

# D-RASATI

## Developing Rehabilitation Assistance to Schools and Teacher Improvement

### Eighth Quarterly Report July-September 2012

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USAID Agreement Officer's Representative  
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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>	Community 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/Lebanon
<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>P</b> rofessional <b>G</b> rowth and <b>R</b> eforms <b>S</b> upport <b>S</b> ystem: <b>S</b> tandards-based <b>C</b> lassroom observation for <b>L</b> ebanon
<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 continued strong progress in many of D-RASATI's core technical areas, particularly in rehabilitation and equipment planning and implementation, in the continued development of tools and capacity for supporting teacher professionalization, and in the planning of support to schools for processes of review and school improvement planning.

In the second round of the Progress Scale training, D-RASATI trained 28 CERD staff and 65 DOPS staff on the use of the classroom observation tool in an intensive training at Notre Dame du Mont, from July 16-July 19. The training was opened and closed by MEHE leadership, who noted that the development and implementation of the Progress Scale tool and related teacher standards are critical steps towards the improvement of instructional quality in Lebanese public school classrooms. The revised draft of the teacher performance standards to which the Progress Scale refers was also prepared, based on comments from meetings with DOPS, CERD and the Inspectorate. At the request of MEHE, D-RASATI will support a national Standards Development Task Force to finalize and prepare the full set of teacher standards for endorsement by the end of December.

As of September 30, work in 28 of the 154 schools selected for rehabilitation in the second wave of D-RASATI rehab had been completed, and those schools were ready to be handed over to MEHE. These schools are distributed as follows: 17 in North Lebanon (8 in Minieh-Dannieh, 4 in Batroun, 3 in Zgharta, and 2 in Akkar), 7 in Nabatieh (3 in Marjeyoun, 2 in Bint Jbeil, 2 in Hasbaya), 2 in Mount Lebanon (Jbeil), and 2 in Beqaa (Rachaya).

All 30 schools that had been reported to MEHE as "at risk" had also been visited for an initial assessment before lab analysis. Twenty-five out of these 30 schools were identified as needing lab testing, visited, and sampled for testing and analysis. Reports on the structural condition of 9 schools were issued following the lab tests. The remainder will be completed next quarter.

MEHE identified the public secondary schools as its priority schools for science lab procurement and endorsed a basic list of science lab equipment that is required for these schools to be considered effective environments for science teaching and learning. An agreement was reached with MEHE on July 5 to have the school science lab specialists or lab science instructors complete inventory verification forms in those schools, with sampled control by D-RASATI. Lab inventories in 188 schools had been verified by September 30. Based on the inventory data, an announcement calling for bids for science laboratory equipment was posted in Al Nahar and Al Safir newspapers in Lebanon and in USA Today, the New York Times, and the Washington Post. A total of 5 bids were received. Following technical and financial review of the bids, a first contract for a limited set of equipment with US source and origin was signed on September 29.

The RFP for English Language Proficiency courses for teachers who use English as an instructional language was issued on September 5, 2012, and D-RASATI and MEHE held a bidders' conference on September 14 to respond to questions concerning the RFP in the presence of prospective bidders. RFP responses were due on September 28, 2012 and will be reviewed in early October. The courses are expected to begin in November 2012 and continue until May 2013.

D-RASATI submitted Lebanon's final national educational technology strategic plan to MEHE on August 30, 2012. A final, Section 508-compliant file is almost complete and will be available for use on MEHE's website.

Two focus groups were held on July 25 and July 31 to obtain principals' input for the SIP/CE gap analysis and the SIP pilot planning process. On Wednesday, September 19, 2012 D-RASATI also held a meeting with school principals to discuss the pilot training for the SIP/CE program. As in the Progress Scale trainings, Ministry representatives used this meeting as an opportunity to reiterate MEHE's commitment to public schools and to D-RASATI as a project, noting that (unlike other donor-funded initiatives) D-RASATI is a true partnership in which MEHE is highly involved in the design of interventions.

D-RASATI submitted the final draft of the project PMP to USAID on August 3. Per USAID instructions, the PMP was also submitted to MEHE on August 7 for concurrence prior to USAID approval. D-RASATI presented the plan to the Ministry in a coordinating committee meeting focusing on monitoring and evaluation of the project on August 14.

During this quarter the project also completed the adaptation of the field survey database in Excel and Access to meet MEHE's decision-support needs. The finalization of the customization of the database was accompanied by the training of 54 MEHE and CERD personnel to use the new tools. Staff trained included MEHE policymakers, administrators, and IT staff; CERD informatics and data staff; and regional directorate administrative staff. The trainings were very well received and mark an important step in the development of MEHE's capacity to use data sustainably after D-RASATI has closed.

Administratively, the Quarter 7 report was submitted to USAID on July 30. The D-RASATI Year 3 Annual Work Plan was also drafted for submission to USAID on October 1.

D-RASATI Chief of Party Dr. Michael Calvano left the project on August 17, and EDC has reopened the search for a permanent Chief of Party for the project. EDC also continues to recruit for the project's vacant Deputy Chief of Party position, which at USAID's request will be a local hire.

## II. TECHNICAL ACHIEVEMENTS

### COMPONENT 1: ASSESSMENT

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

##### Progress Scale Classroom Observations

D-RASATI trained 28 CERD staff and 65 DOPS staff on the use of the Progress Scale classroom observation tool in an intensive training at Notre Dame du Mont, from July 16-July 19. The training was opened and closed by MEHE leadership, who noted that the development and implementation of the Progress Scale tool and related teacher standards are critical steps towards the improvement of instructional quality in Lebanese public school classrooms. The training was very well-received by the participants and by MEHE, and will provide an important foundation for the D-RASATI methodology, teacher learning circles, and subject area hubs trainings to be held in Fiscal Year 2013. Reports on the training and on the progress of the Progress Scale tool test were submitted to MEHE on August 21.



**Participants in the Progress Scale training engaged in “Toothpicks,” a cooperative learning activity**

##### Teacher Performance Standards

The revised draft of the teacher performance standards was prepared, based on comments from meetings with DOPS, CERD and the Inspectorate.

At the request of MEHE, D-RASATI will support a national Standards Development Task Force to finalize and prepare the full set of teacher standards for endorsement by the end of December, 2012. Agreement was reached on the composition and activities of the Task Force during this quarter, and an outline of the stakeholder meetings to be held by the Task Force was drafted.

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

##### Science Laboratory Inventory Verification

An agreement was reached with MEHE on July 5 to have the school science lab specialists or lab science instructors complete the verification forms in the priority schools, with sampled control by D-RASATI. Lab inventories in 188 schools were verified as of the end of the reporting period.



**Science lab ready for inventory verification at Chehhim First Public School**

### SIP/CE Focus Groups

Two focus groups were held at MEHE (on July 25 and July 31) to obtain principals' input for the SIP/CE gap analysis and the SIP pilot planning process.

### Legal Review (Compilation)

D-RASATI received the first draft of the indexed compilation of all publicly-available legislation and administrative decisions related to the public schools in September. This compilation will serve as an important resource for the project as a whole, and particularly for informing strategy development for ECA and SIP/CE. This compilation is being conducted by a local legal research firm on a *pro bono* basis for the project.



**Principals participating in a D-RASATI focus group on July 31**

### ECA and SIP Analysis

The open-ended questions of the Field Survey results for ECA and SIP were further analyzed to generate detailed findings about the activities reported by schools, the ways in which they were funded and implemented, and the challenges schools faced. A supplementary report was drafted and will be submitted to the MEHE at the beginning of Q1 of Y3.

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

### Science Laboratory Equipment Costs

Preliminary data on the costs of equipping the secondary schools were delivered to MEHE on July 6 and (after revisions to the required equipment list) on August 13.

### Teacher English Training Recommendations

D-RASATI received from MEHE the final set of documentation on updated Anglophone teacher contract status on July 17, and on July 18 provided MEHE with the analysis of teachers and scores by contract status to inform teacher English training decision-making. The project recommended, after discussion with the teacher training working group, that the training be made compulsory for all selected participants, to maximize attendance and participation.

Recommendations for English test procurement were also submitted to the coordinating committee after review by the teacher training group. Given the current environment and availability of teachers and the Ministry's goals for certification of proficiency, these recommendations include limiting training to two days a week, 3 hours per day; asking bidders

to prepare two bid scenarios to account for all permanent teachers and possibly all contract teachers; and including transportation costs in the bid.

### Effective Schools Profile

MEHE requested in the September 27 coordination committee meeting that the D-RASATI ESP be limited to the project's specific interventions and considered separately from the national standards for schools that are being developed internally by MEHE. The Ministry noted that the D-RASATI ESP has provided important input into the development of national school standards, and that standards development will continue to be coordinated with D-RASATI efforts. However, the national standards development effort will take years and will reach far beyond the scope of D-RASATI's work. It should not be dominated by inputs from any one donor, but rather be a locally-driven and balanced effort. Therefore, MEHE prefers that the D-RASATI ESP be limited to the interventions that the project is eligible to conduct under the cooperative agreement.

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

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

#### Rehabilitation of 154 Schools

On July 2 and July 3 the invitations to tender were published for the rehabilitation of 23 public schools in Akkar, Metn, Baalbek and Hermel, for which insufficient bids had previously been received or for which the offers received had not been within the normal margin of profit.

On July 12, bid opening sessions were conducted at the D-RASATI office for the rehabilitation work in these 23 schools. The offers received from the bidders for the Hermel schools were still above the normal margin of profit. Therefore, it was agreed that the 5 schools in Hermel would be rebid through an invitation to tender for selected bidders. Consequently, on July 20, a bid opening session was conducted for Hermel (seven companies received the tender document, but only 5 submitted offers). The lowest offer was still higher than D-RASATI's estimated cost for the work. As this is a difficult and remote area and contractors are reluctant to submit repeated bids, the project proceeded to negotiation with bidders. A 4% reduction on the best offer was reached. Following the review of the summation of prices, winners' names were vetted and contracts were signed.

As of September 30, contracts had been signed with 24 contractors for 30 groups of schools (154 schools total) and work started in all but two of these schools (Dahr El Moghr in Tripoli, which is in an insecure area, and Aqbet Byakout school, where MEHE requested a hold on startup of the work).

D-RASATI engineers visited the selected schools and had the school principals sign the BoQs, ensuring that they are informed of and agree to the work that will be executed in their schools. 151 school principals had signed the BoQs by September 30. Work schedules submitted by constructors were also reviewed by the project's engineers, and schedules for 153 schools were

sent to MEHE. Soft and hard copies of the BoQs for the 154 schools that are being rehabilitated were also submitted to MEHE on August 16.

Variation requests in 106 schools in which work is proceeding were sent to MEHE for review and approval on Friday, August 17. MEHE approval for those variation orders was received on September 6.



**Before and after D-RASATI rehabilitation: Bhanine Mixed Public School**

As of September 30, work in 28 schools has been completed and those schools are ready to be handed over to MEHE. The schools are distributed as follows: 17 schools in North Lebanon (8 in Minieh-Dannieh, 4 in Batroun, 3 in Zgharta, and 2 in Akkar), 7 schools in Nabatieh (3 in Marjeyoun, 2 in Bint Jbeil, and 2 in Hasbaya), 2 schools in Mount Lebanon (Jbeil), and 2 schools in Beqaa (Rachaya).

### Additional Feasibility Studies

On July 13, 3 additional feasibility studies on schools selected to replace the rented schools in the initial list of 293 BOQs were completed and sent to MEHE for feedback and approval, bringing the total number of BoQs for replacement schools to 26.

Following MEHE’s request last quarter to assess the DOPS centers and USAID’s approval of including these feasibility studies in D-RASATI’s scope of work, D-RASATI visited the centers, took measurements and prepared BoQs. The BoQs and schematic drawings were completed and sent to MEHE on July 4.

### Special Cases and “At-Risk” Schools (Geo-structural Testing)

As of September 30, all 30 schools that were previously reported to MEHE as “at risk” had been visited for an initial assessment before sampling for lab analysis. Reports on the initial visits for all 30 schools were sent to MEHE, and 25 out of these 30 were identified as needing lab testing. Samples from these 25 schools were taken to



**Concrete damage sample from Aramoun Secondary School**

be tested and analyzed. Reports on the structural condition of 9 schools were issued following the lab tests. The remainder will be completed next quarter.

### Handover of Previously-Rehabilitated Schools

Final handover of the 37 schools rehabilitated by D-RASATI in 2011 continued during this quarter. Five additional schools were handed over, bringing the total to 33 schools fully-received by MEHE. All 19 schools in which science labs were rehabilitated and equipped with resin tables and emergency eye wash were also handed over to MEHE by the end of the quarter.

### School Maintenance Planning

D-RASATI met with MEHE on July 20 to discuss the school maintenance plan proposed by the project and determined the following next steps: (1) a central meeting with the principals of the 154 schools to obtain stakeholder feedback on the proposed process and forms, (2) finalization of the regular monitoring forms, (3) compiling a maintenance manual to be distributed to all schools. D-RASATI is awaiting feedback from MEHE's ECU unit on the maintenance observation tools.

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

On July 12, D-RASATI presented MEHE with the initial costs of science lab equipment in 49 schools, based on the standard list provided by MEHE. In response, MEHE requested that D-RASATI reduce the costs per school by 1) removing all costs related to the EXAO package, 2) removing duplicate items in cases where more than one subject requires the same equipment, 3) removing the calculation of increased costs based on numbers of students, and 4) prioritizing only secondary lab science subjects. D-RASATI presented MEHE with an updated set of scenarios for science laboratory equipment procurement on July 19 that will allow the project to 1) meet MEHE's request to provide secondary schools with the minimum standard package and 2) meet USAID's September 30 deadline for commitment of funds. On July 20, MEHE requested that the project apply scenario 2 (inventory verification and costing of all secondary schools, combined with a reduction in the overall value of the minimum standard list of equipment). On Friday, July 20, MEHE and the project agreed on the methodology for reducing the cost per school, including decreasing the number of items, bearing in mind that the modified list should facilitate the delivery of the curriculum. On Thursday, July 26 D-RASATI received the reduced science lab equipment list and, accordingly, performed the re-costing of the list and submitted it to MEHE for feedback.

In a meeting of the coordinating committee on August 6, MEHE confirmed the final status of the list of science lab equipment as the standard list under the ESP and the basis for project procurement. The Ministry also confirmed the prioritization of secondary schools for procurement of lab equipment, and provided a series of limiting criteria for reducing the number of schools in which procurement will take place. On August 14, MEHE provided the final list of schools to be excluded from benefiting from science laboratory equipment (those schools that

were built and equipped as new schools under MEHE Decree 9091). Accordingly, the process of procurement for the remaining secondary schools was initiated.

An announcement calling for bids was prepared, approved by USAID, and posted in Al Nahar and Al Safir newspapers in Lebanon on August 17, 18, and 22. The announcement was also posted in USA Today and the New York Times on August 17 and 20, as well as in the Washington Post on August 20 and 21. The announcement was also posted online for one week on the USA Today and Washington Post websites. In parallel, the announcement and downloadable tender book were posted online on D-RASATI partner IOCC's website. Suppliers submitted offers until September 6, and a total of 5 bids were received in Lebanon.

On September 12, the technical team opened the technical envelopes of bidders and examined their technical eligibility. The technical committee completed the administrative evaluation of the offers and graded them. The committee also worked on matching the technical certifications of the offers with those required. Annex 2 is a detailed description of the process followed for the technical evaluation of lists of equipment from suppliers and the selection process.

On September 22, the financial (cost) committee opened the cost envelopes, evaluated the financial documents of the companies, and accordingly identified the best offers. A first contract for equipment with US source and origin was signed on September 29.

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

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

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

D-RASATI continued this quarter to develop training materials, including trainers' and participants' manuals for the 5-day TLC training. As agreed with the Teacher Training Planning Group, the TLC workshop is scheduled to take place during the second half of January 2013. As of the end of September, D-RASATI has completed the draft trainer's manuals and the accompanying materials for all 5 days of the workshop, and is currently undertaking an internal review of these materials.

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

As agreed with the D-RASATI Teacher Training Planning Group, the project will provide training on biology, chemistry, physics, math and English teaching methods to CERD and DOPS trainers during the first half of November. The materials for these workshops have been drafted and are currently being reviewed and finalized.

##### English Teacher Training

The RFP for English Language Proficiency courses was issued on September 5, 2012. D-RASATI and MEHE held a bidders' conference on September 14 to respond to questions concerning the RFP in the presence of prospective bidders. Four prospective bidders attended

the conference, along with MEHE and CERD officials and representatives from AUB and D-RASATI. The answers provided at the bidders' conference were published on September 19. RFP proposals were due on September 28, 2012. A procurement committee has been formed and the committee will review bids in early October. The courses are expected to begin in November 2012 and continue until May 2013.

### Lebanon National Educational Technology Strategic Plan

Due to the diligent work of the Strategic Plan Development Team and the direction of Mary Burns, D-RASATI submitted Lebanon's final national educational technology strategic plan to MEHE on August 30, 2012. A final, Section 508-compliant file is almost complete and will be available for use on MEHE's website.

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

On June 6, 2012, the nomination of Evelyne Karam for the ECA Manager position was sent to MEHE through the registry to request a "no objection" letter. The no objection letter was received on September 17 and she was hired as the ECA Manager. She joined the D-RASATI team and began work effective September 25, 2012.

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

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

Job descriptions for an LDP II Manager and an LDP II Coordinator were submitted to MEHE for posting, and recruitment for those positions began.

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

##### Recruitment of Experts and Senior Coaches

During this quarter, considerable effort was focused on working with MEHE to develop criteria for the TOT experts who will lead the development of training material and training for the SIP/CE sub-component. Once criteria were approved by MEHE, recruitment of suitable candidates commenced. In August, agreement was reached with two experts, Dr. Rima Karami and Dr. Kamal Bekdache, who began developing the training material.

On August 17, the senior coach position description was approved and posted on Daleel Madani, the Lebanese Development Network and the Ministry website. The deadline for applications was August 31. A total of 50 applications were received. After screening, 18 were selected for an initial interview, following which 10 were shortlisted for the second interview. Final interviews were conducted in the last week of September, and six candidates were selected for the position. The no-objection letter for these personnel will be sent to the Ministry in October.

##### Training of Trainers

D-RASATI has developed a vision and design for the pilot training which will be participatory and based on “research by design” methodology. This vision was shared with Mrs. Elham Komaty (the SIP/CE focal point at MEHE), who approved the plan. A draft of the training materials is expected to be ready by the end of October 2012.

The training is expected to start by December, pending receipt of the no-objection letter for the selected Senior Coaches, final selection of the schools that will participate in the SIP/CE pilot, and finalization of the training dates with MEHE.

### Briefing for Potential Pilot School Principals

On Wednesday, September 19, D-RASATI held a meeting with school principals to discuss the pilot training for the SIP/CE program. MEHE invited 58 school principals, along with the 6 heads of the regional educational offices, the Primary Education Directorate and the Secondary Education Directorate. The purpose of the meeting was to explain the goals, objectives and upcoming process of the SIP program and gauge the readiness of these principals to participate in the pilot phase. Out of 51 attending principals and their representatives, 44 indicated on an exit survey their willingness to participate in the program.

MEHE Director General Fadi Yarak participated in the opening of the meeting, noting that SIP is a “pillar” that MEHE relies on since it isn’t just investing in buildings but rather in people. He encouraged principals to participate in the pilot, noting that they are the key to the success of the project and it is their input that will allow its adoption on a national level. Mr. Yarak reiterated MEHE’s commitment to public schools and to D-RASATI as a project, noting that it is a true partnership in which MEHE is highly involved in the design.



**Briefing for potential SIP pilot principals on September 19**

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

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

#### Performance Monitoring Plan

D-RASATI submitted the revised Results Framework, PMP reporting table and PIRS for all indicators on July 6. The project met with USAID and Social Impact on July 31 to review the latest round of USAID comments on the PMP, and submitted the final PMP to USAID on August 3. Per USAID instructions, the PMP was also submitted to MEHE on August 7 for concurrence prior to USAID approval. D-RASATI presented the plan to the Ministry in a coordinating committee meeting focusing on monitoring and evaluation of the project on August 14.

## Regular Periodic Monitoring

Monitoring of bidding, contracting, at-risk schools assessment, and work startup and implementation for rehabilitation of schools (including site visits to 29 of the schools in which work is in process and 11 of the at-risk schools in which geotechnical tests are taking place) was conducted throughout the quarter.

The 7<sup>th</sup> Quarterly Report was submitted to USAID on July 30.

### ***Subcomponent 5.2: Track Program Impact***

Activities in this subcomponent will begin in Quarter 9.

### ***Subcomponent 5.3: Align Data Systems with MEHE and CERD***

During this quarter the project completed the adaptation of the field survey database in Excel and Access to meet MEHE's decision-support needs. The finalization of the customization of the database was accompanied by the training of 54 MEHE and CERD personnel to use the new tools. Staff trained included MEHE policymakers, administrators, and IT staff; CERD informatics and data staff; and regional directorate administrative staff. The trainings were very well received and mark an important step in the development of MEHE's capacity to use data sustainably after D-RASATI has closed.



**D-RASATI database training session for MEHE personnel on September 13**

## Ad Hoc Reporting

During this quarter D-RASATI also continued to support MEHE decision making through the generation of a series of customized reports. Customized data analysis to support school selection for SIP pilot; a customized data set on the Beqaa governorate schools; and a tailored data set on school water, drainage, heating, and fencing for use by UNICEF were among the products submitted during this period.

### III. CHALLENGES, CONSTRAINTS, AND RESPONSES

#### Administration

Certain D-RASATI working groups, agreed to by MEHE and the project as the appropriate mechanism for coordinating implementation, have been functioning well. It is important that the remaining working groups be formally constituted as soon as possible, as these groups are to review and approve the Annual Work Plan.

D-RASATI's is still waiting for a response to the request for clarification on the Ministry's concerns related to the proposed legal review and community engagement campaign under the Master Plan. Year 3 Work Planning in these areas will address these concerns.

The process of non-objection to proposed staff has limited the activities that could be conducted in the Equipment Procurement, ECA, and Community Engagement components. The delay in providing a non-objection to the Communications Officer has also slowed efforts to develop a final communication strategy for the project.

D-RASATI Chief of Party Dr. Michael Calvano left the project on August 17. EDC has reopened the search for a permanent Chief of Party for the project, but the current security environment in Lebanon has proven to be a challenge in recruitment. EDC also continues to recruit for the project's vacant Deputy Chief of Party position, which at USAID's request will be a local hire.

#### Assessment

The Progress Scale training was originally planned as a five-day training in two waves for July 9-18. On Friday, July 6, MEHE cancelled the first wave (July 9-13) and questioned the ability to mobilize the second, due to the allocation of all potential participants to exam grading and control, which had been postponed due to a teacher's strike and urgently needed to be completed. The start of Ramadan on the 20<sup>th</sup> meant that any further postponement of the training would have delayed work on this task and the related teacher training activities significantly. With approval and assistance from MEHE and CERD and assurance from the project that quality would not be compromised, the two original sessions were therefore combined to serve the majority of proposed participants in a single, four-day training conducted from July 16-19.

Access to science labs to complete inventory verification was extremely limited during August, as the school staff nominated by the Ministry to complete the data collection forms were on vacation and schools were officially closed. The project negotiated with principals on a school-by-school basis to arrange for verification of lab equipment during the month of August. Even with the return of specialized science teachers and lab monitors to schools in September, however, the project continues to face difficulties in obtaining complete and accurate forms from schools. D-RASATI continued to offer support to schools in the completion of forms, but with limited human resources due to MEHE's request that the project not hire additional temporary staff to support verification efforts.

An uncertain security context also prevented the collection of science laboratory data in a number of scheduled schools in August and September. D-RASATI offered support to schools in the completion of forms where it was safe and practical to do so. Of the 50 secondary schools whose science laboratory inventories remained to be verified as of September 30, 30 are located in areas that were considered to be a security risk.

### Rehabilitation

MEHE's approval of the initial batch of variation orders took longer than expected and caused some delays in the rehabilitation work. Variation order requests for an additional 18 schools (in Hermel, Akkar, Beirut, Baabda, and Menieh/Donieh) were sent to MEHE between September 11 and 26 for review. As of September 30, D-RASATI is awaiting MEHE approval to continue the needed works.

The security situation, particularly in the North of Lebanon (Akkar, Minieh/Donnieh, Tripoli and Zgharta) has also slowed down the progress of work in a number of schools. Dahr El Moghr school, in particular, is located in an insecure area in Tripoli and is currently occupied by the Lebanese Army. D-RASATI suggested to MEHE (in a letter dated September 12) either cancelling the rehabilitation of this school or postponing the works until the situation is stable again, additional damage is assessed, and the Lebanese army is out of the school.

Use of schools as centers for the administration or scoring of the official exams also caused minor interruptions in the rehabilitation program. From August 24th to August 29th, work was stopped in 1 school in Beirut and 2 schools in Chouf that are used as exam centers. The work resumed again on August 30th in those schools. Work was also stopped in 2 additional schools (1 in Chouf and 1 in Saïda) from September 3rd to September 6th for the same reason.

One additional school (in Deir Nbouh) was closed by the mayor of the municipality as part of a dispute unrelated to the project. The contractor will not be able to start work in this school until MEHE facilitates its official opening for rehabilitation.

### Equipment

Within a very short period of time after receipt of the approved list of science laboratory equipment from MEHE, D-RASATI succeeded in completing science lab equipment bid review and proceeding with signing a contract with a supplier for equipment from a US source. However, due to the sources of equipment in the bids received, there is now a need to request a waiver for procuring from countries that are not from within the USAID preapproved list (based on geographic code 937) before proceeding with the remaining procurement.

### Teacher Training

D-RASATI is waiting for MEHE's determination of whether it will ask the project to procure English Language Proficiency courses for permanent teachers only or for permanent and contract teachers.

D-RASATI is also waiting for MEHE's determination as to whether or not it will make the English Language training compulsory. Non-compulsory attendance may affect attendance, and therefore limit the provider's ability to meet required outcomes in terms of numbers of teachers certified by May 2013.

MEHE has requested that D-RASATI provide administrative support to the primary and secondary directorate offices for the direct contact with schools that the Ministry is responsible for during this activity (as indicated in the RFP and in the responses to bidders questions at the bidders' conference). If MEHE does not provide such support from within its existing staff, costs to the provider and the project will be higher than budgeted in cost proposals, to account for the additional effort needed to contact schools and teachers on the Ministry's behalf.

### ECA

MEHE appointed Mr. Faris Khoury as a focal point for the ECA component in August. MEHE approved the proposed ECA Manager on September 17, 2012, and she began work on September 25.

### SIP/CE

D-RASATI is working closely with MEHE to agree on a set of preliminary school standards to be used for implementing the SIP pilot and developing the SIP training program. The agreed-upon standards are a critical input to the process.

### M+E

D-RASATI has not yet received MEHE concurrence on the proposed Performance Monitoring Plan for the project, which limits the ability of the project to track progress against defined indicators and targets.

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

### Assessment

- Conduct refresher training for Progress Scale data collectors
- Begin final data collection for Progress Scale study
- Complete verification of science laboratory inventories in secondary schools
- Finalize ECA Focus Group plans, schedule and arrangements
- Obtain MEHE approval on final outline to guide development of the final ECA literature review

### Rehabilitation

- Continue rehabilitation work in the awarded schools
- Complete the final reports from APAVE.
- Receive approval from MEHE/ ECU on the pending variation orders.
- Activate school maintenance plan with MEHE.

### Equipment

- Finalize review of technical specifications of lists of equipment from suppliers
- Receive confirmation from companies and proceed with a request for waiver for equipment from sources that are not eligible for procurement.
- Proceed with procurement for equipment that has US sources.

### Teacher Training

- Complete TLC training materials
- Plan for TLC Facilitator training
- Finalize materials for training of trainers on English, Science and Math teaching methods
- Hold training workshops on teaching methods for CERD and DOPS trainers Open and review technical bids for the RFP for English Courses
- Open and review financial bids for the RFP for English Courses
- Award teacher English training contract
- English Language Proficiency courses begin

### Lebanon National Educational Technology Strategic Plan

- Develop first year implementation plan for the National Educational Technology Strategic Plan

### ECA

- Develop plan of action to facilitate the work between the ECA team at D-RASATI and MEHE
- Discuss the formation of an ECA working group at the MEHE

### SIP/CE

- Send no-objection letter to MEHE for Senior Coaches
- Work with the TOT experts to finalize the first draft of the training material
- Work in collaboration with MEHE to identify the schools which will undergo the pilot training and develop the criteria for the two members who will participate with the principal in the SIP pilot training
- Meet with the Senior coaches to explain to them their scope of work in more depth
- Conduct a one-day training for Senior Coaches to train them on the principles and methods of adult learning
- Conduct the first training (on School Review) for school teams
- Hold follow up meetings with the Senior Coaches so that they can properly follow up with and mentor the school teams
- Discuss the formation of a National Awareness Campaign working group at MEHE to be able to move forward with developing the activity further

#### M+E

- Obtain approval of the PMP, upload indicator table to AidTracker, and begin reporting accordingly
- Continue with regular monitoring of project interventions
- Design process/outcome evaluations of teacher learning circles and SIP programming in collaboration with relevant working groups at MEHE
- Submit proposals for MEHE/CERD/D-RASATI presentations at 2013 CIES conference
- Deliver full field survey database and teacher English test score database to MEHE and CERD, following guidance on recipients from MEHE
- Continue to provide decision-support analysis for MEHE as requested

## **V. RESULTS TABLE**

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

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

Annex 1: Progress Scale Progress Report

Annex 2: Progress Scale training report

Annex 3: List of schools with work completed as of September 30

Annex 4: RFP for English Language Training provision

Annex 5: Final ICT strategy document

Annex 6: Revised SIP/CE concept note