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MOROCCO LANDSCAPE ASSESSMENT FOR MULTILINGUAL INSTRUCTION

RECOMMENDATIONS FOR EXPANDING ENGLISH: FINAL REPORT

June 2019

This publication was prepared independently by Dr. Amy Porter, Meredith Feenstra, and Mark Minford of Social Impact, Inc. at the request of the United States Agency for International Development (USAID). This assessment is part of the Middle East Education, Research, Training, and Support (MEERS) activity.

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June 2019

Submitted to: Christine Capacci-Carneal, Contracting Office's Representative

USAID/Middle East Bureau

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS & ABBREVIATIONS

AMIDEAST	America-Mideast Educational and Training Services, Inc.
AT	Assessment Team
AY	Academic Year
BA	Bachelor of Arts
BICS	Basic Interpersonal Communication Skills
BPEC	Business and Professional English Center
CALP	Cognitive Academic Language Proficiency
CEFR	Common European Framework of Reference
CELTA	Certificate in Teaching English to Speakers of Other Languages
CIRCLE	Club of Instructional Resources for Culture and Language Enhancement
CLIL	Content and Language Integrated Learning (Model)
CRMEF	Centres Régionaux des Métiers de l'Éducation et de la Formation ("Regional Academies of Education and Training")
DELTA	Diploma in Teaching English to Speakers of Other Languages
ESL	English as a Second Language
EFL	English as a Foreign Language

EMIS	Education Management Information System
ENS	Ecole Normale Superieure
FGD	Focus Group Discussion
GBAIA	Global Book Alliance in Action
GLD	Global Digital Library
GoM	Government of Morocco
IB	International Baccalaureate
ICT	Information and Communication Technology
INGO	International Non-Governmental Organization
KII	Key Informant Interview
K-12	Kindergarten through Grade 12
LAMI	Landscape Assessment for Multilingual Instruction
LAST	Language-Supportive Textbooks and Pedagogy
LLA	Literacy Landscape Assessment
LMD	License-Master-Doctorate
L1	First Language/Mother Tongue
L2	Second Language
L3	Third Language
MA	Master of Arts
MATE	Moroccan Association of Teachers of English
MEERS	Middle East Education, Research, Training, and Support
MENFP	Ministry of National Education and Vocational Training
MLE	Multilingual Education
MNE	Ministry of National Education, Vocational Training, Higher Education and Scientific Research
MOOC	Massive Open Online Course
MSA	Modern Standard Arabic
MTB MLE	Mother Tongue-Based Multilingual Education
MYP	Middle Years Program
NGO	Non-governmental Organization
PCELT	Professional Certificate in English Language Teaching
PIRLS	Progress in International Reading Literacy Study
PYP	Primary Years Program
RELO	Regional English Language Officer
SI	Social Impact, Inc.
SIT	School for International Training
STEM	Supporting Teachers' English via Mentoring
TATE	Tafilalet Association of Teachers of English
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
UNESCO	United Nations Educational, Scientific, and Cultural Organization
US	United States
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

ASSESSMENT BACKGROUND

In efforts to prepare its youth for an increasingly globalized world, the Government of Morocco (GoM) has begun exploring the earlier introduction of English in its multilingual public education system. English is currently taught to some Grade 9 students and to all upper secondary public school students (Grades 10-12). The Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MNE) is considering adding English language instruction nationally, starting at the primary level, with the ultimate goal of preparing students to successfully study science and math in English in secondary school. These objectives are articulated in the *Strategic Vision of Reform 2015-2030* plan put forth by Morocco's Superior Council of Education, Training, and Scientific Research.

In collaboration with the GoM/MNE and the United States Agency for International Development (USAID), Social Impact, Inc. presents this Landscape Assessment for Multilingual Instruction (LAMI). This assessment reviews the existing social and political environment for English, how English is currently taught and used within and outside the public education system, and the various educational institutions implicated in training and certifying English teachers in Morocco. We ultimately present our recommendations for how the GoM should approach its ambitious endeavor to expand English instruction with costing data for each scenario.

ASSESSMENT QUESTIONS

This assessment seeks to equip the GoM with the information it needs to develop a comprehensive operational plan for the gradual expansion of English language instruction in its public school system. To do this, the assessment examined two questions:

1. To what extent are the MNE and its curricula, teachers, and students prepared to transition into a multilingual educational system where English is added as a language of instruction?
2. What resources for English language training exist outside the public school system (e.g. private or religious schools, training centers, family and community support, universities)?

Based on findings and conclusions responding to the assessment questions, the assessment team (AT) then developed recommendations for existing English teaching in public schools, as well as three costed, recommended scenarios for the expansion of English at earlier grade levels.

ASSESSMENT METHODS AND LIMITATIONS

The first phase of the assessment was an extensive review of literature related to multilingual education worldwide and the Moroccan context. This full literature review is available in Annex IV: Literature Review The assessment opens with a limited selection of literature specific to multilingual education best practices. Drawing on academic literature on cognitive development and examples from other countries' experience with introducing English into national public education systems, the assessment highlights and provides guidance on the importance of properly sequencing the introduction of additional languages within multilingual learning contexts.

Primary data collection was conducted across Morocco over a period of four weeks. This included: piloting Focus Group Discussions (FGDs) at Moroccan Association of Teachers of English (MATE) Conference, followed by key informant interviews (KIIs) and FGDs with stakeholders in schools and educational institutions across Morocco, oral assessments of English teachers' language skills, direct classroom observations, and interviews – with extensive follow up correspondence with key stakeholders to collect costing data. Details on the rationale and process for utilizing each of these methods is elaborated in the methods section of the study.

The assessment faced several limitations, such as selection bias of schools, as schools were selected in close collaboration with the MNE, and response bias, wherein some respondents may have exaggerated results to present data they believed desirable. The informal process of oral language assessment is not intended to substitute for formalized language testing. Further, coordination with MNE was required for statistical data for costing, which caused delays while the AT waited for key information or access. One such example was the provision of educational data for costed scenarios; the AT and the Morocco/USAID Mission both worked carefully over several months to obtain data on resource needs and costs necessary to complete the costing of the AT's recommended scenarios for introducing English.

KEY CONCLUSIONS: MOROCCO'S CURRENT EDUCATIONAL LANDSCAPE FOR INTRODUCING ENGLISH

English Perceptions and Competencies

Multilingual education and English learning have wide support across a range of stakeholders in Morocco. English is positively associated with technology and science and praised as a global language. However, respondents raised concerns about the additional burden that introducing English will have on students, teachers, and broader educational institutions. Our evaluation of teachers' English language skills reinforce secondary research that describes Morocco as having an overall low-level of English proficiency among adults. We interviewed 53 English teachers who all demonstrated a strong command of the English language, but the 31 non-English teachers with whom we conducted interviews and focus groups were unable to participate in English (and thus, interactions were conducted in a language of their choosing). The assessment of English language practices in society informs our recommended scenarios, in that all scenarios will need to incorporate English training (ideally at the university level) prior to recruiting future teachers into English teacher training programs.

Sites for Learning English in Morocco

There are some resources for English language learning outside the public school system, many of which require navigating financial or geographic barriers to access. Some non-governmental organization (NGO) programs currently play ad hoc supporting roles in public school students' exposure to and learning of English. While there are resources available for students to learn English through NGOs, language centers, and private schools, these resources are either already connected to public education, as in the case of Access using public school teachers, or they are fee-based services that impose financial barriers to access. Therefore, providing an opportunity for all students to learn English starting in primary school should continue to focus on planning, resourcing, and implementing English language education as a gradual process in the national education system. However, opportunities to connect NGOs to English language training in public schools could continue to be explored to supplement the implementation of English in primary schools, particularly in terms of NGOs supporting new English teachers to improve their ability to teach English. Recommendations of when and how these collaborative efforts could be introduced are included in the recommended scenarios.

Morocco's Public School System

The current educational landscape across various institutions, universities, teacher training institutes, inspectorates managed by Academies, teaching practices in foreign language classrooms, and the state of learning resources all inform the recommendations we provide for current grade levels that already teach English, and for introducing English in earlier grades. The assessment findings allow us to conclude that universities are key institutions for training future English teachers, and that the newly introduced Bachelor of Arts (BA) in Education offers a platform that could be leveraged to align with the goals of expanding English teacher candidates. Within regional teacher training centers, the assessment identified weaknesses in training schedules, modules taught, and recruitment patterns that might be adjusted to better serve larger cohorts of incoming English teachers. Existing foreign language teachers could use additional

guidance on pedagogy for teaching English and techniques to assess students. In-service training more broadly, which incorporates support from English inspectors, is not equally reaching all English teachers, and additional in-service training would benefit English teachers. We note challenges in terms of learning materials, such as a lack of technology, textbooks that were outdated and, in some cases, poorly sequenced, which made English teaching and learning less effective. Finally, respondents noted their belief that weaknesses in teaching practice and shortcomings in learning materials could be ameliorated through stronger teaching guides that provide practical means to incorporate student assessment, technology in the classroom, and sequenced student learning. We have incorporated these conclusions throughout our recommendations.

RECOMMENDATIONS

We first present recommendations for the existing system of English instruction that should be considered foundational steps, before introducing any of the three recommended scenarios:

Foundational Recommendations for Existing English Instruction

- Identify currently employed English language teachers and inspectors who have demonstrated leadership and innovation skills and offer them leadership positions.
- Provide incentives for young and aspiring teachers who have demonstrated excellence in their teaching and excellent human relations and communication skills.
- Provide incentives to female teachers and to teachers with disabilities to become inspectors and leaders in the field of teaching English in Morocco.
- Expand English language instruction to all students in Grade 9.
- Recruit additional English inspectors to support existing English teachers.
- Continue leveraging support for English training from NGOs and international non-governmental organizations (INGOs).
- Review and update of current curriculum and textbooks for Grades 10-12.
- Develop a supplementary teacher guide for existing English teachers.

Recommendations for Expanding English Instruction

Establish shared terminology. Before moving to recommendations for laying the groundwork for English language instruction in earlier grades in Morocco, it is important to establish a shared vocabulary for English teaching and learning. The AT recommends using the term Teaching English to Speakers of Other Languages (TESOL) in Morocco's new English language education policy.

Harmonize credentials of all future English teachers through a five-year English teaching certification. Given the wide variety of existing teacher qualifications, it is imperative to harmonize teacher credentials to ensure English instruction is uniformly introduced.

Develop curricular benchmarks and standards for an BA in Education: TESOL Option. An initial three years of coursework at universities should cover pedagogic and linguistic training, grounding teachers in both theoretical and linguistic knowledge.

Develop curricular benchmarks and standards for Centres Régionaux des Métiers de l'Éducation et de la Formation ("Regional Centers of Education and Training Professions," CRMEF) one-year program. Develop a high-quality teacher certification to qualify teachers post-BA based on accreditation standards, train teacher education faculty and provide time for collaboration, develop teacher education curricula that are standards-based and grounded in sound theory and practice, create benchmarks, standards, and related training on how to formatively assess students to modify classroom teaching to meet learners' diverse needs, emphasize technology and media usage in English language instruction for teachers, strengthen inclusion of people with disabilities (both students and

teacher trainees), include courses on inclusive education and parent involvement, create or strengthen home-to-school connections.

Develop curricular benchmarks and standards for Academy-organized practicum (in-classroom) one-year program and ongoing in-service teacher training. Develop sound structures for teacher-students' practica year so as to systematically place them in schools and classrooms and ensure there is a fair and comprehensive method of evaluation during student teaching in schools. Provide guidance and support for in-service teacher training that builds on pre-service lessons through inspectors, peer teaching and coaching, school-level leadership and teacher support, and NGO and institutional partnerships to round out in-person and virtual in-service teacher training efforts.

Establish curricular benchmarks and standards (and learning materials) for English students across grade levels. While this assessment does not focus on individual students' cognitive or language learning abilities, the following points should be considered when setting benchmarks and standards for students learning English:

- Set language-specific benchmarks for various languages students are required to learn.
- Integrate technology into English learning benchmarks in contextually realistic ways.
- Align standards with the Superior Council of Education and the MNE's desire to introduce. English as a language of instruction for sciences and math in upper secondary school, including the number of hours devoted to English language learning at each grade level.
- Utilize formative, summative, performance, portfolio, and alternative assessments.
- Provide additional opportunities, even outside the formal curricula, for young children to engage in English language learning.
- Initiate the "Seal for English Language Proficiency" on upper secondary school diplomas.
- Leverage partnerships to develop bridges for ongoing practical use of English among students through exchange programs, connections to vocational and career education, and incentives for high performing students to pursue tertiary education.

OVERVIEW OF RECOMMENDED SCENARIOS

To implement English at earlier grade levels in the Moroccan public education system, we recommend three different scenarios that differ by timing of English language introduction. Two scenarios introduce English (using the TESOL approach) in primary school (Grade 4 and Grade 5), while the third scenario recommends TESOL from Grade 7. The option to incorporate science and math in English starting at Grade 10 is considered for Scenarios I and II, but not for Scenario III, given that learners will have had insufficient exposure to English to successfully learn subjects in the language, unless a significant number of English hours of instruction are added to the curricula.

	Scenario I: TESOL from Grade 4	Scenario II: TESOL from Grade 5	Scenario III: TESOL from Grade 7
Objective I: English in Earlier Grade Levels	• Literacy attained from Grade 3 • Teachers teach full course load (Grades 4-6) • Pilot cohort of Grade 4 learners begin once initial cohort of TESOL teachers are certified	• Literacy attained from Grade 3, improved on with additional years of instruction • Teachers could be organized to teach full course load (Grades 5-6) • Pilot cohort of Grade 5 learners begin once initial cohort of TESOL teachers are certified	• Eliminates complications of introducing English at the primary level • Teachers teach full course load (Grades 7-9) • Pilot cohort of Grade 7 learners begin once initial cohort of TESOL teachers are certified

	Scenario I: Math & Science in English from Grade 10	Scenario II: Math & Science in English from Grade 10	Scenario III: No Math & Science in English
Objective II: English in Sciences & Math in Upper Secondary School	• Long lead time to ensure universities can support teaching science and math in English to teaching certification candidates • Students beginning English in Grade 4 are expected to be competent to learn subjects in English after 6 years of progressive instruction	• Long lead time to ensure universities can support teaching science and math in English to teaching certification candidates • Fewer students beginning English in Grade 5 will be fully competent to learn subjects in English after only 5 years of progressive instruction	• While not impossible, a substantial increase in English instructional hours would be required in Grades 7-9 for students to transition to math and science in English from Grade 10

All three scenarios propose a phased-in approach, with a pilot of 20 percent of each grade level beginning TESOL English classes once the first cohort of TESOL certified English teachers are recruited into schools, and gradually expanding the English coverage each subsequent year. Each scenario has been costed such that the implications of proceeding with any scenario can be evaluated against available resources for this endeavor. The recommended scenario section of the report details the implied resource burden on each educational institution by year for each scenario.

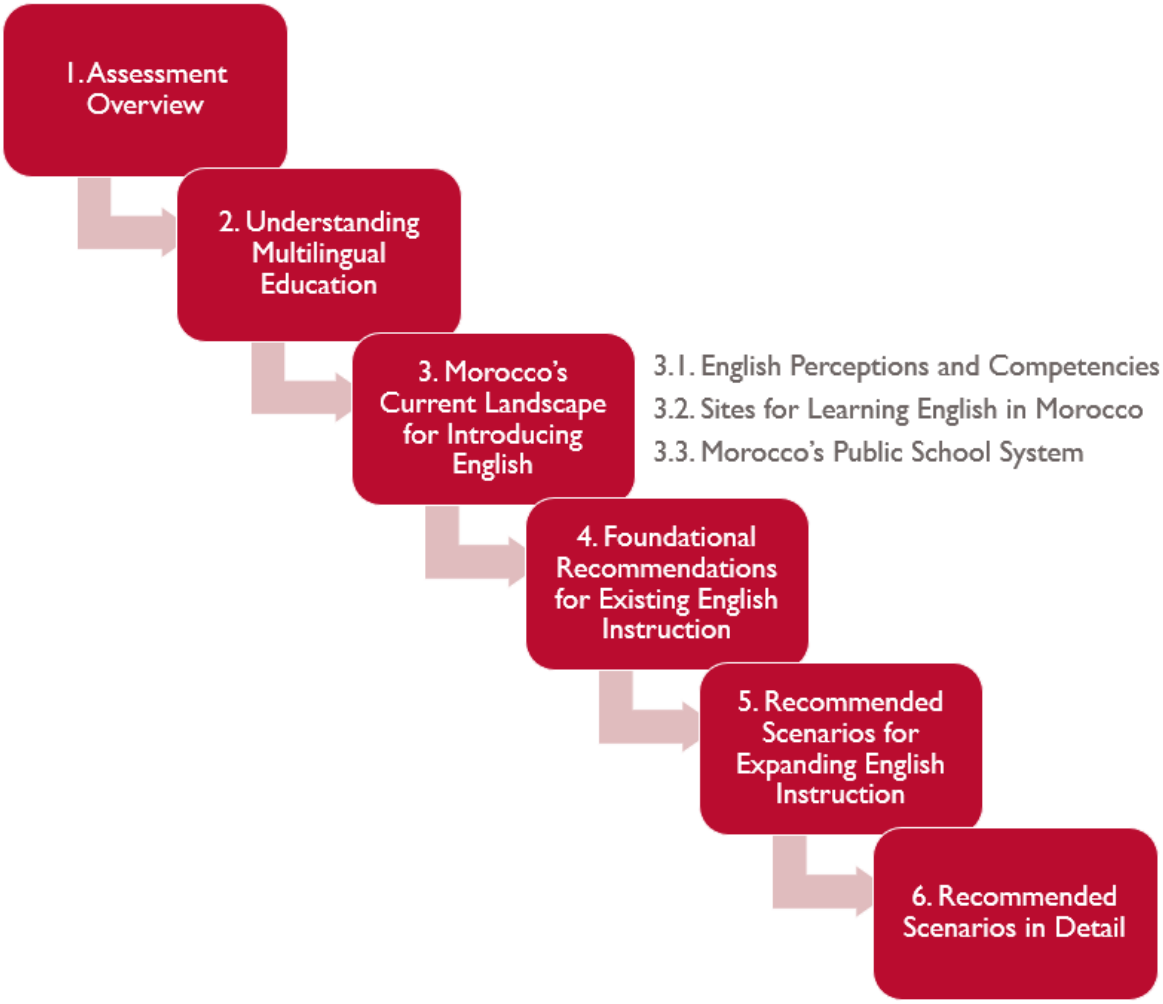
The three recommended scenarios detail the best options for implementing English teaching in earlier grades in Morocco, prioritizing a sustainable, government-led path for building institutional capacity to begin teaching English at scale. The scenarios all prioritize cost minimization by projecting over a long-term horizon. If the eventual plan is to introduce English in Grade 4, as is indicated in the Superior Council of Education's 2015-2030 strategy, beginning with this entry point will avoid costly rework in the future. However, the most reasonable scenario given the context into which English will be introduced is Scenario III. Introducing English in Grade 7 taught by specialized TESOL certified teachers is the most likely scenario to be adequately resourced and presents the lowest burden on an already strained national education system, while still meeting the objective of increasing the amount and duration of English that public school students receive. The implementation of Scenario III still presents many challenges and is a medium-term

proposition. Once initiated, the initial cohort of TESOL certified teachers will be ready to teach six years from that date, beginning in Grade 7, and progressively introducing new curricula across grade levels through to Grade 12 – an 11 year horizon. Once expanded throughout the school system, further refinements, such as expanding the range of Grade levels where English is taught into the primary grades, could be introduced without modifying the teacher training pathway, as TESOL certifies teachers in English methodologies applicable from Grade 1-12. Similarly, TESOL certifies English teachers to teach subject-specific pedagogy, and thus could begin to teach subjects (math, science, etc.) in English with specialized training.

While we have costed Scenarios I and II assuming a progression to teaching sciences and math in English, there is also the option to continue English through the upper secondary school level without introducing other subjects taught in English. The MNE could opt for alternatives, such as magnet upper secondary schools across Morocco that use English as the language of instruction. These select schools could identify and admit students who have already mastered the required level of English through an examination process. By offering science and math in English in only select schools, the number of specialized English teachers would be much smaller than if English as the language of instruction was introduced across all upper secondary schools. The option to utilize magnet schools would be an alternative means of implementing Scenarios I and II that would still deliver on the MNE and Superior Council of Education's desire to introduce English more expansively starting at the primary school level. On the other hand, it is possible that even in Scenario III, hours of English instruction could be increased so that students would be at a mastery level adequate to learn subjects in English starting in Grade 10, though it would be politically and otherwise challenging to displace or expand the curricular hours.

REPORT ROADMAP

We begin this report by explaining the purpose of the assessment and the questions it sought to answer, followed by the design and methods we used to collect data to answer those questions. Then, we provide an overview of our findings including the current environment in Morocco related to English language, and the current public education landscape to elucidate the context into which English might be introduced nationally at earlier grade levels. The second half of the report presents our recommendations, along with three scenarios the GoM may follow to prepare for English expansion in the multilingual education system.



1. ASSESSMENT OVERVIEW

INTRODUCTION AND CONTEXT

In efforts to prepare its youth for an increasingly globalized world, the Government of Morocco (GoM) has begun exploring the earlier introduction of English in its multilingual public education system. The GoM is considering adding English language instruction into the national curriculum, starting at the primary level, with the ultimate goal of preparing students to successfully study science and math in English in secondary school. These objectives are articulated in the *Strategic Vision of Reform 2015-2030* plan put forth by Morocco's Superior Council of Education, Training, and Scientific Research.

Although there is strong political will to stay abreast of the global trend toward English language instruction, and a citizenry eager to receive high-quality, multilingual education, the GoM faces serious challenges to the successful implementation of this significant policy change, including:

- English is currently only taught as at the upper secondary school level; pilot schools begin in Grade 9.
- Students currently receive five hours of English instruction per week (at most).
- There are low literacy and reading comprehension levels in existing languages of instruction.

Introducing English earlier with greater frequency and duration of instruction will significantly increase the overall volume of English language learning. This increase must be commensurately accompanied by significant investments of both time and resources to develop curricula, learning standards, benchmarks, textbooks, and workbooks. Further, steps must be taken to increase access to English-language literature, provide technology resources for schools, and to devise meaningful formative and summative assessments. Expanding English language instruction requires a supply of teachers well-trained in both English language and English language acquisition, which demands extensive collaboration with university programs in pedagogy and language, and the provision of substantial pre- and in-service training to new and existing teachers.

A methodical assessment of the prerequisites and costs associated with expanding English language instruction is a foundational first step to bridge the gap between Morocco's current constraints and the successful implementation of this policy change.

ASSESSMENT PURPOSE

In collaboration with the GoM Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MNE), the United States Agency for International Development (USAID) requested that Social Impact, Inc. (SI) conduct a Landscape Assessment for Multilingual Instruction (LAMI). This LAMI was designed to assemble comprehensive, contextualized information to develop a costed operational plan for the gradual expansion of English language instruction in the public school system. This assessment seeks to equip the GoM with the information it needs to overcome the contextual challenges described above and chart a course to successful implementation. Along with an initial literature report (see Annex IV: Literature Review), this assessment report:

- Documents the current context and outcomes of multilingual education and reading instruction at the primary level (at the systems, classroom, and community levels, and examining Amazigh, Arabic, French, and English) relevant to developing a program of English language acquisition and education;
- Summarizes the outcomes, costs, advantages, and disadvantages of similar national undertakings (in Morocco and other countries);
- Explores the opportunities and constraints (material, financial, sociocultural, etc.) linked to introducing English language acquisition and education at the primary level;
- Identifies the challenges to the introduction of English language instruction (curricular, systemic, financial) and mitigation strategies;

- Proposes insights for a coherent framework of standards and benchmarks for English language acquisition and education in Morocco's multilingual context; and,
- Presents costed scenarios for achieving the generalization of English language instruction in primary grades in the multilingual Moroccan system by 2030 and a plan for phasing in English language instruction at the upper secondary school level.

ASSESSMENT QUESTIONS

This assessment was designed to answer two research questions. While we collected and analyzed data to answer both questions as they related to the current landscape for English learning in Morocco, the costed scenarios we propose in this report rely on public education as the vehicle for introducing English nationwide. As such, we explore data that respond to Question 2 in the analysis of the current education landscape, though the costed scenario recommendations are largely predicated on data that respond to Question 1.

1. To what extent are the MNE and its curricula, teachers, and students prepared to transition into a multilingual educational system where English is added as a language of instruction?

2. What resources for English language training exist outside the public school system (e.g. private or religious schools, training centers, family and community support, universities)?

Based on findings and conclusions responding to the assessment questions, the assessment team (AT) then developed recommendations for existing English teaching in public schools, as well as three costed, recommended scenarios for the expansion of English at earlier grade levels.

ASSESSMENT DESIGN AND METHODS

To address the assessment questions, the AT designed a rigorous study, which included a thorough literature review and four weeks of in-country data collection, followed by a period of comprehensive data analysis and an iterative process of report production.

Literature Review

The first phase of this assessment was an extensive review of literature related to multilingual education in Morocco and worldwide. This phase produced a standalone literature review report (the full literature review is in Annex IV: Literature Review), which answered the following questions:

1. In other countries that have attempted to shift the language of instruction at scale in their school systems, what were their experiences with methods, costs, outcomes, and timeline?
2. What have Morocco's own experiences and outcomes been with the expansion of multilingual education?
3. What is the status of the following in Morocco?
    - Current language policy;
    - Supply side characteristics affecting delivery of language acquisition and literacy;
    - Learning environment quality in public schools, and variation in learning environment quality between schools;
    - Teacher and student language knowledge, skills and attitudes in English, Arabic, and other local languages; and,

- Family and community attitudes and practices promoting literacy and other language acquisition?

The AT collaboratively developed a search framework and common search terms for each of the literature review questions based on the Statement of Work, USAID's Literacy Landscape Assessment (LLA) framework, and preliminary research on standard frameworks (for example, common components of education quality or school system supply-side characteristics). Reviewers limited documents for the third question (examining the current status of the LLA module categories in Morocco) to 2008-2018, but reviewed documents for Questions 1 and 2 unrestricted by date. Reviewers sourced documents from academic databases, the USAID Development Experience Clearinghouse, the MNE, and those provided by USAID/Morocco, reviewing abstracts as an initial filter to identify those most relevant. The reviewers secondarily conducted bibliographic tracing, identifying documents that emerged from relevant citations within the initial reviewed literature. Reviewers used an analysis matrix to organize the literature findings by literature review question, which highlighted gaps that could be answered during fieldwork data collection.

Primary Data Collection

The AT was comprised of five people: a Team Leader, a Senior Economist/Costing Specialist, and three Moroccan education and research specialists. We collected data in Morocco between March and May 2018, first using the literature review and other discussions with USAID and MNE stakeholders to draft data collection instruments, which were piloted in northern Morocco during a regional conference of the Moroccan Association of Teachers of English (MATE) in April 2018. After piloting, we worked with a USAID early grade reading specialist to refine data collection tools and tailor them for each stakeholder type. We used four primary data collection methods:

- Direct observation in classrooms
- Oral language assessments of teachers
- Key informant interviews (KIIs)
- Focus group discussions (FGDs)

We also developed protocols and data entry templates to systematically collect and collate field notes to facilitate data analysis. The Team Leader trained the AT on the research objectives and draft data collection tools in late March and the full team conducted fieldwork over four weeks in April 2018, dividing into sub-teams for the majority of fieldwork to conduct 58 discrete data collection visits to schools at the primary, middle, upper secondary school, and university levels, teacher training centers in three regions, and two regional academies. Following initial fieldwork, the Senior Economist, accompanied by a Moroccan education and research specialist, conducted an additional week of fieldwork to collect data for the costed scenarios. This included four KIIs and subsequent follow-up

What are the data sources?

200+ documents

84 teachers (53 English teachers, 31 non-English teachers)

14 other school staff (university administrators and faculty)

8 principals

51 parent/guardians

11 NGO officials

8 non-school staff (Ministry officials, teacher trainers, private institution representatives)

12 direct classroom observations

with the MNE and teacher training institutions over the next several months. In total, we consulted 175 respondents (86 women and 89 men) through all data collection methods.

Sampling

We collaborated with USAID/Morocco and the MNE to identify schools for site visits. The school sample was drawn from the four "corners" of Morocco: North, South, East, and Coast, ensuring sampled schools represented the diversity of Morocco's educational landscape. Within each corner, we further sampled by the following four criteria:

- Geographic type (urban/rural)
- Language group (Spanish, Amazigh, French, etc.)
- School enrollment size (small/medium/large)
- School resource level (high/low)

We used a purposive sampling strategy to identify the final sample of school-based respondents, determined in coordination with MNE. The MNE provided lists of inspectors and school administrators and sent official MNE correspondence to academies across the country to facilitate access. English language teachers were prioritized for KIIs, followed by a smaller sample of teachers of other foreign languages (e.g., French and Amazigh) and math or science in English teachers from pilot upper secondary schools that have the International Baccalaureate (IB) in English option. We also collected data from stakeholders outside of schools. In most cases, these non-school stakeholders were interviewed in small groups with stakeholders of the same group, such as faculty members at the same university, based on respondent preference and availability. Stakeholder types, titles, and the rationale for their inclusion in the assessment are outlined in Table 1 on the next page.

We relied partly on convenience sampling for the FGDs with parents and Parent Associations, as only some schools had Parent Associations and parents had limited availability when we were in their region. Although all samples were not randomly drawn, we conducted interviews with all groups in each region to ensure the sampling was as representative as possible.

DATA COLLECTION METHODS

Focus Group Discussion at MATE Conference: During the pilot process noted above, we facilitated a large-group discussion with 20 participants at the MATE Conference in Assilah. The MATE Conference, an annual gathering of Moroccan English teachers and other experts, provided a unique opportunity to target many stakeholders from diverse areas of Morocco at once. The Team Leader facilitated a group discussion using the FGD guide in Annex III: Data Collection Instruments. We also conducted ad hoc interviews with other conference attendees during the conference period.

KIIs and FGDs with stakeholders: We conducted interviews and focus groups with individuals from the stakeholder types listed in Table 1. To reach a larger geographic area, we conducted FGDs with respondents of the same stakeholder type. For example, interviews with English upper secondary school teachers were conducted with all available English teachers at the school (ranging from one to six teachers). While we endeavored to hold separate FGD with disparate stakeholder types, we were not able to exclude school administrators, principals, etc. who were present and desired to be engaged in the assessment. We provided all respondents information about the assessment and their rights as a participant in the study. All respondents consented to participation in the study. As noted above, we relied partly on convenience sampling for the FGDs with parents and Parent Associations, and although all samples were not randomly drawn, we conducted interviews with all groups in each region to ensure the sampling was as representative as possible.

Table 1: Respondent types and reason for inclusion in assessment

Respondent types	Purpose for inclusion in study
Public school teachers	English teachers, teachers of other foreign languages, and teachers from the science and math in English International baccalaureate program provided insight into existing English and foreign language training challenges that presently exist in Morocco. Teachers provided understanding of students' interests in and motivations to learn English, resources available for English, and how English and other foreign languages interact in the multilingual education system.
Public school principals	Principals of primary, middle, and upper secondary schools provided insight into weaknesses and strengths of the educational system at different levels.
Parents	Primary school parents involved in Parent Associations provided key insights into English language use in their homes and in society more broadly. Parents also shared their sentiments about children learning in a multilingual educational environment and their attitudes about introducing English at earlier grade levels.
University administrators and faculty	University faculty in Departments of English, Language Pedagogy, and Pedagogy contributed information regarding how and where English was being used in the university system, and to what purposes. University faculty also contributed their perspective on what role they can and do play in supporting the theoretical training of students, some of whom continue onto teacher training institutions.
Teacher training institutes	Regional teacher training institute staff and instructors detailed the current structure and demand for English teacher training, the content of teacher training, and how they felt about the current length, sequencing, and content of English teacher training.
Local NGOs[1]	Local non-governmental organizations (NGOs), including the longstanding MATE organization, provided information about the services and support that their organizations currently provide to English teachers throughout Morocco.
Private school administration and teachers	Directors, teachers, and staff at private primary, middle, and upper secondary schools shared details about their experience with introducing English at the primary level, the materials they use to teach English, and their teachers' experience teaching English at lower grade levels.
Private organizations and language centers	Representatives from private institutions, including the America-Mideast Educational and Training Services, Inc. (AMIDEAST) and the British Council shared information about paid English learning services available in Morocco and the types of youth and adults who take advantage of their programming.
Ministry officials	MNE officials provided critical insight into the Ministry's goals and objectives in expanding English teaching and learning opportunities to earlier grade levels.

[1] A non-exhaustive list of Moroccan NGOs is found in Annex V: Moroccan NGOs.

Oral Assessments: During KIIs with teachers, we conducted interviews in English with teachers who felt comfortable speaking in English. Teachers who were not comfortable in English were interviewed in their preferred language. We also assessed the language abilities of teachers who were interviewed or observed teaching in English using the LAMI Oral Assessment Tool in Annex III: Data Collection Instruments, which gauged English competencies. The LAMI Oral Assessment Tool was adapted from two matrices (Wright, (2015) and Common European Framework of Reference (CEFR) Scale). During, or immediately after the interview, we scored the participant by selecting the English level on the oral assessment tool that was consistent with the participant's demonstrated English language competence. The tool calculates the CEFR scale (A1-C3) level of the participant.

Direct Classroom Observations: To complement the teacher KIIs, FGDs, and oral assessments, we also observed teachers' classroom practices using the Teaching Observation Rubric in Annex III: Data Collection Instruments. Direct observations took place when it was possible to align with planned school visits and with the permission of the teacher. We primarily conducted direct observations in upper secondary school English classes. When time permitted, the team observed other language classes (primary school French foreign language classes and primary school Arabic classes) to identify differences in methodology and approach in these language classes. In sum, we conducted 12 direct classroom observations. Direct observations validated what teachers reported during KIIs and FGDs about their teaching practices and the realities of common practices in foreign language classrooms.

Costing Data Collection: The Senior Economist/Costing Specialist led a process of data collection using document review, semi-structured KIIs and a snowball data investigation technique. Education Management Information System (EMIS) and other published education data were first reviewed to obtain "baseline" information on the key cost drivers (teacher/class numbers, pupil numbers, etc.) related to the introduction of English as a language of instruction and learning in Moroccan schools. Based on the published data initially reviewed, the Senior Economist/Costing Specialist assembled a list of required additional data, protocols and instruments for collecting data, and a list of likely key informants, including MNE officials, academic researchers, and education development partners. Key data points include the cost of both pre-service and in-service teacher training, including the cost of the likely volume and costs of English language teacher and student materials (e.g., textbooks, readers, and teacher guides). We extended the duration of the LAMI field mission in Morocco by one week to deepen the Senior Economist/Costing Specialist's understanding of the cost of teacher training and other costs related to English language teaching. However, as noted in the limitations below, we experienced challenges in receiving data and access to officials with whom we could discuss the assumptions behind the statistical information needed to cost the recommended scenarios.

DATA ANALYSIS

We employed several analysis methods after data collection to identify key findings and develop costed scenarios for the GoM. Throughout fieldwork, the two-sub teams regularly discussed themes that emerged from data collection. Prior to departing from Morocco, the sub-teams developed a framework for the analytical process. Data collected during fieldwork were compiled in data entry templates. Using these templates, all fieldwork activities were cross-checked for completeness by both fieldwork teams. The Team Leader then developed axial and individual codes to create a tally sheet, a qualitative data analysis tool that allows researchers to track the major themes and frequency of responses. The Team Leader trained coders on the codebook and tally sheet protocols and conducted an initial pilot coding exercise to validate interrater reliability, after which all qualitative data were coded. We used the tally sheet to catalogue the ideas and themes disaggregated by respondent type, gender, and location. These were triangulated across stakeholders and methods of data collection to explore contextual or demographic factors influencing responses. Analysis methods were dependent on the data source, and included:

1. **Content Analysis:** We conducted intensive coding and analysis of KII and FGD data to identify and highlight key aspects of the Moroccan education system that will influence the integration of English language as a medium of instruction.
2. **Gap Analysis:** We used gap analysis to examine which aspects of the education system will create challenges to integrate English as a language of instruction, and the likely factors contributing to these gaps.
3. **Comparative Analysis:** We compared findings across regions and stakeholder groups to assess convergence and divergence in perspectives.
4. **Costing Analysis:** Using the information gathered in the data collection phase, the Senior Economist/Costing Specialist developed costed scenarios for the implementation of English language instruction. The Senior Economist/Costing Specialist worked closely with the rest of the AT to understand the proposed programmatic scenarios and their concomitant considerations in conducting the costing analysis.

LIMITATIONS

Selection bias of schools: The GoM played a key role in selecting schools where we conducted interviews and observations. While the GoM expressed its strong desire to collect accurate and representative information to ensure that any decisions resulting from this assessment are well-informed, it is possible that the GoM tended to nominate high-performing schools for visits. To mitigate this, we provided the MNE with selection criteria (discussed under Sampling) to ensure the sampled schools were balanced. We also worked closely with regional MNE focal points to understand the rationale for each school's selection. However, no multi-level classrooms (classes with learners at different grade levels in the same class) were included in the sampling of schools provided by the MNE, although we are aware that such classrooms exist, especially in rural areas.

We prioritized reaching a wide variety of stakeholders and collecting detailed data from selected individuals. However, due to time constraints, we divided our limited time among diverse stakeholder groups. To reduce selection bias, we triangulated findings from the schools with additional information from the literature review and key informants in civil society, the private sector, and organizations like MATE, to further validate findings.

Response bias: Respondents may have been inclined to overstate or understate their capabilities or their schools' and students' capacities, with the impression that interviewers may be looking for positive performance, or conversely, that highlighting challenges could lead to increased funding. We mitigated the response bias by clearly explaining the purpose of the study to all study participants, emphasizing the study's purpose to inform policy recommendations, and underscoring that there was no direct benefit to their participation. We also triangulated these findings with data from other stakeholders and sources.

Informal oral language assessment: While we assessed some English language teachers' English competencies, this testing was informal and not intended to replicate official language testing. Informal English proficiency testing was supplemented by a review of standards related to learning English as a foreign language and the number of guided hours required to attain language fluency. While we calculated the hours of English instruction learners presently receive in the national education system, assumptions we make regarding English knowledge level of public school graduates is only an estimation (given that students achieve varied learning outcomes) and thus, our calculations of English level among the population do not serve as a replacement for official language testing.

Coordination with MNE: We prioritized collaboration with the GoM and secured its buy-in at each stage of the assessment. However, this close collaboration affected the selection of data collection sites and slowed overall pace of data collection. Data collection could only begin once the MNE validated

school-based data collection instruments. Before visiting each school, we obtained approval from the MNE and its representatives to assist in school selection. The MNE was also a critical source of educational data and related cost information necessary to completed accurate costed scenarios. Securing EMIS data and understanding MNE statistics on English learners, teachers, teacher candidates, etc., was a lengthy process that took months longer than anticipated. Throughout data collection, we worked closely with USAID, as well as regional English language inspectors, to find alternative solutions when necessary.

Limited precision of costed scenarios: Costed scenarios are based on estimations of key cost drivers and the assumptions behind relevant data. We identified 16 data points necessary to estimate costs of the recommended scenarios during the period of fieldwork. The intention was to discuss needed data and assumptions during the initial fieldwork period. However, we were unable to schedule all necessary meetings, and therefore requested the data via email. We endeavored to secure all required data for a two-month period while analyzing fieldwork data and drafting the report. In this time, we developed several scenarios for the introduction of a comprehensive, national plan for the expansion of English. Ultimately, we produced three recommended scenarios, each of which considers multiple components to the end of the *2030 Strategic Vision of Reform* period. On review of the draft report, and with the full support of USAID/Morocco, we attempted to solicit the outstanding data needed to cost the three recommended scenarios. Several more months passed waiting for critical data and an opportunity to discuss statistical assumptions with key Ministry officials before the final report could be completed. As these scenarios require layering multiple cost components, changes to one variable imply adjustments to other elements of the costing. Due to challenges in obtaining national educational statistics, the final report timeline extended far beyond the original estimate. However, this presented an opportunity to validate and present findings to the Ministry at the conclusion of the report, and allowed the AT and USAID/Morocco to discuss findings and recommendations in real-time with the Ministry.

2. UNDERSTANDING MULTILINGUAL EDUCATION

This section reviews best practices in multilingual education and draws from examples around the world. These best practices frame our findings in Morocco and subsequently inform our recommendations. Best practices in multilingual education have increasingly promoted mother tongue-based multilingual education (MTB-MLE). International organizations, including the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations, and other international agencies concerned with children's rights and linguistic diversity, support declarations and conventions that promote instruction in the mother tongue and the subsequent learning of a *lingua franca* and/or an international language. Instructing children in their mother tongue promotes early literacy and educational inclusion of minority, indigenous, and marginalized children and girls, which can be followed by instruction of other languages.

Children initially educated in their mother tongue (L1) perform better in school when learning a second (L2) and third (L3) language, achieving higher outcomes in content areas like science and mathematics.[2] However, this has not been the case in Morocco, where children's first language in school is Modern Standard Arabic (MSA), rather than their mother tongues of Darija or Amazigh. This practice makes the multilingual education system in Morocco distinctly more complicated, presenting challenges for children in achieving proficiency in numerous languages and in science and mathematics. Children who learn new concepts in a language they speak and understand well are better able to understand that concept.

L1	L2	L3
First Language (mother tongue)	**Second Language**	**Third Language**

Instruction in mother tongue for the first few years of schooling followed by a slow transition to a second (or third language) is highly recommended. However, this best practice is often not followed, as is the case in Morocco. Therefore, we must consider the research findings concerning how young children learn and the ways that multilingual education can be best practiced considering the constraints Morocco faces. We present some of these findings and considerations specific to the Moroccan context.

Aligning multilingual educational policy with practice

Supportive policies can enable successful multilingual education, but these policies must specifically support additive bilingualism and provide or facilitate the necessary monetary funds, instructional materials, trained teachers, community buy-in, and sound monitoring and evaluation practices. Kenya is an example of a country whose education policy supports multilingual education but is misaligned with linguistic realities of the population. The majority of Kenyan children enter primary school as bilinguals or multilinguals. These students speak a mother tongue language along with Kiswahili, another regional language. In some cases, students speak multiple mother tongue languages, usually resulting from cross-linguistic migration or inter-ethnic families (Ball, paper commissioned by UNESCO, 2011). However, students are typically not instructed in their mother tongue language. Rather, they are mainly instructed in Kiswahili and English—a new language for the students—yielding significantly lower English language proficiency in primary schools than when instructed in their mother tongue (Sure and Ogeshi, 2009, as cited in Ball, 2011). Therefore, there is a mismatch between educational policy and practice, which reduces the strength

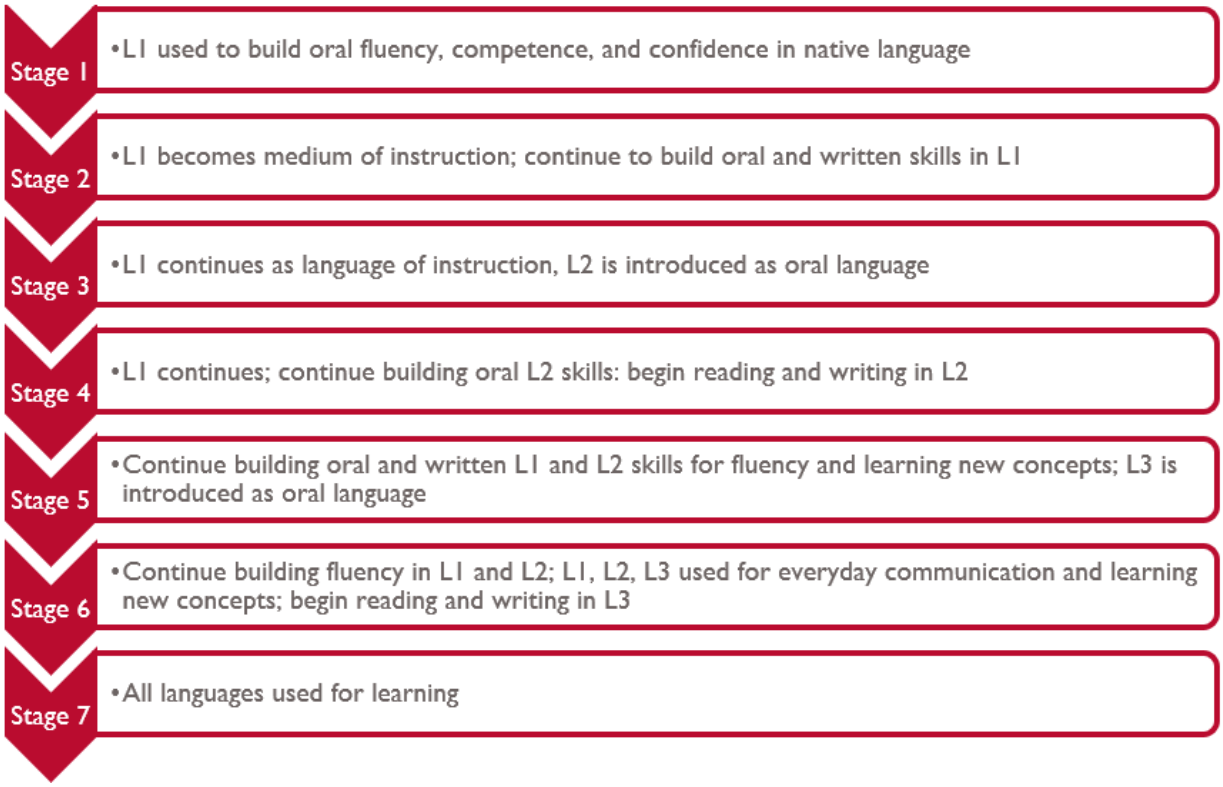
[2] Pflepsen, A., Benson, C., Chabbott, C., & van Ginkel, A. (2015). *Planning for language use in education: Best practices and practical steps to improve learning outcomes.;* Cummins, (1979). Linguistic Interdependence and the Educational Development of Bilingual Children.; Brisbois J. (1995). Connections between first and second language reading, *Journal of Literacy Research, 27(4)*, 565–584; Bernhardt E.B., & Kamil M.L. (1995). Interpreting relationships between L1 and L2 reading: Consolidating the linguistic threshold and the linguistic interdependence hypotheses. *Applied Linguistics, 16(1)*, 15–34.

of bilingualism and can negatively affect children's academic achievement and self-esteem. Multilingual education can succeed only when good policies are in place and supported by practices in schools.

Mapping multilingual instruction throughout the school years

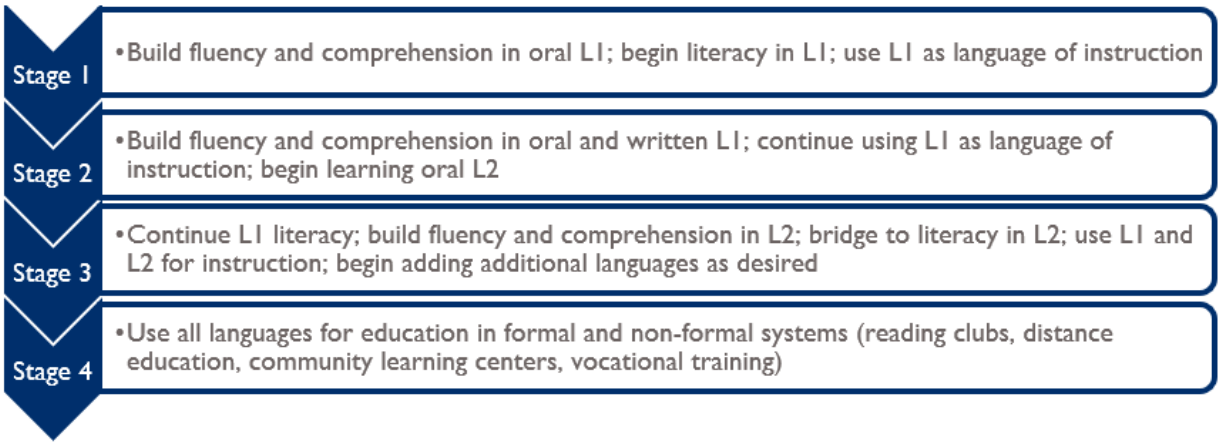
MacKenzie (n.d.) has done extensive research in India to understand how to implement multilingual education in multilingual contexts. In Figure 1, MacKenzie proposes a language skills and concept development sequence that can be used to teach multilingual education with three or more languages:

Figure 1: MacKenzie language skills and concept development sequence



Malone (2005) similarly discusses multilingual education programs in Asia, but divides sustainable programming into four general stages, as displayed in Figure 2:

Figure 2: Malone stages of multilingual education



These two sequences inform the phases of multilingual education at the primary school level that should be followed when bridging a new language (see Figure 3: Phases to bridge a new language in primary school on the next page).

Challenges to developing multilingual education programs in multilingual contexts

Developing multilingual education programs can be complicated by many challenges, including linguistic diversity, negative attitudes or perceptions of multilingual education, lack of positive educational policies and policy support, poor planning and preparation, lack of trained multilingual education teachers and multilingual education instructional materials, assessments, and other resources, parental resistance, underdeveloped languages, or languages that do not use a written alphabet (MacKenzie, n.d.; Mackenzie, 2009).

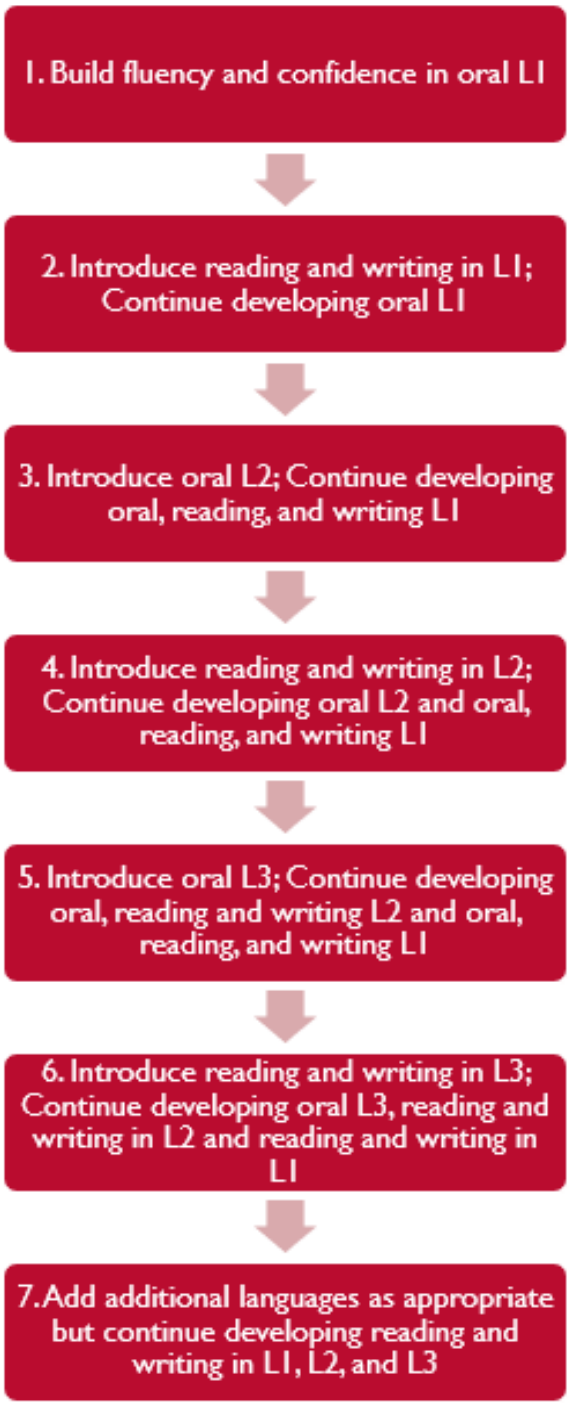
Multilingual education programs exist in diverse contexts: industrialized and developing countries, peaceful and financially prosperous regions, and regions facing war, conflict, fragility, and poverty. Multilingual education programs must be tailored to adapt to the contextual needs of the students. Although there are lessons to learn from the failures and successes in multilingual education program implementation, there is no "one size fits all" approach to multilingual education.

Despite this great variety in context, purpose, and resources, there is a common understanding in the international educational community that it is best to teach children in a language they speak and understand. This is especially important in the early childhood years for literacy, cognitive development, and academic achievement both in additional languages and in content areas.

Sustaining multilingual education programs in multilingual contexts

After reviewing multilingual education programs in Southeast Asia, Malone (2005, pp. 79-81) found that all sustainable programs share the following important components, which inform our foundational and scenario recommendations (in Section 4 of this report):

Figure 3: Phases to bridge a new language in primary school



- Preliminary research assessing the linguistic context, the community's motivation for multilingual education, and potential resources for program development and implementation.
- Awareness-raising and outreach activities that galvanize support among the community and external stakeholders (government, NGOs, civil society organizations, universities, donors, businesses).
- Recruitment of motivated, knowledgeable, respected multilingual teachers into the program.
- Ongoing training and supervision to support mother tongue speakers (teachers, writers, artists, editors, supervisors, and trainers) to gain and maintain commitment to program goals and enhance their creativity and competencies.
- Adaptation of government curriculum guidelines to the multilingual communities' needs and context.
- Curriculum development training for teachers to support them in developing teaching plans.
- A literature production and procurement process that produces graded reading materials in both the mother tongues and the language of the wider communication.
- Monitoring and evaluation systems that regularly report to stakeholders, government, and donors and can be used for programmatic adjustments and improvements.
- Cooperation among minority language communities, teachers, school officials, donors, government agencies, NGOs, civil society organizations, and academic institutions.

Multilingual education in practice

To practically implement multilingual education, Cummins and Schecter (2003) propose a framework around the interpersonal space of cognitive engagement and identity investment. According to this framework, learners generate knowledge and negotiate identities within an interpersonal space that Vygotsky (1978) named "the zone of proximal development." The zone of

proximal development includes contexts of cultural, linguistic, socioeconomic, and individual diversity. This negotiation of identities takes place both within and outside the school environment, among students, and between teachers and students. In multilingual learning environments, many students internalize a message that they need to focus on L2 (or L3, as is the case with English in Morocco) to be successful in school and life. The zone of proximal development framework argues that within this space of teacher and student interactions, students' cognitive engagement must be maximized if they are to progress academically. Cummins and Schecter (2003, p. 10) propose the teacher and student interactions must address both maximum cognitive engagement and maximum identity investment. These interactions must focus on:

- **Meaning:** making input comprehensible and developing critical literacy.
- **Use:** using language to generate new knowledge, create literature and art, and act on social realities.
- **Language:** awareness of language forms and uses and critical analysis of forms and uses.

Other important elements for sustainable multilingual education programs include creating an inclusive environment for all children (Sale, Sliz, Pacini-Ketchabaw, 2003), placing respect and value to multilingual classrooms and multilingual approaches to learning (Chow and Cummins, 2003), incorporating teacher education and professional development in a community-situated school agenda (Solomon, Ippolit, 2003), and providing good leadership in the multilingual school environment (Shaw, 2003).

Quality and timing of multilingual education programs

Like any other type of educational program or model, multilingual education can be successful when it is high quality and uses student-centered, evidence-based instructional and assessment practices. Learners are more likely to succeed when communities and parents are involved in the process, when multilingual education is delivered by well-trained teachers proficient in the languages of instruction, when there is strong school leadership and management, and when the programs are implemented in educational contexts that are democratic, supportive, safe, and child-friendly.

Timing is as important as quality of instruction to the success of multilingual education programs. Children develop two types of language: Basic Interpersonal Communication Skills (BICS), which is the social language the child uses to communicate in everyday situations, and the Cognitive Academic Language Proficiency (CALP), which is the academic language necessary to succeed in school. BICS takes about one to two years to develop, while CALP takes five to seven years. Given the duration needed for proficiency in both language types, bilingual/multilingual programs should be designed as "late exit programs," allowing adequate time for children to master L1 and then successfully transition to L2 and beyond (Benson, 2002; Cummings, 2000; Cummings, 1984; Dutcher, 2003).

Interesting examples of this "late exit program" model (and its converse "early exit program") emerged from South Africa and Namibia in the late 20th century. Prior to apartheid, students were taught in English or Afrikaans. During apartheid, the entire primary school curriculum was revised and translated from colonial languages to many indigenous mother tongue languages. After this change, children learned in their mother tongue until the start of secondary school, switching to L2 (Afrikaans or English) in Grade 7. This policy had the inadvertent effect of creating the education paradigm we now refer to as "late exit, additive bilingualism," the most effective transitional bilingual education model.

While this strategy was designed to sow division, it had the unintended effect of strengthening academic performance. Instead of dividing the peoples of South Africa and Namibia along linguistic lines, this policy brought about unprecedented literacy, academic achievement, and student learning outcomes in both countries. In South Africa, the secondary school completion rate rose from 43.5 percent in 1955 to nearly 84 percent in 1976 (Heugh, 2002). In addition, the per capita cost of the mother tongue education approach was significantly lower than English-only or single African language approaches in other African countries. These English-only and single African language approaches were not only more expensive, but

also resulted in poorer learning outcomes (Heugh, 2009, as cited in Ball, 2011). The countries later reversed this policy, reducing mother tongue instruction from eight to four years of primary school and transitioning to English (the "early exit model"), after which the secondary school completion rate dropped to 44 percent and overall English proficiency declined (Heugh, 2002, as cited in Ball, 2011). Other illustrative examples of the benefits of late exit mother tongue instruction come from Nigeria (Bambrose, 2000, as cited in Ball, 2011) and Ethiopia (Heugh, Benson, Bogale, and Yohannes, 2007).

MULTILINGUAL EDUCATION CONCLUSIONS

These and other important examples from other regions highlight that expanding English language teaching and learning in multilingual education contexts must be carefully sequenced.[3] Policy changes must consider the environment in which teachers and students are expected to learn English. We can observe and learn a great deal from the South African experience, and from other countries that transitioned to teaching academic subjects in English at the primary school level. Specifically, we see that it is not advisable to teach academic subjects in English, whether introduced as L2 or L3, until at least five to seven years (or more) of English instruction taught following a curriculum intended to develop BICS skills among learners. After this long period of English learning, for example, students might begin learning English as a foreign language from Grade 4 to Grade 8 (or Grade 5 to Grade 9) prior to introducing any academic subjects, such as math or science, in English. In the sections that follow, we incorporate these best practices into our recommended scenarios about sequencing the introduction of additional languages in a multilingual education environment.

[3] Additional examples from other countries' experiences introducing English are presented in the literature review report in Annex IV.

3. MOROCCO'S CURRENT LANDSCAPE FOR INTRODUCING ENGLISH

After reviewing some basic multilingual education best practices and considerations, this section examines three components of Morocco's current landscape for introducing English language instruction. Section 3.1 discusses English perceptions and competencies, Section 3.2 examines the sites where English language learning is available in Morocco, and Section 3.3 explores the current capacity of the public school system for learning English.

3.1. ENGLISH PERCEPTIONS AND COMPETENCIES

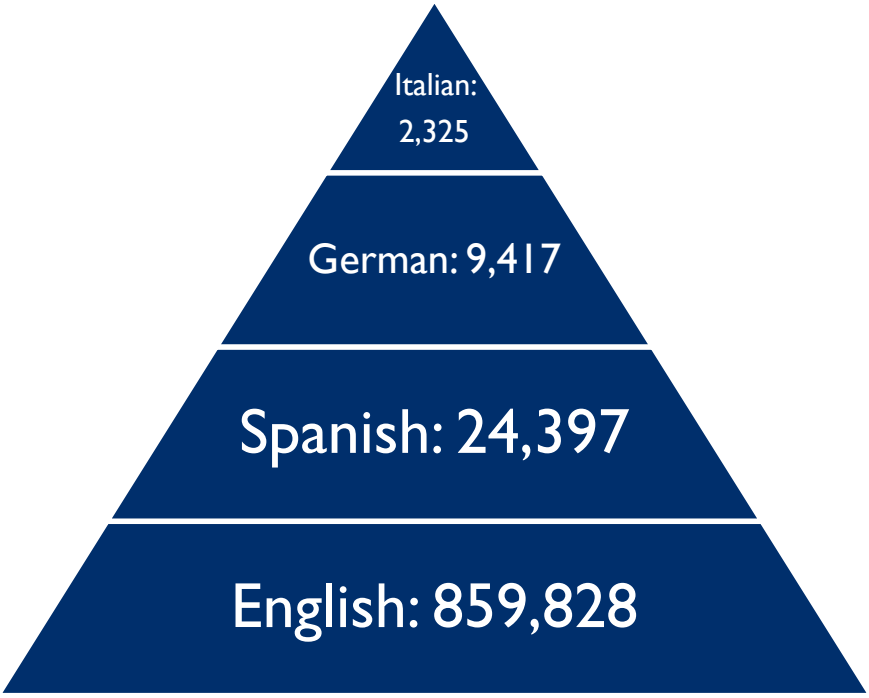
This section presents our findings on the current realities of Morocco's multilingual education system and attitudes toward English language learning. These components help gauge how the Moroccan population will receive the expansion of English in the national education system and the system's readiness to absorb this change.

Multilingual education is widely supported and well-established.

All categories of LAMI respondents, including parents, teachers, principals, school officials, MNE officials, and NGO staff, expressed support for children learning multiple languages. Multilingual education already exists within the public school system, though it varies considerably across grade levels. In primary school, most students begin to learn Arabic and French in Grade 1, with some learning Amazigh. In middle school, students may choose to learn Spanish, German, or English, depending on the region in which they attend school, although English constitutes the majority of foreign language learning. In the 2018-2019 academic year, there are 859,828 student learning English in public schools in Morocco.

Students learn these languages in addition to continuing classes in French and their base curriculum in MSA; at the upper secondary school level, students continue to study foreign languages. A few pilot upper secondary schools have introduced an IB in French or English in the last five years. Support for English language instruction in public schools, specifically at the primary level, is bolstered by awareness among parents and educators that many private schools follow this practice. This has created a public perception that students can learn English in primary school, and, in turn, parents in FGDs expressed the desire for this experience for their children in public schools.

Figure 4: Number of students learning foreign languages



Motivations for learning English include its association with technology and its perception as a strategic asset in an increasingly globalized world.

Stakeholders consulted during data collection had positive perceptions of English, although some expressed concerns about the sociopolitical role that languages, including English, play in Moroccan society. A selection of respondents, including several English teachers, said they would accept English instruction, even if it displaced other languages such as French, despite the country's historical ties to the language. Teachers perceived English as a valuable language for their own children, their students, themselves, and others in society.

Most respondents spoke positively about English language learning, with one parent explaining, "English is the most spoken language in the world, and language of research and science. We would like [our children] to learn this." Other positive perceptions of English were related to its position as a universal language and its interconnectedness with technology. Engagement with English often takes place over the Internet—especially social media—attracting youth and others to the language while fostering global connections.

The way English is currently used in society is an important consideration in deciding whether and how to expand English language teaching and learning. Apart from Amazigh speaking regions, Darjia is overwhelmingly characterized as the language used in informal settings. Both French and English are used situationally, but in different ways. French and MSA are viewed as the languages appropriate for formal settings, while respondents commonly reported English use in interactions with technology. Respondents cited English television channels, specifically the MBC channels, Saudi television channels that show English/American films, English serials, and programs with Arabic subtitles, as vehicles for exposure to English language. Parents and teachers noted that many children pick up English words or expressions through these channels, long before they start learning English in school.

Additionally, English was characterized as the language of the Internet, social media, and scientific research. These findings are further supported by literature. Ennaji (2005)'s study of language perception among university students in Morocco notes that English is a favored language useful for reading English references in science specialties, and that its popularity results from the growing importance of information technologies (e.g., satellite television and the Internet). However, English is reportedly used more commonly in technological spaces than in social settings.

Moroccan students have the cognitive ability to learn multiple languages in primary school, but the early introduction of English could overburden students if not carefully phased in.

Best practices of multilingual education discussed in the previous section suggest that students can begin studying multiple languages in primary school, with research specific to Morocco suggesting that Moroccan students are able to learn multiple languages at a young age (Dressman, 2016). Additionally, most private schools in Morocco introduce English in Grade 3. Despite positive perceptions of multilingual education and students' ability to learn English at the primary level, the current existing demands of learning multiple languages (and scripts) on primary students must be carefully considered before introducing new languages. Several respondents cautioned against the added burden of primary school students learning an additional language. The MNE provided the current teaching hours for language courses in primary school, reproduced in Table 2 below. This figure demonstrates that the MNE already included placeholders for English language instruction beginning in Grade 4. Also, not all students are currently learning Amazigh, and we did not receive the total number of students learning Amazigh. These two factors suggest that there is flexibility in the number of hours and years devoted to each language in primary school. For English in the primary levels, for example, students could receive one hour of English in Grade 4 and 1.5 hours in Grade 5 and 6, or could receive two hours of English each week only in Grade 5 and 6. This means that there are

options for adjusting the emphasis on English to be equivalent even if starting in Grade 4 or Grade 5. These options add further considerations to the implementation of any scenario.

Table 2: Teaching hours per week for language courses in primary school (2018-2019 AY)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Arabic	11 hours	10 hours	6 hours	6 hours	6 hours	6 hours
Amazigh	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours
French	3 hours	4 hours	6 hours	6 hours	6 hours	6 hours
English	n/a	n/a	n/a	**	**	**

Upper secondary school English teachers who participated in an FGD described why the sequencing of languages is critical from their perspective as educators, underscoring that students must first learn literacy in their mother tongue. Similarly, an upper secondary school director expressed his belief that "we should teach in Arabic, because if you master your language, when you finish primary school, you will have what you need to study in other languages." The director also expressed concern that introducing English in primary school could have the unintended consequence of exacerbating existing gaps in students' Arabic literacy. These gaps are substantiated by Progress in International Reading Literacy Study (PIRLS) exam scores. PIRLS is the most comprehensive source for student literacy rates in Morocco, as it tracks achievements in literacy among fourth-graders every five years. PIRLS focuses on reading comprehension and is administered in MSA in Morocco. Of the fifty countries studied in 2016, Morocco's scores were third from the bottom, ahead of only Egypt and South Africa.

Teachers and principals reflected on their experience teaching other foreign languages such as French to provide suggestions for the GoM to consider in its plans for English expansion. An upper secondary school teacher echoed many respondents, noting that "students currently learn French for 12 years but cannot write or read in French, not at all, very poorly. We cannot have this situation in English." However, teachers also reported that their students were more motivated to learn English than French. One reason suggested for this was that the syllabus for French was beyond their current ability level, meaning that students viewed French as too difficult.

In addition to studies noted above that generalize for all languages, research specifically on English as a language of instruction indicates that students require six to eight years of English education before they develop cognitive academic language proficiency (Simpson, 2017). This means that introducing English in primary school is an important precursor to teaching sciences and math in English at the upper secondary school level. If English is not introduced until middle school, students may not be ready to learn other subjects in English upon reaching upper secondary school.

There is low English linguistic competency among the adult population.

The Education First English Proficiency Index is a multi-country ranking of English proficiency at the population-level. This index uses a series of online English tests from over 400 adults in each surveyed country, the results of which are then used to comparatively rank English competency levels by country. While Morocco is ranked highest of countries in the Middle East and North Africa region, its ranking is only at the "very low proficiency" level among the general adult population (Education First, 2017). KIIs reinforced the low levels of existing English knowledge among adults. For example, we conducted a group interview with university-level English teachers who also served on an English language evaluation panel for a workforce development project. This project sought to connect Moroccans with job opportunities in the Middle East – a common motivation for learning English, as jobs often require English proficiency as a condition of employment. These teachers described how young adult applicants (all graduates of public

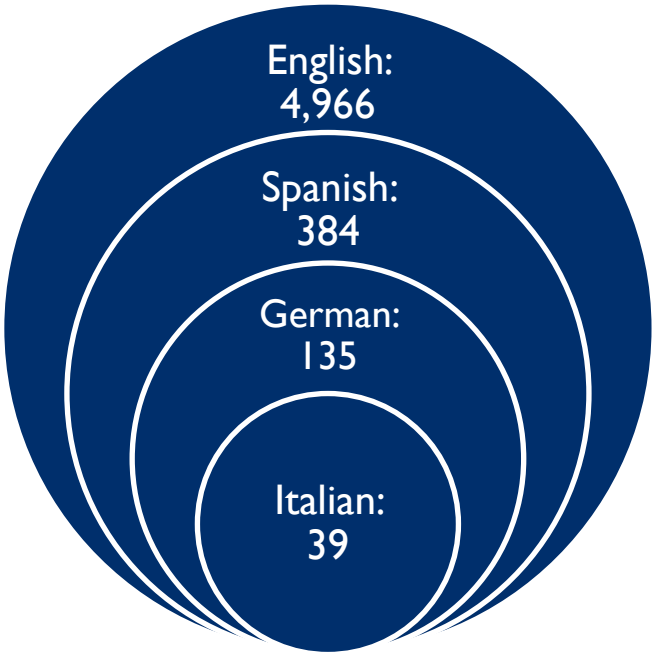
upper secondary schools and some with tertiary degrees) struggled in their English communication and comprehension examinations, with many ultimately failing.

According to the National Education Curriculum, Moroccan upper secondary school students who study English are exposed to 315 to 420 hours of guided English instruction by the time they graduate.[4] According to CEFR guidelines, these learners are just below the B1 level for Science and Technology tracks and just above the B1 level for Literature and Linguistics tracks.[5] These estimates indicate that recent upper secondary school graduates are expected to have between an elementary and intermediate level competency in English. Overall, these low levels of English competency, accompanied by English's infrequent use in society (English is largely spoken in classroom settings, tourism, and multinational industries), means that there is a limited population of proficient English speakers.

Current English teachers have strong linguistic competencies, but there is an acute shortage of English-proficient subject-specialist teachers.

Students and teachers alike must have a strong foundation in English before learning and teaching specialized subjects in English. We assessed the English capabilities of 53 current English language teachers as part of this study. Of that group, all were easily able to speak in English and were estimated to have C-level scores. Furthermore, all English teachers had at least a bachelor's degree in English language and literature or English linguistics, some with advanced degrees. English language teachers receive English language training in upper secondary school and continue through a minimum of a bachelor's degree in English language and literature or linguistics. These English teachers are expected to have advanced to the CEFR C1 level. The current number of language teachers for each language nationally is represented in Figure 5.

Figure 5: Current number of language teachers, per language



Specifically examining non-English teachers' English abilities, we interviewed 31 teachers who taught subjects other than English in Grades 9-12. None of these teachers were able to communicate fluently in English, and many were unable to communicate in English at all. While this sample of non-English teachers is small, and there are likely *some* teachers around the country who have developed English language abilities, this assessment found no such cases during its fieldwork. This finding is also supported by the level of English we would expect to find based on the current hours of English instruction in

[4] SVT track starting in Grade 10 = 315 hours guided instruction & Literary track starting in Grade 10 = 420 hours guided instructions; estimated using 35 weeks per academic year; 3 hours/week Grades 10-12 SVT and 4 hours/week Grades 10-12 literature & language track. Learners starting in Grade 9 would increase their guided hours by 2 hours/week, 70 total hours, raising SVT graduates to 385 hours and Literacy and language track to 490 hours. These are conservative estimates, as theoretically the school year is 34 weeks, but often studies start in the third week of September and end the first week of June, which allows only 30 weeks of study.

[5] CEFR levels A2 (key) = 180 to 200 guided hours; B1 (preliminary) = 350-400 guided hours; B2 (first) = 500-600 guided hours; C1(advanced) 700-800 guided hours; and C2 (proficiency) = 1,000-1,200 guided hours

the National Education Curriculum at the upper secondary school level.

Teaching math and science subjects in English raises additional political, social, and pedagogical considerations for specialized English linguistic competencies. Specifically, teachers must have strong English linguistic competencies to successfully teach other subjects, like math and science, in English. Several respondents reflected on the challenges of teaching subjects in English. They noted that a very intensive (in both length and rigor) and technically-focused training is necessary to adequately prepare English subject-specialist teachers.

We conducted KIIs and FGDs with several teachers from the IB in English pilot program.[6] In one FGD with three female teachers of the pilot program, only the English language teacher was capable and willing to fully engage in the FGD in English. The physics and math teachers did not have an adequate command of English to participate fully in the FGD. These existing subject-specialist teachers were recruited to the pilot program because of their willingness to participate, but they were not sufficiently proficient in English to teach their subjects in English.

It is also important to note that public universities in Morocco do not currently teach science or math in English (apart from Al Akhawayn University and other international higher education institutions), so there is a gap in specialized English training for future teachers in these subjects. Relatedly, students, teachers, and advisors who currently participate in the pilot IB in English program are conflicted about encouraging other students to pursue this program, as there are essentially no opportunities to continue sciences and math in English at the university level within public institutions in Morocco.

Similar challenges and lessons emerge from the experiences of other countries that have introduced English as a language of instruction for multiple subjects. For example, after English replaced Russian as the main foreign language taught in Kazakhstan from Grade 1 onward, students' performance in both the foreign language and in general subjects decreased. In this case, more than 50 percent of surveyed teachers stated that the teachers' lack of experience teaching in English and low level of English proficiency led to declining learner achievement (Zhetpisbayeva and Shelestova, 2015).

The introduction of English instruction in Turkey also demonstrates the importance of teacher competencies in English. Turkish subject-specialist teachers were asked to teach their courses in English without adequate preparation. An estimated 20 percent of public school teachers in Turkey have only a CEFR A2 language level, and there is little English professional development for teachers in public schools. Thus, most teachers were not fully qualified to teach other subjects in English. Turkey ultimately eliminated English as a language of instruction in science and math due to students' poor performance in those subjects. Limited teacher English proficiency in Turkey was highly correlated with a decrease in students' academic performance (Macaro et al., 2016). However, encouragingly, we found a strong interest among Moroccan teachers to be trained to teach in English. Some teachers expressed desire to become new English teachers, but equally, some current teachers were simply interested in learning English for personal reasons.

Teachers without strong English competencies would require extensive English language training before they are able to teach English.

Given the limited English linguistic competencies in non-English language teachers, existing teachers would require significant language training to reach the level of linguistic competency needed to begin pedagogical training for teaching English. The current path to English teacher certification assumes that English language competencies precede pedagogic training. English teacher candidates entering regional teacher training institutes for pre-service training are expected to already be at an advanced English level. Similarly, fee-

[6] The International Baccalaureate in English (IB English) is a track for upper secondary school level science and math courses to be taught in English. Upper secondary schools were not given additional resources to introduce the IB English but were allowed to do so if they had existing resources, e.g. science and math teachers who felt they could teach their subjects in English.

based private language training centers for adults exist, such as AMIDEAST, but their teacher programming is limited to pedagogical training for English teachers who are already at a CEFR B2 level or above. It would be unusual to recruit English teachers from a pool of candidates who are not already competent in English, as the time needed to develop an individual's ability to teach in a new language would far exceed the time generally allotted to pre-service teacher training. Therefore, it would be much more time- and cost-intensive to teach English to existing teachers rather than to recruit candidates with existing language abilities to teacher training institutes.

Existing teachers of other subjects would require both English language training (estimated two to four years part-time based on current English level) and English pedagogic training (one year at a regional teacher training institute)—which is consistent with the current practice of employing students with a bachelor's in Education after one year of training at Centres Régionaux des Métiers de l'Éducation et de la Formation ("Regional Centers of Education and Training Professions," CRMEF)—to be equivalently credentialled as English teachers. We found no reasonable expectation that existing teachers have, or could attain, a C1 level of English knowledge without significant in-service language training. Obtaining a C1 level of English generally requires 700-800 guided hours of instruction, which must be followed by pedagogic training specific to teaching English to speakers of other languages. The public education system would also need to hire additional teachers to backfill the positions vacated by upskilled teachers. For these reasons, it is unrealistic to propose a scenario reliant on upskilling existing teachers, even one that incorporated a mix of new and upskilled teachers, as this would result in significant variation in teacher competencies. In-service training is challenging when teachers do not receive uniform pre-service training. We believe that the costs and risks of upskilling existing teachers does not justify this option.

ENGLISH PERCEPTIONS AND COMPETENCIES: CONCLUSIONS

We conclude that multilingual education and English learning is widely supported by diverse stakeholders. English is positively associated with technology and science and praised as a global language. However, many respondents raised concerns about the additional burden that introducing English will have on students, teachers, and broader educational institutions. Our evaluation of teachers' English language skills reinforces secondary research that describes Morocco as having an overall low-level of English proficiency among adults. We spoke with 53 English teachers who all demonstrated a strong command of the English language, but the 31 non-English teachers with whom we conducted interviews and focus groups were unable to participate in these interactions in English (and were thus conducted in a language of their choosing). The assessment of English language practices in society informs our recommended scenarios in that all scenarios will need to incorporate English training (ideally at the university level) prior to recruiting future teachers into English teacher training programs.

3.2. SITES FOR LEARNING ENGLISH IN MOROCCO

We also examined resources outside of the public school system for English language learning. While these resources are not available to all Moroccans, they are important to consider as spaces where English is taught. We have classified these non-public school spaces for English teaching and learning into three categories: NGOs, language centers, and private schools.

There are some NGO-supported programs for English learning.

We examined the U.S. Department of State Access Program, which identifies promising students, especially from underserved rural areas, who are interested in deepening their English language proficiency. Access provides a program for supplemental English learning. Selected students are paired with top public school English teachers. These teachers undergo specialized training and are provided additional resources to teach selected middle and upper secondary school students outside of regular class time, on evenings and/or on the weekends. We met with an English inspector, who also managed a regional Access Program, along with a few students who had formerly participated in Access. This program was very well-regarded; however, because top teachers and English students were hand-selected, strong program results would not be replicable among the general population. Regardless, this program highlights several effective strategies and practices worth elaborating. Specifically, teachers were well-supported, with ready access to a local English inspector, who described himself as highly engaged and open to providing teachers guidance as needed. The program also provided interactive materials and technology to aid English instruction.

We also learned of multiple small-scale endeavors that individual schools undertook to expand opportunities for their students to learn English. For example, schools mentioned collaborations with a variety of British schools and British teacher training institutes that brought native English speakers (often teacher trainees) to Morocco for summer teaching exchanges. These programs tended toward informal language learning (using interactive games, activities, etc.) to motivate and excite students about learning English. These were not systematized efforts but provide examples of supplementary activities supporting young people's exposure to English.

Language centers are effective but are primarily in urban areas.

Private language centers are available in large urban areas such as Rabat and Casablanca and are frequented by students from middle and upper socioeconomic classes. Language centers are operated by multiple organizations, including AMIDEAST, British Council, American Centers, Business and Professional English Center (BPEC). The centers offer a variety of courses, including General English, English for specific purposes, Academic English, junior courses, and intensive summer courses. Fees vary, as well as teachers' qualifications, ranging from Certificate in Teaching English to Speakers of Other Languages (CELTA), Diploma in Teaching English to Speakers of other Languages (DELTA), Professional Certificate in English Language Teaching (PCELT), and other teachers who hold a bachelor's degree with teaching experience. These centers also hire native or local teachers.

Interviews with staff and teachers at the English language center at the University of Al Akhawayn (the only English-speaking university in Morocco) provided evidence that their applicants' English language skills have improved over the last decade. In the university's initial years after its founding in 1995, the language center director recalled that nearly 75 percent of incoming students required remedial English classes from the language center before starting subject matter courses with English as the language of instruction. That figure has now dropped to approximately 25 percent of incoming students. University faculty pointed to private schools and language centers as a key reason for the improvements in incoming students' English levels. Specifically, faculty noted that American language centers in the region are busy with students seeking supplementary language training on weekends. However, the English eco-systems surrounding Al

Akhawayan and language centers that feed into applicant streams are unique and not reflective of the level of English or access to English training in the public education system at the primary grade level.

Private schools are well-equipped for English language training, but enrollment comes at a cost.

In private schools, English is taught as early as pre-school, two years before entering Grade 1. English is often taught by specialized instructors, and textbooks are usually imported from other English-speaking countries. In-class materials are supplemented by online lessons, audio and video materials, and other technologies. Parents are regularly involved in their students' school performance, and some parents supplement their children's education with tutoring or other English language centers. Though many private schools offer scholarships to enable low-income students to enroll, English learning resources at private schools are only available to students who can afford tuition, rendering these resources inaccessible to many Moroccan families. Table 3 reports student enrollment figures by grade level for both public and private schools.

Table 3: Public and private school enrollment figures, by grade level, 2017-18

	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
Public School	672,808	623,723	604,512	572,804	552,297	561,222	569,025	457,069	503,025	301,146	300,612	315,734
Private School	151,598	143,173	129,336	115,545	103,540	92,056	57,060	53,774	54,548	31,418	30,351	34,970
Private as % Public	23%	23%	21%	20%	19%	16%	10%	12%	11%	10%	10%	11%

SITES FOR LEARNING ENGLISH IN MOROCCO: CONCLUSIONS

There are some resources for English language learning outside the public school system, but many require navigating financial or geographic barriers to access. Some NGO programs currently play ad hoc supporting roles in public school students' exposure to and learning of English. While there are resources available for students to learn English through NGOs, language centers, and private schools, these resources are either already connected to public education, as in the case of Access using public school teachers, or they are fee-based services that impose financial barriers to access. Therefore, providing an opportunity for all students to learn English starting in primary school should continue to focus on planning, resourcing, and implementing English language education as a gradual process in the national education system. However, opportunities to connect NGOs to English language training in public schools could continue to be explored as a supplement to implementing English in primary schools, particularly in terms of NGOs supporting new English teachers to improve their ability to teach English. Recommendations for when and how these collaborative efforts could be introduced are included in the Recommended Scenarios in Section 4.

3.3. MOROCCO'S PUBLIC SCHOOL SYSTEM

This section describes the current educational infrastructure for English teaching and learning in public schools across Morocco. It covers the range of educational institutions involved in English teaching and the provision of learning materials for students in English courses. Specifically, this section evaluates how English is currently taught in secondary school and details considerations that must be taken before expanding English to the primary level. These changes will require resources at universities, regional teacher training institutes, and regional Academies. Naturally, schools at the primary and secondary levels will also be affected. There are additional requirements for the design, production, and distribution of learning materials managed through the MNE. Here, we first describe findings related to each of these important dimensions of English provision in the Moroccan public education system.

University-level English language training and initial preparation of future English teachers

Universities play a major role in producing English-speaking graduates who studied English languages, literature, or linguistics, some of whom continue onto CRMEF for pedagogic training to become English teachers. Universities across the country train many students in English through these tracks. However, discussions with university staff revealed that many English learners have objectives other than teaching English. Additionally, Ecole Normale Superieure (ENS) institutions provide training in English with certificates (professional bachelor's) that follow the License-Master-Doctorate (LMD) system, resulting in bachelor's, master's, and doctoral degrees. Similar to universities, ENS serves as a recruitment path for some students who then proceed to specialized teacher training programs.

Students studying to receive a professional bachelor's in education at ENS in the faculty of sciences and education and elect to continue training to become teachers take an entrance exam to gain entry to CRMEF. University students in the humanities faculties (the largest proportion of university graduates) who pursue teacher training must undergo a pre-selection stage prior to taking the CRMEF entrance exam. Entry criteria currently impacts the supply of potential English teacher recruits and will impact demand for English teacher recruits for earlier grade levels. The number of university students studying English is reported in Table 4.

Table 4: Number of university students learning English, by institution (2015-16 to 2017-18)

Institution	2015-16	2016-17	2017-18
Facultes des Lettres et Sciences Humaines	25,254	24,323	25,148
Facultes des Sciences de l'Education	1,111	1,751	2,507
Ecole Superieure Roi Fahd et Autres	132	147	1,000
TOTAL	**26,497**	**26,221**	**28,655**

Bachelor of Arts (BA) in Education

In the 2017-2018 academic year (AY), the MNE asked universities to propose plans for training teachers in a specialized teaching certification (i.e. to produce teachers of English). If executed well, this policy could increase the interest and number of well-trained English teachers and streamline disparate qualifications. At the time of this writing, the MNE had initiated two BA in Education options – one for teachers at the primary level, and another for teachers at the secondary level in the 2018-2019 AY. According to MNE documentation, these BAs will include 38 modules divided into two types: 1) Specialization modules

related to the option field of knowledge, or 2) Education modules, which may include education sciences, methodology, educational psychology, languages, managing educational and entrepreneurial projects, Information and Communication Technologies (ICT), or immersion training in an educational context. Separate documentation from the Ibn Zohr University describes an BA in Education divided into three options:

1. Secondary Education ICT majors (Faculty of Applied Sciences, University Pole, Ait Melloul)
2. Secondary Education English Option (College of Languages, Arts and Humanities, University Pole, Ait Melloul)
3. Primary Education (Multidisciplinary College, Taroudant).

These trainings are three-year programs, after which teaching students can proceed to a master's degree in education or a subject specialization or take the teacher recruitment exam. Successful candidates of the teacher exam will proceed to a two-year vocational training, including one year of classroom-based practicum. As BA in Education programs are a recent addition, there may be additional programs beyond these examples.

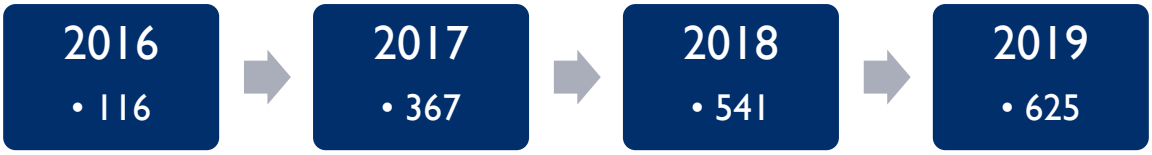
Pre-service teacher training: CRMEF certification of English teachers

Current teachers' credentials and in-service training needs vary widely, across all subjects and grade levels. Some teachers started their pedagogic training at regional teacher training institutes (CRMEF) following a university degree or a degree from the ENS, while others began with only an upper secondary school diploma. There is wide variation in teachers' overall level of educational attainment and among teachers' pedagogic training at CRMEF. Most current Moroccan teachers entered the profession after receiving a three-year BA degree and one year of training at CRMEF. Of the 53 English teachers we interviewed, all had at least a BA degree in English linguistics or languages and literature. As noted previously, all of these English teachers could ably participate in an interview or FGD in English. We also directly observed English teachers' classrooms and determined their English level to be adequate for the task of teaching at their assigned levels. However, foreign language teachers of other subjects, particularly primary-level French, who participated in this assessment had much more variation in their university education and the pre-service teacher training they had received.

Variations in qualifications and certification were especially pronounced for contract teachers, who are recruited through Academies rather than CRMEF. Contract teachers were introduced to reduce class sizes and fill gaps in the supply of teachers. We found that teachers recruited through traditional routes did not view the introduction of contract teachers favorably. Most commonly, contract teachers have been used in rural areas where it is otherwise difficult to staff schools. Contract teachers are commonly recruited with a BA in an unrelated subject, and then receive up to six months of additional teacher training (compared to the standard 12 months), while some receive no additional training whatsoever.[7] A respondent summed up the sentiments of many teachers, explaining that "teachers with one to two months of training are humiliating to those of us who are formally trained." Contract teachers also present greater variation in the education level of future teachers entering teacher training institutions. This diversity of incoming qualifications and prerequisite knowledge of teacher trainees affects their preparedness to teach, as well as their subject matter expertise (Benyamna and Pouezevara, 2014).

[7] While the curriculum is planned for 12 months, in reality, it often is compressed to nine months.

Figure 6: Number of CRMEF English teaching trainees



CRMEF recruitment

CRMEF institutions certify public school teachers across disciplines at both the primary and secondary levels. Trainees enter CRMEF with various prior levels of educational attainment, as noted above. Entrants are generally required to have at least a bachelor's degree, but some also enter with a master's or doctorate degree. In the case of training future English teachers, this requirement means that entrants generally have a high level of English competency upon entry. One trainer remarked that if trainees are deficient in their language proficiency, it is difficult to catch up at CRMEF, as they do not directly provide language training. This requires entrants to already possess necessary language skills prior to receiving pedagogic training.

Prior to the establishment of CRMEF institutions, teacher training was decentralized across several institutions, which resulted in ad hoc and inconsistent requirements for teacher certification (Benyamna and Pouezevara, 2014). Teacher training was previously conducted by the "Centres Regionaux Pédagogiques" (CPRs) for first cycle (middle school level teacher training), and the Ecoles Normales Supérieures (ENSs) for second cycle (upper secondary school level teacher training). After the transfer of the ENSs to the Ministry of Higher Education in 2010, the MNE changed the name of CPRs to CRMEF, giving these regional teacher training centers responsibility over teacher recruitment and training. Due to lack of trainers and education specialists, CRMEFs have operated with the assistance of inspectors and some university teachers. Their actions have been limited to programs designed by these trainers.

Under the unification of the CRMEF, teacher training requirements were harmonized, and at a minimum, all teachers are now required to have a license or equivalent (a BA degree), pass the entrance exam given each year by the MENFP, and fulfill one year of training. During this period of unified pre-training requirements, the government provided the number of teachers needed for recruitment nationwide for each fiscal year. The MNE divided this number among the existing CRMEFs, and after graduating, the trainees were appointed to postings in various cities inside or outside the region where the CRMEF is located. The MNE led the centralized process of recruiting directly to CRMEF.

Starting in the 2016-2017 school year and with the introduction of contract teachers, each regional academy now recruits trainees according to its local needs, then appoints teacher trainees to a posting in the region where they have been trained. The candidates must be residents of the region to be accepted for the entrance exam. In this decentralized model, the academy (rather than the MNE) manages the process of selection for teacher training and teacher placement with the participation of Inspectors and CRMEF trainers. This change in policy has led to confusion over who is responsible—CRMEF institutions or regional academies—for assessing if new teachers have been adequately trained and are performing well once they are teaching.

Recruitment policies dictate the number of teachers that CRMEF institutions train in English language methodology. We inquired about the gender composition of trainees. However, in our sample of three CRMEF institutions, we did not find an explicit gender pattern in teacher trainees. For example, in the central (mountains) region, one teacher trainer stated his trainees were one-third female and two-thirds male. Another teacher trainer reported his trainees were approximately the same composition, while a third trainer said her students include 17 females and 14 males. In an FGD with CRMEF staff, there were

five male trainers and one female trainer. We asked about gender composition of trainees, but did not systematically gather data on the gender composition of CRMEF English trainers and trainees.

CRMEF trainers, who are recruited based on their prior academic credentials, undertake one year of training and complete a second year of work to become certified teacher trainers. These trainers noted an imbalance between the overall training quota and population growth; that is, the demand for English teachers is greater than the supply they are resourced to train.

An additional irregularity is that some teachers are occasionally tasked to teach beyond the grade levels or subjects in which they were trained. Stakeholders of all types clearly expressed a preference that specialized English teachers, such as those following the existing model of training Grade 9 and upper secondary school English teachers, should take up new English teaching positions at lower levels. Teachers in rural primary schools reflected on their experience of having to teach classes at higher levels than those for which they were trained. One teacher reinforced her belief in the need for specialized teachers, saying "the French experience is a failure because there is no specialization. One teacher teaches French this year, another next year. We don't have specialized language teachers." Additionally, teachers believed that specialized English teachers would be optimal because they would be well-trained linguistic experts. Existing teachers broadly felt that the introduction of English in primary schools should be staffed by new teachers, rather than expecting existing teachers of Amazigh, French, or Arabic to add English to their existing workload.

Another finding emerged through FGDs with several teachers from the pilot IB in English program. The pilot IB program (introduced in the earlier section on non-English teachers' level of English comprehension) was not resourced, which meant the program was neither sustainable nor an appropriate model for scale-up. One teacher from this program commented that "the challenge is that there is little infrastructure beyond the three teachers who are teaching in English. If one is out sick or pregnant, the class cannot meet, there are no substitutes. There needs to be others involved in teaching in English, potential replacements, and there is a need for ongoing training." Other teachers in the program added that teacher training was inadequate, there were no textbooks or materials in English, and there were no sample exam materials in English for them to draw from in teaching. These concerns reinforce the need for gradual expansion of English language learning and the addition of English language instruction for specialized subjects only after teachers have been appropriately certified to teach the levels and courses assigned. These steps will most likely be achieved through standardized credentialing in the five-year English teaching certification program, and only after learners have mastered a certain fluency in English.

CRMEF curricula

Most trainees complete 12 months of training at CRMEF, but there is a range from six months to two years of coursework, depending on trainees' level of prior educational attainment.[8] Entrants with a bachelor's degree—the most common—are required to complete one year of training at CRMEF. Less frequently, CRMEF entrants with only an upper secondary school diploma are accepted but required to complete two years at CRMEF. Additionally, some CRMEF trainers expressed critiques that training centers do not start the academic year on time because of selection and recruitment exams, meaning the full time planned for the curriculum may not be being realized equally across regional teacher training institutes. In addition to the time constraint related to selection and recruitment exams, respondents believe that the curricula are overloaded even when enacted as planned. However, the experience at CRMEF institutions vary, as each regional center has its own curriculum. While curricula generally include the same core subjects, some include non-core subjects like "civic engagement" and "parental engagement."

[8] As noted previously, the 12-month curriculum often occurs over nine-months given the time required to take and score CRMEF entrance exams.

We found that curricula are thus not standardized across training centers. However, some common themes emerged that demonstrate a need to revisit expectations for teachers, and systematically incorporate these expectations into training. Specifically, there are evident gaps in teacher training in the areas of teaching students with disabilities and in teacher-parent engagement.

Parental engagement was not covered consistently in teacher training. While one FGD at a CMREF center revealed that teacher-parent engagement was not included the curriculum, another FGD at a different CMREF center reported the opposite. Regardless of the level of parental engagement in the curricula, we used the holistic picture presented in the data to conclude that CMREF, teacher trainees, existing teachers, and other school staff all have different visions of what teachers' relationship with parents should resemble.

Discussion about parental engagement in schools elicited a wide range of opinions from teachers and principals, and respondents generally expressed a lack of clarity in the curriculum as to what should be taught about parent-teacher relationships. The level of the educational institution also impacted parent-teacher engagement. Primary school teachers and parents were more likely to interact, but responses from parent FGDs revealed a common belief that their children's school experience was the teachers' responsibility, not a joint responsibility. At the upper secondary school level, teachers rarely or never engaged with parents. Some teachers even felt they did not have a right to speak to parents directly, or that it is the administration's responsibility to facilitate these connections. At the upper secondary school level, most engagement with parents was related to disciplinary or performance issues.

Another subject that was uniformly absent from CRMEF curricula was the inclusion of students with disabilities in the classroom. Further, teacher trainees with disabilities were essentially excluded from CRMEF training. In one FGD at a CRMEF institution, raising the subject of disabilities devolved into a discussion limited to mental disabilities, such as trainees whose mental illness had not manifested until during or after their training. We found no evidence of engagement with students or teacher trainees with disabilities. These gaps should be addressed uniformly in teacher training curricula.

English teaching practices

Pedagogic Methods: Teachers reported a lack of clarity about the methods and approaches they use, but most teachers classified their methods as "eclectic." Half of teacher FGDs directly reported the use of eclectic methods. CRMEF teacher trainers of English also noted that they taught trainees eclectic methods and introduced a wide variety of methods from which teachers could draw.

Consequently, teachers were not always clear about what strategies and techniques to use. In practice, the use of varied methods sometimes proved challenging, as one CMREF trainer noted, "we have trainees that complain there is no relationship between training center and concrete reality of the Moroccan school." Ambiguity over teaching methods led to inconsistencies and a general default to teacher-centered approaches within the general teaching methodology.

"If you teach in a funny way, like we do in language teaching, students' learning experience is joyful. Pedagogy really matters here."

-English teacher

Methods unique to teaching English: English teachers appeared more open to incorporating technology and innovative methods than teachers of other subjects. This relates to how English is associated with technology and social media, and teachers believed the methodologies used to teach English should reinforce these connections. One teacher observed that because English is not used in society in the same way other foreign languages like French are used, teaching English requires different teaching methodology than other subjects. Overall, English teachers considered themselves – and were considered by principals – as more open to discovering methods. For example, teachers reported using national (e.g. MATE) and international websites (e.g. MEARN – Moroccan branch of iEARN,

U.S. Access program, British Council International School Award program, etc.) designed to support English teachers who use ICT in their classrooms and engage with projects based on international partners' online tools. English teachers were viewed as more understanding and motivated than teachers of other subjects.

Teachers draw many comparisons between English and French foreign language learning that are specific to the Moroccan context. French is viewed as "strict," "imposed," and "a language of elites…if you make mistakes you will be considered culturally 'low' and that has an impact on young people and their learning complex." This contrasts with how English language and those who teach it are known as "tolerant, funny, open, and the activities they use make students love English." Thus, we found positive associations of English teachers, teaching, and methodologies, but a need for more support and refinement of best practice English teaching methods.

Irregular assessment methods: The abundance of creative methods presented by English teachers is encouraging; however, links between teaching methods and assessments of students' abilities are highly irregular. In classroom observations, lesson plans commonly focused on meeting the lesson objectives of the curriculum, rather than assessing students on their knowledge and learning from these lessons. Teachers described prescriptively following teaching methods to meet the teacher objectives against which they would be scored when inspectors were visiting.

Additionally, teaching to the test, including the baccalaureate and other summative exams at lower grade levels, is pervasive and guides how teachers and students think about teaching and assessment. We observed a lack of understanding of how formative assessment could be used to engage learners at different levels in the same classroom. Assessment techniques and methods refer back to benchmarks and standards, of which we found very little evidence.

Assessments are an area of standards that will require critical development. We conclude that while teachers use both formative and summative assessments, few used the results of formative assessments to tailor teaching methodologies to students' needs. While teachers claim to follow formative assessment, we conclude from classroom observation and examining teachers' documents that they rely heavily on summative assessment. For formative assessments, teachers might give a general mark based on personal judgement and not objective measures. Teachers receive minimal support in terms of practical measures and training at the level of formative assessment. A unified view of formative assessment is also absent. Assessment should be prioritized in the development of benchmarks, standards, and subsequent curriculum development for teachers and learners.

English teacher in-service teacher training: Inspectors managed by regional Academies

The assessment found that professional development is essentially absent for many teachers. Currently, there are 77 English inspectors nationally (with an additional 20 set to graduate from the Training Center for Inspectors in 2020) and 4,966 English teachers, which yields a ratio of 65 teachers for every inspector. We found that some existing English teachers feel adequately supported by their inspectors, but others report insufficient support, anecdotally attributed to the high number of teachers for whom each inspector is responsible. Some coverage gaps are regional and vary in rural and urban areas, indicating that there may be an issue of distribution rather than a true shortage of inspectors. The AT would require more detailed information on the distribution and workload of individual inspectors to firmly draw conclusions about the nature of this challenge. Overall, most teachers feel there is a strong need for additional in-service training.

In other countries that have expanded English across the curriculum, teacher professional development was integral to successful implementation. In Rwanda, the switch from French to English as a language of instruction took place rapidly from 2008 to 2010. Francophone teachers were required to study English in their free time and expected to pass English exams if they wished to continue teaching. Although teachers

were provided with classes to help them improve English competency, the quality and effectiveness of these classes were widely criticized immediately after the transition (Samuelson, 2013).

In 2013, together with British Council, the Government of Rwanda launched the Supporting Teachers' English via Mentoring (STEM) project, which provided primary school teachers of all subjects with professional development materials, mentoring, and peer group support to develop their English language skills. The STEM project has received highly positive feedback from participating teachers, with upper primary school teachers demonstrating improvements in teaching subjects in English, as well as in applying new pedagogical methods (Simpson, 2017). Studies have shown significant improvements in participating teachers' confidence using English as an instructional language following the STEM project (Chichekian and Shore, 2016). As a response to the threat posed by low teacher proficiency, teacher training has proven essential to a successful transition of linguistic instruction.[9]

Learning resources in the education system

In addition to examining the current human resources that are both available and needed to support introducing English in earlier grade levels, we examined the state of material resources in the education system. In general, we found a lack of pedagogical resources and materials in the school system at all levels. Equity in material provisions and the quality of the school environments is a concern; some schools have libraries, teachers who access materials from the Internet, and teachers who bring ICT materials to school, while others cannot—or choose not to—compensate for gaps in resourcing.

Additionally, to successfully introduce English, teachers insisted on toolkits, flashcards, and specially designed classroom equipment, such as audio and video devices and Internet connectivity. Primary and upper secondary school teachers believe that English methodologies at lower grade levels need to be adapted to students' levels and include games, songs, film, and play, which will require additional material resources on top of the limited existing resources. At the upper levels, where students in upper secondary school will have already had six years of English instruction, materials will need to include more complex texts; teachers suggested novels and poetry as potentially more engaging forms of teaching materials.

Textbooks: Teachers, principals, and NGO staff were all very willing to provide their perspectives on existing textbooks and suggestions for the development of new English textbooks. The highlighted quote below is from one NGO staff member who elaborated her vision for textbooks, which aligns with comments and suggestions made by others.

> *"Textbooks should be close to the student environment and answer to his/her needs, they should contain pictures that illustrate the reality in order to make them love the language. Likewise, they have to be supported by audio-visual media, as well as the introduction of modern techniques and new technologies. It should be a Moroccan textbook with universal features. The cultures [explored] in the textbook should be extended to other cultures in order to instill coexistence and tolerance. It should be simple and nice. The textbook must be designed by competent specialists and teachers (respect specialties). While building the English curriculum we should prioritize the quality and not to the quantity. Also, we have to give more flexibility and freedom to the teacher to be more creative and innovative, to make him/her enjoy the work."*

In terms of content, textbooks for existing English grade levels were critiqued for being overloaded and containing sequencing gaps between grade levels. This is partly the result of reduced hours for some tracks

[9] Other countries that have expanded English in their educational systems have partnered with NGOs to improve the skill level of existing teachers. For example, the British Council's English Language Teacher Development Project in East Malaysia, and the STEM and Language-Supportive Textbooks and Pedagogy (LAST) projects in Rwanda outline above, and DFID's English for Education College Trainers project in Burma (Simpson, 2017).

(sciences and math students were taught fewer course hours of English per week), where there has been no alignment of curriculum and textbooks (which resulted in higher level of difficulty, too much content, and too quick of a pace). Consequently, there is a gap between what students were expected to have learned from Grade 11 to feed into Grade 12. The science and math tracks cannot complete the entire syllabus in fewer hours. Another critique of textbooks is that they are structure- and language-focused, rather than skill- and competency-focused.

Teachers feel that in some textbooks, the progression of learning does not always follow a continuous path, but rather acts "more like an illustrated dictionary than a textbook." Relatedly, sequencing was a concern for certain grades and subjects; a French teacher noted, "I only teach 5th and 6th (French), now before starting 6th I find that it takes one to two months to get students up to speed."

English textbooks used at the upper secondary school level are widely considered outdated, as they have not been reviewed for ten years. Additionally, teachers reported that text passages are not authentically translated, and the meaning is lost or altered in the new language. Stories are taken from other languages and directly written into English with different names; texts are too complex, too long, and boring for students, and texts are not viewed as addressing thinking skills.

Teaching guides: Teacher guides are very important to teachers. Some master teachers no longer use guides or do not mind when they are not included with new versions of textbooks; for example, recently revised French textbooks for Grades 5 and 6 did not always include these guides for all teachers. Inspectors instruct teachers—with or without a guide—to "go beyond" the curriculum to challenge students with different learning needs. Another teacher describes textbooks as "background music" and that "successful teachers must be prepared when conditions are against them." Other teachers rely on their own materials or personal textbooks to substitute for teacher guides.

The absence of teacher guides for the IB in English program means that teachers in this program are required to exhibit particularly high levels of creativity. We learned that teacher guides, sample exams, and resources are particularly important to science and math classes taught in English, but that none of these resources are currently available to teachers. Teachers of subjects taught in English use Google and other means of translating Arabic textbooks for their English lessons.

Finally, the process, production, and content of teacher guides for Arabic language instruction under the Reading for Success – Small Scale Experimentation and National Program for Reading for Grades 1-4 may provide useful guidance in best practices for developing English language teacher guides. The process, production and content of teacher guides should reinforce and elaborate established standards and benchmarks, following pedagogical practices that match the age, needs, and orientations of learners.

MOROCCO'S PUBLIC SCHOOL SYSTEM: CONCLUSIONS

The current educational landscape across various institutions, universities, teacher training institutes, inspectorates managed by Academies, teaching practices in foreign language classrooms, and the state of learning resources all inform the recommendations for current grade levels that already teach English and for introducing English in earlier grade levels. The assessment findings allow us to conclude that universities are key institutions for training future English teachers, and that the newly introduced BA in Education offers a platform that could be leveraged to align with the goals of expanding English teacher candidates. Within regional teacher training centers, the assessment identified weaknesses in training schedules, modules taught, and recruitment patterns that might be adjusted to better serve larger cohorts of incoming English teachers. Existing foreign language teachers could use additional guidance on pedagogy for teaching English and techniques to assess students. In-service training more broadly, which incorporates support from English inspectors, is not equally reaching all English teachers, and additional in-service training would benefit English teachers. We observed challenges with learning materials that made English teaching and learning less effective, such as a lack of technology, outdated textbooks, and, in some cases, poorly sequenced textbooks. Finally, respondents expressed their belief that weaknesses in teaching practice and shortcomings in learning materials could be ameliorated with stronger teaching guides that provide practical means to incorporate student assessment, technology in the classroom, and to tailor for sequenced student learning. We have incorporated these conclusions into the recommendations in Sections 4, 5, and 6.

4. FOUNDATIONAL RECOMMENDATIONS FOR EXISTING ENGLISH INSTRUCTION

We first present recommendations for the existing system of English instruction. These should be considered foundational steps before introducing any of the three recommended scenarios. The MNE previously introduced English in earlier grade levels, which resulted in English being taught in select schools starting in Grade 9. We did not receive the number of students currently learning English in the Grade 9 pilot program; however, for the costed scenarios, we consider that all students will be learning English in Grade 9 by the time that students who begin learning English in earlier grades (i.e. Grade 4, 5, or 7) reach Grade 9. It is important to learn from how English is currently taught in Grades 9-12 before expanding it to earlier grade levels.

Maintain and expand current aspects of English instruction that are working well.

There are many aspects of existing English instruction that are working well and should be maintained or expanded as the pool of English teachers and learners expands. For example, English teachers are considered highly motivated, open, supportive, and approachable. Maintaining these positive associations, while expanding the reach of English instruction to many more learners, should be a primary objective. Further improving the competence of existing teachers must be a priority, as it yields immediate results. The recommended scenarios in the next section do not alter the current methods of teaching English in the near-term, although these proposed modifications would strengthen the existing system. These considerations are not factored into our costed scenarios because they tie into the existing English teaching and learning system. Our recommendations for existing English instruction include:

Identify already employed English language teachers and inspectors who have demonstrated leadership and innovation skills and offer them leadership positions. Develop positions within the new English language program for these leaders while providing them with the training and support they need to be successful in their new roles.

Incentivize young and aspiring teachers who have demonstrated excellence in their teaching and excellent human relations and communication skills. Train selected teachers under the mentorship of already seasoned education leaders (inspectors, principals, and administrators). Train them to create the new generation of leaders, inspectors, and teacher trainers in order to build capacity in all four corners of Morocco.

Incentivize female teachers and teachers with disabilities to become inspectors and leaders in the field of teaching English in Morocco. This could inspire female students and students with disabilities to excel in learning English and provide equal opportunities for all.

Expand English language instruction to all students in Grade 9. Since middle school English courses are currently only offered in Grade 9, some English teachers are not teaching a full course load. Expanding English to all Grade 9 students would increase the number of English classes, allowing some teachers to itinerantly teach English at multiple schools (in more urban areas). This would also equitably make English learning opportunities possible for Grade 9 students nationally. Teacher candidates entering the teaching certification in English in the 2018-2019 academic year (or pursuing an English teaching degree via existing routes) would be best suited for additional Grade 9 teaching positions, as they would be trained according to the existing benchmarks and standards for English.

Recruit additional English inspectors to support existing English teachers. The current ratio of English teachers to inspectors should, at a minimum, be maintained, as we found overall that teachers

wanted more inspectorate support than they received. We suggest that the ratio and distribution of English inspectors to English teachers be further investigated by each regional academy (the institutions that manage inspectors). In the recommended scenarios, we estimate the number of additional inspectors that will need to be trained to support introducing English at additional grade levels based on a ratio of 20 inspectors to each new English teacher. This is a much higher ration of inspectors to English teacher than the current 65:1 ratio, but could also be supported by coaches, or support from international organizations, as elaborated in the costed scenarios. The key take-away is that teachers of English, like all teachers, are most effective when they receive ongoing support to improve their teaching practice. It is worth noting that English inspectors at the primary education level do not currently exist, which will further strain the shortage. Current primary-level inspectors cover French and Arabic but are not expected to also cover English.

Continue leveraging support for English training from NGOs and INGOs. Programs such as Access encourage capable learners and teachers to become role models for the promotion of English language learning. Organizations of English teachers, including MATE, provide a critical space for English teachers to collaborate with one another and improve their teaching practice through professional exchanges and visits to other schools, sharing good practices and lessons learned. Specific suggestions for how and when to scale up certain NGO collaborations to match the planned increase in English teachers and learners are proposed in the recommended scenarios.

Review and update of current curriculum and textbooks for Grades 9-12. This assessment revealed that English curriculum and textbooks once considered state-of-the-art are now outdated at 11-13 years old. We recommend updating current materials immediately, as any attempt to have students begin English in earlier grades may not take effect until 2029 (our recommended scenario introduces English beginning in Grade 4). The assessment revealed that students and teachers of English do not view the current curriculum and textbooks as an acceptable option for the next ten years.

Develop a supplementary teacher guide for existing English teachers. In the short-term, the curriculum should encourage teachers to teach beyond the book, using whatever means they have at their disposal. As we found close associations between English and technology and social media, strategies for teachers to integrate technologies in advance of Internet access and technology becoming available within all schools will assist teachers in linking English and technology in their teaching. This supplemental guide should also address how teachers can best cover the required curriculum for English in various technical tracks (which provide different hours of English instruction per week) at the secondary school level. Overall, we recommend that the MNE maintain the existing English teacher training processes for Grades 9-12. Changes will be required when students who start learning English in earlier grades reach Grade 9. This transition will take place as follows:

- Scenario I: Grade 9 teachers would need upskilling for the 2029 academic year.
- Scenario II: Grade 9 teachers would need upskilling for the 2028 academic year.
- Scenario III: Grade 9 teachers would need upskilling for the 2026 academic year.

There will be a cost to this in-service training. We have not included this cost in our scenarios, as it assumes existing English teachers would already be included in a budget for regular in-service training. However, in-service training costs will be greater than average during this transition. At that time:

a) In-service training would be required, starting with Grade 9 English teachers, but extending across Grades 9-12, to match credentials and meet the needs of learners with additional years of English instruction; and,
b) Benchmarks and standards (elaborated below) for uniform credentialing of English teachers (new and upskilled) and expectations for learners across all grade levels should be applied across all grades teaching English.

5. RECOMMENDATIONS FOR EXPANDING ENGLISH INSTRUCTION

Using evidence from best practices in multilingual education and findings that emerged from our assessment of the current linguistic and educational landscape in Morocco, we present our recommendations for how the Moroccan MNE can expand English in its national public education system. These recommendations carefully consider the challenges Morocco has faced in its existing English teaching and learning experiences, which reinforce the need to prioritize a slow and thorough progression toward the ambitious, but ultimately achievable goal of introducing English at the primary school level. This section begins with the critical first step of aligning English teaching terminology to ensure that all stakeholders understand the type of English instruction that we propose for Morocco. Second, we review how our key recommendations implicate each category of educational institution, noting how benchmarks and standards will need to be constructed for teachers and learners across institutions and grade levels. Section 6 presents three recommended scenarios, detailing resource requirements, costs, and a path to implementation. We conclude with considerations for the process of establishing benchmarks and standards for English and summarize three key implementation considerations. Overall, there are numerous aspects to consider in undertaking this ambitious national project, and we believe the guidance provided below will help the MNE realize their objectives for English in the public education system.

Establish shared terminology for English teaching and learning policy and program development.

It is important to establish a shared vocabulary for English teaching and learning and understand the wide array of terminology that, while often used interchangeably, are not, in fact, the same. There are multiple acronyms used to describe English teaching and learning situations, which include: ESL, EFL, TEFL, TESL, and TESOL. The main difference between EFL and ESL is that EFL is taught to students whose mother tongue is not English and live in a country where English is not the main language of communication. Conversely, ESL is taught to students whose mother tongue is not English but live in a country where English is the main language of communication (like the United States, United Kingdom, or Australia). Therefore, English is not a second language, but a foreign language for Moroccan students.

UNDERSTANDING THE ACRONYMS

- **ESL: English as a Second Language**
- **EFL: English as a Foreign Language**
- **TEFL: Teaching English as a Foreign Language** *(most commonly used in Morocco at University programs that offer English language degrees and through MATE)*
- **TESL: Teaching English as a Second Language**
- **TESOL: Teaching English to Speakers of Other Languages**

Additionally, with the intention of introducing English in the primary school and eventually using English as a language of instruction in secondary school for science and mathematics, teaching English only as a foreign language (which gives emphasis to social and communicative language) will not be enough. English instruction must be a combination of both BICS and CALP (Cummins, 1999). For students to obtain academic language proficiency in English, the instruction must go beyond vocabulary and linguistic conventions that are useful for communication or reading English literature. English must be taught using the vocabulary needed in each content area (specifically math and science).

Use the term TESOL in Morocco's new English language education policy. TESOL is more flexible than ESL or EFL, but combines aspects of both. In addition, the internationally recognized TESOL certification credentials teachers to teach English and endows certified teachers with horizontal flexibility (teaching English either as a foreign language or as a language of instruction) and vertical flexibility (teaching English in any grade because the TESOL certification applies for teaching from kindergarten through Grade 12, and sometimes above). Applying a similar model of certification would add value in Morocco because the MNE would be able to offer teaching jobs to TESOL-certified teachers wherever there are gaps. It also gives teachers the freedom to teach at various grade levels, which can improve teachers' job satisfaction.

The importance of getting the terminology right cannot be overstated. Some countries, like Ethiopia, did not make the above distinctions in their English language education policy. Since its policy reforms, Ethiopia has been mired in constant debates about how English is taught (as a foreign language subject or as a language of instruction), as well as the paradigmatic approach to teaching English, which has hindered students' academic success. Harmonizing terminology can help align stakeholder expectations and ensure a universal understanding of policy rationale and direction from the outset.

Harmonize credentials of all future English teachers.

Establish a five-year English teaching certification. Given the wide variety of existing teacher qualifications, it is imperative to harmonize teacher credentials to ensure English instruction is uniform. We recommend a five-year English teaching certification that follows the benchmarks and standards for curricula starting with an BA in Education: TESOL Option (detailed below), teacher training, and a practicum year.

The five-year English teaching certification, utilizing a BA in Education, would produce a new route to certification for English teachers viable across the Kindergarten through Grade 12 (K-12) levels. There are three key reasons for centralizing scenarios around the five-year teaching certifications, which address challenges we observed in the existing education system. A five-year teaching certification will:

a) Avoid current pitfalls where teachers' inconsistent qualifications and training lead to unequally or inadequately trained teachers.
b) Standardize pre-service training to create a uniform base of knowledge for in-service training.
c) Give individual teachers and schools maximum flexibility in hiring and distribution of English teachers, as they are certified to teach across grade levels.

Develop curricular benchmarks and standards for an BA in Education: TESOL Option. An initial three years of coursework at universities (and/or ENS) should cover pedagogic and linguistic training, grounding teachers in both theoretical and linguistic knowledge. We recommend an option for certifying new primary and secondary level TESOL-informed English teachers. This **BA in Education: TESOL Option** program should:

- **Admit only top performing upper secondary school students** to raise the caliber of the teaching profession and will provide highly capable teachers to Moroccan schools.
- **Include 100 hours of training (psychology, methodologies, approaches, etc.) and 100 hours of English language learning** (50 hours in Semester 5 and 50 hours in Semester 6).
- **Advance to pedagogic training only teacher certification candidates who attain a C1 level of English** (as CRMEF is not intended to provide language training).[10]

[10] A C1 level of English is necessary for teachers because their English language mastery should be superior to that of the students across grade levels (i.e. students who will be learning English for nine years in the public education system). Additionally, teacher candidates expected to teach subjects in English should take university-level math and science courses in English, as this will adequately prepare them for teaching in these subjects in English.

Following successful completion of an BA in Education: TESOL Option, trainees would then complete one year of pedagogical training at CRMEF and a one-year practicum, establishing a five-year teacher training program for all teachers.

Develop curricular benchmarks and standards for CRMEF (teacher training institutes) one-year program. Assessment findings reveal weaknesses in existing English teacher training curricula at regional teacher training institutes, which can inform the establishment and revision of benchmarks and standards for the English teacher certification process. While teacher training should focus on practical classroom methods and pedagogy, it should also be revised to strengthen current weakness areas: assessment practices, teaching students with disabilities, relationships with students' parents/guardians, and incorporating technologies.

Provide clear and unified instructions of standards, teaching methods, activities, teaching tasks, and assessment procedures. Despite the variety of engaging English methodologies Moroccan English teachers currently use, there is a need to provide clear and unified instructions of standards, teaching methods, activities, teaching tasks, and assessment procedures. Universities should include theoretical modules about assessment, and CRMEF institutions should train on how assessment can be implemented, both topics which would ideally be addessed in the teaching certification program. Based on assessment findings, teacher training curricular benchmarks and standards development should consider the following points:

- **Develop high quality teacher education programs based on accreditation standards** (TESOL provides standards for teacher education programs, as well as student education).
- **Train teacher education faculty and provide time for collaboration** and means to develop and deliver strong higher education curricula in pedagogy, content areas, and in TESOL instructional methodology.
- **Develop teacher education curricula that are standards-based and grounded in sound theory and practice.** Curricula should enable reflection to ensure student-teachers are evaluated not only with exams, but with performance-based assessments in real classrooms with real students and real classroom materials and textbooks.
- **Create benchmarks, standards, and related training on how to formatively assess students to modify classroom teaching to meet learners' diverse needs.**
- **Emphasize technology and media usage in English language instruction for teachers.** This is particularly important in Morocco, as English is primarily used in association with technology and social media.
- **Strengthen inclusion of people with disabilities (both students and teacher trainees)** across the curriculum and in the recruitment of teacher trainees with disabilities. Representation of teachers with disabilities could have a positive downstream effect on students with disabilities able to learn from teachers with disabilities.
- **Include courses on inclusive education and parent involvement**, which are currently absent from the CRMEF curriculum. This will ensure that newly educated teachers join schools with the knowledge of how to differentiate instruction for children with special needs and talents, and how to engage successfully with parents and families to support their students' learning.
- **Create or strengthen home-to-school connections** so parents feel welcome in schools, and teachers systematically involve parents in the schooling of their children.

Develop curricular benchmarks and standards for Academy-organized practicum (in-classroom) one-year program and ongoing in-service teacher training. This is the final step in the English teacher certification process. We recommend that an in-classroom practicum entail close collaboration between inspectors and teaching coaches who already operate through regional academies across the country. Because this final training year will be decentralized to the classroom level

(unlike the prior four years, where teacher candidates are centralized at universities and teacher training colleges), it presents a unique opportunity to collaborate with local and international organizations to develop a contextually tailored program that supports the various needs of new English teachers around the country.[11]

A practicum year (and subsequent in-service teacher support) could be combined with existing Moroccan NGOs whose mission is to provide professional development support to English teachers.[12] For example, the MATE (discussed previously) is a national association established in 1979 with around 20 regional branches. MATE has had partnerships with the MNE (since 2007), Regional English Language Officer (RELO), British Council, and other national and international organization/institutions. MATE organizes at least seven national events and many regional events and manages national and local programs, in partnership with other institutions like Access with RELO (since 2008), and of its own creation, like the Clubs of Instructional Resources for Culture and Language Enhancement (CIRCLEs). It has its own publication (conferences proceedings and ELT series of books) and has access to all the Ministry's institutions and facilities based on the partnership established in 2007. It also offers teacher training to all teachers of English year-round because its members belong to all levels of education in both private and public sectors (MATE, 2018).

The Tafilalet Association of Teachers of English (TATE) is a relatively new NGO established by English teachers in the Eastern region of the country. TATE recently held a conference for public school English teachers with financial support from the U.S. Peace Corps organization. We also identified a cadre of teaching coaches (i.e. existing teachers) who were recruited into a pilot project to work specifically with contract English teachers. In theory, teaching coaches operate similarly to inspectors—visiting classrooms, presenting model lessons to new teachers, etc.—but unlike inspectors, their work is informal, and they supervise and support without formally scoring teachers performance. Teaching coaches are not yet an established function in English language training in Morocco but could be a strong avenue to support new primary school English teachers, in particular.

Based on assessment findings, the final practicum year of the five-year English teacher certification benchmarks and standards should develop sound structures for teacher-students' practicum year so they are systematically placed in schools and classrooms, and there is a fair and comprehensive evaluation during student teaching in schools.

Strengthen emphasis on teachers' professional development.

Existing channels of in-service support (e.g., teacher coaches, inspectors, MATE), remain ad hoc and not equally available to all English teachers. Many also operate at or beyond their capacity, so they would need to be expanded to support the professional development needs of a growing cadre of public school English teachers. We provide recommendations for each source of professional development and ongoing in-service teacher training benchmarks and standards, some of which could be incorporated into the holistic one-year teacher practicum program.

Academy & Inspectors:

- **Provide extensive guidance and curriculum support for the teachers (textbooks will follow that guidance closely) through the Academies**. However, teachers should be allowed to create their own lesson plans according to the guidance, as structure and flexibility are equally important in instruction.
- **Base teacher evaluation on clear benchmarks and standards that are shared with inspectors, principals, and teachers.** A possible vehicle for sharing this information would be

[11] The timing and implication of these potential collaborations are further developed in the Section 6: Recommended Scenarios in Detail.
[12] A list of regional and national NGOs is provided in Annex IV.

a website that provides these markers and links to resources for incorporating aligned practices at the school and classroom levels.

- **Establish a culture that appreciates good teachers and provides incentives for promotion and recognition** by offering monetary compensation, further opportunities for professional development, promotion, or positions as head teachers who assist in coaching, training and supporting other teachers who need improvement.

Peer Teaching:

- **Establish a culture of collaboration among teachers in the schools** and allow time for common lesson planning.
- **Introduce the concept of co-teaching** so that TESOL teachers can co-teach with math and science teachers to ensure the subject matter is delivered properly in English.
- **Provide incentives and time for teachers to plan their lessons together.** For example, at the middle school level, TESOL teachers may co-plan with math and science teachers to incorporate the academic vocabulary and concepts the students are learning in Arabic and/or French into English language lessons. These lessons will expand and deepen in English the material students are engaging with in subject matter classes.

School-Level Leadership and In-Service Teacher Support:

- **Train principals and headteachers using a cascade training approach** to act as coaches and mentors at the school level. This will not only help in-service teachers improve their performance but will also develop a culture of support and peer learning among school personnel.
- **Develop education leadership training programs for principals, inspectors, and head teachers** that include modules for strategic thinking skills, education policy, self-knowledge and reflection, human relations, effective communication skills, ethical practices, and management skills to manage professionals for high performance. These modules can also be delivered through Massive Open Online Courses (MOOCs) or other online, hybrid, and face to face training opportunities.
- **Promote *only* those candidates who have teaching backgrounds to leadership positions**, so they understand the realities and challenges of a real classroom environment. By being able to understand and empathize with the needs of teachers, these leaders can be more effective in their interventions for instructional training, coaching, and professional development.
- **Appoint pre-service student teachers in schools that excel in leadership, peer support, and mentoring.** Pre-service teachers will have the opportunity to complete their practice in schools with a positive and upward school culture and will be more likely to model the same behaviors in their future schools. Additionally, teachers who host student-teachers in their classes will have additional support and assistance.
- **Develop a public report card for all schools.**
- **Pair teachers and administrators from low- and high-performing schools** for classroom visits in the high-performing schools, developing networks of support.
- **Dedicate additional inspector and coach time and attention to low performing schools** to assist teachers in their efforts to improve student learning.
- **Provide opportunities and incentives for school events**, such as teaching demonstrations and peer observation and support.

NGO and Institutional Partnerships to Support In-Service Teacher Training:

- **Provide regular and ongoing professional development to in-service teachers through flexible means**. For example, if in-person training is not possible or too expensive, online training through MOOCs or other online courses can be a cost-effective alternative. In Morocco, MOOCs are already being developed for teacher training in early grade reading. In collaboration with TESOL

Association, MATE, and Universities, the MNE can initiate and develop a TESOL professional development curriculum through MOOCs.

- **Explore inexpensive technology support in the classroom for TESOL instruction**, such as television, instructional videos, and mobile phones.
- **Develop an online knowledge management platform, utilizing existing free resources** to assist teachers in their efforts to find supplemental teaching materials and develop their lesson plans.
    - USAID has recently made publicly available the Global Digital Library (GDL), a resource that anyone can freely access to download and even print many books available in any of the languages available, including English. While the GDL focuses only on early grades with books appropriate for young students new to English, there are other resources for K-12 English learning, including rubrics, assessments, lesson plans, activities, and instructional videos that can be included in this TESOL online platform for Moroccan teachers. This online platform could be used as an additional support mechanism, as the number of inspectors presently cannot meet the needs for training and coaching in all areas.
    - The Global Book Alliance in Action (GBAIA) is an additional free resource that will soon be available. The GBAIA is a knowledge management online platform that will include a toolkit with instructional resources, materials, assessments, and teacher training on how to use these materials, a "Track and Trace" program the MNE can use to track books and materials after distribution, ensuring they have reached their destination schools, and "Enabling Writers" software that teachers and students can use to author their own stories or books.

Develop curricular benchmarks and standards (and learning materials) for English students across grade levels.

While this assessment does not focus on individual students' cognitive or language learning abilities, we include the following points that should be considered when setting benchmarks and standards for students learning English:

- **Set language-specific benchmarks for various languages students are required to learn**, based on policy objectives and the reason for their inclusion in the education system and society. Align linguistic standards with national policy.
- **Integrate technology into English learning benchmarks in contextually realistic ways** to consider how English is used infrequently in social spaces, yet commonly in technology.
- **Align standards with the Superior Council of Education and the MNE's desire to introduce English as a language of instruction for sciences and math in upper secondary school**. This should include the gradual introduction of technical vocabulary, following an iterative TESOL approach, with each step building on itself from primary school:
    - Develop TESOL standards and benchmarks for all grades in a grade-specific way while maintaining coherence within the overall educational arc.
    - Align curricula with standards.
    - Align assessments with standards and curriculum.
    - Align textbooks with standards, curriculum, and assessments.
    - Align teachers' guides with curriculum, textbooks, standards, and assessments. Methodologies must be based in research and best practices.
    - TESOL instruction must be conducted in the content areas to achieve both BICS and CALP and in a meaningful context culturally appropriate and relevant for Moroccan students.
    - Design TESOL instruction around the principles of the IB Program, which has two newer additions: one for primary school, the Primary Years Program (PYP), and one for middle school, the Middle Years Program (MYP). Both programs are designed around thematic

units that stem from all content areas. The Moroccan education standards of learning can be easily adopted and incorporated around these thematic units with some expert technical support.

- **Utilize formative, summative, performance, portfolio, and alternative assessments** to evaluate student achievement accurately. Use assessment data to inform national education statistics and instruction adaptations.
- **Provide additional opportunities for children to engage in English language learning.** One example of this could be a reading buddy or mentor system, where older students who already possess English language skills read to younger students and support them in their learning. Schools can issue recognition certificates to program participants, and middle or upper secondary school students who serve as tutors/buddies can earn extra credit in their English classes.
- **Initiate the "Seal for English Language Proficiency" on upper secondary school diplomas.** Upper secondary school graduates would have this seal on their diploma as proof of English mastery. This would serve as a symbol of accomplishment and a marker of English aptitude to prospective employers and future career/education pursuits. Specific criteria would need to be developed to determine levels of proficiency and how a student may be awarded the Seal. These guidelines could be developed with technical support and examples from other countries (such as the U.S., where the Seal of Biliteracy has been instituted in several States). This Seal could be sponsored by the MNE, the High Council, or the Royal Palace to bestow additional honor for students and their families.

The benchmark and standard setting process will require an in-depth analysis of learners' anticipated competencies at each grade level that can be used to establish curricular standards for English learning, as in learning goals for students by each grade level in primary and middle school grades, and learning goals by technical track that span grade levels at the upper secondary school level. This recommendation is in line with the U.S. Common Core Standards approach (www.corestandards.org) that formative and summative assessments and benchmarks should be established to enable teachers to determine which students are meeting learning goals.

Finally, we offer some recommendations for leveraging partnerships to develop bridges for ongoing, practical use of English among students:

- **Provide avenues for motivated, high-achieving students to continue their education through international exchange/study abroad programs.** If accompanied by scholarships to ensure students of all economic backgrounds are afforded the opportunity, these avenues could model the existing structure of Class Preparatoire and partner with USAID, the Office of Public Affairs of the American Embassy, the British Council, and other donors to send high-performing English students to study abroad for a semester or more.
- **Connect upper secondary schools with vocational and career education and training programs** to admit students who have attained English language proficiency providing preferential admission.
- **Provide incentives for high-performing students to attend higher education institutions** at the bachelor's, master's, and doctorate levels.

4. RECOMMENDED SCENARIOS IN DETAIL

Overview of Recommended Scenarios

To expand English at earlier grade levels in the Moroccan public education system, we recommend three different scenarios differing in their timing of English language introduction. Two scenarios introduce English using the TESOL approach in primary school (Grade 4 and Grade 5), while the third scenario recommends TESOL from Grade 7. The option to incorporate science and math in English starting at Grade 10 is considered for Scenarios I and II, but not for Scenario III, given that learners will have had insufficient exposure to English to successfully learn subjects in the language.

All three scenarios propose a phased-in approach, with a pilot of 20 percent of each grade level beginning TESOL in 2024, gradually expanding the English coverage each subsequent year. Each scenario has been costed, so that the implications of proceeding with any scenario can be evaluated against available resources for this endeavor. Introducing TESOL in Grade 4 is the costliest proposal; however, it eliminates trade-offs introduced by the other scenarios. If TESOL begins in Grade 5, learners will be less prepared to learn science and math in English when they reach upper secondary school. Beginning TESOL in Grade 7 effectively eliminates this possibility altogether. All three scenarios propose standardized credentialing for English teachers across grade levels, as outlined above, which will establish clear expectations for pre-service and in-service training. This will also cultivate teacher assessment practices rooted in common skills, knowledge, and attitudes of English teachers across grade levels.

The resource burdens and costs of each scenario are projected through the 2030-2031 academic year, a timeline that aligns with the Superior Council of Education's current educational strategy, "A Strategic Vision of Reform 2015-2030." Depending on which scenario is implemented, 2030 would be a point on the path to realizing the MNE's vision of TESOL for all students nationally starting in Grade 4 and sciences and math in English nationally starting in Grade 10.

We present the scenarios below in Table 5, first highlighting key components all scenarios share, then comparing the key differences between scenarios. We then discuss aspects of the scenarios regarding implementation, human resources and training, learning resources, and institutional capacity. Costs associated with each aspect are presented throughout.

Table 5: Three recommended scenarios at a glance

	Scenario I	Scenario II	Scenario III
Objective I: English in Earlier Grade Levels	English from Grade 4	English from Grade 5	English from Grade 7
Objective II: English for Sciences and Math in Upper Secondary School	Math and Science in English from Grade 10	Math and Science in English from Grade 10	Requires substantial annual increase in hours of English instruction (Long-term option)

Recommended Scenario I

Introduce TESOL in Grade 4 in 2024

The first recommended scenario introduces TESOL in Grade 4 after the first cohort of teachers complete their 5 year TESOL certification, six years after teacher training begins. This recommendation aligns with the GoM's ultimate desire to allow all public education students the opportunity to learn English starting in Grade 4. This scenario minimizes disruption to existing grades and avoids paths that would require costly reworking of curricula. In the abstract to the *Strategic Vision of Reform 2015-2030* report, the Superior Council of Education calls for the introduction of English in Grade 6 immediately, and in Grade 4 starting in 2025. This scenario also is extremely cost- and resource-intensive, as it is only advisable to teach English in the formal curriculum utilizing specialized English teachers. We understand it is unlikely that this condition can be met at this time. However, waiting until it is feasible to introduce English until Grade 4 and in subsequent grade levels is the most cost-effective, sequential, and streamlined approach.

As detailed above regarding phasing in multiple languages in multilingual educational environments, the cognitive level of primary school students supports the addition of new languages in a sequenced pattern. The prior introduction of English in Grade 9 pilot schools left some Grade 9 teachers without a full teaching course load. By introducing English in Grade 4 after three years of piloted introduction, teachers at the primary level could teach English in Grades 4, 5 or 6, eliminating the need to rotate between primary schools to teach a full course load. Starting a pilot cohort of 20 percent of Grade 4 smooths costs and institutional burdens and allows time for teaching and learning curricula to be adjusted as needed.

Introduce Math and Science in English in Grade 10 in 2029

The second component of this recommended scenario is introducing math and science in English in Grade 10 starting in 2029, with English introduced progressively alongside other languages (continued mastery of Arabic and French, additional languages in some cases). While exceptions are possible, research on best practices in teaching subjects in a TESOL environment tells us that students will be competent to learn subjects in English after a minimum of five years of progressive English instruction.

The long lead time to introducing subjects taught in English also ensures that universities have time to build up their faculties to support teaching sciences and math in English to teaching certification candidates. Currently, public universities do not teach subjects in English, meaning that this transition will require extensive collaboration with universities to ensure that subject-specialized English teachers master both subjects and technical vocabulary in English.

Recommended Scenario II

Introduce TESOL in Grade 5 in 2024

The second recommended scenario introduces TESOL English in Grade 5. If the GoM's ultimate goal is to introduce English in primary school in Grade 4, we strongly recommend structuring the introduction of English that way from the start, otherwise all subsequent levels of English instruction will need to be modified for teachers and learners when this change is eventually made. However, if the MNE determines that Grade 5 is an acceptable entry point, there are cost savings and potential benefits to some learners. Waiting until Grade 5 to introduce another foreign language into the mix of languages Moroccan students are expected to acquire will enable learners to have stronger literacy skills in their core language, since they will have an additional year of focused instruction in the core L1 language. As explained above, even though learners are expected to be proficient in their core language by Grade 3, an additional year would be beneficial considering the demands of a multilingual learning environment.

As in Scenario I, teaching English across multiple years at the primary level will ensure teachers at the primary level can teach full course load without needing to move between multiple primary schools, as they could teach Grades 5-6. The actual teaching load would need to be structured to ensure that specialized English teachers would be employed full-time by teaching across only Grades 5 and 6. Also, as

in Scenario I, starting a pilot cohort of 20 percent of Grade 5 students nationally aligns with the time required to train and credential an initial cohort of English teachers in a five-year teaching certification program.

Introduce Math and Science in English in Grade 10 in 2028

The second component of this scenario would produce students who begin learning English in Grade 5 as the initial pilot learners of math and science in English when they reach Grade 10, one year earlier than in Scenario I (2028 rather than 2029, as in Scenario 1). The long lead time is similar to Scenario I and ensures universities can support teaching science and math in English to teaching certification candidates. However, a drawback of this scenario is that students who begin learning English in Grade 5 have only five years of progressive TESOL English instruction, rather than the six years allotted in Scenario I. Therefore, this option risks that some learners will not be adequately prepared to learn upper secondary school level subjects in English unless additional hours of English instruction are added to compensate for starting at a later grade level.

Recommended Scenario III

Introduce TESOL in Grade 7 in 2024

The third recommended scenario, which appears to best match the resources available to implement English teaching in earlier grade levels, introduces TESOL English at the middle school level in Grade 7. Introducing English in middle school eliminates the higher cost and complications of doing so in primary schools. The AT recommends starting a pilot cohort of 20 percent of Grade 7 students nationally once the initial cohort of TESOL certified English teachers complete their training. The key trade-off of this scenario is that students who begin English in Grade 7 would not be sufficiently prepared to begin learning math and science in Grade 10 unless the curriculum were substantially modified to teach English at a rate that aligns with the general best practice that establishes at least five years of English instruction as a prerequisite to prepare students to learn subjects in a foreign language. The benefits and tradeoffs of each scenario are summarized in Table 6 on the following page.

Table 6: Comparing the three recommended scenarios

	Scenario I: TESOL from Grade 4	Scenario II: TESOL from Grade 5	Scenario III: TESOL from Grade 7
Objective I: English in Earlier Grade Levels	• Literacy attained from Grade 3 • Teachers teach full course load (Grades 4-6) • Pilot cohort of Grade 4 learners begin once initial cohort of TESOL teachers are certified	• Literacy attained from Grade 3, improved on with additional years of instruction • Teachers could be organized to teach full course load (Grades 5-6) • Pilot cohort of Grade 5 learners begin once initial cohort of TESOL teachers are certified	• Eliminates complications of introducing English at the primary level • Teachers teach full course load (Grades 7-9) • Pilot cohort of Grade 7 learners begin once initial cohort of TESOL teachers are certified
	Scenario I: Math & Science in English from Grade 10	**Scenario II: Math & Science in English from Grade 10**	**Scenario III: No Math & Science in English**
Objective II: English in Sciences & Math in Upper Secondary School	• Long lead time to ensure universities can support teaching science and math in English to teaching certification candidates • Students beginning English in Grade 4 are expected to be competent to learn subjects in English after 6 years of progressive instruction	• Long lead time to ensure universities can support teaching science and math in English to teaching certification candidates • Fewer students beginning English in Grade 5 will be fully competent to learn subjects in English after only 5 years of progressive instruction	While not impossible, a substantial increase in English instructional hours would be required in Grades 7-9 in order for students to transition to math and science in English from Grade 10.

Regardless of scenario, achieving these objectives will require two main inputs:

- **Human resources: an adequate supply of well-trained English teachers.** For English teachers, standardized credentialing would take the form of a five-year English teacher certification: a three-year BA in Education degree, followed by one year at a regional teacher training institute, capped off with a year-long classroom-based practicum. Cost estimates below include all training costs and faculty salaries (professors and CRMEF trainers), but exclude ongoing English teacher salary costs.
- **Material resources to support English teachers and learners.** This includes the development, production, and distribution of textbooks at each grade level that will fit the curricular standards and benchmarks for assessment.

Phased-In Approach for All Recommended Scenarios

Given the sizable human resources required to implement English at the primary level, it is critical to use a phased-in approach in three pilot stages, as demonstrated in Figure 7. This progressive approach reduces the burden on identifying and training new teachers, and the production and distribution of textbooks and other materials. It also builds in flexibility and buffer time to make adjustments based on unforeseen complications or challenges that occur during the pilot phases. Figure 8 visualizes how the 20 percent pilot of Grade 4 students will progress over time, and how the pilot will grow each subsequent year. While Figure 7 is specific to Scenario I, Scenario II would begin with Grade 5.

Figure 7: Percentage of Grade 4 students nationally learning English under phased pilot approach

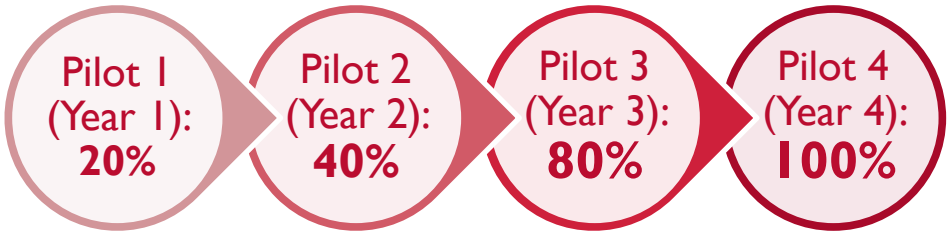
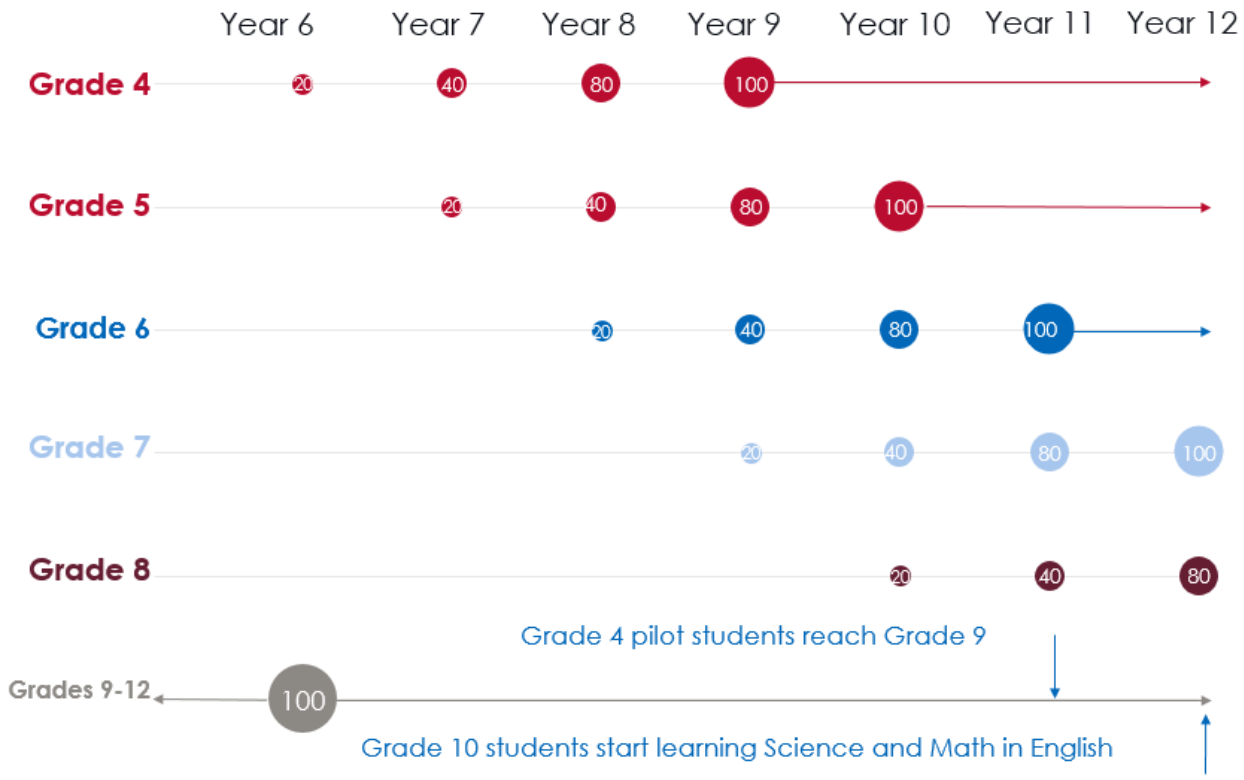


Figure 8: Percentage of pilot students learning English over time (Scenario I)



The first cohort of TESOL teachers will begin training in Year 1 and become certified in Year 5; therefore, English learning will commence in Year 6.

Table 7: Number of students learning English, by grade, year, and scenario

Scenario 1					
	Year 6	Year 7	Year 8	Year 9	Year 10
Grade 4	133,738	272,825	556,564	709,619	723,811
Grade 5	0	129,790	264,722	540135	688,672
Grade 6	0	0	130,394	266,004	542,648
Grade 7	0	0	0	147,898	301,712
Grade 8	0	0	0	0	254,356
Grade 9	544,562	555,463	566,562	577,893	589,451
Grades 10-12	1,033,096	1,038,261	1,043,453	1,048,670	1,053,913
Scenario 2					
	Year 6	Year 7	Year 8	Year 9	Year 10
Grade 4	0	0	0	0	0
Grade 5	127,245	259,580	529,544	675,168	702,448
Grade 6	0	127,837	260,788	532,008	678,310
Grade 7	0	0	144,998	295,796	603,432
Grade 8	0	0	0	110,513	225,446
Grade 9	544,562	555,463	566,562	577,893	589,451
Grades 10-12	1,033,096	1,038,261	1,043,453	1,048,670	1,053,913
Scenario 3					
	Year 6	Year 7	Year 8	Year 9	Year 10
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0
Grade 6	0	0	0	0	0
Grade 7	139,367	284,310	579,992	739,490	754,279
Grade 8	0	104,659	210,365	422,834	531,185
Grade 9	544,562	555,463	566,562	577,893	589,451
Grades 10-12	1,033,096	1,038,261	1,043,453	1,048,670	1,053,913

Human Resources: Training New English Teachers

Tables 12-16 detail the human resource requirements and associated costs for all three recommended scenarios. We calculated required teacher inputs based on the progression of piloted cohorts of English language students. The first cohort of English learners is based on an initial group of English teacher candidates for primary or middle school who will begin the first year of their five-year teaching certification after the benchmarks and standards development for English teaching and learning across grade levels are completed to form a TESOL certification program. When the initial cohort of Grade 4 learners reaches Grade 9, they will force a transition to the updated benchmarks and standards for grades currently learning English. In Scenarios I and II, the initial cohort of learners will begin learning science and math in English when they reach Grade 10.

Table 8: Scenario I – New English teacher training, by year

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
3 years of university-level training (public university)	740 teachers (Pilot)	+1,495 Total: 2,235	+3,050 Total: 5,285	+3,955 Total: 9,240	+3,920 Total: 13,160	+3,380 Total: 16,540	+2,510 Total: 19,050	+1,050 Total: 20.100	+400 Total: 20,500	+410 Total: 20.910	+420 Total: 21,330	+430 Total: 21,760
1 year at teacher training institute				740 teachers (Pilot)	+1,495 Total: 2,235	+3,050 Total: 5,285	+3,955 Total: 9,240	+3,920 Total: 13,160	+3,380 Total: 16,540	+2,510 Total: 19,050	+1,050 Total: 20,100	+400 Total: 20,500
1 year practicum (in-classroom)					740 teachers (Pilot)	+1,495 Total: 2,235	+3,050 Total: 5,285	+3,955 Total: 9,240	+3,920 Total: 13,160	+3,380 Total: 16,540	+2,510 Total: 19,050	+1,050 Total: 20,100
3 years of university-level training (public university)						700 teachers (Pilot)	+700 Total: 1,400	+700 Total: 2,100	+700 Total: 2,800	+700 Total: 3,500	+700 Total: 4,200	+700 Total: 4,900
1 year at teacher training institute									700 teachers	+700 Total: 1,400	+700 Total: 2,100	+700 Total: 2,800
1 year practicum (in-classroom)										700 teachers	+700 Total: 1,400	+700 Total: 2,100

Table 9: Scenario 1 – Annual cost estimates of new teacher training

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
3 years of university-level training (public university)	$0.34 million	$0.71 million	$1.5 million	$2.06 million	$2.14 million	$1.94 million	$1.51 million	$0.66 million	$0.27 million	$0.29 million	$0.31 million	$0.33 million
1 year at teacher training institute				$0.42 million	$0.89 million	$1.90 million	$2.59 million	$2.69 million	$2.44 million	$1.9 million	$0.83 million	$0.34 million
1 year practicum (in-classroom)					TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
3 years of university-level training (public university)							$0.13 million	$0.13 million	$0.14 million	$0.14 million	$0.15 million	$0.16 million
1 year at teacher training institute									$12.3 million	$12.3 million	$12.3 million	$13.97 million
1 year practicum (in-classroom)										TBD	TBD	TBD

Table 10: Scenario II – New English teacher training, by year

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
3 years of university-level training (public university)	710 teachers (Pilot)	+1,445 Total: 2,155	+3,045 Total: 5,200	+3,770 Total: 8,970	+3,930 Total: 12,900	+2,380 Total: 15,280	+950 Total: 16,230	+310 Total: 16,540	+320 Total: 16,860	+260 Total: 17,120	+330 Total: 17,450	+330 Total: 17,780
1 year at teacher training institute				710 teachers (Pilot)	+1,445 Total: 2,155	+3,045 Total: 5,200	+3,770 Total: 8,970	+3,930 Total: 12,900	+2,380 Total: 15,280	+950 Total: 16,230	+310 Total: 16,540	+320 Total: 16,860
1 year practicum (in-classroom)					710 teachers (Pilot)	+1,445 Total: 2,155	+3,045 Total: 5,200	+3,770 Total: 8,970	+3,930 Total: 12,900	+2,380 Total: 15,280	+950 Total: 16,230	+310 Total: 16.540
3 years of university-level training (public university)					700 teachers (Pilot)	+700 Total: 1,400	+700 Total: 2,100	+700 Total: 2,800	+700 Total: 3,500	+700 Total: 4,200	+700 Total: 4,900	+700 Total: 5,600
1 year at teacher training institute								700 teachers (Pilot)	+700 Total: 1,400	+700 Total: 2,100	+700 Total: 2,800	+700 Total: 3,500
1 year practicum (in-classroom)									700 teachers (Pilot)	+700 Total: 1,400	+700 Total: 2,100	+700 Total: 2,800

Scenario II: Teacher pilot completes English training

Scenario II: Teacher pilot completes English science & math training

Table 11: Scenario II – Annual cost estimates of new teacher training, by year

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
3 years of university-level training (public university)	$0.32 million	$0.68 million	$1.51 million	$1.96 million	$2.15 million	$1.36 million	$0.57 million	$0.20 million	$0.21 million	$0.18 million	$0.24 million	$0.26 million
1 year at teacher training institute				$0.32 million	$0.68 million	$1.51 million	$1.96 million	$2.15 million	$1.36 million	$0.57 million	$0.20 million	$0.21 million
1 year practicum (in-classroom)					TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
3 years of university-level training (public university)							$0.13 million	$0.13 million	$0,14 million	$0.14 million	$0.15 million	$0.16 million
1 year at teacher training institute									$12.3 million	$12.3 million	$12.3 million	$13.97 million
1 year practicum (in-classroom)										TBD	TBD	TBD

Table 12: Scenario III – New English teacher training and cost estimates, by year

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
3 years of university-level training (public university)	770 teachers (Pilot)	+1390 Total: 2,160	+2,230 Total: 4,390	+2,070 Total: 6,460	+680 Total: 7,140	+100 Total: 7,240	+100 Total: 7,340	+100 Total: 7,440	+100 Total: 7,540	+105 Total: 7,645	+110 Total: 7,755	+110 Total: 7,865
1 year at teacher training institute				770 teachers (Pilot)	+1390 Total: 2,160	+2,230 Total: 4,390	+2,070 Total: 6,460	+680 Total: 7,140	+100 Total: 7,240	+100 Total: 7,340	+100 Total: 7,440	+100 Total: 7,540
1 year practicum (in-classroom)					770 teachers (Pilot)	+1390 Total: 2,160	+2,230 Total: 4,390	+2,070 Total: 6,460	+680 Total: 7,140	+100 Total: 7,240	+100 Total: 7,340	+100 Total: 7,440

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
3 years of university-level training (public university)	$0.35 million	$0.65 million	$1.1 million	$1.1 million	$0.37 million	$0.06 million	$0.06 million	$0.06 million	$0.06 million	$0.06 million	$0.06 million	$0.06 million
1 year at teacher training institute				$0.44 million	$0.82 million	$1.39 million	$1.35 million	$0.47 million	$0.07 million	$0.08 million	$0.08 million	$0.09 million
1 year practicum (in-classroom)					TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Institutional Capacity Building

Beyond the number of teacher candidates and the cost of their training, introducing English in earlier grade levels will require significant capacity building at each of the institutions involved in the recruitment and training of future English teachers.

National Universities will need to take several steps to support the increased estimated number of future English teachers and their educational needs. This will require:

a) Developing a course progression with accompanying textbooks (or syllabi) to match English teacher benchmarks and standards.
b) Developing and introducing a course progression inclusive of science and math in English at the university level.
c) In-service training and recruitment of professors able to teach per new curricular and assessment practices and expectations.

This will also require the addition of new professors and/or teaching assistants:

- Teaching Certification for Professor TESOL English starting in the first year of implementation; 680 new trainees (assuming 1 new professor for 60 new trainees)
- Teaching Certification: Science and math in English starting in the seventh year of implementation; 700 new trainees

Table 13: New university professors needed, by academic year

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Scenario I	**English Professors**	12	25	51	66	65	56	42
	Science & Math in English Professors	-	-	-	-	-	-	12
Scenario II	**English Professors**	12	24	51	63	65	40	16
	Science & Math in English Professors	-	-	-	-	-	-	12
Scenario III	**English Professors**	13	23	37	34	11	2	2
	Science & Math in English Professors	-	-	-	-	-	-	-

CRMEF teacher training institutes will also need to take steps to support future English teachers. This will require:

a) Development of course progression with accompanying textbooks (or syllabi) to match English teacher benchmarks and standards.
b) In-service training and recruitment of teacher trainers able to teach per new curricular and assessment practices and expectations.

Table 14: Number of new TESOL trainers needed per year

	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Scenario 1	25	50	100	130	160	110	85*
Scenario 2	24	48	100	125	130	80	32*
Scenario 3	26	46	74	70	23	3	3

*Includes additional trainers to teach math and science in English teachers.
**Assuming each trainer is responsible for training 30 teacher recruits, and under Scenario 1 in implementation Year 4 there are 740 new English teacher candidates, and in implementation year 10 there are an additional 700 new math and science in English teacher candidates.

With the introduction of any of the recommended scenarios, it is important that the recruitment of future teachers be considered carefully. As noted earlier, students studying to receive a professional BA in Education at ENS in the faculty of sciences and education, and who elect to continue training to become teachers, directly proceed to take an entrance exam to gain entry to CRMEF. Students in the humanities faculties (which constitutes the largest number of university graduates) who elect to pursue training to become teachers must go through a preselection stage prior to taking the CRMEF entrance exam. As each recommended scenario is based on English teachers receiving a teaching certification, it seems fitting that criteria would be used to select the top perspective candidates at this initial stage. However, it will be important that the institutions downstream (CRMEF and the academy managed classroom-based practicum) are aligned and understand the winnowing implied by this recruitment plan. Future teachers must also be made aware of the transition to one uniform pathway to credentialing for English teachers so that they are cognizant of the entire process to certification before they begin their training.

Regional Academies are the third key institution involved in English teacher training. Regional Academies currently manage English inspectors and are best situated to organize the decentralized one-year classroom-based practicum.

Developing a one-year practicum will require:

a) Development of one-year learning progression to match English teacher benchmarks and standards.
b) In-service training and recruitment of inspectors able to practically support the implementation of new curricular and assessment practices and expectations.

Additionally, we recommend that regional Academies explore the possibilities of partnering with organizations to develop and implement a practicum at the classroom level, benefiting teachers with more direct attention.

Table 15: Estimated new inspectors required, per year

	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Scenario 1	37	75	152	198	196	170	125*
Scenario 2	35	72	152	189	196	119	47
Scenario 3	38	69	111	103	34	5	5

Assumes under Scenario 1, for example, that 740 new teachers start their practicum year in implementation Year 5, teaching in 370 different schools, inspectors cover 10 schools each
*English teachers entering practicum year in implementation Year 11

Continue and expand collaboration with NGOs and INGOs. Expanding collaboration with international non-governmental organizations (INGOs) and local NGOs—particularly when developing and

implementing the one-year practicum and ongoing in-service training—is recommended based on examples from other countries that have successfully expanded English into their national education systems. These examples demonstrate how partnerships with local and international NGOs can help to ensure teachers' English is sustained at an adequate level, and that English teachers receive practical guidance on assessment and pedagogic strategies. Organizations including the British Council, AMIDEAST, and TESOL could be contacted to collaboratively develop a system of supporting English teachers in their final year of pre-service training certification practicum, which could include organizing a system of teaching coaches and peer support from existing English teachers. This would be at a national scale and tailored to support the five-year teaching certification, and thus would look very different from the work any of these organizations is currently engaged in Morocco.

While the classroom-based practicum incorporated with future English teachers' certification will begin in the fifth year of implementation for English teachers, discussions with potential local and international partner organizations could begin as soon as feasibly possible. Furthermore, during the initial pilot years, the first two cohorts of teachers could possibly combine their practicum—in-classroom training—with teaching, as the phased-in approach enables the initial cohort of teachers to begin teaching in pilot schools at only one grade level. This could expedite the first Grade 4 pilot to begin one year earlier, in the fifth year of implementation. Online tools could also be explored to provide initial and ongoing support for classroom teachers. In-service training should not end as soon as English teachers receive certification, but rather should be planned so that support for practicum teachers can also benefit existing teachers.

Additional engagement opportunities for NGO partnerships

There are a few additional domains of engagement not directly related to inputting these scenarios, but may still be worth considering to expand the availability, use, and interest in English language learning outside school contexts:

- Design an awareness campaign for families and communities about the introduction of English language from the primary school level and provide opportunities for parents and community members to become advocates and support their children's learning.
- Work with Peace Corps and other volunteers to develop and run mobile libraries (English book libraries on wheels) and routinely visit communities so children and parents, even in the most remote areas of the country, can borrow books to read at home.
- For community awareness and library volunteering activities, American University students can establish partnerships with U.S. Teacher Education programs, which can arrange for their students to complete voluntary international internships in Morocco. This will not only strengthen the community and mobile library programs in Morocco and benefit the American students through a rich learning experience abroad but will also develop professional networks between Moroccan and American future teachers and between higher education institutions that specialize in teacher education in both countries.
- Organize events and clubs for after-school activities in communities with the assistance of Peace Corps and other volunteers for English language learning and expansion. For example, organize a recycling project in the community and conduct a community fair at the end, or publicize activities in local and national media.

LEARNING RESOURCES

There are many areas for improvement in content, sequencing, and texts used in English and other textbooks. Positively, the MNE affirmed internal capabilities to produce (i.e. source from Moroccan publishers) English textbooks for all levels. This is important, as our findings indicate there is room for substantial improvements and updates to existing English textbooks that can be incorporated into new and revised textbooks across levels.

It is important for textbooks and materials to be contextually appropriate, so learners can see themselves in the texts. This could be done by commissioning Moroccan authors to write and design the texts, which should also include the normalization of gender and disability and introduction of other cultures and ways of life, in ways that acknowledge and celebrate these differences. New and revised books should incorporate innovative learning methods and link to technology. We found the sequencing of lessons within each textbook and across grade levels was not always linked appropriately, especially at the upper secondary school level, when the same curriculum was used with varied hours of instruction. New textbooks should mitigate this issue by aligning teaching materials with learners' skill level life experiences.

Teacher guides are important companions for textbooks. When new textbooks were introduced in other subjects, such as French in Grades 5 and 6, teachers did not always receive teacher guides along with new textbooks. Additionally, English teachers described their individual efforts to advance their teaching beyond the textbook but emphasized their need for support and guidance in this as well. This indicates that not only should teacher guides be supplied alongside English textbooks, but they should also provide suggestions for how teachers can link English lessons to global studies, technology, science, and math—the associations that are already key motivators for learning English. Teaching guides that facilitate connections to technologies are especially important in English classes. Well-written teacher guides are also key to ensuring that textbooks are being used as intended.

Textbook production and distribution

The MNE affirmed that both capacity and expertise exist for the development of English textbooks across grade levels within Morocco. The timeline for introducing new textbooks is estimated at four months to set specifications, and an additional 10-14 months to produce, based on a competitive tendering policy for textbook production. We found that while new French textbooks for Grade 1 were introduced in the 2017-2018 school year, some schools did not receive the textbooks until after the new calendar year.

Textbook development for students of English: We recommend a three-year development period for textbooks, teacher guides, and learning materials. Given the piloting plan for introducing English starting from Grade 4 (or 5, or 7), we recommend that curriculum be developed simultaneously across all grades to reduce the risk of gaps in sequencing. However, production of textbooks and materials, and their associated costs, can be spread across multiple years. The chart below details the time horizon for the development, production, and distribution of textbooks. While we use the term textbooks for simplicity, learning materials that support innovative teaching methods (flip charts, cards, songs and equipment to play the songs, etc.) should also be considered, especially when introducing English at the primary level. The piloting plan is designed to mitigate challenges experienced in the past with the introduction of new textbooks. For example, in the 2017-2018 AY, new Grade 1 French textbooks were not available in all classrooms until halfway through the year. Production and distribution risks will be considerably flattened across years by producing the curriculum needed for the entire grade level in one publication run and distributing by pilot year.

Table 16: Textbook development, production, and distribution inputs, by scenario and year

SCENARIO I

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Primary School English Teacher Training															
Development	Design Curricula				Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Production						Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Distribution							Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Secondary School Math & Science in English Teacher Training															
Development	Design Curricula										Grade 10	Grade 11	Grade 12		
Production												Grade 10	Grade 11	Grade 12	
Distribution													Grade 10	Grade 11	Grade 12

SCENARIO II

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Primary School English Teacher Training															
Development	Design Curricula				Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Production						Grade 5	Grade 6	Grade 7	Grade 8	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Distribution							Grade 5	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Secondary School Math & Science in English Teacher Training															
Development	Design Curricula										Grade 10	Grade 11	Grade 12		
Production												Grade 10	Grade 11	Grade 12	
Distribution													Grade 10	Grade 11	Grade 12

SCENARIO III

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Primary School English Teacher Training															
Development	Design Curricula				Grade 7	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Production						Grade 7	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Distribution							Grade 7	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

Cost of textbook development, production, and distribution

The cost of developing an English course textbook and teacher's guide are significantly less than the human resource expenses detailed above. However, with low unit costs, printing textbooks for all English learners amounts to a substantial total cost. The AT used the cost of developing the French Grade 1 textbooks (distributed in the 2017 AY) as a basis to approximate English textbook costs implicated in the three scenarios. Assuming the design and illustration is done by MNE officials (as was the case with French textbooks), development costs for each grade level may be in the range of $15,000-$20,000 USD, with printing costs of around $0.75 USD per book. While these costs are low, they imply a burden on the MNE for design and illustration; thus, we recommend following the progressive approach to developing textbooks outlined in Table 16 above. Developing a teacher's guide is estimated to cost $10,000 USD, per grade level, with printing costs of around $1.25 USD per book.

With these assumptions,[13] we have detailed costed expectations for textbooks in Table 17, assuming each student receives a new English textbook at each grade level. Naturally, this cost could be reduced if schools maintain ownership of textbooks and reuse books across two to three years. Scenario I costs are for developing Grade 4 textbooks to be printed for the pilot cohort of Grade 4 learners in implementation year 5, for use in implementation year 6. Scenario II follows the same arrangement for Grade 5 learners, and Scenario II for Grade 7 learners.

Table 17: Cost of textbook production, by scenario and year

	Scenario I	Scenario II	Scenario III
2022	$17,500	$17,500	$17,500
2023	$117,803	$112,933	$122,026
2024	$219,158	$212,629	$212,629
2025	$429,335	$428,434	$423,067
2026	$551,444	$526,116	$509,707
2027	$546,933	$433,949	$427,613
2028	$574,171	$533,200	$252,568
2029	$660,722	$435,141	$150,666
2030	$881,932	$361,800	$43,375
TOTAL COST	**$3,998,999**	**$3,061,705**	**$2,158,151**

The above calculations are for TESOL English textbooks. For Scenarios I and II, new textbooks would additionally need to be developed for math and science classes in English for Grades 10-12. These costs are not included in the above estimates. Teacher guides would be less costly and are estimated at a total of $100,000 USD for English teachers across all grade levels. We also learned that in the past, the Ministry has made electronic versions of the books available online for free download. We encourage this practice to be extended to the English materials.

In conclusion, our three recommended scenarios detail the best options for implementing English teaching in earlier grades in Morocco, prioritizing a sustainable, government-led path for building institutional capacity to begin teaching English at scale. The scenarios all prioritize cost minimization by projecting over a long-term horizon. If the eventual plan is to introduce English in Grade 4, as is indicated

[13] Assuming $17,500 USD per grade level to develop an TESOL English textbook. Cost spread across grade levels as each progressively introduces English.

in the Superior Council of Education's 2015-2030 strategy, beginning with this entry point will avoid costly rework in the future. However, the most reasonable scenario given the context into which English will be introduced is Scenario III. Introducing English in Grade 7 that will be taught by specialized TESOL certified teachers is the most likely scenario to be adequately resourced and presents the lowest burden on an already strained national education system, while still meeting the objective of increasing the amount and duration of English that public school students receive. The implementation of Scenario III as indicated in this report still presents many challenges and is a medium-term proposition. Once initiated, the initial cohort of TESOL certified teachers will be ready to teach six years from that date, beginning in Grade 7, progressively introducing a new curriculum across grade levels through to Grade 12 – an 11 year horizon. Once expanded throughout the school system, further refinements, such as expanding the range of grade levels where English is taught into the primary grades, could be introduced without modifying the teacher training pathway, as TESOL certifies teachers in English methodologies applicable from Grades 1-12. Similarly, TESOL certifies English teachers to teach subject-specific pedagogy, and thus, with subject-area specialized training, could begin to teach other subjects like math and science in English.

While we have costed Scenarios I and II assuming a progression to teaching sciences and math in English, there is also the option to continue English through the upper secondary school level without introducing other subjects taught in English. The MNE could opt for alternatives, such as magnet upper secondary schools across Morocco that use English as the language of instruction. These select schools could identify and admit students who have already mastered the required level of English through an examination process. By offering science and math in English in only select schools, the number of specialized English teachers would be much smaller than if English as the language of instruction was introduced across all upper secondary schools. The option to utilize magnet schools would be an alternative means of implementing Scenarios I and II that would still deliver on the MNE and High Council's desire to introduce English more expansively starting at the primary school level. On the other hand, it is possible that even in Scenario III, hours of English instruction could be increased so that students would be at a mastery level adequate to learn subjects in English starting in Grade 10, though it would be politically and otherwise challenging to displace or expand the curricular hours this would require.

Table 18: Estimated global costs for each scenario

Scenario I	Year 1	Year 4	Year 8	Total (Years 1-12)
New teacher trainees	740	3,960	1,050	21,750
Teacher training costs (DHs)	3.2 million	19.6 million	6.3 million	114.5 million
University professors	12	66	17	360
CRMEF trainers	0	25	160	680
Scenario II	**Year 1**	**Year 4**	**Year 8**	**Total (Years 1-12)**
New teacher trainees	710	3,770	310	17,765
Teacher training costs (DHs)	3.0 million	18.6 million	1.9 million	91.5 million
University professors	12	63	5	295
CRMEF trainers	0	24	130	560
Scenario III	**Year 1**	**Year 4**	**Year 8**	**Total (Years 1-12)**
New teacher trainees	770	2,070	100	7,870
Teacher training costs (DHs)	3.3 million	10.2 million	0.6 million	38.4 million
University professors	13	34	2	130
CRMEF trainers	0	26	23	250

*Costs in Years 1,4, & 8 are snapshots of those years (not cumulative costs)

One intensive task required across all scenarios is that all new English teachers will be certified through the same five-year teacher certification, thus unifying credentials to align with national benchmarks and standards across grade levels. If the BA in Education – English TESOL option does not materialize as planned herein, the above existing tracks could be modified (though not ideal) to a five-year certification through a general BA + CRMEF + practicum progression to English teacher certification for Grades 4-12. The key end-goal is that all English teachers are uniformly credentialled.

The MNE must make choices and tradeoffs to ensure success based on the multiple goals of public education in Morocco. For example, if it becomes apparent that teaching upper secondary school math and science in English yields poor learning outcomes because students lack sufficient English proficiency, it may be preferable to teach content areas in a language that students have already mastered (Arabic or French) while continuing to teach English language as a subject, but using a curriculum that addresses the academic vocabulary of other subject areas. In this scenario, if the English program begins in the upper primary grades (Grades 4, 5, and 6) and continues throughout middle and upper secondary school, the students will accomplish both proficiency in content areas along with an English language proficiency. If they pursue higher education studies at an English-speaking university, they will be able to quickly attain the necessary field-specific academic vocabulary.

Additionally, some respondents perceive national education policies as politicized and ever-changing. It is important that plans and accompanying resources for expanding English be communicated clearly to all stakeholders who will be impacted by this program on a national scale. One principal piece of this communication is having the right voices involved in the benchmark and standard setting across grade levels for teachers and learners. This process will yield a unified framework from which to develop curricula for English, and is the most likely to draw stakeholders buy-in. To ensure success, the scale-up of English in the national education system should be timed to align with when resources are available to implement the program as planned.

Begin by developing benchmarks and standards for students learning English across grade levels and for all English teachers.

After harmonizing terminology, aligning on a uniform path to English teacher certification, and determining the scenario that best meets the MNE's vision for introducing English at earlier grade levels, a necessary initial step is to design the curricular standards and formative and summative assessment benchmarks appropriate for introducing English—and subjects that will be taught in English—into the multilingual educational environment in Morocco. Recommendations for what should be considered across educational institutions for English teacher training and for English students are elaborated above, and the following are our recommendations for undertaking this process.

Establish clear standards and benchmarks. Establishing clear standards and benchmarks for expectations of credentials, teaching, and learning objectives for expanding English, from primary school through upper secondary school, is an important initial step to ensuring political support among stakeholders when introducing a change of this magnitude in the national education system. Benchmarks and standards for teaching and learning English can consult European and U.S. frameworks (e.g., TESOL, TEFL, CEFR, and Content and Language Integrated Learning (CLIL), etc.), which serve as generic models for introducing English as a foreign language and English as a language of instruction. However, it is critical to jointly establish benchmarks and standards that are appropriate for the Moroccan context with a diverse group of stakeholders to ensure buy-in.

Ensure all relevant stakeholders are involved in standards-setting. Stakeholders should represent a diverse cross-section of the English language-learning and teaching community in Morocco, many of whom have created inroads for English language interest around the country. They are well-

positioned to share details from their experiences of English teaching and learning.[14] Accordingly, to begin planning for expansion of English from the primary level, the first step must be to assemble the mix of stakeholders already involved in English as a foreign language and those who will be affected by this policy shift to jointly establish benchmarks and standards that are appropriate for English language learners in Morocco. Ensuring that all relevant stakeholders are involved in setting these standards and benchmarks will yield greater buy-in and lead to a more successful expansion of English in the national curriculum. The following stakeholders should all be engaged early in the process, and for sustainability, should be considered based on their ongoing ability to support, review, and counsel the MNE for future action related to the Education curriculum. The list, though not exhaustive, includes:

- MNE officials
- Regional Academies, including English inspectors and teaching coaches
- Moroccan researchers, academics, and educational experts
- Public school English teachers, especially those in the International BAC pilot
- Private school English teachers
- U.S. PAS, RELO, U.S. Access program staff, teachers, past participants
- AMIDEST/School for International Training (SIT) English teacher trainer curriculum developers
- British Council representatives
- External experts from organizations such as TOEFL (Test of English as a Foreign Language), Professional Certificate in English Language Teaching (PCELT), etc.

Tailor benchmarks, standards, and curricula to the existing teacher training process and educational context. Based on our assessment of the capacity, strengths, and weakness of multiple educational institutions, English teacher training at the university, regional teacher training institute, and in-classroom practicum levels (namely, support provided by inspectors under the purview of regional academies) must be aligned with any standards and benchmarks. Assuming the process of setting benchmarks and standards for teachers and learners includes all relevant stakeholders, this will help ensure that curricula subsequently developed for teachers and learners across different institutions will be properly sequenced and aligned with the goals of English language learning in Morocco.

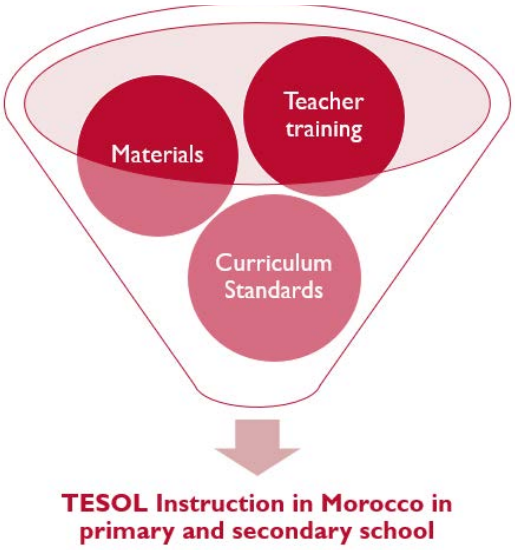
- Overall, the process of setting benchmarks and standards at the regional and national levels is intended to create systems of accountability for good quality education policy, updated learning standards, effective curriculum, instructional methodologies and assessments, and ethical professional practice.
- Ultimately, this process should strengthen the nucleus unit at the Ministry level, which will be the responsible and accountable body for all English language program operations in Morocco.

[14] Other countries' efforts to introduce English instruction could provide guidance to the process of setting standards and benchmarks that are appropriately tailored to the multilingual policy environment in Morocco. An example from Vietnam illustrates the critical role of the MNE in setting the expectations for English learning policy. In Vietnam, the Ministry of Education took a centralized, phased approach to changing the language of instruction, using a plan that was flexible enough to accommodate the country's diversity. The Ministry of Education first determined the high-level cultural and linguistic goals of their new policy, then developed clear guidelines, curricula, and supporting materials to reach these goals. The clarity of these documents helped ensure that teachers and communities understood what to expect of the transition prior to the policy rollout. The policy offered four different transition options to communities, enabling locally-tailored transitions toward instruction in Vietnamese, appropriate to locally available resources and preferences. Following the implementation of the policy at the primary and secondary levels, the government developed a language approach for higher level education (Boonying, 2013). After the introduction of this policy framework, Vietnam has seen revitalization of minority languages, the development of a culture of multilingualism, and increases in students' academic competency and foreign language proficiency (Thea, 2003).

IMPLEMENTATION CONSIDERATIONS

We appreciate that it will take considerable investments in time, resources, and planning before English can be introduced in earlier grade levels. For this reason, it is important to note that necessary human resources, financial investments and expenses, and material resources in the short-term will still be usable for long term programming and implementation. It is useful to envision these resources as inputs to a funnel that feeds into a singular, ultimate goal: long-term desired educational outcomes. This model will avoid wasting human and monetary resources will preserve and strengthen the capacity that is available in Morocco.

Figure 9: Funnel resources and investments to achieve desired outcomes



To give provide a practical example, if we were to develop teacher resources for the first phases of the English education program, such as guides or training materials, they should to be developed to be useful for when the program is up and running. **Error! Reference source not found.** illustrates this process. The recommendations presented in this report are be achievable with three main steps:

1. **Careful, thoughtful, and comprehensive planning from the beginning.** There may be eagerness, excitement, and great desire to begin rolling out the English language program right away. However, failure to properly consider all factors that contribute to a good education program could waste time and resources, and produce major setbacks that increase the risk of failure. Therefore, it is necessary to allocate adequate time for quality planning upfront.
2. **Building upon the already existing strengths of the system and keeping an open mind for trying new and innovative approaching to teaching English.** It is important to recognize the many strengths within the established system for teaching English in Morocco (including government and non-government actors and stakeholders). The new reformed program must capitalize in every way possible on already existing strengths and resources, as identified in our recommendations for current English teaching and learning.
3. **Develop a sound plan of action and elicit support from national and international partners and donors.** It is extremely difficult to develop a new English language program through a fundamental reform to the system, even for the wealthiest and most advanced countries. Morocco has all that is needed for such a reform, including the vision and the ambition to develop world-class education for its citizens, but there may be limitations in funds and human capacity for technical assistance. If adequate time is allocated in the beginning planning phase of the program, and if the MNE is clear about the steps to take and the activities to accomplish for this program, then financial and technical assistance can be sought out with clarity and confidence. It is important that any investments (other than one-time or front-loading investments) be considered mindfully for their ability to scale and be sustainable in the future.

ANNEX I: SCOPE OF WORK

I. BACKGROUND ON THE LANDSCAPE ASSESSMENT

Historically, Morocco has considered itself a metropolitan milieux, a natural melting pot combining strong Arabic roots with a mix of many other cultures and languages. In recent years, starting with the 1999 "national charter for education and training," and continuing through the development of the Kingdom's 2015-2030 vision for education, questions related to multilingual instruction have become increasingly pressing for the already overburdened school system. Recently, the country's sector planning documents have advocated extending the teaching of English across the nation starting in grade four. Should this take place, it would make English the fourth language Moroccan students are expected to master—alongside Arabic, French, Amazigh, and Spanish (in the North of Morocco)—throughout their school careers.

While the economic and scientific advantages of having a citizenry educated in English are clear, a reform of this breadth and scope is difficult to accomplish even under the best of circumstances. The Moroccan context is not without constraints. At this time, English is studied as a foreign language starting in grade nine in pilot schools, meaning it receives at best five hours of instructional time per week for the final five years of high school, and possibly less in some contexts. Adding the study of English to an additional five levels of schooling would mean doubling the supply of English instruction, with everything that this implies in terms of the development of curricula, standards, benchmarks, books, materials, and exams, not to mention what would be required in adjustments to pre- and in-service teacher training in order to qualify teachers to teach English. Furthermore, Moroccan educators have only recently begun to understand the nuances between teaching language and teaching reading; ensuring that system graduates will receive 10 years not only of communicative practice but also of reading comprehension instruction in one of the world's most difficult idioms will require significant didactic and pedagogical coaching that the nation's current training institutes and providers are not yet prepared to provide. Effective English instruction at scale would also exist within the context of Morocco's current multilingual system, where literacy and reading comprehension within the current languages of instruction are still areas for growth.

In short, the Kingdom is at a challenging juncture—a political objective has been decreed and, in a way, a promise has been made to populations eager for the highest-quality multilingual education available, and yet, to date, no methodical assessment of the prerequisites and costs of achieving these ambitions and fulfilling these promises has been made. Therefore, in collaboration with the Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MNE), USAID is issuing this scope of work to conduct the Kingdom's first "Landscape Assessment for Multilingual Instruction" (LAMI) with the purpose of assembling the essential information and scenarios that the Palace, Educational High Council, Ministry of Education, and other actors will require in order to succeed in providing equal opportunity to all Moroccan students to become functionally fluent in reading, writing, and speaking English.

II. BACKGROUND ON THE LANDSCAPE ASSESSMENT TOOL

Morocco's "Landscape Assessment for Multilingual Instruction," or LAMI, is based on a tool developed by the E3/Education Reading & Literacy team. The original tool was known as the "Literacy Landscape Assessment," and contains 5 modules that together provide a holistic picture of the constraints and opportunities associated with improving literacy in any given combination of languages in a particular context. The LLA modules are:

a) language policy,
b) supply side characteristics,
c) learning environment quality,
d) teacher & student knowledge, skills, and attitudes, and
e) family and community characteristics and beliefs.

These modules are outlined in more detail in Annex A. The Social Impact (SI) research team will adapt the questions and module categories as relevant to conduct the desk review and answer the main research questions.

III. ACTIVITY GOAL AND OBJECTIVES

The goal of the LAMI is to assemble the information the Moroccan authorities require to develop a costed operational plan for the gradual expansion of English language instruction in the public school system. The objectives are as follows:

a. Summarize the outcomes, costs, advantages, and disadvantages of similar national undertakings (from Morocco or elsewhere)
b. Document the current context and outcomes of multilingual education and reading instruction at the primary level (at the systems, classroom, and community levels, and examining Amizigh, Arabic, French, and English) relevant to developing an English language program
c. Explore the opportunities and constraints (material, financial, socio-cultural, etc.) linked to introducing English at the primary level
d. Identify the challenges to this introduction (curricular, systemic, financial) and the possible solutions to those challenges
e. Propose a coherent standards and benchmarks framework for English education in Morocco's multilingual context
f. Present at least 3 cost scenarios for achieving the generalisation of English education from grade four onward in the multilingual Moroccan system by 2030 (complete with proposed contribution levels from Moroccan system institutions and from donor/NGO actors).

The LAMI will meet these objectives through an initial desk review followed by fieldwork and a final report. The desk review will cover past experiences with similar transitions to new languages of instruction in other countries and the current context of Morocco's education system, and is described in more depth below. The LAMI fieldwork and final report, also described in more depth in the following section, will focus on the following research questions:

- What is the current preparedness of teachers, curricula, the Ministry, and students to transition into a system where English is a language of instruction? This may consider:
    - Teachers' fluency
    - Teaching practices
    - Students' readiness to learn English at an earlier level, including literacy in other languages
    - Supply chain concerns of textbooks and curricula
    - Challenges created by the learning environment or educational system
- What resources for English language training exist outside the public-school system? This may consider:
    - Private or religious schools
    - Training centers
    - Family and community support

The LAMI will take into consideration the very different landscapes in Morocco (rural and urban), as well as the cultural, socioeconomic, and linguistic diversity of primary school students and their families. The scenarios SI presents will not be "one size fits all," but will rather show how each group and subgroup of intended beneficiaries could eventually access high quality multilingual instruction that would teach them to both speak and read in English. While not intended, in this case, as anything other than a snapshot of

the current situation of language and literacy instruction, it is also possible, and should not be completely excluded from consideration, that the LAMI or portions thereof can be used as a baseline against which to compare outcomes in certain domains once changes to multilingual instructional policy are implemented in earnest.

IV. ACTIVITY PHASES AND MAJOR DELIVERABLES

The LAMI in Morocco will take place in five phases. Each is described below, with a list of major deliverables included by phase.

IVa. Phase One: Desk Studies and Literature Reviews

A wealth of information exists in the current context both about *other* countries who have undertaken similarly audacious reforms, as well as about the actual condition of teaching and learning languages and reading in Morocco. In this first phase of the LAMI, Social Impact will produce a literature review answering the following questions:

1. In other countries which have attempted these kinds of linguistic shifts at scale in their school systems, what were their experiences with methods, costs, outcomes, and timeline?
2. What have Morocco's own experiences and outcomes with the expansion of multilingual education been?
3. What is the current status of the following in Morocco:
    - Current language policy,
    - Supply side characteristics affecting delivery of language and reading instruction,
    - Learning environment quality in public schools, and variation in learning environment quality between schools,
    - Teacher and student language KSAs in English, Arabic, and other local languages, and
    - Family and community attitudes and practices promoting literacy and second language acquisition?

An essential purpose of the literature review is to ensure that the primary fieldwork in Phase Two leverages information that is already available and focuses on filling in gaps where essential information is lacking. Completion of the literature review could engender some adjustments to the questions and methodology in this Statement of Work; USAID expects Social Impact to negotiate and revalidate all such stages.

Phase One deliverables will include:

- A literature review answering, to the extent information is available, the questions outlined above
- As appropriate, adjusted and re-approved instruments for Phase Two of the LAMI

IVb. Phase Two: Design and Planning Phase

Phase Two will overlap with Phase One. While the literature review is being completed, the main research team will also begin developing a detailed methodology and sampling strategy, interview instruments to be used during fieldwork, and a final fieldwork schedule, all of which will be documented in a work plan. This work plan will serve as the basis for the research implementation. The Work Plan must also describe SI's plan and timeline for internal monitoring and management. The final Work Plan will be developed by SI in cooperation with USAID and the Government of Morocco and approved prior to fieldwork, though final testing and approval of instruments will happen in the field during Phase Three. Final agreement from the GoM may occur during a consensus meeting at the beginning of fieldwork.

All activities planned through this process must be in accordance with the Statement of Work. Deliverables will include:

- A Work Plan including detailed methodology and sampling strategy, draft interview instruments, a final fieldwork schedule, team structure and management approach

IVc: Phase Three: Field Studies

With the desk review complete and the work plan approved, Social Impact will conduct the interviews, focus groups, observations, skills assessments, inventories, and surveys to collect primary data for the LAMI. In this phase, the research team will begin by field-testing the data collection instruments, likely in Marrakech, and seek Government of Morocco approval of these tools during a finalization workshop. Social Impact will then train the research team to use all of the LAMI instruments, organize and supervise the data collection, and ensure the safe capture and back up of all of the information provided. The fieldwork will focus on answering the main research questions outlined in Section III, building upon the findings of the literature review.

Possible approaches during LAMI Phase III, which will be refined during the design phase, include:

- Focus groups and in-depth interviews with teachers and school staff
- Key informant interviews with government officials, experts in language instruction in Morocco, and other key stakeholders
- Direct observation of classroom activities
- Updating the desk review with documents and data acquired during fieldwork
- Rapid assessment of teachers' English language skills

At a minimum, the final sampling adopted for the LAMI must enable data collection that captures the widely different contexts of Morocco. Rural and urban disparities, differences in socio-economic status levels, differences in educational levels of family members and relatives, and differences in health status, age, and other demographics are likely to have a large incidence on individual's likelihood of benefitting from widespread policy change and are likely to require detailed costing in order to ensure equity of services across all members of the potential student population. A successful Phase III will furnish enough information for decision makers both at the central and the AREF levels to determine how an operational plan to expand multilingual education that is ALSO effective in enhancing the teaching of reading can be developed. The Government of Morocco will be included in the sampling decisions and must provide approval over the final sites selected.

Deliverables for Phase Three will include:

- Weekly email updates to USAID with fieldwork progress
- Validation letter for the piloted instruments from the Government of Morocco

IVd. Phase Four: Data Capture, Analysis, and Report Preparation

Once the fieldwork is completed, Social Impact will be responsible for assembling the results along with the most salient findings from the literature and document reviews into a single LAMI report. In the end, USAID envisages the complete literature reviews as an annex to the main LAMI output, which should be a streamlined analysis touching on each of the domains of investigation and culminating in the 3 costed options for Government of Morocco to achieve generalization of English as a language of instruction. This report should be produced in draft form, circulated for comment to the key stakeholders, and then revised and finalized.

Deliverables for phase four include:

- Raw, cleaned databases, contingent upon the collection of quantitative data that meets the DDL guidelines for submission
- Draft analyses in the form of a preliminary findings presentation
- Draft report
- Comments matrix documenting the incorporation of feedback on the draft report
- Final report

IVe. Phase Five: Presentation of Report and Recommendations

Decisions regarding the successful implementation of a complex multilingual educational policy require the consideration and perspective of multiple authorities. In addition to completing a streamlined, well-researched report, SI will be required to produce PowerPoint and recorded presentations explaining the different, costed scenarios identified for achieving Morocco's multilingual ambitions, and detailing the advantages and disadvantages of each. These presentations should assist Moroccan authorities to assess, taking into consideration all the available resources and patterns of multilingual instruction in the Moroccan classrooms, the best intervention points and steps for expanding the use of English in their education system. By providing both a PowerPoint and a recorded version of the PowerPoint presentation, SI will ensure that USAID personnel and other associated stakeholders can repeat the presentations as needed even after the conclusion of the subject task order. SI staff should be prepared, however, to provide presentations of the report and its findings in Arabic, French, and English, as needed, as a function of the different audiences that will need to become familiar with its content.

In addition, after the acceptance of the final report, Social Impact will prepare a short meta-report, not to exceed ten pages, reflecting on lessons learned from implementing the LLA modules and conducting the LAMI. The product from this report should also provide valuable learning for the Government of Morocco.

Deliverables for phase five include:

- A 15 slide PowerPoint deck featuring the three scenarios proposed for expanding the teaching of speaking and reading in English, with the key rationales and costing data for each in English, Arabic and French
- A 30 slide PowerPoint deck summarizing more of the findings of the LAMI and then presenting (as above) the three scenarios and how each relates to those findings, again in English, Arabic and French
- A 15 minute recorded explanation of the main three scenarios and the evidence on which each is based, translated into English, Arabic, and French. The recordings could be a webinar-style recording of the PowerPoint presentation with narration.
- A meta report on the experience of conducting the LAMI on behalf of USAID and in collaboration with the Government of Morocco

V. ACTIVITY TIMELINE

A final timeline will be negotiated and agreed upon during the design phase. However, that timeline should be generally in keeping with the guidelines provided here, as the completion of this work is urgent both to provide information and guidance to the Ministry of Education of Morocco and also to feed into future strategic planning for USAID/Morocco in the education sector. In particular, fieldwork should be completed prior to the end of the school year in mid-June; preferably, data collection will be completed by mid-May, before the exam period and Ramadan begin. A maximum of 8 months is envisioned for completing every aspect of this work. (See proposed timeline attached.)

VI. PERSONNEL

SI must furnish the following individuals for the performance of this activity.

1. Team Leader
2. Senior Reading & Language Specialist
3. Senior Economist/Costing Specialist

VIa. Team Leader

This position provides overall technical leadership and expertise for the Landscape Assessment for Multilingual Instruction (LAMI). The Team Leader: a) Gives technical direction and oversight to the design and implementation of the LAMI, including adjustment of tools, b) Manages the team in the field, ensuring that roles and responsibilities are clear, c) Conducts qualitative data collection, accompanied by a local specialist and translator, d) Is responsible for drafting key deliverables, including inception report and draft and final reports, and e) Takes the lead in developing possible programming options for the GOM, based on data gathered in the field.

The team leader reports directly to Social Impact. This position requires political gravitas, as the incumbent interacts with numerous Government of Morocco institutions and senior-level national and provincial-level government officials. The incumbent will have demonstrated ability to work in complex and politically charged environments, to work across different cultures, and manage diverse teams to deliver impact within agreed timelines.

The Team Leader candidate will have, at a minimum, the following qualifications:

a. Education: A minimum of a Master's Degree (or foreign equivalent) in education, international relations, or other social sciences. A PhD, with a focus in international development education, is preferred.
b. Skills and Experience: 12+ years' relevant experience in educational research and programming is required with a Master's Degree, or 8+ with a Ph.D.; Experience in reading and language programming is required; Prior experience managing assessment teams is required; Prior experience leading the development and implementation of qualitative and quantitative studies is required; Prior experience in the Middle East is required. Prior experience in Morocco is preferred.
c. Language: The candidate must be professionally proficient and fluent in written and spoken English. Familiarity with either written and spoken French or written and spoken Arabic is preferred.

VIb. Senior Reading and Language Specialist

The Senior Reading and Language Specialist will support the Team Leader in the technical design and implementation of the LAMI, making sure that the study is adapted to local context and recommendations are tailored to local systems. S/he leads a sub-team of qualitative data collection, leads translation of presentations and other materials into Arabic and French, contributes to data analysis and the development of findings, conclusions and programming scenarios, and presents the finds and scenarios to a wide group of stakeholders in Morocco as necessary.

The Senior Reading and Language Specialist will have, at a minimum, the following qualifications:

a. Education: A minimum of a Master's Degree (or foreign equivalent) in education, international development, or other social sciences. A specialized degree, with a focus in international development education is preferred.

b. Skills and Experience: At least six years of research experience in multilingual reading and speaking instruction. Extensive experience in Morocco's education sector. Prior experience conducting qualitative interviews and analysis.
c. Language: The candidate must be professionally proficient and fluent in written and spoken English, Moroccan and Modern Standard Arabic and French.

VIc. Senior Economist & Costing Specialist

The Senior Economist & Costing Specialist prepares all of the economic and costing analyses for the LAMI. He/she works with the Team Leader and Senior Reading & Language Specialist, as well as with the relevant departments of the GOM, to finalize the instruments for cost capture, to identify the method for costing analysis, and to quantify the costing gaps the system currently faces in implementing its desired multilingual policies with high quality. He/she completes the costing portions of the 3 scenarios that are the ultimate goals. The economist and costing specialist must ensure that the methodologies proposed used gather costing data and evidence are gender, disability-inclusive, and conflict sensitive, and are meeting rigorous standards.

d. Education: An advanced degree, preferably in economics or statistics or a similar field, is required.
e. Skills and Experience: Prior experience in education and international development is required. At least eight or more years of experience organizing data collection and analysis of program costing is required. Prior experience in developing cost estimates for programming in the education sector is required. Prior experience in the Middle East is preferred.
f. Language: The candidate must be professionally proficient and fluent in written and spoken English. Familiarity with either written and spoken French or written and spoken Arabic is preferred.

All team members must be able to work under difficult circumstances and have the ability to form productive relationships with host country counterparts at the national and sub-national levels. All team members must be willing and able to travel to the major cities of Morocco, and to all schools and communities included in the final sampling plan.

VII. OTHER PERSONNEL AND MANAGEMENT

Social Impact will: a) recruit and manage the field team prior to deployment, remotely during fieldwork, and during the report drafting process, b) finalize the research tools, c) develop and deliver the required literature review before launching the fieldwork phase, d) work closely with USAID, GOM, the activity team leader, and associated experts to determine an appropriate sampling strategy, e) conduct rolling data quality checks on both quantitative and qualitative data collection and analysis, f) ensure the quality of all deliverables, and g) manage the budget and all the administrative arrangements of the contract.

SI shall organize a combination of other technical experts such as research specialists, data collectors, subject matter experts, enumerators and other staff to carry out the requirements specified in this contract. USAID recognizes that Social Impact will need to recruit at least 2 additional, short-term, full-time local education specialists. These specialists will need to have academic credentials in education, prior experience conducting qualitative fieldwork, and fluency in Arabic and English. They will be tasked with contributing to the LAMI design and data analysis, accompanying team members during fieldwork to facilitate interactions, and ensuring quality control of all translation and conversations. USAID encourages Social Impact to consider identifying specialists from relevant local associations (i.e. MATE) and/or from the decentralized levels of the ministry.

Social Impact shall determine responsibilities and roles for other staff positions not explicitly listed in this SOW. SI must be inclusive of gender, sexual orientation and disability when hiring and selecting technical

or support staff to perform specific duties. SI's headquarters staff will provide technical oversight of the work, including primary responsibility for any quantitative research design, sampling and analysis that may be necessary.

SI may want to partner -- to the maximum extent possible -- with host-country firms and academic institutions, for in-country research, surveys, data collection, and data analysis. The use of local firms and experts should increase the quality of analysis by bringing a more nuanced and authentic perspective to development problems, decrease the cost of the work by minimizing costly foreign travel, and contribute to national capacity development.

All personnel must be able to form productive relationships with host country counterparts at the national and sub-national levels. All personnel must be willing and able to travel to the major cities of Morocco, and to all schools and communities included in the final sampling plan.

SI shall provide all necessary logistical support, including travel arrangements, with required USAID clearances, computer support, team planning, workshop facilitation, training, printing, and report editing, translation, and dissemination. SI shall bear primary responsibility for procurement, personnel, reporting, and other management related requirements.

VIII. COMMUNICATIONS

Social Impact will provide brief weekly bullets on project activities highlight major events. The update will identify, but not be limited to, current and upcoming consultations/visitors, key activities and events of the previous week, and upcoming activities and events.

USAID and Social Impact will expect to have the following calls or meetings during the research:

- Client kickoff: An initial call with USAID, the Team Leader, and Social Impact's headquarters (HQ) team to review the final SOW and next steps.
- In-brief: A meeting between key members of the research team and USAID/Morocco at the beginning of fieldwork to review the fieldwork plan.
- Mid-point check-in: A call between USAID, the Team Leader, and Social Impact's HQ team to review progress in the field, as well as any challenges and mitigation measures.
- Out-brief: A preliminary findings presentation led by the Team Leader to USAID for initial comments.

In addition, USAID and Social Impact will keep an open line of communication to check in and share updates as needed.

IX. SUMMARY OF REPORTS AND DELIVERABLES

Social Impact will submit to the COR reports, deliverables or outputs, as further described below:

Report and/or Deliverable	Approximate Date	Distribution
Phase One: Literature Reviews	March 2018	Electronically to TOCOR
Phase Two: Finalized Work Plan	March 2018	Electronically to TOCOR
Phase Three: Weekly updates to USAID on the progress of field data collection	April-May 2018	Electronically to COR, Alternate COR and TOCOR

Report and/or Deliverable	Approximate Date	Distribution
Phase Four: Draft and Final Reports	June-August 2018	Electronically to COR, Alternate COR and TOCOR Electronically to Development Clearinghouse following USAID acceptance of the final report (http://dec.usaid.gov)
Phase Five: Presentations	September 2018	Electronically to COR, Alternate COR and TOCOR Electronically to Development Clearinghouse (http://dec.usaid.gov)
Meta-report on completing the LAMI	October 2018	Electronically to COR, Alternate COR and TOCOR Electronically to Development Clearinghouse (http://dec.usaid.gov)

Required Data Sharing and Information

All technical reports must be transferred in finalized, electronic copy to USAID's community of practice on early grade reading. SI should use the following e-mail address for this transfer: info@globalreadingnetwork.net. SI should copy the COR on this required transfer.

SI will provide USAID with data, technical materials, and other relevant materials produced. SI is required to transmit to USAID datasets and codebooks for any data eligible under DDL guidelines. The transmittal shall be according to the following specifications:

- Datasets should be complete, clean, and final, and include any derived or secondary variables used to calculate indicator values provided in assessment reports.
- Datasets must be cleansed of Personally Identifiable Information (PII) prior to transmittal to USAID. PII includes any information that could be used to identify an individual student, teacher, or administrator from whom data have been collected.
- Datasets will include all variables included in the initial data collection, with the exception of any data that must be edited or cleaned to protect the privacy and anonymity of students, teachers, or administrators represented in the data.
- If variables are edited or removed in order to protect the privacy and anonymity of research subjects, steps should be taken to ensure that sufficient information is retained to allow analyses that require grouping students by school, or track schools/students across datasets if appropriate.
- Data must be transmitted along with relevant supporting materials and instruments. This includes questionnaires and other instruments, codebook, data dictionary, information on sample design, setup and weights, assessment reports, performance management plans or other materials that describe the structure of the assessment and/or program, and any other information a researcher may need when working with the data.

- Learning Assessment data can be transmitted in formats including Stata, SPSS, SAS, R, or an open and machine readable format. Supporting documents can be transmitted in MS Office or an open and machine readable format.
- Contractor will provide information on the number of pupils benefiting from the program, disaggregated by sex and grade for each year that the program is active.
- Datasets will be delivered through email, addressed to the relevant COR and TOCOR. The Contractor may also be directed by USAID to submit data and related documents to a third party site (e.g. https://sartdatacollection.org).
- All prerequisites to providing the complete, cleaned datasets must be completed by the implementing partner prior to the provision of the dataset to USAID, such as review and approval by Missions and host country governments, as appropriate.

X. OTHER CONSIDERATIONS

Technology: To the extent relevant for the final methods and efficient for the assessment, Social Impact should employ appropriate tablet-based technology or other electronic data collection with substantial back-up procedures for all data capture, cleaning, and analysis. As appropriate, other cost-effective technologies should be used and leveraged throughout the study.

Gender: Cultural, economic, and legal gender inequalities are a critical underlying factor in making progress in all development sectors. Addressing and considering gender in all USAID programs is a mandatory requirement, and USAID has identified gender as a cross-cutting theme that is built into all USAID programs. Social Impact should consider and address gender issues during the design and implementation of the assessments.

Inclusive Development: Social Impact shall make every reasonable effort to include persons with disabilities in the design, implementation, analysis, and reporting phases of this contract. Data collection tools will be Section 508A compliant and will focus on the needs of disabled students to become multilingual in order to be credentialed in the Moroccan school system.

ANNEX A: LITERACY LANDSCAPE ASSESSMENT DRAFT FRAMEWORK

Morocco's "Landscape Assessment for Multilingual Instruction," or LAMI, is based on a tool developed by the E3/Education Reading & Literacy team. The original tool was known as the "Literacy Landscape Assessment," and contains 5 modules that together provide a holistic picture of the constraints and opportunities associated with improving literacy in any given combination of languages in a particular context. The LLA modules are: a) language policy, b) supply side characteristics, c) learning environment quality, d) teacher & student knowledge, skills, and attitudes, and e) family and community characteristics and beliefs. A mixture of methods is associated with completing the full ensemble of modules, as follows:

Module	Primary Research Questions	Methods/Instruments
Language policy	• What is Morocco's current language policy? • How well is it implemented, and why? • What other countries have introduced English in a foreign language to their primary cycles, and what are the lessons learned? • What standards frameworks and expectations for student performance have other countries who have undertaken such a reform used? • What are the potential advantageous and	• Literature review of comparable initiatives • Analysis of the motivators and mediators driving the policy • Impediment/Enhancement analysis (does it increase or decrease chances of scholastic attainment) • Implementation analysis • Evaluation framework analysis

Module	Primary Research Questions	Methods/Instruments
	disadvantageous effects of such a decision for Moroccan students, current and future? • Within the bounds of its current educational framework and curricula, through what possible avenues could Morocco accommodate the introduction of English and what policy ramifications would each have?	
Supply side characteristics	• How well does the current curriculum support the instruction of reading and language? • What changes would be necessary to further accommodate the instruction of reading, writing, speaking, and listening in English? • How well does the current systemic structure support the teaching of both national (Standard Modern Arabic, Amazigh), and foreign (French, English and Spanish) languages? What human and material resources are currently dependably available for the instruction of each? • How well does the current systemic structure support the teaching of reading national (Standard Modern Arabic, Amazigh), and foreign (French, English, Spanish)? What human and material resources are currently dependably available for the instruction of reading in each? • What changes to the provision of human and material resources would have to take place to accommodate the introduction of English as a foreign language starting in grade four? • At what cost can and should these changes be made? How would this integrate with or disturb the ministry's sectoral budgeting and planning? • What is the landscape of private offerings for English instruction in Morocco? Who can access these instructional models? Which ones are successful for what purposes? How much does each cost? • What is the landscape of schooling offered under the Ministry of religious affairs in Morocco? • What is the most cost-effective way for Morocco to realize its ambition of incorporating English into schooling, starting in Grade 4?	• Curricular review • Capacity analysis of critical governmental departments • Book supply chain assessment • Assessment of extra-curricular and non-formal opportunities for multilingual learning (move MATE, MorceNet, and ACCESS here?) • Cost-efficacy analysis
Quality of the learning environment	• What are the characteristics of the standard public school learning environment in Morocco, at the primary and secondary school level? (i.e. class size, pupil/teacher ratio, pupil/book ratio, time-on-task in class, hygiene, bullying, gender-related violence, teacher-student tension, etc.) • What standard aspects of a quality learning environment are consistently present or absent at both the primary and secondary level in the public sector?	• Individual interviews (Regional directors, provincial directors, school directors, teachers) • Focus groups (students, parents, community members) • School and classroom observations • Spending trend analysis

Module	Primary Research Questions	Methods/Instruments
	• How does the learning environment differ between the public and private sectors? • What types of interactions are most frequent between teachers and students in both the public and private learning environments? • What financial resources are available to schools, and where do they come from? • How much is each school approximately spending per child to teach that child to read and to teach that child to be multilingual? • What is the cost gap between the current spending and the spending that would be required to establish a quality learning environment for learning to read and learning to be multilingual	
teacher & student learning, common knowledge, skills, and attitudes	• For a sample of teachers and students of different grade levels, what is their level of spoken ability in: Amazigh, Darija, Arabic, French, and English? • For the current English teaching staff in high schools, where does their ability in English fall on the European Union Common Language Framework? • How well do students read in Amazigh, Arabic, French, and English now? • How well do teachers read in Amazigh, Arabic, French, and English now? • What approaches are used to teach foreign language now? • What approaches are used to teach reading now? • What training do teachers receive to teach foreign language? To teach reading? • How much of a "training and preparation gap" will Morocco need to fill in order to ensure quality English instruction from grade four and above?	• Language census • Receptive and productive speaking quizzes • Connected word reading tests • Instructional observations (Stallings) • Training inventories • Individual interviews
Family and community characteristics and beliefs	• In each community sampled, what has been the relationship between school and communities, and the language of instruction in communities?" Are there any perceptible differences by language of origin or by socioeconomic status? • What objectives/aspirations do parents hold for the language and reading skills of their children? • What language policies do parents and community members recommend for their communities? • What plans would community members recommend for making those desired policies a tangible reality in their communities? • What curricular shifts and changes would	• Longitudinal patterns survey • Focus groups • Individual interviews

Module	Primary Research Questions	Methods/Instruments
	parents or community members support or recommend, in order to be able to create space and time at school in the primary cycle for their children to learn to read, write, speak, and listen to English?	

In the final phase of an assessment, information from all of these sources is assembled to provide decision makers with a summary of the opportunities for improving students' reading, writing, and speaking skills in multiple languages in an evidence-based fashion.

ANNEX II: BIBLIOGRAPHY

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ANNEX III: DATA COLLECTION INSTRUMENTS

TEACHER QUESTIONNAIRE

*READ CONSENT DOCUMENT

Respondent type: English Teacher, Principal, Math or Science Teacher, Other Language Teacher
نوع المستجوب: أستاذ اللغة الإنجليزية، مدير المدرسة،أستاذ العلوم أو الرياضيات،أستاذ لغة أخرى

School Level: Primary School, Middle School, High School
نوع المدرسة: مدرسة ابتدائية، مدرسة إعدادية ،مدرسة ثانوية

Region: North/East/Center/South
School Location: Urban, Rural, Suburban
School Type: Private/Public

المنطقة: الشمال / الشرق / الوسط / الجنوب
موقع المدرسة: المجال الحضري،المجال القروي، في الضواحي
نوع المدرسة: خاصة / عمومية

Teacher Sex: Male/Female
Teacher Age: Younger than 20; 20-30; 31-40; 41-50; 51-60; 61-70; Older than 70
جنسالأستاذ: ذكر / أنثى
عمر الأستاذ: أقل من 20 سنة؛ 20-30. 31-40. 41-50. 51-60. 61-70. فوق 70سنة

Native Language: Darija, Arabic, French, Amazigh, Spanish, English, Other

اللغة الأم: الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

Highest Level of Education Received: High School; Two or More Years at University; Teaching Certificate; Bachelor's Degree; Master's Degree; Doctoral Degree
أعلى مستوى تعليمي: شهادة الباكالوريا؛ سنتين أو أكثر في الجامعة؛ شهادة تدريس؛ شهادة الإجازة؛ شهادة ماستر؛ شهادة الدكتوراه

Language of study: Darija, Arabic, French, Amazigh, Spanish, English, Other
لغة الدراسة: الدارجة، العربية، الفرنسية،الأمازيغية ، الإسبانية، الإنجليزية، أخرى

Area of study: Primary education, English, Math. Science, Arabic, Other
مجال الدراسة: التعليم الابتدائي، اللغة الإنجليزية، الرياضيات. العلوم، اللغة العربية، أخرى

Number of years employed as a full-time teacher: 0-1, 1-3, 3-5, 5-10, 10-15, 15-20, more than 20
عدد سنوات العمل كأستاذ بدوام كامل: 0-1، 1-3، 3-5، 5-10، 10-15، 15-20، أكثر من 20

Does school have internet access? Y/N
هل تتوفر المدرسةعلى الإنترنت؟نعم / لا

Is the school wired for Wi-Fi? Y/N
هل المدرسة موصولة بشبكة**Wi-Fi** ؟نعم / لا

Does the school have a library? Y/N
هل تتوفر المدرسة على مكتبة؟ نعم / لا

Do your students use the library? Y/N
هل يستخدم تلاميذك المكتبة؟ نعم / لا

% of students that use libraries
النسبة المئوية من التلاميذ الذين يستخدمون المكتبات؟

How many times a week?
كم مرة في الأسبوع؟

What percentage of total books in the library is represented by each language? Darija, Arabic, French, English, Spanish, Amazigh, Other

ما هي النسبة المئوية من مجموع الكتب في المكتبة ممثلة بكل لغة؟ الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

#	QUESTIONS
1	**What is/are the language(s) you use at home?** **ما هي اللغة (اللغات) التي تستخدمها في المنزل؟** ● What is the dominant language you use at home? ما هي اللغة السائدة التي تستخدمها في المنزل؟ ● If you use more than one languages what are the purposes for each language use (social, with your family, watching TV, social media, talking with friends, talking about school, etc.)? إذا كنت تستخدم أكثر من لغة، فما هي الأغراض الخاصة بكل استخدام لكل لغة (اجتماعي، مع عائلتك، عند مشاهدة التلفزيون، عند استعمال وسائل التواصل الاجتماعي، عند التحدث مع الأصدقاء، عند الحديث عن المدرسة وما إلى ذلك)؟
2	**How many languages do you speak and understand?** **كم عدد اللغات التي تتحدث بها وتفهمها؟** ● Of those languages which ones you can confidently say that you are proficient in listening, speaking, reading, writing, and thinking? من تلك اللغات، أيها يمكنك أن تقول بثقة أنك بارع في الاستماع والتحدث والقراءة والكتابة والتفكير بها؟ ● Which language of those would you like to improve on and what particular skills? أي هذه اللغات ترغب في تحسينها؟ أي مهارات بالخصوص؟ ● Which of those languages you use on a daily basis in school to interact with other teachers, students, and parents? أي هذه اللغات تستخدم يوميًا في المدرسة للتفاعل مع الأساتذة الآخرين والتلاميذ والآباء؟ ● In which of those languages are you proficient in typing and using when you are online or preparing school documents, assessments and handouts for your students? في أي من هذه اللغات، أنت بارع في الكتابة والاستخدام عند الاتصال بالإنترنت أو إعداد المستندات/ الوثائق المدرسية والتقييمات والنشرات للتلاميذ؟ ● Which of those languages do you teach as a subject in the school? أي من هذه اللغات تدرس كمادة في المدرسة؟ ● Which of those languages your students learn as a subject at school? أي من هذه اللغات يتعلمها التلاميذ كمادة في المدرسة؟ ● Which of those languages are used as the medium of instruction (language of instruction) in school and on what content areas? أي من هذه اللغات يتم استخدامها كوسيلة للتدريس (لغة التدريس) في المدرسة وما هي مجالات التخصص؟
3	**English language proficiency:** **إتقان اللغة الإنجليزية** ● Do you speak, read, understand and write in English? هل تتحدث،تقرأ، تفهم وتكتب باللغة الإنجليزية؟ ● How did you learn the language? كيف تعلمت اللغة؟ ● Where did you study English? أين درست اللغة الإنجليزية؟

#	QUESTIONS
	• For how many years have you studied English? لكم من سنة درست اللغة الإنجليزية؟ • Are you able to use English with a good understanding when watching TV, listening to the radio, browsing on the internet, using social media, reading a novel, or attending a university lecture? Prompt directly: (always understand; understand most; understand a little; do not understand at all) هل تستطيع استخدام اللغة الإنجليزية مع فهم جيد عند مشاهدة التلفزيون أو الاستماع إلى الراديو أو تصفح الإنترنت أو استخدام وسائل التواصل الاجتماعي أو قراءة رواية أو حضور محاضرة جامعية؟ موجه مباشرة: (تفهم دائمًا ؛ تفهم أغلبية الكلام؛ تفهم القليل؛ لا تفهم على الإطلاق) • If asked, are you able to write a professional document or an essay in English? هل تستطيع كتابة مستند مهني أو مقال باللغة الإنجليزية إذا طُلب منك ذلك؟ • Are you able to teach math and/or science in English? هل تستطيع تعليم الرياضيات و / أو العلوم باللغة الإنجليزية؟ • What areas of the English language would you like to improve? ما هي جوانب اللغة الإنجليزية التي ترغب في تحسينها؟ • Do you teach English as a subject in school? هل تدرس اللغة الإنجليزية كمادة في المدرسة؟ • What grades do you teach (English)? ما الأقسام التي تدرسها (الإنجليزية)؟ • Do you teach math and/or science using English as the medium of instruction? هل تدرس الرياضيات و / أو العلوم باستخدام اللغة الإنجليزية كوسيلة للتعليم؟ • What grades are your students (who are learning math and/or science in English)? ما هي نقط تلاميذك (الذين يتعلمون الرياضيات و / أو العلوم باللغة الإنجليزية)؟ • Do you feel confident in teaching English or using English to teach other subjects of the curriculum? Prompt directly: (very confident; somewhat confident; a little confident; not at all confident) هل تشعر بالثقة وأنت تدرس اللغة الإنجليزية أو تستخدم اللغة الإنجليزية لتدريس مواد أخرى في المنهاج؟ موجه مباشرة: (واثق جدا ؛ واثق إلى حد ما ؛ قليل الثقة ؛ غير واثق على الإطلاق)
4	**Multilingual instruction in Morocco:** **التعليم المتعدد اللغات** • What are your beliefs about multilingual instruction in Moroccan schools? ماذا تظن إزاء التعليم متعدد اللغات في المدارس المغربية؟ • What are your beliefs about teaching English in Moroccan schools? ماذا تظن إزاء تدريس اللغة الإنجليزية في المدارس المغربية؟ • What are your thoughts about the idea of introducing English as a foreign language in Moroccan schools at the upper primary schools? ما هي أفكارك حول فكرة إدخال اللغة الإنجليزية كلغة أجنبية في المدارس المغربية في الأقسام الابتدائية العليا؟ • If it was to be introduced as a mandatory subject from the primary level, what resources, policies, and practices should be in place and functioning in order for it to be successful? إذا كان من المفترض إدخالها كمادة إلزامية من المستوى الابتدائي،ما هي الموارد والسياسات والممارسات التنظيمية اللازمة ليكون ادخال الإنجليزية ناجحا؟ • What implications such a policy and practice would have for students, teachers, parents, for the school curriculum, for CERMF, and for teacher education programs at the university level? ما الآثار المترتبة على مثل هذه السياسة والممارسة بالنسبة للتلاميذ والأساتذةوأولياء الأمور والمناهج الدراسية وبرامج تعليم الأساتذة على المستوى الجامعي و CEMF?
5	**What are the languages your students speak and understand?** **ما هي اللغات التي يتحدث بها تلاميذك ويفهمونها؟**

#	QUESTIONS
	• At home?في المنزل • At school (in the classroom) and (in the playground)? في المدرسة (في القسم) و (في فناء الاستراحة) • Do your students code-switch between languages, which ones and how frequently? هل يقوم التلاميذ بالتناوب اللغوي ما بين اللغات؟ ما هي تلك اللغات؟وكم عدد مرات تكرارها؟ • What is your student's level of performance in every language that is included in the curriculum? ما هو مستوى أداء تلاميذك في كل لغة داخل المنهج؟ • What are your students' attitudes about the various languages taught in Moroccan schools (explain for all languages taught or used in school)? ماهي مواقف تلاميذك من مختلف اللغات التي يتم تدريسها في المدارس المغربية (اشرح لكل اللغات التي يتم تدريسها أو استخدامها في المدرسة)؟ • What is your students' motivation (if any) to learn English and how do you know they are motivated? ما هو تحفيز تلاميذك (إن وجد) لتعلم اللغة الإنجليزية وكيف تعرف أنهم متحمسون؟ • What are some of the things your students do to help them learn better English? ما هي بعض الأشياء التي يقوم بها تلاميذك لمساعدتهم على تعلم الإنجليزية بشكل أفضل؟ • In which instances do you believe (or observe) that your students use English and how often? في أي من الحالات تعتقد (أو تلاحظ) أن تلاميذك يستخدمون الإنجليزية وكم من مرة؟
6	**What is/are the language(s) you mostly use in the classroom when you are interacting with your students on a daily basis?** **ما هي اللغة (اللغات) التي تستخدمها غالبًا في الفصل الدراسي عندما تتفاعل مع تلاميذك بشكل يومي؟** • Do you code-switch from one language to another and which ones do you use more often? هل تقوم بالتناوب اللغوي من لغة إلى أخرى وما هي تلك التي تستخدمها أكثر من مرة؟ • Which language do you use when you are disciplining a student? ما اللغة التي تستخدمها عند تأديب الطالب؟ • Which language do you use when you are praising a student? ما اللغة التي تستخدمها عند مدح الطالب؟ • Which language do you use when you are writing notes and providing feedback on student papers? ما اللغة التي تستخدمها عند كتابة الملاحظات وتقديم تعليقات على أوراق التلاميذ؟ • Which language do you use when you are communicating with parents about their children's behavior and progress? ما اللغة التي تستخدمها عند التواصل مع أولياء الأمور بشأن سلوك أطفالهم وتقدمهم؟
7	**Instructional methods and strategies:** الأساليب والاستراتيجيات التعليمية • What instructional methods/approaches do you use to teach the subject matters that you teach? ما هي الطرق / المناهج التعليمية التي تستخدمها لتدريس المواد التي تُعلِّمها؟ • What instructional strategies do you use in the classroom? ما هي الاستراتيجيات التعليمية التي تستخدمها في القسم؟ • How do you motivate both male and female students? كيف تحفز التلاميذ والطالبات على حد سواء؟ • How do you differentiate instruction and assessment for students with disabilities? كيف تميز التعليم والتقييم للتلاميذ ذوي الاحتياجات الخاصة؟
8	**Assessment:** **التقييم**

#	QUESTIONS
	• How do you assess your students' subject matter and/or language skills? كيف يمكنك تقييم محتويات المادة عند التلاميذ و / أو المهارات اللغوية؟ • What types of assessments do you use (formative, summative, written, oral, standardized, alternative, performance, portfolio, etc.)? ما هي أنواع التقييمات التي تستخدمها (تكوينية،تلخيصية،مكتوبة،شفهية،قياسية،بديلة،أداء،محفظة، إلخ)؟ • How often do you assess your students? كم مرة تقوم بتقييم تلاميذك؟ • Are certain types of assessments motivating to students? هل هناك أنواع معينة من التقييمات التي تحفز التلاميذ؟ • How do you link assessment to instruction? كيف تربط التقييم بالتعليمات؟ • How do you link assessment to student achievement and performance reporting (grading and school reports)? كيف تربط التقييم بإنجازات التلاميذ وتقارير الأداء (تقارير النقط والتقارير المدرسية)؟ • How do you communicate your students' performance with their parents and families and how often? كيف يمكنك اطلاع الإباء عن أداء تلاميذك ومدى تكرار ذلك؟
9	**Curriculum materials and resources:** **مواد المناهج الدراسية والموارد** • What textbooks do you use? ما هي الكتب الدراسية التي تستخدمها؟ • Do you like and the textbooks that you use and why or why not? هل تحب الكتب المدرسية التي تستخدمها ولماذا أو لماذا لا؟ • Do you feel that your textbooks are free of bias with respect to gender, disability, socio-economic, cultural and linguistic background of students? هل تشعر أن كتبك الدراسية خالية من التحيز فيما يتعلق بنوع الجنس والإعاقة والخلفية الاجتماعية والاقتصادية والثقافية واللغوية للتلاميذ؟ • If you had an option to modify the textbooks you use what would you change? إذا كان لديك خيار لتعديل الكتب الدراسية التي تستخدم، ماذا ستغير؟ • Do you use any other materials other than textbooks (tradebooks, online resources, games, realia, software, etc.)? هل تستخدم أي مواد أخرى بخلاف الكتب المدرسية (مثل الحواسيب اللوحية وموارد الإنترنت والألعاب وأشياء ومواد من الحياة اليومية والبرمجيات وما إلى ذلك)؟ • Do you use assistive technology or other accommodations for students with disabilities? هل تستخدم التكنولوجيا المساعدة أو وسائل الراحة الأخرى بالنسبة للتلاميذ ذوي الاحتياجات الخاصة؟ • Do you make your own materials for your classroom and if so what and how? هل تصنع مواد خاصة بك لفصلك الدراسي وإذا كان الأمر كذلك ما هي هذه المواد وكيف تصنعها؟ • Do you use a teacher guide? هل تستخدم دليل الأستاذ؟ • Do you get resources from the internet? هل تحصل على موارد من الإنترنت؟ • Do you collaborate/share resources and lesson plans with other teachers within or outside of your school? هل تتعاون / تشاطر الموارد وخطط الدروس و أساتذة آخرين داخل أو خارج مدرستك؟
10	**Teacher evaluation and support:**

#	QUESTIONS
	تقييم ودعم الأستاذ • How is your performance being evaluated? كيف يتم تقييم أدائك؟ • Do you have a mentor or coach or head teacher who observes your lessons and provides constructive feedback and instructional support? هل لديك مرشد أو مدرب أو أستاذ رئيسي يراقب دروسك ويقدم ملاحظات بناءة ودعمًا تعليميًا؟ • Do you feel comfortable sharing your needs, challenges, and successes with your school principal and other teachers? هل تشعر بالراحة لمشاركة احتياجاتك وتحدياتك ونجاحاتك مع مدير المدرسة والأساتذة الآخرين؟ • If you need help with a lesson, what do you normally do? إذا كنت بحاجة إلى مساعدة في درس ما، ماذا تفعل عادة؟
11	**Professional development:** **التطوير المهني:** • What type of professional development do you receive? ما نوع التطوير المهني الذي تتلقاه؟ • What type of professional development do you need or wish you could get? ما هو نوع التطوير المهني الذي تحتاجه أو ترغب في الحصول عليه؟ • If you were asked to teach your subject areas in English or to teach English as a subject what type of professional development would you need and for how long (to advance to this level)? إذا طُلب منك تعليم تخصصك باللغة الإنجليزية أو تعليم اللغة الإنجليزية كمادة، ما هي المدة الزمنية و نوع التطوير المهني الذي ستحتاجه (للتقدم في هذا المستوى)؟
12	**Collaboration with parents:** **التعاون مع الآباء** • How do you collaborate with parents and how often? كيف تتعاون مع الوالدين وكم من مرة؟ • What are your beliefs about parent involvement and participation in Morocco? ماذا تظن بخصوص انخراط ومشاركة الوالدين في المغرب؟ • What are some ways that you believe parent participation and involvement in their children education can improve in Morocco? ما هي بعض الطرق التي تعتقد أنها ستحسن من مشاركة أولياء الأمور ومساهمتهم في تعليم أطفالهم في المغرب؟ • Who helps your students with homework? من الذي يساعد تلاميذك على أداء الواجبات المنزلية؟ • How do you communicate with and support parents that are not literate or have very limited literacy skills? كيف تساند وتتواصل مع أولياء الأمور وكيف تساندهم عندما لا يعرفون القراءة والكتابة أو لديهم مهارات محدودة جدًا في القراءة والكتابة؟ • What opportunities do you provide for parent participation in your classroom and/or school activities? ما هي الفرص التي توفرها لمشاركة الوالدين في الفصل الدراسي و / أو الأنشطة المدرسية؟ • Do you have parent volunteers in your classroom or school and if not would you welcome this opportunity? هل لديك أحد المتطوعين من أولياء الأمور في القسم أو في المدرسة،إذا لم يكن الأمر كذلك، هل تحبذهذه الفرصة؟
13	**Other thoughts, ideas, beliefs you would like to share that were not addressed in our discussion:** هل هناك أي أفكار أخرى أو معتقدات ترغب في مشاركتها معنا والتي لم يتم تناولها في نقاشنا؟

#	QUESTIONS

INSPECTOR, PRINCIPAL, TEACHING COACHES' QUESTIONNAIRE

استبيان خاص بالمفتش ، المدير و مدرسي المدرسين

Read consent document & ask metadata as relevant to informant's position
اقرأ مستند الموافقة واطلب بيانات وصفية ذات صلة بموقف المخبر

Respondent type: Inspector, Principal, Teaching Coach
نوع المستجوب: المفتش ، مدير المدرسة ، المدرس

School Level: Primary School, Middle School, High School; N/A
نوع المدرسة: مدرسة ابتدائية، مدرسة إعدادية ،مدرسة ثانوية

Region: North/East/Center/South
(School) Location: Urban, Rural, Suburban
(School) Type: Private/Public

المنطقة: الشمال / الشرق / الوسط / الجنوب
موقع المدرسة: المجال الحضري،المجال القروي، في الضواحي
نوع المدرسة: خاصة / عمومية

(Teacher) Sex: Male/Female **(Teacher) Age:** Younger than 20; 20-30; 31-40; 41-50; 51-60; 61-70; Older than 70
جنس الأستاذ: ذكر / أنثى عمر الأستاذ: أقل من 20 سنة؛ 20-30. 31-40. 41-50. 51-60. 61-70. فوق 70سنة

Native Language: Darija, Arabic, French, Amazigh, Spanish, English, Other
اللغة الأم: الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

Highest Level of Education Received: High School; Two or More Years at University; Teaching Certificate; Bachelor's Degree; Master's Degree; Doctoral Degree
أعلى مستوى تعليمي: شهادة الباكالوريا؛ سنتين أو أكثر في الجامعة؛ شهادة تدريس؛ شهادة الإجازة؛ شهادة ماستر؛ شهادة الدكتوراه

Language of study: Darija, Arabic, French, Amazigh, Spanish, English, Other
لغة الدراسة: الدارجة، العربية، الفرنسية،الأمازيغية ، الإسبانية، الإنجليزية، أخرى

Area of study: Primary education, English, Math. Science, Arabic, Other
مجال الدراسة: التعليم الابتدائي، اللغة الإنجليزية، الرياضيات. العلوم، اللغة العربية، أخرى

Number of years employed as a full-time teacher: 0-1, 1-3, 3-5, 5-10, 10-15, 15-20, more than 20; N/A
عدد سنوات العمل كأستاذ بدوام كامل: 0-1، 1-3، 3-5، 5-10، 10-15، 15-20، أكثر من 20

Does school have internet access? Y/N
هل تتوفر المدرسة على الإنترنت؟نعم / لا

Is the school wired for Wi-Fi? Y/N
هل المدرسة موصولة بشبكة**Wi-Fi** ؟نعم / لا

Does the school have a library? Y/N
هل يستخدم تلاميذك المكتبة؟ نعم / لا

Do your students use the library? Y/N
هل تتوفر المدرسة على مكتبة؟ نعم / لا

% of students that use libraries
النسبة المئوية من التلاميذ الذين يستخدمون المكتبات؟

How many times a week?
كم مرة في الأسبوع؟

What percentage of total books in the library is represented by each language? Darija, Arabic, French, English, Spanish, Amazigh, Other

ما هي النسبة المئوية من مجموع الكتب في المكتبة ممثلة بكل لغة؟ الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
1	**Describe the English language program(s) your school has worked on so far:** صف برنامج (برامج) اللغة الإنجليزية التي عملت عليها مدرستك حتى الآن: • For students, teachers, other professionals? للطلاب والمدرسين وغيرهم من المهنيين؟ • What ages, levels? ما هي الأعمار والمستويات؟ • For what purposes?لأي أغراض؟ • For how long? لكم من الوقت؟ • How many people have your programs reached so far? كم عدد الأشخاص الذين وصلتهم برامجك حتى الآن؟ • Do you have more male or female students? لديك عدد أكبر من الطلاب أو الطالبات؟ • Do you have any children/adults with disabilities teaching or learning through your programs and if so what accommodations/adaptations do you offer them? هل لديك أي أطفال / بالغين معوقين يقومون بالتدريس أو التعلم من خلال برامجك ، وإذا كان الأمر كذلك فما هي التسهيلات / التعديلات التي تقدمها لهم؟
2	**Staff qualifications:** مؤهلات الموظفين: • How many English language teachers do you work with (part-time and full-time)? كم عدد معلمي اللغة الإنجليزية الذين تستخدمهم (بدوام جزئي وبدوام كامل)؟ • How many of these teachers (if part time) have a full-time job in the public schools and at what capacity? كم عدد هؤلاء المدرسين (إذا كانوا يعملون بدوام جزئي) لديهم وظيفة بدوام كامل في المدارس العامة وبأي صفة؟ • Are your teachers certified in teaching English as a foreign/second language and if so what are the sources of their certification (Moroccan higher education institutions, foreign higher education institutions, other)? هل مدرسوك معتمدون في تدريس اللغة الإنجليزية كلغة أجنبية / ثانية ، وإذا كان الأمر كذلك ، فما هي مصادر شهاداتهم (مؤسسات التعليم العالي المغربية ، مؤسسات التعليم العالي الأجنبية ، غيرها)؟ • What percentage of your English language teachers are native English language speakers? ما النسبة المئوية لمعلمي اللغة الإنجليزية لديك من متحدثي اللغة الإنجليزية كلغة أم؟ • What is the student/teacher ratio in your programs? نسبة الطلاب/ المدرسين في برامجك؟ • How do you evaluate your teachers? كيف تقيّم المدرسين؟ • How do you support your teachers advance and improve their performance? كيف تدعم مدرسيك وتقدمهم لتحسين أدائهم؟
3	**What is/are the second/foreign language acquisition method/approach your program(s) is/are using and what theoretical background do you based it/them upon:** ما هي طريقة / مقاربة تعلم اللغة الأجنبية / الثانية التي يستخدمها البرنامج وما هي الخلفية النظرية التي تعتمد عليها عليها: • CLIL, CALLA, Comprehensible input, direct method, audiolingual approach, other, etc.? مدخلات مفهومة ، طريقة مباشرة ، مقاربة صوتية ، أخرى ، إلخ؟ CALLA، CLIL • English in Action, communicative Approach, English for Specific Purposes, etc. الإنجليزية في العمل ، النهج التواصلي ، الإنجليزية للأغراض الخاصة ، وما إلى ذلك. • Do you use the European Framework for English language teaching and learning standards or the TESOL or the WIDA or other? هل تستخدم الإطار الأوروبي لمعايير تعليم وتعلم اللغة الإنجليزية أو TESOL أو WIDA أو غيرها؟

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
4	**Transition from one language to another:** الانتقال من لغة إلى أخرى: • What is/are the language(s) of instruction your teachers use in the classroom in order to teach English? ما هي اللغة /اللغات التي يستخدمها معلموك في الفصل الدراسي لتعليم اللغة الإنجليزية؟ • Do they use code-switching, translanguaging, translating? هل يستخدمون تبديل اللغات ، استخدام لغتين داخل القسم، أو الترجمة؟ • What is/are the language(s) the students use in the classroom in order to learn English? ما هي اللغة / اللغات التي يستخدمها الطلاب في الفصل الدراسي لتعلم اللغة الإنجليزية؟ ***Add the following for Private Schools:*** أضف ما يلي للمدارس الخاصة: • What is/are the language(s) the students use in the playground and during their breaks in your school? ما اللغة / اللغات التي يستخدمها الطلاب في الملعب وأثناء فترات الاستراحة في مدرستك؟ • If your program is a multilingual instruction program (Arabic, French, Amazigh, English) at what stage do you introduce English and how? إذا كان برنامجك عبارة عن برنامج تعليمي متعدد اللغات (العربية ، الفرنسية ، الأمازيغية ، الإنجليزية) ففي أي مرحلة تقوم بإدراج اللغة الإنجليزية وكيف؟ • Do you use English as the Language of Instruction (LOI) for any subjects and in which grades? هل تستخدم اللغة الإنجليزية كلغة للتعليم (LOI) لأي موضوعات وفي أي فصول دراسية؟
5	**What are the learning strategies and modalities that your teachers use in teaching English to Moroccan audiences and how do these vary per age and interest group:** ما هي استراتيجيات وطرق التعلم التي تستخدمها في تدريس اللغة الإنجليزية للجماهير المغربية وكيف تختلف هذه الفئات حسب العمر ومجموعة الاهتمامات: • Cognitive, metacognitive and socio-affective strategies? الاستراتيجيات المعرفية ،ما وراء المعرفيّة والعاطفية الاجتماعية؟ • Use of technology, what type, and for how long during the instructional time? استخدام التكنولوجيا ، أي نوع ، ولكم من الوقت خلال فترة التعليم؟ • Listening, speaking, reading, writing, thinking strategies, and which ones you can name? الاستماع ، التحدث ، القراءة ، الكتابة ، استراتيجيات التفكير ، وأي استراتيجيات يمكنك ذكرها؟ • Incorporation of technology/media/social media and how? دمج التكنولوجيا / وسائل الإعلام / وسائل التواصل الاجتماعي، كيف يتم ذلك؟
6	**Textbooks, resources and curriculum materials:** الكتب المدرسية،الموارد والمواد المنهجية: • What textbooks do you use? ما هي الكتب المدرسية التي تستخدمها؟ • Are they designed and printed abroad or in Morocco? هل تم تصميمها وطباعتها في الخارج أم في المغرب؟ • What other curricular and extracurricular materials and books do you use? ما المناهج الدراسية الأخرى والكتب والمواد الإضافية التي تستخدمها؟ • Do you use software? هل تستخدم البرمجيات المعلوماتية؟ • Do you use modified materials for children/adults with disabilities? هل تستخدم مواد معدلة للأطفال / البالغين ذوي الإعاقات؟ • Do you consider your teaching and learning materials free of gender bias and if so what makes you believe that they are? هل تعتبر مواد التعليم والتعلم خالية من التحيز في مقاربة النوع ، وإذا كان الأمر كذلك ، فما الذي يجعلك تعتقد أنها كذلك؟
7	**What types of assessments do you use in your program to assess student progress and which ones of these assessments lead to a national or international recognition of English language competency:** **ما أنواع التقييمات التي تستخدمها في برنامجك لتقييم تقدم الطلاب وما هي تلك التقييمات التي تؤدي إلى اعتراف وطني أو دولي بكفاءة اللغة الإنجليزية:**

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
	• Formative, summative, standardized (TOEFL, Cambridge, European Languages assessment framework (CEFRL), other)? إطار تقييم اللغات الأوروبيةCambridge، (TOEFL التكوين التكويني والختامي والموحد ، وغيرها)؟ (CEFRL) ، • What is the percentage of success of your students in these exams? ما النسبة المئوية لنجاح طلابك في هذه الاختبارات؟
8	**Has your instructional approach been successful in the Moroccan content and if so why and how? هل نجح أسلوبك التعليمي في المحتوى المغربي وإذا كان كذلك فلماذا وكيف؟** • What are some elements of your approach that have or have not worked well in Morocco and why? ما هي بعض عناصر المقاربة المتبعة التي عملت بشكل جيد أو التي لم تعمل بطريقة جيدة في المغرب ولماذا؟ • How does this compare to other country context experiences (if you have any) and where would you attribute the differences/similarities pertaining to the Moroccan context? كيف يقارن ذلك بتجارب الدول الأخرى (إذا كان لديك أي منها) وأين ستعزو الفروق / أوجه التشابه المتعلقة بالسياق المغربي؟
9	**Collaboration with parents and families:** **التعاون مع أولياء الأمور والعائلات** • Do you (and/or your teachers) collaborate with parents, how and how often? هل تتعاون مع أولياء الأمور ،كيف ، وبأي وثيرة؟ • What types of activities do you (and/or your teachers) engage the parents in and with? ما أنواع الأنشطة التي تشرك فيها أولياء الأمور معًا؟ • How do keep parents informed about your curricula and their children's progress? كيف يُبقي أولياء الأمور على اطلاع بمناهجك وتقدم أطفالهم؟ • Do the parents help their children with homework at home, how and for how long approximately on a daily basis? هل يساعد أولياء الأمور أطفالهم في أداء الواجبات المدرسية في المنزل ؟ كيف وإلى أي مدى تقريبًا على أساس يومي؟
10	Is there anything else you think as important that you would like to add that has not been included in the questions and our discussion so far? هل هناك أي شيء آخر تعتقد أنه مهم وأنك تريد إضافته مما لم يتم تضمينه في الأسئلة ومناقشتنا حتى الآن؟

UNIVERSITY & CRMEF QUESTIONNAIRE

Read consent document & ask metadata as relevant to informant's position

اقرأ مستند الموافقة واطلب بيانات وصفية ذات صلة بموقف المخبر

Respondent type:

نوع المستجوب

School Level:

المستوى الدراسي

Region: North/East/Center/South
(School) Location: Urban, Rural, Suburban
(School) Type: Private/Public

المنطقة: الشمال / الشرق / الوسط / الجنوب
موقع المدرسة: المجال الحضري،المجال القروي، في الضواحي نوع المدرسة: خاصة / عمومية

(Teacher/Respondent) Sex: Male/Female **(Teacher/ Respondent) Age:** Younger than 20; 20-30; 31-40; 41-50; 51-60; 61-70; Older than 70

جنس الأستاذ/**المستجوب**: ذكر / أنثى عمر الأستاذ/**المستجوب**: أقل من 20 سنة؛ 20-30. 31-40. 41-50. 51-60. 61-70. فوق 70سنة

Native Language: Darija, Arabic, French, Amazigh, Spanish, English, Other

اللغة الأم: الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

Highest Level of Education Received: High School; Two or More Years at University; Teaching Certificate; Bachelor's Degree; Master's Degree; Doctoral Degree

أعلى مستوى تعليمي: شهادة الباكالوريا؛ سنتين أو أكثر في الجامعة؛ شهادة تدريس؛ شهادة الإجازة؛ شهادة ماستر؛ شهادة الدكتوراه

Language of study: Darija, Arabic, French, Amazigh, Spanish, English, Other

لغة الدراسة: الدارجة، العربية، الفرنسية،الأمازيغية ، الإسبانية، الإنجليزية، أخرى

Area of study: Primary education, English, Math, Science, Arabic, Other

مجال الدراسة: التعليم الابتدائي، اللغة الإنجليزية، الرياضيات. العلوم، اللغة العربية، أخرى

Number of years employed as a full-time teacher: 0-1, 1-3, 3-5, 5-10, 10-15, 15-20, more than 20; N/A

عدد سنوات العمل كأستاذ بدوام كامل: 0-1، 1-3، 3-5، 5-10، 10-15، 15-20، أكثر من 20

Does school have internet access? Y/N
هل تتوفر المدرسة على الإنترنت؟نعم / لا

Is the school wired for Wi-Fi? Y/N
هل المدرسة موصولة بشبكة**Wi-Fi** ؟نعم / لا

Does the school have a library? Y/N
هل تتوفر المدرسة على مكتبة؟ نعم / لا

Do your students use the library? Y/N
هل يستخدم تلاميذك المكتبة؟ نعم / لا

% of students that use libraries
النسبة المئوية من التلاميذ الذين يستخدمون المكتبات؟

How many times a week?
كم مرة في الأسبوع؟

What percentage of total books in the library is represented by each language? Darija, Arabic, French, English, Spanish, Amazigh, Other

ما هي النسبة المئوية من مجموع الكتب في المكتبة ممثلة بكل لغة؟ الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
1	**How would you categorize your institution/agency/organization:** كيف يمكنك تصنيف مؤسستك / وكالتك / منظمتك: • Educational training center مركز تكوين تربوي • Private University جامعة خاصة • Public University جامعة حكومية • Other أخرى
2	**Describe the English language program(s) your agency/organization has worked on so far:** صف برنامج (برامج) اللغة الإنجليزية التي عملت عليها عملت وكالتك / منظمتك حتى الآن: • For students, teachers, other professionals? للطلاب والمدرسين وغيرهم من المهنيين؟ • What ages, levels? ما هي الأعمار والمستويات؟ • For what purposes? لأي أغراض؟ • For how long? لكم من الوقت؟ • How many people have your programs reached so far? كم عدد الأشخاص الذين وصلتهم برامجك حتى الآن؟ • Do you have more male or female students? هل لديك عدد أكبر من الطلاب أو الطالبات؟ • Do you have any children/adults with disabilities teaching or learning through your programs and if so what accommodations/adaptations do you offer them? هل لديك أي أطفال / بالغين معوقين يقومون بالتدريس أو التعلم من خلال برامجك ، وإذا كان الأمر كذلك فما هي التسهيلات / التعديلات التي تقدمها لهم؟
3	**Costing and nature of programs:** • Are your programs free of charge or tuition based? هل برامجك مجانية أو معتمدة على الرسوم؟ • How expensive/affordable are your programs compared to the cost of living and income per family in Morocco? ما مدى ارتفاع تكلفة / معقولية أسعار برامجك مقارنة مع تكاليف المعيشة والدخل للعائلة الواحدة في المغرب؟ • How many credit hours, or other measure of time-to-certification do you require for English language teaching programs? كم عدد الساعات المعتمدة ، أو أي مقياس آخر للوقت اللازم لإصدار الشهادات التي تحتاجها لبرامج تعليم اللغة الإنجليزية؟ • How do you make your programs known to the public (marketing/advertising, etc.) كيف تجعل برامجك معروفة للجمهور (التسويق / الإعلان ، وما إلى ذلك • Are your programs based in rural/urban areas? هل توجد برامجك في المناطق الريفية / الحضرية؟ • Are your programs face to face, online, or hybrid (both face to face and online)? هل تعمل برامجك وجهًا لوجه أو عبر الإنترنت أو بشكل مختلطً (سواء وجهًا لوجه أو عبر الإنترنت)؟ • Do your programs have a study abroad component? هل تتضمن برامجك مكونًا للدراسة بالخارج؟
4	**Staff qualifications:** • How many English language teachers do you employ (part-time and full-time)? كم عدد معلمي اللغة الإنجليزية الذين تستخدمهم (بدوام جزئي وبدوام كامل)؟ • How many of these teachers (if part time) have a full time job in the public schools and at what capacity? كم عدد هؤلاء المدرسين (إذا كانوا يعملون بدوام جزئي) لديهم وظيفة بدوام كامل في المدارس العامة وبأي صفة؟ • Are your teachers certified in teaching English as a foreign/second language and if so what are the sources of their certification (Moroccan higher education institutions, foreign higher education institutions, other)?

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
	هل مدرسوك معتمدون في تدريس اللغة الإنجليزية كلغة أجنبية / ثانية ، وإذا كان الأمر كذلك ، فما هي مصادر شهاداتهم (مؤسسات التعليم العالي المغربية ، مؤسسات التعليم العالي الأجنبية ، غيرها)؟ • What percentage of your English language teachers are native English language speakers? ما النسبة المئوية لمعلمي اللغة الإنجليزية لديك من متحدثي اللغة الإنجليزية كلغة أم؟ • What is the student/teacher ratio in your programs? ما نسبة الطلاب/ المدرسين في برامجك؟ • How do you evaluate your teachers? كيف تقيّم المدرسين؟ • How do you support your teachers advance and improve their performance? كيف تدعم مدرسيك وتقدمهم لتحسين أدائهم؟
5	**What is/are the second/foreign language acquisition method/approach your program(s) is/are using and what theoretical background do you based it/them upon:** ما هي طريقة / مقاربة تعلم اللغة الأجنبية / الثانية التي يستخدمها البرنامج وما هي الخلفية النظرية التي تعتمد عليها: • CLIL, CALLA, Comprehensible input, direct method, audiolingual approach, other, etc.? CLIL ،CALLA مدخلات مفهومة ، طريقة مباشرة ، مقاربة صوتية ، أخرى ، إلخ؟ • English in Action, communicative Approach, English for Specific Purposes, etc. الإنجليزية في العمل ، النهج التواصلي ، الإنجليزية للأغراض الخاصة ، وما إلى ذلك. • Do you use linguistics- focused English language learning for teachers programs? هل تستخدم تعليم اللغة الإنجليزية الذي يركز على علم اللغة لبرامج المعلمين؟ • Or, do you use the European Framework for English language teaching and learning standards or the TESOL or the WIDA or other pedagogically focused programs? هل تستخدم الإطار الأوروبي لمعايير تعليم وتعلم اللغة الإنجليزية أو TESOL أو WIDA ؟ أو غيرها من البرامج الموجهة تربويا
6	**Transition from one language to another: الانتقال من لغة إلى أخرى** • What is/are the language(s) of instruction your teachers use in the classroom in order to teach English? ما هي اللغة /اللغات التي يستخدمها معلموك في الفصل الدراسي لتعليم اللغة الإنجليزية؟ • Do they use code-switching, translanguaging, translating? هل يستخدمون تبديل اللغات ، استخدام لغتين داخل القسم، أو الترجمة؟ • What is/are the language(s) the students use in the classroom in order to learn English? ما هي اللغة / اللغات التي يستخدمها الطلاب في الفصل الدراسي لتعلم اللغة الإنجليزية؟
7	**What are the learning strategies and modalities that you use in teaching English to Moroccan audiences and how do these vary per age and interest group:** ما هي استراتيجيات وطرق التعلم التي تستخدمها في تدريس اللغة الإنجليزية للجماهير المغربية وكيف تختلف هذه الفئات حسب العمر ومجموعة الاهتمامات: • Cognitive, metacognitive and socio-affective strategies? الاستراتيجيات المعرفية ،ما وراء المعرفيّة والعاطفية الاجتماعية؟ • Use of technology, what type, and for how long during the instructional time? استخدام التكنولوجيا ، أي نوع ، ولكم من الوقت خلال فترة التعليم؟ • Listening, speaking, reading, writing, thinking strategies, and which ones you can name? الاستماع ، التحدث ، القراءة ، الكتابة ، استراتيجيات التفكير ، وأي استراتيجيات يمكنك ذكرها؟ • Incorporation of technology/media/social media and how? دمج التكنولوجيا / وسائل الإعلام / وسائل التواصل الاجتماعي، كيف يتم ذلك؟
8	**Textbooks, resources and curriculum materials: الكتب المدرسية، الموارد والمواد المنهجية** • What textbooks do you use? ما هي الكتب المدرسية التي تستخدمها • Are they designed and printed abroad or in Morocco? هل تم تصميمها وطباعتها في الخارج أم في المغرب؟ • What other curricular and extracurricular materials and books do you use? ما المناهج الدراسية الأخرى والكتب والمواد الإضافية التي تستخدمها؟

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
	• Do you use software? هل تستخدم البرمجيات المعلوماتية؟ • Do you use modified materials for children/adults with disabilities? / هل تستخدم مواد معدلة للأطفال البالغين ذوي الإعاقات؟ • Do you consider your teaching and learning materials free of gender bias and if so what makes you believe that they are? هل تعتبر مواد التعليم والتعلم خالية من التحيز في مقاربة النوع ، وإذا كان الأمر كذلك ، فما الذي يجعلك تعتقد أنها كذلك؟
9	**What types of assessments do you use in your program to assess student progress and which ones of these assessments lead to a national or international recognition of English language competency:** ما أنواع التقييمات التي تستخدمها في برنامجك لتقييم تقدم الطلاب وما هي تلك التقييمات التي تؤدي إلى اعتراف وطني أو دولي بكفاءة اللغة الإنجليزية: • Formative, summative, standardized (TOEFL, Cambridge, European Languages assessment framework (CEFRL), other)? التكوين التكويني والختامي والموحد (TOEFL ، Cambridge ، إطار تقييم اللغات الأوروبية (CEFRL)، وغيرها)؟ • What is the percentage of success of your students in these exams? ما النسبة المئوية لنجاح طلابك في هذه الاختبارات؟
10	**Has your instructional approach been successful in the Moroccan content and if so why and how? هل نجح أسلوبك التعليمي في المحتوى المغربي وإذا كان كذلك فلماذا وكيف؟** • What are some elements of your approach that have or have not worked well in Morocco and why? ما هي بعض عناصر المقاربة المتبعة التي عملت بشكل جيد أو التي لم تعمل بطريقة جيدة في المغرب ولماذا؟ • How does this compare to other country context experiences (if you have any) and where would you attribute the differences/similarities pertaining to the Moroccan context? كيف يقارن ذلك بتجارب الدول الأخرى (إذا كان لديك أي منها) وأين ستعزو الفروق / أوجه التشابه المتعلقة بالسياق المغربي؟
11	How many credit hours, or time to certification do you require for English language teaching programs? كم عدد الساعات المعتمدة ، أو الوقت اللازم لإصدار الشهادات التي تحتاجها لبرامج تعليم اللغة الإنجليزية؟
12	Do you provide any accommodations for students with disabilities or special learning needs? هل تقدم أي أماكن إقامة للطلاب ذوي الاحتياجات الخاصة أو ذوي الاحتياجات التعليمية الخاصة؟
13	Is there anything else you think as important that you would like to add that has not been included in the questions and our discussion so far? هل هناك أي شيء آخر تعتقد أنه مهم وأنك تريد إضافته مما لم يتم تضمينه في الأسئلة ومناقشتنا حتى الآن؟

NGO, ENGLISH LANGUAGE TEACHING CENTER, AND PRIVATE SCHOOLS' QUESTIONNAIRE

الاستبيان الخاص بالمنظمة غير الحكومية ، ومركز تدريس اللغة الإنجليزية ، المدارس ثنائية اللغة / متعددة اللغات الخاصة

Read consent document & ask metadata as relevant to informant's position
اقرأ مستند الموافقة واطلب بيانات وصفية ذات صلة بموقف المخبر

Respondent type: English Teacher, Principal, Math or Science Teacher, Other Language Teacher, NGO Staff, Other School Staff, Other non-school Staff
نوع المستجوب: أستاذ اللغة الإنجليزية، مدير المدرسة،أستاذ العلوم أو الرياضيات،أستاذ لغة أخرى، موظفو المنظمات غير الحكومية ، موظفو المدرسة الآخرون ، غيرهم من موظفي المدرسة

School Level: Primary School, Middle School, High School; N/A
نوع المدرسة: مدرسة ابتدائية، مدرسة إعدادية ،مدرسة ثانوية

Region: North/East/Center/South
(School) Location: Urban, Rural, Suburban
(School) Type: Private/Public

المنطقة: الشمال / الشرق / الوسط / الجنوب
موقع المدرسة: المجال الحضري،المجال القروي، في الضواحي
نوع المدرسة: خاصة / عمومية

(Teacher) Sex: Male/Female **(Teacher) Age:** Younger than 20; 20-30; 31-40; 41-50; 51-60; 61-70; Older than 70
جنس الأستاذ: ذكر / أنثى عمر الأستاذ: أقل من 20 سنة؛ 20-30. 31-40. 41-50. 51-60. 61-70. فوق 70سنة

Native Language: Darija, Arabic, French, Amazigh, Spanish, English, Other
اللغة الأم: الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

Highest Level of Education Received: High School; Two or More Years at University; Teaching Certificate; Bachelor's Degree; Master's Degree; Doctoral Degree
أعلى مستوى تعليمي: شهادة الباكالوريا؛ سنتين أو أكثر في الجامعة؛ شهادة تدريس؛ شهادة الإجازة؛ شهادة ماستر؛ شهادة الدكتوراه

Language of study: Darija, Arabic, French, Amazigh, Spanish, English, Other
لغة الدراسة: الدارجة، العربية، الفرنسية،الأمازيغية ، الإسبانية، الإنجليزية، أخرى

Area of study: Primary education, English, Math. Science, Arabic, Other
مجال الدراسة: التعليم الابتدائي، اللغة الإنجليزية، الرياضيات. العلوم، اللغة العربية، أخرى

Number of years employed as a full-time teacher: 0-1, 1-3, 3-5, 5-10, 10-15, 15-20, more than 20; N/A
عدد سنوات العمل كأستاذ بدوام كامل: 0-1، 1-3، 3-5، 5-10، 10-15، 15-20، أكثر من 20

Does school have internet access? Y/N
هل المدرسة موصولة بشبكة**Wi-Fi** ؟نعم / لا

Is the school wired for Wi-Fi? Y/N
هل تتوفر المدرسة على الإنترنت؟نعم / لا

Does the school have a library? Y/N
هل يستخدم تلاميذك المكتبة؟ نعم / لا

Do your students use the library? Y/N
هل تتوفر المدرسة على مكتبة؟ نعم / لا

% of students that use libraries النسبة المئوية من التلاميذ الذين يستخدمون المكتبات؟

How many times a week? كم مرة في الأسبوع؟

What percentage of total books in the library is represented by each language? Darija, Arabic, French, English, Spanish, Amazigh, Other
ما هي النسبة المئوية من مجموع الكتب في المكتبة ممثلة بكل لغة؟ الدارجة،العربية،الفرنسية،الأمازيغية،الإسبانية،الإنجليزية، أخرى

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
1	**How would you categorize your institution/agency/organization:** كيف يمكنك تصنيف مؤسستك / وكالتك / منظمتك: • NGO منظمة غير حكومية • Private English Language Center مركز خاص لتعليم اللغة الإنجليزية • International Development Organization منظمة تنمية دولية • Private School مدرسة خاصة • Religious Organization مؤسسة دينية • Other أخرى
2	**Describe the English language program(s) your agency/organization has worked on so far:** صف برنامج (برامج) اللغة الإنجليزية التي عملت عليها عملت وكالتك / منظمتك حتى الآن: • For students, teachers, other professionals? للطلاب والمدرسين وغيرهم من المهنيين؟ • What ages, levels? ما هي الأعمار والمستويات؟ • For what purposes? لأي أغراض؟ • For how long? لكم من الوقت؟ • How many people have your programs reached so far? كم عدد الأشخاص الذين وصلتهم برامجك حتى الآن؟ • Do you have more male or female students? هل لديك عدد أكبر من الطلاب أو الطالبات؟ • Do you have any children/adults with disabilities teaching or learning through your programs and if so what accommodations/adaptations do you offer them? هل لديك أي أطفال / بالغين معوقين يقومون بالتدريس أو التعلم من خلال برامجك ، وإذا كان الأمر كذلك فما هي التسهيلات / التعديلات التي تقدمها لهم؟
3	**Costing and nature of programs:** تقدير التكلفة وطبيعة البرامج • Are your programs free of charge or tuition based? • هل برامجك مجانية أو معتمدة على الرسوم؟ • How expensive/affordable are your programs compared to the cost of living and income per family in Morocco? ما مدى ارتفاع تكلفة / معقولية أسعار برامجك مقارنة مع تكاليف المعيشة والدخل للعائلة الواحدة في المغرب؟ • How do you make your programs known to the public (marketing/advertising, etc.) كيف تجعل برامجك معروفة للجمهور (التسويق / الإعلان ، وما إلى ذلك • Are your programs based in rural/urban areas? هل توجد برامجك في المناطق الريفية / الحضرية؟ • Are your programs face to face, online, or hybrid (both face to face and online)? هل تعمل برامجك وجهًا لوجه أو عبر الإنترنت أو بشكل مختلطً (سواء وجهًا لوجه أو عبر الإنترنت)؟ • Do your programs have a study abroad component? هل تتضمن برامجك مكونًا للدراسة بالخارج؟
4	**Staff qualifications:**

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
	مؤهلات الموظفين: • How many English language teachers do you employ (part-time and full-time)? كم عدد معلمي اللغة الإنجليزية الذين تستخدمهم (بدوام جزئي وبدوام كامل)؟ • How many of these teachers (if part time) have a full-time job in the public schools and at what capacity? كم عدد هؤلاء المدرسين (إذا كانوا يعملون بدوام جزئي) لديهم وظيفة بدوام كامل في المدارس العامة وبأي صفة؟ • Are your teachers certified in teaching English as a foreign/second language and if so what are the sources of their certification (Moroccan higher education institutions, foreign higher education institutions, other)? هل مدرسوك معتمدون في تدريس اللغة الإنجليزية كلغة أجنبية / ثانية ، وإذا كان الأمر كذلك ، فما هي مصادر شهاداتهم (مؤسسات التعليم العالي المغربية ، مؤسسات التعليم العالي الأجنبية ، غيرها)؟ • What percentage of your English language teachers are native English language speakers? ما النسبة المئوية لمعلمي اللغة الإنجليزية لديك من متحدثي اللغة الإنجليزية كلغة أم؟ • What is the student/teacher ratio in your programs? ما نسبة الطلاب/ المدرسين في برامجك؟ • How do you evaluate your teachers? كيف تقيِّم المدرسين؟ • How do you support your teachers advance and improve their performance? كيف تدعم مدرسيك وتقدمهم لتحسين أدائهم؟
5	**What is/are the second/foreign language acquisition method/approach your program(s) is/are using and what theoretical background do you based it/them upon:** ما هي طريقة / مقاربة تعلم اللغة الأجنبية / الثانية التي يستخدمها البرنامج وما هي الخلفية النظرية التي تعتمد عليها : • CLIL, CALLA, Comprehensible input, direct method, audiolingual approach, other, مدخلات CALLA، CLIL مفهومة ، طريقة مباشرة ، مقاربة صوتية ، أخرى ، إلخ؟ • English in Action, communicative Approach, English for Specific Purposes, etc. الإنجليزية في العمل ، النهج التواصلي ، الإنجليزية للأغراض الخاصة ، وما إلى ذلك. • Do you use the European Framework for English language teaching and learning standards or the TESOL or the WIDA or other? هل تستخدم الإطار الأوروبي لمعايير تعليم وتعلم اللغة الإنجليزية أو TESOL أو WIDA أو غيرها؟
6	**Transition from one language to another:** الانتقال من لغة إلى أخرى: • What is/are the language(s) of instruction your teachers use in the classroom in order to teach English? ما هي اللغة /اللغات التي يستخدمها معلموك في الفصل الدراسي لتعليم اللغة الإنجليزية؟ • Do they use code-switching, translanguaging, translating? هل يستخدمون تبديل اللغات ، استخدام لغتين داخل القسم، أو الترجمة؟ • What is/are the language(s) the students use in the classroom in order to learn English? ما هي اللغة / اللغات التي يستخدمها الطلاب في الفصل الدراسي لتعلم اللغة الإنجليزية؟ ***Add the following for Private Schools:*** أضف ما يلي للمدارس الخاصة: • What is/are the language(s) the students use in the playground and during their breaks in your school? ما اللغة / اللغات التي يستخدمها الطلاب في الملعب وأثناء فترات الاستراحة في مدرستك؟ • If your program is a multilingual instruction program (Arabic, French, Amazigh, English) at what stage do you introduce English and how? إذا كان برنامجك عبارة عن برنامج تعليمي متعدد اللغات (العربية ، الفرنسية ، الأمازيغية ، الإنجليزية) ففي أي مرحلة تقوم بإدراج اللغة الإنجليزية وكيف؟ • Do you use English as the Language of Instruction (LOI) for any subjects and in which grades? هل تستخدم اللغة الإنجليزية كلغة للتعليم (LOI) لأي موضوعات وفي أي فصول دراسية؟

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
7	**What are the learning strategies and modalities that you use in teaching English to Moroccan audiences and how do these vary per age and interest group:** ما هي استراتيجيات وطرق التعلم التي تستخدمها في تدريس اللغة الإنجليزية للجماهير المغربية وكيف تختلف هذه الفئات حسب العمر ومجموعة الاهتمامات: • Cognitive, metacognitive and socio-affective strategies? الاستراتيجيات المعرفية ،ما وراء المعرفيّة والعاطفية الاجتماعية؟ • Use of technology, what type, and for how long during the instructional time? استخدام التكنولوجيا ، أي نوع ، ولكم من الوقت خلال فترة التعليم؟ • Listening, speaking, reading, writing, thinking strategies, and which ones you can name? • الاستماع ، التحدث ، القراءة ، الكتابة ، استراتيجيات التفكير ، وأي استراتيجيات يمكنك ذكرها؟ • Incorporation of technology/media/social media and how? دمج التكنولوجيا / وسائل الإعلام / وسائل التواصل الاجتماعي، كيف يتم ذلك؟
8	**Textbooks, resources and curriculum materials: الكتب المدرسية، الموارد والمواد المنهجية** • What textbooks do you use? ما هي الكتب المدرسية التي تستخدمها؟ • Are they designed and printed abroad or in Morocco? هل تم تصميمها وطباعتها في الخارج أم في المغرب؟ • What other curricular and extracurricular materials and books do you use? ما المناهج الدراسية الأخرى والكتب والمواد الإضافية التي تستخدمها؟ • Do you use software? هل تستخدم البرمجيات المعلوماتية؟ • Do you use modified materials for children/adults with disabilities? هل تستخدم مواد معدلة للأطفال / البالغين ذوي الإعاقات؟ • Do you consider your teaching and learning materials free of gender bias and if so what makes you believe that they are? هل تعتبر مواد التعليم والتعلم خالية من التحيز في مقاربة النوع ، وإذا كان الأمر كذلك ، فما الذي يجعلك تعتقد أنها كذلك؟
9	**What types of assessments do you use in your program to assess student progress and which ones of these assessments lead to a national or international recognition of English language competency:** ما أنواع التقييمات التي تستخدمها في برنامجك لتقييم تقدم الطلاب وما هي تلك التقييمات التي تؤدي إلى اعتراف وطني أو دولي بكفاءة اللغة الإنجليزية: • Formative, summative, standardized (TOEFL, Cambridge, European Languages assessment framework (CEFRL), other)? التكوين التكويني والختامي والموحد (TOEFL ، Cambridge ، إطار تقييم اللغات الأوروبية (CEFRL)، وغيرها)؟ • What is the percentage of success of your students in these exams? ما النسبة المئوية لنجاح طلابك في هذه الاختبارات؟
10	**Has your instructional approach been successful in the Moroccan content and if so why and how? هل نجح أسلوبك التعليمي في المحتوى المغربي وإذا كان كذلك فلماذا وكيف؟** • What are some elements of your approach that have or have not worked well in Morocco and why? ما هي بعض عناصر المقاربة المتبعة التي عملت بشكل جيد أو التي لم تعمل بطريقة جيدة في المغرب ولماذا؟ • How does this compare to other country context experiences (if you have any) and where would you attribute the differences/similarities pertaining to the Moroccan context? كيف يقارن ذلك بتجارب الدول الأخرى (إذا كان لديك أي منها) وأين ستعزو الفروق / أوجه التشابه المتعلقة بالسياق المغربي؟
11	**Collaboration with parents and families: التعاون مع أولياء الأمور والعائلات**

	QUESTIONS and SUB-QUESTIONS أسئلة و أسئلة فرعية
	• Do you collaborate with parents, how and how often? هل تتعاون مع أولياء الأمور ،كيف ، وبأي وثيرة؟ • What types of activities do you engage the parents in and with? ما أنواع الأنشطة التي تشرك فيها أولياء الأمور معًا؟ • How do keep parents informed about your curricula and their children's progress? كيف يُبقي أولياء الأمور على اطلاع بمناهجك وتقدم أطفالهم؟ • Do the parents help their children with homework at home, how and for how long approximately on a daily basis? هل يساعد أولياء الأمور أطفالهم في أداء الواجبات المدرسية في المنزل ؟ كيف وإلى أي مدى تقريبًا على أساس يومي؟
12	Is there anything else you think as important that you would like to add that has not been included in the questions and our discussion so far? هل هناك أي شيء آخر تعتقد أنه مهم وأنك تريد إضافته مما لم يتم تضمينه في الأسئلة ومناقشتنا حتى الآن؟

PARENT FOCUS GROUP DISCUSSION GUIDE

#	QUESTIONS
1	**What is/are the language(s) you speak at home and if you speak more than one, which one would you say that is the most dominant?** **ما هي اللغة (اللغات) التي تتحدث بها في المنزل، وإذا كنت تتحدث أكثر من لغة،ما هي اللغة المهيمنة؟** Do you use different languages for different purposes at home? ما هي اللغة (اللغات) التي تتحدث بها في المنزل،وإذا كنت تتحدث أكثر من لغة، ما هي اللغة المهيمنة؟ Are you proficient and literate in all languages you use at home? هل أنت متقن ومتعلم لجميع اللغات التي تستخدمها في المنزل؟ • What language(s) do your children use at home when playing with their siblings/friends? ما اللغة (اللغات) التي يستخدمها أطفالك في المنزل عند اللعب مع الأشقاء / الأصدقاء؟ • What languages do your children watch TV in and/or engage in social media in? • ما اللغات التي يشاهد بها أطفالك التلفزيون و / أو اللغات المستعملة في مواقع التواصل الاجتماعي؟
2	**Reading practices at home:** **ممارسات القراءة في البيت:** • Do you read to your children stories? هل تقرأ قصصا لأطفالك؟ • If yes, when did you start reading to them and in what language(s)? إذا كانت الإجابة بنعم، متى بدأت في القراءة لهم وبأي لغة (لغات)؟ • Do you have books for children at home? هل لديك كتب للأطفال في المنزل؟ • Do you have books for adults at home? هل لديك كتب للبالغين في المنزل؟ • Do you read the newspaper or the news online? هل تقرأ الصحيفة أو الأخبار على الإنترنت؟ • Do you read for pleasure? هل تقرأ من اجل المتعة؟ • Do you encourage your children to read for pleasure and/or extra-curricular books? هل تشجع أطفالك على القراءة من أجل المتعة و / أو كتب من غير المقررات المدرسية؟
3	**Parental involvement in school:** **مشاركة الوالدين في المدرسة:** • Do you know your children's teachers? هل تعرف أساتذة أطفالك؟ • How often do you communicate with your children's teachers? كم مرة تتواصل مع أساتذة أطفالك؟ • Do you participate in school activities, which ones, and how often? هل تشارك في الأنشطة المدرسية،ما هي هذه الأنشطة؟ وكم من مرة تشارك بها؟ • Do you help your children with their homework, how much, and how often?

#	QUESTIONS
	هل تساعد أطفالك في واجباتهم المدرسية، ما هو حجم المساعدة، وكم من مرة تساعد؟ ● Do you have a private tutor for your children at home to help with their homework? هل لديك معلم خاص لأطفالك في المنزل للمساعدة في واجباتهم المدرسية؟ ● Do you volunteer in your children's school, if so how often and in what activities? هل تقوم بأعمال تطوعية في مدرسة أطفالك، إذا كان الأمر كذلك كم عدد المرات وفي أي الأنشطة؟ ● If you do not volunteer now would you be interested in volunteering given the opportunity and what would be some things you would like to help with? إذا كنت لا تقوم بأعمال تطوعية الآن، فهل أنت مهتم بالتطوع إذا ما أتيحت لك الفرصة وما هي الأشياء التي تود تقديم المساعدة فيها؟
4	**What are the languages your children study at school?** ما هي اللغات التي يتعلمها أطفالك في المدرسة؟ ● Do you believe in multilingual instruction and in learning different languages? هل تؤمن بالتعليم متعدد اللغات وتعلم اللغات المختلفة؟ ● If you had to choose only one language for your children to learn in school, which one would you choose and why? إذا كان عليك اختيار لغة واحدة فقط يتعلمها أطفالك في المدرسة، فما هي اللغة التي ستختارها ولماذا؟ ● If you were told that from now on your children would also start learning English as an additional language in the primary school starting at grade 4 or 5 what would be your reaction (positive or negative) and why? إذا تم إخبارك أنه من الآن فصاعداً سوف يبدأ أطفالك في تعلم اللغة الإنجليزية كلغة إضافية في المدرسة الابتدائية ابتداءً من الصف الرابع أو الخامس فما هو رد فعلك (إيجابي أو سلبي) ولماذا؟ ● What are your feelings and thoughts about learning English in Morocco? ما هي مشاعرك وأفكارك حول تعلم اللغة الإنجليزية في المغرب؟ ● What are your Feelings and thoughts about learning French in Morocco? ما هي مشاعرك وأفكارك حول تعلم اللغة الفرنسية في المغرب؟ ● What are your feelings and thoughts about learning the following languages in Morocco? ما هي مشاعرك وأفكارك حول تعلم اللغات التالية في المغرب؟ ● MSA? الدارجة المغربية ● Spanish?الاسبانية ● Amazigh? الأمازيغية
5	**Trust and appreciation of teachers and schools:** **ثقة وتقدير الأساتذة والمدارس** ● Do you trust your children's teachers that they do a good job teaching and supporting your children in the learning process and in boosting their confidence and self-esteem? هل تثق بأن معلمو أطفالك يقومون بعمل جيد لتعليم ودعم أطفالك في عملية التعلم وتعزيز ثقتهم واحترامهم لذواتهم؟ ● If there were some things you wished your children's teachers improved upon which would those be? إذا كانت هناك بعض الأشياء التي تتمنى تحسينها في معلمي أطفالك، فما هي هذه الأشياء؟

#	QUESTIONS
	• Is the school you send your children ,the school of your first choice? هل كانت المدرسة التي ترسل إليها أطفالك هي اختيارك الأول؟ • If you had another option would you still choose the same school for your children and why? إذا كان لديك خيار آخر، فهل كنت ستختار المدرسة نفسها لأطفالك ولماذا؟ • What do you like about your children's school? ما الذي يعجبك في مدرسة أطفالك؟ • What would you like to change in your children's school? ما الذي ترغب في تغييره في مدرسة أطفالك؟ • Do you believe that the education your children are getting at their school will help them succeed academically, teach them civic and social skills and later on acquire a good profession? هل تعتقد أن التعليم الذي سيحصل عليه أطفالك في مدرستهم سيساعدهم على النجاح أكاديميا، وتعليمهم مهارات مدنية واجتماعية، وبعد ذلك الحصول على مهنة جيدة؟
6	**How important is your children's education and why?** **ما مدى أهمية تعليم أطفالك ولماذا؟** • What are your aspirations and expectations about your children's education? ما هي طّموحاتك وتوقّعاتك بشأن تعليم أطفالك؟ • What is the highest academic level you aspire your daughters to achieve and why? ما هو المستوى الأكاديمي الأعلى الذي تطمح لأن تصل إليه بناتك ولماذا؟ • What is the highest academic level you aspire your sons to achieve and why? ما هو أعلى مستوى أكاديمي تطمح لأن يصل إليه أبنائك ولماذا؟ • How important is to you for your daughters to have a well-paid or high-status job when they grow up? ما مدى أهمية حصول بناتك على وظيفة عالية ذات راتب جيد عندما يكبرن؟ • How important is to you for your sons to have a well-paid or high-status job when they grow up? ما مدى أهمية أن يكون لأبنائك وظيفة جيدة الأجر أو عالية عندما يكبرون؟ • If your children have disabilities what are your aspirations and expectations for them academically and professionally and how can the school help your children achieve these goals? إذا كان أطفالك يعانون من إعاقات، فما هي طّموحاتكم وتوقّعاتكم لهم أكاديمياً ومهنياً، وكيف يمكن للمدرسة أن تساعد أطفالك على تحقيق هذه الأهداف؟
7	**Community resources and support:** **موارد المجتمع والدعم:** • For your children's academic development and learning what are the community resources and support that you have? بالنسبة إلى التطوير الأكاديمي لأطفالك وتعلمهم ما هي الموارد والدعم المجتمعي المتوفر لديك؟ • After school clubs? بعد النوادي المدرسية؟ • Libraries? المكتبات؟

#	QUESTIONS
	• Tutors? المعلمون الخصوصيون • Educational events/ fairs/ festivals? الأحداث التعليمية / المعارض / المهرجانات؟ • Other activities? أنشطة أخرى؟ • Is your community overall active and advocates on education issues? هل ينشط مجتمعك بشكل عام ويدافع عن قضايا التعليم؟ • How important education is for your people in your community? ما مدى أهمية التعليم للناس في مجتمعك؟ • If the above are not in place which ones would you wish to have available to you? إذا لم يكن ما ورد أعلاه ساريًا، فما هي تلك التي ترغب في إتاحتها لك؟ • If there was one thing you would like to ask the government to change or improve about your children's education what that would be? إذا كان هناك شيء واحد ترغب في مطالبة الحكومة بتغييره أو تحسينه بشأن تعليم أطفالك، ماذا سيكون ذلك؟
8	**Do you believe that your responses to the above questions are shared opinions with all members in your family (spouse, parents, siblings, relatives) or that the others have different beliefs on the education of children and if so what would be some main differences that you would like to highlight?** هل تعتقد أن جوابك على الأسئلة المذكورة أعلاه هو آراء مشتركة مع جميع أفراد عائلتك (الزوج أو الوالدين أو الأشقاء أو الأقارب) أو أن الآخرين لديهم معتقدات مختلفة بشأن تعليم الأطفال، وإذا كان الأمر كذلك فما هي الاختلافات الرئيسية التي ترغب في تسليط الضوء عليها؟ • How do you feel about those differences (if any) and what challenges do you face on a daily basis to support your children in their schooling despite those differences? ما هو شعورك حيال هذه الاختلافات (إن وجدت) وما هي التحديات التي تواجهها يومياً لدعم أطفالك في دراستهم بالرغم من هذه الاختلافات؟ • What do you think is the message that your children get from home about school and the value of education? ما رأيك في الرسالة التي يحصل عليها أطفالك من المنزل عن المدرسة وقيمة التعليم؟ • If you had a way to change the beliefs and behaviors of those people in your family or community that do not believe in the importance of education what would that be? إذا كان لديك طريقة لتغيير معتقدات وسلوكيات هؤلاء الأشخاص في عائلتك أو مجتمعك والذين لا يؤمنون بأهمية التعليم، ماذا سيكون ذلك؟ • What would be your plan of action and what types of resources and support would you need to make it succeed? ما هي خطة عملك وما هي أنواع الموارد والدعم التي ستحتاجها لإنجاحها؟
9	**Is there anything you would like to add that has not been addressed in our discussion above?** هل هناك أي شيء تود إضافته لم يتم تناوله في مناقشتنا السابقة؟

REVISED DATA REQUEST TO THE MINISTRY OF NATIONAL EDUCATION

Mr El Hayani, Director, Statistics, Strategies and Planning, Ministry of National Education
السيد الحياني ، مدير الإحصاء والاستراتيجيات والتخطيط ، وزارة التربية الوطنية
M. El Hayani, Directeur de la statistique, des stratégies et de la planification, Ministère de l'Education nationale

The team has received a file containing Morocco EMIS data for 2017-18 (and previous years), which provides core data on the numbers of teachers, schools, classes, students etc.
L'équipe a reçu un fichier contenant des données EMIS pour le Maroc pour 2017-2018 (et les années précédentes), qui fournit des données essentielles sur le nombre d'enseignants, d'écoles, de classes, d'élèves, etc.

Remaining data required to enable costing of English language provision in Morocco
Données restantes requises pour permettre une estimation du coût de l'enseignement de l'anglais au Maroc

Teacher Professional Development Costs

Coûts du développement professionnel des enseignants

In Universities:
Dans les universités :

Q.1 Numbers of University students learning English as a component of their curricula, by institution;
Q.1 Nombre d'étudiants des universités apprenant l'anglais en tant que matière dans le cadre de leur programme, par institution ;

a. *University Sciences of Education faculties, [Facultés des sciences de l'éducation des Universités]*
b. *University Humanities faculties (e.g., candidates for a BA in English Language and Literature, candidates for a BA in English Linguistics, etc.) [Facultés des sciences humaines des Universités (p. ex., candidats à une licence (BA) en langue et littérature anglaises, candidats à une licence (BA) en linguistique anglaise, etc.)]*
c. *ENS program [Programme de l'ENS]*

Q.2 Total number of English language instruction hours (per student) required under the teaching BA English option program
Q.2 Nombre total d'heures d'enseignement de l'anglais (par étudiant) exigé par le programme d'enseignement de l'option anglais dans le cadre de la licence (BA)

Q.3 Total annual working hours for those who teach English in Bachelor degree granting programs
Q.3 Nombre total annuel d'heures de travail des enseignants de l'anglais dans les programmes menant à l'obtention d'une licence (Bachelor degree)

Q.4 Average annual salary costs for those who teach English in Bachelor degree granting programs
Q.4 *Coûts salariaux annuels moyens pour les enseignants de l'anglais dans les programmes menant à l'obtention d'une licence (Bachelor degree)*

In Teacher Training Institutions:
Dans les institutions de formation des enseignants:

Q.5 Number of students graduating from CRMEF specializing in English teaching, annually, for the last five years
Q.5 Nombre d'étudiants se diplômant du CRMEF et spécialisés dans l'enseignement de l'anglais, par an, pour les cinq dernières années

Q.6 Number of CRMEF trainers (trainers of those in studying to become English language teachers)
Q.6 Nombre de formateurs du CRMEF (formateurs de ceux qui étudient pour devenir des enseignants de l'anglais)

Q.7 The unit cost of training English language teachers at CRMEF
Q.7 Le coût unitaire de la formation des enseignants de l'anglais au CRMEF

Information on the likely cost of English language teaching in schools

Informations sur le coût probable de l'enseignement de l'anglais dans les écoles

Q.8 Current number of English language teachers, broken down into grades (including teachers of English in grade 9 at pilot schools)
Q.8 Nombre actuel d'enseignants de l'anglais, réparti par classe (y compris les enseignants de l'anglais en classe de troisième dans les écoles pilotes)

Q.9 Average salary costs of language teachers in:
a) primary grades, 1-6;
b) secondary grades, grades 7-9;
c) grades 10-12

Q.9 Coûts salariaux moyens des enseignants de langue dans :
a) les classes de l'enseignement primaire, du C.P. à la sixième (grades 1 à 6) ;
b) les classes de l'enseignement secondaire, de la cinquième à la troisième (grades 7 à 9) ;
c) de la seconde à la terminale (grades 10 à 12)

Q.10 Number of students learning English, by grade level
Q.10 Nombre d'élèves apprenant l'anglais, par classe

Q.11 Number of students learning Amazigh, Spanish, and German, by grade level
Q.11 Nombre d'élèves apprenant l'amazigh, l'espagnol et l'allemand, par classe

Other Costs

Autres coûts

Q.12 Number of existing English language inspectors
Q.12 Nombre des inspecteurs d'anglais existants

Q.13 Number of English language inspectors in training presently
Q.13 Nombre des inspecteurs d'anglais actuellement en formation

Q.14 The unit costs of grade 1 French textbooks
a. design costs
b. production costs
c. distribution costs

Q.14 Les coûts unitaires des livres scolaires de français de C.P. [grade 1]
a. coûts de conception

b. coûts de production
c. coûts de distribution

Q.15 The unit costs of grade 1 French teacher manuals

a. design costs
b. production costs
c. distribution costs

Q.15 Les coûts unitaires des manuels des enseignants de français de C.P. [grade 1]

a. coûts de conception
b. coûts de production
c. coûts de distribution

Q.16 The unit costs of administering the Baccalaureate examination

Q.16 Les coûts unitaires de l'administration de l'examen du Baccalauréat

ANNEX IV: LITERATURE REVIEW

BACKGROUND AND CONTEXT

Morocco is melting pot of ethnicities and languages, blending strong Arabic roots with a mix of many other cultural influences. In recent years, questions about multilingual instruction have become increasingly pressing for the country's overburdened school system. The Government of Morocco (GoM) has begun exploring introducing the teaching of English in grade four, with the goal of offering a science and math track in secondary school with English as the language of instruction. If English is introduced as a language of instruction, it would become the fourth language Moroccan students are expected to master, alongside Arabic, French, and Amazigh, during their school careers.

While there are many economic and scientific advantages of an English-educated citizenry, a policy change of this breadth and scope is a significant undertaking. This shift would be difficult to accomplish under the most ideal circumstances and the Moroccan context is not without constraints. English is currently studied as a foreign language starting in grade nine in pilot schools, meaning it receives, at most, five hours of instruction per week for the final five years of school. Adding the study of English to five more years of school would double the volume of English instruction. Along with this addition comes the development of curricula, standards, benchmarks, books, materials, and exams, as well as adjusting pre- and in-service teacher training to prepare teachers qualified to teach English.

Furthermore, Moroccan educators have only recently begun to understand the differences between teaching spoken language and teaching reading. Ensuring that teacher graduates receive 10 years of both communicative practice and reading comprehension instruction in English, one of the world's most difficult idioms, will require significant didactic and pedagogical coaching that the nation's current training institutes and providers are ill-prepared to provide. Effective English instruction at scale would also exist within the context of Morocco's current multilingual system, where literacy and reading comprehension within the current languages of instruction still lag compared to international benchmarks. In short, the Kingdom faces a challenging juncture—the political objective and promise to people eager for the highest-quality multilingual education available have been decreed. However, to date, there has been no methodical assessment of the prerequisites and costs associated with achieving this goal.

ASSESSMENT OVERVIEW

Assessment Purpose

In collaboration with the GoM Ministry of National Education, Vocational Training, Higher Education and Scientific Research (MNE), the United States Agency for International Development (USAID) has tasked Social Impact, Inc. (SI) to conduct a Landscape Assessment for Multilingual Instruction (LAMI). The objective of the LAMI is to assemble the information the Moroccan authorities require to develop a costed operational plan for the gradual expansion of English language instruction in the public school system. The LAMI will:

- Summarize the outcomes, costs advantages, and disadvantages of similar national undertakings (in Morocco or other countries)
- Document the current context and outcomes of multilingual education and reading instruction at the primary level (at the systems, classroom, and community levels, and examining Amazigh, Arabic, French, and English) relevant to developing an English language program
- Explore the opportunities and constraints (material, financial, sociocultural, etc.) linked to introducing English at the primary level
- Identify the challenges to this introduction (curricular, systemic, financial) and the possible solutions to those challenges

- Propose a coherent standards and benchmarks framework for English education in Morocco's multilingual context
- Present cost scenarios for achieving the generalization of English education from grade four onward in the multilingual Moroccan system by 2030.

Desk Review and Assessment Questions

The LAMI consist of two iterative research phases. The first phase is a thorough desk review of the available literature. This desk review will explore the experiences of other countries that have undertaken similarly audacious reforms, as well as the current condition of teaching and learning languages and reading in Morocco. This desk review seeks to answer the following questions:

1. In other countries that have attempted shifting the language of instruction at scale in their school systems, what were their experiences with methods, costs, outcomes, and timeline?
2. What have Morocco's own experiences and outcomes with the expansion of multilingual education been?
3. What is the status of the following in Morocco:
    - Current language policy
    - Supply side characteristics affecting delivery of language and reading instruction
    - Learning environment quality in public schools, and variation in learning environment quality between schools
    - Teacher and student language Knowledge, Skills and Attitudes (KSA) in English, Arabic, and other local languages, and
    - Family and community attitudes and practices promoting literacy and second language acquisition?

The second phase of the LAMI is field-based data collection, during which an assessment team will collect primary data to further explore the following research questions:

1. To what extent are the MNE and its curricula, teachers, and students prepared to transition into a multilingual educational system where English is added as a language of instruction? This may consider:
    - Teachers' linguistic competencies;
    - Teaching methodologies and approaches;
    - Students' psycho-social and cognitive abilities to learn English at an earlier grade level, while developing their literacy in other languages;
    - Supply chain concerns of curricula, textbooks, resource materials, infrastructure (buildings and facilities), and internet cabling and access; and,
    - Challenges created by the learning environment or educational system
2. What resources for English language training exist outside the public school system? This may consider:
    - Private or religious schools;
    - Training centers;
    - Family and community support; and,
    - Universities.

This report presents the findings of the desk review.

Methods

To source documents for the literature review, the literature review team members collaboratively developed a search framework and common search terms for each of the literature review questions, based on the statement of work, the USAID's Literacy Landscape Assessment framework, and some preliminary research on standard frameworks (for example, common components of education quality or school system supply-side characteristics). When scanning for literature, the literature reviewers limited documents for Question 3—which examines the current status of the Literacy Landscape Assessment module categories in Morocco—to 2008-2018, while documents for Questions 1 and 2 were not restricted by date. The reviewers focused first on documents in academic databases, on USAID's Development Experience Clearinghouse, on the MNE website, or provided by USAID/Morocco, reviewing abstracts as an initial filter to identify the most relevant documents. The reviewers secondarily conducted bibliographic tracing, identifying documents that emerged from relevant citations within the initial reviewed literature. While analyzing the literature, the reviewers organized findings from the documents by each desk review question in a matrix. To the extent possible, the findings herein are contextualized so the reader understands the reliability or representativeness of the evidence.

DESK REVIEW FINDINGS

Question 1: In other countries that have attempted shifting the language of instruction at scale in their school systems, what were their experiences with methods, costs, outcomes, and timeline?

This section presents the best practices and lessons learned from other countries that have introduced a new language of instruction in their school systems.

New languages of instruction should be gradually introduced to students at the lower secondary level. The sequencing and timing of the introduction of a language of instruction are key to a successful language switch. Simpson's (2017) research on English as a language of instruction found that students require six to eight years of education in a language to develop the cognitive academic language proficiency. Phasing English in as the language of instruction gradually at the beginning of the lower secondary level is the most efficient. For example, Botswana introduced English as a language of instruction in 1966 following independence. Macdonald (1990) identified the abrupt switch from one language of instruction (Setswana) to another in Grade 5 (English) as a major reason why students dropped out or had to repeat the class. Students simply had not mastered the language of instruction and testing, which in this case was English. Another study demonstrated that though students had been studying English for the first four grades of primary school, they only had exposure to 800 English words by the beginning of Grade 5. Students need a vocabulary of 5,000 words to understand the required curriculum—the length of time students had been exposed to English by that point did not allow for this level of vocabulary development (Macdonald and Burroughs 1991; UNICEF 2016). Students who learned through a language of instruction they did not master were subsequently disadvantaged in reading assessments (Glanz 2013).

Similarly, in the Philippines, where people speak over one hundred indigenous languages and Spanish was the national lingua franca for more than three centuries, many children enter school speaking languages other than the current national languages (Filipino and English), and find learning in Filipino or English from primary level challenging. Recently, the Filipino government has revisited its language-in-education policy, which now allows the use of mother tongues as languages of instruction from Grade 1 to Grade 3. A subsequent decrease in drop-out rates explains the shift toward the approval of mother tongue-education (Kaplan and Baldouf 2003).

A complementary aspect of students' ability to learn in a new language is their proficiency in their mother tongues. The complexity of the curriculum during and after Grade 4 is best taught in a language in which

students are proficient and literate. When students are still in primary school, this is typically their mother tongue (Heugh et. al. 2007). This is borne out in a study of the Ethiopian system, where some regions had a mother-tongue based primary system that switches to English at the lower secondary level. Other regions introduced English earlier as a medium earlier, in Grade 1. Heugh et. al. (2007) found that the regions maintaining mother tongue as the language of instruction throughout primary school and not switching to English as the medium until lower secondary education have seen an improvement in students' performance in main subjects. In addition, in a pilot project implemented in India where materials have been developed for primary schools in 18 minority languages and mother tongues were used in early primary education, participating student's academic performance improved across the board for the same reasons (Walker and Dekker 2008). Mozambique (Benson 2000), Burkina Faso (Alidou and Brock Utne 2006), Guinea-Bissau and Niger (Hovens 2012), Nigeria (Fafunwa et al. 1989), Botswana (Prophet and Dow 1994), and Zambia (Williams 1996, Tambulukani and Bus 2011) demonstrate a similar pattern of requiring literacy and proficiency in the mother tongue prior to introducing instruction in a new language.

One common consequence of low student proficiency in the language of instruction is that teachers simply do not fully transition to using the new language for instruction. For example, in rural Kenya where people speak various indigenous languages, the education policy clearly states that the language of instruction shall be the language of the local area for the first three years of school and shall transition to English in Grade 4. However, teachers in upper primary often use a mixture of English, Kiswahili, and their mother tongue local languages (Kenya 2010). Similarly, in Madagascar, the language of instruction in the upper primary and secondary grades is French "on paper." However, since students do not generally speak French outside the classroom, teachers reported using the Malagasy language to teach French and other subjects to be more effective. In reality, the language of instruction remains oral Malagasy (Gouleta 2006).

The experience of these countries and the body of literature clearly indicate that introducing new languages of instruction happens best at the upper primary or lower secondary levels, after students have developed the complexity and proficiency of both the new language and their mother tongue sufficiently.

Student performance declines with low teacher linguistic proficiency. When the language of instruction shifts, teachers may have to begin teaching in languages they do not speak well to learners who are also unfamiliar with the instructional language, inevitably leading to declines in student performance (Kaplan and Baldouf 2003). An estimated 20% of state school teachers in Turkey have only a Common European Framework of Reference (CEFR) A2 language level, and there is little English professional development for teachers in state schools, which means most teachers are not fully qualified to teach other subjects in English. Turkey eliminated English as a language of instruction in science and math due to students' poor performance in those subjects. Limited teacher English proficiency in Turkey was highly correlated with a decrease in student's academic performance (Dearden 2015). Similarly, in Kazakhstan, after English replaced Russian as the main foreign language to be taught starting in Grade 1, learners' achievement generally and in the foreign language decreased. More than 50% of the teachers surveyed stated that teachers' lack of experience teaching in English and low level of English proficiency led to the declining learner achievements (Zhetpisbayeva 2015).

Well-designed teacher training programs are crucial to instruction language shifts. A logical extension of the importance of teacher language proficiency is that teachers must be supported by training. In Rwanda, the language switch from French to English took place very rapidly during a two-year period, from 2008 to 2010. Francophone teachers were required to study English in their free time and were expected to pass English exams if they wished to continue teaching. Although teachers were provided with classes to help them improve English competency, the quality and effectiveness of these classes were

widely criticized immediately after the transition (Samuelson 2013). In 2013, together with British Council, the Government of Rwanda launched the Supporting Teachers' English via Mentoring (STEM) project, which provides primary school teachers of all subjects with professional development materials, mentoring, and peer group support to develop their English language skills. The STEM project has received highly positive feedback from participating teachers, with upper primary school teachers demonstrating improvements in teaching subjects in English, as well as in applying new pedagogical methods (Simpson 2017). Studies have shown significant improvements in participating teachers' confidence to use English as an instructional language following the STEM project (Chichekian and Shore 2016). As a response to the threat posed by low teacher proficiency, teacher training has proven essential to a successful transition of linguistic instruction.

A well-planned and flexible framework is essential for linguistic transitions. Frequently, as in the cases observed above, countries attempted to introduce an instructional language shift without the resources in place to support the new framework. In Vietnam, the Ministry of Education took a very centralized, well-planned phased approach to changing the language of instruction, a plan that was also flexible enough to accommodate the country's diversity. The Ministry of Education first determined the high-level cultural and linguistic goals of their new policy, then developing clear guidelines, curricula, and supporting materials to reach these goals. The clarity of these documents helped ensure that teachers and communities understood what to expect of the transition prior to the policy rollout. The policy also offered four different transition options to communities, enabling locally-tailored transitions towards instruction in Vietnamese, appropriate to locally available resources and preferences. Following the implementation of the policy at the primary and secondary levels, the government developed a language approach for higher level education (Boonying 2013). After the introduction of this policy framework, Vietnam has seen revitalization of minority languages, the development of a culture of multilingualism, and increases in students' academic competency and foreign language proficiency (Thea 2003).

Curricular materials must be locally appropriate and culturally sensitive. During an instructional language shift, the curriculum and the use of language in textbooks can be an enabler or barrier to learning the new language. Various studies (Clegg 2015, Hilliard 2014, Mattarima and Hamdan 2016) reiterate that the most effective materials are the ones that are easily accessible to learners, especially the ones using short and simple texts, visuals and support for talk, reading and writing on the subject. In Rwanda, English-language textbooks were to be developed immediately after the language shift. With the support from British Council, the country implemented the Language-Supportive Textbooks and Pedagogy (LAST) project. Textbooks with bilingual vocabulary support and dual-language teachers' guides (in Kinyarwanda and English) were developed and distributed in selected schools. After four months, learners in the program scored 16% higher in vocabulary and comprehension tests than those in control schools that did not use the materials (Simpson 2017).

Conversely, in a linguistically heterogeneous country like Malaysia, curricula and teaching materials have proven ineffective when not locally appropriate (Kaplan and Baldouf 2003). Malaysia used imported materials when introducing English as the language of instruction, which had originally been designed for Spanish speakers; the inclusion of cultural content designed for Spanish-speaking student created wide confusion for Malaysian students and impeded their effective learning of the subject (Aris 2017).

Non-governmental actors may play a key role in accelerating language shifts. A number of studies have found that much of the policy that cultivates the status or supports the shift to a certain foreign language has been generated from outside the country (British Council 2016; World Bank 2005; USAID 2014). The British Council, bilateral donors/development agencies, and non-governmental actors

have been making great efforts to provide English educational programs directly or attach English-language features to their activities, which have created an important mechanism for the spread of English and helped to promote the status of English as a language of instruction around the world. These INGOs have brought expertise in language instruction, teacher training, textbook design, and policy transition that have facilitated such transitions (Simpson 2017). For example, in Kenya, where Kiswahili is used as the language of instruction in lower primary and English was introduced as the language of instruction from Grade 4, the Aga Khan Foundation and the Ministry of Education implemented a project that provided training for secondary school teachers to enhance reading instruction. Following the intervention, Grade 2 students were able to read in English twice as fluently as they were at baseline (Yeats, 2010). Other projects that have proven successful in accelerating the host country's linguistic change include the British Council's English Language Teacher Development Project in East Malaysia the Education Quality Improvement Programme in Tanzania – English Language Teaching project, the STEM and LAST projects in Rwanda outline above, and DFID's English for Education College Trainers project in Burma (Simpson 2017).

Question 2: What have Morocco's own experiences and outcomes with the expansion of multilingual education been?

Morocco's complex language profile includes Modern Standard Arabic (MSA), Moroccan Arabic, Amazigh, French, English, and Spanish. **Error! Reference source not found.** below outlines the status and use of languages in Morocco (Srhir 2016, Errihani 2017). This section briefly summarizes the past policies and related outcomes of Morocco's multilingual education policy prior to 1999, while Question 3 considers the current policies in more depth.

Table 1: Profile of Languages Spoken in Morocco

	Status	Use
Modern Standard Arabic (MSA)	• Official language (since 1956) • Language of prestige • Not the mother tongue of most Moroccans • Practically foreign to Moroccan schoolchildren	• Used in official functions, education, literary and cultural aspects, formal traditional speeches, and discussions about religion • Used to address formal topics, or during discussions of which requires resorting to a higher register • Not spoken at home or on the streets • Serves as the language of unity and Islamic identity
Moroccan Arabic (Darija)	• Native vernacular, a variant of MSA • Spoken as the native language by approximately half of Morocco's population	• Used as the language of communication in informal settings, such as in casual conversations and spoken discourse • Used in public domains, in business and in everyday transactional exchanges • Has a strong presence in Moroccan television entertainment, cinema and commercial advertising • Not commonly used in writing
Amazigh (Berber Languages)	• Official language (since 2011) • The three variants (Tarifit, Tachelhit or Tamazight) are spoken as the native language by around half of Moroccans	• Restricted to private contexts and daily contact • A native and newly codified language • Recently codified, typically not used in writing
French	• Language of prestige • Not an official language • Foreign language, colonial • Serving as a lingua franca	• Widely used in domains such as commerce and finance, diplomacy and administration, science and technology education, and the media. • Used to address formal topics, or during discussions of which requires resorting to a higher register
English	• Foreign language, non-colonial	• Spoken sporadically in the business, science and education sectors • Beginning to be occasionally used in media, entertainment, and the business sectors

	Status	Use
Spanish	• Foreign language, colonial	• Predominantly used in northern Morocco, is spoken locally as a second language to Moroccan Arabic

After Morocco gained independence in 1956, the vestiges of the country's colonial educational system still dictated that science and math should be taught in French, while MSA could be used mainly for religious and linguistic research purposes. To unite the country linguistically and culturally, the GoM declared MSA the country's only official language, which was officially codified in Morocco's Constitution in 1962 (Marley 2005). The preface of each Moroccan Constitution in the 20th century (1957, 1962 and 1994, reformed in 1996) clearly states that Arabic is the sole official language of Morocco. Many researchers have examined the Arabization policy (Ennaji 2002, Fassi Fehri 2013, Marley 2004) and argued that Morocco's Arabization was introduced in an attempt to do away with the remnants of colonialism. Arabic, the language of tradition and "authenticity," replaced French, the colonial language, as the primary language of instruction.

According to scholars such as Marley (2005) and Ennaji (2013), the degree to which Arabization was successful is a matter of debate. By 1989, although all subjects in both primary and secondary education had been Arabized, French remained the instructional language for scientific subjects in professional and technical secondary schools, universities, and other technical institutions (World Bank 2008). It is unclear if Arabization has achieved its original goals, since French is still seen as the language of business and higher education in Morocco, and Arabization is increasingly challenged by policies promoting minority languages, foreign language education, and multilingualism. However, Arabic is the main language of primary and secondary education, of government documents, and television (Bassiouney 2009, Benrabah 2013). Some have argued that the imposition of Arabic as the sole official language resulted in a reduction of Morocco's linguistic diversity (Benmamoun 2001, Marley 2005, Errihani 2017).

Question 3: Current Language Policies, Supply-Side Factors, Quality of Learning Environment, Teacher and Student Knowledge, and Family and community ATtitudes

CURRENT LANGUAGE POLICY IN MOROCCO

Morocco has recently undergone a series of language and education policy reforms, including the National Charter of Education and Training 1999-2008, the Education Emergency Program 2009-2012, the Education Action Plan 2013-2016, and most recently the 2015-2030 Strategic Vision of the Education System Reform.

National Charter for Education and Training (1999): In 1999, the GoM launched a systematic education reform, dubbing 2000-2009 the National Decade of Education. During this reform period, the National Charter for Education and Training marked a drastic change in Morocco's language policy, which acknowledged the country's multilingual nature. One of the reform's objectives was improving instruction of both Arabic and foreign languages and improving the quality of education and training by reviewing all curricula, textbooks and teaching methods. Although no foreign language was mentioned specifically, the Charter created space for other languages to be used for science and technology instruction (National Charter for Education and Training 1999). Many scholars believe that the Charter reinforced the use of foreign languages in Morocco (discussed in Redouane 2006). However, because the Charter does not specifically refer to French, other languages such as English could be used for science and technology education (Marley 2004). The Charter put forth a linguistic change for elementary school children: all students in the first five years of primary education must study MSA. Additionally, students are expected to study two different, unspecified foreign languages—one starting at the second grade and the second at the fifth grade (Errihani 2017).

Although the Charter acknowledged the country's cultural and social diversity, some scholars still voice ambivalence about certain articles (Miller 2006, Errihani 2017). The Charter still mandates Arabic language instruction for all students, both public and private. Teaching Arabic as a compulsory language has led to

poor performance for students of Berber descent, since they typically know very little Arabic before entering primary level (Assid 2000). In addition, the Charter has led to some confusion for private institutions. Though the Charter mandates MSA, many private institutions use French or English as the main language of instruction, leaving it unclear whether private institutions must also switch their language of instruction to MSA (Kirkpatrick 2017).

National Education Emergency Program (2009-2012): Despite allocating 26% of its public spending to education, the positive results from reform have not been realized (Llorent-Bedma, 2014). In an attempt to adjust the National Education and Training Charter and tackle shortcomings in its education system, the GoM initiated the National Education Emergency Program in 2009, which aimed to increase retention rates and school accessibility for students and to improve the adult literacy rate. As will be discussed in the learning quality and community attitudes sections below, the results of these changes have been mixed.

Constitution (2011): The 2011 Constitution further recognizes the country's linguistic plurality, maintaining Arabic as the official language, but for the first time recognizing Tamazight as a second official language and specifically committing to efforts to preserve Hassaniya, another variety of Arabic spoken in the south of the country. Although there is no reference to the use of a specific foreign language, the Constitution recognizes the importance of learning and mastery of foreign languages as tools of communication, integration, interaction and openness to different cultures and civilizations. The Constitution aligns with the previous reforms introduced through the National Emergency Education Program.

Education Action Plan (2013-2016): In 2013, the Ministry of Foreign Affairs and Cooperation issued a National Action Plan for the Alliance of Civilization, in which strengthening foreign language proficiency was listed as one of the main objectives.

Strategic Vision of the Education System Reform (2015): Currently, Arabic and French are obligatory languages of education taught at all levels of the school cycle in Morocco. French is used in math and science from middle school onward. Different sectors, specialties, research structures, and higher education tracks use different languages. Presently, the Amazigh language is compulsory only in primary education, and more general use throughout all education levels is pending. English is typically introduced at the lower secondary level or later, though many private schools introduce it from Grade 4 onwards. It is also used in certain science and technology subjects starting in secondary school, and in higher education as well as professional trainings. Students can learn a third foreign language of their choice, which is introduced in the qualifying secondary cycle of schooling (Conseil Superieur de l'Education 2015).

In 2015, the Higher Education Council of Morocco, an advisory board to the King independent of the Ministry of Education, issued a Strategic Vision paper on Education System Reform, which introduced a multilingual strategy. The Council's strategy focused on promoting dual proficiency in French and Arabic, as well as overall language diversity. The Council recommended a new linguistic design based on bilingualism and the alternation of languages which aims to:

- Equitably benefit preschool and primary school learners of three languages: Arabic as the principal, Amazigh for communication, and French as the language that serves as a "window of opportunity." English will be introduced in the first year of middle school, but with the expectation that it will be introduced in Grade 4 by 2025. A third foreign language of choice, most notably Spanish, will be introduced in the first year of secondary school.
- Diversify languages in education by gradually introducing linguistic alternation as a means of perfecting language skills. This would mean a "medium" amount of time spent on French in middle school, which would then become a short-term, partial language of instruction in secondary school. English would then become the "medium term" language of instruction in secondary school.

The intention of these policies is that once a student reaches baccalaureate after secondary school, s/he will have a mastery of the Arabic language, the ability to communicate in Amazigh, and practice at least two foreign languages, making it easier to continue post-secondary academic studies in Morocco or abroad, regardless of the language of instruction.

Most recently, in late 2017, Morocco's MNE encouraged secondary schoolers to participate in an optional "International Baccalaureate" program. The program allows students to study in French or English for parts of the Moroccan national secondary school exam, which typically is only offered in Arabic. According to a Ministry memo, the program aims to improve students' mastery of foreign languages to meet labor market demands, open windows to other cultures, and "access the knowledge society and modern technology" (Ministry of Education, Morocco 2017).

SUPPLY SIDE FACTORS AFFECTING DELIVERY OF LANGUAGE AND READING INSTRUCTION

In 2014-2015, USAID funded a series of comprehensive studies examining many of the supply-side characteristics relevant to the LAMI research questions, including teacher training, textbooks, and curriculum. These supply-side characteristics are essential to successful implementation of a shift in language of introduction. While these reports will be familiar to USAID/Morocco, they reflect the most recent data available on these subjects and the following paragraphs synthesize the information most salient to the LAMI.

Teacher Training: Teacher training in Morocco has evolved since the country's independence in 1956, with the most recent change being the integration of primary and secondary teacher training certification under the Regional Center for Professionals in Education and Training (CRMEF). Prior to its establishment in 2012, teacher training was decentralized across several institutions, including 34 Teacher Training Centers and a Regional Center for Pedagogy, specific to middle school teachers. This disconnect resulted in ad hoc and inconsistent requirements for teacher certification (Benyamna and Pouezevara 2014). Under the unification of the CRMEF, teacher training requirements were harmonized, and now at minimum, all teachers must have a license or equivalent (a bachelor's degree), pass the entrance exam given each year by the MENFP, and fulfill one year of training. However, while most universities have a degree program known as the "university education studies track" (FUE), it is not a requirement for CRMEF admission and/or certification. This diversity of the incoming qualifications and prerequisite knowledge of teacher trainees has an impact on their preparedness to teach, as well as their subject matter expertise (Benyamna and Pouezevara 2014).

While there is little literature about the current capacity for teachers of English in Morocco, Benyamna and Pouezevara (2014) explain the skills teachers need to successfully teach early grade reading in Arabic, which can be similarly adapted for English instruction:

- Full mastery of the language of instruction (spelling, pronunciation, word morphology, grammar)
- Knowledge of children's psychology and how children learn to read for the first time (the "mechanics" of the language), including phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension
- Understanding of how to teach the language of instruction to children
- Strategies for using language to communicate in different ways
- Strategies for dealing with different native/colloquial languages and different ability levels within their classrooms.

To master these skills, teacher training in Morocco is typically divided into two phases: general, theoretical studies followed by a second phase of training certification, which usually includes clinical practice in a classroom with a mentor teacher, although mentors receive no specific training to support and supervise

trainee teachers (Benyamna and Pouezevara 2014). The transition from theoretical to practical training leaves a number of gaps, with relatively short time allotted to master theoretical coursework before applying it in the classroom. In addition, the length of the teacher certification training overall, including the theoretical period, appears insufficient to ensure all teachers have adequate content knowledge in all of the subject areas of primary school. In the experience of Arabic language instruction, "it can be assumed that teachers who come from Islamic studies or Arabic language studies will have at least a slight advantage compared to others because they will have stronger language content knowledge, if not necessarily stronger pedagogical content knowledge" (Benyamna and Pouezevara, 2014). We can extrapolate from this assumption that teachers with limited English language skills will require significant training to reach sufficient mastery for use in their teaching. Nor is there much evidence of active in-service supplementation of teachers' reading instruction skills. In the 2016 Progress in International Reading Literacy Study (PIRLS) examination of teachers' early grade reading professional development, 66% of teachers reported spending zero hours on such professional development in the last two years.

The recruitment and retention of qualified candidates is another important consideration, given the common career track expectations of growth from primary to secondary teaching, then onto educational administration. As Benyamna and Pouezevara (2014) caution, the importance of quality primary school teachers cannot be overstated: "the goal should be to recruit and retain teachers who have the most experience at the primary school level—the level that will define success for children in the later years."

Textbook Policies, Procurement, and Distribution: The World Bank outlines six major challenges in textbook provision in low-income countries: 1) high costs, 2) poor governance or corruption, 3) inadequate supply, 4) distribution problems, 5), poor planning, and 6) lack of policy framework (Crabbe, Nyingi, and Abadzi 2014). According to Pouezevara, Robledo, and Varly (2015), none of these issues are cause for serious concern in Morocco, but the system does face limited quality control and mechanisms for continuous improvement. The GoM also lacks a clear policy outlining a clear vision for textbook development, standards, and distribution. Elements of Morocco's policies and procedures related to the development and distribution of textbooks are outlined in many documents, including the National Charter for Education and Training, the textbook specifications of the Ministry of Education and Professional Training (*Ministère de l'Education et de la Formation Professionnelle*) and procurement regulations from the Moroccan Agency for Social Support (*Agence Marocaine d'Appui Social*). However, there is no central reference document on Morocco's textbook policy.

There is strong capacity in the Moroccan book sector, including publishing houses and book stores (many of which are centrally driven by the textbook market) with efficient networks for distribution. The key bottleneck in the process is the quality control process and stalled reform efforts at the government level (Puezevara, Robledo, and Varly, 2015). For example, the National Charter for Education and Training was written with an explicit intention of engaging the private sector in educational publishing and benefitting from open competition. The *Secrétariat Général du Gouvernement* determines the price of textbooks, currently between 14 and 23 dirhams (a price that has not changed since 2002, despite increases in the costs of raw materials and laws that stipulate fixed prices for goods should have ended in 2006). While this cost for textbooks remains relatively affordable for schools and individual consumers, Puezevara, Robledo, and Varly (2015) caution that textbook producers may perceive the cost as too low, which could threaten the sustainability of future production.

While the private sector capacity for production and distribution is high, there is more limited capacity within the private sector to develop the content of early grade reading books. Rigid government specifications (including content of Arabic language textbooks that has not been updated since 2002) may also prevent publishers from creating quality texts for reading instruction because of their focus on thematic content and a whole language pedagogy. Furthermore, while the practice of textbook authorship generally conforms to best practices by including a range of curricular specialists and teachers, "the 'content' expertise doesn't yet exist in terms of individuals who know how children learn to read in

Arabic" (Puezevara, Robledo, and Varly, 2015). Morocco's textbooks are developed and distributed in a centralized, government-as-publisher model, as opposed to a liberalized private-sector-as-publisher model (Puezevara, Robledo, and Varly, 2015). However, the literature contends that a shift to a more liberalized market would keep the government out of production, instead allowing it to focus on the development or updating of policy and curriculum, leaving the textbook production to private sector actors.

In spite of these limitations, and although there is limited monitoring of textbook distribution, the supply of Arabic language textbooks is sufficient and there is no evidence that learners lack access to the textbooks they need. Based on this analysis, we can therefore assume that the Moroccan system for textbook production and distribution could be easily adapted for English language texts, although the content generation may pose significant challenges.

Content and Quality of Language Curricula and Textbooks: Since English has not yet formally been introduced into the national curricula, the available literature focuses on the instruction of Arabic. While the National Education and Training Charter of 1999 outlines the foundational principles of the Moroccan educational system, there are other curricula specifically related to language and reading. The White Book (*Le Livre Blanc*) outlines the national public school curriculum, linking preschool through the two cycles of primary school *(le cycle fondamental* and *le cycle moyen*). The White Book details the how much time should be spent on which subjects and the sequence of instruction, outlining the pre-reading skills that should be developed in preschool followed by the study of letters, words, sentences, and long-form text in the first two years of primary school. This curriculum does not make explicit how to bridge the gap in knowledge between preschool and primary school (Chekayri, Habib, and Pouezevera 2015).

Written after the adoption of the current textbooks (2002), the Pedagogical Guide is another curriculum primarily designed to help teachers understand how to implement reading lessons in parallel with the textbooks. According to Chekayri, Habib, and Pouezevera (2015), the Pedagogical Guide "discusses the mastery of the Arabic language [MSA] for social integration; however, this integration remains very general and does not take into consideration the sociolinguistic context of Morocco, especially since social integration is done in maternal languages and not in MSA." Existing analysis of Morocco's reading and language curricula reveals an assumption that reading happens easily or naturally once oral language competency has been acquired (Chekayri, Habib, and Pouezevera, 2015).

Despite this assumption, teachers use textbooks to implement the curricula outlined above. The Dakar Framework emphasizes that school systems should strive to have "books, other learning materials and technologies that are context-specific, cost effective and available to all learners" (UNESCO 2000). While textbooks are widely available (as discussed above), Chekayri, Habib, and Pouezevera (2015) found that the Moroccan textbooks for the first three grades do not adequately meet the needs of learners for (MSA) vocabulary development, including automatic recognition of high-frequency words. Before they have even become familiar with all letters of the alphabet, students are expected to use textbooks with an abundance of text, much of which is composed of words unfamiliar to the learners. The same study found that the existing Arabic reading textbooks do not reflect international research and best practices for reading acquisition in alphabetic languages. Specifically, the study found the following weaknesses in Moroccan textbooks:

- The level of Arabic used (in terms of word length, repetition, complexity) exceed what most beginner readers in early grades understand, especially with diverse prior language skills and learning levels.
- Textbook content is not tailored for children's varying abilities (e.g. some who attended preschool will likely have established pre-reading skills); not all textbooks are accompanied by a workbook.

- Books fail to provide a structured, sequenced approach to the development of basic reading skills across the early grades of primary school.
- Textbooks have little emphasis on direct and explicit instruction of the basic components of reading: letters, letter sounds, phonemic awareness, vocabulary, decoding, word roots or morphology, strengthening fluency, and comprehension strategies.
- Textbooks more heavily emphasize thematic content and learning objectives related to higher-order thinking skills (such as scientific reasoning or creativity) than on basic concepts of reading.

Finally, a study of non-formal education textbooks reported similar findings – the reading modules in the analyzed textbooks did not contain the international standard essential components of reading skills (Chekayri, 2015).

LEARNING ENVIRONMENT QUALITY IN PUBLIC SCHOOLS AND VARIATION BETWEEN SCHOOLS

Factors such as class size, teacher performance, school facilities/infrastructure, school safety, school location (urban/rural) and school type (private/public) can have significant explanatory power for educational outcomes. School infrastructure can impact the safety and comfort of teachers, which can affect attendance rates and serve as proxy indicator for resource allocations across schools. A USAID-funded Early Grade Reading Assessment (EGRA) conducted in 2012 collected data from 40 unstratified randomly selected primary schools (sampled with equal probability from 1,400 primary schools in the Doukkala Abda region), assessing the school infrastructure and school climate. Seventy percent of sampled school buildings and grounds were considered clean and neat, but over 20% required major repairs. Less than one-third of the schools had functioning electricity and nearly half had no clean drinking water. Few schools had libraries or computers, findings corroborated by the 2016 PIRLS, which found that 63% of schools had no library and 67% had no computers.

The availability and quality of school facilities were positively correlated with student learning outcomes—students in schools with electricity and water were able to read 11 more words per minute on average than students at schools without these services. Schools in rural areas tend to have fewer resources than schools in urban areas, and students in urban schools scored higher than students in rural areas in syllable identification, nonword reading, and reading comprehension. Ibourk (2013) also found that private schools (also more common in urban areas) outperformed public schools in terms of educational outcomes.

In addition to the quality of school infrastructure, school safety can threaten learning outcomes. In the 2016 PIRLS, 17% of parents reported that someone had physically hurt their child during the past school year, 33% of whom said the harm had been inflicted on school grounds, while 42% said their child had been hurt on the way to school. More than half of parents interviewed for the EGRA said their children had to spend an hour or more traveling in each direction to school. Some Head Teachers/Directors reported similar safety concerns, including theft, vandalism, and violence toward students. In the 2016 PIRLS, principals reported that 62% of students has "moderate to severe discipline problems," far above the international average of 8%. In addition, 29% of students experiencing bullying on a monthly basis (in line with the international average).

Consistent with the above school climate challenges, Morocco has high rates of student absenteeism, high dropouts, and low graduation rates. Mansouri and Moumine (2017) found that the completion rate for primary education decreased from 90% in 2012-13 to 88% in 2013-14. Despite national strategies to promote school retention, 100,000 students under age 15 drop out of school each year, with the average dropout rate of 9.3% of secondary students in 2012-13. In primary school in 2014, there was a dropout rate of 2.5%. However, the most recent MNE statistics report enrollment rates increasing since 2008, which may be due in part to the increased focus on school construction.

Table 2: Pupils by grade, school type, and location

	Public		Private	
Grade	**Rural**	**Urban**	**Urban and Rural**	**Total**
1	349,954	251,898	121,387	723,239
2	321,128	241,153	109,517	671,798
3	326,956	248,064	99,055	674,075
4	323,016	256,755	90,125	669,896
5	310,382	262,417	81,919	654,718
6	290,141	272,404	73,871	636,416
Total	**1,921,577**	**1,532,691**	**575,874**	**4,030,142**

Source: Ministry of Education Statistical Yearbook, 2013/2014

Class size and teacher performance can also affect the quality of the learning environment. The average student-teacher ratio for primary schools has hovered around 26:1 for the last decade (UNESCO 2016), which is in line with the maximum number of students per teacher (30) in high-performing educational systems (World Bank 2016). However, there are disparities across the Moroccan education system by geographic location and socioeconomic status – in 2013, the student-teacher ratio in urban primary schools was 301:1 and 25:1 in rural primary schools. At the lower secondary level, the student-teacher ratio was 26:1 in urban areas and 25:1 in rural areas. At the upper secondary level, the ratio was 21:1 in urban areas and 19:1 in rural areas (CSEFRS 2014).

Teacher motivation is limited – teacher compensation is not linked to their performance, meaning that low performers are paid the same amount as higher performers, and there are no financial incentives for high performance or for teachers to participate in professional development opportunities (World Bank 2016). In addition, mechanisms to hold teachers accountable for low performance are weak and there are no mechanisms in place to address teacher shortages in hard-to-staff schools (World Bank 2016).

TEACHER AND STUDENT LANGUAGE KSAS IN ENGLISH, ARABIC, AND OTHER LOCAL LANGUAGES

Level of Students and Teachers in Amazigh, Darija, Arabic, French and English: There are several large, representative studies of Moroccan student literacy in MSA. The most comprehensive source for student literacy in Morocco is the PIRLS, which tracks countries' achievements in literacy among fourth-graders every five years. PIRLS questions focus on reading comprehension and is administered in MSA in Morocco. Among the fifty countries that participated in 2016, Morocco's scores were third from the bottom, ahead of only Egypt and South Africa. Morocco's mean score of 358 (against a benchmark of 500) was up from 310 in 2011, showing positive progress during the five-year period, though it is still below the PIRLS "Low" International Benchmark of 400 (the highest category, "Advanced," starts at 625). In total, 0% of Moroccan students scored at the Advanced benchmark, while 3% scored at the High benchmark, 14% at Intermediate, and 36% at Low (the remainder did not meet the Low benchmark). Girls scored an average of 28 points higher than boys. Other representative data for the student population aged 10 and above indicate a similar trend to the PIRLS data, with a 2012 literacy rate of 72%, up from 62% in 2006, though with higher male literacy than female literacy (ENAM 2012, cited in UNESCO 2014). Ibourk (2012) applied econometric models to the 2001-2006 PIRLS data to similarly find that parents' employment, a proxy for socioeconomic status, affects students' reading scores (greater employment correlates with higher scores). Though improving, the PIRLS and ENAM results suggest that student reading ability must be a major consideration in any language curricular change, especially considering the impact that further language burden may have on low-literacy students already grappling with classes taught in multiple foreign languages (Daniel and Ball 2009).

In addition to the PIRLS, USAID has funded EGRAs in 2012 and 2016. While the EGRAs are intended to evaluate specific areas and interventions, they still offer some valuable insight into patterns in Moroccan student literacy. The 2016 midline EGRA to assess the USAID/Morocco Reading for Success Small-Scale Experimentation Activity tested first- and second-graders in both activity and control schools. Students in both the activity and control schools showed improvements in nearly all the EGRA categories, as would be expected after an additional semester of reading instruction, and some program effect for phonemic

awareness and listening comprehension. Both activity and non-activity schools showed no improvement in reading comprehension between the baseline measurement and the midline measurement at the end of the semester. Male students, urban students, and students whose home language is Amazigh all scored higher on the EGRA. The 2012 EGRA, on the other hand, found no gender difference in improvement between Grades 2 and 3, though it did find higher scores in students with a wealthier socioeconomic status.

These data are for student MSA literacy at early grades. Sixty-five percent of Moroccans speak Darija as their first language, while most of the remaining 35% speak an Amazigh dialect as their first language (Daniel and Ball 2009). Both are primarily spoken languages, though this is not an absolute. There is some evidence of cultural movement toward using Darija in casual writing such as SMS or news magazines (Hall 2015). A written standard for Amazigh has existed since 2003, although in the Tifinagh script which consequently requires students to learn a third script in addition to Arabic and Latin scripts in order to become literate in Amazigh (Soulamaini 2016). However, no representative data on Moroccan literacy specific to Darija or Amazigh were available.

Fluency and literacy data for other languages are less systematic. One study included secondary student self-rating of French and MSA proficiency, finding students split in rating themselves as better French or Arabic speakers, and the plurality rating themselves as intermediate in French (Yearous 2012). The Organisation Internationale de la Francophonie estimates that 14% of Moroccans speak French fluently, but the data basis for this estimate is unclear (OIF 2012). Little literature exists on student or teacher capacity in English. Because English has not been a main language of instruction in Morocco, the overall level of primary students' English can be presumed to be low.

Foreign Language and Reading Approaches and Teacher Training: Teacher training for foreign languages and reading follow the procedures outlined above in the examination of Teacher Training. The MNE's 2007 guidelines for teaching English at the secondary level mandate a standards-based approach, highlighting a number of best practices including communication as a mix of skills, inclusion of cultural understanding, learner-centered approaches, and performance-based assessments. This approach also emphasizes the importance of listening and speaking as key skills, outlining sub-skills, content standards, performance standards and methods for each of these, as well as reading and writing. There is not much literature yet on the extent to which this is enacted in the classroom. One small-scale study found that most teachers were taking a competency-based approach to teaching English. Teachers used a mix of the Direct Method, facilitating class almost solely in English, and the Grammar Translation Method, spending a large portion of class teaching grammar deductively more often than inductively (Benhima 2014).

FAMILY AND COMMUNITY ATTITUDES AND PRACTICES PROMOTING LITERACY AND SECOND LANGUAGE ACQUISITION

Parent Promotion of Education and Literacy: The existing literature on Moroccan parents' involvement in education and promotion of second language acquisition in the home, and thus their objectives for children's reading and language skills, is limited. What research has been done tends to focus on explaining illiteracy or gender inequity in access to school, and therefore likely overrepresents the obstacles to education.

The limited literature paints a picture of parents who are not actively engaged with their children's education. One study (Zellman 2013) examined the involvement of parents of children under six in Early Childhood Development and found that parents viewed their roles as nurturers rather than teachers, therefore spending little time explicitly on Early Childhood Development educational activities. While this study was small and should not be generalized beyond its sample, the PIRLS also measured how frequently students reported their parents engaging them in early literacy activities before primary school. These findings substantively supported Zellman's, reporting that among fourth-graders, 12% reported that parents had often engaged in early literacy activities, 60% reported sometimes, and 29% reported

never/almost never. These findings demonstrate a plurality of parents not promoting early literacy activities, and also demonstrate an association between degree of parental early literacy promotion and reading capability. The 2012 EGRA also found that 13% of students reported getting help with homework from their parents (more relied on siblings), and a positive correlation between parents' literacy and student oral reading fluency.

The 2016 EGRA reported that 55% of parents were aware of a parent-teacher association at their child's school. A similar proportion (56%) of schools in the smaller 2012 EGRA had parent-teacher associations, although half were inactive. Elmeski (2012) examined the alignment, or lack thereof, between government vision of parent involvement and parents' perception of their role, finding general agreement between teachers and parents on most priorities. However, teachers saw parent monitoring of students' learning at home as much more urgent than parents. Both groups generally rated partnership between teachers and parents as negative. Together, these studies are indicative of a gap in parents' engagement at school.

The PIRLS also collected data on home resources for learning, measuring indicators such as book availability in homes and parents' education. Morocco scored second to last of the forty-eight countries assessed on this metric, with no improvement since 2011. One important element of this metric was "Students Speak the Language of the Test at Home." Forty-seven percent of respondents in Morocco indicated "Never" for this metric, while 26% indicated "Sometimes," 15% indicated "Almost Always" and 12% indicated "Always." The tabulated breakdown in the PIRLS report of reading scores by this metric does not demonstrate much relationship between whether the language of the test was spoken at home and reading score.

There was more correspondence between Moroccan students' PIRLS reading scores and their reports of whether their parents liked reading very much, somewhat, or not; higher scores were associated with parents that very much liked reading. The plurality of students (47%) reported their parents falling into the "somewhat like" category, while 22% reported that their parents very much liked reading and 31% reported their parents do not like to read (PIRLS 2016). A more positive example shows newly literate women using their newfound literacy to help children with schoolwork (Erguig 2011). However, illiteracy in Morocco is widespread, estimated at 65% of the adult population (UNESCO 2014). Even amongst the literate, the practice of reading is low: one survey found that 51% of Moroccans were "non-readers" who had not read a newspaper, book or magazine in the past 12 months (Next Page 2007, cited in Ahmed 2014). Current efforts promoting reading for pleasure (Ahmed 2014) and adult literacy in Morocco (e.g. Erguig 2017, Redad and Erguig 2011, Erguig and Valdiviezo 2013) may complement improvements in early grade reading as students are able to access more help with schoolwork and reinforcement of reading practices from their parents (Ahmed 2014).

Ongoing gender inequity in schooling in Morocco, where girls drop out at higher rates than boys, is attributed to factors such as financial hardship, health issues, the distance to school and associated worries of harassment during the journey, lack of role models, and early marriage (Derdar 2014). Remittances from abroad help boost school attendance, but these unequally benefit boys over girls (Bououiyour et al. 2016). Parents appear to find education less valuable for girls, although the studies in question looked specifically at poor and rural areas.

Attitudes Towards Foreign Languages: Multiple studies have examined students' attitudes toward foreign languages and of attitudes toward foreign languages within the general population (these studies have not focused specifically on parents). Overall, attitudes toward French are mixed. Some studies show positive attitudes toward French because French is the language of universities and prestigious jobs, so most students view it as being the most valuable language in which to invest their time and energy (Zakhir and O'Brien 2017). On the other hand, many also perceive French to be the language of colonization (Anderson 2014). Separately, in one study, students voiced frustration with French as a language of instruction because of their poor proficiency in French (Allame and Laaraj 2016).

Attitudes toward English are more straightforward. While students perceive English as having many of the same benefits of French, it does not carry the same connotation of colonization. As Anderson (2014) writes, "English is popular because it is a language that fulfills many of the same roles as French, but that is not actually French." English instead is perceived as a practical, international language that some call the "language of the future" (Allame and Laaraj 2016, Soussi 2015, Anderson 2014). For example, in Allame and Laaraj's small-scale survey of university students and professors, 79% of those surveyed deemed English the best language for science instruction, and 88% thought that knowing English would be beneficial for their careers. As a truly foreign language, some students also perceive English as being a language of social mobility, not constrained by the same class associations as French or Arabic (Buckner 2011, Redouane 2016). For these reasons, some speculate that French is giving way to English (Ennaji 2012).

Positive attitudes are a prerequisite to successfully introducing new languages into educational systems (Ennaji). At the same time, all of these foreign languages come with frustrations. Though a minority, some students reported frustration at having to master multiple languages (Yearous 2012). Having insufficient proficiency in a language interferes with its use as a language of instruction, which reiterates the lessons learned in Question 1 (Allame and Laaraj 2016).

KEY GAPS IN LITERATURE

This desk review has identified the following gaps in the literature, on which the LAMI assessment team may consider collecting primary data in order to better inform the proposed program scenarios for the GoM:

- **Teacher English capability:** The literature review did not reveal any systematic data on the degree of English proficiency of English teachers or teachers of subjects such as math or science. A GoM policy direction promoting English will require teachers to teach English at a more advanced level, and more teachers to teach English or teach in English than currently do so. Therefore, understanding current capabilities will be a key factor in planning teacher training and other important policy components.
- **English-language textbooks and curriculum development:** While the literature review uncovered strong capacity for production and distribution of textbooks in the existing system, it did not illuminate Morocco's ability to adapt that system for English. Understanding the capacity to design curriculum and textbooks in English that are age and culturally appropriate will inform the necessary resources and timeline for the development of these language instruction tools.
- **The landscape of English-language resources available through the private sector:** The availability of external training centers such as AMIDEAST or the British Council, and their capacity, will help determine the availability of teachers who speak English. Similarly, the curricula and textbooks used in private schools may be helpful in informing the approaches the public school system could adopt.
- **Promotion of second language acquisition in the home:** While the literature review is suggestive that few resources for language acquisition exist in a typical Moroccan household, given overall parental involvement in education, there is room for better understanding of to what extent students are exposed to English in their homes and to what extent parents can help students to study English.

ANNEX V: MOROCCAN NGOS

Non-exhaustive list of Moroccan NGOs that should be consulted when designing the practicum year of English teacher certification and to support ongoing English teacher in-service training:

National NGOs:

- MATE (the oldest and biggest) with a strategic partnership with MNE in 2007.
- AMIES: Association Marocaine des Inspecteurs de l'Enseignement Secondaire (Moroccan Association of Secondary Education Inspectors, Inspectors of all inspectors including English)
- MEARN: Moroccan branch of American iEARN.
- MCCE: Moroccan Center for Civic Education.
- MoRCE-Net: Moroccan Resource Centres of English Network.
- TEAM: Teachers of English in Morocco (based in Salé)

Local NGOs:

- DATE: Dakhla Association of Teachers (deep south)
- DATE: Dades Association of Teachers of English. (Mid-south East)
- TATE: Tafilalt Association of Teachers of English. (Mid-south East).

ANNEX VI: SYSTEMS APPROACH RECOMMENDATIONS

The recommendations in this report are grounded in a Systems' Approach.
The new reform design is informed by principles outlined as the "9 Building Blocks for a World-Class Education System" (Tucker, 2016). The 9 Building Blocks are:

1. Provide strong supports for children and their families before students arrive at school
2. Provide more resources for at-risk students than for others
3. Develop world-class, highly coherent instructional systems
4. Create clear gateways for students through the system, set to global standards, with no dead ends
5. Assure an abundant supply of highly qualified teachers
6. Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and performance of their students
7. Create an effective system of career and technical education and training
8. Create a leadership development system that develops leaders at all levels to manage such systems effectively, and
9. Institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale.

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