, writing, and listening	NPR has positively changed classrooms.	Apply learner-centered approach to other aspects of school curricula.
	The partnership between the central MoE and key NPR stakeholders was collaborative and participatory, based on respondents' characterization of their working relationship NPR stakeholders empowered the MoE to sustain the new curriculum, learning materials, and massive open online course (MOOC) content by involving them in all stages of their production	Key NPR funders and implementers developed a fruitful working relationship with the central MoE and helped them develop the technical capacity needed to develop, adapt, and sustain the new curriculum.	Document internal best practices of NPR partnership

Evaluation Question	Finding	Conclusion	Recommendation
EQ2 Assessment & Capacity Building to Support Data Use	Most respondents reported the assessment capacity building series was well-designed Some respondents suggested training a larger range of actors to use results effectively	The assessment capacity building program was successful, though some respondents raised concerns about possibilities of applying results in the field.	Wherever possible, conduct capacity building activities in person Design training to address needs of evaluators, pedagogical experts, and administrators; articulate data collection, analysis, interpretation, and use roles for each of these Continue to build and sustain the central MoE's capacity in data use and assessment, including support to schedule periodic EGRAs as part of the official school calendar and to develop a guide about managing a reform agenda and implementing international research.
	NPR made use of adaptive management: Introducing the assessment capacity building workshop Printing materials for rural students with limited IT access Adding MSL to televised lessons Adding formative assessment & remediation support upon seeing results of midline	On numerous occasions, NPR practiced adaptive management. However, the extent to which the MoE drove these adaptations is unclear.	Focus assessment training on the application of results with an eye to improving materials and classroom practices

Evaluation Question	Finding	Conclusion	Recommendation
	When asked what data had been shared with them, most respondents (regional and provincial directors, CMREF directors & trainers, inspectors, school directors, and teachers in experimental and scaling zones): "We have not received data or results" Roles concerning data collection, analysis, and use are unclear	Data sharing has been limited, making it difficult to use data to improve practice.	Standardize data sharing protocols; for example, the use of a publicly accessible platform
	Most respondents indicated they had not received the FA toolkit, either print or electronic versions Of the few teachers who were trained and received print copies, some gave positive feedback about the FA toolkit Some teachers who had received training found it difficult to implement	Most respondents reported that they had not received the formative assessment (FA) toolkit and knew little about its contents. When they did have access, respondents found it was difficult to implement.	Amplify efforts to distribute and train education support personnel and teachers in the use of FA materials and methods

Evaluation Question	Finding	Conclusion	Recommendation
EQ3 Curricula at a National Scale	The MoE displayed its ability to use and scale the new curricula by: Producing and distributing the curriculum and materials nationwide, including supplementary reading materials, online resources, and MOOC content Anticipating pushback on the new curriculum and, over time, building buy-in from regions and provinces, leading to the widespread adoption of new phonetic approach Assisting with decision making concerning design changes (see previous slides)	The MoE provided a solid foundation for nationwide adoption of the new Arabic curriculum.	Institutionalize the effective practices adopted as part of NPR scaling so future scaling efforts for new curricula do not have to reinvent the wheel.
	Primary NPR stakeholders—including the MoE, NPR, and USAID—are aware of these needs The process of training on the new curriculum nationwide remains ongoing and varied	The most pressing issue around managing the curricula at scale concerns the need for intensive teacher training and coordinated monitoring—not only of training initiatives but also of classroom teaching practices.	Equip and empower school directors and/or inspectors to conduct classroom monitoring and ensure teachers are applying what they learned from MOOCs Devise a national strategic plan to assess the national rollout of training initiatives and ensure inspectors are implementing the training toolkit with fidelity

Evaluation Question	Finding	Conclusion	Recommendation
EQ4 Community & Parental Engagement	The use of story books (SRMs) was seen as positive and parental support increased because of NPR	What worked: Story books and parental support According to the SRM study data, boys and rural students benefited most when outreach was conducted. In addition, all Grade 2 students benefited when school directors checked in with parents.	
	Parents are not invited, communication is insufficient, and expectations are unclear.	What did NOT work: Parents & community are not sufficiently engaged	Conduct campaigns for parents to support and motivate students at home Establish system of communication between teachers and parents
	Respondent perceptions of parents include: Parents cannot follow guidance Parents are uninformed Knowledge level of parents is low Families are affected by poverty Parents are busy with work Parents are unable to communicate with kids	Challenge: Many view parents as unable to support their children in reading.	Implement strategies that help parents overcome challenges they have in supporting their children's reading, as well as increasing their awareness about the general importance of reading.

Evaluation Question	Finding	Conclusion	Recommendation
EQ5 Private Sector Engagement	The MoE conducted trainings and shared feedback from educators on draft materials NPR played an intermediary role in soliciting and providing feedback between the MoE and publishers Publishers noted their appreciation for the MoE feedback on materials	MoE collaborated with textbook publishers during NPR more than it had in the past, resulting in improvements to the materials production process and the materials themselves.	Strategize how to continue to engage with publishers and raise their technical capacity to revise and improve learning materials to address acknowledged gaps
	Respondents in the MoE, NPR, and USAID are aware of the gaps between the new curriculum, student textbooks, and teacher guides These concerns were raised in a USAID-commissioned curriculum report published in 2021 The gaps include those at a macro level—how the curriculum is reflected in materials—and a micro level—quality of the paper in materials	Although private textbook publishers made progress during NPR, they need continued urging to revise materials to align fully with the new curriculum.	

Evaluation Question	Finding	Conclusion	Recommendation
	The relationship between 3asafeer and NPR was constructive and successful according to all respondents involved An underutilized aspect of the collaboration was the data that 3asafeer provided on students' use of the digital platform The SRM study data indicated that grade 4 students who had access to 3asafeer Digital Library read 4.49 CWPM more and that G4 students who read stories from the library read 6.07 CWPM more.	NPR's collaboration with 3asafeer highlights the value of engaging with partners outside of Morocco to access low-cost educational resources. Secondary analyses suggest that having access to 3asafeer may make a difference in reading performance.	Explore additional ways that the MoE could partner with the private sector, especially internet providers, and expand access to materials.
	MoE respondents believe the lack of engagement was focused in rural areas and due to lack of internet or difficulty accessing devices NPR data revealed a more nuanced picture, as student use of 3asafeer was comparably low in rural and urban areas (22.6% and 26.4%, respectively)	The lack of engagement with the 3asafeer digital platform underscores the obstacles of implementing an EdTech intervention in Morocco.	Provide teachers with paper copies of their guides (digital forms are not enough) Conduct a case study in experimental schools to determine how to overcome obstacles that led to low usage rates of the 3asafeer digital platform

Evaluation Question	Finding	Conclusion	Recommendation
EQ6 Education Access, Quality, and Results Across Populations	NPR ensured the design, materials, and practices were equitable Curriculum in practice supports children equally Some aspects benefited rural students more, some urban more New program better than old	The new curriculum helps all groups learn in an equitable manner: girls and boys, children from different language groups, children from urban and rural areas, and children with disabilities. Of all subgroups included in these analyses, boys and rural students were found to benefit from contextual factors most.	
	Observation: Girls learn, perform better than boys Girls' scores were better than boys' (Prov Dir exp, School Director exp, teacher exp) Girls learn better in early years, then boys catch up (Implementer) Reasons Boys work in agriculture (School Director exp) Girls are more interested in learning (teacher exp) Girls deepen their learning and sacrifice to read and study at home while boys look for games to play (teacher exp)	Girls performed better than boys (though didn't attribute this to NPR)	

Evaluation Question	Finding	Conclusion	Recommendation
	NPR made numerous efforts to support students who were deaf and hard of hearing	Respondents most frequently expressed concerns about students with special needs, of all subgroups.	Whenever possible and feasible, reserve a separate class for students with special needs
	Distance and hybrid modalities were developed during COVID		Provide specialists to support children with special needs, especially for more severe cases
	New curriculum doesn't sufficiently address children with disabilities		Provide a curriculum with its own schedule, including materials ("kit") tailored to the circumstances of students with different kinds of special needs
	Lack of tools, training, and personnel		More research is needed to determine how different groups interact with new materials and respond to the new strategies introduced in the new curriculum
	Need to tailor curriculum to types of disabilities		
	Need to address disabilities other than deaf and hard of hearing		

ANNEX XIII: DATA VALIDATION WORKSHOP DISCUSSION NOTES

National Program for Reading (NPR) Final Evaluation
Data Validation Workshop

Notes from Group Discussion

Evaluation Question 1 – Learning Outcomes

Results: there was a big decline in results because of Covid 19. It had a big impact on learning outcomes. Other variables to this decline may include reluctance and resistance of certain actors in the regions (inspectors, but also teachers who haven't been involved since the beginning of the training). In addition, teacher training coincided with some events — like inspector strikes.

Regarding the effectiveness of the instruments used — It is clear that as soon as Covid was over, the decline was curbed and a positive impact on learning outcome appeared. One explanation might be that whenever there is a new project or whenever there is no sufficient appropriation of the program by actors, we might see certain weaknesses or drawbacks. In other words, there should be stability and continuity for the results to be sustained and increasing. For example, 4th graders performed well because of the stability. As has been stated in the results, 4th grade results are more visible as students have spent more time in the program intervention. It is recommended that the MoE assess and study the results in future years to track trends. We can see a trend from baseline to midline, then midline to endline. Will this trend from midline to endline continue? The MoE should keep studying this. If the teacher training went as planned, will the results be better? More work should be continued.

Regarding teacher turnover (leaving schools), we can see that only 1 out of 8 teachers in experimental schools (trained under NPR) continued to work in their same school. Can we really see the impact of the program in this situation? What training model can we talk about if the teachers are not retained in the schools? One of the tools that could be used to address that turnover is the use of MOOCs, to allow teachers to perfect their training even if they move from an experimental school to a pilot school. The training from which pilot teachers benefited was stronger than that from which non-pilot teachers benefitted. The results witnessed only happened in pilot schools. Teacher turnover can have an impact in the experimental period. We need to recover that in the scale up period.

Reiterated is the fact that the results could only be seen in very long periods. Any change at its beginning might be met with certain aspects of resistance.

The approach is a radical change in the relationship between the reader and what is read (the text). It is historically thought that in Arab countries one may read or learn by heart without understanding what you are reading (this remains to prove). The last reform of reading curriculum in Morocco was 20 years ago or so. So the way of teaching is outdated. The teachers of today were the students of yesterday. Remains to check whether resistance to change is more important in the new teachers too. To summarize the important points: (1) understanding what we are reading and (2) resistance of older teachers to the new curriculum. Both can impact the outcome of the evaluation.

Evaluation Question 2 – Assessment & Capacity Building to Support Data Use

Many workshops were organized from the inception of the program to display the program to inspectors and people specialized in guidance. We tested the program's instruments with real students in real schools. There were other workshops related to assessments, establishing benchmarks and item design. One important workshop was about results analysis and interpretation. This was very important

for people who work at the central level and some teacher trainers and inspectors from various regions. We need to scale this up to reach more people in the regions in order to make profit from the results.

We talked about difficulties in the regions. Some people tend to not to be fully involved. This implication fades from the central units from the ministry to the academies, provinces, and especially the schools. In the region, people concerned with assessment (regional and provincial exam centers) and those involved with pedagogical affairs (staff and inspectors) should be involved in this project. Inspectors are the only people who get into the schools and classrooms. They should be involved.

The instruments were uploaded to the ministry's website / portal, and those who are concerned with the project downloaded the materials — hopefully all of them. Those who don't know about the project are not concerned with it. There are no sufficient printed copies of the guide available for everybody. The only printed copies were sent to the schools such as the guide. The teachers were also advised to download a copy of the guide for free.

Covid 19 has constrained in person trainings. This gave rise to negative impact – there weren't enough sessions to enable or empower those actors. Covid left its impact. Those workshops should not be limited only to the central administration, but also the regions and provinces.

Regarding capacity improvement for the MoE — there is a recommendation for the MoE to make partnerships with private sector, especially internet providers, to grant access for learners, and employees of the ministry to access different platforms to download the guides.

It might be good for future programs to have a guide developed for how the MoE could manage reform agenda or implementation of international research. Having a guide would be a sustainable reference.

Evaluation Question 3 – Curricula at a National Scale
From 2020-2021, two years of covid have determined, in a way, the results. Especially regarding inspectors not being able to attend the conferences and workshops. People were not encouraged to organize activities in person to avoid infection. The idea of training and the lack of enough training was reiterated in various observations.

The production of support materials required great efforts and contributed to the results we have. If we didn't have that, the results may have been worse.

We should measure the impact in a direct, immediate way. To measure its real impact of the project, there is a need for more time (program stability) . In the future, are there any projects in the pipeline for the sustainability of the measure of the students? There is a recommendation that measuring students should be permanent at different phases of the year. This is the business of the MoE. They have to draw on the conclusions and think about the future and install a system of evaluation that includes EGRA in its system of assessment.

Evaluation Question 4 – Community & Parental Engagement
Some insisted that the program did not include clearly involving parents or society as an objective. But I think there was involvement by the parents through the short stories. Parents came to the schools and asked "why do you ask our children to read these stories?" And some parents went to the schools and asked them to give more books to their children, which helped break barriers between parents and the school. In the initial program maybe there wasn't an initial idea of including parents wasn't apparent enough in the objective.

Also, extensive reading and supplementary reading have been encouraged by the MoE. One recommendation — if there is any other program, the idea of sensitizing parents to the importance of reading should be included.

Parental engagement was a component of the project. There has been a shift in the program to use SRMs for more global parental engagement. We were about to prepare a teacher's guide about parental engagement. Result 3 focused on parental engagement. In summer 2019, the program (the MoE through associations) implemented the summer reading program to support kids. There was a question of whether the MoE would be able to sustain this or not. There was a shift in the focus from community engagement — this is why there were no target activities for parents beyond SRMs in NPR.

We should say that some people view some parents in a particular way, rather than making a value judgement saying that all parents are the same.

Evaluation Question 5 – Private Sector Engagement
The general conclusion is that it was a very good initiative to have publishers come to the MoE and express their needs. There is a tendency on the part of the MoE regarding professionalization of this sector, so that things would be legal and equitable for everyone. There is an appreciation of 3asafeer and recommendation to continue using this and make it accessible to all the children. We can add other platforms to it, and more content to be used offline and by all children. There is a need to build on other partnerships with donors and private sector. This was the case with 3asafeer - it was built upon the memorandum of understanding. MoE should make these partnerships available to future programs to leverage that resource.

Evaluation Question 6 – Education Access, Quality, and Results by Population
One remark: "The new program is better than the previous one."—This should be reformulated. This is a value judgement! We are comparing the efficacy. We are not comparing programs. (Correction from STS: This is a quote from one of the respondents. We will put it in quotations to make this clear.)

The curriculum's development and improvement is a continuum. There are certain variables that change the results. We talked about the supportive documents. Another important factor is management of the behavior of learners. There is a close relationship between managing the difficult behavior of learners and results. A study from 1992 says that 75% of students with learning disabilities also have difficult behaviors.

It has been suggested that there are many variables in addition to learners that might explain performance (Teachers, principals, school environment, parents, peers, etc.).
Over 80% of students with behavior difficulties also have learning difficulties. Students during Covid saw negative results. Future training should keep in mind this issue.

Regarding the outcome of girls vs boys and rural vs urban, we have always found that urban student are excelling more than in rural areas, and girls more than boys.

STS Response: On the question of mental health and well-being: being at school is not only academics. It means being at ease and at peace with oneself. There is a non-academic aspect of schooling.

U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523