



# D-RASATI

## Developing Rehabilitation Assistance to Schools and Teacher Improvement

**Ninth Quarterly Report  
October-December 2012**

**Presented to Zeina Salame  
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 Progress Scale observations, D-RASATI provided refresher training for 68 DOPS personnel at the UNESCO Palace on November 29, 2012. The refresher 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. Observers began collecting data in classrooms on December 6, and completed 39 observations by the end of the quarter.

The D-RASATI-supported Teacher Performance Standards Development Task Force finalized the reviewable draft of the full set of teacher standards at the end of December, and forwarded it for internal MEHE and stakeholder review.

Twelve ECA focus groups took place with principals, teachers and other school staff in each of the six regions in Lebanon. A total of 132 participants coming from 54 different schools were invited to take part in the focus group discussions.

As of December 31, 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). Fourteen of those 28 schools were temporarily handed over to MEHE (with positive feedback), as shown below.

- November 20: 2 schools in Bint Jbeil
- November 28 and November 29: 2 schools in Hasbaya and 7 schools in Menieh/Donieh
- December 10: 3 additional schools in Marjeyoun

Science lab inventory verification in all public secondary schools was completed on November 7, 2012. Costing of the equipment needed in those schools was also completed to support the preparation of procurement waivers. The list of equipment to be procured was finalized and the procurement process was initiated.

D-RASATI provided training on science, math and English teaching methods to 68 DOPS and CERD trainers who use English as an instructional language between November 2 and November 10, 2012 at the Commodore Hotel in Hamra. Trainers were trained on student-centered teaching methodologies specific to their subject area and aligned with teacher performance standards and the Progress Scale classroom observation tool.

20 pilot schools for the implementation of the D-RASATI School Improvement Planning activity were selected by MEHE, and criteria for the selection of school team members to be trained developed.

D-RASATI's PMP was approved by USAID on December 4, 2012.

The Quarter 8 report was submitted to USAID on October 31. On November 5, 2012, USAID approved the final version of the D-RASATI Year 2 Work Plan.

The D-RASATI Year 3 Annual Work Plan was submitted to USAID on October 1. Per USAID guidance, the plan was also submitted to MEHE for concurrence before USAID approval on October 19. No feedback has been received from the Ministry as of the end of the quarter.

Ghada Baz received a non-objection from MEHE on October 11, 2012, and started her work as D-RASATI's Communications Officer on November 20, 2012. Dr. Antoinette Sebaaly received a non-objection from MEHE as LDP2 Manager on December 21. She will begin work on the project on January 2, 2013.

Ziad Abi Abdallah was approved as the project's new Deputy Chief of Party on December 3, 2012. D-RASATI continued to recruit for a permanent Chief of Party during this quarter.

## 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

In the second round of Progress Scale observations, D-RASATI provided refresher training for 68 DOPS personnel at the UNESCO Palace on November 29, 2012. The refresher 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. Observers began collecting data in classrooms on December 6, and completed 39 observations by the end of the quarter.

##### Teacher Performance Standards

The D-RASATI-supported Teacher Performance Standards Development Task Force finalized the reviewable draft of the full set of teacher standards at the end of December, and forwarded it for internal MEHE and stakeholder review.

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

##### Science Laboratory Inventory Verification

Lab inventories in 238 public secondary schools and 199 intermediate schools had been verified as of November 7, 2012. Additional verification of intermediate inventories was cancelled, due to the decision to procure for secondary schools only.

##### ECA Gap Analysis

The data from the open-ended questions of the 2011 D-RASATI Field Survey of Schools related to ECA were further analyzed to provide more detail on the status of extracurricular activities in schools in Lebanon. A draft of the ECA Additional Field Survey Report was submitted to MEHE for review and feedback on November 14. The final report will be submitted as an annex to the overall ECA Gap Analysis in Q2.

##### ECA Focus Groups

The purpose of the focus groups was to understand, from the perspectives of teachers and principals, the opportunities and obstacles that schools face in organizing and implementing extracurricular activities and to learn about their recommendations and suggestions for improvement. Two focus groups took place with principals, teachers and other school staff in each of the six regions in Lebanon. A total of 132 participants coming from 54 different schools

were invited to take part in the focus group discussions. The table below provides a summary of when the focus groups took place and the number of participants per region:

Region	Date	Group A Participants	Group B Participants
Bekaa	December 5, 2012	11	9
South Lebanon	December 6, 2012	11	7
Nabatieh	December 10, 2012	13	5
Beirut	December 11, 2012	11	8
Mount Lebanon	December 12, 2012	6	0
North Lebanon	December 13, 2012	11	9
		63	38
		<b>101</b>	

In addition to the participants, one school principal from each region was appointed by MEHE to assist in the moderation of the sessions. Furthermore, the Heads of Regional Education Offices were also invited by MEHE and all, except for the Mount Lebanon and Beirut offices, attended parts of the focus group discussions. The focus group report will be submitted as an annex to the overall ECA Gap Analysis in Q2.

#### ECA Literature Review

A proposed outline to complete the Literature Review was drafted and submitted to MEHE in April, 2012 for review and approval. In a meeting that took place on December 19, 2012, the Literature Review Outline was discussed and agreed upon with MEHE. The Literature Review, which describes local and international best practices in organizing and implementing extracurricular activities, will be developed and submitted as an annex to the overall ECA Gap Analysis in Q2.

#### ECA/SIP/CE Framework Review

An external legal company has finalized (on a *pro bono* basis) and submitted to D-RASATI the compilation of all laws, decrees and decisions related to the public schools as a resource for the project. This legal compendium will be used as a resource to inform the strategy and model of institutionalizing ECA within the school system and to support SIP/CE planning.

#### School Improvement Program and Community Engagement Gap Analysis

The SIP/CE Gap Analysis document was drafted during this quarter, drawing on the previously-completed literature review of international best practices, focus groups to identify the needs of school principals, and framework review referenced above. The overall SIP/CE Gap Analysis will be submitted with annexes in Q2.

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

#### Science Laboratory Equipment Costs

Additional cost analyses on science lab equipment were delivered to MEHE throughout the quarter. On December 12, costs for verified intermediate schools and estimates for unverified intermediate schools were submitted, per MEHE request, for a total of \$7,418,828.92 for the

verified schools and \$28,379,860 for the unverified schools. On December 19, the costs to rehabilitate and equip all science labs in the intermediate schools being rehabilitated under D-RASATI were submitted, at a total of \$6,348,494.15. Following this final submission, MEHE confirmed that procurement of science laboratory equipment under the project would be limited to the 238 secondary schools and 6 CERD centers.

### Teacher English Training Recommendations

Additional data related to the sustainability of the teacher training and a reduction in cost after negotiations with the winning bidder were submitted to MEHE to support authorization to move forward with English training procurement.

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

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

#### Handover of Previously Rehabilitated Schools

Final handover of the 37 schools rehabilitated by D-RASATI in 2011 continued during this quarter. Three additional schools were handed over, bringing the total to 36 schools fully received by MEHE.

#### Rehabilitation of the 154 Schools

Rehabilitation work continued in 119 public schools during this quarter. Dahr El Moghr School in the North remains pending due to instability and additional damage, as does Sir Donieh Secondary School (which was reported by APAVE as a school at risk and in need of evacuation). Snag lists for schools are being addressed.

Aqbet Byakout School had been put on hold per MEHE request on July 24, 2012, while the Ministry determined where legal authority to maintain the school rested. On October 29, 2012, MEHE advised the project that it holds the authority and that works could move ahead. Following MEHE's request to move ahead with work in Akabet Byaqout School, the BOQ for that school was validated against the ESP, the rehabilitation contract was signed, and work started accordingly.

D-RASATI sent a letter to MEHE on October 12, 2012 requesting re-concurrence with the template on the handover protocol which was approved on March 2012 during the rehabilitation of the 37 schools and the nomination of engineers in each region to accompany the D-RASATI team engineers during the temporary handover and ensure that the work is done according to the requested specifications. On November 2, D-RASATI received a reply from MEHE nominating 3 engineers to receive the first 28 schools scheduled for temporary handover. In the same letter, MEHE requested the inclusion of the regional representatives who are responsible for the school buildings in the handovers, as well. On November 20, D-RASATI received from MEHE the list of engineers that will accompany D-RASATI engineers during the handover of works in the remaining 128 schools once the work is completed.

On October 17, D-RASATI received MEHE approval on additional variation orders for 18 schools (in Hermel, Akkar, Beirut, Baabda, and Menieh/Donieh) that had been submitted during last quarter.

As of December 31, 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).

Fourteen schools were temporarily handed over to MEHE (with positive feedback), as shown below.

- November 20: 2 schools in Bint Jbeil
- November 28 and November 29: 2 schools in Hasbaya and 7 schools in Menieh/Donieh
- December 10: 3 additional schools in Marjeyoun

On December 4, D-RASATI received a letter related to the safety bars included in the ESP standards for school buildings and infrastructure in which MEHE approved to replace the required installation of steel bars on all windows with a “case by case” basis and to install the safety bars only on the ground floor, in the basement (if windows exist), and on the first floor, on the condition that the height of the remaining windows is not less than 1 meter and does not endanger student safety.

#### Special Cases/“At-Risk” Schools/Geo-technical and Materials Testing

APAVE finalized and submitted reports including results/recommendations/designs for 11 additional schools, bringing the total to 22 schools (including 11 schools considered priority for repair by the Ministry of Public Works).

Following APAVE’s recommendations for Sir Intermediate School and as per MEHE’s request, the head of municipalities in Donnieh contributed (at a cost of \$2,000) the demolition of the covered playground, which was considered a student safety risk.

In addition, APAVE submitted a report on Sir Secondary School (in which testing is still taking place), in which APAVE recommended that the school be temporarily evacuated until the testing is complete and a conclusion reached concerning the risk status of the school. Accordingly, D-RASATI stopped the work in this school.

#### School Maintenance Planning

On December 3, a school maintenance meeting was held at MEHE in the presence of the Director General, staff of the MEHE Engineering Coordination Unit (ECU), and the MEHE regional directors. During this meeting it was decided to hold regional meetings for school principals and representatives, in order to obtain their input on the draft maintenance tools and manual. Accordingly, the three regional meetings were held as follows:

- December 10: Meeting for Nabatieh and the South, at Hasan Kamil Elsabah Secondary School.
- December 11: Meeting for Bekaa, at the Zahle Mixed Secondary School.
- December 17: Meeting for the North, at Adnan Zaki Darwish Intermediate School.
- December 18: Meeting for Mount Lebanon and Beirut, at MEHE premises.

During these meetings, school principals and representatives reviewed the school maintenance tools and gave their feedback on the checklist to be added to the maintenance manual. Following the meetings, work started to compile the full draft of the school maintenance manual to be piloted in the D-RASATI schools and ultimately disseminated to all public schools.

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

#### Science Laboratory Equipment

Technical and cost bids for the science lab equipment were opened, and the technical committee reviewed the lists of equipment from different suppliers in terms of conformity with specifications and requirements. Accordingly, the list of equipment to be purchased from each of the 3 suppliers was completed and the process was documented and approved by the committee.

Two prospective suppliers (Caretek and Al Diyar) responded to the offer with confirmation, while Medilab declined. Accordingly, the list of equipment was sent to the updated list of suppliers for confirmation. A meeting was also held with Al Diyar and a contract was signed for the equipment selected of US source.

In addition to declining to accept D-RASATI's offer of tender, Medilab raised concerns on the process that had been followed for selecting equipment and providers. Two meetings were held between the technical committee and Medilab and the process was explained and clarified. In addition, IOCC and EDC reviewed and documented the process for procurement, including hiring an external consultant to review and assess the process. The review findings were positive and supported moving ahead as planned with procurement. A revised list of equipment was prepared with only 2 suppliers.

A waiver request for the procurement of equipment of non-US origin was drafted and will be sent to USAID in early January for review. A negotiation memo that describes the procurement process, including where the RFQ was published, how bids were evaluated, and the eventual outcome of the selection, was also requested by USAID and will be submitted in Q2 along with the waiver request.

Meanwhile, IOCC worked with MEHE and the suppliers on finalizing the procedures for customs clearance to ensure customs exemption when the commodities arrive.

#### ICT Equipment

On December 26, 2012, MEHE requested that D-RASATI support a market assessment on the cost and minimum standards and specifications of Information and Communication Technology

(ICT) equipment to help the Ministry achieve the National Strategy for ICT in Teaching and Learning. The scope of work for a company or person to help perform the market assessment was under development at the end of the quarter and will be posted in Q2.

### Science Lab Resin Tables

Preparations for bidding for the procurement and installation of resin tables as part of the rehabilitation of the science laboratories in the 154 schools and secondary schools selected for equipment were begun.

### Gifts in Kind (Books)

One of the components of D-RASATI's cost share is the equipping of Lebanese public school libraries with around 20,000 English-language books (educational books and stories) at a value of \$1,317,453.28. On November 23, D-RASATI sent a letter to MEHE requesting approval of the book donation. On December 6, His Excellency Minister of Education and Higher Education Dr. Hassan Diab informed the Cabinet about the donation and requested approval to receive it. Accordingly, on December 19, the Cabinet approved the donation and issued decree # 9677 dated Dec 28, 2012. Based on this decree, MEHE officially informed D-RASATI on December 29 of the Cabinet's decision to approve the book donation.

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

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

#### Training of Trainers on Subject-Matter Teaching Methods

D-RASATI provided training on science, math and English teaching methods to 68 DOPS and CERD trainers who use English as an instructional language between November 2 and November 10, 2012 at the Commodore Hotel in Hamra. Trainers were trained on student-centered teaching methodologies specific to their subject area and aligned with teacher performance standards and the Progress Scale classroom observation tool. These methods included inquiry teaching and learning strategies, problems solving and critical thinking strategies, meaningful learning strategies such as concept and mind mapping, and cooperative learning strategies. Participants' evaluation of the training was very positive: 91.6% of participants expressed satisfaction with training activities.

Feedback from both trainers and trainees was processed to adapt and develop final training material that will be submitted to MEHE in January 2013. A trainer's manual and participants' handouts were developed for each of the content areas (Biology, Chemistry, Physics, Math, English) along with a separate "Training of Trainers" manual.

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

A Teacher Learning Circle (or TLC) is a teacher-initiated classroom investigation. It comprises 4 to 8 subject-area teachers and a facilitator who come together to work on areas of instruction

that can be improved further. During this quarter, D-RASATI finalized training materials and began logistical preparation for the Teacher Learning Circles five-day launch workshop, including trainers' and participants' manuals, along with PowerPoint presentation. The TLC workshop is scheduled to take place on 25, 26, 31 January 2013 and 1, 2 February 2013 at the American University of Beirut (AUB). Participants in the workshop will be the CERD and DOPS trainers who have already participated the training on subject-matter teaching methods.

#### Hubs Launch Workshop: Preparation of Training Materials

A Hub is a group of teachers and teacher trainers specialized in a subject area that provide capacity building and coaching support to teacher colleagues in a defined network of local schools. Research and material collection was carried out this quarter in preparation for the Hubs launch workshop that is expected to take place in spring 2013. This workshop will target the CERD and DOPS trainers who have already participated in the subject-matter teaching methods and will participate in the training on TLCs.

#### Training on the Use of Lab Equipment for Science Teachers

A technical team has been selected to work on the development of laboratory and training manuals for the upcoming training on use of Lab equipment (to be delivered at the end of the current academic year).

#### English Teacher Training

Under the D-RASATI Master Plan, the project will provide training to teachers in the public schools who use English as their language of instruction, in order to improve their English language proficiency and enhance their ability to use the language to promote student learning. A proficiency test administered to all teachers who use English for instruction in 2011-12 indicates that up to 4,500 Lebanese public school teachers fall below MEHE's desired proficiency levels of C1 on the Common European Framework of Reference for Languages (CEFR/L) for teachers of English language and literature and B2 on the CEFR/L scale for teachers of math and science.

Following the RFP for English Language Proficiency courses that was issued on September 5, 2012; and the bidders' conference held on September 14, the technical and financial bids were opened and reviewed in October 2012. Three bids were received and reviewed by a technical committee which included representatives from MEHE and D-RASATI.

Technically, there was a clear winner which far exceeded other bidders. However, the budget submitted by the technical bid winner exceeded by far the amount allocated by the project to this activity. Three options for consideration were submitted to MEHE:

1. Approve the current technical bid winner, and agree with MEHE on a mechanism for funding the difference between the budgeted amount and the expected expenditure.

2. Negotiate with the prospective technical winner to reduce the budget and agree with MEHE on a mechanism for supplementary funding.
3. Initiate a new request for proposals (RFP) to target a subset of teachers for whom training and certification can be provided by May 2013. .

A working group on teacher training met on November 5th, 2012 at MEHE and found that English language training is an essential component of teachers' professional development. The committee recommended to choose the technical bid winner to carry out the activity, provided negotiation on costs takes place, as the submitted budget exceeded by far the amount allocated by the project for English language courses. The committee recommended that negotiation is based on the group of permanent teachers only; since bidders had submitted two scenarios as per MEHE's request: one for the permanent and contractual public school teachers and one the permanent teachers only.

Negotiations with the winning bidder resulted in the following proposals:

1. A full program for all permanent teachers running from January to October 2013 (excluding June 11th to September 1st, 2013) and aligned with the expected results from the original proposal.
2. A partial program running from January to mid-June, 2013, with reduced results in terms of the numbers of teachers who will have achieved proficiency by the end of the training period.

The teacher training working group met on November 23rd, 2012, selected the first option as the most suitable, and recommended it to the project's Coordination Committee for corresponding decisions on budget allocation. MEHE then expressed the wish to investigate the possibility of implementing the courses in the future through its own trainers. As noted in the assessment section of this report, additional data on the possibility of sustaining the program after D-RASATI's intervention was provided, and MEHE provided confirmation on December 27, 2012 that the English language training should be carried out as proposed. D-RASATI is currently re-budgeting in order to secure funding for these courses.

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

#### Field Visits

Field visits to schools were originally planned to complement the ECA focus groups findings. However, after conducting the focus groups, it became clear that these visits will not necessarily provide additional useful information. On December 19, 2012, MEHE and D-RASATI agreed that the field visits would be replaced with interviews with ECA experts, ECA personnel at private schools, representatives from DOPS, and Heads of the Regional Education Offices. The purpose of the interviews is to learn about ECA best practices from ECA experts and private schools and to gain an understanding of the current and envisioned roles that representatives of

DOPS and the Regional Education Offices can play in supporting schools in organizing and implementing ECA. This will provide valuable information to be used during the ECA strategy and model development processes. This activity will take place in Q2 of Y3.

#### Training at the School Level and ECA Grants

On December 7, 2012, it was agreed that, in addition to providing TOT on the model of ECA institutionalization to 24 MEHE representatives, D-RASATI would also provide training to participants from schools. These activities will take place in Y4 and Y5 and therefore are pending approval of the revised budget and Y4 and Y5 work plans. It was also confirmed in the December 7 meeting that the project will not provide school grants to support ECA.

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

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

Recruitment for the LDP II Manager was completed. A candidate was identified and submitted for MEHE non-objection on December 20, 2012. Dr. Antoinette Sebaaly received a non-objection from MEHE as LDP2 Manager on December 21. She will begin work on the project on January 2, 2013.

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

##### Pilot School Review and School Improvement planning in 20 schools

###### *Recruitment of Senior Coaches:*

Five of the 6 Senior Coach candidates identified in September 2012 accepted the project's financial offers. In order not to cause delays in the training schedule, a request for non-objection on these 5 candidates was sent to MEHE on October 31, 2012, along with a request to re-announce the job opening for the 6<sup>th</sup> Senior Coach. On November 21, the position announcement, job description and desired qualifications for these part-time consulting positions were re-posted to the MEHE website, and re-announced by the Daleel Madani and Lebanese Development Network. On December 10, D-RASATI received an official response from MEHE approving only 3 of the 5 suggested candidates. This resulted in the need to recruit a total of 3 more Senior Coaches instead of 1. Forty-five resumes were received in response to the November 21 position announcement. Following screening and interviews, 6 candidates were shortlisted and 3 were selected for the position of part-time consultants. A non-objection request for the 3 selected candidates will be sent to MEHE at the start of the next quarter.

###### *Training Material and Training Dates*

During this quarter, the TOT Experts worked on developing the training material for the SIP pilot training. Since the training follows the research by design methodology, the training materials will also be adapted after each training session to ensure that they are meeting the needs of the trainees. Guidelines have also been developed to orient the Senior Coaches to the project, in general, and their role, in particular. Senior Coaches will attend a general meeting as

well as a training session on Adult Learning Methodology in order to be well prepared for the critical role of these positions. The dates of the training are yet to be determined, pending MEHE's non-objection to the candidates.

### *Pilot Schools and Selection of Trainees*

Training for the pilot schools was to have started by December 2012. It is now expected that the training will take place in early February 2013, due to delays in hiring of the Senior Coaches.

On December 11, 2012, the SIP/CE team received from MEHE the list of 20 pilot schools that will participate in the training. The schools were selected from a pool of 41, whose principals had originally completed the LDP1 program and its related ToT program in Canada. Out of the principals of the 20 schools in the pilot program, 17 participated in the September 19, 2012 meeting of school principals that took place at MEHE to introduce the SIP pilot training. These principals had all agreed in that meeting to take part in the program. The 3 remaining school principals did not attend the meeting, but their schools have been chosen by MEHE to ensure equal geographic representation.

As for the two additional members of the school staff who will be part of the school planning committee that will be trained with the principal, it was decided with MEHE that the decision is best left up to the principals. A packet was sent in mid-December by MEHE to the school principals to explain the program. The packet included 2 forms: a principal nomination form and a candidate nomination form. The candidate nomination form is to be filled by all teachers/staff who want to participate in the training program and submitted to the principal. The principal will screen the candidate nominations and pick two candidates to nominate for the training. He/she will fill the principal nomination form and send it to MEHE by January 7. The idea behind this process is to ensure that the principal feels empowered and part of the process, especially when it comes to the team with which s/he will be working.

### National Awareness Campaign

On December 6, 2012 an official letter was sent to MEHE to request a meeting with the main focal people at MEHE to commence discussion on the national awareness campaign as per the year 3 work plan, which states that the D-RASATI team and MEHE will work together to come up with the scope and objectives of the campaign. This includes developing the national awareness campaign concept, identifying the potential campaign partners and coming up with the campaign action plan to be implemented in year 4 of the project. However, on December 18, 2012 a response was received from MEHE to recommend the removal of the awareness campaign from the D-RASATI program and, consequently, its removal from the year 3 work plan. Clarification was requested as to the reason behind the recommendation; however, no response was been received as of the close of the quarter.

## **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

USAID approved the final version of the D-RASATI PMP on December 4, 2012.

## Regular Periodic Monitoring

Monitoring of implementation of school rehabilitation was conducted throughout the quarter, including site inspection visits to an additional 23 schools in which work is in process, for a total of 52 schools visited by December 31, 2012. Comprehensive reports and recommendations were provided to rehabilitation implementers for action. A position announcement for additional Monitoring Engineers was posted on December 21, 2012, in order to facilitate additional intensity and scale of rehabilitation monitoring as the 154 schools near completion. Hiring will be finalized in Q2.

During this reporting period, the USAID AOR also conducted eleven visits to schools currently being rehabilitated. The AOR appreciated the quality of the work and the involvement of the school principal in the process in some schools, while in others she highlighted the need to ensure that rehabilitation is in line with the Effective School Profile and that work is of good quality. The AOR raised specific concerns about work in 3 schools in Saida and requested a plan for correction of rehabilitation problems under the project. D-RASATI has modified its rehabilitation monitoring protocol accordingly.

On October 16, D-RASATI met with Social Impact to provide the Social Impact team with a clear understanding of the scope and structure of the project's rehabilitation work. A summary document on the development of the rehabilitation standards, the contracting and implementation procedures, and the project's monitoring and evaluation/quality assurance procedures were provided to Social Impact based on this discussion.

D-RASATI Monitoring and Evaluation staff participated in the TraiNet training held in Cairo on December 18 and 19, 2012, and accordingly entered the project's data on prior trainings into the TraiNet system.

Project staff also coordinated with Social Impact on the selection and preparation of D-RASATI indicators for uploading into USAID's global AidTracker system.

The 8<sup>th</sup> Quarterly Report was submitted to USAID on October 31.

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

Proposals for 2 MEHE/D-RASATI presentations at the 2013 CIES conference were submitted and accepted.

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

During this quarter the project completed the full integration of the data sets from the 2011 Field Survey of Schools in SQL, and began the preparation of the revised field survey tool and TOR for database adjustment for the fall 2013 administration of the survey.

The full 2011 field survey database and teacher English test score database were also delivered to MEHE and CERD in November, 2012, as was the database of science laboratory inventories for all 238 verified secondary schools, 199 intermediate schools, and 6 CERD centers.

#### Ad Hoc Reporting and Support to MEHE Data Team

During this quarter D-RASATI also continued to support MEHE decision making through the generation of a series of customized reports and the provision of support to MEHE users of the project's data sets. Customized data analysis to support planning of interventions to be funded by UNICEF and the World Bank were delivered per MEHE request, along with the provision of support to the MEHE data team for the extraction of data from the field survey database on an ongoing basis.

### III. CHALLENGES, CONSTRAINTS, AND RESPONSES

#### Administration

The process of non-objection to proposed staff has limited the activities that could be conducted in the Equipment Procurement and Community Engagement components this quarter.

D-RASATI Chief of Party Dr. Michael Calvano left the project on August 17. EDC reopened the search for a permanent Chief of Party for the project. One interim candidate withdrew due to the current security environment in Lebanon (which has proven to be a challenge in recruitment) and two other submitted candidates were not approved.

#### Assessment

Progress Scale administration has been slowed by the limited availability of DOPS staff to conduct observations. Staff are currently being limited to one day of observations per week, to avoid interfering with their already-scheduled visits to other schools. D-RASATI has agreed with MEHE that significantly more time can be dedicated to this effort after semester exams in January.

Teacher standards development was delayed by negotiations with Lebanese University experts about the appropriate scope and compensation for their contribution to the effort. This issue was resolved consistent with USAID regulations in December, and work on the draft standards was completed at the end of that month.

The starting date for conducting the ECA focus groups had to be postponed twice. It was originally planned that the focus group discussions begin on November 27, 2012. It was agreed with MEHE to postpone the starting date to December 3, 2012 since a strike was scheduled for November 27. On November 29, MEHE sent an email requesting D-RASATI to postpone the starting date from December 3, 2012 to December 5, 2012 as MEHE needed more time to inform participating schools about the activity. The focus group discussions began on December 5, 2012. None of the participants in the second group for Mt. Lebanon (scheduled on December 12) were able to attend due to a strike that took place that day. D-RASATI agreed with MEHE on December 19 that it would not be necessary to organize another focus group discussion with these participants since the team was able to gather enough data to answer the research questions.

Due to MEHE's request that school staff rather than project consultants fill the science lab inventory forms, the project continued to face difficulties in obtaining complete and accurate data from schools this quarter. D-RASATI continued to offer support to schools in the completion of forms, but with limited human resources. Finalization of school inventories was therefore slowed as the project ensured appropriate quality control of the data.

An uncertain security context also delayed the collection of science laboratory data in a number of scheduled schools in October. 30 the 50 secondary schools whose science laboratory inventories remained to be verified as of October 1 were located in areas that were considered to be a security risk. D-RASATI offered in-person support to these schools for the completion of

forms as the security situation permitted, and completed all but one of them in the first two weeks of October. The final school, on the Syrian border, was verified on November 7.

### Rehabilitation

Holidays, sporadic violence in Tripoli and along the Syrian border, arbitrary requests from school principals, and contractor quality issues were challenges to rehabilitation implementation during this period. Additional concern that the works in schools were not in full compliance with the ESP also necessitated follow up and reassessment.

To ensure that the work is in compliance with the approved ESP standards, D-RASATI engineers conducted visits to schools that are being rehabilitated and generated variation orders for 83 schools at a cost of \$1,789,754. These VOs were sent to MEHE for review and approval. Approval for additional work in 2 schools in Akkar and 1 in Jbeil was received on December 4. The variation orders for the remaining 80 schools are currently being reviewed and verified by MEHE. This delayed approval will delay the date by which all 154 schools will be completed for 2 months.

Dahr El Moghr school in Tripoli is in a conflict zone, and although D-RASATI received a reply on October 17, 2012 from MEHE including no objection to starting work at this school, clashes in the neighborhood of the school resumed a week later and the project has been unable to enter the site.

### Equipment

The company (Medilab) that refused D-RASATI's tender offer for science lab equipment submitted an official statement of concerns about the process for selecting equipment. Accordingly, IOCC and EDC reviewed and documented the process for procurement, which was time consuming. Also, the bidding process was reviewed by a consultant hired for the purpose. Although the findings of the review were positive, the process caused a delay in proceeding and submitting the request for waiver.

A candidate for the position of Science Lab and ICT Procurement Officer was identified and submitted to MEHE for non-objection before hire. However, the candidate withdrew when the non-objection process became prolonged. IOCC continues to interview additional candidates for the position.

### Teacher Training

As a result of the unexpectedly high budgets submitted by bidders for the English language training courses, the procurement process was delayed and could not be finalized in October as initially planned. This activity is very important in terms of educational outcomes, and is considered a high priority by MEHE. However, it was not included in the original D-RASATI program description or the approved program budget, so insufficient financial resources were available for the activity. The project has therefore had to delay implementation of the English training and initiate a project-wide re-budgeting activity to allow it to proceed.

### SIP/CE

Although the SIP/CE team worked together with MEHE to develop the job description and required qualifications, upon reviewing the CVs of the nominated Senior Coaches, MEHE objected to two of the proposed candidates. MEHE then asked to change the job description and focus more on finding candidates with extensive experience in SIP. This led to a re-opening of the position and caused delays in the finalization of Senior Coaches, training of Senior Coaches, and launching of the pilot with training for school teams, none of which took place in this quarter, as had originally been planned.

## IV. SCOPE OF WORK FOR NEXT QUARTER

### Assessment

- Complete data collection for Progress Scale study
- Finalize and submit ECA and SIP/CE Gap Analyses
- Finalize the revised field survey tool, begin data system adaptation, and plan for fall 2013 administration
- Present proposal for rehabilitation next steps: list additional potential schools based on agreed-upon thresholds and criteria
- Present proposal for ICT equipment procurement prioritization

### Rehabilitation

- Continue rehabilitation work in the awarded schools
- Complete and submit the final APAVE reports/designs
- Receive approval from MEHE/ECU on the pending variation orders
- Develop, print, and disseminate the school maintenance manual
- Revalidate BoQs for selected schools to meet the ESP for school buildings and infrastructure

### Equipment

- Submit and receive USAID's approval on the procurement waiver for science lab equipment and proceed with the procurement
- Receive the shipment of Gifts in Kind books and start distribution to schools
- Finalize market study and analysis of ICT equipment for procurement support to MEHE's national strategy for ICT in teaching and learning

### Teacher Training

- Hold launch workshop for TLCs
- Develop final TLCs material based on feedback from training
- Develop Hubs workshop training material
- Develop lab equipment training material
- Finalize procurement process for English language courses
- Prepare for English language courses implementation

### Lebanon National Educational Technology Strategic Plan

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

### ECA

- Facilitate strategy discussions with MEHE
- Develop the national strategy for ECA
- Develop the model for ECA institutionalization

### SIP/CE

- Send no-objection letter for the remaining 3 Senior Coaches
- Conduct a one-day training workshop for Senior Coaches 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
- Receive feedback from MEHE on the National Awareness Campaign and 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

- Continue regular monitoring of project implementation
- Design process/outcome evaluations of teacher learning circles, LDP, and SIP programming in collaboration with relevant counterparts at MEHE
- Ensure that the revised field survey database aligns with MEHE systems
- Continue to provide decision-support and analysis for MEHE as requested

## V. RESULTS TABLE

Results are reported only for indicators that were targeted during this quarter.

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)	Year II (Oct 2011 to Sept 2012)	Year III (Oct 2012 to Sept 2013)		Target LOP Total	% Achieved of LOP Total	Justification for Variation from Target
					Achieved	Achieved	Target	Achieved Q1 (Oct 2012 to Dec 2012)			
<b>USAID Lebanon Mission Overall CDCS Objective: Improved Accountability and Credibility of Public Institutions and Broader Economic Prosperity</b>											
<b>Democracy and Governance Development Objective: Improved Capacity of the Public Sector in Providing Transparent, Quality Services Across Lebanon</b>											
<u>Proposed Mission Outcome Indicator:</u> Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (F3.2.1-38)											
<u>Proposed Mission Outcome Indicator:</u> Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (F3.2.1-14)											
<u>Proposed Mission Outcome Indicator:</u> Number of learners enrolled in secondary schools and/or equivalent non-school based settings with USG support (F3.2.1-15)											
<b>D-RASATI Program Objective: Improved Public Basic Education</b>											
CDCS 2	# of public schools demonstrating improvement relative to the Effective Schools Profile for Lebanon	public schools	Ann.	0		28	1011	14	1281	3%	
	Facilities and Infrastructure			0		28	156	14	184	23%	
		North		0		3	47	9	50	24%	
		Beqaa		0		4	24		28	14%	
		Mt. Lebanon		0		7	35	1	42	19%	

		Beirut			0		1	11		12	8%	
		South			0		8	23		31	26%	
		Nabatiyeh			0		5	16	4	21	43%	
CDCS 3	# public schools receiving USG assistance		public schools	Qly.	0		28	1011	14	1281	3%	
		North			0		3	249	9	430	3%	
		Beqaa			0		4	179		230	2%	
		Mt. Lebanon			0		7	273	1	276	3%	
		Beirut			0		1	55		65	2%	
		South			0		8	151		152	5%	
		Nabatiyeh			0		5	104	4	128	7%	
<b>IR 1: Public School Needs Assessed, Standards Developed, and Program Plan Developed</b>												
1.1	# of assessments completed		assessments	Ann.	0	1	2	5	1	9	44%	
		field survey of schools			0	1		1		3	33%	
		Teacher English test			0		1	0		1	100%	
		Teacher ICT survey			0			1		1		Cancelled per MEHE request
		Progress Scale observations			0		1	1		1	100%	
		focus groups: ECA			0			1	1	1	100%	
		focus groups: SIP/CE			0		1	1		1	100%	
<b>IR 1.1: Technical Needs to Improve the Delivery of Quality Teacher Training Assessed</b>												
1.1.2	# of teachers observed during progress scale study		teachers	Qly.	0		134	626	15	760	20%	
		North/Male			0		2	35	1	37	8%	
		North/Female			0		17	202	10	219	12%	
		Beqaa/Male			0		8	19		27	30%	

		Beqaa/Female			0		27	54		81	33%	
		Mt. Lebanon/Male			0		7	16		23	30%	
		Mt. Lebanon/Female			0		19	126		145	13%	
		Beirut/Male			0		2	4	1	6	50%	
		Beirut/Female			0		11	19	3	29	48%	
		South/Male			0		5	20		25	20%	
		South/Female			0		19	71		90	21%	
		Nabatiyeh/Male			0		3	17		20	15%	
		Nabatiyeh/Female			0		14	44		58	24%	
<b>IR 2: Public School Learning Environments Improved</b>												
2.1	# of students enrolled in public schools that meet facilities and infrastructure standards due to USG support	students	Qly.		0			47796	3534	47796	7%	
	North/Male				0			5927	824	5927	14%	
	North/Female				0			8581	2093	8581	24%	
	Beqaa/Male				0			3806		3806		
	Beqaa/Female				0			4158		4158		
	Mt. Lebanon/Male				0			3501	8	3501		
	Mt. Lebanon/Female				0			3536	14	3536		
	Beirut/Male				0			1862		1862		
	Beirut/Female				0			2046		2046		
	South/Male				0			5045		5045		
	South/Female				0			5243		5243		
	Nabatiyeh/Male				0			1915	294	1915	15%	
	Nabatiyeh/Female				0			2176	301	2176	14%	
<b>IR 2.1: Ability of Public Schools to Meet MEHE Facilities and Infrastructure Standards Improved</b>												

2.1.1	# of schools rehabilitated according to MEHE standards	schools	Qly.	0			156	14	156	9%	
	North			0			47	9	47	19%	
	Beqaa			0			24		24		
	Mt. Lebanon			0			35	1	35	3%	
	Beirut			0			11		11		
	South			0			23		23		
	Nabatiyeh			0			16	4	16	25%	
<b>IR 3: School Learning Opportunities Increased</b>											
3.1	# of teachers/educators/teaching assistants who successfully completed inservice training or received intensive coaching or mentoring with USG support (F 3.2.1-31)	educators	Qly.	0		166	3053	68	3053	7%	
	North/Male			0		6	146	0	146	4%	
	North/Female			0		23	154	3	154	16%	
	Beqaa/Male			0		5	226	2	226	3%	
	Beqaa/Female			0		15	295	7	295	6%	
	Mt. Lebanon/Male			0		6	290	1	290	2%	
	Mt. Lebanon/Female			0		23	768	2	768	3%	
	Beirut/Male			0		13	78	12	78	27%	
	Beirut/Female			0		39	157	23	157	34%	
	South/Male			0		6	234	4	234	3%	
	South/Female			0		15	377	8	377	5%	
	Nabatiyeh/Male			0		8	150	3	150	7%	
	Nabatiyeh/Female			0		7	178	3	178	4%	
<b>IR 3.1: Capacity of MEHE/CERD to Provide Quality In-Service Teacher Training Improved</b>											

3.1.2	# trainers trained		trainers	Qly.	0		159	67	68	209	76%	
		Progress/CERD/male			0		18	0		28	64%	
		Progress/DOPS/male			0		24	24		39	62%	
		Progress/CERD/female			0		70	0		86	81%	
		Progress/DOPS/female			0		47	43		56	84%	
		Methods/CERD/male			0			1	1	6	17%	
		Methods/DOPS/male			0			21	21	13	162%	
		Methods/CERD/female			0			4	4	28	14%	
		Methods/DOPS/female			0			42	42	20	210%	
		TLCs/CERD/male			0			1		6		
		TLCs/DOPS/male			0			21		13		
		TLCs/CERD/female			0			4		28		
		TLCs/DOPS/female			0			42		20		
		Hubs/CERD/male			0			1		6		
		Hubs/DOPS/male			0			21		13		
		Hubs/CERD/female			0			4		28		
		Hubs/DOPS/female			0			42		20		

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

Annex 1: At Risk Schools: Progress Report

Annex 2: List of Schools Handed Over to MEHE

Annex 3: Final Report on Subject-Matter Training of Trainers

Annex 4: List of Pilot Schools for SIP Pilot

Annex 5: Success Story: Progress Scale

Annex 6: Success Story: School Handovers

Annex 7: Photographs from This Quarter's Activities