



# RESEARCH ON REMEDIAL LEARNING

## Middle East and Northern Africa (MENA) Region Final Report

**DISCLAIMER** This report is made possible by the support of the American people through the United States Agency for International Development (USAID) through the Teaching and Learning for Education Excellence in the Middle East (TALEEM) activity. The contents of this report are the sole responsibility of Tetra Tech/MSI, and do not necessarily reflect the views of USAID or the United States Government.

# ACKNOWLEDGEMENTS

This study was led by a consortium consisting of Management Systems International (MSI), Beyond Education, and Integrated International. The writing of the report was led by Dr. Julia Frazier, Dr. Tali Klein, and Kaisa Ligaya Sol Cruz, with the support of John Lester Nabata and Nina Harbison.

We would like to express our deepest gratitude to Integrated International, especially Dr. Nedjma Koval and Samah Goussous, for their invaluable contributions. A special thanks is owed to Lisa Slifer-Mbacke and Samir Abdelmalek from MSI for their crucial roles in ensuring the smooth execution of the project and providing valuable technical advice for the study.

We also extend our thanks to Knowledge Partners for their support in designing and disseminating materials for the USAID MENA Regional Education Workshop held in May 2023. Appreciation is further extended to the participating governments, CSOs and NGOs for their valuable insights and collaboration.

# CONTENTS

<b>CONTENTS</b>	<b>II</b>
<b>ACRONYMS</b>	<b>III</b>
<b>EXECUTIVE SUMMARY</b>	<b>I</b>
<b>BACKGROUND</b>	<b>9</b>
OVERVIEW OF THE RESEARCH STUDY	9
PURPOSE AND OBJECTIVES	9
METHODOLOGY	10
<b>MAIN FINDINGS</b>	<b>12</b>
RQ1: WHAT ARE PROMISING EDUCATION MODELS USING RL IN THE MENA REGION?	12
RQ2: WHAT IS THE EVIDENCE BASE TO SUPPORT THESE MODELS? WHAT ARE THE CONDITIONS FOR IMPLEMENTATION?	22
<b>CONCLUSIONS</b>	<b>28</b>
<b>RECOMMENDATIONS</b>	<b>30</b>
DISSEMINATION OF FINDINGS	31
<b>REFERENCES</b>	<b>32</b>
<b>ANNEXES</b>	<b>34</b>
<b>ANNEXES</b>	<b>34</b>
ANNEX A. ANNOTATED BIBLIOGRAPHY	35
ANNEX B. KII FIELD INTERVIEWS	43
ANNEX C. KEY INFORMANT INTERVIEW QUESTIONS	44
ANNEX D. PROMISING REMEDIAL MODELS IN MENA	46
ANNEX E. MAIN FEATURES OF PROMISING RL MODELS	47

# ACRONYMS

BE	Beyond Education
BLP	Better Learning Project
CRDP/CERD	Center for Educational Research and Development
CoP	Community of Practice
ETC	Supervision and Educational Training Managing Directorate
FCDO	Foreign Commonwealth and Development Office
DOPS	Department d'Observation Pédagogique Scolaire
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FLN	Foundational Literacy and Numeracy
IRC	International Rescue Committee
KII	Key Informant Interview
LQAS	Lot Quality Assurance Sampling
LRP	Learning Recovery Program
M&E	Monitoring and Evaluation
MEHE	Ministry of Education and Higher Education
MENA	Middle East and Northern Africa
MSI	Management Systems International
MoE	Ministry of Education
NCCD	National Center for Curriculum Development, Jordan
NGO	Non-Government Organization
NRC	Norwegian Refugee Council
PSS	Psychosocial Support
QITABI	Quality Instruction Towards Access and Basic Education Improvement Project
RAMP	Early Grade Reading and Mathematics Project
RL	Remedial Learning
RTI	Research Triangle Institute
SEL	Socio-emotional Learning
TALEEM	Teaching and Learning for Education Excellence in the Middle East
TaRL	Teaching at the Right Level
ToT	Training of Trainers
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
WBG	West Bank and Gaza

# EXECUTIVE SUMMARY

## BACKGROUND

In the aftermath of the COVID-19 pandemic, addressing learning loss and helping students catch up has become a pressing need. Remedial learning (RL) frameworks play a crucial role in mitigating this learning loss and supporting students in the post-pandemic world.<sup>1</sup> RL involves providing additional, targeted support to students attending formal learning programs who face greater challenges in acquiring knowledge compared to their peers.<sup>2</sup> RL aims to assist learners struggling with one or more subject areas by offering short-term content or skill assistance.<sup>3</sup> It can be implemented in diverse educational environments, with the primary goal of ensuring these students receive the necessary support to succeed in regular formal education.<sup>4</sup> These flexible approaches contribute to the recovery of learning loss.<sup>5</sup>

## PURPOSE

This study aims to identify promising models in applying and using RL in the Middle East and Northern Africa (MENA) region, document instructional approaches for in-school or out-of-school and public or private settings and provide key attributes of individual models.

The study gathered and analyzed relevant data to respond to these research questions:

1. What promising models of RL, learning recovery, and/or catch-up learning are being used to close learning gaps that were created or widened during the COVID-19 school disruptions in the MENA region?
2. What is the evidence base to support these models and what are the conditions for implementation?
3. What are the recommendations for programming in this area in the Middle East?

## METHODOLOGY

The research team gathered both existing information and first-hand data, ensuring a thorough and reliable analysis. In the desk research phase, researchers evaluated 39 programs, articles, and approaches and selected three projects for in-depth study in the primary data collection phase. Since one of the three promising models is a project MSI supports, MSI conducted an internal conflict of interest assessment prior to initiating the research activity and sub-contracted the research and analysis of this study to Beyond Education. MSI was not involved in the selection of the models.

## MAIN FINDINGS

### ***Research Question 1: What are promising education models using RL in the MENA region?***

Based on the findings from the desk review, the promising models identified by the research team exhibited the following characteristics:

- About half specifically targeted learning gaps caused by COVID-19 school disruptions.
- Most aimed to help students catch up to the standard grade level.
- Programs varied in focus, addressing foundational skills in reading and math and subjects like Arabic, science, and socio-emotional learning (SEL).
- Reading was prioritized more frequently than mathematics.
- Most used a levelled approach for remediation.

---

<sup>1</sup> Davidson, Ralaingita, Marsden, and Long 2022

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> UNESCO 2021

<sup>5</sup> Ibid.

- Most focused on primary grade students.
- Most integrated into the formal education system; some conducted in nonformal settings.
- Several catered to marginalized contexts, including children in refugee camps, out-of-school children, adolescents, and those with learning difficulties, though only two (Quality Instruction Towards Access and Basic Education Improvement Project [QITABI 2] in Lebanon, and the Early Grade Reading and Mathematics Project [RAMP] in Jordan) were working on incorporating more inclusive materials.

The three models selected for primary data collection demonstrated the integration of best practices in RL addressing COVID-19 learning loss, utilizing Foundational Literacy and Numeracy (FLN), and implementing regular assessments intended for use in the classroom, by the teacher, for instructional adjustments. They either served specific sub-populations or had plans to do so in the future. These three models create enabling conditions for successful remedial learning programs:

**QITABI 2.** The QITABI 2 project (2019–2024) in Lebanon, funded by USAID and implemented by World Learning, aims to improve student learning performance in math, SEL, reading in Arabic, French, and English, with a focus on foundational skills.<sup>6</sup> It targets all public school students in grades one to six,<sup>7</sup> including Syrian refugees and students from under-resourced schools.<sup>8</sup> The program involves training teachers, establishing school libraries and resource centers,<sup>9</sup> distributing food packages,<sup>10</sup> and providing learning materials and information and communications technology equipment.<sup>11</sup> According to a key informant interview (KII), the RL program is delivered in person during regular instruction. The program’s mid-term evaluation shows strong linkages with government and education stakeholders.<sup>12</sup> It is being integrated into the national education strategy and curriculum.<sup>13</sup> Continuous school-based support is provided to teachers through training and coaching.<sup>14</sup> Measurement tools are developed for monitoring progress, and regular monitoring and evaluation (M&E) are conducted to inform project planning.<sup>15</sup> The program also emphasizes the integration of SEL to support students and teachers through various crises and challenges.<sup>16</sup>

**BLP.** The Better Learning Project (BLP) in West Bank and Gaza (WBG), implemented by the Norwegian Refugee Council (NRC), focuses on improving education and psycho-educational well-being for children and youth. The project consists of three program interventions: general psychosocial support (PSS) in classrooms, small group interventions for academic under-achievers, and specialized PSS for nightmares associated with traumatic stress.<sup>17</sup> The BLP uses psycho-educational well-being to address the learning gaps caused by crises and disrupted education. It involves teachers and counselors providing small group interventions and psychosocial assistance to help students catch up academically. The project emphasizes SEL to foster resilience, teaching students skills to navigate emotions, build relationships, and cope with stress.<sup>18</sup>

According to a KII, the BLP is adaptable to different educational contexts, allowing for integration into school curricula or informal settings. Furthermore, it leverages technology, such as a mobile app for self-directed learning, to support students and their families during disruptions. Evaluations show that the program has been successful in improving students’ socio-emotional skills and their academic performance.<sup>19</sup> <sup>20</sup> The BLP showcases promising practices for education in conflict-affected

---

<sup>6</sup> World Learning 2021c

<sup>7</sup> World Learning 2021b

<sup>8</sup> World Learning 2021d

<sup>9</sup> World Learning 2021b

<sup>10</sup> World Learning 2023a.

<sup>11</sup> World Learning 2021d

<sup>12</sup> USAID 2023

<sup>13</sup> World Learning 2022a

<sup>14</sup> World Learning 2023a

<sup>15</sup> World Learning 2020

<sup>16</sup> World Learning 2023b

<sup>17</sup> Norwegian Refugee Council n.d.

<sup>18</sup> Ibid.

<sup>19</sup> Shah 2017

<sup>20</sup> Forsberg and Schultz 2023



areas. One of the respondents said that it has fostered strong partnerships with the Ministry of Education (MoE). Furthermore, based on KIs, it has been integrated into the existing educational structures, has supported learning and psychosocial well-being, provided adequate teacher training and support, and is evidence-based. It is also viewed as adaptable, supportive of vulnerable groups, teacher-facilitated, and integrated within the curriculum.

**RAMP.** The Early Grade Reading and Math Project (RAMP) in Jordan is funded by USAID and the Foreign Commonwealth and Development Office and aims to improve reading and math outcomes for grades K2–G3 in public schools.<sup>21</sup> RAMP focuses on enhancing curriculum coherence, teacher professional development, parental involvement, and evaluation systems.<sup>22</sup> According to a respondent in this study, the project has short-, medium-, and long-term levels or phases to sustain its intervention, including a targeted remediation approach implemented during the COVID-19 pandemic. RAMP's best practices include government and community partnerships, teacher capacity building and support, a focus on foundational skills, resilience in adapting to challenges, and targeting a wide range of students, including Syrian refugees. The program utilizes measurement tools like diagnostic assessments to monitor progress and tailor remedial support to individual student needs.

### **Research Question 2: What is the evidence base to support these models? What are the conditions for implementation?**

Most programs identified (including QITABI 2, BLP) used monitoring tools developed specifically for the program (for example, classroom-based assessments, standardized tests, and surveys). Many programs (including QITABI 2) that had their own tools for monitoring progress also utilized the Early Grade Reading Assessment (EGRA)/Early Grade Mathematics Assessment (EGMA) tools to measure impact. Although EGRA and EGMA were also used to measure impact through the national assessments employed in RAMP, the program used Lot Quality Assurance Sampling (LQAS) as an M&E tool of their impact to foundational literacy and numeracy (FLN).

### **QITABI 2**

The QITABI 2 project in Lebanon, aimed at improving student learning performance, has shown success in addressing learning loss caused by the COVID-19 pandemic. Internal M&E data collected at the school level, demonstrated positive outcomes, with over 60 percent of students sampled, recovering approximately 50 percent of their skills. including improvements in decoding and comprehension abilities.<sup>23</sup> Although there were losses in oral reading fluency and reading comprehension, there was a slight increase in scores in syllable segmentation, suggesting progress in foundational skills.<sup>24</sup> The program's effectiveness was supported by evidence-based assessments, such as the EGRA, and a research-driven approach to program design and implementation.<sup>25</sup>

The successful implementation of QITABI 2 was facilitated by the following factors:

- ✓ Government buy-in, continuous engagement with education stakeholders, and collaboration at various levels.
- ✓ Close relationships with government stakeholders, including the Ministry of Education and Higher Education and the General Directorate of Education, fostered a sense of ownership and promoted program sustainability.
- ✓ Design and implementation were informed by research and evidence, allowing for continuous adaptation to meet student needs and contextual factors.<sup>26</sup>

The program's flexibility and capacity to pivot were evident during the COVID-19 school closures, when it quickly adapted to provide distance learning support. Teachers and education officials

---

<sup>21</sup> U.S. Agency for International Development n.d.

<sup>22</sup> RTI International 2023

<sup>23</sup> USAID 2023

<sup>24</sup> Reaidi, Salha, and El Khoury 2022a

<sup>25</sup> World Learning 2020.

<sup>26</sup> USAID 2023.

received training in online delivery, ensuring continued support to teachers and students.<sup>27</sup> The program's ability to adapt based on assessments and research also enhanced its effectiveness.<sup>28 29 30</sup>

## **BLP**

The BLP in WBG has been supported by evidence-based evaluations that demonstrate its impact on children. These evaluations utilized diverse methodologies, including quantitative analysis, documentation examination, participant stories, interviews, and workshops. The evaluations showed positive impacts on student performance, classroom management, and attention.<sup>31</sup>

A recent randomized controlled trial conducted from October 2018 to April 2019 confirmed the program's effectiveness. Students participating in BLP-2 achieved significantly higher grades in Arabic and mathematics compared to the national average. These improvements were sustained even after their participation, indicating a lasting impact on final grades.<sup>32</sup>

According to KIIs, successful implementation of the BLP can be attributed to various factors, including:

- ✓ Government buy-in and ownership, with collaboration and engagement from the MoE in WBG, Jordan, and Lebanon.
- ✓ Simple and flexible program design, allowing for implementation in different settings.
- ✓ Communities of Practice provided continued support for teachers.

The program also had a robust M&E framework, enabling adaptation based on evidence and data.

## **RAMP**

RAMP is evidence-based, with its design and components developed based on EGRA and EGMA assessments conducted in 2014, which identified weaknesses in foundational skills. According to a respondent, RAMP set milestones for each grade level, aiming for over 55 percent of students to achieve them annually. Evaluations in 2017<sup>33</sup> and 2019 showed positive results: participants demonstrated improved reading and mathematics performance compared to the baseline<sup>34</sup>.

However, the COVID-19 pandemic disrupted the program's progress. Evaluations from 2020 to 2021 revealed a decline in learning levels, particularly in mathematics, due to the shift to distance learning. Grade 2 students, who had less exposure to face-to-face learning, experienced a more significant decline.<sup>35 36</sup> Despite these challenges, a 2023 presentation by the Research Triangle Institute indicated that RAMP contributed to learning recovery post-COVID-19, with improved reading and mathematics scores in November 2022.<sup>37</sup>

Ongoing assessments and surveys, including the national survey in May 2023, will provide more comprehensive data on RAMP's impact. An independent impact evaluation report, scheduled for release in October 2023,<sup>38</sup> will offer further insights into the program's effectiveness and the factors contributing to its positive outcomes.

---

<sup>27</sup> World Learning 2020

<sup>28</sup> USAID 2023

<sup>29</sup> World Learning 2023b

<sup>30</sup> World Learning 2020

<sup>31</sup> Shah 2017

<sup>32</sup> Forsberg and Schultz 2023

<sup>33</sup> Brombacher and Gargano 2017

<sup>34</sup> Stern, Abdelgawad, Fayaud, and Al-Jundi 2019

<sup>35</sup> Al-Hazaymeh, Al-Bakheet, Abu Abtah, and Al-Madanat 2021

<sup>36</sup> RAMP Monitoring and Evaluation Unit 2022

<sup>37</sup> USAID, UK Aid, and RTI International 2023

<sup>38</sup> The impact evaluation report has not been made public as of the finalization of this report.



## CONCLUSIONS

The 11 promising RL models all share common characteristics that contribute to a sustainable framework and facilitate institutionalization. The promising models used a variety of methods to monitor and evaluate impact and collect evidence of effective programming. To support effective implementation, a robust teacher training plan is in place across all the models. In certain cases, this training is reinforced through online components that were developed during the COVID-19 pandemic. Most of the models had strong partnerships with government and education stakeholders. All the models, with available data,<sup>39</sup> use research and evidence to inform programming.

Based on the key findings and discussions on the promising models for remedial learning in the MENA region, it is evident that QITABI 2, BLP, and RAMP can be considered as promising models due to their effectiveness in improving student learning outcomes and addressing educational challenges. Several themes emerge from the analysis that highlight the reasons behind their success.

- **Strong Partnerships**—These models emphasize collaboration and engagement with government and education stakeholders. By aligning their interventions with national education strategies and policies, these programs ensure sustainability and scalability.
- **Teacher Capacity Building**—All three models invest in teacher training and ongoing support. By enhancing teachers' skills and providing them with resources, these programs aim to improve teaching practices and ultimately enhance student learning outcomes.
- **Focus on Foundational Skills**—QITABI 2, BLP, and RAMP prioritize the development of foundational skills such as literacy, numeracy, and socio-emotional skills. By addressing learning gaps early on, these models provide students with a solid foundation for future academic success.
- **Adaptability and Resilience**—The models demonstrate the ability to adapt and continue interventions during the COVID pandemic and in challenging circumstances. This flexibility ensures that students can receive support regardless of external challenges.
- **Servicing Children from Marginalized Groups**—These models target a diverse range of students, including vulnerable and marginalized populations. By addressing educational inequities, they strive to provide equal opportunities for all learners.
- **Measurement and Monitoring**—Robust M&E frameworks are integral to these models. By utilizing evidence-based assessments and regular monitoring, the programs can track progress, identify students' specific needs, and tailor interventions accordingly.

The evidence supporting these models is strong, with evaluations, randomized controlled trials, and data-driven decision-making demonstrating their effectiveness. Key conditions for implementation include:

### Government Buy-in, Ownership, and Collaboration with Stakeholders

QITABI 2, BLP, and RAMP all demonstrate a strong commitment to collaboration and engagement with government education stakeholders, fostering a sense of ownership and promoting sustainability within the education systems.

- **QITABI 2** has exhibited a robust partnership with government agencies attached to the MoE in Lebanon. Key stakeholders, such as the MEHE—Department d'Observation Pédagogique Scolaire (DOPS) and the Center for Educational Research and Development (CERD), are actively involved in the implementation, training, coaching, and supervision of the program.<sup>40, 41, 42</sup> This engagement guarantees ongoing buy-in and comprehensive

---

<sup>39</sup> No data on monitoring their impact on learning was gathered on how Teach for Tomorrow in Egypt and REAL in Yemen.

<sup>40</sup> USAID 2023

<sup>41</sup> Zeina 2023

<sup>42</sup> USAID 2023

involvement, ensuring that the program's goals are aligned with the national education strategy and curriculum.<sup>43</sup>

- **BLP** has established a strong partnership with the MoE in WBG, Jordan, and Lebanon. The program has gained official endorsement and support at different levels, including decision-makers, supervisors, and teachers/counselors. The MoE has recognized the value of the program and plans to implement it in all schools, ensuring its integration into the national education strategy and long-term sustainability.<sup>44</sup>
- **RAMP** emphasizes government and community partnerships. The MoE and other relevant directorates actively collaborate with RAMP and various stakeholders in the implementation and coordination of the program. International organizations and donors have also shown support and recognition, indicating a commitment to its continuation and expansion. The program aligns directly with the MoE's overall plan, curriculum, and teacher training initiatives, further solidifying its integration and sustainability within the education system.<sup>45</sup>

### Strong Professional Development Support for Teachers

QITABI 2, BLP, and RAMP all prioritize the professional development of teachers as a crucial aspect of their programs. They provide comprehensive training, ongoing support, and resources to empower teachers to deliver high-quality instruction and address students' learning needs effectively.

- **QITABI 2** invests in training teachers through a training of trainers model, which is led by CERD teacher trainers.<sup>46</sup> The program offers a continuous school-based approach to professional development, with DOPS coaches conducting classroom observations and coaching to teachers.<sup>47</sup> Teachers are provided with resource guides, online training modules,<sup>48</sup> and learning materials tailored to support their professional growth. The learning facilitators, hired by the project, play a crucial role in providing guidance and assistance to teachers, ensuring they are equipped with the necessary support and resources to deliver quality education.<sup>49</sup>
- **BLP** offers comprehensive training sessions to teachers and counselors, equipping them with the necessary skills to implement the program effectively. Ongoing support through learning circles and regular discussions enhances their capacity to deliver the program successfully. Teacher Learning Circles and CoP provide a platform for sharing best practices and resources among teachers, fostering collaboration and improvement.<sup>50</sup>
- **RAMP** places great emphasis on teacher training and support. It offers training sessions covering remedial intervention, classroom management, and social-emotional components. Teachers are provided with guidelines, workbooks, and ongoing monitoring to enhance their instructional practices and address students' learning needs. The program utilizes a reflective system and monitoring process, involving early grade supervisors and principals to provide support and coaching to teachers.<sup>51</sup>

### Adaptability Based on Evidence and Data

QITABI 2, BLP, and RAMP all demonstrate a commitment to adaptability and evidence-based decision-making, allowing the programs to respond to the specific needs of students and the ever-evolving educational landscape.

- **QITABI 2** incorporates evidence-based practices by utilizing data from various sources, including student assessments and classroom observations. These data-driven insights inform

---

<sup>43</sup> Ibid.

<sup>44</sup> Information came from Klls.

<sup>45</sup> Information came from Klls.

<sup>46</sup> World Learning 2023a

<sup>47</sup> Ibid.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup> Information came from Klls.

<sup>51</sup> Information came from Klls.

teacher training and coaching programs, enabling targeted support to teachers and addressing specific areas of improvement. The program also adapts to challenges such as COVID-19 school closures, leveraging technology to deliver remote learning solutions and ensuring continuity in education.<sup>52 53 54</sup>

- **BLP** emphasizes the importance of data in driving program implementation. The program utilizes a M&E framework to collect data and assess the effectiveness of interventions. This data helps identify areas of improvement and informs program adaptations to meet the evolving needs of students. BLP's flexibility allows for adjustments in teaching approaches and the inclusion of new interventions based on evidence and data.<sup>55</sup>
- **RAMP** utilizes assessments and research to inform its teacher training and adaptation process. The program collects and analyzes data on student performance, classroom observations, and surveys to gain insights into teaching practices and learning outcomes. This evidence helps identify areas of improvement and guides the development of targeted interventions and resources. RAMP demonstrated adaptability during COVID-19 school closures by utilizing remote learning approaches and supporting teachers in transitioning to online instruction.<sup>56</sup>

## RECOMMENDATIONS

Based on the findings and conclusion, the following key actionable recommendations were identified for education programming of RL initiatives in the MENA region:

1. **Establish Strong Partnerships:** Collaborate closely with government education authorities, relevant stakeholders including school directors, supervisors, teachers and parents, as well as community members to ensure alignment with national education strategies, curricula, and policies. Engage in continuous communication and collaboration to foster a sense of ownership and promote program sustainability.
2. **Prioritize Teacher Capacity Building:** Invest in comprehensive and ongoing training programs for teachers, providing them with the necessary skills and resources to deliver effective remedial instruction. Offer on-going coaching and support to enhance teaching practices and ensure quality implementation of RL interventions.
3. **Focus on Foundational Skills:** Design interventions that prioritize the development of foundational skills such as literacy, numeracy, and socio-emotional competencies. Address learning gaps early on by providing targeted support to build a strong foundation for students' academic success.
4. **Build Adaptability and Resilience:** Incorporate flexibility into program design to enable adaptation and continuity during crises or challenging circumstances, such as the COVID-19 pandemic, or in conflict-affected areas. Develop strategies for distance learning and alternative instructional methods to ensure continuous support to students.
5. **Promote Inclusivity and Equity:** Target a diverse range of students, including vulnerable and marginalized populations, to address educational inequities and provide equal opportunities for all learners. Tailor interventions to meet the specific needs of different student groups and ensure access to remedial learning programs for all.
6. **Implement Effective Monitoring and Evaluation Systems:** Develop robust M&E frameworks that utilize evidence-based assessments and regular data collection. Use this data to track progress, identify students' specific needs, and inform program planning and adaptation. Continuously monitor program effectiveness and make data-driven decisions.

---

<sup>52</sup> World Learning 2020

<sup>53</sup> World Learning 2021a

<sup>54</sup> World Learning n. d.

<sup>55</sup> Information came from Klls.

<sup>56</sup> Information came from Klls.

7. **Foster Knowledge Exchange and Learning:** Promote communities of practice and platforms for sharing best practices, lessons learned, and successful strategies among education program implementers. Encourage collaboration, learning, and innovation through networks, conferences, and professional development opportunities.
8. **Conduct Rigorous Research and Evaluation:** Invest in rigorous research and evaluation studies to generate robust evidence on the impact and effectiveness of remedial learning interventions. Share research findings and disseminate knowledge to inform policy and practice at the national and international levels.
9. **Continuously Improve and Refine Programs:** Embrace a culture of continuous improvement by using feedback, monitoring data, and research findings to refine program design and implementation strategies. Regularly assess and adapt interventions to meet evolving student needs and contextual factors.

# BACKGROUND

The scale and extremity of the recent COVID-19 pandemic led to school closures world-wide, resulting in considerable learning loss. This was most extreme in low- and middle-income countries, which saw significant drops in children's competency in both reading and math. A study conducted by the World Bank in 2019 found that in the Middle East and Northern Africa (MENA) region, 59 percent of children struggle to read and understand text that is suitable for their age by the time they turn 10. In low- and middle-income countries in MENA, the number rises to 63 percent, on average.<sup>57</sup> The impact of COVID-19 school disruptions is likely to have exacerbated these findings.

The impacts of COVID-19 in the MENA region have been compounded by various factors such as regional conflict, gender discrimination, displaced populations, conditions in refugee camps, and pre-existing social challenges. As a result, there is a pressing need to consider applying remedial learning models in MENA schools to help children regain and surpass their pre-pandemic competency levels.

Remedial learning (RL) frameworks aim to mitigate learning loss and can contribute to narrowing the learning and achievement gaps between low-achieving and high-achieving students. RL involves providing targeted support to students attending formal learning programs who face greater challenges in acquiring knowledge compared to their peers by offering short-term content or skill assistance.<sup>58</sup> It can be implemented in diverse educational environments, and in multiple contexts, with the primary goal of ensuring students receive support to succeed in regular formal education and to recover from learning loss.<sup>59</sup> RL programs usually do not replace the regular school day but are incorporated as additional support.

The Bill and Melinda Gates Foundation Science of Teaching website,<sup>60</sup> the Education Trust<sup>61</sup> as well as the Annenberg Institute at Brown University<sup>62</sup> provide useful insights into effective remediation programs. Consensus on best approaches fall in two main categories of remediation programs:

1. Intensive tutoring, one-on-one, or small group assistance
2. Aligned, individualized and high quality curriculum

## OVERVIEW OF THE RESEARCH STUDY

This study was commissioned by the United States Agency for International Development (USAID) to support the Middle East and North Africa (MENA) Regional Bureau in identifying remedial learning models that pay particular attention to different vulnerable sub-populations, with the aim of providing lessons learned and recommendations that can be applied to ongoing USAID education programs in the MENA region. It was implemented under the Teaching and Learning for Education Excellence in the Middle East (TALEEM) contract by Management Systems International, Inc. (MSI), with support from subcontractors Beyond Education (BE) and Integrated International.

## PURPOSE AND OBJECTIVES

This study aims to identify promising models in applying and using RL to support improved learning in the MENA region, document instructional approaches for in-school or out-of-school and public or private settings, identify key attributes of individual models, and provide recommendations for future USAID investment in the MENA region.

---

<sup>57</sup> Gregory, Thomure, Kazem, Boni, Elsayed, and Taibah 2021

<sup>58</sup> Ibid.

<sup>59</sup> UNESCO 2021

<sup>60</sup> Science of Teaching 2022

<sup>61</sup> <https://edtrust.org/wp-content/uploads/2014/09/Expanded-Learning-Time-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf>

<sup>62</sup> [EdResearch for Recovery School Practices to Address Student Learning Loss \(brown.edu\)](#)

The study gathered and analyzed relevant data to respond to three research questions:

1. What promising models of RL, learning recovery, and/or catch-up learning are being used to close learning gaps that were created or widened during the COVID-19 school disruptions in the MENA region?
2. What is the evidence base to support these models and what are the conditions for the implementation?
3. What are the recommendations for programming in this area in the Middle East?

The study attempted to identify remediation models within the following parameters: remediation models applied in MENA region contexts; effective global and regional models based on best practices for RL; those that are relevant for a conflict and crisis environment; include both public and private schools; cover all donor interventions (not just USAID); include gender-inclusive and students-with-disabilities approaches; and RL focused on COVID-19 learning loss.

## METHODOLOGY

### DATA COLLECTION

The methodology for this research consisted of two main phases. Phase 1, secondary research, involved a desk review of various non-government organizations (NGOs) and government organizations in the education sector, as well as comprehensive internet searches using search engines like Google and Google Scholar. Phase 2, primary research, involved conducting interviews with key informants from the identified promising models.

### DESK REVIEW

During the desk review, the researchers searched the websites of NGOs and government organizations recognized as leaders in the field of education worldwide, including USAID, the United Nations Children's Fund (UNICEF), UNESCO, Save the Children, the Research Triangle Institute (RTI), International Rescue Committee (IRC), the Norwegian Refugee Council (NRC), and other organizations. These organizations were selected based on their alignment with universal standards such as Sustainable Development Goal 4 (SDG 4) and Inter-Agency Network for Education in Emergencies minimum standards for education in emergencies. Relevant studies and programs from these organizations that host their own comprehensive websites were also reviewed.

Initially, the research scope extended beyond the MENA region to survey the global landscape and identify successful models, reviews, and guidance. The search then focused specifically on information about MENA by searching for relevant information within the country-specific websites of these organizations (for example, UNICEF Jordan). Keywords used to search these websites included "remedial," "remedial learning," "catch-up learning," "accelerated learning," "learning recovery," and "learning loss."

In addition to website-specific research, the researchers conducted internet-wide searches using academic and non-academic search engines. Keywords included "remedial," "remedial learning," "catch-up learning," "accelerated learning," "learning recovery," "learning loss," and broader keywords such as "education post-pandemic" and "COVID-19 impact on education." Broader keywords were less useful and generated a surplus of unrelated content, so remedial-specific keywords were used during the later stages of research. Most keywords were combined with a country's name (for example, "learning loss Jordan"). These internet-wide searches yielded content from some organizations that were later searched specifically, including the NRC and UNESCO.

### SAMPLING

The researchers evaluated 39 programs, articles, and approaches to identify signs of promising practice. Among these programs, 37 were in the MENA region, while the two programs outside the MENA region were in Madagascar and Senegal. These programs were included to provide



comparative approaches used in other low- and middle-income countries. An annotated bibliography of the desk review models identified is in Annex I.

Out of the identified programs, 11 showed the most signs of promising practice. These 11 programs were considered for further on-the-ground research, with the following distribution: Yemen (1), WBG (3), Morocco (1), Lebanon (1), Jordan (3), and Egypt (2).

From this shortlist of 11, the TALEEM research team selected three projects for more in-depth study. Initially, they chose the Quality Instruction Towards Access and Basic Education Improvement Project (QITABI 2) in Lebanon, the Better Learning Project in West Bank and Gaza (WBG) (BLP), and the UNICEF Bridges program in WBG. However, the UNICEF Bridges program had already concluded, and no key informants were available to participate in the study. Consequently, in consultation with USAID/MENA and USAID Jordan, the team decided to focus on the Early Grade Reading and Mathematics Project (RAMP) in Jordan instead.

## FIELD INTERVIEWS

The study team employed convenience and purposive sampling to identify research participants. Key informant interviews (KIIs) were conducted with project personnel, donor representatives and ministry of education officials, either remotely or in person, to the extent possible. The interviews followed a semi-structured approach, utilizing in an interview guide that contained a comprehensive list of questions for all projects (see Annex C), along with additional questions specific to the subject matter area of RL. Due to logistical constraints, such as time and distance, not all questions were asked during each interview, leaving the discretion for follow-up questions to the interviewer. Throughout these interviews, additional project documentation, such as reports and evaluations, was requested and integrated into the report, providing valuable information. In total, researchers conducted 12 KIIs, with four in-country and eight conducted remotely (see Annex C for details).

## DATA ANALYSIS

To gain insights into the promising practices within each identified model, a qualitative methodology was employed in this study. Thematic analysis was conducted to draw meaningful conclusions by examining data across predetermined criteria and categories. The primary data collected from multiple KIIs and the secondary data from the desk review were assembled, classified, and simplified. The data were also triangulated to explore potential areas for further study and ensure a comprehensive understanding of the research subject matter. This involved analyzing and comparing data to identify patterns, areas of agreement, and topics that required additional investigation. The analysis resulted in the identification of enabling factors, barriers, and bottlenecks.

## LIMITATIONS AND MITIGATION

The study team acknowledges certain limitations in its approach. The internet search conducted to gather RL concepts, studies, and models used English keywords, thereby excluding reference materials in common languages of the MENA region, such as Arabic and French. Consequently, the identification of promising models was based on limited information. However, it is likely that most high-level interventions would be disseminated in English.

Regarding the three promising model programs, certain limitations were identified in assessing the implementation of instruction at the classroom level. Evaluating aspects like teacher versus student-centered approaches, comprehension strategies, automated corrective feedback, and other foundational learning skills for classroom instruction and management proved were not assessed as part of the research approach as no classroom observations were conducted.

This report was not intended to provide a comprehensive global review of RL and learning recovery programs. Instead, it focused on selected countries in the MENA region. Furthermore, the discussion on the selected projects should not be regarded as an external assessment of the projects, nor should they be viewed as an extensive review of the projects. Rather, this report aims

to share the lessons learned from the three promising projects that aimed to address remediation and learning recovery following extended COVID-19-related school closures. These lessons are intended to guide USAID mission personnel across the MENA region as they design awards and make decisions. Therefore, the research sought to identify trends, aspects of programming contributing to project success, and lessons learned or gaps that still exist. This information can be used to build upon successes and avoid potential pitfalls in future projects.

Of the three promising models identified, MSI is involved in QITABI 2 as a sub-contractor. To review any potential conflicts of interest, MSI conducted an Organizational Conflict of Interest (OCI) assessment. Given that this study is an exploration of RL practices in the MENA region and not an evaluation of any practice, the inclusion of the QITABI 2 activity was not determined to qualify as an OCI. In addition, the study team responsible for the identification and selection of promising models was managed by a subcontractor, and MSI was not involved in the selection process or in the analysis of the secondary and primary data collected about QITABI 2.

## ETHICAL CONSIDERATIONS

The design and implementation of this research were guided by ethical considerations to uphold the dignity, well-being, and rights of all participants, while avoiding stigmatization and discrimination. Throughout the study, the researchers proactively addressed potential ethical issues, such as informed consent, privacy, confidentiality, and conflict of interest. The following measures were taken to ensure ethical standards were maintained:

- Ethical principles of privacy and confidentiality were maintained. Data collected was used exclusively for the purpose of the research. Confidential participant information or data collected was stored securely. This included limiting access to the raw identifying data by password protecting the electronic data and restricting the number of personnel who could access the identifying data.
- Informed consent was sought from all participants in KIs. All participants were informed of the nature of the research as well as the voluntary nature of their participation. The decision to participate, including disagreement or refusal to participate, was respected. Participants were recorded giving their consent to be recorded and interviewed in the online interviews and in the face-to-face interviews, an informed consent form was signed.
- All researchers signed a disclosure and conflict of interest agreements specifying that they had no actual or potential personal conflicts of interest under the contract, no organizational conflicts of interest, and did not share any sensitive information that could provide an unfair competitive advantage in the pursuit of future contracts.

## MAIN FINDINGS

### RQ1: WHAT ARE PROMISING EDUCATION MODELS USING RL IN THE MENA REGION?

According to the Science of Teaching, common features of successful remediation programs include<sup>63</sup>:

- I. Partnerships with governments and communities—The program is implemented in close collaboration with the ministry responsible for education. Ideally, the program has been institutionalized and is incorporated into the systems, structures, policies, and M&E mechanisms of the government agency. Education stakeholders (for example, teachers and school leaders) at various levels champion the model. Community partners, such as parents, civil society organizations, and private companies, are engaged in its implementation.

---

<sup>63</sup> Davidson, Ralaingita, Marsden, and Long 2022

2. Teacher training and support—The program involves the professional development of teachers, principals, or school administrators. Ongoing support is provided on remedial learning techniques, access to curriculum, or curriculum development.
3. Focus on core skills—The program focuses on the core skills for literacy and numeracy (Foundational Literacy and Numeracy or FLN).
4. Effective pedagogy targeting student competency level—The program evaluates the level of students' learning and teaches to that level. It separates students by level, rather than grade or age, and provides instruction according to their level.
5. Monitoring of progress and measurement of outcomes—Regular assessments are used to inform the instructional process, allowing for adjustments and refinements based on evidence. Mechanisms are in place to measure student outcomes regularly. Outcomes are regularly reported, and metrics are incorporated into Ministry of Education (MoE) metrics informing national strategy and programs.

A review of existing RL models in the MENA region uncovered 11 which align with the common features described by the Science of Teaching. Out of the 11 promising models identified, five specifically targeted learning gaps caused by COVID-19 school disruptions (Learning Bridges in Jordan, QITABI 2 in Lebanon, Bridges in WBG, RAMP in Jordan, and Can't Wait to Learn in Jordan<sup>64</sup>). Most aimed to support students who were behind the standard for their grade level and needed to catch up. The remedial programs varied in focus, with some addressing foundational skills in reading and math along with subjects like Arabic and science, as well as competencies like socio-emotional learning (SEL), while others had a very specific focus, such as reading. However, a greater number of models prioritized reading over mathematics.

Most of the promising practices identified used a levelled approach to remediation, meaning that students are provided support according to their performance level rather than their age or grade level. Most of the programs serviced primary grade students and were integrated into the formal education system, while a few were conducted in nonformal settings. Most of the programs provided support to students through in-class interventions (Education Support Program in Egypt, Let's Read Fluently in Jordan, Can't Wait to Learn in Jordan, Learning Bridges in Jordan,<sup>65</sup> QITABI 2 in Lebanon, Bridges in WBG, BLP in WBG, and RAMP in Jordan). Desk review of three of these programs identified more of a focus on improving teaching and learning through teacher capacity building as opposed to providing in-classroom remedial learning (Teach for Tomorrow in Egypt, Reading for Success in Morocco, and the Restoring Education and Learning Project in Yemen). Only one was a program outside of the formal school system and focused on providing interventions through a community-based approach. A number provided services to children in marginalized contexts, such as children in refugee camps, out-of-school children and adolescents, and children who have learning difficulties (Can't Wait to Learn in Jordan, Bridges in WBG, BLP in WBG, and RAMP in Jordan). Two of the promising models identified (QITABI 2 in Lebanon and RAMP in Jordan), are working on integrating more inclusive materials into their programs. Furthermore, RAMP (Jordan) implements the program in two refugee camps servicing Syrian refugees.

The three models selected demonstrated integrating RL best practices, including mitigating school loss due to the COVID-19 pandemic, utilizing FLN, with one of them (RAMP in Jordan) particularly focused on improving mathematics outcome results. They all utilized regular assessments to inform instruction and were either servicing sub-populations or building this component into future plans. In addition, the general trends found across all three promising model programs are ones that provide enabling conditions for successful RL programs.

---

<sup>64</sup> BLP in WBG also aimed to provide support to students and teachers, but the support was focused on SEL and not on learning gaps caused by COVID-19 school disruptions.

<sup>65</sup> Delivered through blended learning modules implemented by teachers and supported by parents.

Below is the triangulated score card for the three promising models showing how the five key criteria for remedial learning best practices<sup>66</sup> are exhibited by each model. The discussion focuses on how the three promising models exhibited the criteria.

**Table 1 The three models evaluated against the criteria for successful remedial learning programs**

Project	Be in partnership with gov't (MoE) and communities	Provide teacher training & support	Focus on core skills	Target student competency level	Monitor progress & measure outcomes	Final score
QITABI 2	√	√	√	√	√	5
BLP	In progress	√	SEL skills	√	Focus on SEL	2.5
RAMP	√	√	√	√	√	5

The three most promising models and their approaches for RL are discussed below in detail.

### MODEL 1: QITABI 2 PROJECT (LEBANON)

The QITABI 2 project in Lebanon, funded by USAID and implemented by World Learning is a follow-up program to QITABI 1 (2014–2020). QITABI 2 started in 2019 and is expected to conclude in July 2024.<sup>67</sup> The program's objective is to enhance student learning performance in math, SEL, Arabic, French, and English in grades 1–6. It was initially implemented in all eight governorates in Lebanon.<sup>68</sup> In addition to the RL component, the program includes the establishment of school libraries and resource centers in classrooms to support literacy,<sup>69</sup> distribution of food packages to families,<sup>70</sup> and provision of learning materials and information and communications technology equipment<sup>71</sup> (World Learning 2023a).

The participants of the QITABI 2 program were students, teachers, and administrators in all public and some semi-private primary schools<sup>72</sup> across Lebanon. These include schools in remote areas and disadvantaged communities, and those serving Syrian refugees.<sup>73</sup> Initially, QITABI 2's plan was to target more than 338,000 students from 887 public primary schools in Lebanon, including those registered in 320 second shift schools, and 100 semi-private schools, based on 2018–2019 data. Table 2 shows the actual number of students and teachers per subject participating in the program as of December 2022.<sup>74</sup>

**Table 2. Number of students and teachers participating in the program as of December 2022**

Subject	Number of students	Number of teachers
Arabic	14,034	2,434
English	6,983	810
French	7,014	1,361
Math	10,743	2,085

The RL component of QITABI 2 is called the Learning Recovery Program (LRP), and initially was a research-based program that drew on effective best practices within the Early Warning System pilot in schools participating in QITABI 1. The LRP program provided in-class support to students

<sup>66</sup> Davidson, Ralaingita, Marsden, and Long 2022

<sup>67</sup> World Learning 2022b

<sup>68</sup> Ibid.

<sup>69</sup> Ibid.

<sup>70</sup> World Learning 2023a

<sup>71</sup> World Learning 2021d

<sup>72</sup> Low-cost schools that are subsidized by the government

<sup>73</sup> World Learning 2021d

<sup>74</sup> World Learning 2021b

performing below their grade level during the first four weeks of classes at the beginning of the year. Teachers are expected to apply formative assessments to adjust their instruction.<sup>75</sup> The LRP program is delivered by teachers in person, in the classroom, during regular instruction. In practice, it is implemented in the first four weeks of the school year, as well as during the summer session programs for about six weeks, according to a key informant.

The following section examines how QITABI 2 demonstrated the key characteristics associated with effective remedial programs, and the distinctive attributes of the program that enhance its potential for success.

## STRONG LINKAGES WITH GOVERNMENT AND EDUCATION STAKEHOLDERS

The QITABI 2 remedial LRP program exhibited a strong partnership with government and education stakeholders, engaging government agencies attached to the MoE and other stakeholders in the implementation of the program. Key stakeholders are fully engaged at every level, most prominently as coaches and trainers, and the program design considered building the implementation of the program into the mandates of key education stakeholders, promoting ownership and sustainability.<sup>76</sup> The Ministry of Education and Higher Education - Department d'Observation Pedagogique Scolaire (MEHE-DOPS) is mandated by the Lebanese government to place literacy and mathematics subject matter experts as teacher observers and coaches in all the classrooms.<sup>77</sup> The Center for Educational Research and Development (CERD), provides teacher trainers to the program.<sup>78</sup> DOPS and CERD are responsible for teacher training and coaching. They play key roles as designers, approvers, evaluators, assessors, trainers, coaches, and mentors, therefore guaranteeing on-going buy-in and comprehensive engagement. While there is internal assessment, as done by World Learning and USAID, there is collaboration in the data collection processes across all the key stakeholders, including the coaches in the classroom.<sup>79</sup>

Furthermore, the program is currently undergoing integration into the national education strategy and curriculum, aligning with the intended third outcome of QITABI 2, which aims to enhance the overall provision of education services at the national level.<sup>80</sup>

## CONTINUOUS SCHOOL-BASED SUPPORT FOR TEACHERS

The QITABI 2 program prioritizes the training of teachers to enhance their instructional practices in target schools. Participating primary public-school teachers receive comprehensive training on literacy and numeracy as well as SEL. The teachers are trained through a training of trainers (ToT) model with the support of CERD teacher trainers.<sup>81</sup>

Compact discs containing supportive teaching and learning resources to aid teachers' professional development were provided<sup>82</sup> which were enhanced and adapted for distance learning during the COVID-19 school closures.<sup>83</sup> DOPS coaches and CERD staff were trained and given video editing software for the development of online videos that can be used for online training and teaching. Furthermore, CERD teacher trainers were trained on designing and implementing online teacher training programs.<sup>84</sup>

---

<sup>75</sup> Ibid.

<sup>76</sup> USAID 2023

<sup>77</sup> Zeina 2023

<sup>78</sup> USAID 2023

<sup>79</sup> Ibid.

<sup>80</sup> World Learning 2022a

<sup>81</sup> World Learning 2023a

<sup>82</sup> Ibid.

<sup>83</sup> World Learning 2020

<sup>84</sup> Ibid.

Data from the KIs<sup>85</sup> and desk review indicates a continuous school-based approach to professional development.<sup>86</sup> Coaches from DOPS conduct classroom observations and coaching of teachers.<sup>87</sup> Furthermore, continuous capacity building support is provided to DOPS coaches throughout the program to support them in effectively mentoring teachers. This includes reflection sessions for them to share lessons learned during their school visits with other mentors,<sup>88</sup> which encourages collaborative problem-solving and group reflection.

The project-hired learning facilitators play a crucial role in supporting teachers during the practical implementation of the program. Their support extends to various aspects, including providing guidance to teachers on conducting diagnostic assessments for students and assisting with the implementation of program assessment tools. Furthermore, they offer valuable guidance to teachers in utilizing the learning materials and resources provided by the program. The facilitators actively encourage teachers to participate in reading campaigns and engage in the Learning Recovery training sessions. Through their assistance, the learning facilitators contribute significantly to the successful implementation of the program, ensuring that teachers are equipped with the necessary support and resources to effectively deliver quality education to their students.<sup>89</sup>

Online training modules were also provided to teachers,<sup>90</sup> which allows them to participate in professional development despite the school closures due to COVID-19. In 2022, the quarterly report for the project indicated that a self-paced teacher training program is being developed, with the aim of providing accessible, interactive, and cost-effective professional development support to public school teachers throughout the country.<sup>91</sup> By offering targeted training and equipping teachers with valuable resources, QITABI 2 aims to empower educators to deliver high-quality instruction and promote optimal learning outcomes for students.<sup>92</sup>

## BUILDING FOUNDATIONAL SKILLS

QITABI 2 builds foundational skills through its Balanced Learning Approach and Holistic Learning Approach. The Balanced Learning Approach is a comprehensive approach to teaching and learning that focuses on the development of foundational skills in reading, writing, and mathematics. The Holistic Learning Approach is inclusive of social, emotional, and cognitive skills. Both approaches are designed to help students develop the essential skills they need to succeed in school and beyond.<sup>93</sup>

## DIAGNOSTIC ASSESSMENTS TO PROVIDE LEVELED INTERVENTIONS

Teachers participating in the program are trained in using diagnostic assessment tools to identify the reading and mathematics skills of students at the start of the school year. The results of the test can help teachers identify the individual needs of students, which teachers can then use to provide support to students in either in small groups or individually.<sup>94</sup>

## TOOLS FOR MONITORING PROGRESS

The project strongly incorporates the measurement of progress and the use of evidence in its programming. QITABI 2 conducted in April 2022 its baseline assessment to measure progress in reading and math.<sup>95</sup> A qualitative study of reading instructional practices in primary public schools was conducted to better understand how teachers are integrating LRP components into their daily practice. Results will inform the design of upcoming teacher training and coaching programs.<sup>96</sup>

---

<sup>85</sup> Zeina 2023

<sup>86</sup> World Learning 2023a

<sup>87</sup> Ibid.

<sup>88</sup> Ibid.

<sup>89</sup> World Learning 2023a

<sup>90</sup> Ibid.

<sup>91</sup> Ibid.

<sup>92</sup> World Learning 2023a

<sup>93</sup> World Learning 2021c

<sup>94</sup> World Learning 2021b

<sup>95</sup> Reaidi, Salha, and El Khoury 2022b

<sup>96</sup> USAID 2023



The project uses regular monitoring and evaluation (M&E) to inform planning and implementation.<sup>97</sup> This includes the collection of student performance data, teacher self-assessments, and DOPS classroom observations. The CRDP's Educational Research Bureau collaborates with the project to build organizational capacity in M&E.<sup>98</sup> The results of research findings and M&E activities are shared with the relevant government offices.<sup>99</sup> <sup>100</sup> This systematic approach supports continuous improvement and evidence-based decision-making and policy development. By actively involving stakeholders in the dissemination of knowledge, QITABI 2 contributes to building a collective understanding of effective educational practices and encourages sustainability beyond the project's duration.

## INTEGRATION OF SEL

Education in Lebanon faces numerous challenges and crises that have affected students and teachers in the education system. This has included political upheavals, the port of Beirut blast, COVID-19, and an economic crisis, which have all caused disruptions, inadequate access to social services, and increased poverty.<sup>101</sup> The program conducted a baseline SEL survey with students and will roll out a SEL model in the 2023-2024 school year.

## MODEL 2: BLP, WBG

The BLP in WBG, funded and implemented by the NRC, has been making significant strides in supporting education and promoting psycho-educational well-being among children and youth in the region. According to a respondent, it was initially established in Gaza in 2011 and later adopted in the West Bank in 2014. The project has since expanded to other countries in the region, as well as similar contexts worldwide.

BLP's focus on vulnerable groups, including refugees, internally displaced persons, and marginalized communities, highlights its commitment to equitable education. By specifically targeting these groups, the program addresses the needs of the most marginalized students in conflict-affected areas.

The BLP consists of three components of intervention. The first component is a general psychosocial support (PSS) approach implemented in classrooms (BLP1). The second component is a small group intervention targeting academic under-achievers to support resilience (BLP2). The third component is a specialized PSS approach addressing nightmares associated with traumatic stress (BLP3).<sup>102</sup>

One of the most promising practices of the BLP in WBG is its focus on supporting students who have been greatly impacted by disrupted education due to crises.<sup>103</sup> It aims to address the learning gaps and challenges faced by students who have experienced difficulties in their education by providing them with SEL support. Teachers and counsellors play a vital role in this process by offering small group interventions and psychosocial assistance and helping students bridge gaps in their education and catch up academically.<sup>104</sup> It is through the SEL support that the program helps children to be better able to focus on their foundational skills or reading, mathematics and Arabic.

The ways in which the project exhibits the characteristics of successful RL programs<sup>105</sup> are discussed below. Unique attributes of the program that enhance its potential for success are also discussed.

---

<sup>97</sup> Ibid.

<sup>98</sup> World Learning 2023a

<sup>99</sup> World Learning 2023a

<sup>100</sup> Ibid.

<sup>101</sup> Reaidi, Salha, and El Khoury 2022a

<sup>102</sup> Norwegian Refugee Council n.d.

<sup>103</sup> Shah 2017

<sup>104</sup> Norwegian Refugee Council n.d.

<sup>105</sup> Davidson, Ralaingita, Marsden, and Long 2022

## STRONG PARTNERSHIP WITH THE MOE

According to a respondent, BLP's collaboration with the MoE establishes a robust partnership that ensures support and sustainability within the educational system. The program has been endorsed by the MoE and plans are underway for implementation in all schools in the country.

## INTEGRATION WITHIN EXISTING STRUCTURES

One of the BLP's strengths lies in its integration within existing educational structures. According to a respondent, the program is meant to be implemented within daily school hours and is compatible with formal, informal, or RL settings. The flexible modality eliminates the need for additional resources and structures. This approach makes the program convenient and sustainable.

BLP's delivery by trained teachers, supported by continuous capacity-building, ensures effective implementation. According to a key informant, the program's simple and well-structured design enables easy understanding and implementation without adding additional burden to teachers. This simplicity contributes to its successful adoption and implementation.

According to a key informant, discussions to integrate the BLP into the curriculum are ongoing. This will further enhance its sustainability and long-term impact. By aligning with the existing curriculum, the program can become an integral part of the education system, reaching more students and ensuring enduring benefits.

## TEACHER TRAINING AND SUPPORT

One respondent mentioned that BLP's comprehensive five-day training for teachers and counselors equips them with the necessary skills to effectively implement the program. Ongoing support through learning circles and regular discussions further enhances their capacity to deliver the program successfully.

## EMPHASIS ON SEL TO SUPPORT LEARNING

The BLP places emphasis on SEL as part of its emergency response and as a means to support learning recovery from crisis. This structured and formal support system ensures that children not only receive the necessary tools to be resilient but also to help them succeed academically. According to a key informant, teachers and counselors actively teach SEL/PSS competence to students, equipping them with skills to navigate their emotions, build positive relationships, and cope with stress. By catering to the specific needs of students who have experienced trauma or crisis, the program enhances their core skills while supporting their capacity to perform in class.

## EVIDENCE-BASED APPROACH

The evidence-based approach, supported by robust M&E tools, bolsters the program's effectiveness and provides a basis for continuous improvement. According to a respondent from the NRC, day-to-day monitoring and assessment is conducted by NRC staff in collaboration with teachers. The tools are simple and based on clear checklists and foundational learning skills. The assessments are done using an extensive toolkit developed for M&E purposes that encompasses a variety of assessment tools. These include surveys for teachers, evaluation sheets designed for training sessions, a self-reflection tool intended for teachers, and a Student Learning in Emergencies Checklist, comprises straightforward questions that teachers can use to gauge the impact of the program on student social emotional development. Teachers also closely track grades of students to monitor academic performance in all subjects.

## ADAPTABILITY TO DIFFERENT CONTEXTS

According to a respondent, the adaptability of the BLP to different educational contexts is another noteworthy practice. Whether implemented formally in schools or informally within and outside school settings, the project demonstrates flexibility in catering to the specific needs of students. Some schools choose to incorporate the BLP at the beginning and end of the school day, while

others integrate it into core subjects such as language, math, and science. This approach allows for the seamless integration of SEL into existing curricula. Furthermore, BLP's implementation in various countries demonstrates its adaptability to different contexts and levels of emergency. This versatility makes it applicable and scalable in diverse settings, increasing its potential reach and impact.

## USE OF TECHNOLOGY TO RESPOND TO COVID-19

The BLP has shown promise in leveraging technology to complement face-to-face instruction. In response to the challenges posed by the COVID-19 pandemic, NRC developed a range of online approaches, including a mobile app that enables self-directed learning. This digital component, along with resources like flyers for parents and reading materials, ensures continued support to students and their families, even during periods of disruption. The integration of technology provides additional avenues for learning and engagement, expanding access to education and supporting students' educational journey.<sup>106</sup>

## MODEL 3: RAMP, JORDAN

RAMP is a project funded by USAID and the United Kingdom's Foreign, Commonwealth and Development Office (FCDO) that started in 2015. Its main goal is to support the efforts of USAID Jordan and the MoE in instituting effective reading and mathematics teaching and learning methodologies,<sup>107</sup> policy, and practices within schools, communities, and government entities that focus on improving learning outcomes for reading in Arabic and math in grades K2-G3 for all public schools in Jordan.<sup>108</sup> It aims to improve reading and mathematics skills in K2-G3 students by improving curriculum system coherency, providing teacher professional development and coaching, increasing parental involvement, and improving standards, evaluation, monitoring, and accountability systems.<sup>109</sup> It focuses on a set of 15 foundational skills (FLN). Milestones across the four grade levels are identified, and more than 55 percent of students in each grade are expected to reach the milestones every year.<sup>110</sup>

According to a respondent to this study, though RAMP was initially implemented in 2015, a more targeted remediation approach was integrated as part of the emergency plan in 2021, addressing the educational losses caused because of the COVID-19 pandemic. Initially considered a short-term intervention, the program has since expanded to include three different levels: short-, mid-, and long-term, aimed at sustaining the intervention. The short-term level focuses on emergency response, while the mid-level involves interim planning and preparation for the longer and more sustainable third phase of the program, which is currently in place.

According to a key informant, RAMP stands out as a promising model for RL due to several key elements. These include strong linkages between the government and stakeholders; an emphasis on enhancing teacher capacity, providing them adequate support; and a focus on foundational skills. Additionally, RAMP demonstrates sustainability, resiliency, and institutionalization. All these factors contribute to the program's potential for improving learning outcomes and addressing educational inequities in Jordan.

The ways in which the project exhibits the characteristics of successful RL programs<sup>111</sup> are discussed below. Notable characteristics that make RAMP a promising model for RL are also discussed.

## GOVERNMENT AND COMMUNITY PARTNERSHIPS

According to a respondent, a notable aspect of RAMP is its emphasis on government and community partnerships. The MoE and other relevant directorates are actively involved in the implementation and coordination of RAMP with different stakeholders. The program has gained support and

<sup>106</sup> Lodi 2023

<sup>107</sup> Al-Hazaymeh, Al-Bakheet, Abtah, and Al-Madanat 2021

<sup>108</sup> USAID n.d.

<sup>109</sup> RTI International 2023

<sup>110</sup> Al-Hazaymeh and others n.d.

<sup>111</sup> Davidson, Ralaingita, Marsden, and Long 2022

recognition from international organizations, indicating a commitment to its continuation and expansion. From the start, RAMP collaborated with the MoE's Early Childhood Development Department to engage parents in supporting teachers in the classroom. Parents are encouraged to participate by reading stories and engaging in exercises with their children, both in school and at home. Supplemental materials are provided to parents to facilitate their involvement in their children's education.

Another respondent mentioned that USAID and RTI, in close collaboration with the MoE, are working towards integrating and institutionalizing all interventions within the MoE system and policies. The RAMP program aligns directly with the MoE's overall plan, curriculum, and teacher training initiatives, covering aspects such as assessment, implementation, ToT, coaching, and M&E. Throughout the implementation process, there has been ongoing collaboration with the MoE's field directorate to ensure that material development aligns with the specific needs of students.

## ENHANCING TEACHER CAPACITY AND SUPPORT

According to the respondents in this study, RAMP acknowledges the vital role of teachers in delivering effective remedial instruction. The program places great emphasis on teacher training and support, providing opportunities for professional development and assistance in enhancing instructional practices. By investing in teachers, RAMP aims to build their capacity to address students' learning needs and implement successful remedial strategies.

As part of its comprehensive approach, RAMP offers training sessions covering various areas, including remedial intervention, classroom management, social and emotional components, and the revision of foundational skills. Teachers are equipped with guidelines and workbooks tailored to support differentiated learning based on individual student requirements. Additionally, RAMP implements a reflective system and monitoring process to provide ongoing support and guidance to teachers throughout their implementation of remedial instruction. As stated by a respondent, "we have a reflective system and a monitoring system. So early grade supervisors (from the Ministry) and principals are trained on the remedial education. Also, early grade supervisors are trained on the remedial program, so they supervise during coaching visits for teachers inside the classroom. They have a monitoring and coaching system provided by the supervisors."

The Community of Practice (CoP) model was also chosen as a vehicle for training teachers since this is a more flexible approach and easy to implement. CoP is an approach where teachers come together to share their knowledge and best practices to improve their classroom procedures.<sup>112</sup> It is an effective strategy for improving teaching practices to improve student outcomes.<sup>113,114</sup> One respondent said: "there is a decentralized model in place that developed the idea of a senior teacher from the bottom up, but it's not implemented in every school. There are CoPs within clusters of schools, where a supervisor organizes training of trainers ToT sessions. This approach was chosen as a more manageable support system that avoids the bureaucratic constraints associated with traditional trainers, such as administrative protocols, salary issues, and other potential ramifications. The CoP model was designed to be more agile and flexible, allowing for easier implementation and maintenance without unnecessary constraints."

RAMP's commitment to teacher training and support is evident through its provision of comprehensive training in multiple areas, personalized learning resources, and continuous monitoring to ensure ongoing assistance.

---

<sup>112</sup> Community of Practice n.d.

<sup>113</sup> Pyrko, Dörfler, and Eden 2017

<sup>114</sup> Wenger and Snyder 2000

## FOCUS ON FOUNDATIONAL SKILLS

According to one of the respondents and two project reports, RAMP places a strong emphasis on developing foundational literacy and numeracy skills among students.<sup>115</sup> <sup>116</sup> By targeting these essential skills early on, the program aims to address learning gaps and provide a solid foundation for students' future academic success.

## EFFECTIVE PEDAGOGY TARGETING STUDENT COMPETENCY LEVEL

According to a respondent, the initial assessment at the beginning of the year is conducted by the MoE, while the regular assessments in the classroom are carried out by the teachers. These assessments are used to group students by their competency levels, following the TaRL approach. The results help guide the selection of materials and determine the amount of time spent on remediation. Peer learning is also incorporated within the classroom for these remedial groups, following a differentiated learning approach that caters to students' individual needs.

## TOOLS FOR MONITORING PROGRESS

According to multiple respondents in the study, a mini EGRA and EGMA assessment was utilized initially to understand and identify the exact needs for developing the right tools and materials. The diagnostic assessment, developed by the RAMP program in collaboration with the MoE, is based on a moderated form of EGRA/EGMA and is used on a regular basis. This assessment helps analyze and inform the implementation process by identifying students in need of remedial support.

According to respondents, the mini EGRA and EGMA assessments inform the development of appropriate tools and materials, while student competency levels guide grouping, material selection, and the allocation of remediation time. Teachers play a crucial role in conducting assessments and implementing differentiated learning strategies tailored to meet students' needs.

National surveys use EGRA and EGMA to monitor progress. These are administered at the end of the second semester, once every two years. Furthermore, RAMP has been using the Lot Quality Assurance Sampling (LQAS) assessment throughout the lifespan of the project to assess student learning and inform program effectiveness annually. The LQAS assessment is done at the end of the first semester of the school year.<sup>117</sup>

## RESILIENT REMEDIAL LEARNING APPROACH

RAMP built a resilient MoE early grades system that could mitigate the learning loss caused after the school closure as a measure to quell the spread of COVID-19.<sup>118</sup> It was notable that the early grades school system was more resilient than the upper levels, administrators and teachers were more ready to cope with a new context where children's reading and mathematics skills were varying widely: the MoE was able to rapidly implement a national survey (EGRA/EGMA) to measure learning losses and design a remedial program; teachers were able to use diagnostic assessment tools and identified individual students' actual learning needs; teachers were familiar with differentiated instruction and remedial strategies for vulnerable children; and a system was already in place to regularly coach teachers in under-served schools/areas.<sup>119</sup>

One respondent highlighted that RAMP demonstrated resilience and adaptability by effectively transitioning to distance learning during the COVID-19 pandemic. While many educational programs faced significant challenges during school closures, RAMP managed to continue its remedial activities and maintain engagement with students, showcasing its ability to address learning gaps even in challenging circumstances.

---

<sup>115</sup> Al-Hazaymeh, Al-Bakheet, Abtah, and Al-Madanat 2021

<sup>116</sup> RTI International 2023

<sup>117</sup> RTI International and RAMP Monitoring and Evaluation Unit 2023

<sup>118</sup> RTI International 2023

<sup>119</sup> Ibid.

## TARGETING A WIDE RANGE OF STUDENTS

According to a key informant, RAMP works with all early grade students across the country, including Syrian refugees in camps. By targeting a wide range of students, the program aims to reach many individuals who may require remedial support. Specifically, a respondent mentioned, “We have reached around 410,000 students all over the country.” The respondent also added, “we are also working with Syrian refugees who are enrolled in MoE schools in other camps, namely Zaatari and Azraq camps. Wherever the MoE is providing support, we are actively involved. We specifically offer this type of support for the early grades and provide programming within double-shift schools that cater to Syrian refugees.”

## RQ2: WHAT IS THE EVIDENCE BASE TO SUPPORT THESE MODELS? WHAT ARE THE CONDITIONS FOR IMPLEMENTATION?

The 11 promising RL models all share common characteristics that contribute to a sustainable framework and facilitate institutionalization. The promising models used a variety of methods to monitor and evaluate impact and collect evidence of effective programming. Most (ESP in Egypt, Let’s Read Fluently in Jordan, QITABI 2 in Lebanon, Reading for Success in Morocco, NIPSA in WBG, and BLP in WBG) used monitoring tools developed for the program (for example, classroom-based assessments, standardized tests, and surveys). Many of those who had their own tools for monitoring progress also utilized EGRA/EGMA tools to measure impact (ESP in Egypt, Let’s Read Fluently in Jordan, QITABI 2 in Lebanon, Reading for Success in Morocco). Although EGRA and EGMA were used to measure impact through the national assessments, RAMP also used LQAS sampling techniques as an M&E tool to evaluate its impact on FLN.

**Table 3 Common conditions for implementation of the three models**

<i>Project</i>	<i>Robust teacher training plan</i>	<i>Strong partnerships</i>	<i>Flexibility</i>	<i>Use of research and M&amp;E</i>	<i>Simple design</i>	<i>Continuous teacher support</i>
QITABI 2	√	√	√	√		
BLP	√	√	√	√	√	√
RAMP	√	√	√	√	√	

To support effective implementation, a robust teacher training plan is in place across all the models. In certain cases, this training is further reinforced through online components that were developed during the COVID-19 pandemic. Some programs also integrate a digital platform into their curriculum, while others utilize it as a stand-alone, complimentary tool.

All the models also had strong partnerships with government and education stakeholders. All the models use research and evidence to inform programming. Other characteristics that serve as conditions for implementation of successful remedial programs are discussed in this section.

The evidence that supports the three most promising models and the conditions for their implementation, are discussed in detail in this section.

## MODEL 1: QITABI 2 PROJECT (LEBANON)

### EVIDENCE BASE

According to the desk review, QITABI 2 has shown success in improving student performance. The QITABI 2 baseline study revealed that grade 2 students in a subsample of schools experienced learning loss in Arabic language reading between 2018 and 2022 due to the impact of recurring school closures.<sup>120</sup> However, subsequent internal M&E data collected at the school level, demonstrated positive outcomes, with over 60 percent of students sampled, recovering

<sup>120</sup> Reaidi, Salha, and El Khoury 2022b



approximately 50 percent of their skills.<sup>121</sup> Notably, there was improvement in both decoding and comprehension abilities, which helped to close the gap to one year of learning loss.<sup>122</sup>

Although there were significant losses in grade 2 in oral reading fluency and reading comprehension in Arabic language between 2018 and 2022, there was a statistically significant, albeit slight, increase in scores in syllable segmentation. This suggests that teachers were able to support students in acquiring some foundational skills in grade 2.<sup>123</sup> Internal M&E data indicates that 50 percent of students sampled in the program were able to catch up on one year of the two-year learning loss,<sup>124</sup> but further data is required to accurately assess the specific factors contributing to these results.

According to the September–December 2022 quarterly report, a significant number of students across three subjects have shown improvement in their reading levels as shown in Table 3.

**Table 4. Percentage of learners who have improved at least one reading level**

<i>Subject</i>	<i>Percentage</i>
Overall	48.1
Arabic	46.6
English	40.8
French	57.0

## CONDITIONS FOR IMPLEMENTATION

Factors that contributed toward the implementation of an effective remediation program for students include government buy-in and continuous engagement with key education stakeholders; a collaborative approach to implementation; evidence-based project design and implementation; and quick adaptation to the context and needs.

### Relationship-building with government education stakeholders

The project demonstrated consistent engagement with government education stakeholders throughout the program's duration, fostering a sense of ownership and promoting program sustainability. This approach aimed to support the development of robust systems by involving MEHE-DOPS and CERD in various aspects, including training and coaching.<sup>125</sup> The government institutions perceive the program as a valuable partner.<sup>126</sup>

Regular communication was maintained between the project staff and MEHE-DOPS and CERD. This facilitated collaboration and ensured alignment with the objectives and priorities of the education sector. The program's activities spanned multiple levels of the education system, engaging relevant stakeholders from the central level to the school level, including school leaders, teachers, and students.<sup>127</sup>

QITABI 2 also supported the government in using evidence that can enable education stakeholders to better address the learning needs of students through strengthening teacher skills. After analyzing the data collected during the baseline literacy and numeracy study in 2022, QITABI 2 shared the results with MEHE General Directorate of Education and CRDP. To address the recommendations stemming from the baseline assessment, the QITABI 2 assessment team collaborated closely with MEHE General Directorate of Education to design and implement a qualitative study on the reading instructional practices adopted by Grade 3 teachers in their classrooms. The study aimed to gather substantial evidence about how well teachers are integrating instructional methods covered in the

---

<sup>121</sup> USAID 2023

<sup>122</sup> Ibid.

<sup>123</sup> Reaidi, Salha, and El Khoury 2022a

<sup>124</sup> USAID 2023

<sup>125</sup> World Learning 2022a

<sup>126</sup> USAID 2023

<sup>127</sup> USAID 2023

training program in their practice.<sup>128</sup>

The strength of the partnership and the engagement of key government offices played a vital role in the successful implementation of program components.<sup>129</sup> This collaborative approach was instrumental in achieving program goals and fostering positive outcomes within the education sector.

### **Emphasis on research throughout the design and implementation process**

The design and implementation of the QITABI 2 remedial program were informed by an evidence-based approach, where M&E played a crucial role in shaping program activities. The program adapted its interventions based on identified needs and contextual factors, utilizing data as a key driver for decision-making.

In response to the challenges posed by the COVID-19 crisis, the program developed an assessment to measure the learning loss experienced by students due to disruptions in the education system. This assessment provided valuable data that informed the program's planning and implementation strategies as well as the government's response to the crisis.<sup>130</sup>

The program's commitment to an evidence-based approach was highly appreciated by respondents in the mid-term performance evaluation of the program, who recognized the importance of piloting and evaluating interventions, analyzing data from the learning facilitators and coaches, conducting large-scale student assessments, and holding reflection sessions for coaches.<sup>131</sup> Stakeholders noted the significance of research and evaluation in guiding program efforts.<sup>132</sup>

Assessments such as the EGRA provided valuable insights into instruction and curriculum development and ensured that the program activities are effectively tailored to meet the needs of the students.<sup>133</sup>

### **Flexibility and capacity to pivot**

The program was able to quickly adapt to the COVID-19 school closures and was able to respond to the needs of teachers and students for distance learning. Capacity building support to teachers was adapted for online delivery and DOPS and CERD staff were trained to be able to design and deliver online training.<sup>134</sup> <sup>135</sup> Online learning materials were developed to support distance learning of students during the COVID-19 lockdown.<sup>136</sup> Furthermore, the program continuously adapts based on program assessments and research.<sup>137</sup> <sup>138</sup> <sup>139</sup>

## **MODEL 2: BLP, WBG**

### **EVIDENCE BASE**

Two external evaluations conducted in recent years showed the impact of the project on children.<sup>140</sup> Dr. Ritesh Shah from the University of Auckland evaluated the program in 2016, utilizing secondary quantitative analysis of program monitoring data and a comprehensive examination of program documentation by gathering Most Significant Change stories from participants, conducting interviews with key stakeholders, and organizing validation workshops and discussions after the field work.<sup>141</sup>

---

<sup>128</sup> World Learning 2023a

<sup>129</sup> USAID 2023

<sup>130</sup> Reaidi, Salha, and El Khoury 2022b

<sup>131</sup> USAID 2023

<sup>132</sup> Ibid.

<sup>133</sup> World Learning 2020

<sup>134</sup> Ibid.

<sup>135</sup> World Learning 2021a

<sup>136</sup> World Learning n. d.

<sup>137</sup> USAID 2023

<sup>138</sup> World Learning 2023b

<sup>139</sup> World Learning 2020

<sup>140</sup> Ibid.

<sup>141</sup> Shah 2017

Teacher respondents indicated improved capacity to manage their classes and an improved level of attention in their students through the exercises for SEL provided by BLP. However, while the evaluation showed these positive impacts that can affect student performance, it proved difficult to measure the program's actual contribution to learning outcomes, such as academic achievement or attendance.<sup>142</sup>

The most recent randomized controlled trial of the BLP-2 program was conducted from October 2018 to April 2019. The main purpose of the study was to evaluate the impact of BLP-2 in WBG. The evaluation observed that students achieved significantly higher grades in Arabic and mathematics while participating in the program. The national grade average of students in both subjects did not exhibit any changes. Moreover, the positive effects were sustained even after their participation, as the final grades of student participants demonstrated the same improved results. This shows that the program not only led to immediate improvements in grades during participation but also had a lasting impact on the students' final grades.<sup>143</sup>

## CONDITIONS FOR IMPLEMENTATION

Factors that contributed toward the promising design and implementation of the BLP include government buy-in and ownership, cultivating partnerships with various education stakeholders, simplicity in its design and flexibility, establishment of structures for continuous professional development, and the capacity to adapt based on evidence.

### **Government buy-in and ownership**

Implementation of the program has been supported by various conditions. From the beginning, there has been complete collaboration and engagement with the MoE in WBG, Jordan, and Lebanon. According to one of the respondents of this study, a Memorandum of Understanding was signed in 2019 between the NRC and the MoE, institutionalizing the program in WBG and allowing for the eventual exit of NRC. The MoE has shown official commitment and engagement at different levels, including decision-makers, supervisors, and teachers/counselors. Another key informant said that the program is now endorsed in the MoE strategy and is planned to be disseminated to all MoE schools over the next three years, with NRC gradually phasing out and transferring oversight to the MoE.

### **Cultivating partnerships with education stakeholders**

Key to the successful implementation of the program are the strong partnerships built between local and international education stakeholders. According to a respondent, key partners of the program include the MoE, UNRWA, and multiple departments within the MoE, such as the counseling department, technical supervision, and master trainers. Additionally, two community-based organizations—the GAZA Program Mental Health Organization in Gaza and WBG Psychosocial Support in the West Bank—are fully engaged and deliver a self-care component for facilitators.

### **Simple and flexible design**

One key factor supporting the implementation of the program is its compatibility with the existing structures of the MoE. One respondent said that the intervention is simple to use and does not require external resources or structures. Furthermore, it can be implemented within formal, informal, or remedial education settings.

### **Establishment of communities of practice for continued teacher support**

A respondent said that teacher learning circles ran by teachers were established to provide continued support at the district level. Teachers share resources, best practices, and psychosocial support through the CoPs. Teacher learning circles played a critical role in ensuring the effectiveness of the program, particularly because of the absence of national frameworks and support systems.

---

<sup>142</sup> Ibid.

<sup>143</sup> Forsberg and Schultz 2023

## Capacity to adapt based on evidence and data

The BLP has a robust M&E framework, including tools such as surveys, evaluations, and checklists. According to a key informant, the program's impact on student learning outcomes and psychosocial wellbeing is regularly assessed through classroom observations and external evaluations. Classroom observations are regularly conducted by the NRC team. Furthermore, evaluation is conducted by the NRC and independently by universities and research institutions. The program is nimble and can continuously adapt to the context and needs of students according to assessment results.

## MODEL 3: RAMP, JORDAN

### EVIDENCE BASE SUPPORTING THE MODEL

The effectiveness and impact of RAMP were evaluated through a midline survey in 2017 and an endline survey conducted in 2019, measuring the initiative's progress in its first two years. The midline survey showed that RAMP participants had significantly improved performance on all foundational skills for reading and most foundational skills for mathematics. Grade 2 students participating in the program had the same level of foundational reading skills as grade 3 students in the 2014 National Survey, which is treated as the baseline for RAMP indicators. In mathematics, the foundational mathematics skills of grade 2 students who participated in the program were substantially better than grade 2 students in the 2014 National Survey and were almost at the same level as grade 3 students. RAMP's impact did not show statistically significant results for grade 3 students. The report attributes this to the fact that only 27 percent of respondents from grade 3 had exposure to RAMP interventions during the time of the study.<sup>144</sup> Similarly, the endline report in 2019 shows that RAMP consistently and continuously had a positive influence on the foundational reading and mathematics skills as well as higher-order skills of students participating in the program.<sup>145</sup>

Results of evaluations within the period of 2020 to 2021 were not so positive. The 2020–2021 National Survey conducted on schools with teachers who were trained by RAMP showed that there has been a noticeable decline in the learning levels of grade 2 and grade 3 students in both reading and mathematics, although the decline was more concerning for mathematics. The report attributes the decline in students' results in most skills in 2021 compared to 2019 to the interruption of face-to-face learning and the shift to distance learning because of the COVID-19 pandemic. The decline was more significant among grade 2 students, who had less exposure to face-to-face learning compared to grade 3 students.<sup>146</sup> The LQAS assessment administered in November and December 2021 showed consistency with the results of the 2020–2021 National Survey. There was a slight decrease in reading proficiency for grade 2 students compared to 2019, while grade 3 students showed a slight increase in comprehension proficiency. However, there was a clear decrease in mathematics skills for both grade levels.<sup>147</sup>

The 2023 LQAS assessment report by RTI showed RAMP's contribution to learning recovery post-COVID-19. It showed that reading and mathematics scores had improved at the time that they were measured in November 2022.<sup>148</sup> <sup>149</sup> See Table 4 for the trends in student scores after participation in the remedial program.

---

<sup>144</sup> Brombacher, and Gargano 2017

<sup>145</sup> Stern, Abdelgawad, Fayaud, and Al-Jundi 2019

<sup>146</sup> Al-Hazaymeh, Al-Bakheet, Abtah, and Al-Madanat 2021

<sup>147</sup> RAMP Monitoring and Evaluation Unit 2022

<sup>148</sup> USAID, UK Aid, and RTI International 2023

<sup>149</sup> RTI International and RAMP Monitoring and Evaluation Unit 2023

**Table 5 Students' Performance after Remedial Program**<sup>150</sup>

Indicators	Grade	Nov-19	Nov-21	Nov-22
Reading	Grade 2	16.3%	14.5%	24.0%
	Grade 3	40.6%	42.9%	52.5%
Mathematics	Grade 2	16.3%	7.7%	12.6%
	Grade 3	38.3%	27.2%	35.2%
Zero Scores	Grade 2	11.7%	13.4%	8.2%
	Grade 3	6.7%	5.7%	4.5%

Primary data supported these results, with one respondent affirming the success of the LQAS assessment, showcasing increased student performance across grades. Annual diagnostic assessments are ongoing, and the national survey utilizing the EGRA/EGMA assessment tool was administered in May 2023, with results expected to be available in June 2023. Furthermore, an independent impact evaluation will provide more specific data to assess the factors contributing to RAMP's positive outcomes, with the full evaluation report set to be released in July/August 2023.

## CONDITIONS FOR IMPLEMENTATION

RAMP's impact as an RL approach can be attributed to several conditions, as identified by respondents in this study. These conditions encompass the following factors.

### MoE buy-in and institutionalization

RAMP aimed to integrate its interventions into the MoE's system and policies. The program has successfully aligned itself with the MoE's strategic plan and curriculum, strengthening the likelihood of long-term sustainability. This alignment, along with the support of key stakeholders in the education sector, enhances the possibility of RAMP's scalability. By involving stakeholders like the MoE, UNICEF, and Supervision and Educational Training Managing Directorate (ETC), RAMP demonstrates its sustainability through integration into the education system. It is included in the MoE's emergency plan and adopts practices such as reusing booklets for multiple years and replicating the approach for upper grades. Additionally, USAID's commitment to continue funding MoE activities through the Cost Reimbursement Agreement program provides further support. RAMP's integration within the MoE, its commitment to sustainability, and its alignment with national priorities contribute to its effectiveness as an RL model.

### Motivation and system reform

The initiation of RAMP was driven by the motivation to improve student performance and address the decrease in national literacy and numeracy levels. The program's success has led to system reforms, including human resources reforms and the development of career paths for teachers. RAMP's models and systems, such as senior teachers providing technical assistance and the supervision and coaching system, are being replicated and expanded to other grades through initiatives like the Teacher Advancement Program.

### Bottom-up and intuitive team

The RAMP team demonstrated intuition and used a bottom-up approach. They actively engaged with stakeholders at all levels and incorporated their input into various aspects of the project, including supervision, training, and assessment.

### Stakeholder engagement

RAMP collaborates with various stakeholders, including international organizations, United Nations agencies, and local partners, to exchange experiences, review programs, and provide support. The program also engages with the private sector to address financial challenges and explore opportunities for resource mobilization.

<sup>150</sup> USAID, UK Aid, and RTI International 2023

## Monitoring and evaluation

The MoE played a crucial role in monitoring the implementation of the RAMP model. Coaching visits, diagnostic assessment results, and classroom observation tools were used to collect data and make informed decisions. The data obtained through monitoring were used to assess the effectiveness of the program and make necessary adjustments.

Overall, these key conditions have contributed to RAMP's impact as an RL model, ensuring its integration, sustainability, stakeholder engagement, and continuous improvement through M&E.

# CONCLUSIONS

The 11 promising RL models all share common characteristics that contribute to a sustainable framework and facilitate institutionalization. The promising models used a variety of methods to monitor and evaluate impact and collect evidence of effective programming. To support effective implementation, a robust teacher training plan is in place across all the models. In certain cases, this training is further reinforced through online components that were developed during the COVID-19 pandemic. Most of the models also had strong partnerships with government and education stakeholders. All the models that had available data<sup>151</sup> used research and evidence to inform programming.

Based on the key findings from the desk review and field visits, QITABI 2, BLP, and RAMP are promising models due to their effectiveness in supporting student learning outcomes and addressing educational challenges. Several themes emerge from the analysis, highlighting the reasons behind their success.

- **Strong Partnerships**—These models emphasize collaboration and engagement with government and education stakeholders. By aligning their interventions with national education strategies and policies, these programs ensure sustainability and scalability.
- **Teacher Capacity Building**—All three models invest in teacher training and ongoing support. By enhancing teachers' skills and providing them with resources, these programs aim to improve teaching practices and ultimately enhance student learning outcomes.
- **Focus on Foundational Skills**—QITABI 2, BLP, and RAMP prioritize the development of foundational skills such as literacy, numeracy, and socio-emotional skills. By addressing learning gaps early on, these models provide students with a solid foundation for future academic success.
- **Adaptability and Resilience**—The models demonstrate the ability to adapt and continue interventions during crises or in challenging circumstances. This flexibility ensures that students can receive support regardless of external challenges.
- **Servicing Children from Marginalized Groups**—These models target a diverse range of students, including vulnerable and marginalized populations. By addressing educational inequities, they strive to provide equal opportunities for all learners.
- **Measurement and Monitoring**—Robust M&E frameworks are integral to these models. By utilizing evidence-based assessments and regular monitoring, the programs can track progress, identify students' specific needs, and tailor interventions accordingly.

The evidence base supporting the three models is strong, with evaluations, randomized controlled trials, and data-driven decision-making demonstrating their effectiveness.

Key conditions for implementation include the following:

---

<sup>151</sup> No data on monitoring impact on learning was gathered on how Teach for Tomorrow in Egypt and REAL in Yemen.



## **Government Buy-in, Ownership, and Collaboration with Stakeholders**

QITABI 2, BLP, and RAMP all demonstrate a strong commitment to collaboration and engagement with government education stakeholders, fostering a sense of ownership and promoting sustainability within the education system.

QITABI 2 has exhibited a robust partnership with government agencies attached to the MoE in Lebanon. Key stakeholders, such as the MEHE-DOPS and the CERD, are actively involved in the implementation, training, coaching, and supervision of the program.<sup>152, 153, 154</sup> This engagement guarantees ongoing buy-in and comprehensive involvement, ensuring that the program's goals are aligned with the national education strategy and curriculum.<sup>155</sup>

Similarly, BLP has established a strong partnership with the MoE in WBG, Jordan, and Lebanon. The program has gained official endorsement and support at different levels, including decision-makers, supervisors, and teachers/counselors. The MoE has recognized the value of the program and plans to implement it in all schools, ensuring its integration into the national education strategy and long-term sustainability.<sup>156</sup>

RAMP also emphasizes government and community partnerships. The MoE and other relevant directorates actively collaborate with RAMP and various stakeholders in the implementation and coordination of the program. International organizations and donors have also shown support and recognition, indicating a commitment to its continuation and expansion. The program aligns directly with the MoE's overall plan, curriculum, and teacher training initiatives, further solidifying its integration and sustainability within the education system.<sup>157</sup>

## **Strong Professional Development Support for Teachers**

QITABI 2, BLP, and RAMP all prioritize the professional development of teachers as a crucial aspect of their programs. They provide comprehensive training, ongoing support, and resources to empower teachers to deliver high-quality instruction and address students' learning needs effectively.

QITABI 2 invests in training teachers through a ToT model, with the support of CERD teacher trainers.<sup>158</sup> The program offers a continuous school-based approach to professional development, with DOPS coaches conducting classroom observations and coaching of teachers.<sup>159</sup> Teachers are given resource guides, online training modules,<sup>160</sup> and learning materials tailored to support their professional growth. The learning facilitators play a crucial role in providing guidance and assistance to teachers, ensuring they are equipped with the necessary support and resources to deliver quality education.<sup>161</sup>

Similarly, BLP offers comprehensive training sessions to teachers and counselors, equipping them with the necessary skills to implement the program effectively. Ongoing support through learning circles and regular discussions enhances their capacity to deliver the program successfully. Teacher learning circles and CoPs provide continued support and a platform for sharing best practices and resources among teachers, fostering collaboration and improvement.<sup>162</sup>

RAMP places great emphasis on teacher training and support. It offers training sessions covering various areas, including remedial intervention, classroom management, and social-emotional components. Teachers are provided with guidelines, workbooks, and ongoing monitoring to enhance

---

<sup>152</sup> USAID 2023

<sup>153</sup> Zeina 2023

<sup>154</sup> USAID 2023

<sup>155</sup> Ibid.

<sup>156</sup> Information came from Klls.

<sup>157</sup> Information came from Klls.

<sup>158</sup> World Learning 2023a

<sup>159</sup> Ibid.

<sup>160</sup> Ibid.

<sup>161</sup> Ibid.

<sup>162</sup> Information came from Klls.

their instructional practices and address students' learning needs. The program also utilizes a reflective system and monitoring process, involving early grade supervisors and principals to provide support and coaching to teachers.<sup>163</sup>

### **Adaptability Based on Evidence and Data**

QITABI 2, BLP, and RAMP all demonstrate a commitment to adaptability and evidence-based decision-making, allowing the programs to respond to the specific needs of students and the ever-evolving educational landscape.

QITABI 2 incorporates evidence-based practices by utilizing data from various sources, including student assessments and classroom observations. These data-driven insights inform teacher training and coaching programs, enabling targeted support for teachers and addressing specific areas of improvement. The program also adapts to challenges, such as the COVID-19 school closures, by leveraging technology to deliver remote learning solutions and ensure continuity in education.<sup>164 165 166</sup>

Similarly, BLP emphasizes the importance of data in driving program implementation. The program utilizes an M&E framework to collect data and assess the effectiveness of interventions. This data helps identify areas of improvement and informs program adaptations to meet the evolving needs of students. BLP's flexibility allows for adjustments in teaching approaches and the inclusion of new interventions based on evidence and data.<sup>167</sup>

RAMP utilizes assessments and research to inform its teacher training and adaptation process. The program collects and analyzes data on student performance, classroom observations, and surveys to gain insights into teaching practices and learning outcomes. This evidence helps identify areas of improvement and guides the development of targeted interventions and resources. Additionally, RAMP demonstrated adaptability during the COVID-19 school closures by utilizing remote learning approaches and supporting teachers in transitioning to online instruction.<sup>168</sup>

In conclusion, QITABI 2 and RAMP exemplify promising models for RL in the MENA region, while BLP is a program that can support student learning, particularly in conflict or crisis situations. Through their emphasis on partnerships, teacher capacity building, foundational skills, adaptability, inclusivity, and evidence-based monitoring, these models have the potential to improve learning outcomes and address educational challenges in their respective contexts.

## **RECOMMENDATIONS**

This section addresses research question 3: What are recommendations for education programming using RL in the MENA region? Based on the findings and conclusions, the key actionable recommendations for education programming of RL initiatives in the MENA region are as follows:

1. **Establish Strong Partnerships:** Collaborate closely with government education authorities, relevant stakeholders, and community members to ensure alignment with national education strategies, curricula, and policies. Engage in continuous communication and collaboration to foster a sense of ownership and promote program sustainability.
2. **Prioritize Teacher Capacity Building:** Invest in comprehensive and ongoing training programs for teachers, providing them with the necessary skills and resources to deliver

---

<sup>163</sup> Information came from Klls.

<sup>164</sup> World Learning 2020

<sup>165</sup> World Learning 2021a

<sup>166</sup> World Learning n. d.

<sup>167</sup> Information came from Klls.

<sup>168</sup> Information came from Klls.

effective remedial instruction. Offer on-going coaching and support to enhance teaching practices and ensure quality implementation of RL interventions.

3. **Focus on Foundational Skills:** Design interventions that prioritize the development of foundational skills such as literacy, numeracy, and socio-emotional competencies. Address learning gaps early on by providing targeted support to build a strong foundation for students' academic success.
4. **Build Adaptability and Resilience:** Incorporate flexibility into program design to enable adaptation and continuity during crises or challenging circumstances, such as the COVID-19 pandemic or in conflict-affected areas. Develop strategies for distance learning and alternative instructional methods to ensure continuous support to students.
5. **Promote Inclusivity and Equity:** Target a diverse range of students, including vulnerable and marginalized populations, to address educational inequities and provide equal opportunities for all learners. Tailor interventions to meet the specific needs of different student groups and ensure access to RL programs for all.
6. **Implement Effective M&E Systems:** Develop robust M&E frameworks that utilize evidence-based assessments and regular data collection. Use this data to track progress, identify students' specific needs, and inform program planning and adaptation. Continuously monitor program effectiveness and make data-driven decisions.
7. **Foster Knowledge Exchange and Learning:** Promote CoPs and platforms for sharing best practices, lessons learned, and successful strategies among education program implementers. Encourage collaboration, learning, and innovation through networks, conferences, and professional development opportunities.
8. **Conduct Rigorous Research and Evaluation:** Invest in rigorous research and evaluation studies to generate robust evidence on the impact and effectiveness of RL interventions. Share research findings and disseminate knowledge to inform policy and practice at the national and international levels.
9. **Continuously Improve and Refine Programs:** Embrace a culture of continuous improvement by using feedback, monitoring data, and research findings to refine program design and implementation strategies. Regularly assess and adapt interventions to meet evolving student needs and contextual factors.

## DISSEMINATION OF FINDINGS

The primary objective of this research study has been to provide relevant, practical, and up-to-date information to USAID country offices in the MENA region. This empowers them to incorporate and adapt the latest developments and insights in RL into their project planning and design processes effectively.

Findings of the desk review were shared at the USAID MENA Regional Education Workshop held on May 5, 2023. To promote engagement and enhance understanding of RL, workshop materials were developed based on the promising practices observed during the study. These materials played a crucial role in facilitating collaborative group work that centered around RL during the workshop.

The research findings will be presented to key stakeholders, including the USAID/MENA Bureau, bilateral Mission education staff, and the USAID/Education Office. The goal is to cultivate meaningful discussions and foster collaboration to promote the widespread implementation of RL throughout the region.

## REFERENCES

- Al-Hazaymeh, Mahmoud Abdel Mahdi, Omran Ma'roof Al-Bakheet, Dr. Arafat Khaled Abu Abtah, and Haytham Abdullah Al-Madanat. 2021. "2020-2021 National Survey (EGRA and EGMA) Findings."
- Bethhäuser, B. A., A. M. Bach-Mortensen, and P. Engzell. 2023. "A systematic review and meta-analysis of the evidence on learning during the COVID-19 pandemic." *Nature Human Behaviour* 7: 375–385. <https://doi.org/https://doi.org/10.1038/s41562-022-01506-4>
- Brombacher, A., and M. Gargano. 2017. "Early Grade Reading and Mathematics Initiative Midline Survey Report." <https://jordankmportal.com/resources/jordan-ramp-midline-2017>
- Center for Educational Research and Development 2022. "CRDP." Retrieved 24 June from [https://www.crdp.org/en\\_test\\_crd](https://www.crdp.org/en_test_crd)
- Davidson, M., W. Ralaingita, E. Marsden, and E. Long. 2022. "Remediation Literature Review." [https://scienceofteaching.site/wp-content/uploads/2022/11/SOT-Remediation-Literature-Review\\_link4NOV.pdf](https://scienceofteaching.site/wp-content/uploads/2022/11/SOT-Remediation-Literature-Review_link4NOV.pdf)
- Lodi, Camilla. 2023. "NRC Key Informant Interview."
- Norwegian Refugee Council. "Better Learning Programme (BLP) Guidance Kit." Norwegian Refugee Council, Oslo.
- Patrinos, H. A., E. Vegas, and R. Carter-Rau. 2022. "An analysis of COVID-19 student learning loss. Policy Research Working Paper." World Bank, Washington, DC. <https://documents1.worldbank.org/curated/en/099720405042223104/pdf/IDU00f3f0ca808cde0497e0b88c01fa07f15bef0.pdf>
- RAMP Monitoring and Evaluation Unit. 2022. "Early Grades Reading and Mathematics Initiative (RAMP) Lot Quality Assurance Sampling (LQAS) Final Report (2021-2022)." <https://jordankmportal.com/resources/ramp-lqas-full-report-2021-2022>
- Reaidi, Rouba, Osama Salha, and Reine El Khoury. 2022a. "QITABI 2 Literacy and Numeracy Baseline Report."
- Reaidi, Rouba, Osama Salha, and Reine El Khoury. 2022b. "QITABI 2 Literacy and Numeracy Baseline Report. Evaluation of Student Performance in Primary Public Schools in Lebanon." USAID, Washington, DC.
- RTI International. 2023. "Jordan Ministry of Education Sustains Broad Gains in Student Learning." <https://www.rti.org/impact/early-grade-reading-mathematics-program-jordan>
- RTI International and RAMP Monitoring and Evaluation Unit. 2023. "Early Grades Reading and Mathematics Initiative (RAMP) Lot Quality Assurance Sampling (LQAS) Final Report 2022-2023 End-of-First-Semester." <https://jordankmportal.com/resources/ramp-lqas-full-report-2022-2023>
- Science of Teaching. 2022. "Remediation in Foundational Literacy and Numeracy." Retrieved 22 June from <https://scienceofteaching.site/remediation-strategies-and-approaches/#literature-reviews>
- Shah, Ritesh. 2017. "Improving Children's Wellbeing: An evaluation of NRC's Better Learning Programme in Palestine." Norwegian Refugee Council, Oslo.
- Stern, J., A. Abdelgawad, P. Fayaud, and R. Al-Jundi. 2019. "Early Grade Reading and Mathematics Initiative Endline Survey Report." <https://jordankmportal.com/resources/jordan-ramp-endline-2019>
- UN Committee on the Rights of Persons with Disabilities. 2016. "General Comment No.4 (2016), Article 24: Right to Inclusive Education, CRPD/C/GC/4." United Nations, New York.
- UNESCO. 2021. "Recovering lost learning: what can be done quickly and at scale?" UNESCO COVID-19 Education Response Education Sector Issue Note, No. 7.4. UNESCO, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000377841>
- UNESCO, World Bank, and United Nations Children's Fund. 2021. "The state of the global education crisis: a path to recovery." UNESCO, Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000380128>

- United Nations University World Institute for Development Economics Research (UNU-WIDER). n.d. "What are the long-term impacts of learning and how can education systems respond?" UNU-WIDER, Helsinki. <https://www.wider.unu.edu/parallel-session/what-are-long-term-impacts-learning-and-how-can-education-systems-respond>
- USAID. 2023. "Mid-Term Performance Evaluation: Quality Instruction Towards Access and Basic Education Improvement (QITABI 2)." USAID, Washington, DC.
- USAID, UK Aid, and RTI International. 2023. "Jordan Reflective Approach Builds a More Resilient Education System." USAID, Washington, DC.
- World Bank. n.d. "Mission: Recovering education in 2021." World Bank, Washington, DC. <https://www.worldbank.org/en/topic/education/brief/mission-recovering-education-in-2021>
- World Learning. 2020. "Quality Instruction towards Access and Basic Education Improvement 2. Sixth Quarterly Report | July – September 2020." USAID, Washington, DC.
- World Learning. 2021a. "How QITABI 2 Helped Teachers and Students Successfully Transition to Distance Learning." Retrieved 22 June from <https://www.worldlearning.org/story/how-qitabi-2-helped-teachers-and-students-successfully-transition-to-distance-learning/>
- World Learning. 2021b. "Quality Instruction towards Access and Basic Education Improvement 2. Tenth Quarterly Report | July – September 2021." USAID, Washington, DC.
- World Learning. 2021c. "Quality Instruction Towards Access and Basic Education Improvement (QITABI) 2." Retrieved 25 June from <https://www.worldlearning.org/program/quality-instruction-towards-access-and-basic-education-improvement-2/>
- World Learning. 2021d. "USAID-funded QITABI 2 Program Adapts to Needs of Lebanon's Education Sector." Retrieved 22 June from <https://www.worldlearning.org/story/usaid-funded-qitabi-2-program-adapts-to-needs-of-lebanons-education-sector/>
- World Learning. 2022a. "Quality Instruction towards Access and Basic Education Improvement 2." USAID, Washington, DC.
- World Learning. 2022b. "Quality Instruction towards Access and Basic Education Improvement 2. Thirteenth Quarterly Report | April – June 2022." USAID, Washington, DC.
- World Learning. 2023a. "Quality Instruction towards Access and Basic Education Improvement 2. Fifteenth Quarterly Report | October – December 2022." USAID, Washington, DC.
- World Learning. 2023b. "Quality Instruction Towards Access and Basic Education Improvement (QITABI) 2." Retrieved 25 June from <https://www.worldlearning.org/program/quality-instruction-towards-access-and-basic-education-improvement-2/>
- Zeina. 2023. "Interview with Zeina- AOR Lebanon, Qitabi."

# ANNEXES

## ANNEX A. ANNOTATED BIBLIOGRAPHY

### Introduction

This annotated bibliography reviews current and past programs on models of remedial learning (RL) in the Middle East in order to identify successful models for TALEEM.

The desk review approach for the three themes consisted of an internet-wide search using Google and Google Scholar and website-specific research across government agencies, intergovernmental organizations, non-governmental organizations, and other development partners in the education sector within and beyond the MENA region. Keywords used in the search per theme included the following:

- Remedial, remedial learning, catch-up learning, accelerated learning, learning recovery, learning loss. Broader keywords, such as education post-pandemic and COVID-19 impact on education. More general keywords were found to be less valuable and generated a surplus of unrelated content; thus, remedial-specific keywords were used during the later stages of research. Most keywords were combined with a country's name, ex: learning loss Jordan.

Education reforms, programs, and initiatives were reviewed by exploring the websites of various agencies and organizations, including country-specific education ministries, UNESCO, UNHCR, UNICEF, Norwegian Refugee Council, implementing partners, DFAT, DFID, United States Agency for International Development (USAID), World Bank, and the UN Office for the Coordination of Humanitarian Affairs, etc.

1. *United States Agency for International Development (USAID) & American Institute of Research (July 2014). Education Support Program: Design, implementation, and results of remedial reading activities in Egypt.*  
[https://www.air.org/sites/default/files/downloads/report/ESP%20Remedial%20Reading%20Report%20Egypt\\_July%202014.pdf](https://www.air.org/sites/default/files/downloads/report/ESP%20Remedial%20Reading%20Report%20Egypt_July%202014.pdf)

**Description:** The Education Support Program (ESP), funded by the U.S. Agency for International Development (USAID) and implemented by the American Institutes for Research (AIR), has been an active program in Egypt from 2011-2014. It aims to support educational service delivery for Egyptian children during a critical and unique time in Egypt's history. Egyptian society is going through a complex transitional process toward democratization and reform, and education and the quality of educational services are at the heart of the process. Since the political revolution in Egypt that began on January 25, 2011, Egyptian schools have witnessed important changes in the country's human resource support for education.

**Evaluation:** N/A

2. *USAID EduLinks. Early Grade Learning and Remedial Reading (n.d.) Retrieved on March 16, 2023, from,*  
<https://www.edu-links.org/about/education-programs/early-grade-learning-and-remedial-reading>

**Description:** This government-to-government activity focuses on early grade learning with the goal of ensuring Egyptian students are able to learn the fundamental core skills of reading comprehension, writing, mathematics and English language by the end of their primary school experience (grade 3). It also provides remedial learning for students in grades 4–9 who have difficulties reading at grade level.

**Evaluation:** N/A

3. *United States Agency for International Development (USAID) (October 2019). State of the Art Conference on Arabic literacy and numeracy in the primary grades. Conference Report.*  
[https://pdf.usaid.gov/pdf\\_docs/PA00ZH7G.pdf](https://pdf.usaid.gov/pdf_docs/PA00ZH7G.pdf)

**Description:** Literate Village Egypt establishes community schools for out-of-school children and adult literacy programs for their mothers in 1,796 economically disadvantaged villages in underserved areas of Egypt. By providing literacy and support to rural children and



mothers, Literate Village builds a culture of reading in the home and in the community that amplifies learning for all.

Evaluation: N/A

4. *United States Agency for International Development (USAID) (n.d.) Retrieved on March 15, 2023, from <https://www.usaid.gov/egypt/basic-education>*

Description: USAID supports the Ministry of Education and Technical Education to design, deliver, and monitor its teacher professional development system. Partnering with the Ministry, the Teach for Tomorrow program co-designed Egypt's first teacher standards that define the skills and competencies that all primary-grade teachers need to succeed. The program is also developing a teacher certification and licensure model and an incentive structure that rewards teachers based on their performance.

Evaluation: N/A

5. *Queen Rania Foundation. (n.d.) Retrieved on March 15, 2023, from <https://www.qrf.org/en/what-we-do/program-design-and-implementation/lets-read-fluently>*

Description: Let's Read Fluently (LRF) pilot evaluation is an experimental research study aimed at better understanding 'what works' at the 'learning to decode' phase of children's early Arabic literacy development. LRF tests a cognitive science-based instructional method to improve oral reading fluency for children in grades 1, 2 and 3 in public schools in Jordan. More specifically, LRF involves a practice-focused pedagogy and student practice book that was developed by cognitive psychologist Dr Helen Abadzi and the Al Qasimi Foundation in the UAE. The LRF approach draws upon insights from studies in linguistics and cognitive science, accounting for the Arabic script's visual complexities and the relationship between memory function and reading. It has been developed to help students build 'low level' neurological functions - rapidly distinguishing letter shapes, chunking and decoding sounds and words.

The LRF pilot study aims to explore the potential impact the intervention may have on students' reading ability in primary school years (grades 1-3) as well as the feasibility of a large-scale randomized controlled trial to better assess its effects. The need for this evaluation stems from the fact that there is a lack of evidence about what works in Arabic language classrooms and a lack of evidence-based interventions currently in schools.

Evaluation: Pilot protocol established here: <https://www.qrf.org/sites/default/files/2022-05/Let%27s%20Read%20Fluently%20Pilot%20Protocol.pdf>; & <https://www.qrf.org/en/rfp-evaluation-services-lets-read-fluently>

6. *UNICEF. (February 2021). Reimagine Education Case Study. <https://www.unicef.org/media/93806/file/Recovering%20and%20accelerating%20learning%20for%201%20million%20children%20in%20Grades%204%20to%209%20through%20the%20Learning%20Bridges%20Programme.pdf>*

Description: Learning Bridges is focused on recovering and accelerating learning for children post-COVID through a blended learning (at home and in school) model.

Evaluation: One million children reached from 3,220 schools (predicted for 2021)

7. *UNICEF (n.d.). Retrieved on March 15, 2023, from <https://www.unicef.org/jordan/press-releases/lets-live-harmony-multimedia-project-concludes-award-ceremony-educators>*

Description: The 'Let's Live in Harmony' multimedia project supported by UNICEF, as part of its work with the Ministry of Education to provide quality, inclusive education for all children in Jordan, and implemented by Integrated International was developed to provide an innovative approach to the educational needs children aged 5-10, with a focus on instilling social values and improving social cohesion through multimedia learning.

Evaluation: N/A

8. Questscope. *Annual Report 2020-2021* (n.d.) Retrieved on March 15, 2023, from <https://www.questscope.org/sites/default/files/2022-05/Questscope%20Annual%20Report%20FY21.pdf>  
Description: Non-formal school programs comprised of 3 program cycles that allow young people to graduate with a 10th grade diploma equivalent: allows students to re-enter the formal school system/workforce, employability skills for older students.  
Evaluation: N/A
9. War Child. (July 2019). *Can't wait to learn: Closing the education gap through technology*. [https://www.warchildholland.org/documents/123/CWTL\\_Jordan\\_CountryBrochure\\_July2019.pdf](https://www.warchildholland.org/documents/123/CWTL_Jordan_CountryBrochure_July2019.pdf)  
Description: Can't Wait to Learn provides a pipeline from non-formal to formal education, games that include math and literacy skills on devices provided by the program.  
Evaluation: N/A
10. Save the Children. (n.d.) *Transforming refugee education towards excellence*. Retrieved on March 15, 2023, from <https://www.savethechildren.org/jo/educationentpd>  
Description: Teacher, principle, facilitator training to deliver the best education possible for refugee children and uses a 50:30:20 evidence-based approach: expert training (20%), peer-based learning (30%), and self-learning methods (50%).  
Evidence: N/A
11. Save the Children. (n.d.) *Every Child Learning*. Retrieved on March 15, 2023, from <https://www.savethechildren.org/jo/EducationEnglish>  
Description: Every Child Learning uses technology to teach children remedial Arabic and numeracy, along with social emotional skills and promote an inclusive classroom - also seeking to provide smart devices to all schools.  
Evaluation: N/A
12. World Vision. (2020 October 8). *Photo story: Remote Remedial Education to Jordanian and Syrian Refugee Children*. <https://www.wvi.org/stories/syria-crisis-response/photo-story-remote-remedial-education-jordanian-and-syrian-refugee>  
Description: The projects, funded by Japan Platform, World Vision Japan and World Vision New Zealand, aim to improve the basic learning skills of 7 to 13-year-old Syrian and Jordanian children struggling with low academic performance. Through these projects, World Vision also intends to create and ensure a sustainable and safe learning environment for all children. During the 6 years of the project implementation, more than 3,976 children benefitted from the programs' activities - 144 children per school in each academic year. The projects provide remedial classes in Arabic, English and Math, as well as supplementary activities for enhancing children's well-being and resilience, such as recreational activities (drawing, crafting, games and sports). In addition, the remedial education programme provides classroom activities such as "Leader of the Day". This activity aims to develop children's leadership and teamwork skills by applying the educational model implemented in Japanese schools.  
Evaluation: N/A
13. Norwegian Refugee Council. (n.d.). Retrieved on March 15, 2023, from <https://www.nrc.no/countries/middle-east/jordan/>  
Description: The Safe and Inclusive Schools (SIS) programme provides training and coaching to teachers and principals to support teaching quality. The SIS programme also provides students additional academic support that incorporates psychosocial exercises to assist children's development and improve learning outcomes. This also includes rehabilitation of school infrastructure with a focus on renewable energy and energy efficiency. During Covid-

19 related school closures, NRC provided remote learning support and is currently supporting national remedial learning efforts.

Evaluation: N/A

14. RTI International. (n.d.) *Jordan Ministry of Education sustains broad gains in student learning* Retrieved on March 15, 2023, from <https://www.rti.org/impact/early-grade-reading-mathematics-program-jordan>

Description: To help Jordan's Ministry of Education improve the reading and mathematics skills of students in kindergarten through grade 3 (K-3), and ensure integration of gender, disability, and refugee issues into its activities and materials. The USAID Early Grade Reading and Mathematics Initiative (RAMP) supports the Ministry of Education to: (1) improve early grades curricula, develop and distribute improved learning materials; (2) train and coach school personnel and administrators to provide more effective instruction; (3) promote parental involvement in reading and mathematics education; and (4) support nationwide adoption of early grade reading and mathematics policies, standards, curricula, and assessments.

Evaluation: RAMP reached over 600,000 public school students and trained 18,000 teachers, including refugees from Syria and elsewhere. The proportion of grade 3 students who can do grade-level math with understanding increased from 20% in 2015 to 29% in 2019, while the proportion of grade 3 students who can read and understand grade-level text increased from 29% in 2015 to 33% in 2019. The proportion of grade 2 students who meet benchmarks for reading and understanding grade-level text almost doubled (from 8% to 14%) between 2015 and 2019.

15. World Learning. (n.d.) *Quality Instruction Towards Access and Basic Education Improvement (QITABI) 2*. Retrieved on March 15, 2023, from <https://www.worldlearning.org/program/quality-instruction-towards-access-and-basic-education-improvement-2/>

Description: QITABI 2 facilitates in-school curriculum development and online mini lessons to be accessible for students at home. Carried out curriculum mapping to understand objectives for each grade level and prerequisite skills for the start of each semester. Developed assessments and guidance for support to leveled groups within the classroom.

Evaluation: Throughout the contextualization process, it was quite evident that while a diverse group of participants were involved, there was heightened awareness of the importance of SEL across the board. For some parents for example, they were highly aware and sensitive to the consequences of lockdown, Beirut blast, and the economic downfall on social and emotional well-being of their children; there was great need to share experiences, and interest to see the follow-through on the project.

<http://inee.exploresel.gse.harvard.edu/case-studies/Lebanon%20-%20World%20Learning.pdf>

16. Dolan, C., Kim, H., and Aber, L. (2021). *Supporting Syrian refugee children's academic and social-emotional learning in national education systems: A cluster randomized controlled trial of nonformal remedial support and mindfulness programs in Lebanon*. *American Educational Research Journal*, 59(3), <https://doi.org/10.3102/00028312211062911>

Description: Providing remedial intervention in 40-minute blocks with 10-minute breaks, total of 8 hours per week - additional to regular school hours.

Evaluation: N/A

17. OCHA. (n.d.) *Improving Children's Well-being - Evaluation of NRC's Better Learning Programme in Palestine*. Retrieved on March 15, 2023, from <https://www.humanitarianresponse.info/rul/operations/occupied-palestinian-territory/assessment/improving-childrens-well-being-evaluation-nrcs>

Description: The Better Learning Program provides extra support in community settings and after school.

Evaluation: N/A

18. UNICEF: Addressing learning loss through EiE and remedial education for children in Gaza (November 2021) (accessed March 15, 2023). <https://www.unicef.org/documents/addressing-learning-loss-through-eie-and-remedial-education-children-gaza-state-palestine>

Description: Teacher development, parent outreach and support for parents at home, providing after school remedial learning, and curriculum development based on Ministry of Education

Evaluation: 5,000 children completed remedial learning classes, increased performance in Arabic and Math by around 60%, 300 teachers trained, Arabic: pre 36.9%, post 97.4%, Math: pre 37%, post 95.5%.

19. Shah, R. (2017). *Improving children's wellbeing: An evaluation of NRC'S Better Learning Programme in Palestine*. Norwegian Refugee Council. <https://www.nrc.no/globalassets/pdf/evaluations/nrc-blp-palestine-full-report.pdf>

Description: Remedial teaching to children who are facing learning difficulties, provide psychoeducation and coping skills and specialized intervention for students with chronic stress (only mentions remedial, but unclear in what way remedial is taking place).

Evaluation: (1) BLP has clear and demonstrable impacts when it comes to improving the wellbeing of participating children, by equipping them with skills for coping with the fear, stress, and anxiety of living in a context of continual conflict; (2) BLP supports conditions for children to better succeed in school, by improving their ability to focus/concentrate in class, strengthen connections between them/their parents and school actors, improve their ability to complete homework, and increase their overall enjoyment of school. That stated, the actual contribution it makes to learning outcomes – as measured by academic achievement or attendance – is difficult to measure, and existing data does not support such linkages; (3) BLP also strengthens the home and school environment for students by improving the capacity of these duty bearers to acknowledge, respond to and address the symptoms of traumatic stress. That stated, BLP on its own, may not fully address the critical need for children to be protected at and on their way to/ from school;(4) to date, BLP is only partially institutionalised with its key partners (UNRWA and MoEHE), and it is unlikely that the programme in its full extent would be sustained at present independent of NRC's continued engagement/ involvement with BLP.

20. *Canaan Institute of New Pedagogy and the Centre for Global Education* <https://www.centreforglobaleducation.com/sites/default/files/Gaza%20Report%20FINAL%202022%20%281%29.pdf>

Description: Enhance school curriculums in literacy and numeracy (supplementary, community-based learning outside school), alleviate mental health stress caused by ongoing conflict, create a safe play environment for young children, enhance the capacity of the 4 host organizations

Evaluation: 400 children participants, 140 workshops, 180 home visits for children.

21. *Remedial Education Center Gaza and EducAid (n.d.)*. OPT: EducAid and local partner Remedial Education Center launch EU-funded school inclusion programme for children with special needs in the north of Gaza Strip. Retrieved on March 15, 2023, from <https://reliefweb.int/report/occupied-palestinian-territory/opt-educaid-and-local-partner-remedial-education-center-launch>

Description: Training for teachers, activities for disabled children, promote school inclusion and inclusive attitudes towards disability.

Evaluation: N/A

22. *Save the Children International and European Union Humanitarian Aid. (n.d.). Retrieved on March 22, 2023, from <https://opt.savethechildren.net/>*
- Description: Out of school children, helping children access education.
- Evaluation: N/A
23. *UNESCO (n.d.). UNESCO supports education in Yemen with generous funding from King Salman Center Humanitarian Aid and Relief Center. Retrieved on March 15, 2023, from <https://www.unesco.org/en/articles/unesco-supports-education-yemen-generous-funding-king-salman-center-humanitarian-aid-and-relief>*
- Description: My Right to Learn provided remedial, non-formal education for children out of school in one classroom settings and summer schools.
- Evaluation: N/A
24. *Global Education Cluster. (n.d.). Retrieved on March 15, 2023, from <https://www.educationcluster.net/country/yemen>*
- Description: Supporting remedial education, accelerated education, and gender/disability aware education throughout schools in Yemen (School rehabilitation, teacher training, provided WASH facilities, gender and disability aware environments, remedial education)
- Evaluation: N/A
25. *UNICEF. (n.d.) The Restoring Education and Learning project. Retrieved on March 15, 2023, from <https://www.unicef.org/yemen/restoring-education-and-learning-project>*
- Description: Through the Restoring Education and Learning (REAL) project, UNICEF is supporting the Ministry of Education (MoE) to improve school access and learning for 580,000 children in more than 1,000 schools across Yemen for a sustainable and lasting positive impact on education and human capital in Yemen.
- Evaluation: check resource
26. *USAID. (n.d.). Retrieved on March 15, 2023, from <https://www.usaid.gov/yemen/fact-sheets/usaid-yemen-education>*
- Description: Gateways supports Yemeni schools develop remedial education, female and disabled-friendly spaces and empowerment, school maintenance and outreach, adaptive technologies and teaching equipment.
- Evaluation: N/A
27. *UNESCO. (2022 April 21). UNESCO supports education in Yemen with generous funding from King Salman Center Humanitarian Aid and Relief Center. <https://www.unesco.org/en/articles/unesco-supports-education-yemen-generous-funding-king-salman-center-humanitarian-aid-and-relief>*
- Description: Promoting social cohesion, citizenship, peace, and prevent violent extremism - part of broader efforts in Arab region
- Evaluation: N/A
28. *UNICEF. (2022 October 17). Catch-up Learning Program Brings Out-of-School Children Back to Schools: UNICEF implemented a Catch-up Learning Program for 6,128 displaced children <https://www.unicef.org/yemen/stories/catch-learning-program-brings-out-school-children-back-schools>*
- Description: Remedial "catch-up" program funded by UNICEF for students falling behind in school due to the ongoing conflict, or displaced students living in camps.
- Evaluation: Has reached 6,128 displaced children (3,423 male, 2,705 female)

29. UNESCO. (2022 April 21). *KSRelief and UNESCO sign three agreements to implement educational projects in Yemen*. <https://www.unesco.org/en/articles/ksrelief-and-unesco-sign-three-agreements-implement-educational-projects-yemen>
- Description: I Have the Right to Develop is a Yemeni National Capacity-Building project to create pathways for out-of-school children, children unable to attend school due to war.
- Evaluation: N/A
30. USAID. (n.d.). Retrieved on March 15, 2023, from <https://www.usaid.gov/yemen/fact-sheets/usaid-yemen-education>
- Description: Through the School Doors program, two activities—Improving Access to Quality Education in Yemen and Education in Emergency: A Bridge to Development and Resilience—support enrollment of out-of-school and over-age children and youth into accelerated learning and remedial learning spaces. This support of non-formal education programming has provided safe learning spaces for nearly 16,000 out-of-school children to date.
- Evaluation: Has reached 16,000 out of school youth.
31. Education Cannot Wait (ECW). (n.d.). Retrieved on March 15, 2023, from <https://www.educationcannotwait.org/our-investments/where-we-work/iraq>
- Description: Goal to mitigate risks of drop-out, examination preparation, promote employability skills (non-formal courses).
- Evaluations: 44,000+ children reached, trained 332 teachers in emergency/disaster preparedness.
32. UNHCR. (2023, January 11). *UNHCR Education in Syria Factsheet (January - September 2022)* <https://reliefweb.int/report/syrian-arab-republic/unhcr-education-syria-factsheet-january-september-2022>
- Description: The accelerated learning programme (ALP) supports refugee, internally displaced and returnee children preparing for their mid-year and final exams. The ALP also supports out-of-school children with a view to re-enroll them into the formal education system. In the third quarter of 2022, 25,349 children attended accelerated education programs. UNHCR provides remedial classes and facilitates homework cafés for children in UNHCR’s community centers.
- Evaluation: In the third quarter of 2022, 23,775 children attended remedial, catch-up and summer classes assisting them to catch up on missed classes and to re-enter school. Additionally, 1,574 children attended homework café activities. The homework café activities usually take place during the school year, and therefore the number of reached children has decreased in comparison with the second quarter.
33. Chemonics. (n.d.). *Strengthening Education for Youth in Syria*. Retrieved, March 15, 2023, from <https://chemonics.com/projects/strengthening-education-for-youth-in-syria/>
- Description: Injaz I and Injaz II followed the Idarah programs, which supported provincial and local councils to develop and implement service delivery activities, principally by working with education directorates to improve access to and the quality of education largely in northwest Syria. Activities included offering stipends to teachers and administrative staff, providing technical support to teachers, piloting quality education initiatives, and improving assessment and examination systems.
- Evaluation: N/A
34. NRC (2022 July 7). *Helping children in Iraq catch up on learning*. European Commission. [https://civil-protection-humanitarian-aid.ec.europa.eu/news-stories/stories/helping-children-iraq-catch-learning\\_en](https://civil-protection-humanitarian-aid.ec.europa.eu/news-stories/stories/helping-children-iraq-catch-learning_en)
- Description: Goal to provide remedial education for any student (after school, non-formal classes)



Evaluation: N/A

35. Awad, S. and Sherin, S. (2023 January 16). *Helping children to continue learning: Unlocking opportunities through integrated learning centres*. UNICEF. <https://www.unicef.org/syria/stories/helping-children-continue-learning>

Description: A UNICEF-supported integrated learning centre in Ashrafiet Sehnaya in Rural Damascus helps children who have never been school or who have been temporarily forced to drop out from formal education to continue learning. The centre runs a self-learning programme and provides remedial classes and recreational educational activities for these children. Besides helping children to catch up with their peers, the centre, through its activities, seeks to eventually reintegrate the children into a regular school.

Evaluation: N/A

36. UNICEF. (2023 24 January). *Building Blocks for the Future: Dynamic Education Programme Makes a Difference for Libyan Students*. <https://www.unicef.org/mena/stories/building-blocks-future>

Description: UNICEF partnered with the Libyan Ministry of Education and offered interactive remedial summer school courses to over 20,000 students who have fallen behind and are at real risk of dropping out. The US government supported the remedial programme through the Mission Recovering Education in Humanitarian Countries program.

Evaluation: The remedial programme reached more than 20,000 children in 100 schools in 18 different municipalities across Libya and I have seen the real impact on both students and teachers.



## ANNEX B. KII FIELD INTERVIEWS

Country	Program Name	Implementer/ Funded by	Remote/In-Country	Interviewer(s)/ KII- Position
Lebanon	<b>QITABI 2</b>	USAID	Remote	Julia Fraser, <i>BE</i> consultant/ Mirvat- M&E, World Learning
			Remote	Julia Fraser, <i>BE</i> consultant/ Gaelle- MSI, M&E
			Remote	Julia Fraser, <i>BE</i> consultant/ Eva- World Learning, head of technical (Lebanese)
			Remote	Julia Fraser, <i>BE</i> consultant/ Serina, Lara, and Amina - <i>Ana Aqra</i>
			Remote	( <i>Follow up</i> ) Tali Klein, Julia Frazer, <i>BE</i> consultants/ Zeina- <i>QITABI</i> , AOR Lebanon
WBG	<b>Better Learning Program</b>	NRC	In-country	Zina Khoury/–Camilla - Global Psycho-Social Support Head-of Unit - <i>BLP</i> at NRC
			In-country	Zina Khoury /Marco- Programme Development Manager Education and Youth, Jerusalem Country Office, <i>BLP</i>
			Remote	( <i>Follow up</i> ) Samah Goussous, <i>Integrated/ Nazeh</i> - responsible for implementing <i>BLP</i> , WBG, Al Joezeh School
Jordan	<b>RAMP Remedial Learning Program</b>	RTI, MoE/ USAID, FCDO	In-country	Sirsa Qursh–/ Suzan - CoP, <i>RAMP</i>
			In-country	Samah Goussous, <i>Integrated/ Rula</i> - Senior Education Specialist, <i>RAMP</i>
			Remote	Zina Khoury/ Mr. Farouq – <i>RAMP</i> , MEL Director
			Remote	Tali Klein, <i>BE</i> consultant/ Mia - <i>USAID</i> , AOR, <i>RAMP</i>

## ANNEX C. KEY INFORMANT INTERVIEW QUESTIONS

Theme	Questions for all models
<b>Introductory</b>	Name of project
	Name of implementer(s)
	Name of funder(s)
	Project years
	Still going?
	Geographic areas
	Intended outcomes
	Have the outcomes been achieved?
<b>Participants</b>	Context of model (conflict? Formal/non-formal? Preschool/primary, etc)
	Type of participant targeted (refugee, IDP, girls, etc.)
	target age of students
	Number of students reached
	Other participants (teachers, school leadership, parents, community members, etc)
	Number of other participants reached
	What contexts and participants is the model recommended for?
	Could it be replicated for others? Are there limitations to generalization?
<b>Modality</b>	How is/was the model delivered?
	Who delivered (teachers, project staff, community members, parents, youth, etc.)?
	Where: classrooms, community centers, homes, etc.?
	When: during school, after school, during school holidays or breaks, weekends, etc.
	By what means: instruction by a teacher/facilitator, online digital device, offline digital device, other technology (radio, tv, e-reader, etc.), blended?
	Is it integrated with the curriculum or is it a standalone intervention?
	How have teachers been trained to implement the remedial program?
	What kind of support do teachers receive to implement the program (Mentors? teacher communities of practice? website help? etc)
	Have teachers received training/guidance on any classroom management techniques that might be necessary to implement the remedial program?
	How have teachers been trained on how to assess students? How have teachers been trained to use assessment results to understand and address student learning needs?
	How are student competency levels used in the implementation of the remedial program (inform grouping? Inform materials selected? Inform amount of time in remediation? etc)? Is this program structured to put student leveled groups/tiers according to level?
	How are students selected to participate in the remedial learning program? Is this program is 1) required of all students; 2) available to all students, but not required; 3) provided to selected students based on some targeting criteria such as assessment result
	What materials are used to teach the skills in the remedial program?
<b>Sustainability</b>	To what extent, if at all, is this model integrated into the education system?
	What stakeholders were involved in the design of the model? How?
	What stakeholders were involved in the implementation of the model? How?

	What stakeholders were involved in monitoring the model? How?
	Is there government willingness to sustain the intervention?
	If yes, is it likely that it will be sustained? What makes you say that?
	If no, what are the hurdles to sustaining this? Would you say it is more about political will, availability of resources, or evidence of outcomes of the model?
	After donor funding ends, are the positive results likely to be maintained? If so, how?
	What is the capacity and the commitment of other stakeholder groups to maintain the model and continue to achieve positive results?
<b>Evidence base</b>	Are there assessments demonstrating improved student learning outcomes, demonstrating that this model is better than the status quo?
	What assessments have been used?
	Are the assessments aligned to the curriculum?
	Who administers the learning assessments?
	What other evidence has been gathered through monitoring? (participation, attendance, cost, etc.)
	What tools were used?
	How has data been disaggregated?
	Does the disaggregation show particular benefits (or lack thereof) for certain groups?
	How are monitoring data used?
	Has the project taken corrective actions based on what has been learned through monitoring? Do you have an example of that?
	If we think about the purpose of a remedial program being to help close learning gaps so students are caught up to their grade level, do we have evidence to suggest that this project has been successful? Perhaps seen through regular classroom scores/learning outcomes, increased retention, etc?
<b>Effectiveness of approach</b>	What are lessons learned through the implementation of this model?
	Did you stop doing some aspect of the original design? Or add in another aspect to the original design? Why?
	If not, is there something you would want to consider in a future iteration?
	What would you say are the essential ingredients to making this model work?

## ANNEX D. PROMISING REMEDIAL MODELS IN MENA

Country	Project Name	Brief Summary
Egypt	Education Support Program (ESP) (USAID funded)	USAID/MOE project implemented by –IR 2011 - 2014. Remedial reading and writing activities for grades 4 and 5. Used assessment techniques to level (and re-level) participating students. 3 times a week for an hour. No more than 20 in a group. After one semester, students made significant gains in some of the EGRA subtests.
Egypt	Teach for Tomorrow (USAID funded)	EDC/MOE teacher training project
Jordan	Let’s Read Fluently (Queen Rania Foundation)	Program designed to help young students master Arabic reading/decoding for grade 1 second semester and grades 2&3 first semester. Piloting – models - whole class and –match up - and testing dosage, duration, etc.
Jordan	Can’t Wait to Learn (USAID among other funders)	Tablet based reading and math in Arabic. Students can work independently with minimal support from a trained facilitator, who could be a literate community member or youth.
Jordan	Learning Bridges (UNICEF)	Blended learning approach is employed for students in grades 4-9 providing written materials linked to online materials to help students recover from COVID school closures. Aligned to textbooks and curriculum for Arabic, English, math, and science
Lebanon	QITABI 2 (USAID)	Primary school education program. During COVID, the program developed lessons for grades 1-6 in Arabic, French, and English.
Morocco	Reading for Success National Reading Program (USAID)	Developed Arabic language curriculum for grades 1-6, trained teachers, created remedial and extra-curricular reading activities, designed and conducted formative assessments for grades 1-3, and supported the Ministry in extending distance learning to deaf and hard of hearing primary school learners.
WBG	UNICEF Addressing learning loss through EiE and remedial education for children in Gaza	Remedial learning classes taught in 50 public schools to children grades 1-4. Core subjects of Arabic and mathematics taught in two-hour blocks. Newly graduated teachers were recruited to support established teachers. TPD provided to 300 teachers (150 of whom were newly graduated). Parents and caregivers invited to in-person orientation sessions as well as Q&A groups hosted on WhatsApp. 5000 students completed and post-test results showed large gains.
WBG	PSS and educational support program in the Gaza Strip (NIPSA)	Canaan Institute of New Pedagogy and the Centre for Global Education, funded by NIPSA, implemented a project training facilitators to do home visits where they would work with parents to learn how to conduct PSS and educational activities with their children.
WBG	NRC Better Learning Program	Providing complementary lessons outside of school hours - should not be repeat of in-school lessons, but should reinforce them or skills needed to be successful at them. Incorporate assessment in the teacher training. Working with a local partner in Gaza to develop activity cards and a toolkit. Working with Oxford Measurement on sustainable assessment practices (also across the region).
Yemen	REAL - Save, UNICEF, WFP (USAID)	Within a larger project, Save the Children is developing an alternative program to help students catch up from extended time out of school.

*Note: These programs are identified as promising based on the desk review. However, it should be noted that RAMP was not identified during the desk review but rather during the second phase of the research in April 2023.*

## ANNEX E. MAIN FEATURES OF PROMISING RL MODELS

	QITABI 2	Better Learning Project, WBG, NRC	RAMP
<b>Intro info</b>	<ul style="list-style-type: none"> <li>▪ The Qitabi 2 project in Lebanon, funded by USAID and implemented by World Learning, Ana Aqra (a Lebanese NGO), MSI, and USAID, is a follow-on program from Qitabi 1 (2014-2020).</li> <li>▪ It includes the Learning Recovery Program, which uses diagnostic and formative assessments to guide differentiated instruction.</li> <li>▪ The program addresses skills gaps, offers teacher training on tiered teaching, and is implemented at the start of each academic year and during a summer session. In 2022, it involved 500 schools and 81,000 students, and the Ministry of Education plans to repeat the summer program in 2023 for six weeks, reaching another 500 schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funding and implementation: BLP in WBG is funded and implemented by NRC.</li> <li>▪ Project history: BLP was established in Gaza in 2011 and later adopted in the West Bank in 2014. It has also been implemented in other countries in the region and similar contexts.</li> <li>▪ Stakeholders: UNRWA, Ministry of Education (MoE), and local partners are stakeholders in WBG.</li> <li>▪ Educational forms and purposes: BLP has multiple educational forms and purposes, including formal and informal settings, remedial programs, and vocational programs for youth.</li> <li>▪ Focus and components: BLP focuses on improving learning capacity and integrating techniques for coping with traumatic stress. It consists of three program intervention components: general psychosocial support (BLP1), small group intervention for academic under-achievers (BLP2), and specialized support for addressing nightmares (BLP3).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funding and management: The Early Grade Reading and Mathematics Initiative (RAMP) is funded by USAID and FCDO. It is managed and implemented by the Ministry of Education (MoE) of Jordan and RTI.</li> <li>▪ Establishment and expansion: RAMP was established in 2015 and remains active today. It was initially implemented in collaboration with Queen Rania Teacher Academy (QRTA) and the National Center for Curriculum Development (NCCD). It started with a pilot in 4 governorates, expanded to 4 more in 2017, and eventually expanded to cover all 12 governorates in 2018.</li> <li>▪ Objectives and extension: RAMP aims to develop an intervention program that supports teachers in delivering structured and appropriate instruction to develop students' foundational skills in reading and mathematics. The implementation, led by RTI, has been extended for three more years until June 2023 to institutionalize the initiative within the MOE.</li> </ul>
<b>Participants</b>	<ul style="list-style-type: none"> <li>▪ All students in grades 1-6, including Syrian refugees/IDP</li> <li>▪ Estimated number of participating teachers: 20,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Target participants: The Better Learning Project (BLP) is designed for students, including boys and girls, in the most vulnerable contexts and schools, including IDPs and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Targeted students: The RAMP program serves formal public schools and military schools for students in grades K2 to grade 3, aged 5-8. This includes IDPs, Syrian</li> </ul>

	QITABI 2	Better Learning Project, WBG, NRC	RAMP
	<ul style="list-style-type: none"> <li>Types of schools included: 864 public primary schools, 89 non-formal schools run by UNICEF, low-cost private schools</li> <li>Targeted number of students: Initially planned to target over 338,000 students</li> <li>Specific school categories: 887 public primary schools, including 320 second shift schools, and 100 private schools</li> </ul>	<p>refugees. There is also a version for youth aged 17-24 being piloted in the West Bank.</p> <ul style="list-style-type: none"> <li>Age range: The targeted students range from 6 to 16 years old.</li> <li>Number of students: Currently, over 12,000 students in WBG are being serviced by the program.</li> <li>Additional participants: BLP also benefits teachers, school leadership, parents, and community members. In other countries, it serves IDPs and Syrian refugees.</li> <li>Impact on academic learning: While BLP improves socio-emotional conditions and supports conditions for school success, there is limited data linking it directly to academic learning outcomes such as achievement or attendance.</li> </ul>	<p>refugees in MoE schools (such as Zaatari and Azraq camps), and other refugees.</p> <ul style="list-style-type: none"> <li>Participants: The program benefits approximately 430,000 students nationwide. It also involves 16,000 teachers, 2,610 school principals, 200 early grades supervisors, and 200 MoE officials.</li> <li>Parent and community involvement: RAMP emphasizes parent engagement and community mobilization. Parents are encouraged to support teachers in the classroom, read stories to children, and use supplemental materials at home. The program also piloted the "I Love Reading" program, which involves community readers sharing books with children, although it is not specifically connected to RAMP students in grades 1-3.</li> </ul>
<b>Modality</b>	<ul style="list-style-type: none"> <li>Program delivery modality: In-person delivery by teachers during regular classroom instruction</li> <li>Implementation timeline: First 4 weeks of the school year and during summer session programs</li> <li>Availability of digital platform: A digital platform is available for use in or out of school</li> <li>Purpose of the digital platform: Developed during Covid to support children learning from home during school closures</li> <li>Challenges with digital platform usage:</li> </ul>	<ul style="list-style-type: none"> <li>Implementation and collaboration: The Better Learning Project (BLP) is implemented in collaboration with the Ministry of Education (MoE) in WBG, as well as in Jordan and Lebanon. Currently, it is managed by NRC.</li> <li>BLP I: BLP I is a general preventive tool administered by teachers in the classroom. It focuses on educating students about normal reactions to crisis and teaches relaxation methods to enhance coping resources. Teachers are provided with a guide that allows for adaptation to the specific context. The aim is to strengthen the psychosocial well-being of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Program Modality: RAMP is implemented by the MoE in Jordan. Instruction takes place in the classroom by teachers.</li> <li>Three Levels: RAMP has three levels - short, mid, and long-term. It started with a short-term emergency response due to COVID-19, expanded to a mid-term program, and now operates as a longer-term sustainable intervention.</li> <li>Integration with Curriculum: RAMP is a separate program that runs parallel to the Continuous Professional Development (CPD) framework and the National Center for Curriculum Development</li> </ul>

	QITABI 2	Better Learning Project, WBG, NRC	RAMP
	<p>Connectivity issues for primary public schools and lower-income families, as well as location disparities (urban vs rural)</p>	<ul style="list-style-type: none"> <li>▪ Institutionalization and transition: Since 2019, NRC has initiated an institutionalization plan with the MoE in WBG, with the goal of eventually transitioning the program. The transition process began in April 2023.</li> <li>▪ Three stages of implementation: The program has three stages of implementation: Green, Orange, and Yellow. Each stage corresponds to different emergency and stable scenarios. Green is a basic program applicable across different contexts, Orange focuses on improving learning capacity, and Red is a specialized approach for counselors and psychologists addressing trauma-induced nightmares.</li> <li>▪ Delivery and adaptation: BLP in WBG is delivered by teachers in schools during regular hours and can be adapted to both formal and non-formal educational contexts. It is implemented differently by various schools, with some integrating it into subjects taught and others using it at the beginning or end of the school day.</li> <li>▪ Digital component: In response to COVID-19, NRC developed complementary online approaches, including flyers for parents, reading stories, and self-directed learning materials through a mobile app.</li> <li>▪ Teacher training and evaluation: Palestinian teachers who hold the title of university academic in their teaching field have received training on classroom management, problem-solving, and therapeutic plans. The BLP2 program provides teachers with a complete</li> </ul>	<p>(NCCD). Materials developed by RAMP align with the curriculum and are used alongside it.</p> <ul style="list-style-type: none"> <li>▪ Diagnostic Assessment: RAMP utilizes a diagnostic assessment, based on EGRA/EGMA, to identify students needing remedial support. Regular assessments are conducted by teachers to form remedial groups and provide differentiated learning.</li> <li>▪ Teacher Training: Teachers receive training on remedial intervention, assessment, classroom management, SEL, and revision of foundational skills. The training is delivered through a hybrid model and includes coaching visits.</li> <li>▪ Implementation and Resources: The remedial program is delivered by teachers, primarily in classrooms during the school day. Remedial kits, including workbooks and teacher guidelines, were initially distributed to students in remote areas.</li> <li>▪ Grouping and Student Assessments: Student competency levels inform grouping, materials selection, and the amount of time spent on remediation. Teachers conduct classroom student learning level assessments to assess student progress.</li> <li>▪ Supervision and Monitoring: Supervisors and school principals receive training on key learning outcomes and well-being. They provide coaching visits and develop personalized supervision plans based on</li> </ul>



	QITABI 2	Better Learning Project, WBG, NRC	RAMP
		package to systematically monitor, measure, and evaluate their skills.	<p>school performance.</p> <ul style="list-style-type: none"> <li>Need for Additional Data: Further data is required to validate the application of teacher training and coaching, as well as to report on the frequency of student assessments.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Consistent engagement with government education stakeholders fostered a sense of ownership and promoted program sustainability.</li> <li>Collaboration and regular communication with key education stakeholders ensured alignment with education sector objectives and priorities.</li> <li>Emphasis on research and evidence-based approach guided program design and implementation, leading to successful outcomes.</li> <li>Flexibility and capacity to pivot allowed the program to adapt to COVID-19 challenges and continue supporting teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Government buy-in and ownership, as evidenced by collaboration and engagement with the MOE.</li> <li>Program institutionalized through a signed Memorandum of Understanding and inclusion in the MoE strategy.</li> <li>Gradual transfer of oversight from NRC to the MoE, ensuring long-term sustainability.</li> <li>Strong partnerships with local and international education stakeholders, including the MoE and UNRWA.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of RAMP interventions into the MOE's system and policies.</li> <li>Alignment with the Ministry's strategic plan and curriculum for long-term sustainability.</li> <li>Support from key stakeholders in the education sector, including the Ministry of Education, UNICEF, and ETC.</li> <li>Inclusion in the Ministry's emergency plan and commitment from USAID to continue funding Ministry of Education activities.</li> <li>Replication and expansion of RAMP's models and systems to other grades.</li> </ul>
<b>Evidence base</b>	<ul style="list-style-type: none"> <li>Baseline and mid-term assessments provided evidence of student performance improvement and learning recovery.</li> <li>Data-driven decision-making informed program planning and implementation strategies.</li> <li>Research, evaluation, and assessments (e.g., EGRA) guided curriculum</li> </ul>	<ul style="list-style-type: none"> <li>External evaluations and randomized control trial provided evidence of the program's impact on student academic performance.</li> <li>Evaluation findings showed improved grades in Arabic and mathematics during program participation and sustained improvement afterward.</li> <li>Monitoring and evaluation framework with regular assessments and data collection to</li> </ul>	<ul style="list-style-type: none"> <li>Regular assessments and data-driven decision-making to measure student performance.</li> <li>Positive results in improved student performance in math, Arabic, and comprehension.</li> <li>Midline and endline surveys conducted to evaluate program impact and progress toward benchmarks.</li> </ul>

	QITABI 2	Better Learning Project, WBG, NRC	RAMP
	development and tailored interventions to meet student needs.	inform program adaptation.	<ul style="list-style-type: none"> <li>▪ Comparison of results from 2021 survey to 2019 survey for accurate comparisons.</li> <li>▪ LQAS results demonstrating positive outcomes in reading and math scores.</li> <li>▪ Ongoing annual diagnostic assessments and upcoming national survey for further data collection.</li> <li>▪ Independent impact evaluation to assess factors contributing to positive outcomes.</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>▪ Mid-term assessments showed positive outcomes, with students recovering approximately 50% of their skills.</li> <li>▪ Improvement in decoding and comprehension abilities helped close the gap of 1 year of learning loss.</li> <li>▪ Significant number of students demonstrated improvement in reading levels across multiple subjects (Arabic, English, French).</li> <li>▪ Quick adaptation to the context and needs ensured effective remediation program implementation.</li> <li>▪ Positive feedback from respondents emphasized the importance of piloting, evaluating, and analyzing data to guide program efforts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher respondents indicated improved capacity to manage classes and improved student attention through SEL exercises.</li> <li>▪ Positive impact on student academic performance, with significantly higher grades achieved in Arabic and mathematics.</li> <li>▪ Lasting impact observed on final grades of student participants.</li> <li>▪ Simple design and flexibility allow for implementation in various education settings.</li> <li>▪ Communities of practice (Teacher Learning Circles) provide continued support and best practice sharing for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Significant improvement in student performance in math, Arabic, and comprehension.</li> <li>▪ No significant decline in basic skills during the period of school closures.</li> <li>▪ Reductions in "zero scores" for low-performing students in basic and higher-order reading skills.</li> <li>▪ Integration of RAMP models and systems into the education system, leading to system reforms.</li> <li>▪ Stakeholder engagement and collaboration with international organizations and local partners.</li> <li>▪ Creativity in content development and operational solutions.</li> <li>▪ Monitoring and evaluation by the Ministry of Education to assess effectiveness and make adjustments.</li> <li>▪ Bottom-up approach and engagement with stakeholders at all levels.</li> </ul>