

D-RASATI

Developing Rehabilitation Assistance to Schools and Teacher Improvement

Fourth Quarterly Report July – September 2011

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LIST OF ACRONYMS

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| AUB | American University of Beirut |
| CERD | Center for Educational Research and Development |
| CHF | Community Housing Foundation |
| COP | Chief of Party |
| DOPS | Department of Guidance and Counseling |
| D-RASATI | Developing Rehabilitation Assistance to Schools and Teacher Improvement |
| ECU | Engineering Coordination Unit |
| EDC | Education Development Center |
| 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

The fourth quarter of 2010-2011 was a period of significant progress and notable achievements for D-RASATI.

Data collection for the project's field survey of all 1281 public schools was completed and that data entered and delivered to D-RASATI for use in planning. The field survey process built a strong technical and administrative partnership between the project and a critical counterpart institution (the Center for Educational Research and Development), which will support the sustainability of the program. Groundwork for successful collaboration with schools was also laid through the orientation of principals and regional MEHE staff to the project as part of the survey rollout, and by the positive conduct of the field survey team in schools.

D-RASATI and MEHE agreed on a sample of 38 high-need public schools in which to begin rehabilitation over the summer, and work in those schools was well under way by the end of the quarter. USAID Deputy Assistant Administrator for MENA, Hadi Amr, visited one of these schools, Al Jadida School for Girls in Tripoli, while on an official visit to Lebanon. Mr. Amr met with the school's principal and viewed rehabilitation work provided for the school.

D-RASATI implemented 20 summer camps serving 3000 children, distributed across all Lebanese regions. The evaluation of these camps showed strong positive impact on student outcomes, both academically and in terms of the critical life skills targeted by the project. Significant community interest in and support for the project was also generated through these camps, and D-RASATI was awarded a special recognition for supporting the well-being of schools in the Bekaa by the Kab Elias municipality.

Work planning was a significant stream of effort during the quarter, and on September 21, the first draft of the project's Master Plan was presented to USAID by the D-RASATI team, with a follow up consultation on the 23rd. The official draft was submitted to USAID and MEHE for review on September 30.

Thus, the end of the first year of program operation found D-RASATI well-positioned for a strong positive impact on the public schools, having earned the respect and partnership of MEHE and CERD, and having established a welcomed if not yet extensive presence on the ground in public schools and communities.



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

English Teacher Test

The RFP bid opening and review process took place in two meetings on September 15 and September 20 at the D-RASATI office. The selection committee comprised technical and procurement expert representatives from D-RASATI and MEHE. After a thorough review process, the committee selected the American Lebanese Language Center (ALLC) as the winning bidder. At the end of September D-RASATI signed a contract with ALLC to administer the English language teacher test. An official request was also sent at this time to MEHE for the nomination of a focal point for the testing initiative in order to ensure timely access to data about teachers to be tested, access to MEHE premises as testing sites, and dependable communication to principals and teachers about testing dates and test preparation.

Progress Scale Classroom Observations

Dr. Fouad Abd-El-Khalick made a second technical assistance visit at the end of July in support of the Progress Scale teacher observation effort, in order to deepen his understanding of the context related to teacher classroom assessment and to gather stakeholder input on and buy-in to the draft classroom observation tool and implied systemization of teacher observation and monitoring. Dr. Abd El Khalick held a series of meetings with CERD Training Center directors and teacher representatives; Mr. Jean Hayek, the Director of DOPS; representatives from the Education Inspectorate; the Dean of the Faculty of Education at Lebanese University; and a group of 15 teachers, to present the tool, explain the proposed context and process, and collect input.

On Wednesday, July 27, D-RASATI presented to the Coordinating Committee a proposal for a pilot study to begin to apply the CoF in practice. Dr. Abd-El-Khalick proposed that the starting point for the study be the selection and training of classroom observers representing the institutions involved in pre-service and in-service teacher training and assessment. The trained observers would then begin to collect data on current classroom practice by observing an agreed upon sample of teachers in the classroom. The Coordinating Committee endorsed this approach.

The formal proposal for carrying out the pilot study was submitted in writing to the Coordinating Committee on August 11. Approximately 100 classroom observers representing stakeholder institutions in the teacher professional development system in Lebanon will be trained to collect data using the tool. By engaging stakeholders in the actual use of the tool and associated data, the study will facilitate the development of a common vision of, and language to talk about, teaching and learning. The long term intent of the substantial investment in development and capacity building associated with this tool is to institutionalize a system for enabling and monitoring the education and professional development of Lebanese teachers in public education. According to the proposed action plan for the pilot study, data will be collected by the end of the calendar year and preliminary results from the pilot study will be available by February 2012.

Teacher ICT Use Survey

The SPDT began the process, with technical assistance from D-RASATI, of developing a survey of teacher IT/ICT use in the Lebanese public schools. This survey will be implemented in the coming quarter, and

will serve as data for the national ICT in teaching and learning strategy and a baseline for judging change in ICT use for teaching and learning as a result of project interventions.

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

Data collection for the field survey of schools (begun on June 3) was completed in all 1,281 schools. D-RASATI Data Quality Monitors (DQMs) directly monitored 25% of the data collection visits, and completed at least one monitoring visit per CERD data collector. 4 additional periodic progress reports were delivered to the Coordinating Committee during this quarter, documenting the quality assurance process and the steps taken to redress concerns. D-RASATI's quality oversight of the field survey process built a strong positive working relationship between the project and counterparts at CERD, and contributed significantly to the development of capacity at CERD to conduct such a complex survey in a secure and accountable manner. The seriousness and sense of purpose with which the project approached the field survey and the commitment to partnership with CERD have served to create a very positive perception of the project at the school level and within CERD and MEHE.



D-RASATI DQMs debriefing on the field survey of schools

Data entry for all 1281 schools was also completed during this quarter. D-RASATI received data on all 1,280 schools that participated in the field survey from CERD on September 15, and reviewed a sample of the schools entered for validity, accuracy, and completeness before officially accepting the data set on September 27. Preliminary analyses were run on the provisional data set, to prepare syntax and formulas for rapid application once the full set had been fully cleaned and validated. Preliminary reports on teaching and learning in schools, schools requiring furniture and equipment, extracurricular activities, and current status of community engagement with schools were generated for review by the D-RASATI master planning teams.

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

A draft master plan for D-RASATI years 2-5 was developed during this quarter. The draft drew on the experience and preliminary findings of the assessment to date and on feedback during year 1 from MEHE on expectations and desired project outcomes. The draft master plan was presented to USAID for comments and feedback during the last week of September and sent officially to USAID and MEHE for feedback on September 29.

B. COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED

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

During this quarter, project engineers completed the measurements for BOQs for the 190 selected schools (including 5 additional schools suggested by MEHE on July 26). As of June, 107 full BOQs had been completed. The BOQs for the remaining 83 schools (within the 190 public schools) were completed this quarter. Consequently, the matrix and ranking of data from the BOQs for each of these schools were completed in August.



BOQ development visit by D-RASATI engineer

The rehabilitation program managers visited a sample of the BOQ schools to ensure the adequate progress of BOQ work and inspect potentially serious safety conditions. These visits ensured that the BOQs were thorough and comprehensive.

The BOQs for the 107 schools from the MEHE priority list were entered into the prioritization framework/selection matrix. Using the exclusion criteria (i.e. building relocated/demolished, execution time of 8 weeks, project will not have permission to do work in building because it is rented, under warranty, or should be repaired by company that recently did work) and considering regional representation to ensure parity across the regions, 40 schools were selected for works. On July 22, the Coordination Committee was presented with the rationale for arriving at the list of 40 schools recommended for rehabilitation this summer.

On Tuesday, July 26, MEHE approved 36 schools for rehabilitation. The four unapproved schools remained pending for further review at the end of the quarter. Accordingly, the 36 BOQs were submitted to MEHE's engineering unit for review on July 27.

On August 9, D-RASATI received from MEHE technical feedback on BOQs of the 40 schools that were assessed by D-RASATI engineers (letter 050/2011 sent to MEHE on July 27). The MEHE removed some schools from the proposed list and substituted Al Islah School in Saida for one which the Lebanese Army is using. In addition the MEHE requested that the Saida Secondary School for Girls (Murjan School, as it is also known) be added to the list of schools for rehabilitation. Hence the total number of public schools for rehabilitation in summer/fall 2011 arrived at 38.



Bid opening session for summer 2011 rehabilitation of schools

On August 8, the D-RASATI rehab team advertised for an invitation for tenders for the rehabilitation of the 38 schools. Following the invitation to tender, D-RASATI rehab partners received sufficient offers from bidders and on August 18 held three bid opening sessions. During the bid opening sessions, offers from potential contractors were opened and the lowest price bidders were preliminarily approved. The D-RASATI team then verified the reviewed the offers (technical and financial) before confirming the best offers. Final selection of the winning contractors for the 38 public schools was then completed. A report compiling the results from all rehab partners into one document was prepared and sent to MEHE and USAID

on August 24, 2011. The D-RASATI rehab team signed contracts with all winning contractors on September 3, 2011 and rehabilitation works have started in 37 of the 38 approved schools as of September 30. Al Abbassiyeh Secondary School is still being constructed by the Council of the South and

D-RASATI won't be able to start works before the contractor of the Council of the South completes works.

After the contracts were signed, D-RASATI engineers completed site visits to the targeted schools with the contractors to show them the location and the nature of activities. Contractors then prepared 8 week schedules of rehab works that included the start date, the end date and the nature of activities (as requested by MEHE during the coordination meeting of August 19). These schedules were sent to MEHE for review, as per MEHE's request, on September 7.

In addition to the building improvement work conducted during this reporting period, the rehab team finalized the bidding documents for the provision and installation of resin laboratory tables and emergency eye wash stations for 19 of the 38 schools.



USAID's Hady Amr visits Al Jadida School for Girls in Tripoli, prior to its rehabilitation

While D-RASATI proposed an additional set of schools for rehabilitation with the original 38, USAID and MEHE expressed reservations about the geographic representation and time required to rehabilitate those schools, and agreed not to rehabilitate as part of the "summer/fall 2011" schools any additional schools from the original list of 190 BOQs, but rather wait until the data from the field survey can be analyzed to prioritize the full sample of 1,281 public schools for rehab work.

On September 24, G-Building provided free training on LEED and "green" schools for 25 D-RASATI engineers, the D-RASATI COP and Deputy Chief of Party. The training was also open to the rest of the project team and MEHE counterparts.

The Caterpillar Foundation's match contribution for the D-RASATI program was extended through December 2012 to enable support for rehabilitation through this source.

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

During this reporting period, the D-RASATI team shared the list of science lab equipment that was approved by MEHE and adopted under previous USAID funded programs for primary, intermediate and secondary classes with AUB for their revision and recommendations as preparation for discussions with MEHE about prioritizing the types and quantities of equipment to be procured under D-RASATI. Suggested standards will be shared with MEHE for approval.

In addition, the procurement team developed a detailed plan for the procurement of equipment. The plan includes a detailed timeline based on field survey data related to the different kinds of equipment including 1) Furniture, 2) Science lab equipment, 3) Admin equipment and audiovisuals, and 4) ICT equipment.

C. COMPONENT 3: INCREASED LEARNING OPPORTUNITIES

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

ICT for Teaching and Learning

In September, members of the Coordinating Committee presented to the Minister the detailed proposal for the development of the ICT for Teaching and Learning strategic plan. The Minister approved the proposal and at the same time also authorized, by decree, the formation of the Strategic Plan Development Team (SPDT). The team includes educational and information technology experts from MEHE and CERD. Mary Burns will serve as the long term consultant to the strategic planning process. Finally, at the same time, the Minister also approved the formation of the Strategic Plan Advisory Committee though he indicated that there will need to be further discussion of the role and proposed members of this committee.

The SPDT continue to review the final draft of the *Technology Teaching and Learning* literature review. Specifically, the newer members of the SPDT are reviewing and providing their input to the Lebanon section of the document.

The priority for the SPDT for the coming months will be to continue to prepare themselves as a group for developing and writing the strategic plan. They will do this through a process of ongoing professional development through continued research and data collection related to ICT in Lebanese public schools. The research will be carried out through guided discussions during weekly SPDT meetings of relevant reading related to the latest experiences from around the world in using ICT to support teaching and learning. The additional data collection will consist of a survey of teacher use of ICT in the classroom and SPDT team member visits to a selection of schools to conduct interviews with stakeholders regarding their experience with using ICT.

It is important to note here that during a meeting between Mary Burns and the CERD President and CERD senior IT and training representatives, the CERD President spoke about the upcoming piloting of the revised Cycle I curriculum. Those present in the meeting agreed that it will be important to find a mechanism to consider ways to recommend approaches to integrate the use of technology as a part of this pilot review process.

LDP

A revised version of the proposed Leadership Development Program was submitted in writing to the Coordinating Committee on July 12. This version incorporated feedback and comments from key stakeholders gathered by Dr. Norma Ghamrawi and Dr. Zalpha Al Ayoubi from Lebanese University. There is strong support to move forward with the initiative and D-RASATI is awaiting final approval from the Coordinating Committee in order to proceed with next steps.

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



Summer Camp banner at Saadnayel Secondary School

This quarter was notable for the successful implementation of the D-RASATI summer camps. Two sets of camps were offered. The first was the Fun and Learn (F&L) program, which was developed to increase access and retention among disadvantaged children in grades 1-6 by providing them with co-curricular activities, psychosocial support, and a positive experience in the context of the school. The second camp model was a pilot of the Our Right to Succeed (ORS) program,

which used a remedial kit for grades 1-3 developed by the Center for Educational Research and Development (CERD), along with a selection of activities from the Fun and Learn program. F&L was implemented in 20 schools distributed across Lebanon's 6 regions. The ORS pilot was also implemented in 6 of those 20 centers. Students attending the F&L camps participated for 3 weeks, while those attending ORS attended for 5 weeks.

ORS staff were public school teachers and principals who were selected by the Ministry of Education. ORS staff were trained by CERD on the implementation of the pilot remedial kit, which was also a CERD product. Fun and Learn staff were selected by the project and trained by D-RASATI, using project-designed training materials adapted from prior implementations of the Fun and Learn program for Cycles 2 and 3 by D-RASATI partner the Hariri Foundation for Sustainable Human Development.



Summer camp at Maarouf Saad School in Saida

3000 students, 72 public school teachers, 6 school principals, and about 300 animators participated in the camps. The camps were a significant, high-visibility effort, and built important ties with local communities in areas where public schools have not traditionally provided such opportunities for students. 22 municipalities and 6 local NGOs in the host communities responded to partnership opportunities by providing transportation, food, and other supports to the host schools and students, in a positive indicator of the potential for engaging communities in school improvement and support as the project moves forward.

D. COMPONENT 4: STAKEHOLDER ENGAGEMENT INCREASED IN PUBLIC SCHOOLS

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

During this quarter, the community engagement team coordinated with the D-RASATI rehab team to prepare a draft maintenance support plan and discuss how to involve communities in the project

D-RASATI also reconnected with associations experienced in working in public schools that had previously pledged volunteers to support the project. All of them re-confirmed their commitment to public education and the project. The Institute of Progressive Women, The Association for the Philosophy of Law, Justicia, Iqra' Association, and Hamilat al Teeb renewed their pledge for volunteering their time and services to support D-RASATI in its school improvement efforts.

Potential community support for the Public and Proud campaign was explored through the summer camps, with notable success. One particular example was the Kab Elias annual festival, which included an exhibition of the arts and crafts produced by students in the D-RASATI summer camps. D-RASATI was presented with a recognition award for supporting the well-being of the region through the summer camps at the opening



Presentation by the head of Kab Elias municipality of thank you award to D-RASATI

ceremony for this festival, which was attended by hundreds of community members, representatives of the President of the Republic, members of Parliament, and leaders of opinion.

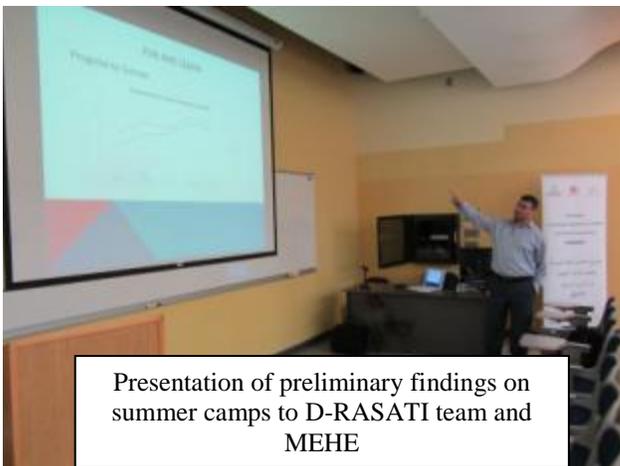
Based on the laws related to Parent Councils and the result of the reviews done the team designed a two thronged strategy for the activation of Parent Councils. A learn by doing component and an institutionalization process to support Parent Councils in working with schools on improvement planning will include best practice menus and supporting capacity building systems at the MEHE central and regional levels.

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

The primary activity under monitoring and evaluation (as distinct from the assessment) this quarter was the monitoring and evaluation of the D-RASATI summer camps.

D-RASATI evaluated the implementation of both camp models, sampling the sites in which both ORS and F&L were being implemented. A rigorous and intensive mixed-method approach provided perspectives from all stakeholders on the inputs, processes, and outcomes of the program, along with objective data on changes in student performance over the course of the program. The initial findings of the evaluation (on the impact of the programs on student achievement and on general implementation quality) were presented to MEHE in a meeting at AUB on September 15. Significant growth among students in the content areas targeted by the Our Right to Succeed remedial program and the lifeskills addressed by the Fun and Learn program was noted, even in the context of notable implementation constraints including last-minute approval to implement and instructions to scale up from 2 to 6 regions. The demonstrated benefits to students can be maximized by adjustments in teacher/ animator selection, preparation and support and more attention to necessary facilities and resources next year.



This quarter also saw the beginning of the development of the monitoring software to be used to track rehabilitation and equipment provision for compliance and performance. Draft templates were drawn up and programming for all 1281 schools prepared. Once the project's performance indicators have been approved, they will be inserted into the software for use in tracking performance against targets.

Staffing of the M+E department was increased this quarter with MEHE's non-objection to the hiring of two data analysts in addition to the 2 data processors currently supporting the component. D-RASATI M+E staff attended the PMPL - MIS/GIS training workshop organized by Social Impact, and began to develop the project PMP mapped to the first draft of the master plan. This PMP will be finalized once the master plan and indicators are approved.

III. CHALLENGES, CONSTRAINTS, AND RESPONSES

English teacher test

During the RFP process, MEHE provided D-RASATI with an estimated target of 6,800 teachers who use English as the language of instruction to be tested. D-RASATI and ALLC need a copy of the actual database of English teachers from CERD as soon as possible in order to begin detailed and accurate planning for test administration.

Progress Scale

D-RASATI is awaiting confirmation from MEHE on the availability of the requested participants in the Progress Scale classroom observation training, and on the selection of schools in which to film clips of instructional practices for use in the training. These critical pieces must be in place by November, if the planned December training is to be effective.

Field survey of schools

Delays in approval to start data collection meant that many of the school visits for the field survey had to occur once schools had officially closed for the summer and during the national exam period. Schools were reluctant to schedule visits or were secured for exams, and many principals were on vacation or engaged in year-end tasks that limited the time they had available to respond to data collection requests. Ramadan also limited the working hours of the CERD data collectors and data entry and processing staff. CERD data collectors and management exhibited maximum flexibility in managing principals' time constraints and concerns about scheduling, and were able to complete collection by the end of July. Data entry and processing were delayed by the revisions of the entry form and database, and were compressed into a six-week period without significant beta-testing time prior to entry. Nevertheless, quality control procedures were rigorous, and D-RASATI and CERD are confident in the quality of the data. Additional collaboration will be needed to fully and swiftly clean the final compiled database for use in analysis and further planning.

Rehabilitation:

Despite the delays in D-RASATI start up, the list of 190 schools was provided by MEHE and the D-RASATI rehab team completed their BOQs and selected schools for rehabilitation during the summer 2011 using the prioritization framework which was acknowledged by MEHE. Of the 190 schools named by the MEHE, 38 schools are currently being rehabilitated. However, the reservation made by MEHE and USAID on the additional schools to be rehabilitated this summer will affect progress of the D-RASATI project for the coming few months.

ICT for T&L

The ICT SPDT has been named officially by decree approved by the minister. This decree gives the team a specific mandate and thus facilitates the planning for and implementation of the agreed upon scope of work. In spite of this, the members of the team find are facing difficulties in finding the necessary time to dedicate the level of effort which they know this initiative requires since they are also responsible for many other high profile initiatives.

Given their experience with and knowledge of the public schools, the SPDT and D-RASATI counterparts agree that CERD data collectors are the most suitable to take the lead in carrying out the data collection for the ICT teacher use survey. Their participation will also better serve long term shared goals of institutionalization of these processes. However, D-RASATI faces ongoing challenges to ensuring this hoped for counterpart level of effort and support in this data collection effort.

LDP

MEHE is keen to begin the next phase of the LDP. However, there have been delays in securing final approval at the Ministerial level primarily due to internal discussions, Lebanese University salary discussions, and summer and Ramadan holidays. D-RASATI continues to request this final approval.

Summer Camps

The implementation and evaluation of the summer camps revealed a number of potential constraints on operating these camps in future years. MEHE's capacity to support and eventually adopt the camps as a model is uncertain, as is the extent to which other funders' efforts in remedial education will complement or make the ORS camps redundant. Effective planning for 2012 will need to take these factors and others related to teacher quality and student recruitment into account.

Extracurricular Activities

Although requested and assigned to meeting agendas, a formal meeting between D-RASATI and the MEHE Extracurricular Activities planning group was not achieved this quarter. Additional input from that group on the master plan would be helpful prior to its finalization.

Community Engagement

Although requested, a formal meeting between D-RASATI and the MEHE community engagement planning group was not achieved this quarter. Additional input from that group on the master plan would be helpful prior to its finalization.

Administrative

D-RASATI's approved replacement Chief of Party, Mr. Peter Parr, withdrew his candidacy for the position after illness significantly delayed his projected arrival date. Dr. Helen Boyle has therefore remained as interim Chief of Party for the master planning period.

IV. FORECAST FOR COMING QUARTER

1- Assessment

- Testing of English proficiency of approximately 4000 teachers
- Training in December of classroom observers to conduct the Progress Scale observations (observations are scheduled for January and February)
- Collection of sampled data on teacher IT and ICT background and use
- Generation of component by component summary reports to support planning and compilation of final Field Survey Report
- Define and agree upon the effective school profile for school buildings/infrastructure and move forward in the development /articulation of other elements of the effective school profile
- Scoring of all 1281 schools on the rehabilitation variables from the field survey and selected additional variables
- Generation of master lists of equipment availability and needs by school to support procurement analysis
- Training of classroom observers for ProGress Scale pilot.
- Approval of the year 2-5 master plan

2- Rehabilitation

- Complete the rehabilitation works at 36/38 schools
- Tender for resin lab tables and emergency eye wash for the 38 schools
- Provide and install resin lab tables and emergency eye wash in 19 schools (part of the 38 public schools currently being rehabilitated)

- Generate the first list of schools (from the 1,281 schools) for rehabilitation
 - MEHE approval for list of schools to be assessed
 - Start the measurements at the approved schools in preparation for the BOQs.
- 3- Equipment
- Agree to standards for equipment of schools in the categories of furniture, science lab equipment, and administrative equipment
 - Tender for lab stools and fire extinguishers for the 38 schools
 - Start market research in the US for the waiver request regarding the procurement of equipment/ request for a waiver.
 - Finalize the process for the bidding and tendering for the procurement of equipment
- 4- Teacher training
- Regular weekly meetings of the ICT SPDT to continue guided discussions and preparing goal statements and other inputs for the strategic plan document. Mary Burns will continue to participate in these discussions via skype.
 - ICT teacher use survey and school visits
 - ICT for Teaching and Learning strategic plan development retreat (Phase I) – November 16-18
 - Begin detailed implementation planning of the final review of the LDP I training modules and the training for the first 150 principals under LDPII
- 5- Extracurricular Activities
- Resource mapping
 - Strategy drafting
- 6- Community Engagement
- Community support to maintenance plan drafting in first 38 schools
 - Strategy development

V. ANNEXES (SELECTED TECHNICAL PRODUCTS)

Field survey progress reports
 Published Teacher Test RFP
 Published MEHE response to questions from teacher test bidders' conference
 Teacher Test Selection Process Memo
 Draft Teacher ICT Use Survey instrument
 Final Progress Scale Proposal
 List of 38 public schools for summer rehabilitation (by partners)
 ICT Literature Review (final draft pending decision regarding publishing)
 ICT Strategic Plan Development Planning Document
 Guidance for developing ICT goal statements
 LDP proposal submitted in writing to Coordinating Committee on July 12
 Community support for summer camps
 Master Plan draft timeline
 Master Plan narrative