

# D-RASATI

## Developing Rehabilitation Assistance to Schools and Teacher Improvement

### Third Quarterly Report April – June 2011

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## 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 continued commitment to and application of those principles. Joint planning and strategy-setting with MEHE has continued and outputs in all areas have been negotiated and mutually-agreed before registration in the project registry. MEHE's ownership of and responsibility for the program has been strengthened.

The project's initial needs assessment continued this quarter with several activities. The Center for Educational Research and Development was awarded a fixed price subgrant to conduct data collection and entry for the comprehensive field survey of schools, and a team of D-RASATI data quality monitors (DQMs) for that exercise was hired and trained. The survey tool was piloted in April-May and full data collection in the 1281 public schools began in June. An RFP for the MEHE-requested test of public school teachers' English proficiency was issued and bids received. The proposals received were not responsive, so the RFP was revised and the test will be rebid in the next quarter. Progress towards the development of a classroom observation tool and process for teachers was made with a review of existing tools and recommendations for consolidation and development. A review of the conditions and opportunities for ICT in education and a proposal for the development of a national strategy to support ICTs in teaching and learning were submitted to MEHE.

A framework for prioritizing rehabilitation works in schools was agreed on with MEHE, and a fast-track rehabilitation strategy developed for summer 2011. Agreement on a list of 187 high-priority schools as potential sites for high-visibility rehabilitation work this summer was reached, and engineers began conducting measurement visits and preparing bills of quantity (BOQs) in those schools. On June 23, MEHE asked D-RASATI to remove two schools that were being relocated from the list of 187, giving us a list of 185 by the end of June. Procurement decisions will depend upon the outcomes of the BOQs and the master field survey of schools.

D-RASATI submitted a revised proposal for a program of principal leadership development to MEHE for review and approval in June.

The implementation strategy for 27 summer camps was agreed upon, and planning for those camps moved into high gear. 6 Our Right to Succeed camps will pilot a remedial program for Cycle 1 and 2 students and 21 Fun and Learn camps will provide educational and psychosocial development support to students in Cycles 1 and 2, in centers across Lebanon during the next quarter.

The project's main database and data entry application, for the collection and analysis of the data from the comprehensive field survey of schools, neared completion, and preparations for monitoring and evaluation of the summer camps began.

Administratively, this quarter was notable for the proposal of Mr. Peter Parr as the replacement for the Chief of Party. USAID and MEHE requested that Mr. Parr serve a 3-

month consultancy in parallel with the acting COP, Helen Boyle, before a final decision on his appointment.

## **II. TECHNICAL ACHIEVEMENTS**

### **A. COMPONENT 1: ASSESSMENT**

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

##### Key Activity: Teacher Test Development

This quarter, D-RASATI received approval to tender for a test of English proficiency for all public school teachers who use English as their language of instruction. Bids were received from 5 offerors, and evaluated by a committee composed of D-RASATI partners and MEHE representatives. Four of the bids were disqualified in review, and a decision was made to cancel the procurement and reissue an adjusted call for proposals. It was also decided that a bidder's conference will be included in the next procurement, attendance at which will be mandatory for offerors. A revised RFP was submitted to MEHE for approval on June 21.

##### Outputs:

- RFP for teacher English test
- Bid review report for teacher test
- Revised RFP for teacher English test

##### Key Activity: Observational Tool Development

Dr. Fouad Abd-El-Khalick continued work on the teacher observation tool during this quarter. He reviewed the set of tools shared with D-RASATI by MEHE and generated a report and recommendations for moving forward with a consolidated tool and a systemic approach to teacher observation and evaluation in Lebanon. Dr. Abd-El-Khalick traveled to Lebanon in May for a series of stakeholder meetings and a review of the effort with the coordinating committee. Approval was received to move forward with fleshing out the full set of items and criteria for review by additional stakeholder groups in July.

##### Outputs:

- Report on review of existing MEHE tools
- Recommendations for next steps on tool consolidation and system support

##### Key Activity: ICT in Education Literature Review

Mary Burns, EDC's IT in Education Specialist prepared a final draft of an ICT in Education Literature review which D-RASATI submitted to the Coordinating Committee in May. The international literature review includes the following: 1) documentation of best practices in ICT for teaching and learning from Jordan, the US, and the UK; 2) a review of selected technologies and applications which show the greatest potential to impact student learning and 3) a review of research findings to identify lessons learned regarding the conditions

necessary for using ICT to support high quality teaching and learning. A major rationale for Ms. Burns' trip in June was to gather data from Lebanon, in particular focusing on preparing a review of ongoing ministry, NGO initiatives, and technology company initiatives in Lebanon to support the integration of technology in teaching and learning to be included in the overall literature review. The final version of the literature review will be reviewed and submitted early in the next quarter

During the two week visit, the ICT in Education Specialist dedicated much of her time researching and learning about ICT provision and use in Lebanese schools. This involved multiple meetings and interviews with Ministry of Education and Higher Education (MEHE) staff, with staff from Center for Education Research and Development (CERD), two school visits to talk with principals about the use of ICTs in schools, and in a daylong round table with representatives from technology companies who are working in education in Lebanon. The consultant also created a data collection instrument to be administered to technology companies in order to gather specific information on the use of ICTs in schools and utilized this information in the final draft of the Literature Review.



Participants in the D-RASATI ICT roundtable at MEHE

While the round table was informative at the level of explaining some activities the ICT companies had engaged in, most notable was the absence of any empirical data on the impact of the activities described. Much was said by the companies themselves about the positive results from their interventions, but this was anecdotal information and not backed up by any rigorous study.

#### Output:

- ICT in Education Literature Review (draft)

#### Key Activity: ICT in Education Proposed Strategy Outline and Timeline

During her visit, Mary Burns, the ICT in Education Specialist met on several occasions with MEHE staff for the purposes of planning and organization around the National ICT in Teaching and Learning strategy. During these meetings, the consultant worked with MEHE staff to draft a vision statement, propose an outline of the National ICT Plan framework, develop a draft timeline for creating a National ICT plan, establish a Sharepoint site for document sharing pertaining to the National ICT plan, discuss the formation of an ICT planning work team, and begin to develop an ICT for improving writing skills pilot program.

Ms. Burns presented to the Coordinating Committee on July 1, the highlights of the Technology, Teaching and Learning Literature Review. She also presented the proposed

outline of the ICT for Teaching and Learning Strategy and the proposed timeline for developing the strategy which had been prepared in collaboration with members of the ESDS and the MEHE IT team. Finally, Ms. Burns presented a proposal for a pilot to introduce technology through learner centered instruction in a small group of schools. Members of the team with whom Ms. Burns worked proposed an alternative pilot idea on ICT for improving writing skills. The Coordinating Committee will review the options which have been presented and provide feedback on and decisions regarding next steps.

#### Outputs:

- Powerpoint Presentation to Coordinating Committee
- Trip Report including:
  - Lessons Learned from ICT in Education Literature Review
  - Draft Outline of ICT for Teaching and Learning Strategy
  - Draft Vision Statement (MEHE Staff)
  - National ICT for Teaching and Learning Draft Timeline
  - Data Collection Form (Technology Vendors)
  - Teacher Technology Survey (3 versions)
- Possible ICT Pilot Scenario

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

#### Key Activity: Field Survey

This quarter was notable for the finalization of data collection tools for the field survey and the beginning of data collection in 1281 schools.

In the absence of MEHE approval for the project's proposed structure for data collection (volunteers as in the original proposal and then the 48 field coordinators as a second option when the volunteers were not accepted), D-RASATI signed an agreement with CERD for data collection and processing of the field survey data on April 24. The project leadership decided that this was an excellent option as consultants who do data collection for CERD are experienced and also thoroughly familiar with the schools, acquainted with the school principals



CERD's Amir Ashour introducing the survey instrument and data collection process to DQM trainees

and overall best placed to expedite high quality and rapid data collection. This agreement was contingent upon the project's hiring of a team of Data Quality Monitors (consultants with significant experience in field research, school-based studies, and quality control) to provide quality assurance for data collection in the field. 36 DQMs were hired to support the field data collection process.

The project team and CERD piloted the approved version of the field survey tool in 21 schools in Beirut and Mt. Lebanon from April 29-May 5, 2011. The pilot demonstrated the utility and facility of the tool and CERD's strong capacity for high-quality data collection. Final adjustments were made to the instrument based on the pilot, and a user's guide was developed by the project to improve the accuracy of the data collected.

D-RASATI also delivered a series of introductory workshops for principals and regional education officials in all regions on June 2, 4, and 6, to familiarize them with the project and the field survey and minimize resistance to the data collection efforts. Approximately 80% of school principals attended these meetings.

CERD, with D-RASATI support, trained a team of 130 data collectors in early June. In order to ensure that D-RASATI was involved and closely monitoring the work of CERD, D-RASATI,

with CERD support, trained 36 new Data Quality Monitors (DQMs) on June 10 to conduct regular spot checks of data collection methods and verify data quality at the school level with the CERD data collectors. Data collection began on June 3, using the first wave of trained CERD personnel and the DQMs who had participated in the pilot study. Schools in Beirut and Mt. Lebanon rolled out first, with the rest of the regions beginning data collection



CERD data collector and D-RASATI DQM conducting a data verification session with school administrators

10 days into the study. By June 30, data had been collected in 956 schools, with a quality monitoring rate of 20%.

#### Outputs:

- Final field survey tool
- User's guide to field survey tool
- Principal orientation presentation and workshops
- Report on pilot of field survey tool
- Initial data collection report (June 20)

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

Data system development (e.g. database and data entry platform) for the field survey continued during this quarter, as described in section E.1 (Monitoring and Evaluation) below.

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

Component 2 got underway in earnest this quarter, in terms of school rehabilitation. Procurement activities cannot move forward until the field survey (described above) is complete so that the project has a clear picture of the equipment that schools have and where there are gaps. In addition, the ICT in Education strategy under development with the MEHE will also impact and inform the procurement process, vis a vis computer technology.

During this reporting period, the following activities were executed in the context of infrastructure repair and rehabilitation of schools.

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

Key Activity: Work to strengthen MEHE capacity, improve the quality of decision-making and leave behind standards that will help MEHE in the future.

During this reporting period, the Rehabilitation Component leader worked on a desk review/ literature review on school construction, so that the project can learn from best practice in other countries and gain insights on which rehabilitation investments yield the most in terms of educational outputs and system development/progress. The literature on this subject is not conclusive and supports the notion that sound infrastructure investments are often highly context dependent. In school systems where female enrollment is low, the literature is clear that prioritizing the installation or repair of separate toilets for girls tends to have a positive impact on female enrollment and retention, especially for upper elementary school, middle school and high school. As part of this overall literature review, the rehabilitation team laid out ideas for consideration in the prioritization of schools for rehabilitation work. This document was submitted to the D-RASATI COP and a power point presentation was presented to all D-RASATI staff for feedback. This document will constitute part of the literature review to be included in the overall assessment and will constitute a resource for the MEHE as well.

The main task of the rehabilitation team during this period was developing a framework to propose to MEHE on the prioritization and selection of schools for rehabilitation work. The MEHE had said in many coordination committee meetings that it did not want rehabilitation work that was cosmetic or superficial; MEHE said many times that it would rather rehabilitate fewer schools but do so in full. The D-RASATI team developed a framework entitled "D-RASATI Infrastructure Rehabilitation Pyramid". The framework was determined based on the incoming results of field surveys conducted to identify rehabilitation needs of public schools as well as from past experience of the rehabilitation team in doing school rehabilitation.

On May 16, the D-RASATI rehab team participated in the Rehabilitation Planning Group meeting at MEHE to present and discuss the proposed framework. As the framework was well received, it was presented to the coordination committee on May 27 and accepted by the committee. The technical categories include in the pyramid framework are Demolition/Reconstruction, Major Work (including safety), Intermediate to Minor work (Including Safety), Functionality/Human Comfort, Basic Functionality/Basic Human Comfort, Safety (Generic), and Cosmetic.

The framework is a first step in helping the MEHE to improve the quality of decision making around school rehabilitation by providing clear categories of need by which to prioritize school rehabilitation work.

Outputs:

- D-RASATI School Infrastructure Rehabilitation Pyramid
- Draft literature review on best practices/recommendations vis-à-vis school construction

Key Activity: Preparing BOQs for school repair

In order to accelerate the selection of some schools for rehabilitation work this summer (2011), D-RASATI and the MEHE agreed to conduct BOQs on 187 schools on the MEHE list of schools needing repair. MEHE notified D-RASATI on June 23 to remove two schools from the list (from Baskenta) because they will be closed, leaving us with 185 schools for BOQs by the end of June. Schools made it onto this list for a variety of reason, not least of which was the school director writing a letter to the DG reporting problems and asking for repairs to be made. In some other cases, ECU team members added schools to the list based on their visits to schools. While the list was not an ideal starting point in that there could be schools in worse shape than some on the list, which have not written to the DG or received ECU visits, the list did at least contain schools where there were documented repair needs of some sort. D-RASATI proposed and MEHE and USAID accepted to do BOQs on the 185 schools (even as the assessment was ongoing). It was agreed that from the BOQs D-RASATI would recommend, according to a clear set of criteria align with the prioritization framework, 50 schools for rehabilitation work this summer. The schools would be selected in two batches. D-RASATI would complete 100 BOQs and make a first section of



D-RASATI engineer determining the quantity of glass needed to repair school windows during a BOQ preparation visit

30 schools from that 100. D-RASATI would finish the additional 85 BOQs and select an additional 20 schools.

Once this accelerated track was agreed to for this summer, D-RASATI rehabilitation partners began the process of recruiting field engineers to do the BOQs. Engineers were hired on a short term basis to complete the BOQ work, not as permanent D-RASATI staff. During June, D-RASATI Rehabilitation partners mobilized more than 20 engineers to address the MEHE request for BOQs and related rehab in schools this summer. On June 13, an orientation session was conducted for the first group of newly hired engineers. Another orientation was held for additional engineers on June 18. On June 22, D-RASATI received permission for school entry for the list of engineers. The original 187 schools targeted by MEHE were divided among the three rehabilitation partners (77 schools for CHF, 84 schools for IOCC, and 26 schools for HF) according to proportions agreed upon at the proposal stage. Engineering visits started on June 16 and are ongoing as of the end of June.

The rehabilitation program managers conducted field visits to a sample of the BOQ schools to ensure the satisfactory progress of the BOQ work, exercise quality control and inspect potentially serious safety conditions. These visits ensured that the BQQs were thorough and comprehensive. As of end of June, D-RASATI completed the rehabilitation measurements and survey in 115 of the 185 schools.

Finally, on June 9, D-RASATI submitted a proposed workplan and timeline for the summer rehabilitation work to MEHE. This interim workplan had been shared with USAID as well before being submitted to MEHE.

#### Outputs:

- Interim workplan for the summer 2011
- 22 BOQs completed by June 30, 2011

#### Key Activity: Preparing Tenders for School Rehabilitation

During this reporting period, the D-RASATI rehabilitation team met to unify the tender documents pertaining to the rehabilitation works. IOCC, CHF and Hariri Foundation worked together to create a unified bidding document. On June 9, D-RASATI received from MEHE comments on the proposed bidding documents, BOQ format, as well as samples of MEHE's own bidding documents for reference. D-RASATI tender documents were revised accordingly.

#### Outputs:

- Unified tender documents for the D-RASATI project
- Unified BOQ document format

## ***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 the finalization of the field survey tool, to ensure that procurement planning addresses the concerns and requirements of MEHE, as reflected in the tool. Procurement team members also visited schools during the field survey pilot, to ascertain that the data collection process would indeed be generating the necessary information. Once the assessment is completed, a master plan for the procurement of items can be generated with timed action points.

### Outputs:

- Revised procurement action plan and timeline

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

The D-RASATI Planning Group for Teacher Professional Development continued to meet regularly in order to move forward on the following agreed upon priorities: 1) development of a consolidated classroom observation form, 2) the preparations for testing basic English competencies of Anglophone teachers, and 3) the development of an ICT in Education vision and strategy. The first two priorities are primarily focused on providing input to the overall project assessment at this point and are addressed in more detail in Section A.1. Subcomponent 1.1.

Dr. Saouma Boujouade, Director of the Centers for Teacher and Learning and Science and Math Education (SMEC) at AUB, has begun participating in the Teacher Professional Development Working Group and Coordinating Committee meetings as the lead technical specialist for teacher professional development.

Finally, the Teacher Training Desk Review on existing documents and programs specific to Lebanon was finalized and submitted officially to MEHE on April 15.

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

### Key Activity: Principal Leadership Development Planning

In response to the requests and feedback from the Teacher Professional Development Working Group and a meeting with Dean of the Faculty of Education at Lebanese University, D-RASATI has prepared revisions to the plan for the implementation of the Leadership Development program. The D-RASATI School Leadership specialist, MEHE, and the LU Dean of the Faculty of Education have agreed that the leadership development program will be divided into two main components. The first component will focus on the development of a comprehensive set of effective school benchmarks as the backbone for a school review (school self assessment) and school improvement planning process. The second component will focus on principal training in the enhanced LDP I program and in the school review process. It is important to note that both the enhanced Leadership Development Program and the School Review/School Improvement Planning process will focus on the role of

school principals in supporting community engagement in the education process. Finally, in order to build on institutionalization efforts to date, Faculty of Education professors and distinguished school principals will be responsible for implementing the training.

In a July 1 meeting, MEHE requested some final additional changes including the inclusion of the development of an IT Literacy module and reconsideration of the timing of certain activities. These will be completed in the upcoming quarter.

Outputs:

- Revised principal leadership development vision and plan (submitted June 15 to MEHE)

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

This quarter was notable for the advancement in cooperation between MEHE and D-RASATI on the vision, planning, and implementation model for extracurricular activities. The Palette of Activities advanced and preparation for the implementation of one of its components, Summer Camps, began. Summer Camp implementation included an institutionalization component in addition to capacity building for public school teachers and CERD trainers.

Key Activity: Menu of Extracurricular Activities Presented to MEHE

As forecast in the 2nd quarter report, D-RASATI presented MEHE with a menu of extracurricular activities to be implemented at the school level. This collection of activities was selected based on a process that involved evaluating the potential of institutionalization, sustainability, and good management of resources at all levels, and most importantly the potential impact of suggested interventions on learning outcomes.

Outputs:

- 36 projects were reviewed and evaluated as possible models to include in the palette of activities. A palette of activities in the form of a booklet comprising 14 activities that target every grade of Cycle 3 and 4 was submitted to MEHE and entered into the register.

Key Activity: D-RASATI Summer Camps 2011 implementation

Summer and Holiday Camps were included in the palette of activities as a separate subtask of the Extracurricular Activities component. MEHE liked the original proposal to run camps in 2 regions during 2011, but added a request to pilot a remedial kit for Cycle 1 and 2 that had been developed by CERD, and to expand the offering to all 6 regions. Ultimately, six “Our Right to Succeed” camps (in which the CERD kit and two modules from the original Fun and Learn proposal would be piloted) were approved for summer 2011, along with twenty-one “Fun and Learn” camps, in which D-RASATI partner HFSHD’s existing Fun and Learn psychosocial development model for cycle 3 (middle school) would be adapted for cycles 1 and 2 (elementary school).

This expansion on short notice required a significant adjustment of the resources needed to operate the camps, and agreement was reached with MEHE on cooperation to facilitate implementation. Ms. Rita Frangie was named as MEHE’s liaison for the summer camps, and

the Ministry committed to identifying appropriate locations in the regions where D-RASATI had not proposed the camps, guaranteeing the necessary facilities, delivering the CERD kit for piloting, recruiting students for the Our Right to Succeed camps, providing appropriately trained teachers to implement the program, providing administrators to manage the ORS stream, and developing a student assessment to be used for the ORS pilot.

D-RASATI mobilized resources nationally and in communities in which camp centers were located to provide such inputs as food for the camp participants, transportation for students, and materials. As of the end of June, significant local support for the camps has been mobilized, laying an important foundation for future project work in community engagement.

Outputs:

- Preliminary proposal for Summer Camps 2011
- Full proposal for summer camp implementation, with detailed schedules, training modules, administrative structure, resources needed

Key Activity: Institutionalization of Extracurricular Activities at the National MEHE level

D-RASATI began this quarter to prepare an integrated approach to implement and systemize yearly national extracurricular activities events (as opposed to the school-level activities reflected in the first palette of activities referred to above). Development of this second palette of activities began this quarter with an examination of the national level activities already in place at MEHE, as per documents presented to D-RASATI by MEHE on the 23rd of May.

Outputs:

- In process.

**D. COMPONENT 4: STAKEHOLDER ENGAGEMENT INCREASED IN PUBLIC SCHOOLS**

Community Engagement planning was not a focus of this quarter's work, as resources were focused on summer camp implementation. The D-RASATI Community Engagement team did continue its best practices review, pending the results of the project assessment and the implementation of the D-RASATI summer camps. Summer camp results in quarter 4 will lay the groundwork for community engagement activities in the coming year.

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

Key Activity: Parent Association Review

During the pilot phase of the survey (21 schools), the D-RASATI team members explored with school principals their view, experience, and evaluation of the role of parent associations in public schools. In parallel, the D-RASATI team reviewed the manuals and training modules used in past projects for capacity building of parent associations.

Output:

- Draft report of best practices for community engagement with lessons learned and recommendations to be used during the Master Planning phase.

Key Activity: Desk review of “Community Service Initiative”

The Community Service Initiative is a project designed in partnership between MEHE and HFHSD. The D-RASATI team is in the process of examining the information on the pilot of this initiative in order to present recommendation and next steps.

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. These contacts added to the data needed to evaluate and assess the relevant models awaiting the results of D-RASATI survey of all public schools. All contacts were critical to sensitizing the stakeholders as to the importance of the project.

Outputs:

- Preliminary cooperation meetings with 8 civil society organizations and 3 semi-governmental associations that work on the national level and are active in the education sector or related sectors.

**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.

The database developed to automate the field survey of schools was reviewed by CERD and MEHE during this quarter, and a corresponding data entry application developed. Beta testing of the application generated a series of adjustments to improve data accuracy and speed of entry, and SyncWorx was in the process of making those adjustments at the end of the quarter.

Selected data from the 185 schools selected for rehabilitation prioritization this summer were extracted and analyzed to support decision making in June.

Monitoring and evaluation staff also drafted the methodology for the evaluation of the summer camps and the appropriate tools for that activity in June.

### **III. CHALLENGES, CONSTRAINTS, AND RESPONSES**

#### Administrative and Management Challenges

A key challenge and indeed tragedy this quarter was the injury to D-RASATI's Finance Director Ziad Abi Abdallah in a severe car accident over the Easter weekend in late April. He was out of the office for two months recovering. One of EDC's home office financial analysts, Karen Cassidy (who covers international projects for EDC) came to Beirut for almost three weeks in May to ensure that the Finance department was able to continue to function efficiently. Ms. Cassidy was able to work with the staff accountant and provide support and training such that the accountant was prepared to manage the transactions until the Finance Director returned.

Ms. Kathryn Sarken, EDC's Office of Sponsored Programs representative responsible for D-RASATI, was out sick for almost three months, and this required others from the department to fill in. USAID Cairo notified EDC's Office of Sponsored Programs (OSP) of the need for greater contractual support to the project from that end and OSP and the COP decided to institute a weekly call to go over any compliance issues and trouble shoot in advance. It was clarified between EDC and USAID that line item variance does not need approval (as per the post award meeting between EDC and USAID) but that the AOTR would like to be informed of any changes from the program description (even if they are not changes in the overall SOW) and related budgetary variance nonetheless.

On a project with many partners such as D-RASATI, it is not surprising that there were some ongoing challenges around the issue of partner representation. This mainly concerned AUB and is detailed under the Teacher Professional Development challenges below. The project continued to hold regular staff meetings on Monday mornings at 9:00 and began formally instituting the Senior Management Team meetings every other Monday at 10:00, with the COP, DCOP, Finance Director and Component Heads. Finally, monthly partner meetings continued to occur. These meetings help to mitigate and prevent issues with partner coordination and management.

The quarter began with the continued absence of a government in Lebanon. This negatively affected the project in terms of EDC's registration. With no government, there was no possibility of movement on the registration. A government was formed on June 13th.

#### Assessment Challenges

Signing a subgrant with CERD also proved to be a big challenge this quarter. Because the MEHE rejected the notion of volunteers as data collectors, and because they were not in agreement with the project on the model of using Field Coordinators as the primary interface with the schools across components, the project had to find another method to carry out the data collection for the field survey. The CERD president offered that CERD could do not only the data collection but the cleaning, entry and validation as well. Upon thorough examination of the various remaining options, it became clear to the D-RASATI leadership that this was the best and most viable option. However, EDC needed USAID

approval to do a subaward. Further, CERD is a quasi-governmental agency and finally project was not planning on competing an eventual award. The process of making the case for a sole source award to CERD was time consuming and delayed the start of the assessment by a month. The first request submitted to USAID Cairo generated more questions from Cairo and cast doubt on the likelihood that the request would be approved. However, eventually USAID Cairo did approve a fixed price subgrant to CERD and the data collection began on June 3<sup>rd</sup>.

#### Teacher Professional Development

The project experienced some challenges in the area of Teacher Professional Development in that AUB was unable to nominate an appropriate person to oversee this component for them from a technical perspective. This issue was headed for resolution by the end of June, with the anticipated nomination of Dr. Souama BouJaoude's as AUB's technical representative to the project, and more specifically to meetings involving the MEHE. Dr. BouJaoude is well known and highly respected in the education community in Lebanon and his nomination is highly anticipated by EDC and the MEHE.

#### Extracurricular Activities

In late June several challenges arose with the provision of summer camps by the D-RASATI project in July 2011. The MEHE accepted in theory the Hariri Foundation for Sustainable Human Development's camp model but then proceeded to introduce several complicating challenges. First, given the lateness of the timing (it was already June) the project proposed to conduct 2 camps, in two diverse areas that would serve Lebanese of all confessions. The MEHE insisted that D-RASATI offer 6 camps. Given the lack of lead time, this was a huge challenge but the project complied as HFSHD decided that it could mobilize the human resources necessary.

Second, the MEHE insisted in the June 2 Extracurricular Activities component meeting that the camps should be used to pilot a remedial skills kit (called Our Right to Succeed or ORS) developed by CERD with support from UNICEF. HFSHD had no experience with cycle 1 and 2 remedial work. However, upon the assurances of the MEHE during a meeting on June 2, 2011 the project agreed that this was a good way to leverage another donor investment and test a potentially important educational tool. For its part, MEHE agreed that it would find students for the Our Right to Succeed (ORS) portion of the camps. While it did donate the services of Ms. Rita Frangie, it did not follow through on its promise to recruit cycle 1 students, leaving this to the project alone. MEHE, via Ms. Frangie, did work to recruit teachers for the ORS camps. However, many teachers who had been trained on the use of the ORS kits were unavailable for work during the summer, given the short notice. MEHE recruited as many as possible and then filled in with other teachers where necessary.

CERD announced in late June that the ORS kit for cycle 2 was not complete and that CERD needed funding to finish the kit. D-RASATI refused this request, saying that we would limit the kit implementation in the summer camps to cycle 1 students since those kits were ready. CERD did agree to participate in the training of the teachers to implement the ORS kits during the camps; CERD also wanted its regional resource center directors (who are teachers on a 9 month contract and who are free over the summer) to be hired by the project as monitors. D-RASATI was set to proceed with this provided there was no

duplication of work with D-RASATI's own M&E team and provided a reasonable rate could be established and documented for these people. By the end of June, D-RASATI had not received the SOW or salary justification for the rate suggested by the CERD president. The project is following up on these items.

## IV. FORECAST FOR COMING QUARTER

### Assessment:

- Complete full field survey of all 1281 schools
- Structure analysis of field survey and analyze data to support Master Planning Process
- Award contract for test of teacher English proficiency
- Finalize and share results of the ICT literature review
- Support the development of the detailed workplan for the development of the ICT in Education strategy
- Finalize consolidated classroom observation tool and criteria for observers
- Prepare program Master Plans for all components

### Rehabilitation:

- Conduct BOQs on sample of schools selected by MEHE and D-RASATI
- Analyze BOQs and field survey data to support sorting and prioritization of schools for rehabilitation during summer 2011
- Propose list of priority schools to be rehabilitated during summer 2011
- Tender for work in schools
- Carry out work in schools

### Leadership Development:

- Based on feedback on D-RASATI vision, present detailed proposed work plan for leadership development for MEHE approval
- Begin development of the IT Literacy Module
- Finalize review of revised modules from LDPI
- Develop terms of reference for and identify experts who participate in the process for identifying benchmarks for Lebanese public school leaders

### Extracurricular Activities:

#### *Extracurricular activities at the school level*

- Receive MEHE approval for the revised palette of activities
- Move to second phase of in-depth development and designing of implementation models for extracurricular activities at the school level

#### *Summer Camps Implementation*

- Training of about 250 monitors for the 21 Fun and Learn Summer Camps

- Training of about 100 teachers for the 6 Our Right To Succeed Summer Camps
- Training of about 70 camp directors and assistants
- Recruitment and registration of about 6000 students
- Implementation of 27 camps
- Monitoring and Evaluation with final report
- Summer Camp model generated based on findings from this summer's activities

*National extracurricular activities events*

- Present to MEHE the full integrated approach for consideration

Monitoring and Evaluation

- Finalization of data entry application for field survey
- Data entry for field survey
- Preliminary analysis of field survey data
- Data collection in summer camps
- Preliminary analysis of summer camp data
- 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)**

- A. Teacher Test of English Proficiency: RFP
- B. Bid review report for teacher test RFP
- C. Report on review of teacher observation tools
- D. Recommendations for next steps for teacher observation tool
- E. Draft ICT in education literature review
- F. Powerpoint presentation on ICT in education
- G. Mary Burns trip report: ICT in education strategy development
- H. ICT pilot scenario proposal
- I. Final field survey tool (Arabic and English versions)
- J. User's guide for field survey tool
- K. Powerpoint presentation: Principals' orientation (Arabic and English versions)
- L. Pilot report: Field survey of schools
- M. June 20 data collection report: Field survey of schools
- N. D-RASATI infrastructure rehabilitation pyramid
- O. Unified tender document
- P. Unified BOQ format
- Q. D-RASATI rehabilitation implementation plan for summer 2011
- R. Teacher training desk review
- S. Revised principal leadership development vision and plan
- T. List of extracurricular activities reviewed
- U. Draft palette of extracurricular activities
- V. Matrix of extracurricular activities by level and subject
- W. Full proposal for summer camp implementation