التعليم فوق الجميع | education above all

TEACH FOR MOROCCO
عـلّـم لأجـل الـمـغـرب
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Teach for Morocco
IFERB pilot

Internet Free Education Resource Bank
IFERB Project
November 2021- March 2022

Submission Date: **May 26, 2022**

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Acronyms and Abbreviations

List in alphabetical order and define all acronyms and abbreviations used in the report

1. **EAA:** Education Above All Foundation
2. **ECE:** Early Childhood Education
3. **FBMCE:** Foundation BMCE Bank
4. **IFERB:** Internet Free Education Resource Bank
5. **PBL:** Project-Based Learning
6. **SEL:** Social Emotional Learning
7. **TFM:** Teach For Morocco

Executive Summary

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I. Introduction

Teach For Morocco “TFM” (Teach For All's 50th partner, and the first global network in North Africa) is an independent nonprofit organization that recruits and provides training to promising graduate teachers to make a change in the country's under-resourced schools and communities, and bridge the gap when it comes to educational equity in Morocco, both inside and outside of the classroom walls.

There have been various challenges encountered in the context of distant learning in Morocco during the COVID-19. Many Moroccan families, especially in rural areas, struggle with the heavy burden of affording smart devices, stable internet access and coverage, as well as illiteracy rate surpassing 50%. As a result, the ministry of National Education in Morocco decided to implement a hybrid teaching system in order to save the 2020-2021 school years.

In the same vein, Teach for Morocco worked on many projects during the pandemic. They launched the virtual teaching plan for early childhood education, under the motto: “Stay Safe and Keep Learning”. Moreover, TFM launched a Web-TV e-learning platform, and SMS service platform to ensure that the nearly 2000 child learners would continue their schooling.

As a result, the TFM fellows have become community leaders during this tough period. It was considerably noticed that collaboration between parents and TFM teachers has increased.

We remarked also that Social Emotional Learning during the pandemic has been of crucial importance and among TFM priorities. Despite the scarcity of Internet connection in rural areas, TFM did its best to leave no child behind.

To meet this need, we have established a partnership with Education Above All, an international foundation that provides education opportunities to poor and marginalized communities. The purpose of this partnership is to ensure continuing education in the context of numerous challenges, such as slow internet, low resources and many others.
In a blended format using the project based learning approach with The Internet Free Education Resource Bank (IFERB).

The Internet Free Education Resource Bank (IFERB) is a bank of resources that were originally developed by EAA to be a stop-gap solution to continue learning in emergency contexts.

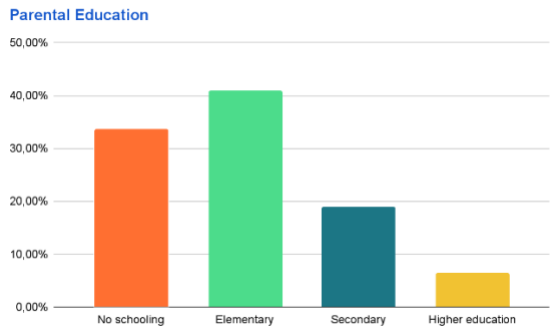
With the support of Education Above All, Teach for Morocco developed a new approach of IFERB program implementation, and focused on the academic resources for level 1 (3-4 year olds) and level 2 (4-6 year olds) that includes: Language and literacy, numeracy, social sciences, social emotional learning, mathematics, science, and physical education. After the selection and translation into Arabic, the projects have been contextualized and adapted to fit the Moroccan ECE framework.

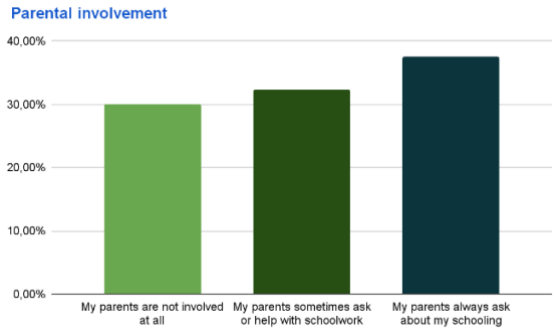
TFM's fellows implemented the projects by distributing the printed version of project based learning resources to students and parents, and by sharing information, clarification and learning resources remotely through using through applications like whatsApp. While the TFM's and M&E team had been evaluating the impact of IFERB projects through online and paper surveys.

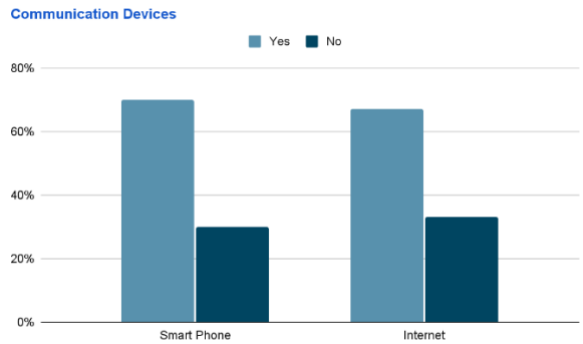
II. Pilot Overview

Mode of Implementation

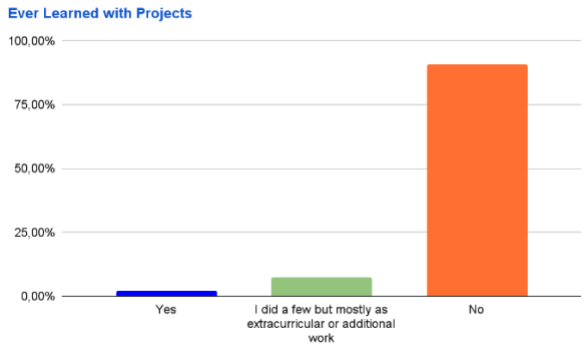
TFM has partnered with FBMCE (Foundation BMCE Bank) to adapt, pilot and evaluate the impact of 12 IFERB resources. This partner provides education and builds classes in the most vulnerable regions in Morocco (12 regions and over 33 territories). BMCE Bank generally provides early childhood education and primary education. Early childhood education begins at ages of 4 to 6 year. Primary education begins at ages of 6 to 14 year-, and includes a 6-level education program.
The graphs below describes family background:







The following graph describes project learning before IFERB projects begin.



The pilot was divided into two phases. In the first phase, we piloted 12 IFERB projects in 38 schools and about 2782 students. We have worked closely with 5 coordinators, 1 logistics, and 41 teachers (33 females – 11 males), adapting projects and conducting the M&E process. In the second phase, we scaled up the modified projects into 05 schools and about 336 students. In these schools, the teachers, who were provided with training, executed the adapted projects. As for our evaluation, we have conducted two types of surveys (online surveys and paper surveys); online surveys for those with an internet connection and paper surveys for students in hardship contexts.

Intervention

12 IFERB projects have been sent to our colleagues in two different ways; the first way was having projects printed on paper and sent by on-road delivery, and the second way was by sending money to the bank accounts of our fellows so that they can recharge internet and send the projects to the children's parents via WhatsApp or SMS.

Phase 1:
- We worked with our coordinators and EAA to select 12 IFERB projects, and translate the projects into Arabic and to be fitted with the Moroccan ECE framework.
- We onboarded the 41 selected teachers and we organized a workshop to orient coordinators and teachers, to discuss the project's outcome, requirements, and flow of work, and train them to make resources available for the children.
- EAA supported TFM with project selection, training and contextualization before the start of the pilot and then after the pilot was launched, EAA supported implementation through progress monitoring and MEL support (providing and training TFM on MEL tools and addressing questions and concerns to ensure smooth implementation)
- With the coordinators and the TFM management, we identified and adapted 12 IFERB resources and translated them into Arabic.
- With the help of the teachers, our project coordinator worked on developing a booklet that was sent to the EAA team for validation. We printed it and sent it to our fellows.
- We have adapted IFERB projects for 33 schools. In this phase, we were able to reach around 2782 students.

Phase 2:

We scaled the project by piloting the adapted IFERB projects with 5 schools. In this phase, we were able to reach around 336 students.

For both phases, the pilot was implemented remotely. Workshops and meetings with the teachers took place through video conferencing. Teachers contacted students mainly using WhatsApp, SMS, and phone calling their parents.

At the end of each project, we administered online and handwritten surveys for our colleagues and students so that they give us their own feedback and how the project was implemented. And some pictures of the project homework are sent too.

Project Contextualization:

All the projects were tailored to meet our student's needs and interests and provided to teachers in a PDF document and in printed paper format to make it easy for them to use and send to students and their parents. The activities in each project have been adapted to the context to fit the Morocco framework. They were also adapted to be taught within a span of time between three days to five days per week.

III. Results

Different monitoring and evaluation tools were used to check for all the indicators specified in EAA's monitoring and evaluation framework. To start with, TFMs' team started with different monitoring and evaluation tools to check for the indicators specified in EAA's monitoring and evaluation framework. TFMs' team relied mainly on Google forms and handwritten surveys to collect data from the teachers and feedback from students' parents.

Following is a description of the surveys employed to monitor learning and engagement:

Survey # 1: Pre & post-pilot Teacher Survey: the purpose of this survey was to collect information about the teachers and facilitators we were going to work with, such as whether they have prior teaching experience and whether they are familiar with PBL projects.

Survey # 2: Pre-pilot Community Survey – the purpose of this survey was to collect data about the parents and students such as education levels, the availability of electronic devices, phones, internet etc. Over 1,000 parents/students responded to this survey.

Survey # 3: Pre- students Survey – the purpose of this survey was to collect information about the students to test their backgrounds knowledge before we start IFERB projects and after IFERB projects was done (we have used questions bank to test our students)

Survey # 4: During Piloting – Parent/Student Feedback - the purpose of this survey was to collect students'/parents' feedback about each facilitated project on a weekly basis.

Survey # 5: During Piloting – Teacher Feedback - the purpose of this survey was to collect teachers' feedback about each facilitated project as well as students' engagement on a weekly basis.

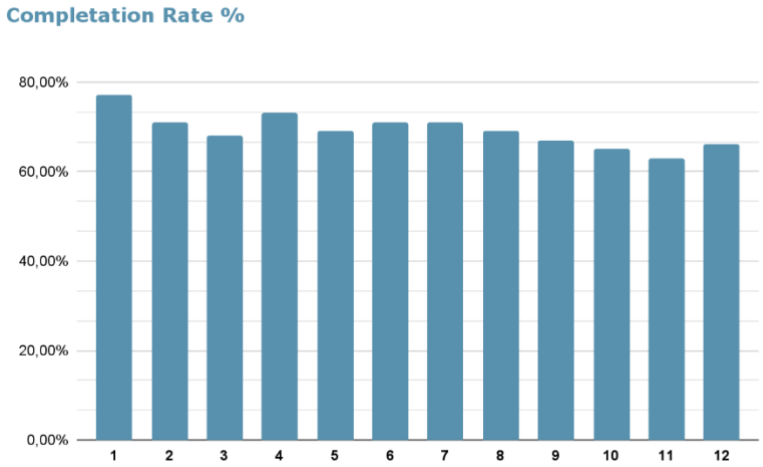
Survey # 6: End of pilot – End line: by the end of the pilot phase, the teachers were asked to answer a few questions that address their overall experience and feedback about piloting the IFERB projects.

In addition to the surveys, weekly meetings were conducted between TFMs' coordinator and TFMs' evaluation team. In these meetings, we asked the coordinators about the challenges they were facing, how they were overcoming them, and how TFMs' team could support them. For example, most of the problems our fellows face were about how to convince students' parents to work with their children on the IFERB projects and how it is useful to develop the child's ability to self-learn. Moreover, TFMs' team followed up with the coordinators via WhatsApp and phone calls almost daily.

IFERB Adopted as a Low Resource Learning Solution

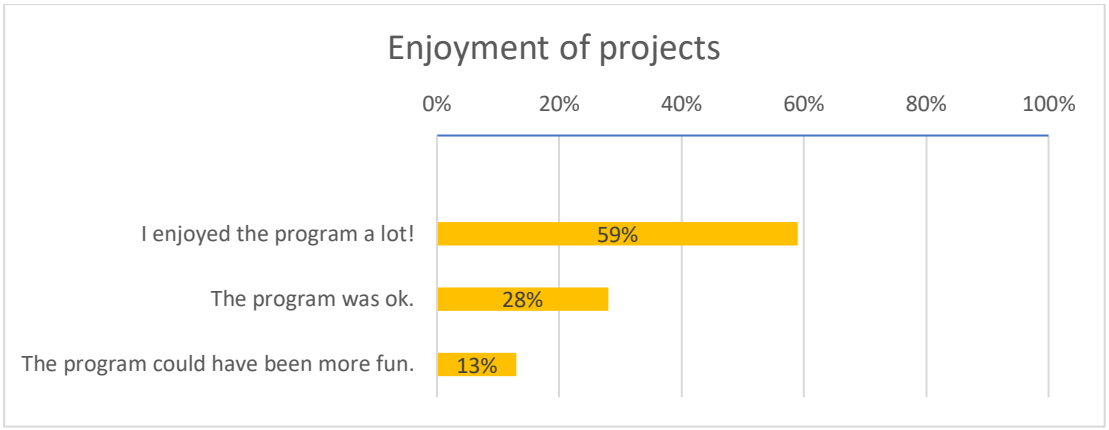
The following data is collected from the sample of 2782 students who worked on the project. The graphs below includes the students' surveys feedback (Pre-surveys & post-surveys).

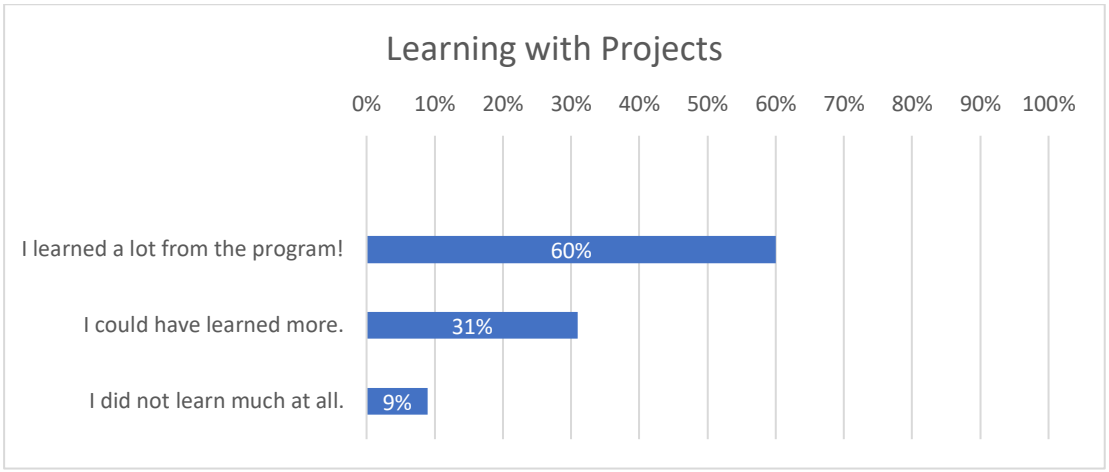
- From the student completion data, the number of learners expected was 4173 for both In-school and out-of-school students. Thus the pilot managed to reach an average of 2782 (66.67%) learners.
- Completion rates: Following is the weekly breakdown of the percentage of students who completed the 12 projects. This figure represents all students who reported completion regardless of whether they have submitted their work.

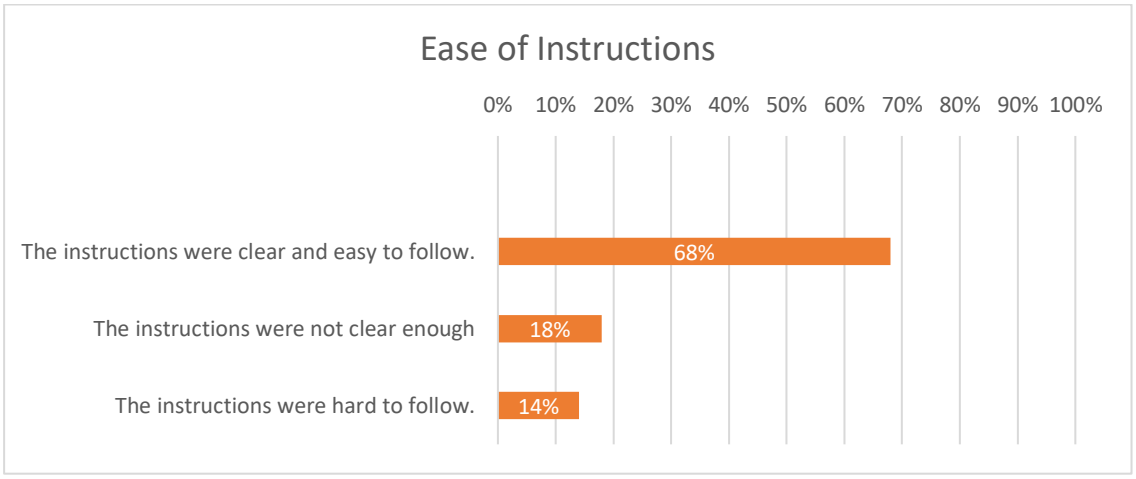


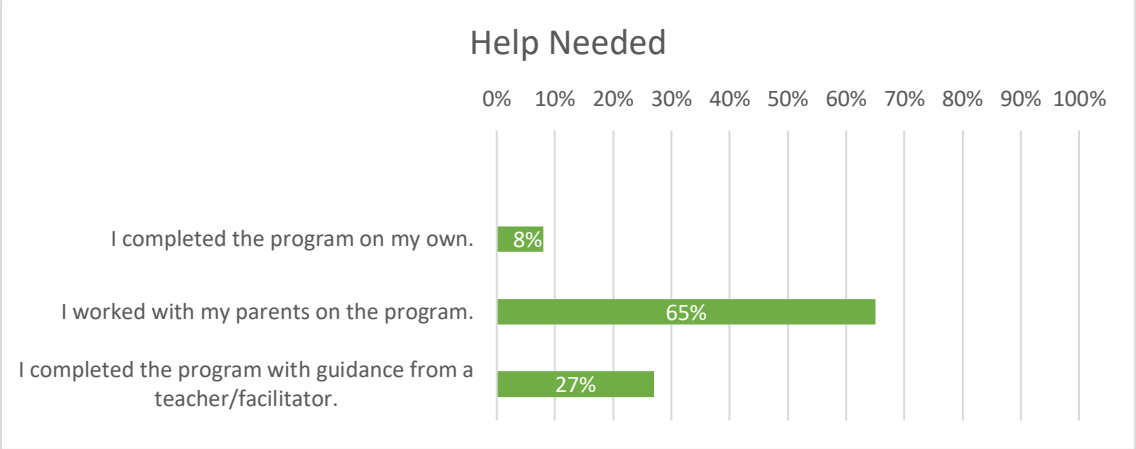
- The average completion rate in the 12 projects is approximately 75.41%. Conversely, the average incompletion rate is around 24.59%.
  As we can see, in some weeks completion rates were lower, for several reasons; lack of time, lack of materials, and the lack of parental support.

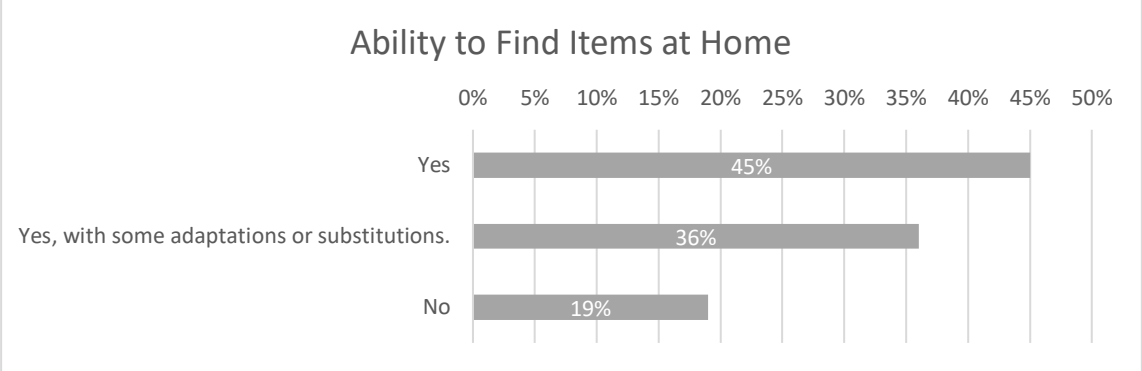
- Student and parent feedback:


Enjoyment of projects
0%
20%
40%
60%
80%
100%
I enjoyed the program a lot!
59%
The program was ok.
28%
The program could have been more fun.
13%


Learning with Projects
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
I learned a lot from the program!
60%
I could have learned more.
31%
I did not learn much at all.
9%


Ease of Instructions
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
The instructions were clear and easy to follow.
68%
The instructions were not clear enough
18%
The instructions were hard to follow.
14%





Based on this data, parents seem to be satisfied with the projects and children enjoy them. On average, 68% of the parents/students reported that the instructions were clear and easy. 65% of them had to help their children in completing the required activities given students' age (4-6 years) and limited ability for independent work.

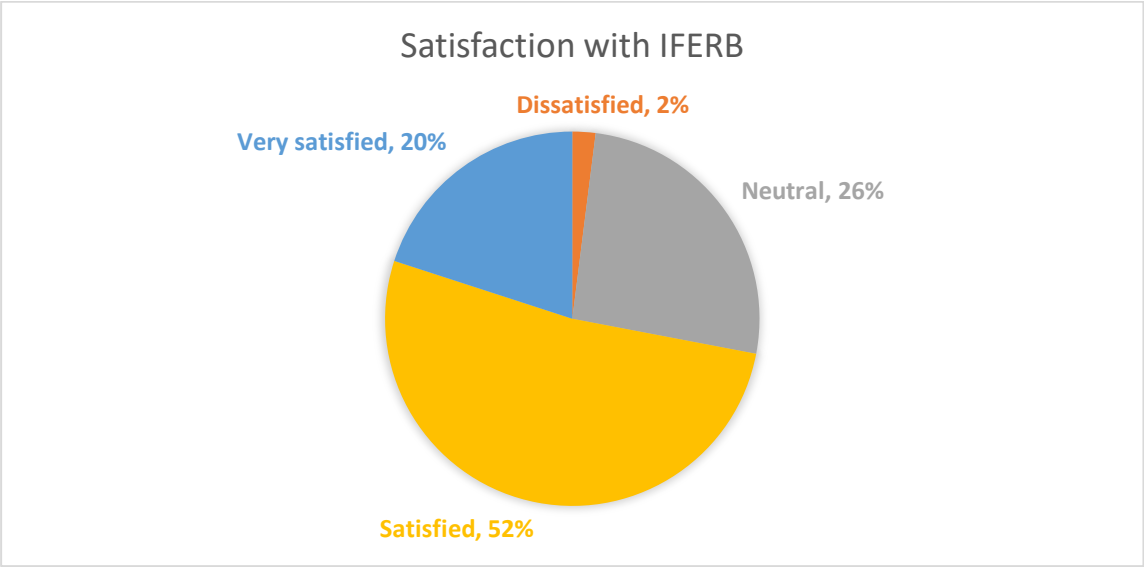
In general, parents' involvement seems high although in some projects only 60% of them were able to support their children. This is mainly due to 2 reasons: time constraints and parents' lack of educational knowledge or illiteracy.

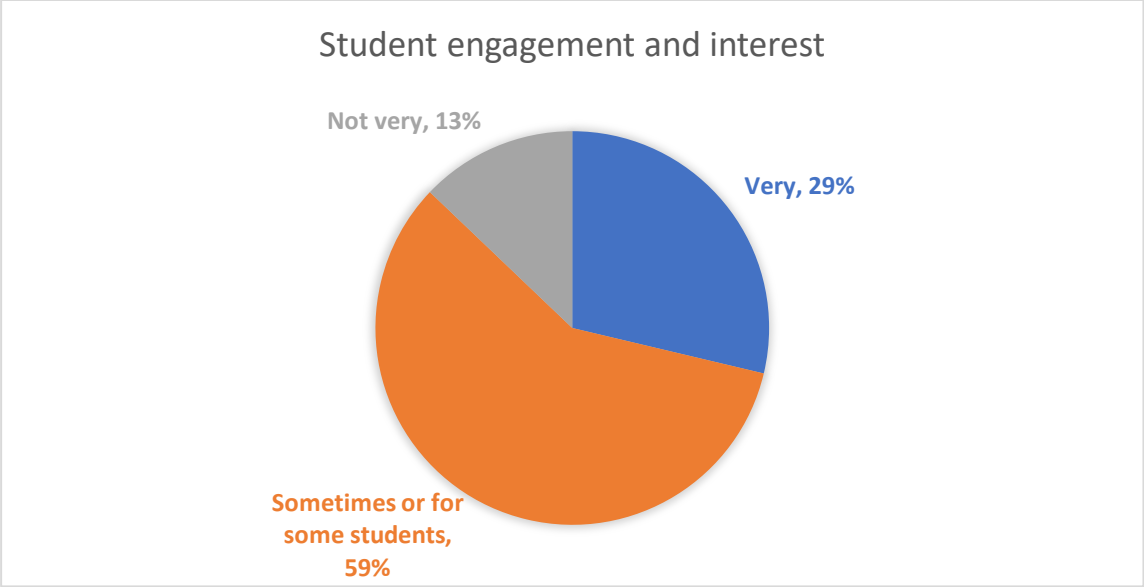
- Teacher's feedback

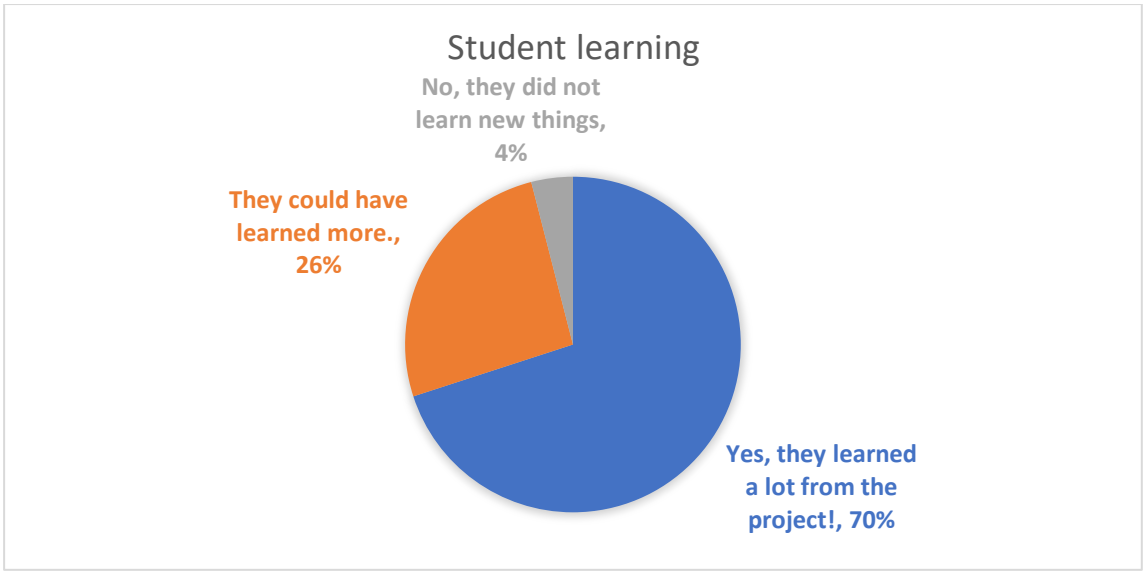
The following data is collected from the sample of 41 teachers who worked on the project.

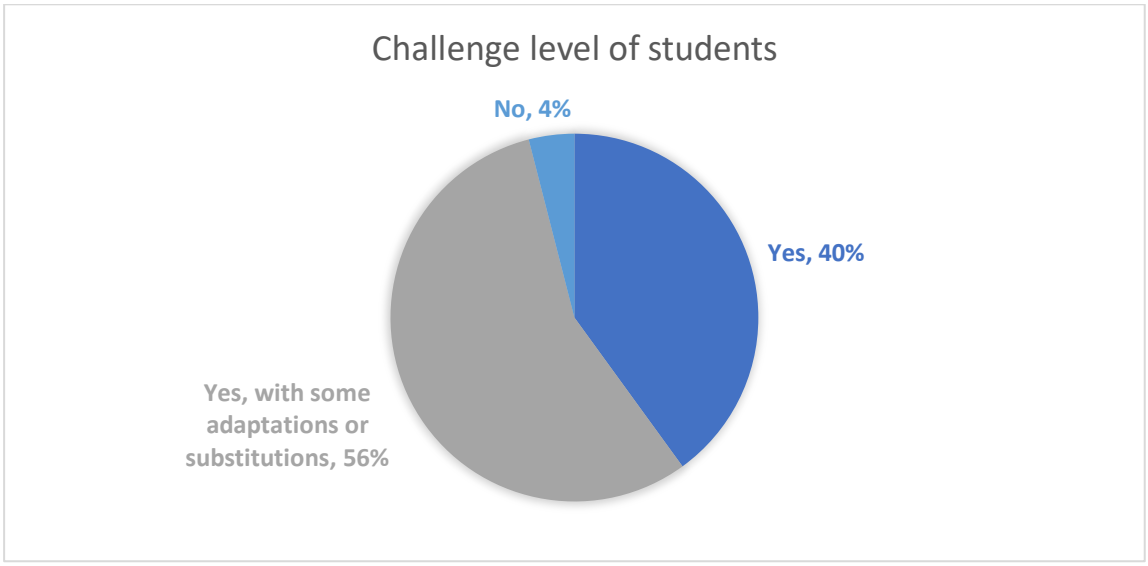
Implementing Partner	Location		Name of School	Number of Teachers		
	Regions	Territories		Total	Female	Male
	12	33		41	30	11

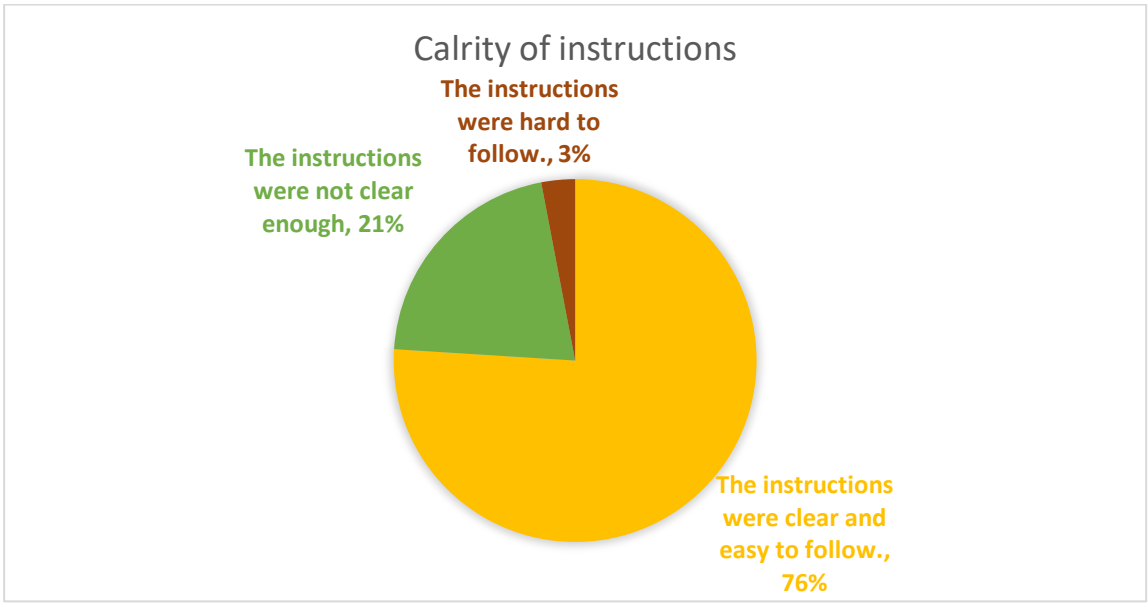
TEACH FOR MOROCCO			NAME OF SCHOOL (see appendix)			

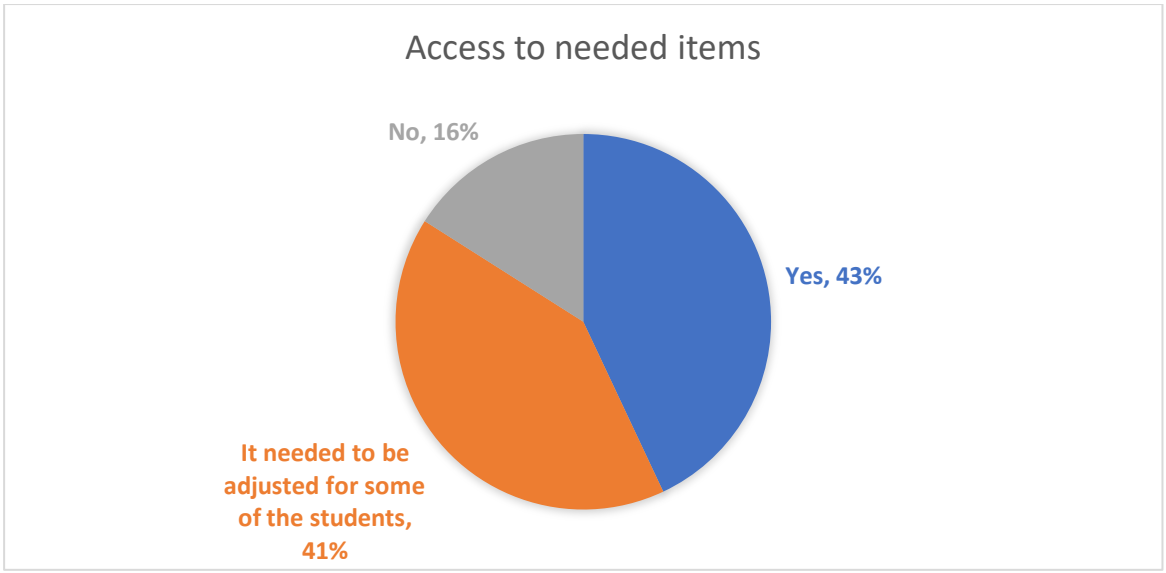


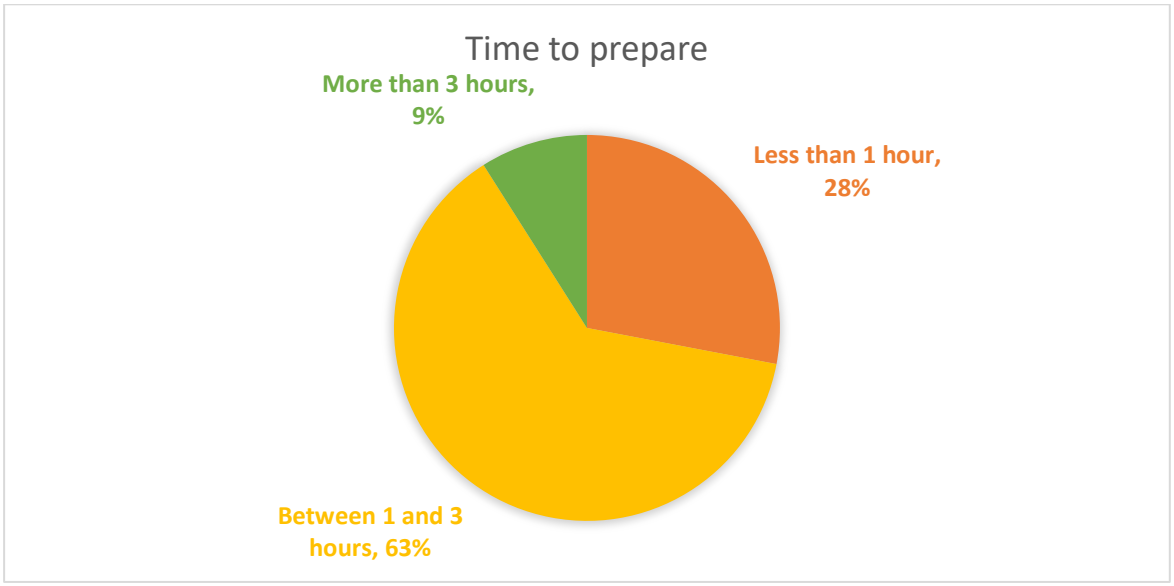


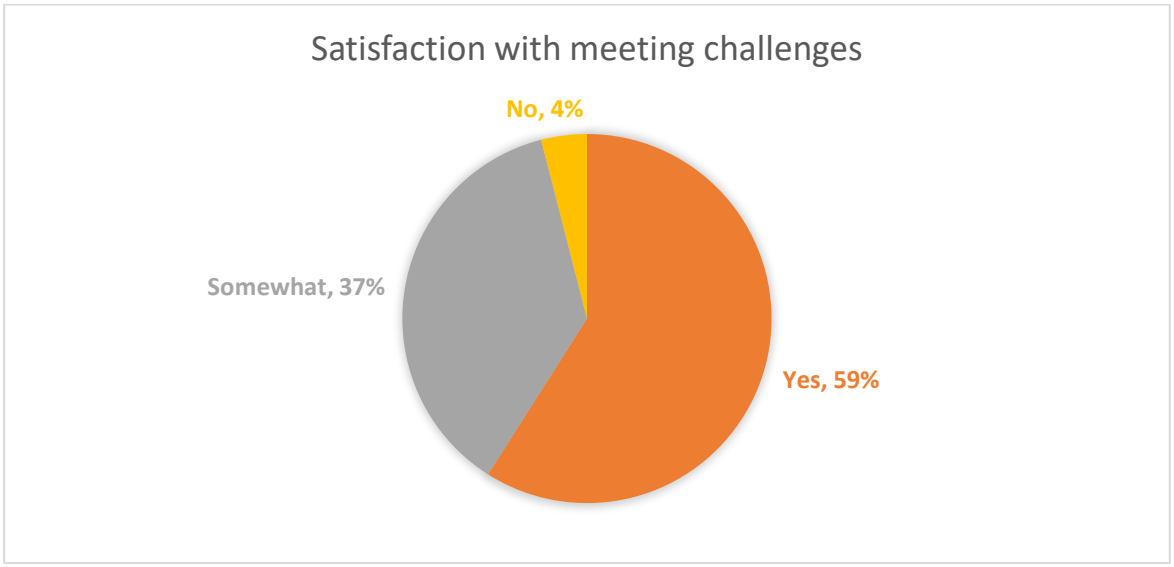

Student learning
No, they did not learn new things, 4%
They could have learned more., 26%
Yes, they learned a lot from the project!, 70%

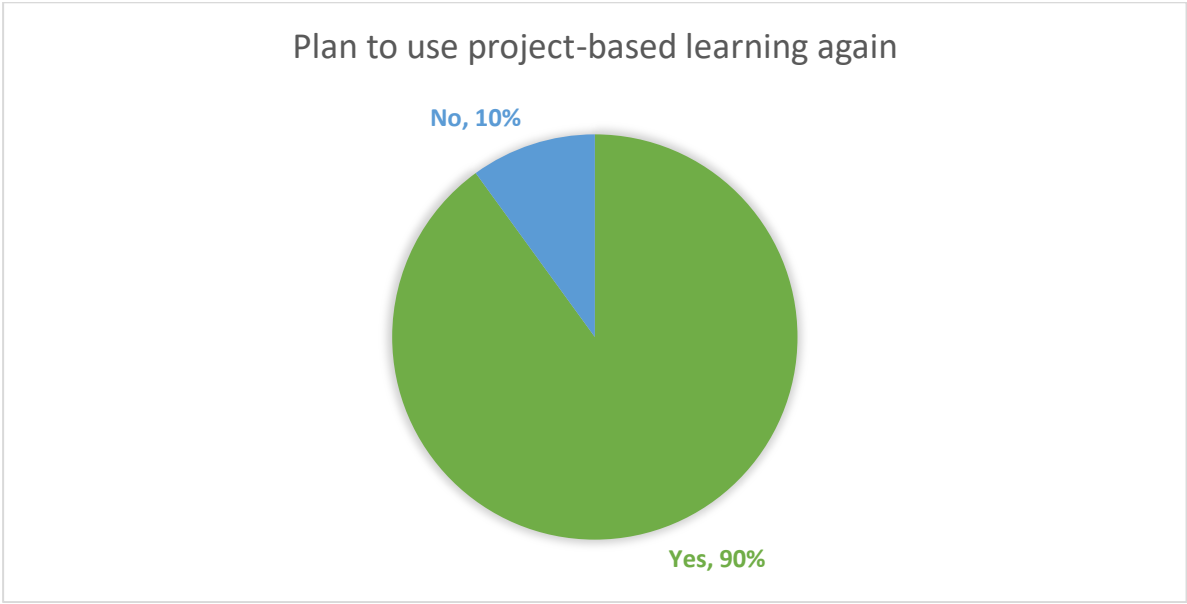

Challenge level of students
No, 4%
Yes, 40%
Yes, with some adaptations or substitutions, 56%


Calrity of instructions
The instructions were hard to follow., 3%
The instructions were not clear enough, 21%
The instructions were clear and easy to follow., 76%


Access to needed items
No, 16%
Yes, 43%
It needed to be adjusted for some of the students, 41%


Time to prepare
More than 3 hours, 9%
Less than 1 hour, 28%
Between 1 and 3 hours, 63%


Satisfaction with meeting challenges
No, 4%
Somewhat, 37%
Yes, 59%



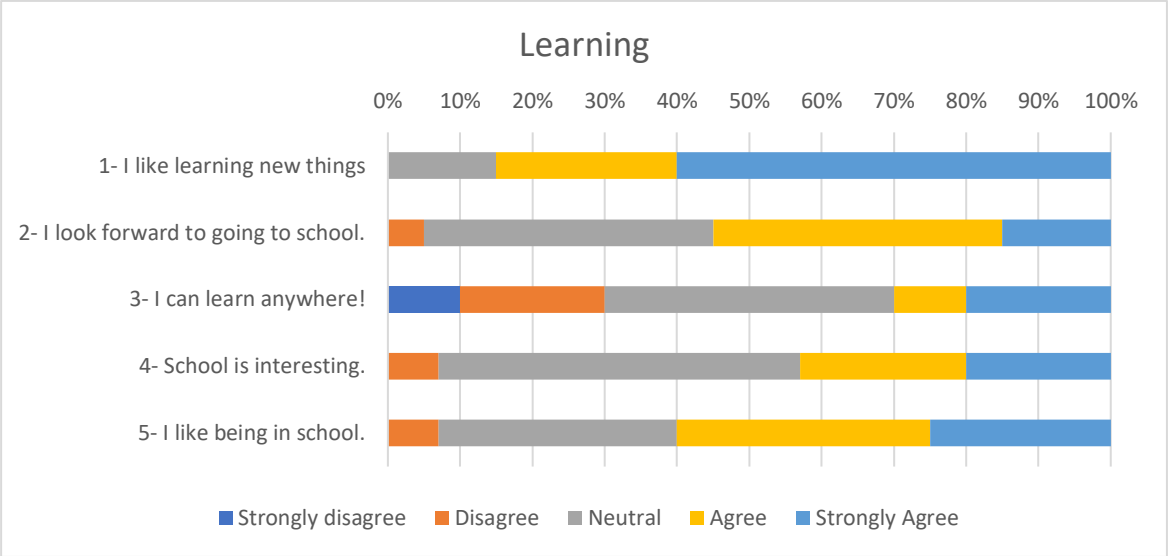
Student Learning Enhanced

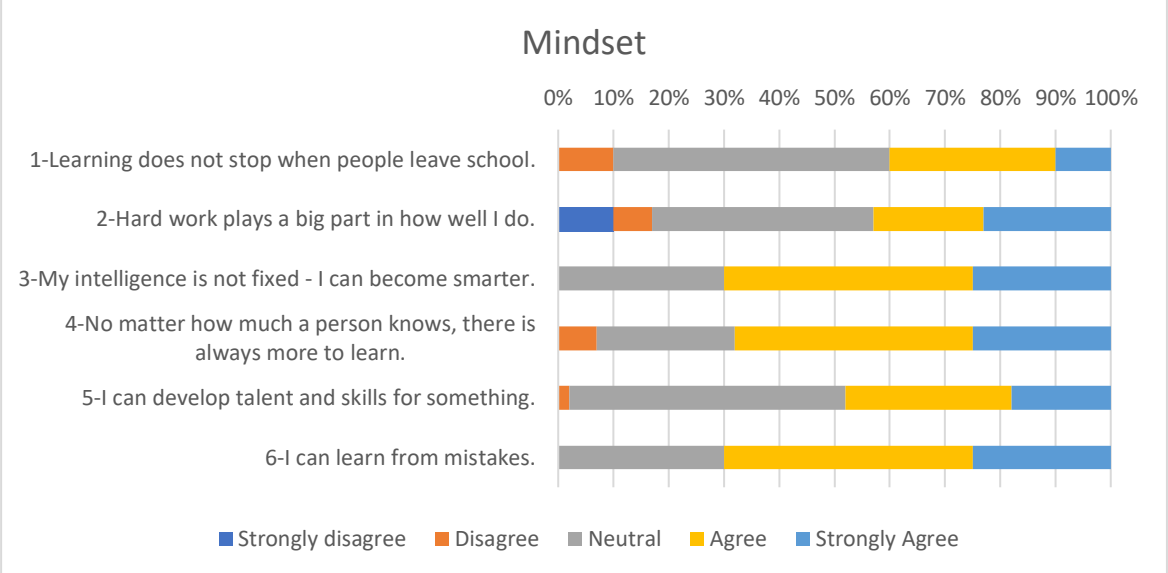
Concerning students' assessment, a pre-assessment was conducted before the piloting phase and a post-assessment was conducted at the end of piloting 12 projects. More than 70% of the students (over 2782 students) underwent these assessments. The same students who were assessed in the pre-piloting phase were also assessed at the end of the piloting phase.

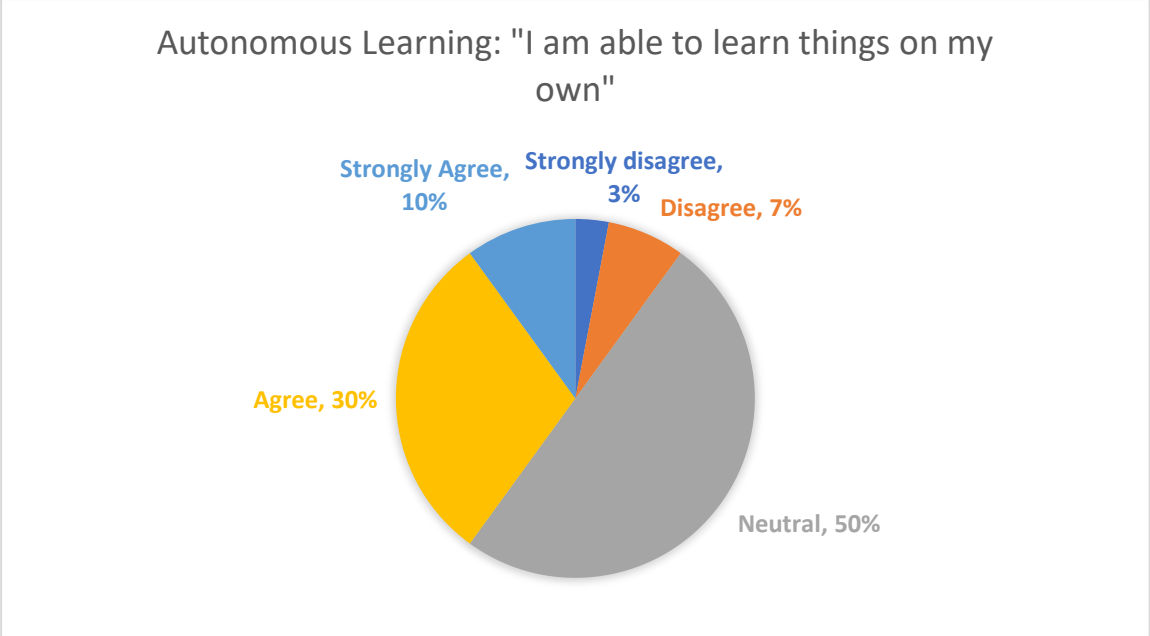
The following table shows the average grade per question. Note that 10 points is the total grade of each question.

Question	1	2	3	4	5	6	7	8	9	10	TOTAL
Pre (Average)	4	4.5	3	2.5	5	2	9	4	7	6	4.7
Post (Average)	7	5	4	4	6	3.5	9	6	8	9	6.15

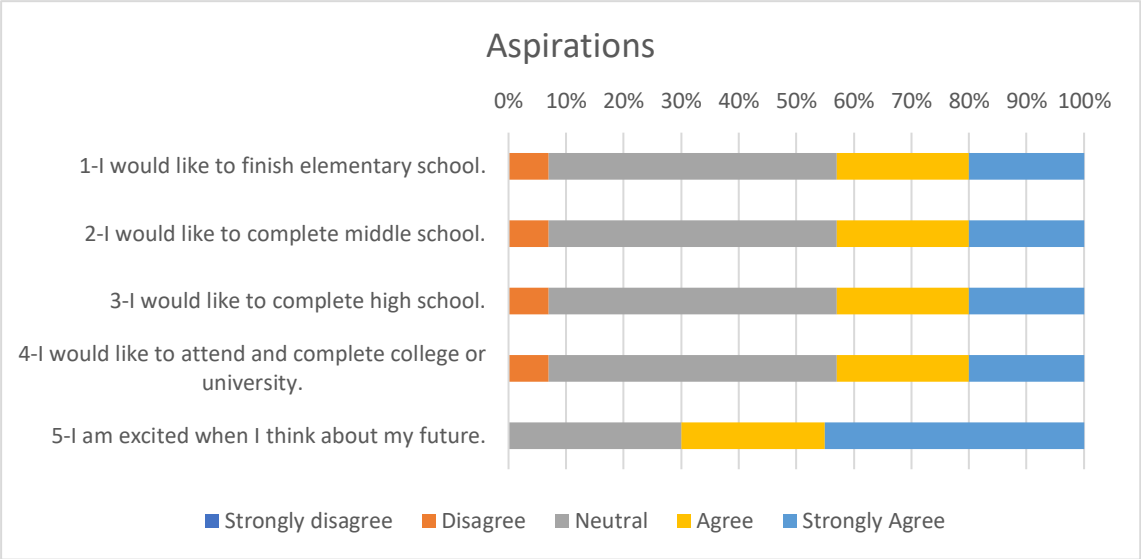
- Change in attitudes towards learning







- Change in attitudes towards life aspirations

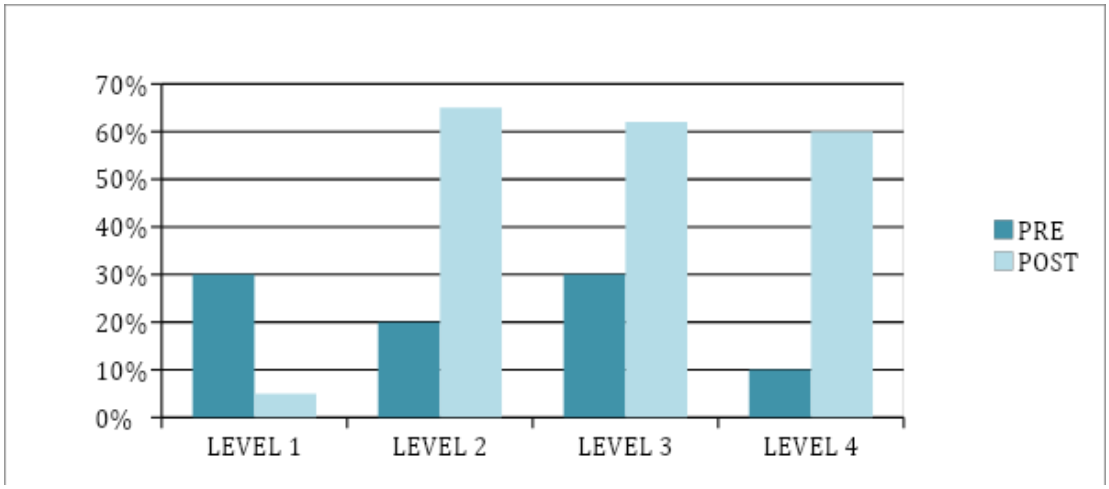


- Impact on student learning and growth through pre-post assessments (life skills)

The pre- and post-assessments were designed to be conducted with the same group of students. The pre-assessment was conducted with 2782 students. However, the post-assessment was not answered by all students because students could not be reached due to poor connectivity. The statistical data given below is limited to over 1400 students who performed both the pre and post-assessments.

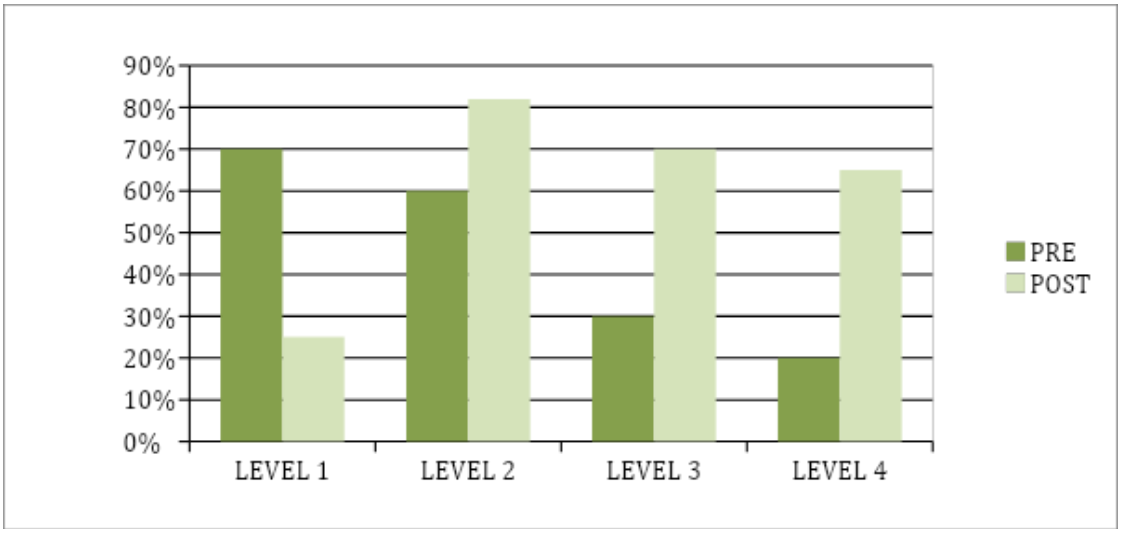
21st Century skills: The pilot assessed three 21st century skills: communication;

critical thinking and creativity. Learners were assessed at pre and post implementation stages.



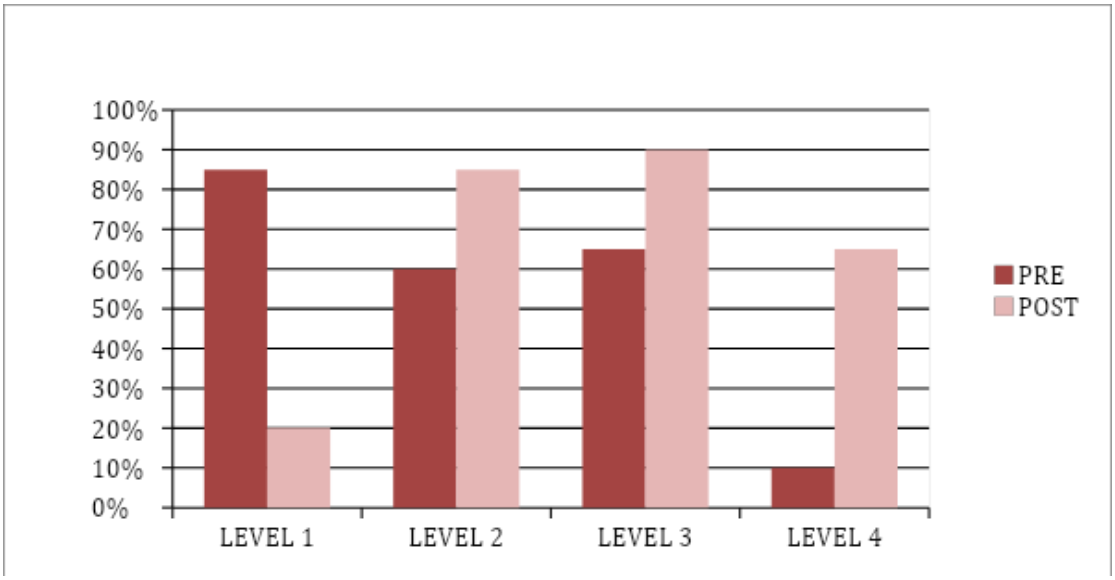
COMMUNICATION

In the pre-test, the student was not able to introduce themself, so we added them in levels 1 and 2 after the post-test. There is an improvement in the students' communication skills, that is, continuity of speaking and clearly presenting themself. Hence, we added them in Levels 3 and 4.



CRITICAL THINKING

In the pre-test, the highest percentage of the students was in level 1 (70%). In the post-test, most of the students are in level 2 (82%). In the post-test, the percentage of the students in all levels increased by 40%. This shows a significant improvement in students' critical thinking.



CREATIVITY

In post-test, the proportion of students at levels 2 and 3 increased and at level 4 decreased compared to level 2-3.

Students' creativity improved in the post-test compared to the pre- test.

In general, IFERB projects include activities that provide students with more opportunities to exercise 21st century skills.

- Impact on student learning and growth from qualitative data.

The projects contributed to widening students' horizons. The new style of teaching and learning, project-based learning, promoted students' creativity and interaction with the surrounding environment. According to the facilitators' feedback in "MAKE YOUR OWN PAPER FIGURE", students gained multidisciplinary skills, exploring the human body, its function and autonomy and making their own sensory flip book exploring the 5 senses.

Students also acquired content knowledge, such as the recommended volume of water that should be drunk per day, animal habitats, etc. Students in the different participating schools developed communication skills. Furthermore, most of the teachers reported significant improvements in students' organizational and verbalization of ideas and completion of statements in the WhatsApp voice recordings they sent. Many students were also creative in their implementation of the activities, such as in coloring, and drawing.

IV. Key Learnings

The IFERB PBL project goes one step further the academic curriculum, as it helped students develop SEL (Social Emotional Learning) skills, and 21s skills such as critical thinking, collaboration, problem-solving , and communication.

The IFERB PBL projects improved the parental engagement unprecedentedly in supporting their children's learning, and it encouraged them to help and reinforce their children's learning and skills by using simple tools that are available at home, and with no need for an internet connection.

Following are our key learning:

Involvement of parents

Parent feedback on overall pilot experience, student progress, and other reflections:

After we started two IFERB projects, some of the parents complained that the activities and tasks requested from the students were very hard to work on due to the two main reasons: first is the illiteracy of parents and the second reason is children are unable to work on projects alone at home. However, after explaining the project-based learning methodology to them at school and trying to give them exercise to do, their conceptualization of learning changed gradually. In the weekly survey, some parents added additional comments in which they mentioned how their children were very excited to work on their projects and make their own home exercise, and they added that their children learned content knowledge including geometrical concepts and other mathematical concepts.

Parents' comments also revealed that their children enjoyed the projects, especially the FAMILY TREE, MY JELLYFISH and MY LOVELY BIRD, and found the project activities to be engaging and easy to follow as they included concepts covered previously in school.

Other reactions from parents were related to stationery. They expressed their children's lack of basic materials needed to accomplish the simplest activities, such as white paper, crayons, etc. However, our fellows tried to offer these materials to the students so that they could work on their projects.

Teacher / facilitator training

More training should have been provided to teachers regarding how to engage students and convince parents that project-based learning is a pedagogical method through which children learn by doing. Probably involving parents from the very beginning in a workshop to inform them of the newly adopted pedagogical strategy would have been beneficial. Additionally, it was noticed that some of the teachers were not used to assessing 21st

century skills. TFM’s team provided some guidance and translated the rubric into Arabic; however, more in- depth training would have been better to conduct prior piloting.

Finally, thanks to this project, our fellows have gained invaluable experience in hybrid teaching, and boosted their social and impact skills.

Teacher/volunteer/facilitator feedback on challenges faced during contextualization, implementation, and delivery of projects and any other challenges experienced:

The main challenges teachers faced were:

- Delays in receiving student responses due to access difficulties, teachers had to extend deadlines.
- Communicating with the students over the phone was not a good decision since parents (who have mobile devices) are usually at work at this time. Some teachers have sent the projects via whatsApp, they were trying to explain the lessons by voice messages because students do not go to school every-day.
- Copying the exercises from the mobile phone to paper and solving them was time consuming, and also for not having a paper printer in the village and also in some schools. The TFM's team has developed a handbook that we delivered copies to our fellows for distribution to the students which includes an exercise for all the activities.

Teacher/volunteer/facilitator feedback on overall pilot experience, student progress, and own professional development and growth:

At the very beginning our fellows were afraid of working on IFERB projects due to many obstacles: the remote learning, the parent's mindset, teaching environment, and the new method of teaching; Project-based learning over WhatsApp. Some of the teachers had no experience in remote teaching and project-based learning. They had the assumption that distance was a barrier to fruitful communication, and they were concerned that the young children may not well be engaged if the teaching was occurring asynchronously. Some of the teachers were also concerned that the parents may not provide the required support to their children, especially those children at ages of 4 and 6 years-old and they cannot write and read. Nevertheless, their concerns were diluted in the first weeks. During our team meetings, participating teachers expressed that after this period, both teachers and students became accustomed to the new learning method in the online setting.

Before our fellows started working on IFERB projects, they reported that they read through the project first with keen focus on the project guidelines. In case of any challenges, the fellows reached out to TFMs' team for support. They studied the learning materials required by each project to ascertain their availability. Then they reached out to parents and learners to confirm their availability for an induction. Sometimes they supported parents with learning materials where possible. Having put together all these measures, the fellows created and followed a schedule for learner support.

An overall average of respondents reported that 87% of the projects were interesting and engaging for the learners in our context. Besides, an overwhelming 95% also reported

that the project was useful for the learners, also 86% of students were engaged and interested in working with the projects. 95% of the students said that the challenges with the projects were appropriate and 96% of students were very satisfied with project resources.

Concerning students' progress, the teachers reported that the students' engagement and motivation were generally low in the first weeks; however, they improved a lot once they were familiarized with each other and the learning environment. It is noteworthy to mention that first; we started implementing the projects on a weekly basis, one project per week. However, sometimes we have to extend some projects due to the difficulties of the content.

All the coordinators provided positive feedback about the piloting phase and highlighted the benefits that the teachers, students, and themselves gained. TFMs' coordinators suggested that the teachers who were participating in IFERB projects provide professional development for the other students out of the school regarding PBL and the implementation of IFERB projects via family student's member. In addition, our coordinators report that IFERB projects have helped them in reaching academic and non-academic goals.

Overall, the fellows provided that the projects were very useful because learners were able to work independently away from the school environment, the projects enables learners to think critically, Promoted parent/learner relationship, it helped learners to understand themselves and raised their self- confidence, learners became more aware of the different emotions they felt and learned ways to identify negative feelings, and allowed learning of the importance of eating a balanced diet, exercising regularly, keeping a sleeping log and drinking enough water.

Student assessments

Sustainability

Our fellows and coordinators expressed their willingness to learn how to create their own projects. They also wished to be a part of any future project. From this journey, we learned a lot.

Annex I: Summary of Projects

Below you will find a table of revised IFERB projects that were adapted to fit into the ECE Morocco Framework.

	Project Title	
1	FAMILY TREE	شجرة العائلة
2	GRANDMOTHER'S TALE	قصص جدتي
3	MAKE YOUR OWN PAPER FIGURE	صنع أطراف الجسم من الورق
4	MY JELLYFISH	مشروع قنديل البحر الخاص بي
5	WATER IS LIFE	الماء هو الحياة
6	HEALTHY AND SUSTAINABLE LIFESTYLE	النظام الصحي المتوازن
7	YOU ARE A SUPERHERO!	أكاديمية البطل الخارق
8	LIFE SKILLS FOR LEADING LIFE	المهارات الحياتية لقيادة الحياة
9	MY LOVELY BIRD	طائري المحبوب
10	MY HOME IN MY UNIVERSE	منزلي عالمي
11	MY ANIMAL PARK	حديقة الحيوانات الخاصة بي
12	WHAT IS THE WEATHER LIKE?	مشروع كيف يبدو الطقس ؟

- https://drive.google.com/drive/folders/1p0eKoBbKiVOlbIiNF2FtlHDfYdEIwv6p?usp=sharing

Annex II

- Family Tree:

- GRANDMOTHER'S TALE:

- MAKE YOUR OWN PAPER FIGURE:

- MY JELLYFISH:

- WATER IS LIFE:

HEALTHY AND SUSTAINABLE LIFESTYLE-

YOU ARE A SUPERHERO-

LIFE SKILLS FOR LEADING LIFE-

MY LOVELY BIRD-

MY HOME IN MY UNIVERSE-

MY ANIMAL PARK-

WHAT IS THE WEATHER LIKE-

Names of participating schools: [School Names]