

# D-RASATI

## Developing Rehabilitation Assistance to Schools and Teacher Improvement

### Seventh Quarterly Report April-June 2012

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## LIST OF ACRONYMS

<b>AUB</b>	American University of Beirut
<b>ALLC</b>	American Lebanese Language Center
<b>BoQ</b>	Bill of Quantities
<b>CE</b>	Community Engagement
<b>CERD</b>	Center for Educational Research and Development
<b>CHF</b>	Cooperative Housing Foundation
<b>COP</b>	Chief of Party
<b>DG</b>	Director General
<b>DOPS</b>	Department of Guidance and Counseling
<b>D-RASATI</b>	Developing Rehabilitation Assistance to Schools and Teacher Improvement
<b>ECA</b>	Extracurricular Activities
<b>ECU</b>	Engineering Coordination Unit
<b>EDC</b>	Education Development Center
<b>ESP</b>	Effective Schools Profile
<b>HFSHD</b>	Hariri Foundation for Sustainable Human Development
<b>ICT</b>	Information and Communication Technology
<b>IOCC</b>	International Orthodox Christian Charities
<b>LDP</b>	Leadership Development Program
<b>LU</b>	Lebanese University
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MEHE</b>	Ministry of Education and Higher Education
<b>NGO</b>	Non-governmental Organization
<b>PD</b>	Professional development
<b>PMP</b>	Performance Monitoring Plan
<b>ProGReSS SCaLe</b>	<b><u>P</u>rofessional <u>G</u>rowth and <u>R</u>eforms <u>S</u>upport <u>S</u>ystem: <u>S</u>tandards-based <u>C</u>lassroom observation for <u>L</u>ebanon</b>
<b>SIP</b>	School Improvement Planning
<b>SPAC</b>	Strategic Plan Advisory Committee
<b>SPDT</b>	Strategic Plan Development Team
<b>SOW</b>	Scope of Work
<b>STTA</b>	Short Term Technical Assistance
<b>TLCs</b>	Teacher Learning Circles
<b>USAID</b>	United States Agency for International Development
<b>USAID/L</b>	USAID/Lebanon

## I. EXECUTIVE SUMMARY

This quarter saw notable progress in most of the D-RASATI technical areas, and particularly in preparation for the next wave of school rehabilitation and in the generation of tools and data that will support the planning of teacher training and long-term systemic support for teachers.

The final implementation report and results report on the D-RASATI Test of Teacher English Proficiency were submitted to the Coordinating Committee in May, along with recommendations for the procurement of teacher training to increase English proficiency, and the draft RFP for that procurement.

Data collection for the first phase of the Progress Scale study was completed in May. 134 observations were conducted between mid-April and mid-May. His Excellency Minister of Education and Higher Education Dr. Hassan Diab announced in a June 25 debriefing session on Progress Scale fieldwork that the tool and the accompanying teacher performance standards would be officially endorsed by the Ministry this fall and mandated for use by all parties involved in teacher development, training, and support in Lebanon. This step will mark a significant change in the way that teacher professionalization is framed, discussed, operationalized, and evaluated in Lebanon, and provide the basis for significant improvements in the system over time.

D-RASATI completed feasibility studies (BoQ, schematic drawings, photos, and estimated costs, including for resin tables and science laboratory installations) of 293 schools before the end of May, as agreed to with MEHE and USAID. 154 of those schools were selected by MEHE for rehabilitation under D-RASATI, using transparent criteria described in the Q6 report and the cost data from the completed BOQs. Bidding, tendering and contracting for 4 of the 154 were completed before the end of the quarter, and the remainder will be contracted in early July. Rehabilitation work in schools will start on July 2.

Science lab equipment strategies were discussed, and a process was developed for verifying the specific inventories in schools to be equipped. Progress was made towards selection of a subset of schools for equipping, using transparent, data-based criteria, and procurement is expected to begin next quarter.

The reviewable draft of the Lebanon National Educational Technology Strategic Plan was submitted to His Excellency the Minister of Education and Higher Education at the end of February. The SPDT shared this document with 40 educational and technology organizations in and around Lebanon for their input and feedback. MEHE invited these organizations to a workshop on June 8, during which they shared the feedback which they had received to date and opened the discussion to further inputs. The strategic plan is expected to be finalized and endorsed by the Ministry in the coming quarter.

The amended Component 4 of the D-RASATI Master Plan was approved by the Coordinating Committee on May 21, and work to move forward the related activities began in June. During the finalization of the Master Plan for this component, the Hariri Foundation for Sustainable Human Development requested a change to its scope of work under D-RASATI, limiting the

Foundation's involvement to its awarded rehabilitation work. EDC has therefore assumed responsibility for the LDP II program under Component 4.

A School Improvement Planning/Community Engagement Pilot Concept Note was developed, detailing the purpose and specific objectives of the SIP/CE Pilot phase, the operational approach that will be adopted, and expected activities and outcomes. A final list of 20 schools to participate in the SIP/CE Pilot will be completed and approved by the Coordinating Committee by mid-July.

Administrative developments were also notable this quarter. D-RASATI's new Chief of Party, Dr. Michael Calvano, arrived at post on May 12. Under his leadership, a number of key deliverables were submitted by the project to USAID and MEHE. The realigned budget, based on the Master Plan, was submitted to USAID Cairo on June 19. The monetized Master Plan, which reflects the budget in implementation terms, was submitted to USAID on June 18 and to MEHE (by USAID) on June 21. The Year 2 Annual Work Plan was submitted to USAID on June 13. Drafts of the PMP were submitted to USAID on May 23 and June 14. The draft indicator list was also shared with MEHE on May 17, with the caveat that it is not yet final. Finally, the revised communication strategy was submitted to USAID on June 11.



H.E. the Minister of Education and Higher Education, the President of CERD, representatives from the MEHE Education Strategy Development Secretariat, Lebanese University leadership, and data collectors listen to team feedback at the June 25 debriefing on the Progress Scale classroom observation field test

## II. TECHNICAL ACHIEVEMENTS

### COMPONENT 1: ASSESSMENT

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

##### D-RASATI Test of Teacher English Proficiency

Data analysis for the D-RASATI Test of Teacher English proficiency was completed during this quarter, and D-RASATI submitted several reports on the test to the Coordinating Committee. The final implementation (process) report was submitted on May 8, and the results report was submitted on May 17, along with recommendations for the procurement of teacher English training and the draft RFP for that procurement.

Further analysis (data on teachers by contract status) and costing of the data on teacher scores was submitted to MEHE on June 7. Additional data from MEHE on teachers whose contract status is changing as of 2012-13 was received and integrated with the database. Final data on teachers' updated contract status is anticipated to be received from MEHE next quarter.

##### Progress Scale Classroom Observations

Data collection for the first phase of the Progress Scale study was completed. 134 teachers were observed between April 19 and May 19. A debriefing workshop on this first phase of the work was held at MEHE on June 25, under the auspices of His Excellency Minister Hassan Diab and in the presence of Director General Yarak, Dr. Leila Maliha of CERD, Dr. Nada Mneimneh of the ESDS, and Dean Zalpha Ayoubi from the LU Faculty of Education. Feedback from that session and from small-group meetings with the regional observation teams was extremely positive. As one participant in the June 25 meeting put it: “The Progress Scale is a complete, clear, and very helpful tool. It’s the first time we’ve all been talking about and looking at the same things when we watch teachers teach. I really hope that now that we have this information, it will help us to get teachers the support they need.” (A data collector from CERD Nabatiyeh)

The Ministry’s appreciation and support for the tool was reflected in two notable decisions. First, MEHE announced in the May 21 Coordinating Committee meeting that the Progress Scale will be formally adopted by DOPS, and that internal steps would be taken to ensure that a group from among the more than 200 new DOPS staff will be available for training on the tool this summer. Second, His Excellency Minister Diab announced in the June 25 debriefing session that the tool and the accompanying teacher performance standards would be officially endorsed by the Ministry this fall and mandated for use by all parties involved in



Discussion on June 25 of the first use of the Progress Scale classroom observation tool

teacher development, training, and support in Lebanon. This step will mark a significant change in the way that teacher professionalization is framed, discussed, operationalized, and evaluated in Lebanon, and provide the basis for significant improvements in the system over time.

Following the debriefing on the first round of tool use, Progress Scale training was confirmed for up to an additional 200 DOPS and CERD participants from July 9-18. Training materials were consequently prepared for this training event, and the logistical preparations were finalized.

### ***Subcomponent 1.2: Assessment of Rehabilitation and Academic Resource Needs in all Lebanese Public Schools***

#### School Prioritization for Rehabilitation

Based on the costs derived from the BOQ visits by the D-RASATI engineers (see Component 2, below), data from the field survey of schools, and criteria approved by MEHE and USAID, D-RASATI drafted three scenarios for prioritizing schools for rehabilitation and submitted them to the Coordinating Committee on May 29. The final list of schools to be rehabilitated by the project was received from MEHE on June 12, as noted under Component 2, below.

#### Science Laboratory Equipment Prioritization

A unified standard list of equipment was generated by the MEHE working group in early April. On April 25, D-RASATI received approval from MEHE to field a team to verify that the laboratory equipment reported by the schools in the field survey was in alignment with this new standardized list and still present in the schools.

On April 30, D-RASATI officially received the list of equipment and standards for science labs, including standards for science lab resin tables and a strategy for procurement of science lab equipment under D-RASATI. However, MEHE then followed up on May 8 to indicate a preference for a revised strategy which is broader in scope than D-RASATI and to request an additional analysis of the lab status of the 1,281 schools, accompanied by suggested scenarios for the prioritization of schools to benefit from D-RASATI's equipment procurement.



Science laboratory inventory verification in a public secondary school in Nabatiyeh

On May 21, that analysis and two scenarios for the prioritization of schools for equipment were presented to MEHE by D-RASATI, as requested. In that submission, D-RASATI also requested permission from MEHE to proceed with visiting schools that had been BoQed in order to initiate the science laboratory equipment verification process.

D-RASATI received approval on June 19 to proceed with inventory verification for science lab equipment in the 142 intermediate and secondary schools that have been or will be rehabilitated by the project. MEHE also requested that D-RASATI add all public secondary schools to the verification exercise, increasing the number of schools to be verified to 363. Data verifiers began their visits on Friday, June 22, and completed verification in 35 schools by June 30.

### ECA Gap Analysis

The detailed plan for ECA Focus Groups which MEHE had requested was finalized at the end of Q2 and translated into Arabic in early April. Disaggregation and cleaning of the data from the open-ended questions in the Field Survey results regarding extracurricular activities was completed in April. Once cleaned, the data were further analyzed to generate more detailed findings about the variety of activities reported by schools, the ways in which those activities were funded and implemented, and the challenges schools faced in implementing ECAs. These new sets of data were analyzed and a supplementary report was drafted. It will be finalized and presented to MEHE in Q4.

### SIP/CE Gap Analysis

Disaggregation and cleaning of the data from the open-ended questions in the Field Survey results regarding community engagement with schools was completed in May. Once cleaned, the data were further analyzed to generate more detailed findings about the ways in which schools engage with communities and the challenges they faced in doing so. These new sets of data were analyzed and a supplementary report was drafted. It will be finalized and presented to MEHE in Q4.

In coordination with the MEHE focal point for SIP/CE, it was decided to convene two focus groups of 10 principals each to provide information on LDP I program efficiency and impact and on community engagement with schools. Findings from these focus groups will be used to inform development of the LDP 2 program, the community engagement campaign, and the SIP/CE Pilot. These focus groups are scheduled for July 24 and 31.

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

### Effective School Profile

The Effective School Profile (ESP) was discussed with MEHE's Accreditation Working Group on June 7, as a potential basis for school self-assessment and review (see Component 4, below). MEHE agreed to provide feedback for the finalization of the ESP by September.

### Master Plan

The Component 4 Master Plan was finalized, and D-RASATI received approval from the MEHE on those amendments in the May 21 meeting of the Coordinating Committee.

## COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED

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

#### Preparation of School Rehabilitation Feasibility Studies

The D-RASATI rehabilitation team completed their visits to the selected 293 rehab-eligible schools in order to take measurements and to prepare BoQs. For quality assurance the rehab component leader selected a sample of BoQs from all implementing partners, visited the selected schools, and revised the BoQs accordingly. By the end of the quarter, D-RASATI had submitted to MEHE 240 out of the 293 feasibility studies (BoQs, schematic drawings, and photos) for review and approval, in addition to the estimated cost and scoring of each school, and had agreed with MEHE (on May 9) on the method of MEHE’s review and approval of these feasibility studies.

D-RASATI also identified and informed MEHE of 36 schools among the 293 that were rented schools and 6 schools that were operating in shared buildings. MEHE provided D-RASATI with 31 replacements (on June 5 and June 12) for those on the original eligible list that are rented and requested preparation of feasibility studies for these schools. 19 of these feasibility studies were completed and sent to MEHE on June 22. The remainder will be completed in the next quarter.

#### Special Cases/ “At-Risk” Schools/Geo-structural Testing

30 schools that were considered to need MEHE’s immediate attention (for reasons of safety or rehabilitation feasibility) were identified during this process, and the project requested guidance for next steps from MEHE.

MEHE requested that a structural lab and accredited quality control company check the level of risk at these schools, so D-RASATI requested quotations from laboratories and quality control companies; analyzed and compared proposals; and selected the best offers. MEHE approved both companies to enter schools that need testing on June 5.



Visual assessment of an “at-risk” school in preparation for geo-structural testing

By the end of the quarter, visual inspection had been completed and reports submitted to MEHE on two of the critical targeted schools: Martyr Rafic Hariri Secondary Public School in Bebnine, Akkar, and Fnaydek Public School for Boys.

#### Rehabilitation Procurement

On June 12, D-RASATI received from MEHE an official list of 151 schools to be rehabilitated by the project. The schools were divided into 30 groups and a unified bidding process was finalized, including announcement, tender documents, and bidding procedures. On June 15, the invitation

to tender was launched in two newspapers for three days. The final date for submitting offers was June 25. 220 tender documents were requested by more than 65 potential bidders during this process.

On June 21, D-RASATI received a letter from MEHE to add two schools: one school in Beirut that shares the same building with another school, and a second school in Jbeil that was included in the original list of 293 schools. On June 25, D-RASATI also received a request from MEHE to add one school in Hermel to the list of schools that will be rehabilitated by the project. The number of schools to rehabilitate had reached 154 schools by the end of the quarter.

On June 26 and June 27, bid opening sessions for 153 of the 154 schools were held at the D-RASATI office, in the presence of two observers from MEHE (Eng. Reem Badran and Eng. Maya Samaha) and representatives from the bidders. The sessions were very successful. Best offers were selected for all but 4 groups of schools (two groups did not receive enough bids to constitute a competitive procurement and two others were found to reflect unrealistic prices). Tendering and contracting for these four groups of schools and the additional school in Hermel will be completed in July.

#### DOPS Center Feasibility Studies

On June 15, MEHE requested that D-RASATI also assess the rehabilitation needs of the 7 DOPS centers. USAID provided approval on June 21 to include this out-of-scope activity in the annual work plan. Feasibility studies of the 7 DOPS centers will be prepared in the coming quarter, but they will not benefit from rehabilitation under D-RASATI.

#### Handover of Previously Rehabilitated Schools

In coordination with MEHE/ECU engineers, D-RASATI started the final handover of the public schools that were rehabilitated in the summer and fall of 2011. As of the end of the quarter, final handovers had been completed for 28 of the 37 schools that have been rehabilitated by the project.

#### School Maintenance Planning

A proposal for an action plan on school maintenance was prepared. A range of private schools and other entities were also contacted by D-RASATI to learn about their maintenance plans. On June 19, D-RASATI requested a meeting with MEHE focal point(s) for school maintenance to discuss effective school maintenance planning (which will also inform future school improvement activities).

### ***Sub-component 2.2: Provision of Equipment and Furniture***

Activities during this quarter related to this subcomponent are reported under Component 1 (Assessment) above.

## COMPONENT 3: INCREASED LEARNING OPPORTUNITIES

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

#### Teacher Trainer Standards

Proposed national standards for teacher trainers were drafted in March 2012 and shared with the Teacher Professional Development Group at MEHE in Quarter 2 for their review and feedback. An Arabic translation of the draft standards was prepared during this quarter, and submitted to MEHE on May 8. In collaboration with the Teacher Professional Development Planning Group, D-RASATI has proposed organizing meetings with stakeholders in order to acquire their input on the proposed standards. This input will be used to revise the standards and ultimately to present them to the Coordination Committee for approval. These meetings are now expected to take place in August and September.

#### Teacher Learning Circles: Preparation of Training Materials

D-RASATI began in April 2012 to develop training materials and a trainer's manual for the 5-day TLC workshop to be held in Quarter 1 of Year 3 for CERD and DOPS trainers. The purpose of the TLC workshop is to introduce the six-step TLC model of continuous, school-based professional development, and to develop in trainees the necessary knowledge and skills to implement the model. As of the end of June, D-RASATI has completed a draft of the trainer's manual and the accompanying materials for Days 1 and 2 of the five-day workshop. According to the approved Master Plan timeline, TLC materials are expected to be completed by Quarter 1 of Year 3.

#### Teacher Training: Science, Math and English Teaching Methods

D-RASATI will provide training on science, math and English teaching methods to CERD and DOPS trainers. DOPS and CERD trainers will be trained on student-centered methodologies of teaching specific to their subject areas. These methods will include inquiry teaching and learning strategies, problems solving and critical thinking strategies, meaningful learning strategies such as concept and mind mapping, and cooperative learning strategies. Design of the training materials for these workshops began in May 2012. D-RASATI expects to deliver training on teaching methods to CERD and DOPS trainers in September 2012. These trainers will, in turn, train selected intermediate and secondary science, math and English teachers in Year 3. The trainings will also provide DOPS and CERD trainers with additional methodological knowledge and skills necessary for implementing TLCs and Hubs.

#### English Teacher Training

As noted under Component 1 (Assessment), above, D-RASATI submitted an analytical report on the results of the English teacher test along with recommendations to the MEHE on May 17, 2012. In the report, D-RASATI recommended that "proficiency" be defined as B2 level in the Common European Framework for Languages (CEFL) for teachers of who use English to teach mathematics and science, and as C1 level for teachers of English. A proposed timeline, scope of work (SOW), set of bidder evaluation criteria, and RFP timeline for English language courses for teachers were submitted to the Coordination Committee for review and approval on May 28. Following procurement of providers through a competitive process, the courses are expected to begin in October 2012 and continue until May 2013.

### Lebanon National Educational Technology Strategic Plan

The reviewable draft of the Lebanon National Educational Technology Strategic Plan was submitted to His Excellency the Minister of Education and Higher Education on February 29, 2012. During this quarter, the SPDT shared this document with 40 educational and technology organizations in and around Lebanon for their input and feedback. MEHE invited these organizations to a workshop on June 8, during which they shared the feedback which they had received to date and opened the discussion to further inputs. The strategic plan is expected to be finalized and endorsed by the Ministry in the coming quarter.



MEHE's Paulette Assaf presenting at ISTE

Paulette Assaf (the SPDT Coordinator) and Mary Burns represented MEHE and CERD at the International Society for Technology in Education (ISTE) conference from June 25-29. They participated in a panel discussion focusing on technology in education experiences from countries outside the US.

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

Activities this quarter related to this component are described above under Component 1 (Assessment).

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

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

Discussions with MEHE and LU on respective roles in LDP II moved forward this quarter. The discussions focused on the LDP I and II training. MEHE and LU confirmed that LU is the Government of Lebanon-mandated institution to develop, implement and certify all pre-service training for principals. LU does conduct in-service principal training, but at the special request of MEHE. Both institutions confirmed that due to its government mandate, LU should be responsible for and certify all training given to principals.

LU confirmed that they are reviewing the training modules and materials used in the LDP I training program. They indicated that several modules needed some updating, and that a module on the use of ICTs needed a rewrite. It was also suggested that modules dealing with community involvement and awareness and mobilizing school community support be strengthened in anticipation of a stronger focus on these areas under LDP II. There was also some discussion about strengthening the linkage between the LDP II training and what will be done under SIP.

Training dates for principals not trained under LDP I were also discussed. Both MEHE and LU indicated that due to prior commitments principals would not be available for training until after October, 2012. Specific dates for the training should be further discussed in September. It is expected that LDP II training will not likely begin before 2013.

During the finalization of the Master Plan for this component, the Hariri Foundation for Sustainable Human Development requested a change to its scope of work under D-RASATI, limiting the Foundation's involvement to its awarded rehabilitation work. A decision was taken to leave the LDP II sub-component under EDC's responsibility. EDC decided to increase staffing resources for LDP II by replacing a vacated Operations Manager position that is no longer needed with an LDP II Coordinator position. This position will support the LDP II Manager position that is already in the EDC budget. The staffing will be formalized in August.

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

#### SIP/CE Technical Support

Dr. Suzanne Abourjeili, a technical expert for SIP/CE, was hired as a part-time consultant to D-RASATI on May 7. Her efforts for the coming year will focus on design, development, and implementation of the SIP/CE Pilot and related technical input. Dr. Abourjeili has been participating in weekly SIP/CE meetings at MEHE with Ms. Elham Komaty (MEHE's designated point of contact for SIP/CE) on behalf of the project.

On June 7, D-RASATI received MEHE's non-objection for the February 13 nomination of Sarah Bou Ajram as the SIP/CE Manager. She accepted the position in June and will begin working on August 1.

#### SIP/CE Pilot Concept Note

A SIP/CE Pilot Concept Note was developed, discussed internally with project staff, and revised accordingly. This document details the purpose and specific objectives of the SIP/CE Pilot phase, the operational approach that will be adopted, and expected activities and outcomes. In addition, it addresses the benefits of a pilot for the roll-out phase planned for Year 4 and for sustainable institutional development within MEHE, and presents the expected challenges to be faced. This concept note will be finalized and shared with MEHE by mid-July.

#### Selection of SIP Pilot Schools

Based on MEHE-defined selection criteria and a ranking of schools based upon data presented by D-RASATI (See Component 5, below), members of the SIP/CE planning group assessed schools' eligibility to participate in the SIP pilot and their representation across governorates, and reduced a list of 40 potential schools to 27. A final proposed list of 20 schools to participate in the SIP/CE Pilot will be completed and approved by the Coordinating Committee by mid-July.

#### School Self-Assessment Planning Group

MEHE has recently created a School Accreditation Committee, and the MEHE SIP/CE focal point suggested linking D-RASATI's school review work with this MEHE committee in order to harmonize the School Review processes and to build common strategies. A first meeting of the

group was held on June 7, at which the project's SIP vision and approach and the potential use of the Effective School Profile to inform the work of the Committee were discussed.

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

### ***Sub-component 5.1: Establish a Monitoring and Evaluation Plan and System***

Discussions with Social Impact on the PMP resulted in their improved understanding of the program context and logic model and the generation of a draft results framework and indicator set with which both D-RASATI and Social Impact were comfortable. Drafts of the PMP were submitted to USAID on May 23 and June 14. The draft indicator list was also shared with MEHE on May 17, with the caveat that it is not yet final.

Recruitment for the Monitoring Engineer position was completed, non-objection was received from MEHE, and a candidate was hired on June 4. The monitoring engineer began monitoring of the rehab process, including tender oversight, structural testing monitoring, and preparation of a field monitoring schedule for works once awarded.

To ensure readiness for data collection and monitoring of work in the 154 schools, partner data in the unified rehabilitation monitoring database were updated and reporting templates were developed.

### ***Sub-component 5.2: Track Program Impact***

Three draft tools (teacher survey, student survey, and principal survey) for the evaluation of the 3 schools participating in the pre-test of the Digital Devices pilot were submitted to MEHE on June 8. These tools will be further developed with MEHE to support the assessment of the pilot in fall 2012.

### ***Sub-component 5.3: Align Data Systems with MEHE and CERD***

#### Data Systems

Recruitment for the Data Systems Manager position was completed, non-objection was received from MEHE, and a candidate was hired on June 11.

The updated database from the field survey was prepared for delivery in Access and Excel formats, per MEHE request. D-RASATI had proposed the week of July 23 for the training sessions for MEHE and CERD staff on this database, but MEHE has requested that the training be postponed until early August, when the appropriate staff at MEHE and CERD will be available.

Preparation for the next iteration of the field survey also continued, with structural review of the field survey data entry application in SQL; updating of the existing database with cleaned data; and preparation for updating coding for the next iteration.

## Data Support to MEHE

D-RASATI continued to provide data support to MEHE for a variety of requests in addition to those supporting the assessment and master planning, including the following:

### *ICT Data to Support Strategy Development*

MEHE requested field survey data customization from D-RASATI to inform the ICT strategy and related work on May 3. D-RASATI provided the requested data on May 4.

### *School Selection for SIP Pilot*

MEHE provided a list of 40 potential schools for the SIP pilot on June 7 and requested that D-RASATI provide data to assist with the reduction of this list to the final pilot group. Accordingly, the project provided a range of data drawn from the field survey of schools on June 12. Requests for similar custom data presentations on 23 additional schools were received on June 28 and July 16, and D-RASATI provided the requested information on July 3 and July 9, respectively.

### *Tripoli Schools Data Customization*

Data on the facilities and infrastructure status of all public schools in Tripoli was provided to MEHE on Friday June 8, per the Director General's request on June 7. These data will be used by MEHE to prioritize interventions in those schools through sources of funding external to D-RASATI.

### III. CHALLENGES, CONSTRAINTS, AND RESPONSES

#### General

The formalization of working groups to officially interface with D-RASATI is needed to provide dedicated staff time and MEHE recognition and compensation for MEHE personnel working with the project.

#### Assessment

The contract teachers' strike and uncertain security situation in the North presented challenges for the Progress Scale observations. In general, where sampled teachers were on strike or security issues prevented school visits, observations were rescheduled or replaced with an observation of a teacher who matched the sampling criteria for the teacher who was unavailable. However, 14 observations could not be rescheduled or replaced. These observations will need to be conducted in the second wave of data collection in the fall.

#### Equipment

Finalizing the list of standard science laboratory equipment and the criteria for selecting schools for equipping under D-RASATI has taken more time than anticipated, and D-RASATI has had to work with MEHE and USAID to develop multiple strategies for arriving at accurate costs and quantities needed in schools. Nevertheless, substantial procurement will be completed before the end of the fiscal year, as planned.

#### Teacher Training

Coordination Committee approval for allocation of TOT participants from CERD and MEHE is necessary in order to be able to efficiently plan for trainings scheduled to begin this coming fall.

Coordination Committee approval for proceeding with the procurement of English language training courses is also necessary before this activity can begin.

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

### Assessment

- Progress Scale training for an additional cadre of data collectors will take place in July
- Science lab equipment inventory verification will continue
- Selection of schools for which science laboratory equipment will be procured will be accomplished
- The SIP/CE Gap Analysis will be finalized. Focus groups will be planned and implemented, a supplementary report covering additional field survey data will be prepared, and these two sets of findings will be combined with the literature review and legal analysis to generate a report with recommendations for MEHE.
- The ECA gap analysis will also progress. The literature review will be finalized, a supplementary report covering additional field survey data will be prepared, and appropriate expertise on legal and policy issues affecting ECA will be engaged.
- ESP standards and specifications will be finalized for all remaining domains

### Rehabilitation

- Feasibility studies on the replacement schools for those identified as rented will be completed.
- Feasibility studies of the DOPS centers will be completed
- Final hand over of the remaining schools rehabilitated during the summer/fall 2011 will be completed
- Rehabilitation work in the 154 selected schools will begin
- The school maintenance action plan will be activated

### Equipment

- The bidding process for the procurement of science lab equipment and furniture will be finalized
- Equipment for selected schools will be procured

### Teacher Training

- The Teacher Trainer Standards will be revised according to MEHE input and based on stakeholder feedback
- TLC training materials will also be completed for MEHE final review and planning for TLC Facilitator training will take place
- The RFP for commercial English course providers to support the English skills development of selected teachers will be published, the best-qualified provider will be selected, and planning for the first round of training will take place
- Training materials will be developed for training of trainers on English, Science and Math teaching methods

- The national education technology strategy, “Teaching and Learning in the Digital Age: Lebanon’s National Educational Technology Strategic Plan”, will be finalized and formally submitted to the minister for endorsement

#### Extracurricular Activities

- Gap analysis activities will continue, as described above

#### School Leadership Development with Parent and Community Involvement (Formerly: Community Engagement)

- Preparation for LDP II will continue: LDP training modules will be revised, and the training program for the first cohort of 300 principals will be planned
- LDP II Manager and Coordinator and TOT experts will be hired
- TOT and training plans and materials for the pilot phase of SIP will be developed
- Senior Coaches for SIP will be recruited

#### Monitoring and Evaluation

- The PMP and PIRS will be finalized
- Performance monitoring of activities in all components will continue
- MEHE and CERD users will be trained on the Access and Excel versions of the field survey database
- Ad-hoc reports as requested by MEHE and USAID will continue to be generated

## **V. RESULTS TABLE**

Tabular reporting of results is postponed, pending finalization of the D-RASATI PMP and concurrence from MEHE on targets for the program.

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

Annex 1: Implementation Report on the D-RASATI Test of Teacher English Proficiency

Annex 2: Results Report on the D-RASATI Test of Teacher English Proficiency

Annex 3: Draft RFP for Teacher English Training

Annex 4: List of 142 Intermediate and Secondary schools for science lab verification

Annex 5: ECA Focus Group Plan

Annex 6: ECA Literature Review Outline

Annex 7: List of 154 public schools approved by MEHE for rehab