



# D-RASATI

## Developing Rehabilitation Assistance to Schools and Teacher Improvement

### Tenth Quarterly Report January-March 2013

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April 30, 2013

Submitted by  
Education Development Center  
USAID/Egypt Cooperative Agreement No. 268-A-00-10-00078-00

*This report is made possible with the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of EDC and do not necessarily reflect the views of USAID or the United States Government.*

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## LIST OF ACRONYMS

<b>AUB</b>	<b>American University of Beirut</b>
<b>ALLC</b>	American Lebanese Language Center
<b>BoQ</b>	Bill of Quantities
<b>CE</b>	Community Engagement
<b>CERD</b>	Center for Educational Research and Development
<b>CHF</b>	Community Housing Foundation
<b>COP</b>	Chief of Party
<b>DG</b>	Director General
<b>DOPS</b>	Department of Guidance and Counseling
<b>D-RASATI</b>	Developing Rehabilitation Assistance to Schools and Teacher Improvement
<b>ECA</b>	Extracurricular Activities
<b>ECU</b>	Engineering Coordination Unit
<b>EDC</b>	Education Development Center
<b>ESP</b>	Effective Schools Profile/Lebanon
<b>HFSHD</b>	Hariri Foundation for Sustainable Human Development
<b>ICT</b>	Information and Communication Technology
<b>IOCC</b>	International Orthodox Christian Charities
<b>LDP</b>	Leadership Development Program
<b>LU</b>	Lebanese University
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MEHE</b>	Ministry of Education and Higher Education
<b>NGO</b>	Non-governmental Organization
<b>PD</b>	Professional development
<b>PMP</b>	Performance Monitoring Plan
<b>ProGRess SCaLe</b>	<b>Professional Growth and Reforms Support System: Standards-based Classroom observation for Lebanon</b>
<b>SIP/CE</b>	School Improvement Program and Community Engagement
<b>TLCs</b>	Teacher Learning Circles
<b>USAID</b>	United States Agency for International Development
<b>USAID/L</b>	USAID/Lebanon

## **I. EXECUTIVE SUMMARY**

This quarter presented challenges in the form of a significant and drawn-out public sector strike that kept teachers out of public school classrooms and limited the engagement by public sector administrators with the project. Nevertheless, there was continued strong progress in many of D-RASATI's core technical areas, particularly in rehabilitation and equipment planning and implementation, in the continued development of tools and capacity for supporting teacher professionalization, and in the planning of support to schools for processes of review and school improvement planning.

Data collection for the Progress Scale study continued during this quarter, with 91 additional observations completed by the end of the quarter. Principals and teachers were positive about the work, and the Department of Guidance and Counseling (DOPS) data collectors were enthusiastic and engaged.

The D-RASATI-supported Teacher Performance Standards Development Task Force received written comments on the draft standards and scheduled a series of stakeholder comment sessions prior to finalizing the standards for ministerial endorsement. The public sector strike prevented the sessions from being held as scheduled, but they will be rescheduled for next quarter.

The Extracurricular Activities (ECA) and School Improvement Program and Community Engagement SIP/CE Gap Analyses were submitted on January 25, 2013, providing strong bases for the development of the National ECA Strategy and the implementation of D-RASATI's School Improvement Planning activity.

As of March 31, work had been inspected by MEHE in 119 of the 154 schools currently being rehabilitated by the project (18 of the 20 schools assigned to HFSHD, 37 of the 69 schools assigned to IOCC, and 64 of the 65 schools assigned to CHF). Snag lists generated during those visits and through D-RASATI monitoring are being addressed.

The school maintenance manual and tools were finalized and sent to MEHE for approval on March 7, 2013.

On February 15, contracts were signed with the suppliers of science laboratory equipment that can be sourced with the geographic code 937. For equipment of non-US origin, a waiver request was sent to USAID and approval was received on February 7 to procure equipment from geographic code 935 countries. Two contracts were signed on March 1 and 5 for the total amount of \$ 4,187,958 (\$4, 077,090 for Al Diyar Int'l and \$110,868 for Caretek).

On March 5, a draft of suggested ICT lab equipment standards and specifications and estimated costs for procurement (developed based on the ICT strategy for tiers 1, 2, 3, and 4) were submitted to MEHE for review and recommendation.

D-RASATI conducted Teacher Learning Circle (TLC) training at the end of January for 65 Center for Educational Research and Development (CERD) and DOPS trainees (out of 66 eligible participants). Training was aligned with teacher performance standards and the Progress Scale classroom observation tool. The 5-day training took place at the AUB campus and aimed to introducing participants to Teacher Learning Circles concept. 59 participants were eligible to

receive successful completion certificates from D-RASATI, as they attended all days and actively participated in the workshop.

Dr. Antoinette Sebaaly began work as the project's LDP2 Manager on January 2, 2013. Training materials and an implementation plan for the LDP2 program were subsequently developed and submitted to MEHE.

Five of the six Senior Coaches for SIP were hired and trained, and pilot schools oriented to the proposed activity. The first round of training was scheduled for March 13, but cancelled on March 12 at USAID's request.

Two MEHE/D-RASATI presentations, entitled *Using Data to Improve Education Quality in Lebanon* and *Developing Standards for Teacher Quality: "Progress Scale" and Teacher Standards for Lebanese Schools*, were made by Fadi Yarak at the 2013 international conference of the Comparative and International Education Society (CIES) in New Orleans, Louisiana on March 14, 2013. Both presentations were well-received, and provided an important forum for drawing attention to USAID's significant and effective support for education reform in Lebanon.

Jill Loran Meeks was approved as the new Chief of Party and began work on the project on March 11, 2013.

The Quarter 9 report was submitted to USAID on January 30.

On March 11, 2013, USAID requested a revision to the D-RASATI program description and budget to better align with evolving USAID priorities for Lebanon. The following activities were subsequently cancelled: ECA, LDP2, and SIP/CE. Additional adjustments within other activity areas were also made (such as the cancellation of all English training under the program). All D-RASATI rehabilitation work was also suspended, until critical works and an accompanying quality assurance plan have been identified, reviewed and approved by USAID. A proposed revised program description and budget, with accompanying rehab QA plan, were submitted to USAID on March 28.

## II. TECHNICAL ACHIEVEMENTS

### COMPONENT 1: ASSESSMENT

#### ***Subcomponent 1.1: Identify and Prioritize Technical Needs to Improve the Delivery of Quality Teacher Training for Lebanese Public Schools***

##### Progress Scale Classroom Observations

Data collection for the Progress Scale study continued during this quarter, with 91 additional observations completed by the end of the quarter. Principals and teachers were positive about the work, and DOPS data collectors were enthusiastic and engaged. The absence of teachers in the public schools during the public sector strike resulted in the cancellation of 161 observations, which will need to be rescheduled for the coming quarter.

##### Teacher Performance Standards

The D-RASATI-supported Teacher Performance Standards Development Task Force received written comments on the draft standards and scheduled a series of stakeholder comment sessions prior to finalizing the standards for ministerial endorsement. The public sector strike prevented the sessions from being held as scheduled, but they will be rescheduled for next quarter.

#### ***Subcomponent 1.2: Identify and Prioritize Rehabilitation and Academic Resource Needs in all Lebanese Public Schools***

##### ECA Gap Analysis

D-RASATI submitted the final full ECA Gap Analysis on January 25, 2013. The analysis included 1) a Supplemental Field Survey Report that provided a general overview of the situation of extracurricular activities in public schools, 2) a Focus Group Report that depicts the findings of focus group discussions with principals, teachers and other school staff on the ways schools organize and implement extracurricular activities, the opportunities and challenges that they face as well as suggestions that the schools had for improvement, 3) a Framework Review to gain an understanding of the main stakeholders and systems involved in organizing and implementing extracurricular activities at the central, regional and school levels, 4) a Review of International Best Practices in ECA to understand international trends and best practices in extracurricular activities, and 5) an Overall Gap Analysis document to provide a general overview of the main findings of the gap analysis.

##### Interviews with Representatives from Private Schools

Instead of conducting the planned Field Visits, MEHE requested that the ECA team conduct interviews with representatives from private schools in Lebanon which have diverse and established ECA programs. The first meeting was conducted with Ms. Maya Abi Chahine who worked for 10 years developing a robust ECA program in the Orthodox Schools. The meeting took place on February 22, 2013. The ECA team also contacted the leadership of Wellspring

Learning Community and the American Community School to schedule meetings to discuss their ECA activities, best practices, and lessons learned.

### School Improvement Program and Community Engagement Gap Analysis

D-RASATI also submitted the final full SIP/CE Gap Analysis on January 25, 2013. The analysis included 1) a literature review of international best practices, 2) a report on focus groups that were held to identify the needs of school principals, 3) a framework review outlining all structures, laws and decrees that are currently in place, along with the draft national standards that outline the MEHE's vision and what it aspires to achieve in each school, and 4) an overall Gap Analysis document that summarized and synthesized the findings from the various component reports and the D-RASATI field survey.

## ***Subcomponent 1.3: Present Findings, Analysis, and a Master Plan***

## **COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED**

### ***Sub-component 2.1: Lebanese Schools Meet MEHE-Established Standards***

#### Handover of Previously Rehabilitated Schools

Final handover of 37 of the original 38 schools selected for rehabilitation by D-RASATI in 2011 was completed during the previous quarter. Abbassiyeh School, on which the Council of the South is contracted to complete work prior to any D-RASATI involvement, remains pending.

#### Rehabilitation of the 154 Schools

During this quarter, rehabilitation work continued in the 154 awarded public schools. Observations and remarks were being recorded and addressed, and follow-up was conducted by the engineers for these notes. Work has now been inspected by MEHE in 18 of the 20 schools assigned to HFSHD, 37 of the 69 schools assigned to IOCC, and 64 of the 65 schools assigned to CHF, and snag lists generated during those visits are being addressed.

Dahr El Moghr School in the North remains halted due to local security instability and additional damage sustained during local clashes.

On March 11, USAID requested the halting of all D-RASATI rehabilitation work, until critical works have been identified, reviewed and approved by USAID.

#### Special Cases/ "At-Risk" Schools/Geo technical and Material Testing

APAVE provided D-RASATI with complete designs/BoQs for eight (8) additional schools (an addendum for Kfarfakoud Mixed Intermediate School which is one of the priority schools for the MoPW, Salim Haidar intermediate public school/Bednayel, Helta Mixed International Public School, Saadnayel Secondary Public School Taalbaya Mixed Intermediate, Baakline Secondary School and El Rfaid Intermediate Public School, Farid Salameh Public School-Kfardebian), completing the group of reports on the 30 schools assessed by APAVE.

## Variation Orders

Following the submission of variation orders to the MEHE in December 2012, a schedule was prepared for the MEHE/ECU to visit those schools in order for them to justify the need for the additional works under the VOs before their approval. Their visits were conducted and completed during this reporting period. Approval was granted by MEHE on the VOs related to 62 CHF schools on February 15 and April 5, 2013. The work on the approved variation orders in the 2 IOCC schools in Akkar (Bkarzla Mixed Public School and Rafik Hariri Public School in Tal Abbas al Gharbi) was completed in January 2013. On 26 January 2013, DRASATI received MEHE approval on additional variation orders for 13 HFSHD schools (in Beirut, Saida and Tripoli) that had been submitted during last quarter. These works have been added and completed accordingly. Variation orders for CHF schools are still pending.

## School Maintenance

The school maintenance draft manual was sent to 182 schools that were rehabilitated by D-RASATI for feedback. Also, 16 school visits were conducted in the different educational regions to test the school maintenance manual and tools and gather feedback. 50 schools provided comments for consideration. Accordingly, the school maintenance manual and tools were adjusted and sent to MEHE for approval on March 7, 2013. MEHE provided feedback on March 28, 2013. The final manual and tools will be resubmitted for official approval and printed in the coming quarter.

## ***Sub-component 2.2: Provision of Equipment, School Furniture, Including But Not Limited to Computer and Science Laboratories in Schools***

On March 11, Ms. Sara Al-Mekdad was recruited for the position of Procurement Manager at IOCC.

## Science Laboratory Equipment

D-RASATI will distribute science lab equipment to 238 secondary schools and 6 CERD centers throughout Lebanon. During this reporting period, an independent review of the science laboratory equipment bidding process and procedure found no concerns, and a final negotiation memo was submitted to USAID on January 8, 2013.

Following the submission of the negotiation memo, D-RASATI was authorized to proceed with the procurement of equipment of US-origin, providing a unit cost is not over \$5,000. If the unit cost exceeds this amount, AO approval requests will need to be submitted. On February 15, contracts were signed with the suppliers of science laboratory equipment that can be sourced with the geographic code 937.

For equipment of non-US origin, a waiver request was sent to USAID and approval was received on February 7 to procure equipment from geographic code 935 countries. Thus, two contracts were signed on March 1 and 5 for the total amount of \$ 4,187,958 (\$4,077,090 for Al Diyar Int'l and \$110,868 for Caretek).

### ICT Equipment

Following MEHE's request for a market search for Information and Communication Technology (ICT) equipment, a consultant was recruited to conduct a market survey based on Lebanon's national educational technology strategic plan and recommend standards, specifications, and cost estimates for ICT equipment to be procured and installed in school based on the MEHE ICT strategy.

On March 5, the draft for suggested ICT lab equipment standards and specifications and estimated cost, developed based on the ICT strategy for tiers 1, 2, 3, and 4, were submitted to MEHE for review and recommendation.

ICT equipment procurement was then halted per USAID's request on March 11, 2013.

### Science Lab Resin Tables

65 of the 154 schools that are being rehabilitated by D-RASATI will also receive upgraded science lab infrastructure (resin tables and utilities improvements), as will 145 additional secondary schools (out of the 238 secondary schools that will receive science lab equipment), and the 6 CERD centers.

Following MEHE's approval to proceed with the bidding and tendering process, announcements calling for bids for the first 27 schools to be improved were posted in 2 local newspapers on February 21, 22, and 23. Accordingly, contractors collected the bids and submitted their offers by March 6. On March 7 and 8, the technical and financial envelopes were opened successively. Consequently, on March 11, Al Diyar Int'l was selected for the science laboratory improvement work, and work started in the 27 schools.

D-RASATI engineers continue to visit schools to prepare BoQs for the science lab infrastructure work in the 145 secondary schools. To date, 35 BoQs are complete.

### Gifts in Kind (GiK) Books

As part of its in kind donations, IOCC will provide public school libraries with around 20,000 English books (educational books and stories) at a value of \$1,317,453.28.

On January 11, MEHE approved receipt of the GiK books. The shipment arrived at Beirut sea port on March 16, 2013.

## **COMPONENT 3: INCREASED LEARNING OPPORTUNITIES**

### ***Sub-component 3.1: MEHE/CERD Capacity to Provide Quality In-Service Teacher Training Improved***

#### Teacher Learning Circles

A Teacher Learning Circle (or TLC) is a teacher-initiated classroom investigation. It comprises 4 to 8 subject-area teachers and a facilitator who come together to work on areas of instruction that can be improved further.

In this quarter D-RASATI conducted TLC training for 65 CERD and DOPS trainees (out of 66 eligible participants). Participants were deemed to be eligible based on their participation in the Training of Trainers on subject-matter teaching methods that was held in November 2012, since the TLCs are closely linked to and build on the methods training. The 5-day training took place at the AUB campus and aimed to introducing participants to Teacher Learning Circles concept. 59 participants were eligible to receive successful completion certificates from D-RASATI, as they attended all days and actively participated in the workshop.

Participants' and trainers' feedback on the training was extremely positive and a press release was prepared and sent to MEHE for dissemination to the media, along with pictures from the event. Finally, TLC manuals for English, Math and Sciences underwent final editing and branding before being submitted to USAID for clearance.

### Subject Matter Hubs

A Hub is a group of teachers and teacher trainers specialized in a subject area that provide capacity building and coaching support to teacher colleagues in a defined network of local schools. The Hubs launch workshop will target the group of CERD and DOPS trainers who have attended the training on subject-matter teaching methods and the training on TLCs.

In preparation for the launch of the workshop on subject matter hubs expected to take place from June 10-12, training materials were developed this quarter.

### Training on the Use of Lab Equipment for Science Teachers

The technical team selected to work on the development of training manuals for the upcoming training on use of lab equipment (to be delivered in the next academic year) began developing Grade 10 biology, chemistry, and physics lab and training manuals. Participants in the training will include three participants from each selected school -- one for each of the science areas (Physics, Chemistry and Biology). Training material will be available in French and English and will be completed by the end of July 2013. Training will be delivered in both French and English.

### English Teacher Training

Under the D-RASATI Master Plan, the project was programmed to provide training to teachers in the public schools who use English as their language of instruction, in order to improve their English language proficiency and enhance their ability to use the language to promote student learning. A provider for these courses was identified through a transparent and competitive procurement in fall 2012, but had not yet been contracted, as funds were not available for the activity under the original D-RASATI budget. This activity was cancelled in its entirety in March, in response to USAID's request for a revised program description on March 11, 2013.

### ***Sub-component 3.2: Extra-Curricular Activities Expanded at Intermediate and Secondary Schools***

## ECA Strategy Development

In preparation for the development of the National ECA Strategy with D-RASATI support, it was agreed on February 6, 2013 that MEHE would form a strategy development committee to include Mrs. Elham Komati, Mr. Fares Khoury and Ms. Youmna Hennawi, and representatives from:

- DOPS
- Sports and Scouts Unit
- Cultural Affairs Department
- CERD

On March 13, 2013, the ECA team was informed by MEHE that the letter for officially forming the committee was submitted to the Director General for approval. MEHE further informed the ECA team that a new point of contact to replace the soon-to-retire Mr. Fares Khoury had already been appointed: Mr. Antoine Harb.

A preliminary date of February 21, 2013 was set for the first strategy meeting, but the meeting was postponed to accommodate travel by the MEHE ECA counterpart. The ECA team was not able to reschedule meetings for the ECA strategy discussions and the newly designated ECA committee due to the public sector strike.

In preparation for the strategy meetings, D-RASATI developed recommendations for:

- A definition for extracurricular activities in the Lebanese context
- A mission statement for supporting schools to enhance extracurricular activities
- Content areas for extracurricular activities and core principles for extracurricular learning programs
- Strategic goals for extracurricular activities that include extending student learning through activities directly related to their classroom learning, enriching student learning through activities in multidisciplinary areas, expanding student learning by providing opportunities for students to discover and build on their talents, and learning through service and engagement at the school and in the community
- Proposed programs, at the school, regional and central levels, for each goal

These recommendations were shared in presentation form with MEHE in a meeting on March 13, 2013. The MEHE ECA counterpart was very pleased with the recommendations and the work on which they were based (the ECA Gap Analysis).

On March 11, ECA activities under D-RASATI were discontinued per instructions from USAID.

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## **COMPONENT 4: SCHOOL LEADERSHIP DEVELOPMENT WITH PARENT AND COMMUNITY INVOLVEMENT**

#### ***Sub-Component 4.1: Leadership Development Program***

The LDP2 training program builds on the World Bank-funded LDP1 program that trained 423 public school principals. LDP1 was implemented in 2005 by the Faculty of Education [FED] at the Lebanese University [LU] in collaboration with the Ministry of Education and Higher Education [MEHE]. LDP2 aims to train the remaining 732 serving principals under D-RASATI. Newly-appointed principals will be trained separately by LU, as part of their pre-service training.

The D-RASATI LDP2 Manager began work on January 2, 2013, and between January and March laid a significant foundation for moving the program forward.

Criteria for participant assignment to cohorts were developed, and MEHE allocated the participants as follows: Cohort One: 150 principals for 2013 (105 elementary schools and 45 intermediate and secondary schools). Cohort Two: 291 principals for 2014, and Cohort Three: 291 principals for 2015. The minimum criterion for the selection of principals was that participants should have at least 4 years in service remaining before retirement.

All training materials were reviewed, and new implementation process was developed along with proposals for the role and profile of advisors and a methodology for conducting school visits; a template for weekly and final school visits report to be filled in by advisors; and a process of coordination and link between advisors, facilitators, LU experts and D-RASATI regarding individual principal and school progress, which will enhance the effectiveness of the project implementation. These revised processes and proposals were accepted by the Dean of Faculty of Education at LU and the LDP focal point at MEHE on January 22, 2013. The final detailed implementation plan was submitted on February 8, 2013.

A critical challenge to LDP2 implementation was the role of LU in supervising the training program. MEHE proposed that LU support and supervise the training, and give official certificates to principals who successfully complete the program. These principals will accordingly be promoted as per law 1973, which establishes a career ladder for principals grounded in training supervised by LU. USAID reservations about LU's role in the D-RASATI-supported LDP2 program (grounded in regulations on the compensation of host country government beneficiary institutions), and LU's prior commitment of its staff to training of new incoming principals for 2013 meant that the program needed to work on parallel tracks to prepare for the 2013 implementation of training under D-RASATI.

Track 1 focused on MEHE's preferred structure of LU supervision. The FED Dean and LDPII manager at D-RASATI met with Faculty of Education (FED) Professors who were directly involved in LDP1, and two were officially designated as LDP2 focal points for LU: Dr. Ikram Machmouchi from LU Faculty of Education, section one/UNESCO, and Dr. Therese Al Hachem from LU Faculty of Education, section two/RAWDA. A series of meeting was held between February 12 and March 1 with the LU designates and MEHE representatives to explain the proposed process and prepare the logistics for beginning the training in March, 2013.

Track 2 focused on developing an alternate training strategy to ensure that 2013 implementation could take place as planned. Private universities which offer a PhD or Masters degree in Educational Leadership or similar fields were contacted to recommend facilitators for the 2013

training, in line with the various modules contained in the training program. 5 experts were selected from 5 private universities (Universite St. Joseph [U.S.J.], American University of Beirut [A.U.B.], Notre Dame de Louaize [ N.D.U.], Universite St. Esprit Kaslik [USEK], and Lebanese American University [ L.A.U.]), with the 6<sup>th</sup> facilitator (an education technology specialist) drawn from the Lebanese University’s FED.

The LDP2 activity was stopped on March 11, 2013, and removed from the revised D-RASATI program description at USAID’s request.

***Sub-Component 4.2: School Improvement Program and Community Engagement***

Recruitment of Senior Coaches

On January 10, 2013, a no-objection letter for the selected candidates of the 3 remaining senior coach positions was sent to MEHE for approval. The approval was granted by MEHE on January 27, 2013 for 2 out of the 3 nominated candidates. The approval mentioned that the “hiring process and the prerequisites of acceptance by MEHE” of the remaining senior coach will be discussed in the coordination committee. On February 12, 2013 the project sent an official letter to MEHE to inquire about the coordination committee’s final position on the matter. Despite the constant follow up of the SIP team on the response, none was received from MEHE until March 14, 2013, when MEHE sent its approval to re-open the hiring process.

Training Material and Training Dates

In January 2013, the training materials for the first SIP training on school review were finalized and sent to USAID for clearance. The material was cleared on February 13, 2013. Despite having only 5 senior coaches instead of 6, D-RASATI and MEHE decided to move ahead with the training and work in parallel on recruiting the 6<sup>th</sup> senior coach. For reference, training dates and timeline were set by the SIP team and approved by MEHE as follows:

<b>Date</b>	<b>Activity</b>	<b>Location</b>
February 20 – March 14, 2013	Senior Coaches’ Introductory visit to schools	At the schools
<b>March 15-16, 2013</b>	<b>Training of School Planning Committees on School Review</b>	<b>Crowne Plaza hotel, Hamra</b>
March -May, 2013	Senior Coaches mentor and support school planning committees in School Review	At the schools
<b>May 10-11; May 17-18, 2013 (schools split into 2 groups)</b>	<b>Training of school planning committees on SIP Design</b>	<b>To be determined</b>
May– September, 2013	Senior Coaches mentor and support school planning committees in SIP Design	At the schools
<b>September 6-7, 2013</b>	<b>Training of School Planning Committees on SIP Implementation</b>	<b>To be determined</b>
September 2013- 2014	Senior Coaches mentor and support school	At the schools

	planning committees in SIP Implementation	
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### Pilot Schools and Selection of Trainees

On January 29, 2013, D-RASATI received the list of schools for the SIP pilot from MEHE. The original list included Hadath Intermediate School, Ain Delb Intermediate School and Aramoun Secondary School, but these three schools subsequently withdrew from the program and were replaced by Al Kafour Mixed Secondary School, Jezzine Intermediate School, and Bennay Intermediate School.

On February 11, 2013, a meeting was held at MEHE with the school principals and their teams to discuss the pilot program and the expectations of the schools. The Director General, the heads of the elementary and secondary school divisions and the heads of the educational districts were also invited to attend (the head of the elementary school division and the heads of the South and Nabatieh districts attended and expressed support for the work that is being done). Director General Yarak welcomed the participants, congratulating them on being chosen and encouraging them in the work ahead.

### Preparation for the School Review Training

On February 12, 2013, an orientation meeting was held for the SIP senior coaches. The meeting was a day-long intensive orientation and included information about D-RASATI, the SIP/CE component, and the situation of public schools, as well as information related to the expectations for senior coaches during the project. Mrs. Elham Komaty from MEHE attended the orientation meeting, and presented MEHE's vision and the criteria of selection of the public schools participating in the pilot program. During the meeting, senior coaches received school profile reports<sup>1</sup> on the pilot schools that they had been assigned to so as to be well informed about each of the schools.

On February 19, 2013, a meeting was held between the Senior Coaches and D-RASATI's SIP expert Dr. Rima Karami, to introduce the Senior Coaches to the School Review phase. In the meeting, senior coaches were given the task of visiting the schools they were assigned to in order to gather more information about the schools, including the number of current students, the motivation of the school planning teams to participate in the training, and the resources the school has to support school improvement planning.

Between February 20 and March 13, 2013, senior coaches visited 17 out of the 20 pilot schools and held an introductory meeting with school leaders. The 3 schools that were not visited were El Hissa Mixed and Al Amayer public schools in Akkar, as well as Bennay Intermediate School (which was added to the pilot group on March 13, 2013).

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<sup>1</sup> On February 7, 2013, a letter was sent to the coordination committee notifying MEHE that the D-RASATI data would be given to the senior coaches relative to the schools that they would be coaching. This data includes the 2011 field survey data, updates on facilities and infrastructure status (in cases where D-RASATI has rehabilitated a school), and project commitments to enhancements to the science labs (in cases where the school is a secondary school that is qualified for lab equipment procurement).

On March 8, 2013 a pre-workshop meeting on School Review was held between the senior coaches and Dr. Rima Karami and Ms. Mary Saad (the TOT expert trainers) to prepare the senior coaches for the school team training that was to take place on March 15 and 16, 2013.

By March 13, 2013 all 20 schools and corresponding teams (60 individuals in total) committed to join the training even though the strike had not ended. All the logistics for the training, including hotel reservations, were also finalized and completed.

On March 13, the SIP/CE component was cancelled per USAID instructions.

### National Awareness Campaign

On January 3, 2013, MEHE notified D-RASATI of its decision to cancel the awareness campaign. USAID overruled this decision and instructed the project to move forward with a clearly defined campaign that would support the project and USAID's efforts in Lebanon more generally.

However, on March 13, the awareness campaign was removed from the D-RASATI program description per USAID instructions.

## **COMPONENT 5: HIGH QUALITY MONITORING AND EVALUATION ACHIEVED**

### ***Sub-component 5.1: Establish a Research Design, Develop a Baseline Data Collection Survey, and Monitoring and Evaluation Plan for Project***

#### Performance Monitoring Plan

Although USAID approved the D-RASATI PMP on December 4, 2012, a request for a revised results framework and accompanying PMP was included in the request for a revised D-RASATI program description issued by USAID on March 11, 2013. The revised PMP will be submitted in the coming quarter.

#### Regular Periodic Monitoring

Monitoring of implementation of school rehabilitation was conducted throughout the quarter, including site inspection visits by D-RASATI monitoring engineers to an additional 69 schools in which work is in process, for a total of 121 schools visited by March 31, 2013. Comprehensive reports and recommendations were provided to rehabilitation implementers for action. Three additional consulting monitoring engineers were also hired in February, in order to facilitate additional intensity and scale of rehabilitation monitoring as the 154 schools near completion.

USAID's Office of the Regional Inspector General conducted an audit during this quarter. As part of this process, the assigned Auditor and Program Analyst met with all project partners and with MEHE, collected relevant documents, and visited a selection of schools being rehabilitated by the project.

USAID/Lebanon's local monitoring and evaluation subcontractor, Social Impact, also began its visits to schools on behalf of the mission this quarter. 71 school-by-school reports were received, along with a summary report, by the end of the quarter. Responses to the reports and requests for clarification were provided to USAID and Social Impact accordingly, and issues identified in schools will be addressed.

Data on January-February TLC trainings was uploaded to the TraiNet system. Project staff also coordinated with Social Impact to provide feedback on the usability of USAID's global AidTracker system.

The 9<sup>th</sup> Quarterly Report was submitted to USAID on January 30.

### ***Subcomponent 5.2: Track Program Impact***

Process/outcome evaluations of D-RASATI's teacher learning circles, subject matter hubs, LDP2, and SIP activities were designed this quarter in collaboration with relevant counterparts at MEHE. These activities, however, were removed from the revised program description requested by USAID on March 11, 2013.

Two MEHE/D-RASATI presentations, entitled *Using Data to Improve Education Quality in Lebanon* and *Developing Standards for Teacher Quality: "Progress Scale" and Teacher Standards for Lebanese Schools*, were made at the 2013 international conference of the Comparative and International Education Society in New Orleans, Louisiana on March 14, 2013. Both presentations were well-received, and provided an important forum for drawing attention to USAID's significant and effective support for education reform in Lebanon.

### ***Subcomponent 5.3: Align Data Systems with MEHE and CERD***

During this quarter the project completed the revised field survey tool and developed the TOR for database adjustment for the fall 2013 administration of the survey. CERD and MEHE comments were received and incorporated into the tool and the corresponding user's manual was adjusted to match.

Procurement of the database adjustment services was postponed until MEHE clarifies its commitment to using the D-RASATI field survey package post-project.

#### **Ad Hoc Reporting and Support to MEHE Data Team**

During this quarter D-RASATI also continued to support MEHE decision-making through the generation of a series of customized reports and the provision of support to MEHE users of the project's data sets. Customized data analysis to support planning related to the rehabilitation of kindergartens was delivered per MEHE request, along with the provision of support to the MEHE data team for the extraction of data from the field survey database on an ongoing basis.

### III. CHALLENGES, CONSTRAINTS, AND RESPONSES

#### Administration

D-RASATI Chief of Party Dr. Michael Calvano left the project on August 17, 2012. Ms. Jill Loran Meeks was approved as the incoming Chief of Party and began her posting to D-RASATI on March 11, 2013.

USAID's notice to the project on March 11, 2013 that the scope of work and budget would be adjusted to reflect changing USAID priorities for Lebanon brought activities that had been progressing strongly to an abrupt halt and caused confusion and distress among stakeholders. Costs already committed for activities such as the SIP training scheduled to run on March 13, 2013 will not be able to be recovered. The project has managed stakeholder displeasure by focusing on the successes to date and on USAID's and D-RASATI's continued commitment to providing high-quality products in support of MEHE's Education Strategy through the new project end date of December 31, 2013.

#### Assessment

Progress Scale administration was significantly slowed by the public sector strike, holidays, and public school examination preparation period this quarter. 161 observations scheduled for February and March were cancelled and will need to be rescheduled for the coming quarter.

Teacher standards finalization was delayed by the public sector strike. Meetings with stakeholder groups were cancelled and will need to be rescheduled for the coming quarter.

#### Rehabilitation

Holidays, sporadic violence in Tripoli and along the Syrian border, arbitrary requests from school principals, and contractor quality issues were challenges to rehabilitation implementation during this period.

Dahr El Moghr school in Tripoli is in a conflict zone, and although D-RASATI received a reply on October 17, 2012 from MEHE including no objection to starting work at this school, clashes in the neighborhood of the school resumed a week later and the project has been unable to enter the site.

Delays in MEHE approval of the proposed variation orders has affected the timeline for the completion of all works in schools. USAID's instructions in March 2013 to halt all rehabilitation work until the approval by USAID of remaining critical items and a related quality assurance plan has also affected the planned timeline. The proposed quality assurance plan was submitted to USAID with the revised program description and budget on March 28, 2013.

#### Equipment

The necessary external review of the science lab equipment procurement process caused a delay in proceeding and submitting the request for a waiver of source and origin. The overall equipment procurement timeline slipped accordingly.

### Teacher Training

Delays in lab equipment procurement have complicated the planning of teacher training on the use of that equipment. It is of highest importance to secure lab equipment in at least one training location in each of the 8 regions to make sure training on lab equipment can take place during the indicated timeframe. In addition MEHE must identify one priority venue in each of the 8 regions (whether CERD center or a secondary school), that can include three labs each: one for Biology, one for Chemistry and one for Physics.

### ECA

The D-RASATI and MEHE ECA teams were not able to set a date to begin strategy discussions with the larger MEHE ECA committee because of the public sector strike.

### SIP/CE

Prolonged negotiations with MEHE over the hiring of the 6<sup>th</sup> Senior Coach delayed SIP work this quarter. The public sector strike also posed challenges for organizing the SIP training. However, the project moved forward with the approved 5 senior coaches; finalized all training materials; selected, orientated, and communicated with schools; and convinced them to join the pilot and begin training in spite of the public strike.

## **IV. SCOPE OF WORK FOR NEXT QUARTER**

### Assessment

- Complete data collection for Progress Scale study
- Hold Progress Scale debriefing/lessons learned session
- Finalize and submit the Teacher Performance Standards for Ministerial endorsement

### Rehabilitation

- Continue rehabilitation work in the awarded schools
- Execute the approved VOs in the awarded public schools.
- Develop, print, and disseminate the school maintenance manual

### Equipment

- Start receiving science lab equipment and distributing it to schools
- Receive the shipment of Gifts in Kind books and start distribution to schools
- Continue with the science lab infrastructure work

### Teacher Training

- Implement the subject-matter hubs workshop
- Finalize lab equipment training material, including translation
- Conduct training of trainers workshop for the team (15 people) that will train teachers on using lab equipment provided by D-RASATI

### M+E

- Revise the project PMP
- Continue regular monitoring of project implementation
- Ensure that the revised field survey database aligns with MEHE systems
- Continue to provide decision-support and analysis for MEHE as requested

**V. RESULTS TABLE**

Results are reported only for activities targeted in this quarter or previously achieved. Table contents reflect the PMP approved by USAID in December 2012. Reporting against the revised program description requested on March 11, 2013 will begin in the coming quarter.

**Achieved Outputs for the Period October 2012 – March 2013 (First and Second Quarter of Year III)**

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)	Year II (Oct 2011 to Sept 2012)	Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total	Justification for Variation from Target
					Achieved	Achieved	Target	Achieved Q1 (Oct 2012 to Dec 2012)	Achieved Q2 (Jan. 2013 to March 2013)			
<b>USAID Lebanon Mission Overall CDCS Objective: Improved Accountability and Credibility of Public Institutions and Broader Economic Prosperity</b>												
<b>Democracy and Governance Development Objective: Improved Capacity of the Public Sector in Providing Transparent, Quality Services Across Lebanon</b>												
<u>Proposed Mission Outcome Indicator:</u> Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (F3.2.1-38)												
<u>Proposed Mission Outcome Indicator:</u> Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (F3.2.1-14)												
<u>Proposed Mission Outcome Indicator:</u> Number of learners enrolled in secondary schools and/or equivalent non-school based settings with USG support (F3.2.1-15)												
<b>D-RASATI Program Objective: Improved Public Basic Education</b>												
CDCS 2	# of public schools demonstrating improvement relative to the Effective Schools Profile for Lebanon	public schools	Ann.	0		28	1011	14	55	1281	8%	
	Facilities and Infrastructure			0		28	156	14	55	184	53%	
	North			0		3	47	9	8	50	40%	

		Beqaa			0		4	24		12	28	57%	
		Mt. Lebanon			0		7	35	1	4	42	29%	
		Beirut			0		1	11			12	8%	
		South			0		8	23		16	31	77%	
		Nabatiyeh			0		5	16	4	15	21	114%	
CDCS 3	# public schools receiving USG assistance		public schools	Qly.	0		28	1011	14	55	1281	8%	
		North			0		3	249	9	8	430	5%	
		Beqaa			0		4	179		12	230	7%	
		Mt. Lebanon			0		7	273	1	4	276	4%	
		Beirut			0		1	55			65	2%	
		South			0		8	151		16	152	16%	
		Nabatiyeh			0		5	104	4	15	128	19%	
<b>IR 1: Public School Needs Assessed, Standards Developed, and Program Plan Developed</b>													
1.1	# of assessments completed		assessments	Ann.	0	1	2	2	1		8	50%	
		field survey of schools			0	1		0			2	50%	
		Teacher English test			0		1	0			1	100%	
		teacher ICT survey			0			1			1	0%	
		Progress Scale observations			0		1	1			2	50%	
		focus groups: ECA			0			1	1		1	100%	
		focus groups: SIP/CE			0			1		1	1	100%	
<b>IR 1.1: Technical Needs to Improve the Delivery of Quality Teacher Training Assessed</b>													
1.1.2	# of teachers observed during progress scale study		teachers	Qly.	0		134	626	15	106	760	34%	
		North/Male			0		2	35	1	0	37	8%	
		North/Female			0		17	202	10	19	219	21%	
		Beqaa/Male			0		8	19		2	27	37%	
		Beqaa/Female			0		27	54		9	81	44%	

		Mt. Lebanon/Male			0		7	16		10	23	74%	
		Mt. Lebanon/Female			0		19	126		36	145	38%	
		Beirut/Male			0		2	4	1	0	6	50%	
		Beirut/Female			0		11	19	3	1	29	52%	
		South/Male			0		5	20		3	25	32%	
		South/Female			0		19	71		11	90	33%	
		Nabatiyeh/Male			0		3	17		6	20	45%	
		Nabatiyeh/Female			0		14	44		9	58	40%	
<b>IR 2: Public School Learning Environments Improved</b>													
2.1		# of students enrolled in public schools that meet facilities and infrastructure standards due to USG support	students	Qly.	0			47796	3534	17778	47796	45%	
		North/Male			0			5927	824	595	5927	24%	
		North/Female			0			8581	2093	1915	8581	47%	
		Beqaa/Male			0			3806		1782	3806	47%	
		Beqaa/Female			0			4158		1924	4158	46%	
		Mt. Lebanon/Male			0			3501	8	835	3501	24%	
		Mt. Lebanon/Female			0			3536	14	863	3536	25%	
		Beirut/Male			0			1862			1862	0%	
		Beirut/Female			0			2046			2046	0%	
		South/Male			0			5045		2862	5045	57%	
		South/Female			0			5243		3061	5243	58%	
		Nabatiyeh/Male			0			1915	294	1835	1915	100%	
		Nabatiyeh/Female			0			2176	301	2106	2176	100%	
<b>IR 2.1: Ability of Public Schools to Meet MEHE Facilities and Infrastructure Standards Improved</b>													
2.1.1		# of schools rehabilitated according to MEHE standards	schools	Qly.	0			156	14	55	156	44%	
		North			0			47	9	8	47	36%	

		Beqaa			0		24		12	24	50%	
		Mt. Lebanon			0		35	1	4	35	14%	
		Beirut			0		11			11	0%	
		South			0		23		16	23	70%	
		Nabatiyeh			0		16	4	15	16	100%	
<b>IR 3: School Learning Opportunities Increased</b>												
3.1	# of teachers/educators/teaching assistants who successfully completed inservice training or received intensive coaching or mentoring with USG support (F 3.2.1-31)		educators	Qly.	0		162	3053	68	51	3053	7%
		North/Male			0		7	146	0	0	146	5%
		North/Female			0		23	154	3	2	154	16%
		Beqaa/Male			0		5	226	2	1	226	3%
		Beqaa/Female			0		15	295	7	6	295	6%
		Mt. Lebanon/Male			0		6	290	1	0	290	2%
		Mt. Lebanon/Female			0		21	768	2	1	768	3%
		Beirut/Male			0		10	78	12	9	78	23%
		Beirut/Female			0		38	157	23	20	157	33%
		South/Male			0		6	234	4	2	234	3%
		South/Female			0		13	377	8	5	377	4%
		Nabatiyeh/Male			0		9	150	3	2	150	7%
		Nabatiyeh/Female			0		9	178	3	3	178	6%
<b>IR 3.1: Capacity of MEHE/CERD to Provide Quality In-Service Teacher Training Improved</b>												
3.1.2	# trainers trained		trainers	Qly.	0		159	72	68	51	209	76%
		Progress/CERD/male			0		18	0			28	64%
		Progress/DOPS/male			0		24	24			39	62%
		Progress/CERD/female			0		70	0			86	81%

		Progress/DOPS/female			0		47	43			56	84%	
		Methods/CERD/male			0			1	1		1	100%	
		Methods/DOPS/male			0			21	21		21	100%	
		Methods/CERD/female			0			4	4		4	100%	
		Methods/DOPS/female			0			42	42		42	100%	
		TLCs/CERD/male			0			1		1	1	100%	
		TLCs/DOPS/male			0			21		13	21	62%	
		TLCs/CERD/female			0			4		3	4	75%	
		TLCs/DOPS/female			0			42		34	42	81%	
		Hubs/CERD/male			0			1			1		
		Hubs/DOPS/male			0			21			21		
		Hubs/CERD/female			0			4			4		
		Hubs/DOPS/female			0			42			42		

## **VI. ANNEXES (KEY TECHNICAL PRODUCTS)**

Annex 1: ECA Gap Analysis

Annex 2: SIP/CE Gap Analysis

Annex 3: List of Schools Inspected by MEHE in Preparation for Handover

Annex 4: TLC Training Final Report

Annex 5: CIES Presentations on D-RASATI