

D-RASATI

Developing Rehabilitation Assistance to Schools and Teacher Improvement

Second Quarterly Report January – March 2011

Presented to Zeina Salame
USAID Agreement Officer's Technical Representative
April 30, 2011

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.



USAID
FROM THE AMERICAN PEOPLE



TABLE OF CONTENTS

I. EXECUTIVE SUMMARY	1
II. TECHNICAL ACHIEVEMENTS	1
A. COMPONENT 1: ASSESSMENT	1
A.1. <i>Subcomponent 1.1: Identify and Prioritize Technical Needs to Improve the Delivery of Quality Teacher Training for Lebanese Public Schools.....</i>	<i>2</i>
A.2. <i>Subcomponent 1.2: Identify and Prioritize Rehabilitation and Academic Resource Needs in all Lebanese Public Schools</i>	<i>3</i>
A.3. <i>Subcomponent 1.3: Present Findings, Analysis, and a Master Plan</i>	<i>6</i>
B. COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED.....	6
B.1. <i>Sub-component 2.1: Lebanese Schools Meet MEHE-Established Standards</i>	<i>6</i>
B.2. <i>Sub-component 2.2: Provision of Equipment, School Furniture, Including But Not Limited to Computer and Science Laboratories in Schools</i>	<i>7</i>
C. COMPONENT 3: INCREASED LEARNING OPPORTUNITIES	7
C.1. <i>Sub-component 3.1: MEHE/CERD Capacity to Provide Quality In-Service Teacher Training Improved</i>	<i>7</i>
C.2. <i>Sub-component 3.2: Extra-Curricular Activities Expanded at Intermediate and Secondary Schools</i>	<i>9</i>
D. COMPONENT 4: STAKEHOLDER ENGAGEMENT INCREASED IN PUBLIC SCHOOLS	10
D.1. <i>Sub-Component 4.1: Increased Local Stakeholder Engagement in Schools.....</i>	<i>11</i>
E. COMPONENT 5: HIGH QUALITY MONITORING AND EVALUATION ACHIEVED.....	12
E.1. <i>Sub-component 5.1: Establish a Research Design, Develop a Baseline Data Collection Survey, and Monitoring and Evaluation Plan for Project</i>	<i>12</i>
III. CHALLENGES, CONSTRAINTS, AND RESPONSES	13
IV. FORECAST FOR COMING QUARTER	14
V. ANNEXES (TECHNICAL PRODUCTS)	17

LIST OF ACRONYMS

AUB	American University of Beirut
CERD	Center for Educational Research and Development
CHF	Community Housing Foundation
COP	Chief of Party
DGC	Department of Guidance and Counseling
D-RASATI	Developing Rehabilitation Assistance to Schools and Teacher Improvement
ECU	Engineering Coordination Unit
EDC	Education Development Center
GCU	Guidance and Counseling Unit
HFSHD	Hariri Foundation for Sustainable Human Development
ICT	Information and Communication Technology
IOCC	International Orthodox Christian Charities
LEAD	Lebanon Education Assistance for Development
LU	Lebanese University
M&E	Monitoring and Evaluation
MEHE	Ministry of Education and Higher Education
NGO	Non-governmental Organization
PD	Professional development
PSA	Public service announcement
SMS	School Management System
USAID	United States Agency for International Development
WHO	World Health Organization

I. EXECUTIVE SUMMARY

USAID has made it clear that the D-RASATI program's operating approach should reflect the principles of the Paris Agreement on Aid Effectiveness, in which local stakeholders are full partners in the design of priorities and expectations. This quarter's activities reflect D-RASATI's commitment to and application of those principles. Assessment work planning and tool development have fully incorporated MEHE and CERD. Component vision and strategy setting and the development of initial roadmaps for implementation have taken place through joint MEHE/CERD/D-RASATI Planning Groups. Outputs in all areas have been negotiated and mutually-agreed before registration in the project registry at MEHE, and MEHE's ownership of and responsibility for the program has been strengthened.

Significant progress has been made in the development of the overall program vision and in the assessment of current conditions affecting implementation. The project is now well-positioned to complete its baseline assessment of all schools and finalize the Master Plan for the remaining years of implementation in the coming quarter.

Administratively, this quarter was notable for the full occupancy of D-RASATI's permanent offices in the Echmoun Center, and for a change in the project's Chief of Party. Recruitment of a replacement for the outgoing Chief of Party will take place in the coming quarter, with EDC's MENA Center Director serving as Acting Chief of Party in the interim.

II. TECHNICAL ACHIEVEMENTS

A. COMPONENT 1: ASSESSMENT

Overall Activities:

This quarter's assessment efforts included the refining of the content of the assessment work plan, the alignment of new data collection efforts with pre-existing data and jointly-negotiated priorities and strategies for each of the D-RASATI components, and the finalization of data collection tools for the field survey of schools. Several versions of the assessment work plan were submitted to the coordinating committee, reflecting in each iteration updated, negotiated content and timelines. An initial proposal to coordinate data collection and processing with the Center for Educational Research and Development (CERD) was also developed. Under this arrangement, D-RASATI will leverage CERD's existing capacity and support its continuing development by providing quality monitoring and support throughout the data collection and processing efforts. Long-term planning for CERD capacity development, as reflected in the RFA and D-RASATI proposal, will build on this initial partnership.

The assessment review and development process has been a success, in terms of the Paris Declaration and our new model for partnership with MEHE. Although it has taken longer than planned to arrive at an agreement on the field survey tool and the overall framework, the process has helped MEHE representatives to clarify their thinking about the initial assessment, about how it would work, and about what they wanted from it. Although the final assessment plan and field survey tool are very similar to those that the D-RASATI team

had drafted on December 1, MEHE fully owns these versions and is fully-invested in and committed to their application and results. This time was, therefore, well-spent.

The process of exploring MEHE's data and agreeing with them on which pieces are useful and necessary for the purposes of D-RASATI has also been a success. D-RASATI's requests have spurred MEHE and CERD to explore their own internal sources of data and have helped them to understand better what they have and what they lack. The process has fostered communication among MEHE units that had not previously occurred, and it has invested authority in national sources of data and the resources of CERD's data team that will allow us to move forward positively in building their capacity. It has also provided an opening to justify consideration of the need and capacity for an SMS from an objective, analytical perspective following the assessment.

Overall Outputs:

- Assessment work plans, dated January 28, March 8, and March 16
- Draft proposal for CERD data collection and processing with D-RASATI quality monitoring

A.1. Subcomponent 1.1: Identify and Prioritize Technical Needs to Improve the Delivery of Quality Teacher Training for Lebanese Public Schools

Key Activity: Desk Review of Teacher Professional Development Activities and Options

Based on discussion in early planning meetings, MEHE requested a "desk review" of elements of the existing teacher training system and a literature review related in identified priority areas. The "desk review" includes the following: 1) an analysis of the classroom observation tools currently in use in public schools, 2) a descriptive review of the 2010-2011 Regional Training Plans, 3) comments on deliverables of 2008 CIEP Evaluation Tools Project, 4) a proposed detailed outline of a literature review of best practices on incorporating ICT in education and 5) suggestions for considerations regarding bilingual English/Arabic education in the context of Lebanon. Further clarity on opportunities to build on and recommendations for how to move forward have begun to emerge from the desk review (see attached). Products were well under way by March 30, and expected to be delivered in early April.

Output:

- Desk review draft in progress

Key Activity: Teacher Test Development

It was agreed that the inclusion of a test of English proficiency for Anglophone teachers (those who use English as their primary language of instruction, regardless of content area) in the overall assessment work plan would support an initial focus on that subset of the teaching corps. However, assessment data on teachers using other instructional languages will also continue to be collected, in order to inform project planning over the coming 4 years. D-RASATI's initial proposal to develop a tailored, custom test of English proficiency was rejected by MEHE, on the justification that 1) a custom test would not allow the

alignment of test results with other efforts currently supporting Anglophone teachers and 2) opportunities for Anglophone teachers should parallel as closely as possible those already provided for Francophone teachers. MEHE instead requested a standardized, internationally-comparable, high-quality, valid and reliable English language proficiency assessment for all permanent public school teachers who use English as their language of instruction. The project then conducted an initial price analysis on the costs of thus testing all Anglophone teachers, using publicly-available information from established local test providers. As the resulting cost calculations indicated that the costs would be very high for this unbudgeted activity, the project proposed sampling teachers to keep costs low. However, MEHE asserted a strong preference for testing all permanent teachers, to allow for the clearest picture possible of the needs within the teacher corps and the most effective tailoring of project interventions to respond to those needs. D-RASATI therefore developed a draft RFP on these terms to request proposals for implementing the test this spring.

Outputs:

- Review of existing public school teacher testing in English in Lebanon
- Teacher test proposals (March 8 and 16)
- Draft RFP for teacher test

Key Activity: Observational Tool Development

D-RASATI agreed with MEHE that the project would review existing observation tools used by the various agencies responsible for teacher preparation and support (DOPS, CERD, LU, and the inspectorate), provide a commentary on those tools, and then propose a consolidated instrument for use in D-RASATI and potentially more broadly across the system (see the teacher training section of this report). This process was well under way as of March 30, with initial recommendations expected to be delivered to MEHE in early April.

Output:

- Observational tool review in progress

A.2. Subcomponent 1.2: Identify and Prioritize Rehabilitation and Academic Resource Needs in all Lebanese Public Schools

Key Activity: Field Survey

A finalized assessment tool was submitted to MEHE for review and approval in February, incorporating MEHE and CERD comments on the December and January versions previously submitted. At MEHE's request, the tool draws on existing instruments (CERD's Unified School Survey Version 5.4; the WHO survey of school health and environments of 2008; the ECU's engineering student-led survey of kindergartens; and the WASH indicators proposed by UNICEF staff embedded in the ECU), supplemented with a series of customized items designed to capture information not already available from other sources (primarily information on community engagement with schools and the extent of extracurricular activities in schools). D-RASATI prepared, submitted, and presented a comprehensive analysis of the content and structure of the existing instruments to support the selection of

items from those tools and the addition of new material. CERD and the ECU agreed to provide their existing data sets for integration with the newly-collected data, and did so, on February 28.

At MEHE and USAID's request, the project also reviewed the WHO tool and a proposal from a team at AUB and its subcontracted research partners to expand the analysis of that existing data set for the purposes of D-RASATI. The project recommended that only the existing data from a minimal number of items from the WHO tool be extracted for the purposes of D-RASATI decision making, but the final decision on whether or not to add an unbudgeted analytical activity through the AUB/subcontracted data company team rests with MEHE and USAID, per the matrix of responsibilities agreed to by all project entities on March 9.

The project developed a work plan and schedule for the implementation of the field survey and shared those documents with MEHE and USAID in January. The proposed approach used the existing administrative districts as the basis for the division of responsibilities among data collectors, allowing the collection of data from all 1300 schools in 30 working days. In March, agreement was reached on a representative sample of schools in which data collection tools and procedures could be piloted (this sample includes representation by geography, rural/urban status, school level, gender, and "need" [25 schools representing significant need for rehabilitation were proposed by MEHE in addition to the 50 school sample generated by the project]). D-RASATI began work on a training program for data collectors to ensure that quality was uniformly high, data were consistently reliable, and the expectations of schools were not raised by the data collection activity.

D-RASATI proposed to MEHE that data collection be conducted by the project's field coordinators and appropriate additional MEHE or CERD personnel, consistent with MEHE's standard procedures for information gathering in schools, and moved to recruit appropriate personnel in the 45 zones identified as data collection and implementation catchment areas by the project. MEHE, however, rejected this approach, and ultimately proposed instead the use of CERD data collectors for the assessment. By the end of March, efforts to explore the possibility of using CERD as a subcontractor for data collection and processing, with D-RASATI support for data quality and overall monitoring of the field survey effort, were under way.

The project awarded a service agreement for the development of the database related to the field survey to SyncWorx, a local IT company. SyncWorx was charged with automating the field survey tool; developing a flexible, web-based data entry application that could be used by data collectors directly from their field sites and overseen by project quality staff; and working with the project and MEHE to determine the relevant reporting outputs and develop a reporting engine to generate them. The database and all applications will be installed at CERD and MEHE as well as at D-RASATI, and turned over to MEHE at the close of the project, pending USAID approval. By March 30, the basic infrastructure for the database had been developed and all CERD data imported.

Outputs:

- Review of tools requested for inclusion in the D-RASATI field survey and recommendations for item selection
 - Item selection rationale
 - Comparative table of tool content and relevance
 - Color-coded master tools
 - Final consolidated proposed tool
- Review of WHO tool and proposal for relevance to D-RASATI field survey and decision making
- Proposed data collection approach
 - Rationale for zoning
 - Data collection rollout plan/timeline
 - Field coordinator job description
- Database architecture
- CERD data imported into new database

Key Activity: Desk Review and Development of Initial Criteria for School Sorting and Prioritization

D-RASATI continued this quarter to prepare a set of criteria for the sorting and prioritization of schools for rehabilitation and equipment interventions (using the assessment data). The team conducted a literature review of the best practices in the field of physical rehabilitation and equipping of public schools and educational facilities, reviewed existing data on current local conditions, examined the lessons learned from past local interventions, and aligned draft recommendations with the common objectives of MEHE and D-RASATI. A draft of this report and recommended criteria and sorting procedures was completed at the end of March and will be shared with MEHE in April.

Outputs:

- International literature review
- Review of current conditions
- Review of MEHE standards and objectives
- Review of existing data on interventions in schools
- Draft criteria for sorting and prioritizing schools

Key Activity: Desk Review of Existing Extracurricular Activities Programs

In preparatory meetings, D-RASATI proposed a vision and preliminary road map for Community Engagement (now preferred by MEHE and the project to the formerly-used term, Community Mobilization). It was agreed that D-RASATI would conduct a literature review aimed at making a preliminary evaluation of the activities piloted through previous projects, and at recommending a specific course of action in order to institutionalize extracurricular activities in public schools. That review was completed and presented to MEHE in early March. Concurrence on the next steps to be taken was received in a meeting with the relevant MEHE planning group.

Outputs:

- Literature review
- Review of the Extracurricular Activities Ministerial Decree 213/m/2000
- Review of Parents Associations Decree 2153/m/2007
- Review and evaluation of the structural implementation model of 10 projects piloted in public schools
- Identification of 7 next steps to be conducted in parallel to the Assessment phase

Key Activity: Desk Review of Existing Community Engagement Efforts

In the preparatory meetings D-RASATI proposed a vision and preliminary road map for Community Engagement (see annex I). It was agreed that D-RASATI would conduct a literature review that would provide a preliminary evaluation of existing data, infer the information that is still missing, and recommend a specific course of action in order to increase stakeholder engagement in public schools. The review was completed and presented to MEHE in early March. Concurrence on the next steps to be taken was received in a meeting with the relevant MEHE planning group.

Output: Literature Review

- 24 focus meetings with current and prior civil society supports to schools
- 12 fact sheets generated
- 10 projects previously or currently implemented in public schools reviewed
- 7 sets of MEHE raw data about public schools assessed
- National laws and decrees relative to public schools reviewed
- Recommendations and next steps.

A.3. Subcomponent 1.3: Present Findings, Analysis, and a Master Plan

As noted above, desk reviews in teacher training, community engagement, and extracurricular activities were continued this quarter. Initial findings of these desk reviews and recommendations for moving forward will be reviewed and negotiated with MEHE in the coming quarter, to support the development of the D-RASATI master plan.

B. COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED

Following up on recommendations from preliminary meetings, the D-RASATI Planning Group for Rehabilitation and Equipment was officially formed in March. The group includes representatives from MEHE/ECU and D-RASATI. Philippe Moubarak, the D-RASATI Rehabilitation Manager, was named as the main project representative to the group.

B.1. Sub-component 2.1: Lebanese Schools Meet MEHE-Established Standards

Key Activity: Strategy Setting

Several coordination and planning meetings took place this quarter to discuss the vision and the methodology to be followed in the rehabilitation of schools. On March 4, the D-RASATI rehabilitation team submitted and presented a rehabilitation/ procurement component roadmap to MEHE. MEHE's feedback on the roadmap focused on the issue of maintenance;

specifically, MEHE stated that a maintenance model should be included in the roadmap. MEHE also pointed out the importance of principals' involvement, and noted that they preferred that the schools' parent councils serve as the community representatives in any discussions about school rehabilitation and maintenance, because of political sensitivity at the level of the municipal government. Finally, MEHE requested from D-RASATI a document including the vision and work plan for the rehabilitation component. Accordingly, the time line for the rehabilitation component was prepared. As noted in the assessment section of this report, the literature review on prioritizing school interventions is also in process.

Output

- Rehabilitation Action Plan and Timeline

B.2. Sub-component 2.2: Provision of Equipment, School Furniture, Including But Not Limited to Computer and Science Laboratories in Schools

Key Activity: Strategy Setting

During this reporting period, the D-RASATI procurement team participated in all meetings related to the preparation of the field survey tool, to ensure that procurement planning addresses the concerns and requirements of MEHE, as reflected in the tool. As part of the preparation for the procurement of equipment, an action plan was drafted for the period between March and September 2011. The action plan reflects the time line for the procurement of the required equipment and furniture, based on the analysis of needs and prioritization of interventions that will result from the assessment. In the next quarter, the procurement team will meet with the MEHE planning unit responsible for following up on procurement of equipment and furniture in order to set standards for provision of equipment and unify expectations. Once the assessment is completed, a master plan for the procurement of items can be generated with timed action points.

Outputs:

- Procurement action plan and timeline

C. COMPONENT 3: INCREASED LEARNING OPPORTUNITIES

Following up on recommendations from preliminary meetings, the D-RASATI Planning Groups for Teacher Professional Development and Community Engagement were officially formed in March. The groups include representatives from MEHE/CERD and D-RASATI. Susan Ross, the D-RASATI DCoP/Professional Development Manager, was named as the main project representative to the Teacher Professional Development group, and Dr. Khatoun Haidar, the D-RASATI Community Engagement/Extracurricular Activities Manager, was named as the main project representative to the Community Engagement group.

C.1. Sub-component 3.1: MEHE/CERD Capacity to Provide Quality In-Service Teacher Training Improved

Key Activity: Teacher In-service Training Strategy Setting

The first formal meeting of the Teacher Professional Development Planning Group was held on March 11, to discuss the modalities of the working group, including scheduling,

membership, and other points that would facilitate moving forward with the teacher training component. During the meeting, three technical points were also discussed. First, as they had said previously in a number of coordinating meetings, MEHE counterparts indicated that they would prefer that the project initially focus on assessing capacity needs of and proposing professional development support for Anglophone teachers (teachers who use English as the language of instruction, regardless of content area). There was also general discussion of possible options for testing teachers' English competencies (see the Assessment section of this report for details on the English test proposal). Second, the planning group confirmed that the work undertaken in this component would be guided by a vision of institutionalization and a training of trainers approach. Finally, the MEHE counterparts requested that D-RASATI collaborate in the development of a consolidated classroom observation tool which would help to better articulate and align the entities involved teacher professional development of public school teachers (see the Assessment section of this report for details). MEHE counterparts agreed to provide copies of the tools for review. They also requested an "avis" or review of the reports of a 2008 collaboration with CIEP.

The second meeting of the Teacher Professional Development Planning Group meeting took place on March 30. Dr. Nada Mneimneh led the discussion. She once again outlined her main priorities and provided additional details in certain cases. For example, with regards to the Classroom Observation Tools, she asked that D-RASATI provide the following to the planning group: 1) a proposal for a consolidated tool, 2) a proposed profile for observers, and 3) criteria for selection of teachers to be observed. Second, she stated that MEHE would require the testing of all "cadre" Anglophone teachers (in order to ensure equity with the Francophone teachers) and that the selected test must be internationally comparable. Third, Dr. Mneimneh and Dr. Maliha, the President of CERD, underscored the fact that the training provided must be through a training of trainers approach. They also stated that the Anglophone trainers should be given priority, criteria for selecting new trainers are needed, and that the preschool and secondary levels are in the greatest need of qualified trainers. Dr. Maliha also mentioned that the 5 Regional Resource Center Directors will also need support and training. Finally, MEHE counterparts requested again support for establishing a vision and standards for ICT in education.

The "desk review" process described in the assessment section of this report has served to refine and focus the D-RASATI approach to teacher professional development. The review has also confirmed that the following research-based features of teacher professional development that lead to real, measurable, positive changes in teaching practices¹ must inform our work moving forward:

- Professional development programs should be sustained and intensive
- Programs should focus on academic content as a vehicle to improve both content and pedagogical skills and knowledge
- Training must align with broader school goals and improvement initiatives
- Professional development should facilitate the building of strong and supportive working relationships and networks among teachers:
- Professional development programs must be designed to take into account the tenets of adult learning

Within the context of these principles, and in order to build on the strengths of the existing teacher training system, the following points were recommended by D-RASATI as possible elements of a roadmap for moving forward: 1) development of teacher performance standards, 2) design of “best practice” training of trainers in targeted content areas, 3) support for school-based training and professional development, 4) discussion of options for technology to support professional development and learning.

Outputs:

- Desk review draft
- Roadmap for teacher training implementation

Key Activity: Principal Leadership Development Planning

During the March 30 Teacher Professional Development Working Group meeting, Dr. Mneimneh also requested that D-RASATI prepare a presentation of their vision for principal leadership development and for school improvement planning. The proposal has been prepared and shared with MEHE counterparts.

Outputs:

- Draft principal leadership development vision document
- Draft roadmap for leadership development programming

C.2. Sub-component 3.2: Extra-Curricular Activities Expanded at Intermediate and Secondary Schools

This quarter was notable for the full alignment of the D-RASATI plan for extracurricular activities with MEHE’s strategic priorities in relevant fields. As noted in our consortium’s proposal, “D-RASATI’s challenge is in helping the MEHE to institutionalize the formation of support *systems* for extracurricular activities such that they do **not** depend on one or a few people within a school community to be sustainable” (p. 24). Work this quarter has focused on working closely with MEHE to lay a foundation for this institutionalization process.

Key Activity: Extracurricular Activities Strategy Setting

As noted in the Assessment section of this report, D-RASATI proposed a vision and preliminary road map for Community Engagement and conducted a literature review containing a preliminary evaluation of the activities piloted through previous projects. The project also recommended a specific course of action in order to institutionalize extracurricular activities in public schools.

Outputs:

- Review of the Extracurricular Activities Ministerial Decree 213/m/2000
- Review of Parents Associations Decree 2153/m/2007
- Review and evaluation of the structural implementation model of 10 projects piloted in public schools
- Identification of 7 next steps to be conducted in parallel to the Assessment phase

Key Activity: Menu of Extracurricular Options Development

D-RASATI began this quarter to prepare a document analyzing and proposing a palette of activities at the conjectural level, together with a proposal for linking these activities to improving learning outcomes and a design for monitoring and evaluation of the activities.

Outputs:

- 5 projects were reviewed and evaluated as possible models to include in the palette of activities
- 10 focus groups were held

Key Activity: Identifying Opportunities for Engaging Communities in Providing and Supporting Extracurricular Activities

D-RASATI's activities in extracurricular activities development and community engagement overlapped significantly this quarter, in particular in relation to efforts to mobilize communities in support of efforts at the school level. See section D.4.1 for details on these efforts.

Outputs:

- All associations (11) mentioned in section D.4.1 below confirmed their readiness to contribute to the implementation of extracurricular activities in schools.

D. COMPONENT 4: STAKEHOLDER ENGAGEMENT INCREASED IN PUBLIC SCHOOLS

This quarter, the D-RASATI Community Engagement team led a coordination effort with MEHE in order to generate a Literature Review and a Road Map for component activities, pending the results of the project assessment.

Key Activity: Community Engagement Strategy Development

As noted in the Assessment section of this report, D-RASATI proposed a vision and preliminary road map for Community Engagement. The project also conducted a literature review that included a preliminary evaluation of existing data, notes on the information that is still missing, and recommendations for a specific course of action in order to increase stakeholder engagement in public schools.

Output:

- 24 focus meetings
- 12 fact sheets generated
- 10 projects previously or currently implemented in public schools reviewed
- 7 sets of MEHE raw data about public schools assessed
- National laws and decrees relative to public schools reviewed
- 17 observations and recommendations proposed

Key Activity: Institutionalization of Community Engagement Mechanisms

To increase stakeholder engagement in schools there is a need to mobilize community representatives to participate in and support established legal structures at the school level. D-RASATI has committed to determining the extent to which Parent Councils can be used as

a key stakeholder group, and to examining whether other groups should be formed to have similar mandates.

Outputs:

- Review of the law organizing the work of public schools in Lebanon (Decree 820 dated 5 September 1968) and all the following amendments
- Review of Ministerial Decree 213/m/2000 (operations of extracurricular activities committees)
- Review of the Parents Associations Decree 2153/m/2007
- Generation of a preliminary recommendation document
- Generation of an organizational chart of MEHE to highlight opportunities for strengthening of existing mechanisms for school-community engagement

Key Activity: School Maintenance Planning

Consistent with the project consortium's recommendation in the proposal to support simple maintenance plans for things like painting, school grounds cleaning, and other things that parents and community members can easily support, this quarter saw the establishment of a maintenance and sustainability committee to insure the synergy necessary to implement this task. The committee groups project representatives from the Rehabilitation and Community Engagement components that can draw on the pool of technical resources available in each component.

Output:

- A preliminary technical document specifying the needs and resources for school maintenance

D.1. Sub-Component 4.1: Increased Local Stakeholder Engagement in Schools

Key Activity: Initial Screening and Outreach to Potential Community Supports for Schools

The D-RASATI Community Engagement team continued in this quarter to make preliminary contact with civil society and private sector associations. Many of these contacts succeeded in mobilizing potential additional resources for the D-RASATI project. Others added to the data needed to evaluate and assess the relevant models. All contacts were critical to sensitizing the stakeholders as to the importance of the project.

Outputs:

- Preliminary cooperation meetings with 19 civil society and semi-governmental associations that work on the national level and are active in the education sector or related sectors. (see annex V).
 - *Potential human resources mobilized (see annex VI):*
 - 19 women activists (teachers, housewives, and representatives from various professions) volunteered to help in community mobilization at the school level in 16 towns and villages.
 - 23 Lebanese University Law students (4th year) volunteered to help in civic education activities at the school level.

- 28 students, teachers, and other professionals volunteered to work in schools by joining the D-RASATI “Friends of Public Schools”
- *Training facilities offered:*
 - The Institute of Finance, which has training facilities in all Lebanese regions, offered D-RASATI permission to use these facilities for regional trainings.
 - UNICEF offered D-RASATI the use of its central Beirut conference rooms for workshops.
- *Other resources leveraged:*
 - Justicia for Human Development offered D-RASATI the free use of their website to advertise, report on activities, and recruit volunteers. Justicia’s website offers the possibility to download (for free) legal advice guides, and the web traffic to the site is impressive, so advertising for D-RASATI on this site will reach a significant audience.
 - The National Commission for Lebanese Women (the official governmental body, headed by the First Lady, that is responsible for gender issues) offered D-RASATI free utilization of its E-Portal for Lebanese Women, including the forum section.
 - Iqra’ Association, which has been working in public schools for the last 16 years, made available a very important database of activities and associated impacts on schools, in addition to sharing their experiences and lessons learned at the school level.

Key Activity: Civil Society Resource Mapping

The D-RASATI Community Engagement team began in this quarter to map the community resources available to support the 1300 Lebanese public schools. Field mapping of resources at the village and town level was conducted in the regions of Bekaa, North Lebanon, Mount Lebanon, and Nabatiyeh.

Outputs:

- Mapping of businesses, nonprofit organizations, and municipalities involved in education in the districts of Bint Jbeil, Bshari, Zgharta, Tripoli, Minyeh, Kesserwan, Chouf, Aley, Baalbeck, Zahleh, West Bekaa, Rashaya, and Hermel.

E. COMPONENT 5: HIGH QUALITY MONITORING AND EVALUATION ACHIEVED

E.1. Sub-component 5.1: Establish a Research Design, Develop a Baseline Data Collection Survey, and Monitoring and Evaluation Plan for Project

As reflected in the D-RASATI award, the performance monitoring plan for the project will be developed in collaboration with MEHE and USAID after the assessment is complete, in order to align with the Master Plan that will be developed in response to the findings of the assessment. However, the assessment data is intended to provide the baseline for much of the project’s monitoring and evaluation activity during implementation. Attention has

therefore been paid to structuring the assessment data systems to be flexible and adaptable, and to ensure that the tools used can be reapplied in later years to track changes in likely key indicators across the program components.

MEHE has continued to request, as it did in the prior quarter, that some of the project resources allocated for monitoring and evaluation be devoted to the development of a school data management system (SMS) to allow schools and MEHE central offices to track assets, human resources, and student achievement and better allocate resources at the school level. Determination of whether this unbudgeted activity will be included in the final D-RASATI work plan will depend upon the outcomes of the assessment and decision making at the MEHE-USAID level, as reflected in the Matrix of Responsibilities adopted by the program stakeholders in March 2011.

III. CHALLENGES, CONSTRAINTS, AND RESPONSES

D-RASATI will be the first USAID-funded program in Lebanon to have the opportunity to fully implement the principles of the Paris Declaration on Aid Effectiveness. Ensuring that the MEHE is a full partner and that the project adapts to respond to MEHE's emerging needs and priorities, as is expected under this new framework, requires particular flexibility and adaptability. The new partnership approach means that every step needs to be negotiated, owned by all parties, and agreed upon before we move forward. Proposed timelines have been affected as we have moved through this process, often significantly. However, the result of this more prolonged process has been significantly greater MEHE ownership of the process and heightened commitment by MEHE to the project's ultimate utility for Lebanon.

MEHE's preference for providing feedback orally during coordinating committee meetings rather than formally in writing has also slowed the process of coming to agreement on programming, as has the protocol of all communication flowing through one MEHE focal point. Per MEHE's request, communications from the project go through that focal point, then out to the concerned party, then back through the focal point, resulting in an average of a 3 to 6 day turnaround period for most requests. When the focal point is away from the office (as during the last week of December and from January 11-15, when the project had requested feedback on the field survey tool, additional data to support structuring of the assessment, and meetings with working groups and the WHO), or those to whom she forwards and from whom she collects are not responsive, work has moved forward more slowly.

Two particular actions taken this quarter should facilitate better partnership and more streamlined implementation moving forward. First, the project, USAID, and MEHE agreed to a matrix of responsibilities and a decision-making triangle on March 9, to formalize the expectations and responsibilities of all stakeholders. Second, official component-level Planning Groups were established, to allow work to proceed in the technical streams in smaller and more focused meetings than the general coordination committee meetings which had dominated December through February. Easing the flow of communication among the members of these Planning Groups and the establishment of Technical Working Groups to implement the planned work in the coming quarter should facilitate more rapid movement in the technical areas.

A final constraint on program operations has been the continuation of the caretaker government status – a factor entirely outside D-RASATI’s control. Without an empowered cabinet and council of ministers, EDC’s registration cannot be completed, which limits D-RASATI’s ability to hire and procure. Caretaker status also makes MEHE more cautious about making key programming decisions that may be inherited by future administrations. All steps in the registration process have been completed, with the exception of the formal approval by the Council of Ministers, and MEHE has instituted a transparent “special registry” to track all project products and activities for future reference. No more can be done to provide redress in this situation.

IV. FORECAST FOR COMING QUARTER

Assessment:

- Conduct pilot of field survey tool; adjust tool and process as needed
- Conduct full field survey of all 1281 schools
- Analyze field survey data to support sorting and prioritization of schools for rehabilitation and equipment
- Propose list of schools to be rehabilitated
- Conduct test of teacher English proficiency
- Analyze scores on teacher English test to support planning for interventions in summer 2011
- Prepare consolidated classroom observation tool and criteria for observers
- Prepare first drafts of program Master Plans for all components

Rehabilitation:

- Finalize criteria for prioritizing & categorizing schools
- Determine unified rehabilitation standards and procurement/contracting process
- Receive MEHE approval of the list of schools to be rehabilitated
- Divide schools among rehabilitation partners (CHF, IOCC, HFSHD)
- Hire field engineers
- Start the preparation of BOQs and tender documents for the first wave of schools
- Review description of items to be procured
- Categorize items to be procured by group

Teacher Professional Development:

- Complete “desk review” including:
 - Review of existing classroom observation tools,
 - Analysis of CERD training plans,
 - 2008 CIEP Evaluation Tools Project documents,
 - Thick outline for ICT Literature Review, and
 - Bilingual education perspectives
- Prepare and present consolidated classroom observation tool

- Propose criteria for classroom observers
- Finalize and share results of the ICT literature review

Leadership Development:

- Present D-RASATI's vision for support to leadership development
- Based on feedback on D-RASATI vision, present detailed proposed work plan for leadership development for MEHE approval
- Begin review of leadership training module on Community Mobilization
- Finalize review of revised modules from LDPI
- Preliminary preparations for launching process for identifying benchmarks for Lebanese public school leaders

Extracurricular Activities:

Extracurricular activities at the school level

- Present to MEHE the menu of extracurricular activities for implementation in Middle and Secondary Schools.
- Receive MEHE approval of menu of activities
- Set organizational and sustainability systems for the implementation of extracurricular activities at the MEHE central level
- Set organizational and sustainability systems for the implementation of extracurricular activities at the school level
- Receive MEHE approval of institutionalization systems
- Based on survey results set a criteria for prioritizing and categorizing schools
- Receive MEHE approval of categorization
- Prepare training and implementation material for piloting the palette of activities

National extracurricular activities events

- Compile and evaluate the data available on yearly national extracurricular activities events.
- Present MEHE with alternative yearly national extracurricular activities events
- Receive MEHE feedback and approval of proposed activities
- Set detailed institutionalization plan
- Receive MEHE approval
- Prepare training and implementation material for piloting the palette of activities

Community Engagement

Sensitization campaign

- Present preliminary study related to sensitization campaigns that would support institutionalization of community support of public schools
- Receive MEHE approval
- Full detailed plan with organization human resources requirement
- Receive MEHE approval
- Launch simultaneously volunteers and other resources campaigns

Institutionalization efforts

- Desk review of the data presented by MEHE and generated from meetings / focus groups
- Organize additional focus groups (principals)
- Based on MEHE request, present a plan of action prioritizing the activities to be implemented under component 4.
- Receive MEHE feedback and approval
- Present a document for each of the activities with organization and sustainability systems at the central and school levels.
- Receive MEHE feedback and approval

Maintenance and sustainability

- Coordinate with Rehabilitation Working Group to start working on maintenance and sustainability system in parallel with start of work in schools

Monitoring and Evaluation

- Continue to build out automated field survey into more comprehensive program database
- Align program database with MEHE/CERD structures and systems
- Determine program performance indicators (based on Master Plan) and submit program performance monitoring plan
- Work with MEHE/CERD to develop plan for capacity support to Ministry and CERD monitoring and evaluation activities

V. ANNEXES (TECHNICAL PRODUCTS)

Annex 1: Assessment Work Plans

- January 18, 2011 (Timeline version: January 21)
- March 8, 2011
- March 15, 2011

Annex 2: Teacher Testing Proposals

- March 1, 2011
- March 15, 2011

Annex 3: Field Survey Tool Review

- Item Selection Rationale
- Comparative Table of Tool Strengths and Weaknesses
- Color-Coded Original Tools
 - CERD Version 5.4
 - ECU
 - WHO
 - WASH
- Final Proposed Consolidated Tool (February 21, 2011)

Annex 5: Review and Report on WHO Tool and Data Analysis Proposal

Annex 6: Proposed Data Collection Approach (January 28, 2011)

- Zoning Rationale
- Schedule
- Field Coordinator Job Description

Annex 7: Draft Rationale for Prioritizing Schools and Creating School Profiles

Annex 8: Extracurricular Activities Desk Review

Annex 9: Community Engagement Desk Review

Annex 10: Rehabilitation and Procurement Vision and Roadmap

Annex 11: Rehabilitation Timeline

Annex 12: Procurement Timeline

Annex 13: Teacher Training Vision and Roadmap

Annex 14: Potential Products for Extracurricular Activities Palette

Annex 15: School Maintenance Needs and Resources

Annex 16: Civil Society Resource Mapping

Annex 17: Matrix of Responsibilities: USAID-MEHE-D-RASATI
