

# D-RASATI

## Developing Rehabilitation Assistance to Schools and Teacher Improvement

### Fifth Quarterly Report October-December 2011

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## TABLE OF CONTENTS

<b>I.</b>	<b>EXECUTIVE SUMMARY .....</b>	<b>1</b>
<b>II.</b>	<b>TECHNICAL ACHIEVEMENTS .....</b>	<b>3</b>
A.	COMPONENT 1: ASSESSMENT .....	3
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>3</i>
A.2.	<i>Subcomponent 1.2: Identify and Prioritize Rehabilitation and Academic Resource Needs in all Lebanese Public Schools .....</i>	<i>4</i>
A.3.	<i>Subcomponent 1.3: Present Findings, Analysis, and a Master Plan .....</i>	<i>5</i>
B.	COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED.....	5
B.1.	<i>Sub-component 2.1: Lebanese Schools Meet MEHE-Established Standards .....</i>	<i>5</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>
	<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 .....	9
	<i>Sub-Component 4.1: Increased Local Stakeholder Engagement in Schools.....</i>	<i>9</i>
E.	COMPONENT 5: HIGH QUALITY MONITORING AND EVALUATION ACHIEVED.....	9
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>9</i>
<b>III.</b>	<b>CHALLENGES, CONSTRAINTS, AND RESPONSES .....</b>	<b>11</b>
<b>IV.</b>	<b>SCOPE OF WORK FOR NEXT QUARTER.....</b>	<b>14</b>
<b>V.</b>	<b>ANNEXES (TECHNICAL PRODUCTS) .....</b>	<b>15</b>

## LIST OF ACRONYMS

AUB	American University of Beirut
ALLC	American Lebanese Language Center
BOQ	Bill of Quantities
CE	Community Engagement
CERD	Center for Educational Research and Development
CHF	Community Housing Foundation
COP	Chief of Party
DG	Director General
DOPS	Department of Guidance and Counseling
D-RASATI	Developing Rehabilitation Assistance to Schools and Teacher Improvement
ECA	Extracurricular Activities
ECU	Engineering Coordination Unit
EDC	Education Development Center
EMIS	Education Management Information Systems
ESOL	English for Speakers of Other Languages
HFSHD	Hariri Foundation for Sustainable Human Development
ICT	Information and Communication Technology
IOCC	International Orthodox Christian Charities
IT	Information Technology
LDP	Leadership Development Program
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
PMP	Performance Monitoring Plan
PMPL	Performance Monitoring Plan for Lebanon
SIS	School Information Systems
SPDT	Strategic Plan Development Team
SMC	Senior Management Council
SOW	Scope of Work
STTA	Short Term Technical Assistance
TLCs	Teacher Learning Circles
USAID	United States Agency for International Development
USAID/L	USAID/Lebanon

## I. EXECUTIVE SUMMARY

This quarter was notable for significant achievements. First and foremost, the revised master plan was submitted to the Ministry of Education and Higher Education (MEHE) and USAID for review on October 31, with slight amendments submitted on December 12, following a meeting of the coordination committee focused on school selection for rehabilitation on November 29. A proposed Project Monitoring Plan linked to the master plan was also submitted to USAID. Final approval of these key project guideposts is anticipated in early 2012.

D-RASATI submitted on December 20<sup>th</sup>, 2012 a comprehensive report on the conditions of the 1281 Lebanese public schools in the categories of facilities and infrastructure; equipment; teachers, teaching and learning; and community engagement with schools, based on the field survey of schools. Drawing on the field survey data in more depth, and responding to USAID's and MEHE's requirements that rehabilitation be limited to facilities owned by MEHE and built as schools, the program also submitted a recommended list of 290 schools for rehabilitation for MEHE and USAID consideration, and provided supplementary analysis to support final school selection. Standards for science laboratory equipment were proposed to the MEHE, and the voluminous inventory information collected from the 1281 schools was aligned to these standards to determine initial needs and provide support for the selection of schools in which the project will support laboratory equipment.

Rehabilitation work was completed in all but 2 of the 38 schools in which it was initiated in summer of 2011, and the handover of those schools to MEHE began. Feedback from schools on their improved facilities has been very positive, and the lessons learned from the summer/fall process will inform the larger-scale rehabilitation efforts of the project beginning in 2012.

The pilot implementation of the Progress Scale teacher observation tool, designed to collect detailed data on the nature and quality of actual teaching in Lebanese public school classrooms, based on the standards being developed by Ministry of Education and Higher Education, also moved ahead. Eighty-nine observers were trained intensively on the use of the tool, in the first-ever joint exercise for the four main institutions involved in preparing, supporting and assessing teachers: the Center for Educational Research and Development (CERD), the Department of Guidance and Counseling at MEHE (DOPS), the Education Inspectorate, and the Lebanese University (LU). Participant reaction was overwhelmingly positive, and the high-levels of inter-rater reliability achieved in the training will support high quality data collection in 2012.

The American Lebanese Language Center (ALLC) administered English proficiency tests in the four language competency areas (reading, writing, listening, and speaking) to 2,794 public school teachers, over 11 test days and 26 test sites, from November 11 to December 17, 2011. Approximately 75% of the total number of public school teachers who use English as a language of instruction had been tested by the end of December.

As planned, the ICT Strategic Plan Development Team continued to meet weekly, and successfully participated in a three-day meeting in November during which they developed key components of the five year plan for ICT use in teaching and learning in the public schools.

Finally, D-RASATI's new Chief of Party, Dr. Ernest O'Neil, took up post in December, overlapping with acting COP Dr. Helen Boyle for two weeks.

In short, the end of 2011 found D-RASATI poised for significantly-expanded action under the proposed master plan. Challenges related to the level of effort to which MEHE and CERD can commit within their current budgets remain the primary barrier to full-scale implementation.

## 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

This quarter saw the beginning of teacher testing in English proficiency. The Ministry of Education and Higher Education assigned two focal points for this activity: Mr. Hadi Zalzali (Chief of Public Primary schools) and Ms. Sonia Khoury (Chief of Public Secondary schools). Ms. Iman Assi from the Director General's office is also assisting with coordination of the activity.

The American Lebanese Language Center (ALLC) administered the BULATS standard tests, writing tests and speaking tests to public school teachers, over 11 test days and 26 test sites, from November 11 to December 17, 2011. A total of 2,794 teachers have completed all three tests (approximately 75% of the



Teachers taking the D-RASATI test of English proficiency

total number of teachers who will be tested). ALLC has coordinated with Cambridge ESOL, D-RASATI and the Lebanese Ministry of Education and Higher Education on the implementation of this activity.

Upon MEHE's request, teachers were tested on their working days rather than on their days off, in order to encourage their participation. MEHE also requested that teachers be tested within their districts so that they will not have to travel far to take the test. As a result tests were held either in ALLC testing centers located in the districts, or in a public secondary school recommended by MEHE.

##### Teacher ICT Use

The ICT Strategic Plan Development Team (SPDT) agreed on the importance of collecting data about teacher use of technology in the classroom through classroom visits and a teacher survey. In order to support this effort, Mary Burns, the SPDT consultant, provided the team with examples of three survey tools. The team then reviewed each tool and selected one which was then revised based on input from the CERD data and D-RASATI M&E teams. A number of meetings were also held to discuss the sampling strategy for the survey and a scope of work for data collectors was prepared. Data collection for this effort was postponed, however, due to unresolved issues of compensation for CERD data collectors. The SPDT consultant also provided the team with a tool to guide the school-level observation visits.

##### Progress Scale Classroom Observations

Approval to proceed with the pilot study of the Progress Scale classroom observation tool was received from MEHE. The Progress Scale is a tool that will be used to collect detailed data on the nature and quality of actual teaching in Lebanese public school classrooms, based on the standards being developed by Ministry of Education and Higher Education's for quality instruction. That information will then

support decisions about training and support programs to help teachers achieve more in the classroom. A training for 89 representatives from the various institutions involved in training, supporting, and assessing the performance of Lebanese public school teachers was held in December to prepare them to use the Progress Scale tool for data collection in classrooms. Participants were drawn from the Center for Educational Research and Development (CERD), the Department of Guidance and Counseling at MEHE (DOPS), the Education Inspectorate, and the Lebanese University (LU). The participation of these four groups of key stakeholders in public education provides an important foundation for a unified strategy and sustainable approach to teacher professional development and support. This was the first time that representatives from these 4 institutions had ever come together around a shared tool and approach, and the exercise was highly-successful and much appreciated by the participants. D-RASATI arranged for the filming of 67 classroom instructional sessions from a representative sample of public school classrooms, to serve as training resources and practice examples for the use of the Progress Scale during the training.



Participants in the Progress Scale observer training workshop

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

Data from the field survey of schools were analyzed to generate a list of all 1281 schools sorted by score on the rehabilitation variables. Additional criteria requested by MEHE and USAID were then incorporated into the ranking, to generate a final list of 290 schools that could fall within the project's rehabilitation mandate. Preference for schools built as schools and schools owned by MEHE were agreed on as the primary exclusionary variables, with size, capacity, and distance from other public schools also being considered in the analysis.

A concrete definition for the "cosmetic" work that will be done under D-RASATI's rehabilitation scope of work was also agreed on with MEHE and USAID, as follows:

- a. Paint any place where work has been done (including also fixing lighting)
- b. If fixing a few doors on any floor of a school, also paint the other doors (in other words, pay some attention to aesthetics, so that the completed building has a uniform look)
- c. If large areas of paint are peeling and flaking and/or there is any danger of paint chips falling on children, or if the space is unsightly, painting should be done for the sake of both safety and the educational environment.
- d. D-RASATI will not paint to cover graffiti or other damage done to painted walls from carelessness, lack of supervision or vandalism (in other words, the school needs to take some responsibility for maintaining the work done).

Standards development for facilities and infrastructure also proceeded. Minimum standards for an "effective" Lebanese public school in these areas were submitted to MEHE for review.

The procurement team also drafted equipment standards for an “effective” school, and a meeting was requested with the relevant planning team at MEHE. However, D-RASATI received oral feedback that this would not be a MEHE priority for the month of December. ICT equipment standards development has been separated from the remainder of school equipment and furniture, and will occur once the National Strategy for ICTs in Teaching and Learning has been approved.

Draft standards for “effective” schools in the areas of extracurricular activities and community engagement were also developed. Finally, focus group rationales and logistical planning were prepared for the extracurricular activities and community engagement components of D-RASATI, to provide supplementary data to support planning in these areas.

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

D-RASATI presented the draft effective school standards for facilities and infrastructure, along with a list of schools 1) ranked against the standards and 2) sorted by quartile against median scores. Further filtering by MEHE’s selection variables was conducted and that list presented to be considered for rehabilitation activity under the project. MEHE was very pleased with the process and results. Formal approval of the set of schools in which rehabilitation will be conducted is expected for early 2012.

Findings from the field survey were also presented to MEHE in relation to a variety of specialized requests, including data on school ICT infrastructure and capability for the ICT planning group, and data on science laboratory facilities and capacity for the coordinating committee.

The full report on the D-RASATI field survey of schools, including chapters on facilities and infrastructure; equipment; teachers, teaching and learning (including extracurricular activities); and community engagement with schools, was delivered to the coordinating committee on December 20. The report serves as a comprehensive reference for the Ministry as it plans investments in improving the public schools.

The revised D-RASATI master plan, incorporating MEHE’s written feedback and requested changes in the extracurricular activities and community engagement components of the plan, and oral approval of the teacher training and leadership elements, was submitted to the coordinating committee on October 31. Following a November 29 meeting of the coordination committee that focused on the selection of schools for rehabilitation, a few additional adjustments to the master timeline and narrative were submitted on December 12.

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

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

Rehabilitation was completed in 36 of the 38 schools selected for rehabilitation in summer/fall of 2011. The exceptions are Al Abbassiyeh Secondary School (where the Council of the South still needs to finish work on the new school and playground) and Saida Secondary School for Girls (where work is on-going and expected to be completed by the end of January 2012).



Bteghrine Secondary school playground before resurfacing by D-RASATI



Bteghrine Secondary school playground after resurfacing by D-RASATI

The provision and installation of resin science lab tables and eye washes was also completed in 10 of the 19 qualified schools, with 9 schools remaining to be completed in January 2012.

A MEHE request to add to the summer rehabilitation work electricity connections for Ketermaya Intermediate School and Ketermaya Vocational School was referred to USAID, which turned down the request for the vocational school and reserved decision-making on the intermediate school until the full list of schools could be prioritized for rehabilitation.

A “lessons learned” meeting among D-RASATI rehab partners, MEHE/ECU engineers, and rehabilitation contractors was held at AUB on November 23 to discuss the BoQ process related to the 38 public schools, listen to the contractors’ concerns, and discuss the relationships between engineers and contractors and between school principals and contractors. Findings from the meeting will be used to inform the contracting and implementation process of the full set of schools to be rehabilitated under D-RASATI starting in 2012. Those recommendations include:

- Detailed BoQs with quantities and location of work are recommended
- Drawings/sketches of work locations are requested by MEHE, but D-RASATI will not prepare blueprints or full plans of the school
- Timing of work while students are absent is important
- BoQs should be reviewed by senior engineers (in coordination with MEHE) before launching the tenders
- Some flexibility in quantities should be allowed (MEHE suggests a 10-20% margin)
- There should be no compromise on the quality of work executed by the contractors
- Any concerns between the contractor and school’s principal should be dealt with through D-RASATI (in consultation with MEHE)
- MEHE must be notified about any variations (or suggested replacements) in BoQs



Participants in the D-RASATI school maintenance workshop, 12/16/11

D-RASATI and MEHE agreed on a unified process for the handover of rehabilitated schools, in which MEHE/ECU engineers will accompany D-RASATI team engineers to inspect and ensure that the works done in the schools are in compliance with the requested specifications. Inspection visits resulted in the handover of 21 schools. 6 schools presented minor “findings” and will be handed over in January 2012.

A one-day workshop for the principals and members of the parent councils in the 37 rehabilitated schools was held on December 16 to develop a process for

establishing ongoing maintenance plans in these schools. The program included presentations and explanations of best practices from senior MEHE authorities and technical teams, including the Engineering Coordination Unit.

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

The list of science lab equipment was revised and specifications prepared by referring to the Lebanese curricula and textbooks published by the Center for Educational Research and Development. These lists were submitted to MEHE on November 12 for approval, and released for price comparisons in the US and locally in Lebanon. Three price lists for science laboratory equipment (for the primary, intermediate and secondary cycles) were received from two US firms (Carolina and PASCO) and one local firm (AL DIYAR). The prices will be used in determining the quantities and items to be procured to issue the bid requests.

Since the procurement of equipment and furniture of D-RASATI is planned to occur during the fiscal year 2011-2012, it was decided that the procurement of furniture for the labs that are rehabilitated within the 38 schools will not be done in separate bids, but instead within the larger bid for the procurement of D-RASATI equipment and furniture.

## **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

The Strategic Plan Development Team (SPDT) which had been appointed by ministerial decree to draft the ICT for Teaching and Learning Strategy began in October to hold regular meetings on Tuesdays. The meetings had the following objectives: 1) to reflect on assigned readings related to international experience in using technology to support teaching and learning, 2) to provide final input into the literature review, and 3) to plan for the upcoming strategic plan development retreats.

An SPDT retreat was held from the 16<sup>th</sup> to the 18<sup>th</sup> of October and attended by all members of the SPDT. Accomplishments of the retreat and the next steps identified by the SPDT members included:

#### I. Accomplishments:

- Identified promising technology models
- Developed draft goals and objectives
- Developed key definitions such as “learner-centered instruction” and “literacy in a digital age” which will guide the planned development
- Shared ongoing ICT initiatives across groups represented on the team
- Experienced learner-centered instruction using technology from a learner’s perspective



- Stronger SPD Team
- II. Next Steps:
- Refine draft goals and objectives
  - Write-up current initiatives that can support strategic initiatives to be defined
  - Write up results of school visits/vignettes
  - Develop a title for the strategic plan
  - Present what has been achieved to date to the Coordinating Committee

The SPDT continued to work on drafting the plan throughout December. The team also continued to plan for the second phase of the strategy development retreat, scheduled for January 29-31, 2012.

#### TLCs and HUBs

During a Teacher Training Planning Group meeting on November 11, D-RASATI presented the concept for the Teacher Learning Circles (TLCs) and HUBs which had been proposed in the Master Plan. The concepts were approved by the planning group at the end of the discussion and the planning group asked that the written concept notes be included with the Master Plan (see Annexes). The Planning Committee also asked D-RASATI to draw on the results of the I-Do Project, which apparently had used a community of practice model in order to learn from the project's experience. D-RASATI has followed up to request the documentation of I-DO project lessons learned from MEHE (MEHE has not yet provided them). Preliminary work on the development of the TLCs and Hubs training materials began in December.

#### Leadership Development Program (LDP)

The final revisions to the LDP proposal were approved by the Coordinating Committee in October and incorporated in the Master Plan. A meeting was held with Dean Zalpha Ayyoubi at the Faculty of Education of Lebanese University in late November to discuss next steps with the Leadership Development Program. The delay in LDP approval seems to be due to the need to clarify the roles and decision-making authority of MEHE and LU with regards to the program. Two particular issues under discussion are the selection of the principals for the next training phase and the ownership of the training materials. Due to the upcoming holidays and travel plans for LU and MEHE officials, discussions will continue early in January.

#### Literature Review on Professional Development

The literature review was drafted and reviewed. It is ready for submission next quarter. The main purpose of this literature review is to describe the best practices in professional development and derive lessons that can be used to design effective and efficient professional development for teachers in Lebanon. The review compares traditional and new approaches to professional development, highlights the characteristics of effective professional development with emphasis on bridging the gap between theory and practice, and describes models of professional development in different subject areas. Finally, recommendations are provided based on the review and analysis.

#### Teacher Trainer Standards

An initial draft of the teacher trainer standards has been prepared and is being reviewed within D-RASATI. Review of MEHE and CERD documents and internal consultations among the technical team were incorporated into the draft. A final draft version of the standards will be submitted next quarter to the Teacher Professional Development Planning Group of MEHE, as MEHE counterparts were unavailable to meet on the topic in late December.

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

A major development in this component was MEHE's request for a complete revision of the ECA component master plan and the subsequent resignation of the component director. The original master plan submitted for these two components was deemed non-responsive to MEHE priorities as the Ministry had expressed them to the component leader in meetings over the past several quarters. As noted above, a revised Master Plan, responding to MEHE's comments and requests and focusing on capacity building for ECA structures at MEHE central, regional, and school levels, was submitted.

Additional component activities included the re-commissioning of a literature review of international best practices in extracurricular activities, to supplement the brief review of some prior extracurricular activities and efforts in Lebanon that had been prepared by the former component leader.

The process of recruiting a new Extracurricular Activities Manager is also well underway. A new position description for was developed, approved by MEHE, and then advertised as per established practice. Interviews of the final candidates were also conducted.

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

### ***Sub-Component 4.1: Increased Local Stakeholder Engagement in Schools***

MEHE also requested a complete revision of the master plan for community engagement, and D-RASATI responded with a new version that addressed the relevant concerns (as noted above), with a focus on capacity building at MEHE central, regional, and school levels for the creation of SIP structures.

As in extracurricular activities, an international expert commenced work on a comprehensive literature review of international best practice in community engagement, to supplement the brief review of some that had been prepared by the former component leader. This review is part of the CE gap analysis.

The community engagement team partnered with the rehabilitation team to convene the December 16 workshop on school maintenance (see above) in the 37 rehabilitated schools, with a focus on initiating local efforts to leverage community support to ensure ongoing maintenance in schools. Parent Council heads were invited along with the school principals to this workshop, but few attended.

A new position description for the Community Engagement Director was developed, approved by MEHE, and announced. More than 50 applicants were screened and two rounds of short-list interviews were conducted.

## **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 focus in this component this quarter was on tracking the rehabilitation work in schools and on preparing the Performance Monitoring Plan (PMP) in alignment with the revised master plan. Qualitative analysis of summer camp data from 2011 was also completed.

The aligned PMP was submitted to USAID for review and finalization will occur once the master plan is approved.

A rehabilitation and equipment data management system was developed for the project to allow for the unified tracking across project partners of investment in and outcomes of rehabilitation and equipment in the public schools. All partners who will be engaging in rehabilitation work have been trained on the use of this software and on processes for providing data through the central M+E office.

Monitoring visits to schools being rehabilitated were conducted by both the project and USAID's PMPL contractor (Social Impact). Internal reports were used for midstream adjustment of work and contractor tracking, and provided important inputs into the rehabilitation "lessons learned" workshop (see above). Social Impact met with D-RASATI staff on October 17 to be briefed on the processes used for the selection of school, contractors, determination of work and monitoring and payment system. Social Impact then conducted site visits (from October 18 through December 8) to 35 of the 38 schools under rehabilitation to see the work being executed and speak with the principals. On October 28, D-RASATI staff met with USAID to discuss the findings of the Social Impact report. USAID then instructed D-RASATI to disregard the Social Impact draft report sent to D-RASATI in October. No additional report has been received.

### III. CHALLENGES, CONSTRAINTS, AND RESPONSES

#### Overall

- MEHE's delay in reviewing and approving the revised master plan has caused the timeline to slip in all components. D-RASATI's repeated requests for meetings to review the plan or written approval have not received a formal response.
- Agreement on compensation and transportation allowances for MEHE/CERD/LU/Inspectorate staff who may support the project continues to be elusive. This issue needs to be resolved between USAID and MEHE if activities that involve significant participation by counterparts are to proceed. Specific activities scheduled for early 2012 that will depend on the resolution of the compensation and transportation policy include: Progress Scale data collection, field survey adaptation, ICT teacher survey data collection, and teacher learning circle and hubs training.
- Specific counterpart teams within MEHE remain indeterminate. Requests for appointment of personnel to coordinate with D-RASATI on procurement and on monitoring and evaluation have not been responded to by MEHE, and the makeup of other counterpart bodies is extremely limited. Even when individuals or teams have been formally named to provide support to specific project activities, MEHE/CERD staff have encountered real obstacles in providing the necessary counterpart level of effort to ensure that the partnership approach required under the Paris Agreement and endorsed by the USAID/L mission director for D-RASATI is successful. For example, one individual with other full-time responsibilities at MEHE is currently serving as the point person for teacher training, leadership, extracurricular activities, and community engagement -- a load that is problematic when forward movement requires review of materials, input on technical activities, and joint planning.

#### English Teacher Test

- Obtaining accurate information on the number and names of teachers who use English as an instructional language in each school proved to be more complicated than expected. MEHE provided D-RASATI with the latest CERD database of teachers which dates from January 2010. Updating this database required that ALLC contact every school principal to confirm the list of teachers to be tested.
- Despite MEHE's efforts to send memos to the schools informing them about the tests, memos are not arriving to schools in a timely manner. During the first two testing weekends, it was discovered that some teachers were only told about the test the day before or that same morning. As a result, ALLC began following-up directly with the schools to ensure that they receive the memos prior to the test.
- Even when principals did receive the memos in a timely manner, they did not communicate consistently with teachers about the nature and purpose of the test. There was confusion and some concern among teachers about what will happen next, and about whether their employment may be influenced by the results of the test. Clearer communication strategies have been implemented to help reduce teacher anxiety and improve test attendance and completion.

- When available, the two focal points named by MEHE to support the English testing have provided excellent support. However, given the overwhelming demands on their time, their support has effectively been limited to troubleshooting rather than providing ongoing support to planning and communication.
- In some cases, the public secondary schools used as testing venues did not meet optimal standards for testing. For example, in some schools the generators could not handle the demands of electricity needed to heat the many testing rooms and as a result teachers complained about the very cold temperatures inside the schools. In Aley, there was a major electrical fire during the speaking tests that also caused challenges from the heavy smoke.
- Fluctuations in electricity output across Lebanon resulted in challenges with regards to audio equipment, lighting and heating. Batteries were used almost exclusively. In Marjeyoun and Aley, the speaking tests were administered by candle light.

#### Teacher ICT Use Survey

- CERD has not yet provided the final list of teachers who have received some training in ICT which will be used to finalize the sample.
- Due to competing demands at the central level, members of the SPDT were only able to conduct three school visits related to teachers' use of technology.

#### Progress Scale

- The requested numbers of participants from DOPS were not made available to attend the training, reducing the pool of observers overall and delegating the majority of data collection to CERD, by default, as the stakeholder group with the largest number of trainees.
- DOPS, LU, and Inspectorate staff further indicated during the workshop that they did not plan to actually conduct observations in the field, although doing so had been stated as a condition for participation.

#### Rehabilitation and Equipment

- On November 12, D-RASATI sent to MEHE the list of science lab equipment suggested by AUB. A meeting with the coordination committee to discuss this matter along with the proposed list of furniture and administrative equipment was supposed to have been conducted during December 2011, in order to move forward with procurement activities in January 2012. However, D-RASATI received oral feedback that this meeting will not be held before January 2012.
- Analysis of data from the field survey against proposed "effective school" standards revealed far greater need in schools than MEHE had expected. Debates within MEHE and USAID about how high standards should be and which groups of schools should receive support from the limited project budget have highlighted strong differences of opinion among key counterparts. These policy-level differences must be resolved by USAID and MEHE before progress can be made on school rehabilitation.

- D-RASATI sent the list of 290 schools that are eligible for rehabilitation (using MEHE and USAID's exclusion criteria) for MEHE's review and approval on December 1. Delay in receiving feedback on this proposed list and finalization of the schools in which rehabilitation will be conducted will delay the work beginning. In order to remain on the master schedule, D-RASATI should receive approval no later than January 2012, so that engineers can visit the targeted schools and take measurements, prepare the BoQs, and get them approved by MEHE before starting rehabilitation work in May.

#### Extracurricular Activities

- A change in the leadership of MEHE's Working Group for extracurricular activities and the general unavailability of that group for meetings have resulted in delays in planning.
- The vacancy of the ECA Manager position has limited the productivity of the team.
- MEHE's delay in posting the ECA manager position on their website (it was not posted until the date of the deadline to apply) necessitated an extension of the deadline until mid-December to allow for adequate exposure for visitors to the MEHE website. MEHE's "non-objection" to the nominated candidate has not been received by December 31.

#### Community Engagement

- The vacancy of the CE Director position has limited the productivity of the team.
- MEHE's delay in posting the Job Announcement on their website (it was not posted until the date of the deadline to apply) necessitated an extension of the deadline until mid-December to allow for adequate exposure for visitors to MEHE website.

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

##### Assessment:

The coming quarter will move the program forward significantly in terms of providing a base for decision making in teacher training, extracurricular activities, and community engagement. Progress Scale (approximately 750 teachers will be observed) and English test data collection (approximately 1800 teachers will be tested) will be completed and analysis begun. Focus groups with ECA and CE stakeholders will be held and data analyzed. Revision of the field survey instrument, data system, and protocol for administration will also begin, in preparation for the second study in fall 2012.

##### Rehabilitation and Equipment:

Work in 37 of the 38 schools selected for first stage rehabilitation and science lab outfitting will be completed, and those schools will be handed over to MEHE. Schools will be selected for the remainder of D-RASATI's rehabilitation efforts, and BOQs for those schools will be developed and shared with MEHE. Finalization of the equipment to be prioritized for procurement and selection of the schools to be equipped will also occur. Bidding and tendering processes will be finalized so that procurement can begin.

##### Teacher Training:

Teacher training standards will be presented to Teacher Professional Development Planning Group. Eighty schools (10 per region) schools and 6-8 teacher per cycle will be identified as sites for and participants in teacher learning circles, and materials for these TLCs will be developed. Eighty (10 per region) schools will be identified to serve as hubs, and release time will be secured for Hubs Facilitators. Materials will also be developed for teacher training on the use of the science lab equipment to be procured by the project.

##### Extracurricular Activities:

The ECA literature reviews will be reviewed and refined, and a holistic approach and plan for the gap analysis for ECA developed. Best practices will be reviewed and their applicability and sustainability for MEHE assessed. Recommendations for ECA structures will be developed, as will a plan of action for summer camps for 2012.

##### Community Engagement:

The CE Director position will be filled. The CE literature review will be reviewed and refined, and a holistic approach and plan for the gap analysis for CE developed. Best practices in community involvement in school improvement will be reviewed and their applicability and sustainability for MEHE assessed. Recommendations for SIP structures will be developed, as will a Parent Council capacity building strategy and a plan to coordinate overlap of the rehabilitation component and community engagement.

##### Monitoring and Evaluation:

The project PMP will be aligned with the approved master plan and approved by USAID. Studies of the effects of the teacher learning circles and hubs on teacher practice will be designed, as part of planning for those activities. A similar study related to the outcomes of the LDP will be designed as part of detailed planning for LDP rollout.

## **V. ANNEXES (TECHNICAL PRODUCTS)**

- Revised D-RASATI Master Plan, October 31
- Revised D-RASATI Master Plan, December 9 (submitted to MEHE on December 12)
- Revised D-RASATI Results Framework and PMP
- Field Survey Draft Report
- List of 290 Schools Eligible for Rehabilitation Under D-RASATI
- List of 19 Schools With Rehabilitated Science Laboratories
- Table of Rehabilitated Schools Handed Over to MEHE
- Draft Effective School Standards for Facilities and Infrastructure
- Draft Minimum Standards for Science Laboratories
- Draft Standards for Extracurricular Activities
- Draft Standards for Community Engagement with Schools
- First Progress Report on the D-RASATI Test of Teacher English Proficiency
- Draft Standards for Principals
- Final Leadership Development Program Proposal
- Teacher Learning Circles Concept Note (appendix to the Master Plan)
- Hubs Concept Note (Appendix to the Master Plan)
- Success Story: Aqabet Byakout School Rehabilitation