Guide pédagogique du kit « Les Petits Lecteurs »

Table des matières

I.   Introduction

Le but de ce Kit est de mettre entre les mains des enseignants des outils d'apprentissage des lettres (nom, son) différenciés, qu'ils peuvent adapter aux besoins de leurs apprenants, de leurs acquis et de leur niveau scolaire.

Ce kit est conçu comme **outil didactique complémentaire aux enseignements de base avant l'école primaire.** Il peut aussi proposer **une aide personnalisée** aux apprenants de grande section/PS3 et ceux de la EB1/11ᵉ, présentant des besoins/difficultés particuliers/ères en lecture, qui prennent un peu plus de temps à démarrer dans la lecture et dans l'écriture, dans une dynamique différenciée.

Ce kit propose un dispositif inspiré d'un protocole anglo-saxon, afin de fournir aux enseignants des outils solides et aux apprenants des repères fiables leur permettant d'organiser les apprentissages. L'objectif premier de ce guide est d'ancrer les apprentissages de l'alphabet dans une progression structurée, qui va du simple au complexe et qui régule les principes pédagogiques de la méthode de la connaissance des lettres de l'ALPHABET. Il est base sur l'étude effectuée par Jones, Clark, ray et Reutzel en 2021 intitulée : *Enhancing Alphabet Knowledge Instruction : Research Implications and Practical Strategies for Early Childhood Educators.*

Ce guide pédagogique, écrit par l'équipe qui a conçu Le Kit « Les Petits Lecteurs », explicite et adapte des méthodes de travail pour l'enseignement des lettres de l'alphabet.

Les phonèmes et graphèmes choisis pour le kit (appendice 1) sont simples. Le but est de lancer l'apprenant dans l'apprentissage des lettres simples avant de passer dans des classes supérieures, aux combinatoires, plus complexes.

II.   Le modèle d'apprentissage d'une lettre

Dans ce kit, l'apprentissage d'une lettre se fait à travers 4 capsules pour chacune.

a. Capsule 1

Tout d'abord, l'avatar d'un enseignant se présente puis l'apprenant expérimente **une situation socio-émotionnelle**. Il apprend à reconnaître et à décrire ses émotions, étape essentielle en amont à l'apprentissage des lettres.

**Bonjour, c'est Martine.
Comment ça va ?**

Activité socio-émotionnelle

Scénario

Bonjour, c'est Martine ! Comment ça va ? Avant de commencer la leçon, nous allons apprendre à identifier nos émotions. Tu vas mieux comprendre c'est quoi « être content », « être triste » et « être en colère » ! Tu es prêt ? Allons-y !

Scénario :

Observe ce garçon : est ce qu'il est content, triste ou en colère ? Montre-moi la bonne expression. Il est triste. Voilà, c'est la bonne réponse.
Observe bien ses yeux, sa bouche, et regarde aussi comment il est assis.

Ce visage souriant ☺ indique où il serait possible, après chaque activité, pour l'enseignant de donner un feedback et de louer les efforts des apprenants et ceci en utilisant des petites phrases qui les motivent et leur permettent d'augmenter leurs interactions langagières.
Exemple : ☺*Tu devrais être très fier(e) de toi ; Félicitations, tu as fait un véritable effort pour y arriver*.

Se référer à l'appendice 3 pour plus de phrases à utiliser pour donner un feedback et louer les efforts des apprenants.

Suite à cette activité, il est sensibilisé à son environnement par le biais **d'une activité portant sur la météo**, qui le pousse à prendre conscience du temps qu'il fait.

L'identification du nom de la lettre : (3.5 mins) La reconnaissance du nom de chaque lettre.

Scénario :

Dans cette leçon, nous allons apprendre le nom, le son et les différentes écritures de la lettre M.
Nous commençons par le nom de la lettre.

Dans cette partie, l'apprenant identifie la majuscule et la minuscule. L'accent est mis sur la forme de la lettre qui prépare à la manière de l'écrire. Il s'initie alors à la reconnaissance de cette lettre et de son nom.

Scénario :
Le M majuscule est comme deux grandes montagnes.

Dans cette partie, l'apprenant cherche la majuscule et la minuscule et parvient à les repérer.
Les diapositives peuvent être visionnées à plusieurs reprises par l'enfant ou l'enseignant afin d'acquérir une prononciation dans les normes.

Scénario :

A ton tour, cherche les M majuscules.

Tu les as trouvés ? Parfait !

☺ *Regarde ce que tu arrives à faire quand tu n'abandonnes pas.*

b. Capsule 2

L'identification du son de la lettre : (environ 5 mins) Une première reconnaissance auditive de la lettre permettant de percevoir et de découper les unités sonore d'un mot. (Syllabe, phonème).

Dans cette partie, l'apprenant reconnait le son de la lettre et il apprend la manière de la prononcer : des instructions explicitant l'aperture des lèvres, l'emplacement de la langue, des dents et le passage de l'air dans la bouche sont données afin d'initier l'apprenant à une bonne articulation des lettres.

Reconnaissance du son

☺ C'est bien d'avoir réussi ceci. Nous allons maintenant tenter quelque chose de plus difficile.

-L'apprenant s'applique à reconnaitre le son de la lettre et à le répéter.

M m m

Scénario

Mou-che, est-ce que j'entends [m] dans mouche comme dans mouton ? Mouche-Mouton.

Oui, bien sûr, je ferme la bouche.

Dis avec moi, [m]-Mouche.

-L'apprenant s'exerce à reconnaitre le son de la lettre dans des mots variés. Il lève le pouce par exemple s'il entend la lettre.

Scénario

C'est une moto. Mo-to. Est-ce que j'entends [m] dans moto comme dans mouton ? Moto-mouton. Oui, alors je mets le pouce en l'air.

L'avatar d'un enseignant dans la capsule, commence toujours par un exemple afin de donner la main à l'apprenant. Il applique par la suite avec l'apprenant et enfin, l'apprenant applique seul (Je fais seul, nous faisons ensemble, Tu fais seul). L'enfant peut de même cliquer sur pause et arrêter la vidéo et puis rembobiner pour revoir une partie précise, s'il sent qu'il n'a pas très bien suivi le rythme des explications.

c. Capsule 3

La discrimination visuelle et auditive : **(environ 7 min)** Une première reconnaissance visuelle de la lettre suivie d'un premier cheminement vers la lecture.

L'apprenant doit reconnaitre la lettre majuscule d'imprimerie et la lettre minuscule d'imprimerie et cursive dans le texte. Il doit indiquer le son et le nom de la lettre à chaque fois qu'il la localise.

Marwa

M m m

Activité 1 | Ensemble

Scénario

Essayons ensemble. Nous allons chercher la lettre M dans un autre mot.

Marwa.

N'oublions pas ! Nous regardons la flèche et nous lisons de gauche à droite.

Regardons la première lettre.

Elle nous rappelle les deux grandes montagnes.

Et les deux grandes montagnes sont comme le M majuscule. N'est-ce pas ?! Nous avons trouvé le M majuscule.

Pointons du doigt la lettre M, et disons son nom et le son qu'elle produit M, [m].

Prêts à continuer ?

Il est aussi invité à repérer la lettre dans des albums, dans les prénoms de ses amis, sur des signalisations, des enseignes, des boîtes de jeux, etc. afin de lier ce qu'il visualise à sa vie quotidienne et de découvrir la lettre dans son environnement quotidien.

USAID

QITABI

eau
minérale

Activité 2

Scénario

Je peux trouver le m dans les mots autour de moi.

Regarde ces mots et cherche le m et dis [m].

☺*Ceci n'a pas été facile mais tu y es arrivé. Continuons nos efforts.*

Il est ensuite invité à lire un texte avec plusieurs mots qui contient la lettre enseignée.

USAID

QITABI

Lis avec moi !

La fourmi

a piqué la main

de maman Marwa.

Activité 4

Scénario

Lis avec moi

La fourmi a piqué la main de maman Marwa.

Puis l'apprenant répond à quelques questions de compréhension basées sur ce texte.

Scénario

Voyons si tu as une bonne mémoire.

Choisis la bonne réponse.

Maman s'appelle : Marwa, Nada ou Sara ?

Maman s'appelle Marwa, très bien.

☺ *Tu n'as pas abandonné, même si ceci était difficile. Bravo !*

d. Capsule 4

L'écriture de la lettre : (4-5 min) Une production de la lettre conformément à des alternatives sensorielles, complétée d'une composante motrice permet à l'enfant de comprendre la relation entre l'oral et l'écrit et par la suite à tracer la lettre.

Des instructions de traçage sont données afin d'aider l'apprenant à tracer la lettre majuscule d'imprimerie puis la lettre minuscule d'imprimerie et enfin la lettre minuscule cursive. Des activités d'application suivant le ductus de la lettre sur le papier, suivant un traçage libre dans les airs et suivant un matériel engageant le sensoriel clôturent l'apprentissage de la lettre.

Exemple

Scénario

Pour le M majuscule, je cherche le point rouge pour commencer.

Du point rouge, je trace un trait vertical vers le bas, je reviens au point et je trace un trait oblique vers le bas, à droite, puis un trait oblique vers le haut.

Enfin, je trace un trait vertical vers le bas.

Voilà ! J'ai tracé le M majuscule.

Les enfants utilisent de la pâte à modeler, du sable, du sel, des ficelles, des brindilles, des châles, des pâtes, etc. afin de tracer la lettre, en mobilisant leurs facultés sensorielles.

Activité 2 | À ton tour

Scénario

Utilise les châles et les écharpes. Forme le M majuscule.

Les quatre parties de l'apprentissage de chacune des lettres prennent en considération les différents profils d'apprenants : activités visuelles, auditives et kinesthésiques (UDL). Ces activités de différenciation peuvent promouvoir à long terme l'égalité des chances dans le cadre de la maitrise de la lecture et de l'écriture.

A la fin du visionnement, l'enfant aurait passé par des expériences sensorielles garantes de consolider l'acquisition de la lettre.

Il est possible de visionner les quatre parties, l'une après l'autre ou chaque partie séparément, selon l'objectif visé et les besoins définis par l'enseignant.

 Enfin il est bien de noter que le kit ne propose pas tous les phonèmes des lettres de l'alphabet vu qu'il n'est point un Kit de phonologie exhaustif. Nous avons choisi les phonèmes de base, en mettant de côté pour certaines lettres, les multiples graphèmes qu'elles peuvent avoir, afin de simplifier le premier contact de l'apprenant avec les lettres de l'alphabet.

III.   Enseigner en mode synchrone et asynchrone : scénarii pédagogiques

Le kit peut aider l'enseignant qui travaille avec ses apprenants en présentiel ou bien en mode distanciel lors d'une séance synchrone. Il peut également aider un enfant qui travaille seul ou accompagné chez lui à domicile.

a. **En mode synchrone**, l'enseignant/e a plusieurs possibilités :

Possibilité 1

Exploitation exclusive du kit

L'enseignante peut se servir uniquement du kit.

Possibilité 2

En complémentarité/ en vue de consolidation

 L'enseignante peut utiliser le kit comme vidéo ou PowerPoint pour consolider les nouveaux acquis des apprenants.

Le tableau ci-dessous illustre les différentes variantes disponibles à l'enseignant pour chaque partie de l'apprentissage d'une lettre en mode synchrone :

Synchrone/ en présentiel

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1. Activité SEL-10 mn
Possibilité 1
Faire visionner la vidéo en entier et demander aux apprenants de répondre aux questions que posent Martine/ Bruno.
Possibilité 2
Faire visionner la vidéo, diapo par diapo et demander aux apprenants de répondre aux questions que posent Martine ou Bruno.
Possibilité 3
Faire visionner les diapos et poser les questions aux apprenants, à la place de Martine ou Bruno.
Faire réaliser l'activité.

2. Activité météo- 2 mn
Possibilité 1
Faire visionner la vidéo….
Possibilité 2
Demander aux apprenants de regarder par la fenêtre le temps qu'il fait, puis faire visionner la vidéo.
Faire répéter aux apprenants le temps qu'il fait.
3. Parties 1, 2,3 et 4
Possibilité 1
Faire visionner la vidéo, cliquer sur pause pour vérifier la compréhension des apprenants, leur donner la possibilité de répondre aux questions de Martine ou de Bruno.
Possibilité 2
Alterner visionnement + explication + révision.
Possibilité 3
Se servir uniquement des diapos.

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b. **En mode asynchrone**, l'enfant travaille seul ou accompagné chez lui à domicile.

Toutes les activités peuvent aisément être menées par l'enfant seul comme elles peuvent être guidées par un adulte. Pour que les activités puissent être menées par l'enfant seul, il est indispensable de s'assurer qu'il comprend le vocabulaire spécifique au kit (trait horizontal/vertical, un crochet, le pouce etc…). Il doit aussi avoir accès à un matériel technologique (un ordinateur, une tablette ou un portable), un cahier, un crayon à papier, des crayons de couleur.

La présence d'un adulte est vivement recommandée auprès de l'enfant, sachant que des questions sont posées à l'enfant sur son ressenti dans certaines diapositives de la partie 1.

L'enfant peut se servir du kit comme ressource complémentaire au livre. Toutefois, dans un mode asynchrone, il est recommandé à l'enfant de regarder les capsules dans leur ordre chronologique, sauf si l'enseignant et suite à une demande particulière visant un objectif/besoin précis, lui demande de visionner uniquement une partie déterminée.

IV. Rythme et Ordre d'apprentissage des lettres

Il existe différents ordres possibles pour l'enseignement des lettres. Ces différents cycles rendent possible l'apprentissage différencié des lettres, selon les différents besoins des apprenants et les limites de temps imposées par le curriculum.

a. Rythme d'apprentissage des lettres du kit

L'approche traditionnelle préconise un rythme d'apprentissage d'une lettre par semaine.
Pour certains apprenants, une semaine de temps peut être longue pour l'apprentissage d'une seule lettre, surtout s'ils la connaissent déjà. (Treiman & Broderick, 1998). À ce rythme-là, les apprenants auront besoin de 26 semaines pour apprendre l'ensemble des lettres.

Proposition pour ce kit
Selon des recherches effectuées en 2010 (Cepeda et al. 2009 ; Rohrer et Pashler 2010) et sur lesquelles l'enseignement EAK est fondé, l'enseignement des lettres devrait avoir lieu **tous les 18-36 jours** soit un rythme qui enseigne environ **une lettre par jour** plutôt qu'une lettre par semaine. A ce rythme d'une lettre par jour, il faudrait environ 5 semaines pour présenter 26 noms de lettres et de sons, ce qui permettrait d'organiser jusqu'à **sept** cycles possibles de révision de l'enseignement distribué de la maternelle au cours d'une année scolaire.

Pourquoi ?
- Ce rythme augmente la fréquence d'exposition aux lettres et permet des répétitions multiples grâce à des cycles de révision pédagogique répartis. Les apprenants apprennent mieux en s'exposant fréquemment aux lettres et en les répétant (Justice et al. 2006 ; McBride-Chang 1999 ; Treiman et al. 2007b).
- Ce rythme peut bien être avantageux pour les apprenants ayant une connaissance limitée de l'alphabet, car ils seront exposés aux 26 lettres plus tôt et participeront à plusieurs cycles d'enseignement pendant l'année scolaire.
- Ce rythme peut convenir également aux apprenants qui connaissent déjà certaines lettres car ils apprendront des lettres inconnues plus tôt qu'avec l'enseignement traditionnel de l'alphabet.

b. Ordre d'apprentissage des lettres du kit : différents cycles
Les cycles d'enseignement multiples ci-dessous permettent un enseignement flexible pour mieux répondre aux besoins des apprenants, en mettant davantage l'accent sur les lettres qui posent des problèmes aux apprenants.
Les enseignants peuvent utiliser ces cycles d'apprentissage avec souplesse pour adapter l'enseignement aux besoins des apprenants. Au cours de chaque cycle d'enseignement, l'enseignant suit les progrès de l'élève pour identifier les lettres les plus difficiles pour les apprenants. Ensuite, en utilisant les bases théoriques des 6 cycles d'apprentissage pour analyser pourquoi les lettres peuvent être plus difficiles (basse fréquence des lettres, grande similarité des traits distinctifs…etc.), l'enseignant peut sélectionner un cycle d'enseignement approprié pour répondre aux besoins des apprenants.

Ces cycles d'apprentissages basés sur L'EAK peuvent être utilisés lors de l'enseignement de l'alphabet soit avec la classe entière, soit en petits groupes.

Des cycles d'enseignement multiples permettent aux enseignants de poursuivre l'enseignement pour les élèves qui en ont encore besoin et d'interrompre l'enseignement de l'alphabet pour les élèves qui le maitrisent déjà.

1. Le Cycle 1 de la connaissance du nom des lettres : les avantages du prénom de l'enfant

Pourquoi ?

Ce premier cycle construit les premiers apprentissages autour de l'expérience des enfants avec leurs prénoms. Les recherches ont prouvé que les enfants apprennent mieux l'initiale de leur prénom qu'une autre lettre. (Treiman & Broderick, 1998)

Comment ?

Pour entamer ce cycle et bâtir une première progression, l'enseignant note l'initiale de chaque prénom sur une carte et la place sous la lettre convenable sous la frise des lettres de l'alphabet.

S'ensuit une discussion avec l'ensemble de la classe afin de classer les initiales selon leur ordre de fréquence. Un apprentissage explicite de la lettre est adopté afin d'enseigner la forme majuscule et minuscule de la lettre.

A la fin de ce cycle d'apprentissage, les enfants se réjouissent à lire et à écrire leur prénom et ceux de leurs pairs. L'expérience a aussi montré que les enfants affectionnent particulièrement la partie durant laquelle ils évaluent le nombre de lettres restantes de leur prénom, celles qui n'ont pas encore été apprises.

2. Le Cycle 2 de la connaissance du nom des lettres : les avantages de l'ordre alphabétique régulier

Pourquoi ?

Le second cycle de la connaissance du nom s'articule autour de l'ordre alphabétique régulier de A jusqu'à Z.

Cette approche traditionnelle, est jusque-là la plus commune. Selon le format d'apprentissage explicite de la lettre cité un peu plus haut, ce cycle couvre l'apprentissage des lettres en 26 jours, à raison d'une lettre par jour.

Comment ?

Ce cycle vise la reconnaissance du nom et du son de la lettre par le moyen de comptines, de chansons, de lecture à voix haute qui présentent la connaissance du nom des lettres dans l'ordre alphabétique régulier.

3. Le Cycle 3 de la connaissance du nom des lettres : les avantages des correspondances graphèmes-phonèmes

Pourquoi ?

Les enfants utilisent le nom de la lettre pour se rappeler du son qu'elle produit. (Treiman & Broderick, 1998). C'est plus facile, pour un enfant, d'apprendre les lettres dont le nom correspond à leur phonème (par exemple : b, p, f, m) que d'apprendre des lettres qui n'ont pas de correspondance graphème-phonème (par exemple : h, q, w, y).

Les enfants apprennent aussi aisément les lettres qui représentent un son unique (à l'instar du graphème "m" qui se prononce [m]) qu'une lettre qui présente des phonèmes multiples (à l'instar de la lettre c qui a deux phonèmes [s] et [k].

Comment ?

Il faut aussi tenir compte, également, de la complexité de la structure syllabique : l'enseignant travaillera d'abord les structures consonnes - voyelles (CV) et voyelles – consonnes (VC) qui sont les plus simples.
Les structures consonnes – voyelles – consonnes (CVC) viendront ensuite.
Puis celles qui comprennent des blocs de consonnes (CCV). (Eduscol, 2017)

4. Le Cycle 4 de la connaissance du nom des lettres : les avantages de la haute fréquence des lettres

Pourquoi ?

Les enfants apprennent aisément les lettres auxquelles ils sont constamment exposés.
Le cycle de la haute fréquence des lettres prend en considération les difficultés que peuvent rencontrer les apprenants avec certaines lettres à faible fréquence dans les écrits et les autres supports d'impression auxquels les enfants sont exposés.

Comment ?

Dans ce cycle, les lettres peuvent être travaillées dans leur ordre de fréquence, des plus fréquentes aux moins fréquentes.
- Les consonnes classées par ordre de fréquence décroissant : *(r, t, n, s, l, c, d, p, m, b, f, v, g, h, k, w, x, z, j, q, y)*.
- Les voyelles classées par ordre de fréquence décroissant : *(i, a, e, o, u).*

L'objectif de la progression proposée dans ce cycle est de mettre l'accent sur l'apprentissage des lettres les plus dures à apprendre vu leur faible fréquence dans les mots.

5. Le Cycle 5 de la connaissance du nom des lettres : les avantages de l'acquisition des phonèmes consonantiques

Pourquoi ?

L'acquisition des lettres suit une trajectoire de développement constante. La plupart des voyelles sont acquises à l'âge d'un an chez l'enfant (Jones, Clark & Reutzel (2012). Avec les consonnes, l'acquisition est plus complexe : elle s'échelonne sur les premières années d'apprentissage élémentaire.

Comment ?

L'ordre normatif de l'acquisition des phonèmes consonantiques classe les consonnes comme suit et les étale sur les quatre premières années d'apprentissage du langage : *(n, m, p, h, t, k, y, f, b, d, g, w, et* s).
Les phonèmes consonantiques acquis après l'âge de quatre ans sont : (*l, r, v, z, ch, j*).

6. Le Cycle 6 de la connaissance du nom des lettres : les avantages de l'acquisition des lettres ayant des traits distinctifs ou similaires à l'écrit

Pourquoi ?

Ce sixième et dernier cycle d'apprentissage vise les traits de similarité des graphèmes à l'écrit. Les lettres sont regroupées selon leurs similarités à l'écrit à savoir (1) les traits d'attaques, (2) les traits droits, (3) les arcs (4) les traits obliques et (5) les intersections (Fiset, Blais, Ethier-Majcher, Arguin, Bulb, 2008) (Gibson, Townsend & Ashby, 1969)

Plus les traits de similarités des lettres sont nombreux, plus il devient dur à l'enfant de les distinguer.

Comment ?

Citons à titre d'exemple les deux lettres C et G. Ces dernières partagent la forme en arc, les seuls traits distinctifs du G sont les traits d'attaque à la fin de son tracé : petit trait vertical et petit trait horizontal.

En revanche, les lettres O et Z ne peuvent pas porter à équivoque puisqu'elles ne partagent aucune similarité. (Gibson, 1969)

V.   Les outils d'évaluation

Au tout début de l'année ou du cycle d'apprentissage, il serait judicieux que l'enseignant/e vérifie que les apprenants ont les acquis nécessaires afin de suivre les activités du kit : bases de graphisme, vocabulaire de base (lié au graphisme- vertical/horizontal- et aux verbes d'action- je trace, j'écris).

Il est nécessaire, durant l'année scolaire, d'évaluer si l'apprentissage de l'alphabet se déroule bien, afin de repérer les besoins et faiblesses des apprenants ainsi qu'à valoriser leurs forces.

Les propositions suivantes d'évaluation ne sont point exhaustives. Ce sont des modèles que l'enseignant/e peut adopter ou bien imiter afin de mesurer les progrès de ses apprenants et selon les cycles d'apprentissage qu'ils ont décidé de suivre.

a. **Proposition A** (basée sur un test de l'Académie de Strasbourg, 2015)

Pourquoi : afin de tester les compétences suivantes
- L'identification du nom de la lettre (partie 1 du kit)
- L'identification du son de la lettre (partie 2)
- La discrimination visuelle (partie 3)

Quand et quoi :
- A faire après avoir enseigné au moins 12 lettres.
- Les apprenants ont à dire le son de 12 lettres différentes.
- L'enseignant/e doit adapter le contenu de ce test au cycle d'apprentissage suivi pour le kit. S'il/elle décide de suivre le cycle 2, l'ordre alphabétique régulier, les 12 lettres testées seront les 12 premières lettres de l'alphabet. Si l'enseignant/e choisit le cycle 4 qui suit la haute fréquence des lettres, il/elle testera d'abord les 12 lettres les plus fréquentes (r, t, n, s, l, c, d, p, m, b, f, v)
- Il est possible d'utiliser des lettres majuscules, minuscules ou un mélange des deux.

Comment :

Donner à l'enfant la fiche de lettres. Lui demander de donner le son de chaque lettre en les pointant une à une. Donner un exemple avec la première lettre : « Tu vois ici, c'est un « l », le son est /l/, tu dois donc me dire /l/. » S'il donne le nom de la lettre, dire : « Et le son ? »

r	t	n	s	l	c	d	p	m	b	f	v

Score (nombre de lettres dont le son a été identifié) : …. / 12

Analyse des résultats et pistes pédagogiques

L'enseignant devra porter une attention particulière aux apprenants qui identifient le son de moins de six lettres, car plus de 62% d'entre eux risquent d'être de faibles lecteurs en juin. Afin de remédier à ce problème, l'enseignant/e est appelée à revoir certaines vidéos avec les apprenants en difficulté ou même leur envoyer les vidéos à revoir, comme devoir à la maison.

b. **Proposition B**

Compétence testée : l'écriture des lettres (partie 4 du kit)

Quand et quoi : après chaque 4ème partie de chaque lettre

Comment :
Soit les apprenants dessinent l'image correspondante à la lettre au milieu d'une feuille ou l'enseignant/e leur donne une feuille avec l'image déjà sur la feuille.

Puis les apprenants écrivent tout autour plusieurs fois les formes de cette lettre. Les feuilles peuvent être collées au mur de la classe plus tard, pour que tous les élèves puissent les admirer.

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Analyse des résultats et piste pédagogique
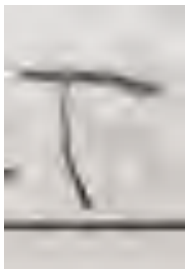
Si l'enfant n'arrive pas à reproduire les lettres, l'enseignant/e peut lui donner plus d'activités de graphisme durant les leçons et comme devoirs.

Quelques suggestions d'activités de graphisme :

- Reproduire les formes et les motifs déjà travaillés sur une surface illimitée.
- Fiches de graphisme : Liens utiles pour les exercices d'évaluation formative de Graphisme (Eduscol, 2020)

    https://www.momes.net/apprendre/maternelle/graphisme-en-maternelle
- Exemples de démarche autour de la ligne

    https://cache.media.eduscol.education.fr/file/Ecriture/85/7/Ress_c1_Graphisme_lignes_verticales_PS_456857.pdf

VI.   Outils de différenciation

Tous les enfants ne se ressemblent pas : ils ont des besoins et des attentes différentes ; d'où la nécessité de différencier l'enseignement, c'est-à-dire d'ajuster sa pratique pédagogique ainsi que l'environnement d'apprentissage de façon à tenir compte des prédispositions et des caractéristiques d'un ou plusieurs apprenants au sujet d'un objet particulier d'apprentissage.
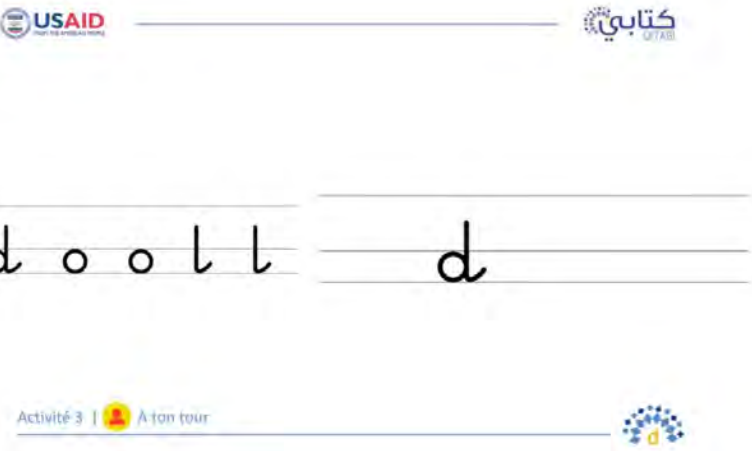
Les enseignants du kit peuvent être amenés à enseigner des enfants qui ont l'un des profils suivants.

Les apprenants ayant différentes façons d'apprendre
Les apprenants ayant différents rythmes de travail
Les apprenants ayant des besoins éducatifs particuliers

La partie suivante explique comment adapter le kit à chacun des profils.

a. Pour les apprenants ayant différentes façons d'apprendre

Profil	Description	Où et comment adapter le kit ?

Profil A Les apprenants ayant différentes façons d'apprendre	**Les apprenants à l'intelligence sensorielle. Certains apprenants apprennent mieux en utilisant un matériel sensoriel.**	L'enseignante met l'accent sur les activités 2 des parties 4 et les répète avec différents supports tels que la farine, les pâtes, les blocs de lego, le sel…etc.
	Les apprenants à l'intelligence visuelle. Certains apprenants apprennent mieux avec un support visuel.	L'enseignante favorise les exercices de traçage des activités 3 dans la partie 4 et leur fait tracer les lettres avec différents crayons de couleurs, épaisseurs. Etc.
	Les apprenants à l'intelligence auditive. Certains apprenants apprennent mieux avec un support auditif.	L'enseignante répète les parties 2 et 3 qui travaillent la discrimination auditive des lettres.

	Les apprenants à l'intelligence spatiale. Certains apprenants apprennent mieux en bougeant, en manipulant, en chantant, en étant bien guidé, etc.

L'enseignante fait scander les syllabes des mots des activités 1 dans la partie 3 en tapant des mains ou des pieds.

L'enseignante marque des pas de danse en percevant les sons dans l'activité 4 partie 3. |

b. **Pour les apprenants ayant différents rythmes de travail**

	Certains apprenants ont un rythme rapide. Ils terminent leur travail vite.	 L'enseignante donne un travail à effectuer seuls aux apprenants qui ont un rythme rapide, tel que les exercices de traçage des activités 3 dans la partie 4. Elle met à leur disposition plusieurs activités à réaliser. Chaque élève peut s'en servir après avoir fini son travail.
Profil B *Les apprenants ayant différents rythmes de travail*		 Après les activités 2/partie 3, l'enseignante demande aux apprenants de partir à la chasse aux mots : ils doivent rechercher le phonème qu'ils viennent d'identifier dans la classe, sur leurs cahiers, aux murs de la classe, sur leurs livres, etc.
	D'autres sont plus lents. Ils sont plus hésitants, plus minutieux ou tout	L'enseignant crée des ateliers dirigés car les apprenants ont besoin d'être dirigés et accompagnés vu leur rythme. L'enseignant/e a besoin de les diriger et donc de rester près d'eux. Elle peut aussi leur permettre de finir de visionner ou de re-visionner la vidéo à la maison.

simplement démotivés.	

c. Pour les apprenants ayant des besoins éducatifs particuliers.

	Les apprenants ayant des troubles d'attention	
Profil C *Les apprenants ayant des besoins éducatifs particuliers*		Du fait de leurs troubles d'attention, les apprenants ont une banque de mots très faible ; donc il est essentiel d'accroitre le nombre d'interactions langagières : l'enfant a besoin d'écouter des histoires pour agrandir sa banque lexicale. L'enseignante peut partir des textes des activités 3 dans la partie 3 pour aller plus loin avec l'enfant, raconter des contes, lecture à voix haute, etc.)
	Les apprenants ayant des troubles psychomoteurs	L'enseignant doit essayer d'incorporer plus de jeux corporels, indispensables pour amener l'enfant à bien intégrer les notions de l'espace et du temps, qui sont des organisateurs fondamentaux pour les habilités visuo-spatiales utiles pour la lecture et l'écriture.

		L'enseignante favorisera les activités 1 à 3 de la partie 4 qui nécessitent plus de mouvements. Elle tentera aussi de faire tracer la lettre travaillée avec le corps des apprenants.
	Les apprenants ayant des troubles de la parole et du langage.	L'enseignante mettra tout d'abord l'accent sur la partie 1 du kit pour améliorer la prononciation. Puis, elle tentera d'accroitre les interactions langagières pour aider les apprenants qui souffrent de dysphasie par exemple ou qui sont en retard du point de vue langagier.
	Les apprenants à haut potentiel	L'enseignante leur demandera de former des phrases avec les mots du Kit comme dans les activités 3 dans la partie 3.

L'enseignante pourra aussi utiliser les mots de l'appendice 3 pour aller plus loin, dans l'activité 1 des parties 2 et 3 : après avoir fait visionner cette partie, l'enseignante demande aux apprenants si la lettre Q (comme dans cet exemple) est présente dans les mots : **Q**uai**, q**uatorze, **q**uartier, **q**uartz, **q**uoi, **q**ueue, co**q**, **q**uestion, ra**q**uette, co**q**uille, dis**q**ue. (cf. appendice 3).

Les activités proposées dans le tableau ne sont point exhaustives ou obligatoires. Ce sont des pistes qui peuvent inspirer l'enseignant/e afin d'adapter les activités du kit aux besoins des apprenants.

Tableau des lettres, phonèmes et mots sélectionnés pour le Kit

Lettre	Phonème	Liste de mots sélectionnés pour le Kit
A, a	[a]	**a**vion, **A**line, **a**raignée**, a**beille**, a**rbre**, a**bricot**, a**vocat**, a**rbre, v**a**che, c**a**méra, s**a**c, l**a**pin
B, b	[b]	**b**ateau, **B**assam, **b**ottes, **b**ol, **b**é**b**é, **b**anane, **b**on**b**on, **b**onnet, **b**alle, ro**b**e, ro**b**ot
C, c	[k]	**c**amion, **C**arla, **c**adeau, **c**améra, **c**rayon, **c**arottes, **c**rabe, sa**c**, **c**ourgettes, **c**roissant, **c**ro**c**odile,
	Phonème secondaire [s] **Diapo d'initiation PPT Lettre C, Partie 2, diapositive 17**	cerise, cil, citron
D, d	[d]	**d**ent, **D**ima, **d**eux, **d**omino, **d**auphin, **d**é, **d**inosaure, ra**d**io, pan**d**a, **d**indon,
E, e	[ð]	ch**e**val, D**e**nis, R**e**né, Alin**e**, Adib**e**, r**e**nard, gr**e**nad**e**, p**e**luche, ch**e**nille, m**e**lon, chemise, vach**e**
	Phonème secondaire [e] **Diapo d'initiation PPT Lettre E, Partie 2, diapositive 19**	**é**cole, **é**léphant, **é**cureuil
F, f	[f]	**f**ourmi, **f**usée, **f**enêtre, **f**ourchette, **f**romage, **f**leur, **F**adi, café, girafe, **f**umée, **f**raise
G, g	[g]	**g**âteau, **g**lace, **g**omme, **g**obelet, ti**g**re, ai**g**le, fri**g**o, **g**azelle, **g**rand-père, **G**aby, Ma**g**uy, **G**aith, **g**outte, **g**ants
	Phonème secondaire [ʒ] **Diapo d'initiation PPT Lettre G, Partie 2, diapositive 18**	luge, girafe, gilet, genou
H, h	[H]	**h**ibou, **H**enri, **h**érisson, **h**uit, **h**erbe, **h**istoire, **h**irondelle, **h**aut, **h**aricot
I, i	[i]	**i**gloo, **I**brahim, **i**mmeuble, **I**talie, v**i**s, n**i**che, livre, t**i**p**i**, am**i, i**mage**, i**guane
J, j	[ʒ]	**j**us, **J**ad, **j**upe, **j**ardin, **j**udo**, **py**j**ama**, j**ouet, **j**etons, **j**eu de lettres
K, k	[k]	**k**oala, **k**iwi, **k**angourou, **k**imono, **k**aya**k**, **k**a**k**i, **k**araté, Su**k**i, hoc**k**ey,
L, l	[l]	**L**amia, **l**apin, **l**it, **l**ivre, **l**une, **l**ac, **l**i**l**as, étoi**l**e, pi**l**e, tab**l**e, Basi**l**e, Myrti**ll**e, éco**l**e

M, m	[m]	**m**outon, **M**arwa, **m**oto, **m**er, four**m**i, po**mm**e, clé**m**entine, **m**ain, **m**aison, to**m**ate, **m**a**m**an, **m**ûre, pample**m**ousse
N, n	[n]	**n**uage, **N**ada, **n**ez, **n**id, domi**n**o, pia**n**o, lu**n**e, ba**n**a**n**e, raco**n**te e**n**core gra**n**d-mère,
O, o	[o]	**o**range, **O**livier, m**o**t**o**, **o**rage, jud**o**, cr**o**c**o**dile, g**o**mme, pian**o**, **o**rdinateur, styl**o**, envel**o**ppe
P, p	[p]	**p**omme, **p**ile, **p**a**p**a, **p**antalon, é**p**ée, ta**p**is, tuli**p**e, **p**ara**p**luie, coco **P**op**s**, **P**omme de Reinette et **p**omme d'A**p**i ta**p**is ta**p**is rouge, **P**ablo, **p**rend, **p**luie
Q, q	[k]	**q**uatre, **Q**asim, **q**uilles, **q**uinze, cin**q**, re**q**uin, bar**q**ue, bou**q**uet, Améri**q**ue, Antarcti**q**ue, Afri**q**ue, jus**q**u'à
R, r	[r]	**R**ami, **r**ame, **r**adis, a**r**b**r**e, ca**r**otte, **r**at, gi**r**afe, **R**osana, Sc**r**abble, t**r**ouve, t**r**ois
S, s	[s]	**s**oleil, **S**ara, **s**erpent, **s**inge, ve**s**te, bro**s**se, **s**ac (**s**ac à dos), **s**ept, mar**s**, bi**s**cuit, pa**s**tèque, poi**ss**on
T, t	[t]	**T**éléphone, **T**ina, **t**able, **t**ambour, ba**t**eau, pira**t**e, pein**t**ure, **t**oma**t**e, ke**t**chup
U, u	[y]	**u**niforme, **u**sine, l**u**ne, J**u**lie, c**u**be, j**u**pe, t**u**lipe, l**u**nettes, **U**no, **U**nica,
V, v	[v]	**v**ache, **v**oiture, **v**iolon, **v**élo, **v**alise, **V**éra, a**v**ocat, Vol**v**o, **V**i**v**iane, E**v**a, **V**ictor, Oli**v**ier, **v**oisine
W, w	[w]	**w**apiti, **W**alid, sand**w**ich, **w**ater-polo, ki**w**i, **W**i fi
X, x	[ks]	ta**x**i, Ma**x**ime, bo**x**e, lyn**x**, gala**x**ie, kla**x**on, sa**x**ophone, Twi**x**
Y, y	[j]	**y**aourt, **Y**ara, cra**y**on, no**y**au, go**y**ave, **y**o**y**o, ma**y**onnaise
Z, z	[z]	**z**éro, **Z**eina, **z**èbre, **z**oo, lé**z**ard, ga**z**elle, **z**ig**z**ag, **Z**orro, Tar**z**an

Petites phrases pour motiver et donner son feedback aux apprenants

- Tu t'en sors vraiment bien.
- Ne t'arrête pas maintenant, continue tes efforts.
- Ne crains rien, ça va vraiment bien. Continue comme ça.
- Tes efforts font tourner toutes les têtes !
- Lorsque tu ralentis, tes travaux sont magnifiques !
- Je suis tellement fier/e de toi et de ton attitude en classe.
- Tu es génial ! Ne lâche pas !
- Tu as fait de gros efforts ! Continue !
- Tu es d'accord pour que je raconte ce que tu as fait ?
- Bien joué !
- Mais … comment tu as fait ça ? Tu peux m'apprendre ?
- Tu es vraiment doué/e.
- Tu dois être content d'avoir encore progressé.
- Tu as fait cela tout seul !
- On va l'afficher dans la classe si tu es d'accord ?
- Tu m'épates !
- Quelle volonté !
- Peux-tu me montrer comment tu as fait ?
- Tes efforts portent leurs fruits.
- Tu ne cesses de m'étonner.
- Tu viens de découvrir un nouveau truc !
- Maintenant que tu as compris, tu vas pouvoir l'expliquer à tes copains/copines !
- Continue, j'adore ce que tu fais !
- Tu t'améliores de jour en jour.
- C'est super astucieux !
- Tu as un sacré sens du détail !
- Je n'y avais pas pensé !
- Je n'aurais pas mieux fait !
- Tu es très inspiré/e !
- Ça y est ! Tu as réussi !
- Quel talent !
- Tu n'as pas réussi pour le moment ! Ce n'est qu'une question de temps.
- C'est surprenant !
- Tu as les ressources en toi pour y arriver.
- Ton coup de crayon est de plus en plus précis.

Appendice 3
Tableau des mots suggérés pour aller plus loin

Lettre	Liste de mots suggérés
A, a	ami, lavabo, ananas, cadre, ballon, tomate, charivari, maternelle, lama, pyjama, koala, larme, salade, castor, marin, calamar
B, b	balle, bol, table, lavabo, bulle, bal, bain, biberon, bois, ballon, bague, baleine biscuit, brosse, bougie, barque, abricot, bobine, habit, tube, mobile, bravo
C, c	casque, canard, carte, casserole, coq, col, cornichon, costume, claquettes, cartable, colibri, cochon, castor, canard, cravate, crêpe, cacao, cactus, coquelicot, canapé, lac, hamac, acteur, secteur, Hector, tracteur, arc-en-ciel
	sucette, ciment, palace, police, cygne, ciel
D, d	dire, dragon, dans, cadeau, décor, dromadaire, doudou, doudoune, décoration, déguisement, dinosaure, diamant, dalle, danse, drapeau, dromadaire, cadeau, radeau, aide, adieu, mandarine, crocodile
E, e	balle, arbre, robe, jeton, chaise, cerise, pelade, marmelade, grenade, jambe, rouge, jaune, tigre, sucre, barbe, barbelé, geler, galerie
	échelle, étoile, épine, blé, cheminée, poupée, bébé, tétine, fusée, téléphone, dé, vélo, marée, télévision, fée
F, f	farine, flamme, fumée, fée, fête, flèche, forêt, coffre, souffle, fanfare, feu, feuille, feuillage, famille, félin, ferme, fève, février, figue, fille, fils, flamenco, flocon, framboise, fruit, moufle, truffe, enfermer, affamé
G, g	galette, gare, garde, garniture, globe, grotte, gaufre, griffe, gazon, grumeau, grenouille, graine, grimace, gorille, rigolo, ongle
	gel, magicien, magie, garage, gendarme, boulanger, gitan
H, h	habit, hache, harpe, harmonica, hélicoptère, hélicon, héron, hippopotame, Hummus, hamster, hôtel, homard, bahut, cahier,
I, i	idée, identité, iceberg, ici, chiffre, radio, domino, citron, lit, fourmi, pupitre, lilas, canari, épi, rôti, fil, frite, narine, brocoli,
J, j	jaune, journée, jambe, jeudi, joie, journal, jument, jonquille, jaguar, jasmin, jongleur, juillet, jumeaux, juge, goujon, objet, séjour
K, k	képi, kermesse, kilomètre, kilogramme, ketchup, basket, ski, skieur, anorak, Bifteck
L, l	Liban, loup, lierre, limonade, lyre, lampe, lucarne, larme, lunettes, alarme, vélo, épaule, pull, galette, galerie, bouclier, pantalon, flûte
M, m	malle, marmite, mare, marelle, mamie, maïs, maladie, manteau, masque, macaroni, marguerite, miroir, chemise, marteau, mélasse, hamac, ami, tiramisu, limonade, pyramide,

| N, n	**N**eige**, n**ote, **n**id, **n**ouille, **n**ou**n**ours, **n**ou**n**ou, **n**œud, **n**oix, bobi**n**e, ca**n**apé, harmo**n**ica, ca**n**ari, fe**n**être, a**n**a**n**as, lu**n**ettes, macaro**n**i, limo**n**ade, a**nn**eau, a**n**a**n**as, **n**ain, pré**n**om, **n**ombre, ge**n**ou, bo**nn**et, pa**n**ier, pati**n**oire
O, o	c**o**ffre, p**o**rte, an**o**rak, p**o**mme, b**o**ttes, lavab**o**, cl**o**che, t**o**rtue, c**o**rde, c**o**stume, **o**rteils, **o**péra, **o**melette, kim**o**n**o**, trém**o**l**o**, car**o**tte, c**o**q, n**o**ce, cab**o**sse
P, p	**p**apillon, **p**apille, **p**atte, **p**apier, **p**ipe, **p**irate, **p**latane, **p**lacard, **p**oupée, cha**p**eau, **p**ion, **p**ilon, **p**rise, **p**antalon, ca**p**e, pu**p**itre, lou**p**e, chalou**p**e, grand-**p**ère,
Q, q	**Q**uai**, q**uatorze, **q**uartier, **q**uartz, **q**uoi, **q**ueue, co**q**, **q**uestion, ra**q**uette, co**q**uille, dis**q**ue,
R, r	**r**âteau**,** **r**ivage, **r**ire, **r**obe, **r**ouge, **r**ue, **r**adis, **r**uelle, a**r**bre, c**r**i, **r**ez-de-chaussée, ma**r**e, mu**r**, fenêt**r**e, o**r**du**r**e, **r**enard, carotte, fleu**r**, sou**r**is, t**r**ousse, **r**obinet, voitu**r**e, tambou**r**in, mont**r**e, a**r**mu**r**e, bo**r**du**r**e
S, s	**s**avon**, s**alade, **s**alopette, **s**able, **s**abot**, s**abre, **s**irène, **s**ol, **s**oldat, **s**ouffle, **s**ouliers, **s**ucre, **s**urprise, **s**ucette, ta**ss**e, co**s**tume, trou**ss**e, chau**ss**ette, pou**ss**ette, **s**andales**, s**erviette, **s**ouris, bra**ss**ière
T, t	**t**ablier, **t**asse, **t**apenade, **t**apis, **t**axi, **t**étine, **t**ête, **t**erre, **t**élévision, **t**iroir, **t**ortue, **t**our, **t**rèfle, **t**riangle, **t**ulipe, **t**u**t**u, **t**urbine, chu**t**e, hu**tt**e, lu**tt**e, pira**t**e, salope**tt**e, cein**t**ure, ba**t**eau, servie**tt**e, marionne**tt**es, ma**t**in, gi**t**an,
U, u	**u**rne, **u**rgence, **u**stensile, pl**u**me, pr**u**ne, r**u**che, tort**u**e, r**u**e, b**u**lle, confit**u**re, voit**u**re, j**u**j**u**be, p**u**pitre, pl**u**me, t**u**que, n**u**que, parach**u**te, pend**u**le, j**u**melles, gr**u**e
V, v	**v**acances, **v**allon**, v**allée, valet, vaisselle, veste, rê**v**e, **v**ent, **v**ie, **v**itre, **v**itrine, **v**ert, **v**erre, **v**ague, **v**ous, **v**ol, **v**oyelle, a**v**ion, mau**v**e, oli**v**e, la**v**e, a**v**enue, épa**v**e
W, w	**w**agon, **w**eb, **W**ikipédia, **w**ow, **w**eek-end, **W**alkman, cow-boy
X, x	a**x**e, te**x**te, bo**x**eur, e**x**cuses, inde**x**, sile**x**, e**x**plorateur
Y, y	**y**acht, **y**eux, **y**éti, **y**oupala, **y**oupi, **y**euse, **y**ourte, pa**y**é, hocke**y**, emplo**y**é, tu**y**au, l**y**re, x**y**lophone, m**y**gale, g**y**rophare, c**y**lindre
Z, z	**z**inc, **z**umba, **z**este, **z**ircon, **z**odiaque, **z**one, trapè**z**e, quator**z**e, quin**z**e, ba**z**ar, bi**z**arre, ma**z**out, ga**z**e, col**z**a, ga**z**, ga**z**on, a**z**ur

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Annex: QITABI 2 model of Formative Assessment in E-lessons

QITABI 2 model of formative assessment in e-lessons intends to create a culture of schooling where formative assessment is center to learning and differentiated instruction. The QITABI 2 model is characterized by its four elements: Alignment with the national curriculum, sharing with students the targeted objectives for each lesson, tracking students' learning, and teacher evidence-based planning (Annex-elements of formative assessment).
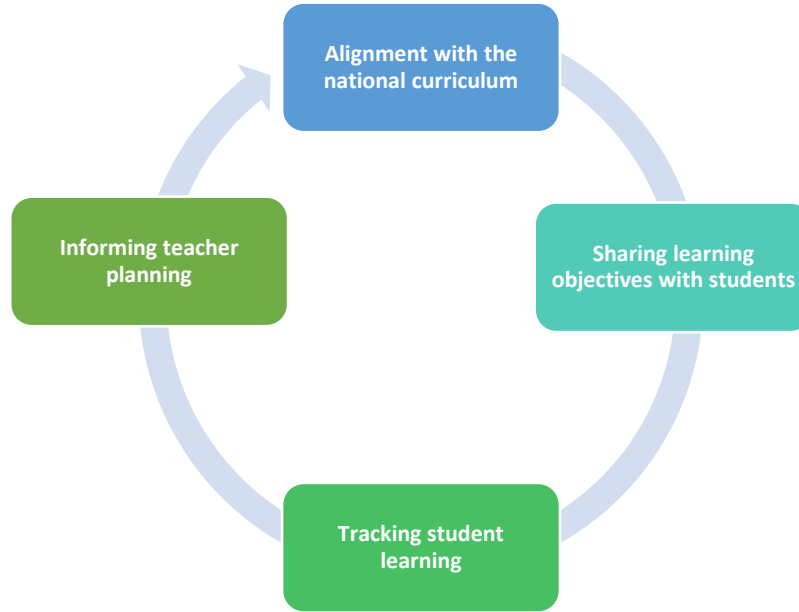
QITABI 2 Model elements of formative assessment in e-lessons

The first element shows clearly that e-lessons are developed based on the national curriculum mapped objectives in collaboration with CERD.

While in the second element, the objectives are shared with students in a friendly language so students are aware of what they are expected to learn and achieve.

Element 1: National curriculum
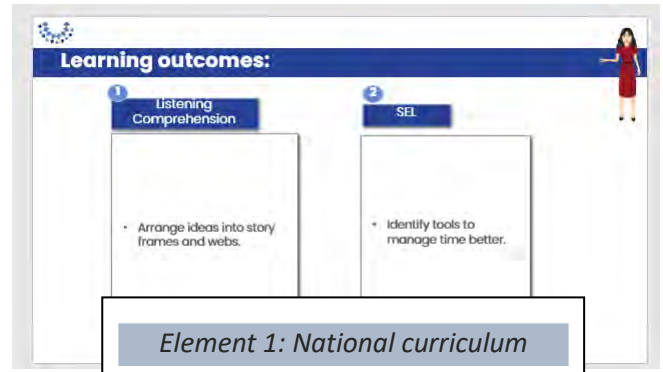
The third element is about how students' learning is tracked in all language domains to include speaking, reading, and writing. Students will be allowed to provide oral or written responses on CERD platform (or others) and WhatsApp in low resource communities. Teacher in their turn can also learn about students' performance from their self- evaluation online child friendly rubric. Student in turn can receive immediate feedback on submitted work. Hence, formative assessment in online e- lessons will allow for a reciprocal results that inform students about how they are performing and what is needed for them to improve and reach classroom requirements.

Today's Plan:

Je peux écouter un dialogue où des enfants parlent d'animaux.	😊	😕
Je peux présenter oralement un animal.	😊	😕
Je peux lire un livre sur les animaux.	😊	😕
Je peux lire des mots avec "Ph".	😊	😕
Je peux composer des mots avec des syllabes.	😊	😕
Je peux lire des mots fréquents en un clic.	😊	😕
Je peux rédiger la fiche d'identité d'un animal de mon choix.	😊	😕

Element 3: Cycle 1 student self- evaluation checklist (French)
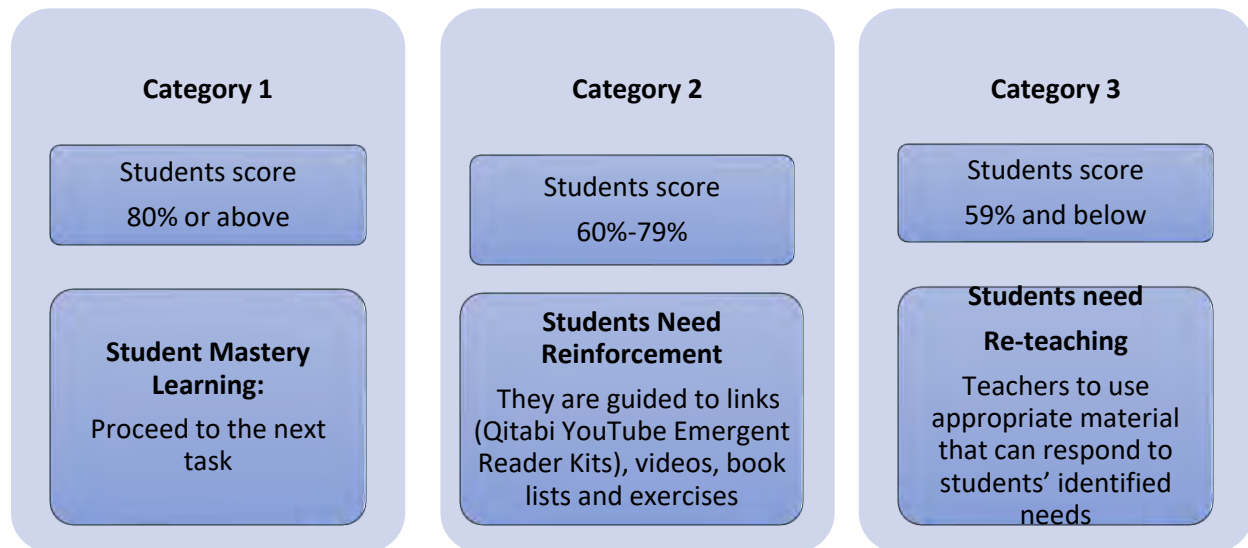
Element four is about teachers informed planning of differentiated instruction based on student's formative assessment results that are interpreted within the three categories of performance.

Teachers are given specific guidelines on how to interpret the data they collect from these formative assessments based on the CERD assessment criteria (applied in all public schools primary grades). These indicators can inform teachers on where students stand on the learning continuum and what kind of support and instruction each student needs. These criteria are divided into three major categories or tiers that help teachers differentiate their instruction:

Category one: If students score 80% or more, for example 5/5, this means that they are already above level. They can proceed with their learning.

Category two: If students obtain a mark between 60 and 79%, for example 3/5, these students are on-level. They might benefit from some extra support. For such cases, the QITABI 2 team provides teachers with links to online exercises, downloadable worksheets, explanatory videos, and other helpful resources.

Category three: If students score below level (59% or less), this is an indicator that they need reteaching.

Category 1	**Category 2**	**Category 3**
Students score 80% or above	Students score 60%-79%	Students score 59% and below
Student Mastery Learning: Proceed to the next task	**Students Need Reinforcement** They are guided to links (Qitabi YouTube Emergent Reader Kits), videos, book lists and exercises	**Students need Re-teaching** Teachers to use appropriate material that can respond to students' identified needs

These formative assessments are of different types and target students of different levels, abilities, and learning styles. The content of the formative assessments is created and designed to address students different learning styles and needs based on Universal Design for Learning (UDL) by the QITABI 2 teams.

Appendix 1:

SKILLS INTRODUCTION: BRAIN BUILDING DOMAIN

These are the set of skills that help us focus our attention, remember instructions and concepts, control our inhibitions, successfully juggle multiple tasks and plan for the short- and long-term futures.
[Example Skills: listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner]

CONSTRUCT 1: ATTENTION

Attention skills help children identify examples of concentration and listening. It aims to improve children's ability to follow directions and identify distractions in the classroom.

Child Friendly text

Today we are going to learn how to focus your attention to something: you can pay attention to something you're hearing, like what the teacher tells you, or something you're seeing, like words on a page. Paying attention is very essential for you to complete any task you do! One strategy to improve your attention is the Listen Actively.
Let's test your attention right now. Listen closely!
I'm going to show you 3 colors. On the green light you should move in your place in a fast way.
On the yellow light you should move slower than the green light
On the red light you should stop moving.
Let's try it:
green: (moving fast)
yellow: (slowly)
red: (stop moving)

Steps to follow.

Attention steps to guide the child:
- Listen carefully
- Pay attention to the instructions
- Avoid any distractions.
- Ask questions

Reference:
IRC_SHLS_SEL_Lesson_Plan_Bank_08.2016_WEB.pdf. SEL Domain & Construct Mapping
(English Version)

CONSTRUCT 2: WORKING MEMORY

Working memory is the ability to hold and process information in our minds for a brief period of time. Working memory activities work on improving the memory of children and to identify some strategies for remembering instructions like self-talk for example.

Child Friendly text

Our new skill today is about remembering. It is the Working memory! It helps us to remember information right after learning it. Without it, we cannot apply what we learn. Our memories allow us to use information to build our knowledge and skills.

For example: You will see on the screen four steps that "Dana" did them every day.

Try to focus on the order of the steps and remember them.

The first step: Dana brushes her teeth

The second step: Dana washes her hands

Third step: Dana wears her clothes

Fourth step: Dana goes to school

Now, can you repeat the steps in sequence?

Dana brushes her teeth, washes her hands, wears her clothes and goes to school.

Steps to Follow

Working memory steps to guide the child:
- Listen carefully
- Focus your attention
- Follow the directions
- Use self-talk strategy to remember instructions
- Repeat quietly what you heard in sequence

References:

SEL Domain & Construct Mapping (English Version)

https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters

CONSTRUCT 3: IMPULSE CONTROL

Impulse control helps you to think before you act and is the ability to wait your turn calmly

Child friendly Text

Today we are going to learn about impulse control. This skill helps you to think before you act! It's much easier to control your actions if you remember to use your attention skills, and listen carefully. Sometimes, we get excited, and we answer a question before raising our hand, or we yell when we're angry. Impulse control helps you to STOP, THINK about the situation and how you want to respond, before deciding how to ACT.

For example: Insert Freeze Dance Brain Game

Steps to Follow

Impulse control steps to guide the child:

STOP-THINK-ACT
- STOP - (remember to remain calm while doing the activity)
- THINK - (hold your breath and count to 5 before talking to your friends)
- ACT- (do one task at a time and think before moving on to another task)

References:

SEL Domain & Construct Mapping (English Version)

https://www.verywellfamily.com/ways-to-teach-children-impulse-control-1095035

CONSTRUCT 4: COGNITIVE FLEXIBILITY

Cognitive Flexibility is the ability to move from one way of doing something, to another, Or to easily switch between parts of a task.

Child friendly Text

"Today we are going to learn about a power our brain has. It is the capacity to shift between one activity to another while staying focused. The ability to switch between different activities and tasks helps us do our work on time, stay focused, and do many things at once!

we will do an activity that helps us acquire this skill:

> First you have to sort the cards by color,
>
> Then sort them by shape,
>
> Then return the cards as they were the first time.

Steps to Follow

Cognitive flexibility steps to guide the child:
- Set a time to complete the task
- Divide the task into small tasks
- Specify time for each task
- Avoid Distraction

References:

SEL Domain & Construct Mapping (English Version)
https://mentalhealthdaily.com/2015/07/24/what-is-cognitive-flexibility/
https://www.opencolleges.edu.au/informed/features/7-ways-develop-cognitive-flexibility/

SKILLS INTRODUCTION: EMOTION REGULATION DOMAIN

The set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.

[Example Skills: identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing, counting.]

CONSTRUCT 1: EMOTIONAL AWARENESS

Emotional awareness is the ability to recognize one's own emotions, thoughts, and values and how they influence behavior.

Child Friendly Text

Today we are going to learn more about emotional awareness.

Sometimes feelings can be positive, or comfortable and sometimes they can be uncomfortable, and we wish we didn't have them. But all human emotions are normal: everyone gets sad, everyone gets excited, everyone gets angry, and everyone feels hope and joy. Even though sometimes we are told by others to hide these emotions, it's important to remember they are natural. If we know in what situations we feel comfortable and uncomfortable, we can manage these feelings as they arise, and express them in a healthy way.

You can identify feelings based on the below description:
  i.   Happy: smile, arms open and stand tall
  ii.   Excited: heart racing, eyes wide, gasp, smile
  iii. Sad: tears, trembling lip, frowning
  iv.   Scared: open eyes, heart pound, arms in your chest / muscles tightening
  v.   Angry: heart racing, clenched jaw / muscles, eyebrows furrowed
  vi.   Proud: stand tall, smile

Steps to Follow

Emotional awareness steps to guide a child:

"How are you feeling right now?" Offer him the words to use, like mad, sad, frustrated, anxious, worried or embarrassed.

"Where are you feeling it in your body?" he may say his belly feels tight, his heart is racing or his head feels hot.

"What do you think caused it?" Help him think through what happened right before he started to get upset. You might be able to help him see a different perspective or better understand what occurred.

References:

SEL Domain & Construct Mapping (English Version)

https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/the-importance-of-emotional-intelligence-for-kids-with-learning-and-thinking-differences

CONSTRUCT 2: COPING STRATEGIES

Kids need to learn how to manage their emotions in a healthy way. Coping strategies will help you cope with negative emotions when it occurs, and help you to calm down if you are upset, and relax whenever things are not going right.

Child Friendly Text

Have you ever acted in a way you don't like when you feel a strong feeling, like angry or embarrassed? We all have. That's why every person needs to have a toolkit of tricks that help us calm down or feel better when we're having these strong feelings. These tricks are called coping strategies!

Coping strategies not only help us manage our emotions, but they also help us feel less stressed in difficult situations, and have less conflicts with other people.

You have to find the coping strategies that work best for you! Here are some examples:

Take a short walk; do some deep breathing; hold a calming object like an eraser or a ball; talk to a friend.

Steps to Follow

Every time you feel upset or angry, remember to follow these steps to calm down:
- Take five deep breaths: one, two, three, four, and five!
- Say: Would you please stop _____ (name the behavior)
- Now let's think about something you are grateful for
- Take a Break
- Walk away

Reference:
SEL Domain & Construct Mapping (English Version)

https://www.verywellfamily.com/coping-skills-for-kids-4586871#:~:text=Encourage%20your%20kids%20to%20turn,with%20the%20challenges%20they%20face

CONSTRUCT 3: EMOTION REGULATION

Emotion regulation is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself

Child Friendly Text

Today, the skill we'll learn is emotion regulation. We are going to use and practice the coping strategies we talked about last time in order to be able to manage our feelings when they feel too big, or too strong. This does not mean that we are not allowed to cry, or not allowed to scream ever again. But managing your feelings lets YOU decide how and when to react, in a healthy way, that doesn't hurt yourself (like if you get in trouble in class for laughing uncontrollably!) or hurt others (like if you say something mean to your friend because you're angry). Remember that this is something even adults have to do - you'll get better and better at dealing with your feelings as you practice with time!

(can you update this to smelling the flower for inhale, and blowing the candle for exhale - doing that 5 times-->) you can imagine that you are breathing to Extinguish the candle when you face a strong emotion. How did that make you feel?

This breathing exercise allows us to focus on our breathing, instead of the strong emotions we are feeling. This focus makes us feel present, and gives us more control over our thoughts and feelings.

Steps to Follow

Every time you feel an increase in feelings, you should follow these steps:
- Remember that you should never hurt others
- Take 3 deep breaths or slowly count to 10
- I use my own language to express my feelings
- Always express what you feel and what you want
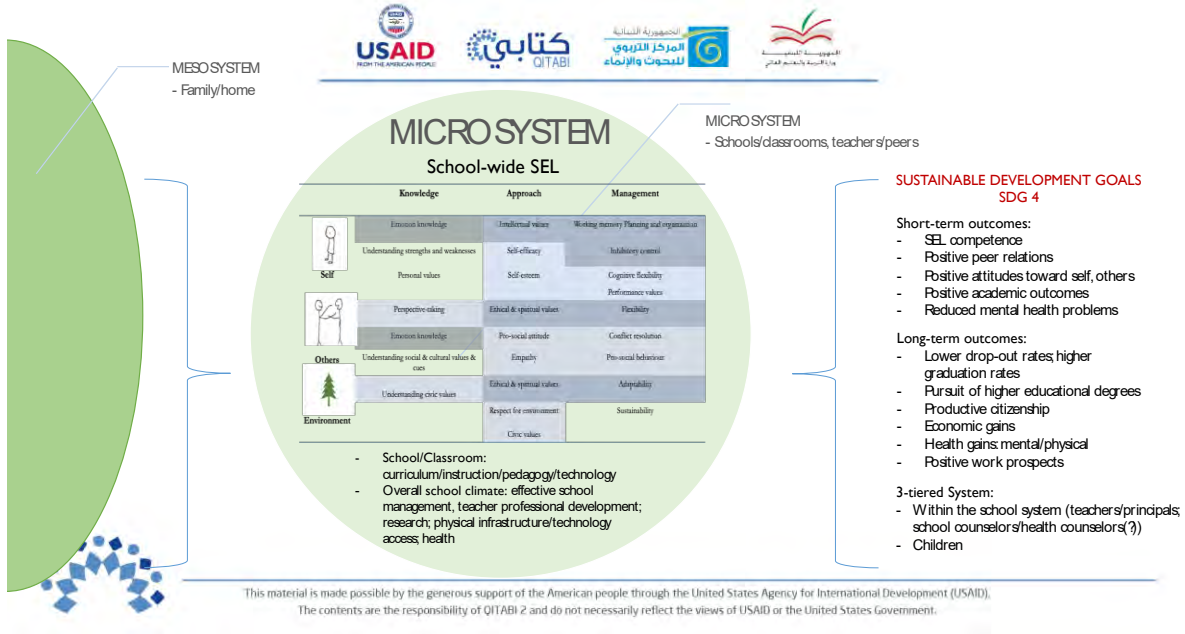- Ask for help to solve the problem
- Take the time to calm down

Reference:
https://www.verywellfamily.com/how-to-help-an-overly-emotional-child-4157594

QITABI

Annex: CERD PSS Activities and Links

PSS activity	PSS Dimension	Cycle	Animation Format	Link
Dancing Feeling لرقص لمعبّر عن لمشاعر	Emotional	C1	PPT	_____ _____
Snowball fight- ترشق لثلج	Relational	C1	Video	_____ _____
Qualities of a good friend- صفاتلصديق	Relational	C1	Video	_____ _____
Story Circle	Emotional	C1	Video	_____ _____
Colored Signals- لشارات للونة	Emotional / Adaptability and flexibly	C2	Video	_____ _____
I Can- قادر	Flexibility and Adaptability	C2	Video	_____ _____
Safety box- صندوق ألمان	Emotional	C2	PPT	_____ _____
River of life – نهر لحياة	Adaptability and flexibly	C2	PPT	_____ _____ _____
Dreams Come true- تمثيل ألحلم	Adaptability and flexibly	C1&C2	Video	_____ _____
Feeling Mirror- مرآة لمشاعر	Emotional	C1&C2	Video	_____ _____
Listen to other- إلصغاء وإليضاح	Relational and Emotional	C1&C2	Video	_____ _____
Musical Beat لعبةولديد لإيقاع لموسيقي	Adaptability and flexibly	C1&C2	PPT	_____ _____

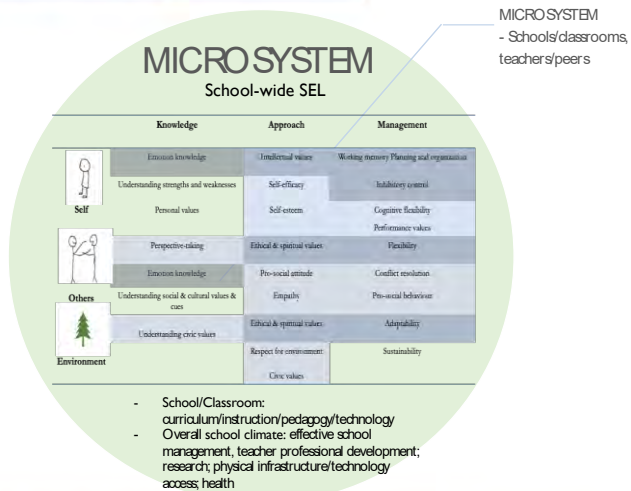| **Step 1**: Content Review (Jul. – Sept. 2020)	**Step 2**: Content Realignment (Sept. 2020 – Jan. 2021)	**Step 3**: Content adaptation to Online Training (Jan. – Mar. 2021)	**Step 4**: Online training content development (Jan. – May 2021)	**Step 5**: Content Testing (June 2021)	**Step 6**: Material production finalization (July 2021)
- Mapped IRC existing material on teacher training component. - Mapped existing curricula - CERD training packages (QITABI Teacher Guide) - Mapped Teacher competency framework shared by CERD. - Mapped training videos developed by IRC addressing teacher training components. - Reviewed Safe Healing & Learning Spaces (SHLS) training package & other SEL training packages	- Healing classroom manual alignment with teacher competency framework (TTCM) - Use the HC curriculum as reference material to develop SEL foundational training. - Developed rational explaining alignment between the 2 curriculums. - <u>Developed SEL Foundational training content skeleton:</u> Module selection, key messages, review - <u>Meaning-making:</u> Connect the SEL Foundational key messages with teacher needs. - <u>Skills & knowledge:</u> Breakdown HC modules between skills and knowledge.	- Division of training modules based on CERD parameters (5 weeks / 3 hours per week) (synchronous and asynchronous sessions) - Develop SEL Foundational training agenda for distance learning modality. - Developed SEL Foundational preparation timeline.	- Develop training content for async & sync modules (M1/M2/M3/M4/M5/M6) In Eng. & Ar. - Create training videos implementation process	- Mock training sessions (M1-M6)	- Finalize videos; hand-outs; Assessment M&E tools (Pre and post-test); graphic design; training Manuals; platform testing

APPENDIX III:
ECOSYSTEMIC MODEL FOR CHILD'S HOLISTIC DEVELOPMENT

MESO SYSTEM
- Family/home

MICRO SYSTEM
- Schools/classrooms, teachers/peers

MICRO SYSTEM
School-wide SEL

	Knowledge	Approach	Management
Self	Emotion knowledge	Intellectual values	Working memory; Planning and organization
	Understanding strengths and weaknesses	Self-efficacy	Inhibitory control
	Personal values	Self-esteem	Cognitive flexibility
			Performance values
Others	Perspective-taking	Ethical & spiritual values	Flexibility
	Emotion knowledge	Pro-social attitude	Conflict resolution
	Understanding social & cultural values & cues	Empathy	Pro-social behaviour
Environment	Understanding civic values	Ethical & spiritual values	Adaptability
		Respect for environment	Sustainability
		Civic values	

- School/Classroom: curriculum/instruction/pedagogy/technology
- Overall school climate: effective school management, teacher professional development; research; physical infrastructure/technology access; health

SUSTAINABLE DEVELOPMENT GOALS SDG 4

Short-term outcomes:
- SEL competence
- Positive peer relations
- Positive attitudes toward self, others
- Positive academic outcomes
- Reduced mental health problems

Long-term outcomes:
- Lower drop-out rates; higher graduation rates
- Pursuit of higher educational degrees
- Productive citizenship
- Economic gains
- Health gains: mental/physical
- Positive work prospects

3-tiered System:
- Within the school system (teachers/principals; school counselors/health counselors(?))
- Children

MICRO SYSTEM

Child-centered SEL activities: *Overarching SEL Framework*
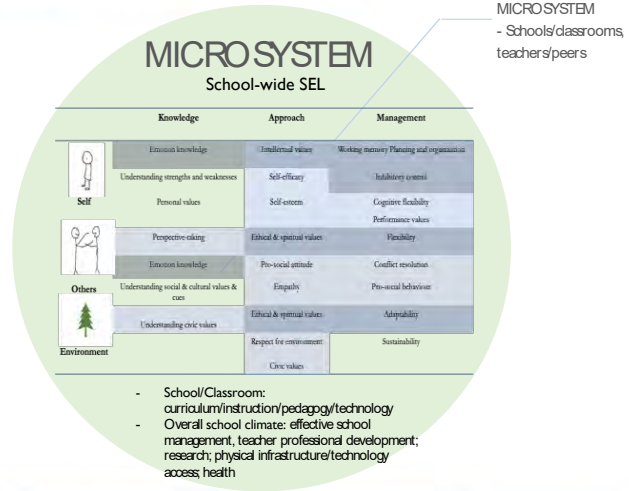
- SEL Integration:
    - Curriculum (*within scope of QITABI 2,* French, English, Math, Arabic – *but* applicable to all subjects – curriculum as a whole)

- SEL activities (kernels & online short SEL activities); PSS activities (CERD) *inside* the classrooms

- Extra-curricular activities (DOPS PSS activities)
    - LINK: MEHE-DOPS PSS activities (yellow level)

- Instruction/pedagogy (trainings/soft skills/capacity building for principals, teachers, school staff) to help improve instruction, action research
    - LINK: Within the 3-tiered System:
        - At the Prevention level (green)

MICRO SYSTEM
- Schools/classrooms, teachers/peers

MICRO SYSTEM
School-wide SEL

	Knowledge	Approach	Management
Self	Emotion knowledge	Intellectual values	Working memory; Planning and organization
	Understanding strengths and weaknesses	Self-efficacy	Inhibitory control
	Personal values	Self-esteem	Cognitive flexibility
			Performance values
Others	Perspective-taking	Ethical & spiritual values	Flexibility
	Emotion knowledge	Pro-social attitude	Conflict resolution
	Understanding social & cultural values & cues	Empathy	Pro-social behaviour
Environment	Understanding civic values	Ethical & spiritual values	Adaptability
		Respect for environment	Sustainability
		Civic values	

- School/Classroom: curriculum/instruction/pedagogy/technology
- Overall school climate: effective school management, teacher professional development; research; physical infrastructure/technology access; health
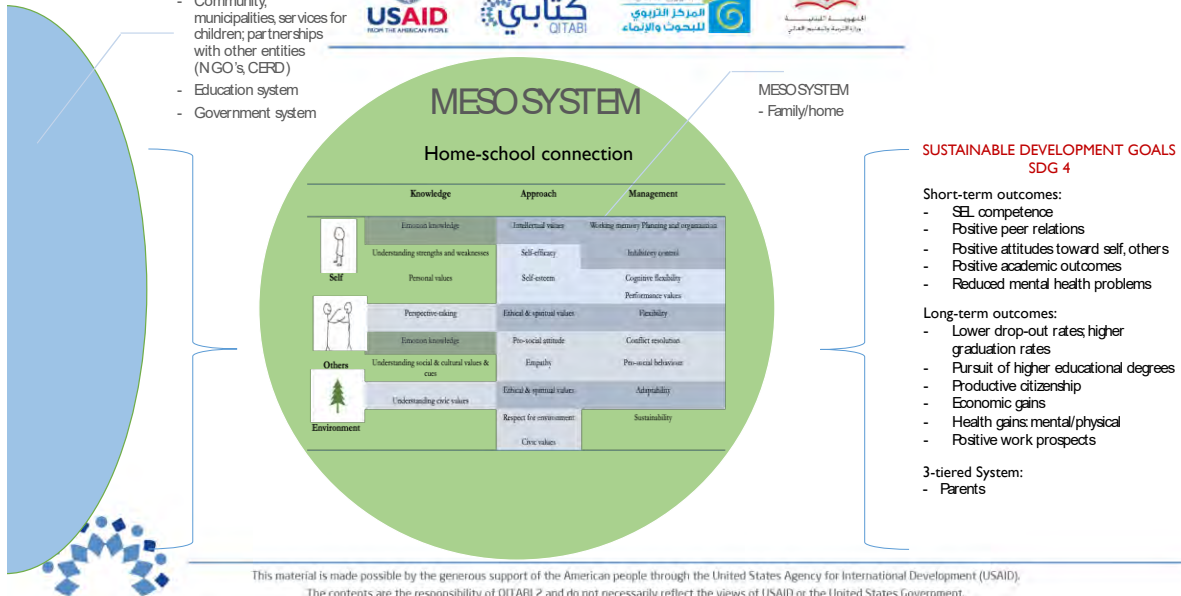
MICRO SYSTEM: School Environment

- Empowering school management to create implement, and improve overall school SEL environment/culture

- School Social and Emotional Learning Plan (SSELP)

- Assessing school resources, creating implementation plans

- SEL implementation plans
  - Assessing overall school SEL culture
    - Classroom level (children/students; teachers; self-evaluation; classroom climate/environment; physical environment; system for teachers/school staff – respecting their rights/support system)
    - School level (school staff, administration, school/health counselors; physical school environment, code of conduct; system for children - respecting their rights/support system)

- LINK: Within the 3-tiered System:
  - Linking the 3-tiered stucture (CP, protocols, documentation, referrals, etc…) for teachers, students, administration, counselors as part of the SSELP

MICRO SYSTEM
- Schools/classrooms, teachers/peers

MICRO SYSTEM
School-wide SEL

- School/Classroom: curriculum/instruction/pedagogy/technology
- Overall school climate: effective school management, teacher professional development; research; physical infrastructure/technology access; health
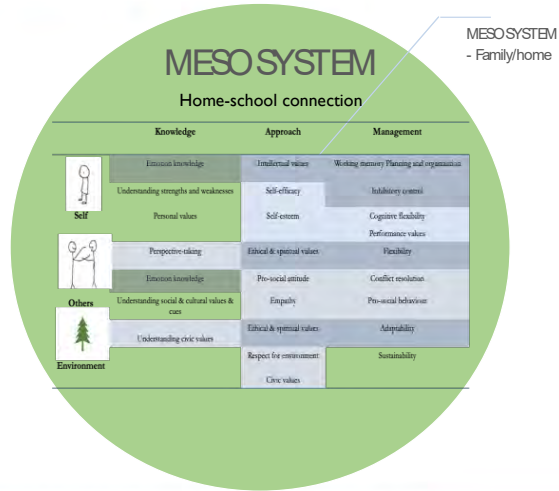
EXO SYSTEM
- Community, municipalities, services for children; partnerships with other entities (NGO's, CERD)
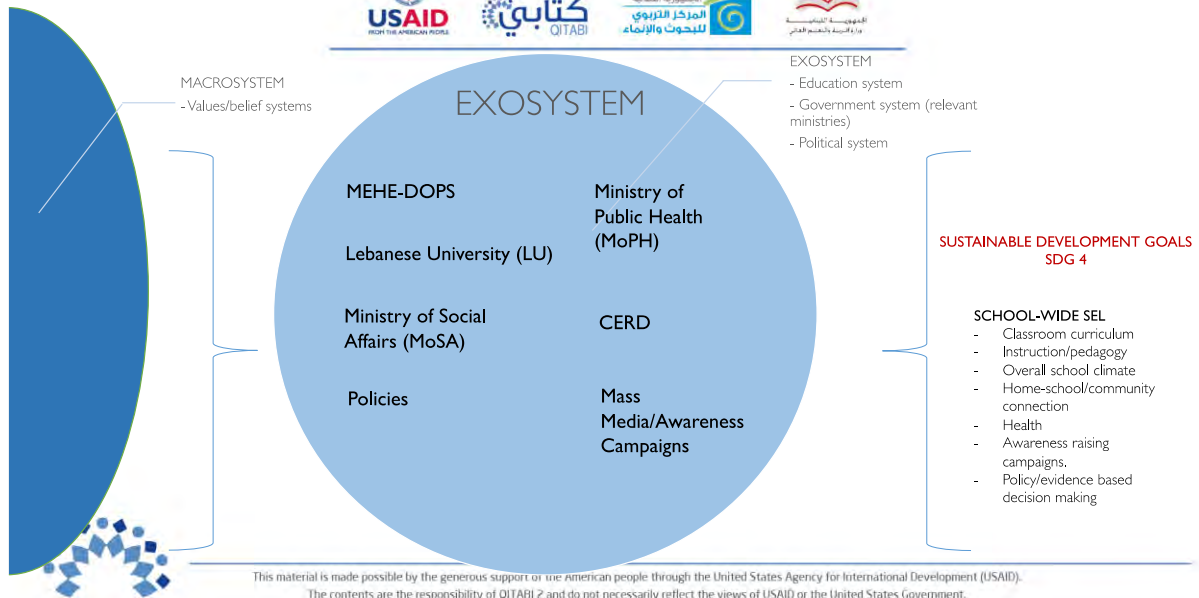- Education system
- Government system

MESO SYSTEM
Home-school connection

MESO SYSTEM
- Family/home

SUSTAINABLE DEVELOPMENT GOALS SDG 4

Short-term outcomes:
- SEL competence
- Positive peer relations
- Positive attitudes toward self, others
- Positive academic outcomes
- Reduced mental health problems

Long-term outcomes:
- Lower drop-out rates; higher graduation rates
- Pursuit of higher educational degrees
- Productive citizenship
- Economic gains
- Health gains: mental/physical
- Positive work prospects
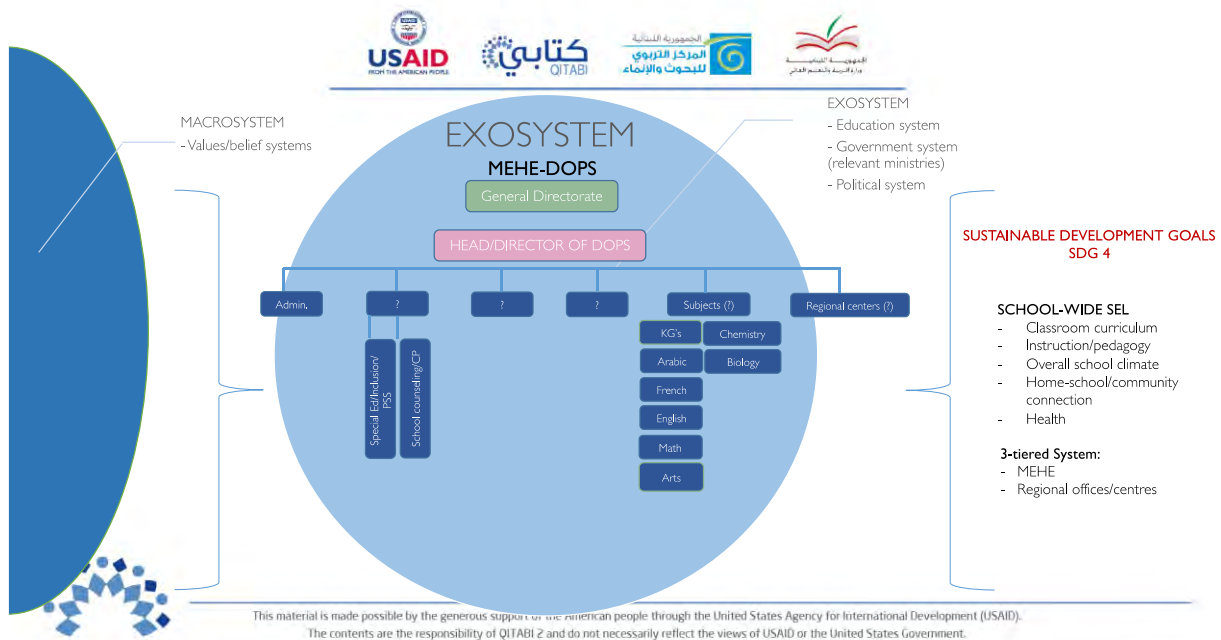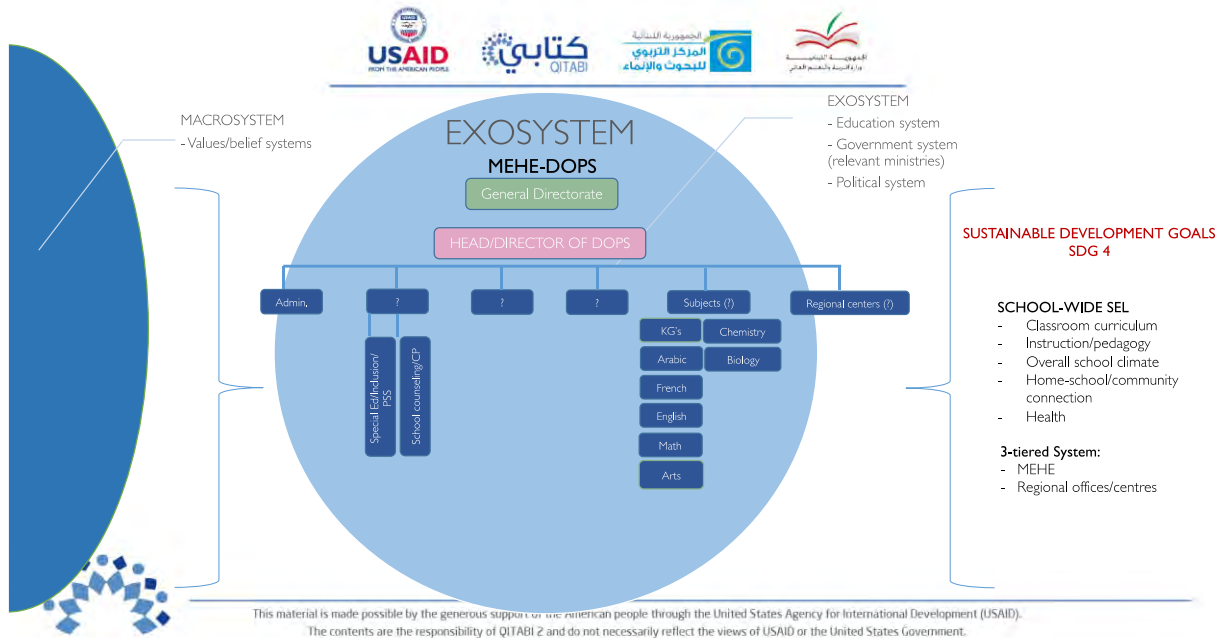
3-tiered System:
- Parents

MESO SYSTEM:

- School Social and Emotional Learning Plan (SSELP)
  - Parental engagement:
    - School-home/shelters/orphanages connection
    - Capacity building: training/soft skills and awareness sessions
      - Education and well-being of children

- LINK: Within the 3-tiered System:
  - Linking the 3-tiered stucture (parental guidelines, early detection, protocols, reporting, etc…) as part of parental engagement within the SSELP

MESO SYSTEM
- Family/home

MESO SYSTEM

Home-school connection

MACROSYSTEM
- Values/belief systems

EXOSYSTEM
- Education system
- Government system (relevant ministries)
- Political system

EXOSYSTEM

MEHE-DOPS

Ministry of Public Health (MoPH)

Lebanese University (LU)

Ministry of Social Affairs (MoSA)

CERD

Policies

Mass Media/Awareness Campaigns

SUSTAINABLE DEVELOPMENT GOALS
SDG 4

SCHOOL-WIDE SEL
- Classroom curriculum
- Instruction/pedagogy
- Overall school climate
- Home-school/community connection
- Health
- Awareness raising campaigns.
- Policy/evidence based decision making

كتابي QITABI

الجمهورية اللبنانية
المركز التربوي
للبحوث والإنماء

الجمهورية اللبنانية
وزارة التربية والتعليم العالي

MACROSYSTEM
- Values/belief systems

EXOSYSTEM

EXOSYSTEM

MEHE-DOPS

General Directorate

HEAD/DIRECTOR OF DOPS

| Admin. | ? | ? | ? | Subjects (?) | Regional centers (?) |

Special Ed/Inclusion/ PSS

School counseling/CP

KG's — Chemistry
Arabic — Biology
French
English
Math
Arts

EXOSYSTEM
- Education system
- Government system (relevant ministries)
- Political system

SUSTAINABLE DEVELOPMENT GOALS SDG 4

SCHOOL-WIDE SEL
- Classroom curriculum
- Instruction/pedagogy
- Overall school climate
- Home-school/community connection
- Health

3-tiered System:
- MEHE
- Regional offices/centres

Schools Connectivity Plan

Introduction

Based on MEHE's request to facilitate online/blended learning, QITABI 2 offered support to solve connectivity challenges at schools. In coordination with QITABI 2, DGE-DOPS and IT teams prepared a connectivity survey aiming to assess the current status of the schools with respect to the connectivity, including the schools' and classrooms' access to the internet and the types of the connections in addition to floor shapes. On January 13, MEHE team hosted a live session with school principals and IT Officers to simplify the process of filling out the survey and to ensure reflecting the real situation at the school premises. The survey was developed in a dynamic form and was completed online through VIMS by school principals.

On February 4, QIATBI 2 received, from MEHE, the connectivity survey dataset, including the connectivity status of 844 Public Schools.

During the scholastic year 2020/2021, QITABI 2 will pilot connectivity solution in two phases, to be able to:
- assess the feasibility,
- assess the time needed,
- asses the estimated cost of the connectivity plan,
- assess the ability to connect to students or online digital resources (including CERD platform) given the quality of the internet once internet is available in classroom.

Phase 1 entails implementing a connectivity solution in 24 schools, after which QITABI 2 will move to phase 2 of the pilot where additional 40 schools will be selected based on the findings of phase 1 to implement the recommended connectivity solution taking into consideration lessons learned. QITABI 2 will be presenting to MEHE the findings of the pilot and the recommendation for the roll out phase.

Pilot Sampling Procedure

Sampling procedure refers to the process of choosing part of a population or number of participants, interviews, or work samples to use in the research process. The sampling process for connectivity plan follows a random sample selection process.

Sampling Method

The sampling method refers to the technique or process of choosing the targeted sample of schools. In order to ensure that the different units in the population of public schools receiving QITABI 2 interventions have equal chance of being selected, the QITABI 2 team uses a probability sampling method, which allows to calculate the likelihood of each school being selected, by using random sampling method.

Sampling Frame

The sampling frame refers to a list of all the elements of the population from which the sample is drawn. The sampling frame, for this study, constitutes all cycle 1 and 2 public schools, knowing that, for each school, the floor shapes (Annex 1) have to be of the same type, excluding schools having floor shape 8 (unspecified shape). A total of 303 public schools, out of the 844 public schools throughout Lebanon for which we have received data, meet the criteria.

Criteria of Sample Selection

In order to select a sample from the population, the QITABI 2 team used the following criteria for the sample selection:

⇒ Governorate: determine the number of schools per governorate;
⇒ Shapes of the floors: determine the number of schools with floor shapes 0 to 7;
⇒ School Type: determine the number of schools with small, medium and large school size;
⇒ Internet capacity: determine the schools having internet connection. Priority will be given to schools having unlimited internet service.

Sample Size

A proposed sample size of 24 schools is sampled (Annex 2) for phase 1 of the pilot which translates into 7.92% of the school population of 303 in the sampling frame. Additional 40 schools will be selected based on the finding of phase 1 and the connectivity solution recommended per phase 1 will be implemented. QITABI 2 will be presenting to MEHE the findings of the pilot and the recommendation for the roll out phase.

School Sampling

A four-staged sampling procedure is used to select the sample schools. Three schools are sampled from each of the 8 governorates; three schools from each of the 8 floor shapes; for each floor shape, three schools – one small, one medium, and another one having a large school size; and schools having connectivity, with the priority for schools having unlimited internet service, are sampled.

Implementation of connectivity plan

(this section needs to be completed by the IT Manager or by a specialized Consultant.)

The intervention will entail networking and cabling at the school level from the already available internet point to grades 1 to 6 classrooms in the school taking into consideration the feasibility, cost, requirements, effectiveness and efficiency in enabling teachers use the connectivity in distance learning.
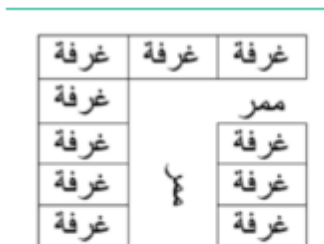
Annex 1: Floor shapes

Floor shape 0

Floor shape 1

Floor shape 2

Floor shape 3

Floor shape 4

Floor shape 5

Floor shape 6

Floor shape 7

#	School Virtual #	Governorate	Number of the buildings	Number of floors designated for teaching		Internet Capacity	Number of students (grades 1-6)	School size [1]	Floor shape[2]
				1st building	2nd building				
1	school15	Beirut	1	5		Unlimited	300	Large	shape 4
2	school65	North Lebanon	2	3	3	Unlimited	286	Large	shape 0
3	school76	Baalbeck-Hermel	1	1		Unlimited	254	Large	shape 6
4	school81	North Lebanon	1	1		40	82	Small	shape 7
5	school135	Nabatieh	1	3		Unlimited	296	Large	shape 1
6	school143	Nabatieh	1	2		100 GB	101	Medium	shape 2
7	school149	Beqaa	1	2		200	818	Large	shape 2
8	school158	Nabatieh	1	2		2 GB	150	Medium	shape 3
9	school233	South Lebanon	1	2		Unlimited	5	Small	shape 0
10	school283	Baalbeck-Hermel	1	1		Unlimited	53	Small	shape 2
11	school525	Akkar	1	1		Unlimited	303	Large	shape 4

[1] Schools having less than 90 students are considered small-sized schools; schools having students between 90 and 240 are considered medium-sized schools; schools having more than 240 students are considered large-sized schools.
There are no small-sized schools, having floor shape 6, in the list of the 303 schools. Thus, two medium-sized and one large-sized schools were selected among the set of the schools having floor shape 6.

[2] Out of the 303 schools, only two schools have the floor shape 5. Thus, one additional school was selected, among the set of the schools having floor shape 4, as an alternative to floor shape 5.

#	School Virtual #	Governorate	Number of the buildings	Number of floors designated for teaching		Internet Capacity	Number of students (grades 1-6)	School size [1]	Floor shape[2]
				1st building	2nd building				
12	school643	Akkar	1	1		2 MB up /2 MB down	56	Small	shape 5
13	school679	Mount Lebanon	1	1		Unlimited	74	Small	shape 1
14	school727	Beirut	1	2		2 MB speed unlimited	129	Medium	shape 1
15	school753	Beirut	1	2		Unlimited	467	Large	shape 3
16	school780	Akkar	1	1		Unlimited	114	Medium	shape 5
17	school815	Beqaa	2	3	1	24 GBS	213	Medium	shape 6
18	school860	Mount Lebanon	1	3		Unlimited	346	Large	shape 7
19	school865	Baalbeck-Hermel	1	2		Unlimited 900 000	104	Medium	shape 7
20	school895	South Lebanon	1	3		Unlimited	23	Small	shape 3
21	school997	Mount Lebanon	1	3		80	205	Medium	shape 6
22	school1051	South Lebanon	1	2		Unlimited	110	Medium	shape 4
23	school1139	Beqaa	1	2		Unlimited	124	Medium	shape 0
24	school1180	North Lebanon	1	1		Unlimited	51	Small	shape 4

HICD REPORT

CERD-Joint Academic Departments (JAD)

March 1, 2021

Contents

Table of Figures

Acronyms

AOR	Agreement Officer Representative
CERD	Center for Educational Research and Development
DLR	Digital Learning Resource
JAD	Joint Academic Departments
HICD	Human and Institutional Capacity Development
GDE	General Directorate of Education
KPIs	Key Performance Indicators
MEHE	Ministry of Education and Higher Education
M&E	Monitoring and Evaluation
PIAP	Performance Improvement Action Plan
QITABI	Quality Instruction towards Access and Basic Education Improvement
SEL	Social Emotional Learning
USAID	United States Agency for International Development
WL	World Learning

I. INTRODUCTION

This document presents the process of implementing USAID's Human and Institutional Capacity Development (HICD) for the Joint Academic Departments (JAD) at the Center for Educational Research and Development (CERD). The document provides a set of initial findings, opportunities, and recommendations for improvement to enhance the Bureau's Management, Primary, and Support processes. The HICD process is implemented by the USAID-funded Quality Instruction towards Access and Basic Education Improvement (QITABI 2) project. This activity is under QITABI 2 Outcome 3, The Improved National-Level Service Delivery of Education.

In this Report, the HICD implementation documentation focuses on the primary processes implemented under CERD's Joint Academic Departments (JAD). On October 8, 2020, CERD selected JAD as the third Bureau to receive the HICD implementation.

The potential recommendations are deducted as a result of systematically analyzing the inputs collected from a set of HICD interventions planned and implemented in collaboration with CERD at large, namely CERD President, CERD HICD Focal Point, and JAD's Team. The Project team was keen to interact with all staff levels, from CERD leadership, JAD's Coordinator, the Heads of Departments, to the Bureau's junior staff.

The QITABI 2 Project tailored the HICD tools used for JAD. It adopted active mechanisms of interactions during HICD implementation, inviting total engagement with CERD teams, and ensuring ownership and sustainability of the processes, and eventual sustainable implementation of the recommendations.

Findings and recommendations included in this report will be incorporated into the final CERD HICD Report slated for release after the HICD process for all the Bureaus along with the Management and Support processes. The recommendations will allow the Project and CERD to efficiently initiate recommended actions and measures that impact the Management, Primary, and Support Processes at CERD's Joint Academic Departments. Nonetheless, and in parallel, the Project will continue HICD implementation for other bureaus and processes at CERD.

- ## HICD DEFINED

Human and Institutional Capacity Development (HICD) is a USAID model for attaining Sustainable Performance Improvement by implementing structured and integrated processes designed to identify fundamental causes of performance gaps in institutions. The HICD model addresses those gaps through a wide array of performance solutions in the context of all human performance factors and enable cyclical processes of continuous performance improvement through the establishment of performance monitoring systems. *Check Figure A for the Performance Improvement (PI) model*.

- ## QITABI 2 BRIEFING

The United States Agency for International Development (USAID)-funded Quality Instruction towards Access and Basic Education Improvement 2 (QITABI 2, March 31, 2019–March 30, 2024) aims to improve learning outcomes for all primary public-school students. The Project is led by World Learning (WL).

Step 1 • Consider the Institutional cntext and get the leadership commitment

Step 2 • Describe actuale performance

Step 3 • Define desired performance in measurable terms if possible

Step 4 • Measure of describe the performace gap

Step 5 • Find the fundamental causes of the performance gap

Step 6 • Select performance solutions

Step 7 • Implement performance solutions

Step 8 • Monitor and evaluate performance

Figure A- Performance Improvement (PI) Model

QITABI 2 addresses three specific outcomes:

- Outcome 1: Improved Student Performance in Reading, Math, and Writing
- Outcome 2: Improved Social and Emotional Learning
- Outcome 3: Improved National-level Service Delivery of Education

Outcome 3: Improved national-level service delivery of education

QITABI 2, Outcome 3 is designed to create sustainable results within the Lebanese education sector. Capacity must exist at all levels-national, regional, and school- to institutionalize and build on promising educational approaches that yield better learning outcomes. Through Outcome 3, and the implementation of HICD, QITABI 2 will institutionally and sustainably strengthen CERD.

- ## The HICD TEAM

Led by the Institutional System Capacity Development Specialist, the project Outcome 3 team designed and implemented the intervention and methodology in collaboration with the Project's HICD international Specialist and World Learning's Senior Educational Advisor.
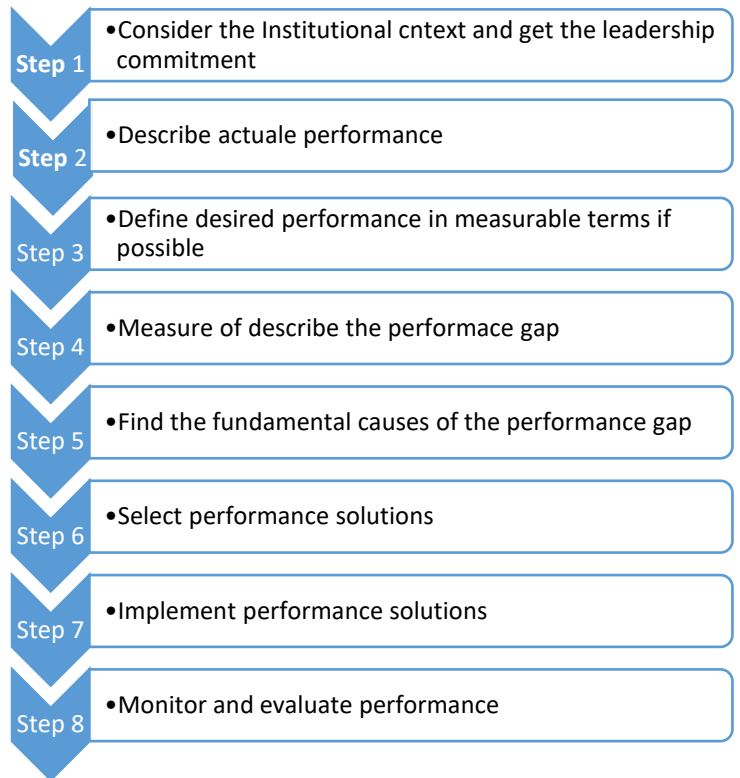
II.   METHODOLOGY OF HICD IMPLEMENTATION FOR CERD-JAD

The organizational performance puzzle consists of several factors and variables, some of which are environmental, and others are Individual. In most cases, the big levers for performance improvement (PI) are hidden behind processes and not limited to individuals and competencies.

The ultimate goal of HICD is to help organizations improve performance in critical areas leading to measurable results in achieving the organization's goals and objectives. HICD initiatives strengthen organizations' systems, processes, and individuals to provide more effective services that impact their constituents and stakeholders.

The performance assessment of the Joint Academic Departments (JAD) is based on this way of thinking, the methodology of PI, which lays the HICD model's basis. The HICD assessment's underlying principle is to analyze the processes that influence organizational efficiency and effectiveness. These key processes can be divided into Management, Primary or Core, and Support processes. In this interim Report, the essential findings and recommendations will address all three processes, Management, Primary, and Support processes, *check Figure B.*
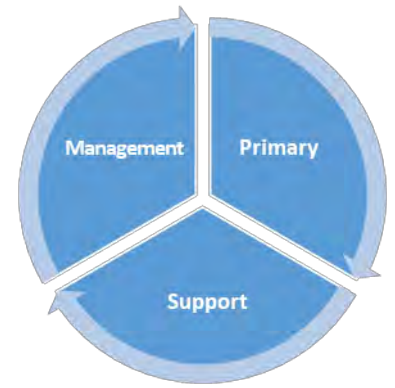
Figure B- Joint Academic Departments Processes

• CERD BACKGROUND INFORMATION

The Center for Educational Research and Development (CERD) was formally established in 1971 under a government law enforced by a decree #2356 titled "The Establishment of CERD within MEHE." CERD was established as a public institution of a juristic personality and administrative and financial autonomy. CERD's President reports directly to the Minister of Education and Higher Education.

CERD is led by its President and board of specialists, which is currently vacant. CERD's organization is structured as such: (i) the President Bureau; (ii) Board of Specialists; (iii) Educational Research Bureau; (iv) Educational Installations and Material Support Bureau; (v) and Pre-Service and In-Service Training Bureau.

• JAD BACKGOUND INFORMATION

The provisions of the Joint Academic Departments' specifications are attached to the Board of Specialists' decision meeting No. 3/75 dated 16/1/1975.

The Joint Academic Departments represent the academic and technical academic issues of CERD. JAD deals with various educational matters such as research, studies, equipment, educational methods, teacher training, and curricula, in addition to general principles for developing official examinations' questions within the framework of an educational plan approved by CERD in collaboration with specialized departments, *Check Figure C.* At present, JAD's Coordinator manages the Academic Departments Heads, the staff, and the activities under the Joint Academic Departments.
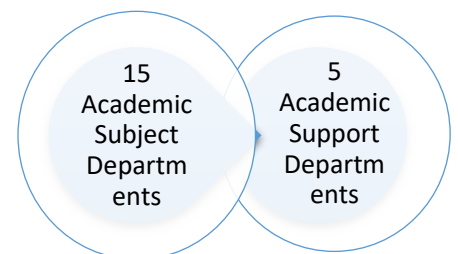
15 Academic Subject Departments

5 Academic Support Departments

Figure C- Subject and Support Departments at JAD

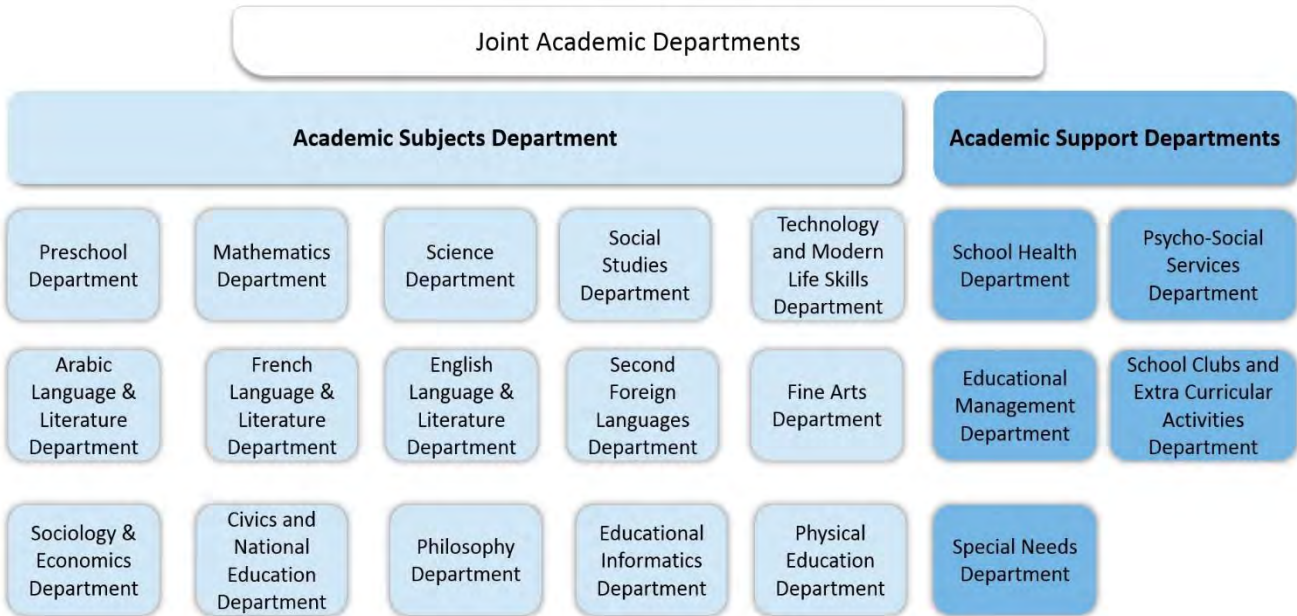- ## JAD ORGANIZATIONAL STRUCTURE

Figure D- Organizational Chart for the Joint Academic Departments

- ## COLLABORATIVE FUNCTIONS AT CERD

The Joint Academic Departments undertake the following collaborative functions with other CERD Bureaus, as listed in *Figure E*

JAD Key Functions and Services Implemented with other CERD Bureau

o Coordinate with the Office of Educational Research Bureau to develop research projects in the specialized subjects and studies the actual implementation of curricular components, evaluation, and development.

o Coordinate with the Educational Installations and Material Support Bureau to design and develop materials, resources, and educational equipment considering the needs of educational development.

o Coordinate with the Pre-Service and In-Service Training Bureau to study training plans and adapt them according to the needs of the curricula. They also contribute to supervising pre-service courses and propose qualifications that must be met by teachers and trainers.

o Engage with technical units in providing educational information and services.

Figure E- Collaborative Functions at CERD

- **JAD SCOPE OF WORK**
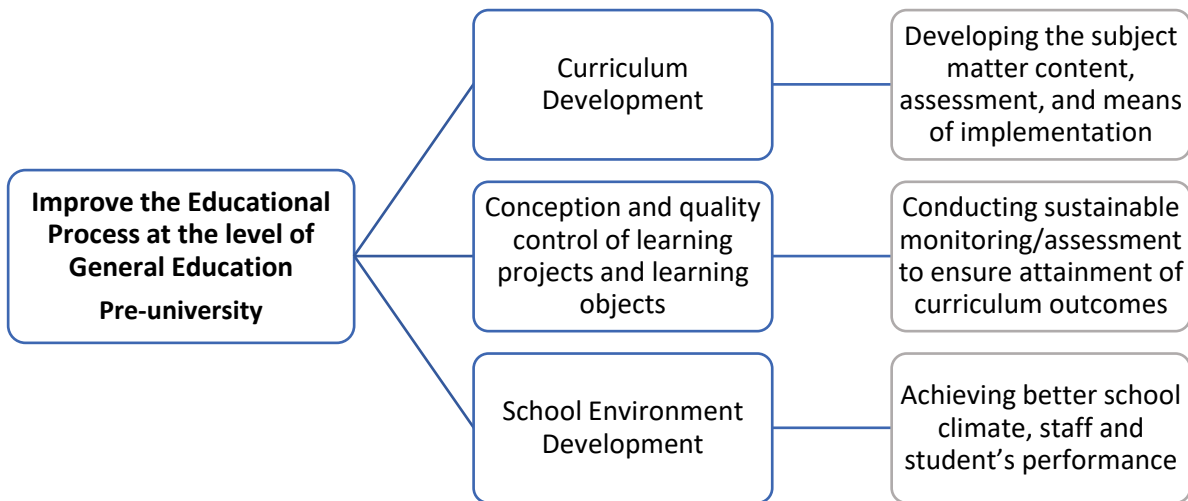
JAD's scope of work is manifested in *Figure F*:

Figure E- JAD Scope of Work

o **Curriculum Development**

As manifested in *Figure F*, curriculum development is one of the critical functions of JAD. *Figure G* below demonstrates JAD's curriculum development at the general and subject matter level.
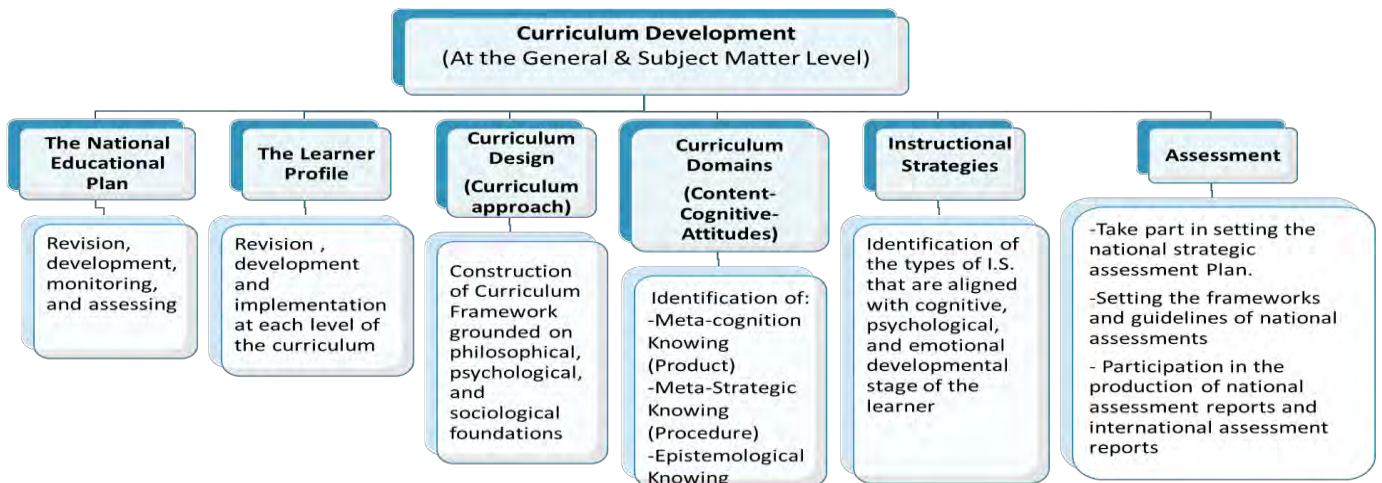

Figure F- JAD Curriculum Development at the General and Subject Matter Level

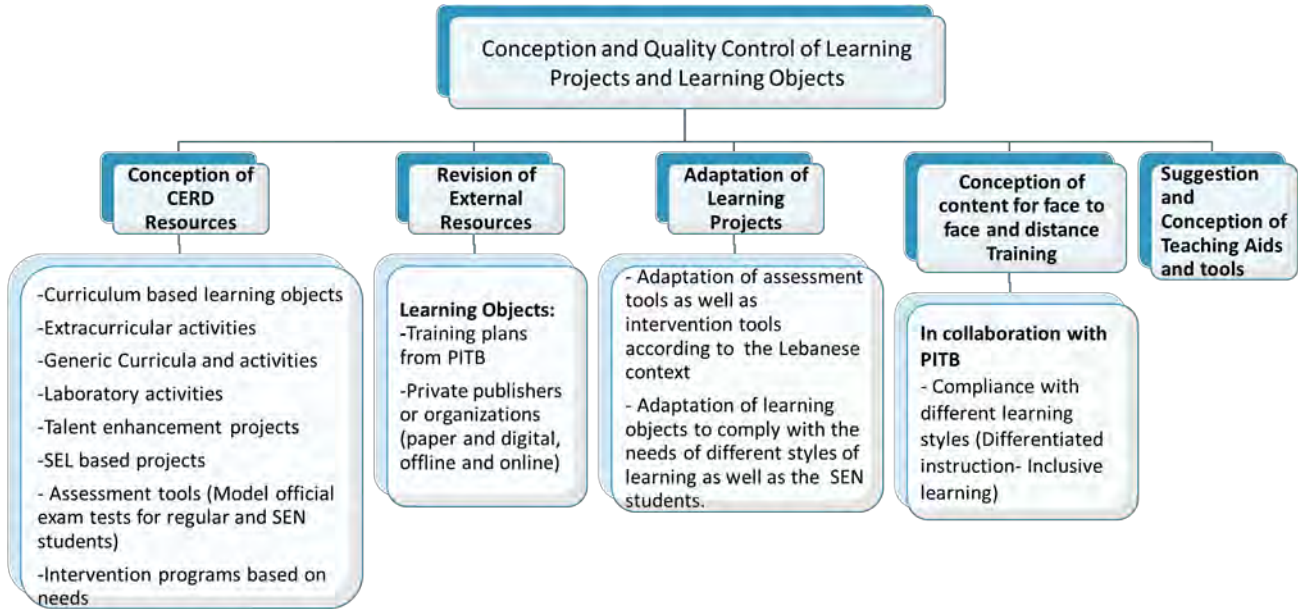o   Conception and Quality Control of Learning Projects and Learning Objects

Figure G- Conception and Quality Control of Learning Projects and Learning Objects

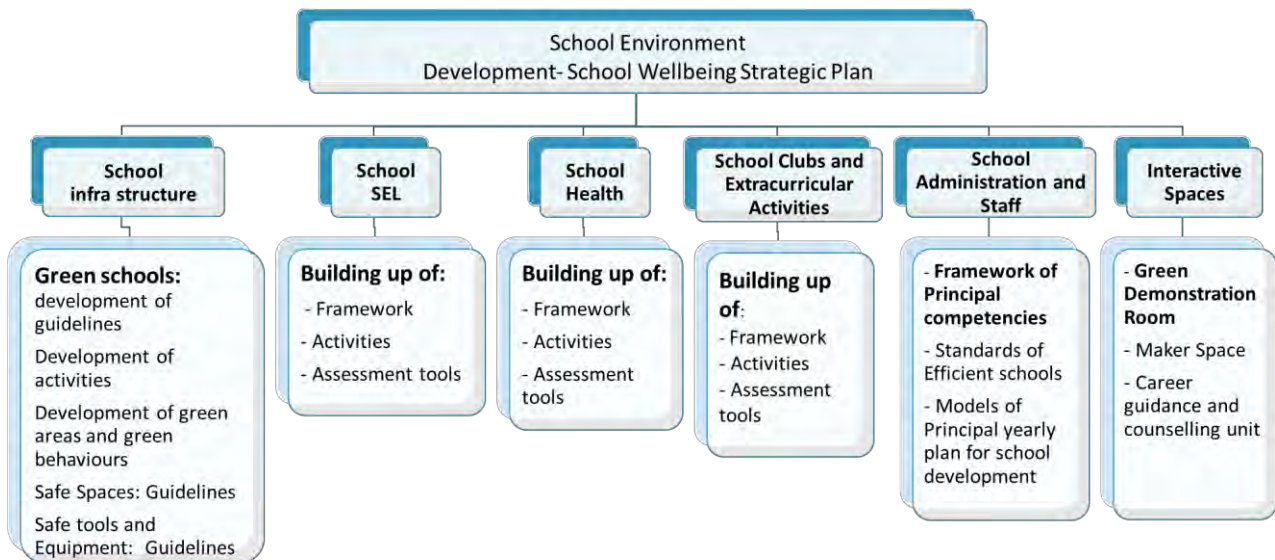o   School Environment Development- School Wellbeing Strategic Plan

Figure H- School Environment Development- School Wellbeing Strategic Plan

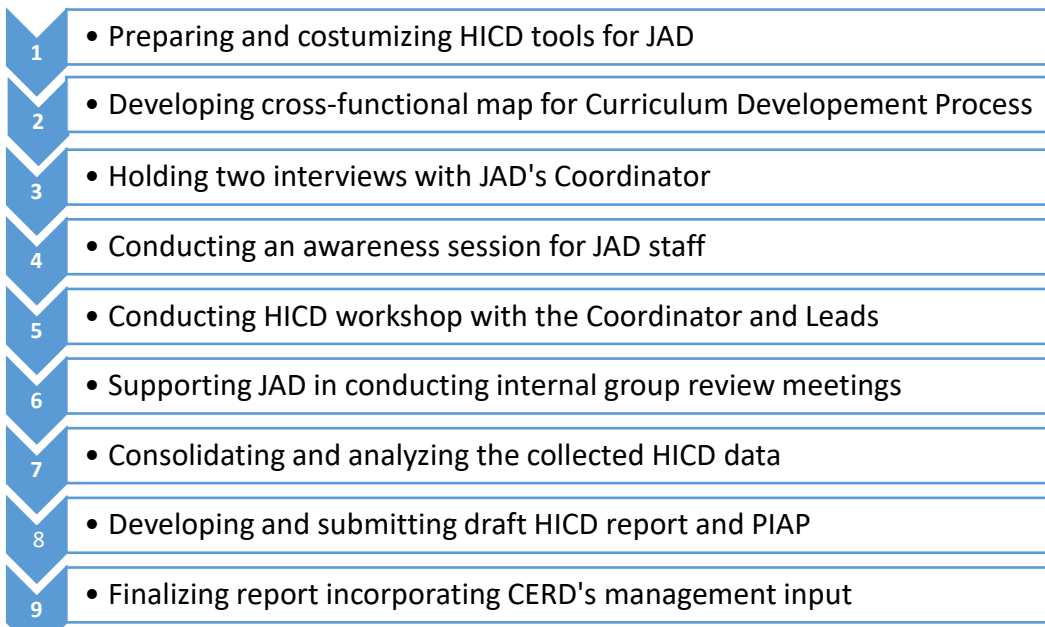## III.   HICD PREPARATIONS AND DATA COLLECTION PROCESS

On October 8, 2020, CERD selected the third Bureau for HICD implementation. On behalf of CERD President, the HICD focal point issued an email to the QITABI 2 Outcome 3 Institutional System Capacity Development Specialist sharing that CERD's management selected the Joined Academic Departments (JAD) as the third Bureau for HICD implementation.

- KEY PREPARATIONS SUPPORTING HICD IMPLEMENTATION
  o Desk Review

As a mean of preparation for the HICD Implementation at JAD, the HICD team conducted a thorough desk review of the legal framework and relevant documentation to CERD, starting with its mandate, main functions and required services of all the Bureaus at CERD.

Based on the desk review, the HICD team tailored a methodology of HICD implementation for JAD. Implementation action items are manifested in *Figure J*:

1	• Preparing and costumizing HICD tools for JAD
2	• Developing cross-functional map for Curriculum Developement Process
3	• Holding two interviews with JAD's Coordinator
4	• Conducting an awareness session for JAD staff
5	• Conducting HICD workshop with the Coordinator and Leads
6	• Supporting JAD in conducting internal group review meetings
7	• Consolidating and analyzing the collected HICD data
8	• Developing and submitting draft HICD report and PIAP
9	• Finalizing report incorporating CERD's management input

Figure I- HICD Implementation Action Items

- DATA COLLECTION PROCESS
  o Customizing the HICD Implementation Tools for JAD

The project Institutional Capacity Development Specialist and Outcome 3 team developed a full spectrum of HICD tools tailored to align with the Joint Academic Departments' needs and scope. The HICD tools include: (a) Tailored Interview Guide for JAD's Coordinator; (b) Cross Functional Process Map to visualize JAD's Primary Process; (c) Presentation Materials and customized tools for workshop and internal meetings at JAD.

o   Data Collection Approach and Methodology

The HICD implementation approach followed by the HICD team was participatory, engaging, holistic, and collaborative. The team collected HICD data during the interviews and discussions with JAD's Coordinator, additional data were collected from the Heads of Departments during the workshop. The data collected was consolidated and analyzed. The analyzed HICD data was integrated into the Performance Improvement Action Plan (PIAP) table and became part of JAD's HICD report submitted to CERD President, HICD focal point, and JAD's Coordinator.

o   Developing Cross-Functional Map for the Curriculum Development Process

Additionally, the HICD team met internally with the project experts on Curriculum, SEL, and Assessment to validate a cross-functional map solidly bases its action-steps and stakeholders on the experts' knowledge and experience working with CERD.

The Cross-functional map is a key HICD tool focused on examining, dissecting, and analyzing the primary process flow from inception to completion. In JAD's case, the HICD team ensured that their assumption of the curriculum process flow and steps are based on extensive desk review, legal framework, mandates, and experts' knowledge. Their professional opinion helped the team develop a technically sound curriculum process. The map incorporated in its structure Curriculum development steps, Social Emotional Learning (SEL), and Curriculum Assessment, in addition to the stakeholders engaged in every step until the curriculum is authorized for publishing. Check figure K.
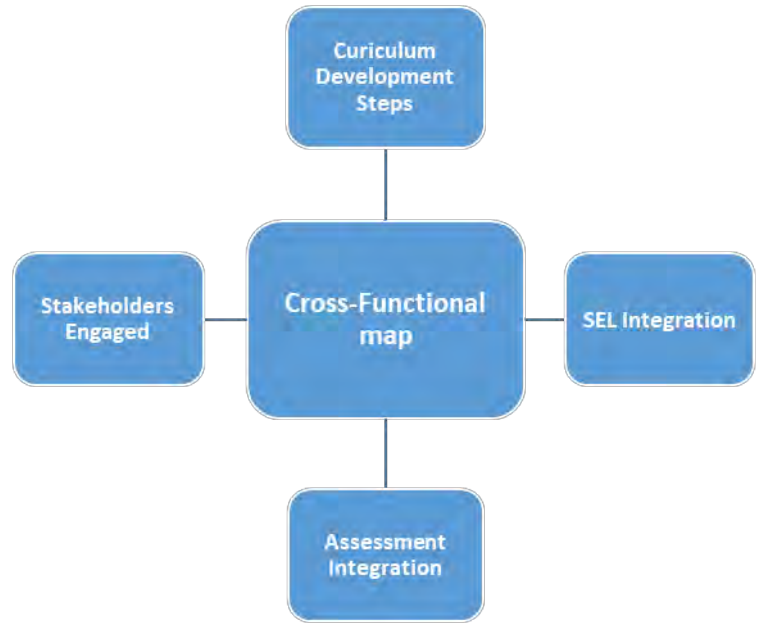

Figure J- Cross-functional Map of JAD

o   HICD Data Collection Events

1.   First HICD Interview with JAD's Coordinator

On October 13, 2020, the Outcome 3 team launched the HICD implementation and conducted its first online interview with JAD's Coordinator. Due to Covid-19, the interview was held via Zoom. The Institutional Capacity Development Specialist led the interview.

During the 2-hour interview, the team collected HICD data at the Joint Academic departments' management and primary process levels. The project team and JAD's Coordinator agreed that the curriculum development is the primary process that should be examined and enhanced during the upcoming HICD workshops.

Alignment to Safe Practices during Covid-19

The QITABI 2 project team conducted the Workshops and meetings using the Zoom online Meeting Systems to ensure safe measures that limit the spread of Covid-19 among its team and CERD's staff.

2. Second Interview with JAD's Coordinator

On October 14, 2020, the project team held the 2nd interview with JAD's Coordinator. The interview was held via Zoom. During the interview, the team collected data on SEL integration, Distance Learning, Assessment, and JAD support processes. The team examined HR, Communication, Technology, and Quality Assurance support processes.

It was apparent after the interview that JAD staff need stronger support from HR to enable a tailored professional development system for the Heads of Department and the entire team in addition to activating the internal transfer system to fill the HR gaps; 4 out of 17 departments operate disregarding the absence of Heads of Departments, while many other departments operate disregarding the absence of junior and administrative support staff. *Check Figure L*.
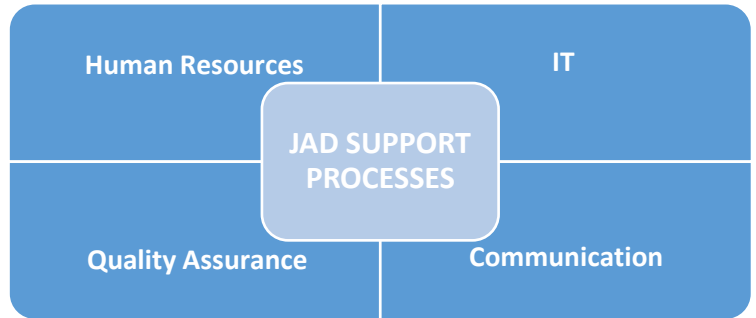

Figure K- JAD Support Processes

On the other hand, JAD Coordinator shared and discussed JAD's needs and recommendations at the Management Processes level, including the National Educational Sector Strategy, Strategic Planning, Monitoring and Evaluation as well as the strong need to develop clear and systematic inter-bureau communication procedures that improves coordination among bureaus and enhances internal communication.

Additionally, the Coordinator noted JAD's needs at the Primary Processes level, such as exploring the curriculum development with the SEL integration process and JAD's technical assistance and capacity building needs.

During the interview, the HICD team agreed with JAD's Coordinator to hold the 1st HICD Workshop on November 5 to go over the Curriculum development cross-functional map with the Coordinator and Heads of Departments. In preparations for the HICD Workshop, the Institutional System Capacity Development Specialist held key preparatory meetings with JAD's Coordinator and CERD HICD focal point.

o Awareness HICD Session for JAD

On November 4, 2020, QITABI 2 team conducted an Awareness session for the entire JAD team, which engaged 25 participants from JAD. JAD's Coordinator, Heads of departments, and Junior staff. Almost the entire staff attended the HICD awareness session. The session's objective was to introduce the HICD methodology and its importance in assessing and providing opportunities and recommending solutions for sustainable change and improvements. Additionally, the awareness session aimed to ensure that JAD staff has grasped a unified understanding of the HICD process to enable wider acceptance and facilitate efficient collaboration with JAD during the implementation. The Institutional System Capacity Development Specialist led the session and facilitated it efficiently. The overall feedback on the session was positive from the participants.

o HICD Workshop for JAD

On November 5, 2020, the QITABI 2 team held an online HICD Workshop via Zoom portal. The workshop focused on the new curriculum development with Social Emotional Learning integration (SEL) Process at JAD.

The Workshop engaged 18 diverse professionals with different academic specialties and functions. Participants included all department heads responsible for developing the national curriculum at CERD and JAD's coordinator.

During the Workshop, QITABI 2 Outcome 3 team presented the curriculum development process visualized in a cross-functional map highlighting the stakeholders responsible for each action and step. The team developed the cross-functional map based on the data and information collected during a thorough desk review of JAD and based on technical input by QITABI 2 experts as highlighted above. In this context it is important to shed the light on the high level of cooperation and positivity shown by all participating department heads and by JAD's coordinator.

The HICD assessment of the curriculum development process is a crucial process that will shape and strengthen the team responsible for the formulation of a new curriculum process, thus impacting the entire student body across Lebanon.
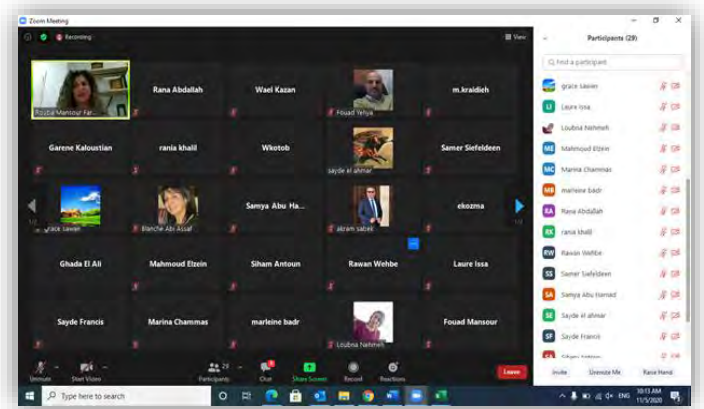

Figure L- November 5 HICD Zoom Workshop

At the end of the Workshop, QITABI 2 Outcome 3 team agreed with JAD's Coordinator on preparing Internal Working Group Meetings for JAD team to dig deep in the curriculum development process and provide QITABI 2 Outcome 3 with their input and feedback to finalize the process and identify recommendations that will enable CERD and JAD at a later stage to initiate and develop the curriculum and efficiently sustain the different interventions. *Check Figure M*.

Check Annex 1 - List of Participants at HICD Events for JAD

Check Annex 2- New Curriculum Development Process Map

Check Annex 3- Description of the New Curriculum Development Process

o JAD Internal Working Group Meetings

Post November 5, 2020 HICD Workshop, QITABI 2 Outcome 3 team maintained close coordination with the HICD focal point and JAD's Coordinator to prepare for JAD's internal working group activity. QITABI 2 provided the cross-functional maps in both English and Arabic version, materials needed to support JAD in effectively holding their internal working group and feedback on the curriculum development process map. Moreover, QITABI2 addressed

all inquiries, comments and questions raised by JAD regarding the cross-functional map. JAD's internal Group Meetings were held on December 8 and 10, 2020.

IV.   ASSESSING JOINT ACADEMIC DEPARTMENTS

- ### MANAGEMENT PROCESSES FOR JOINT ACADEMIC DEPARTMENTS (JAD)
  - Management Processes Illustration

Findings and recommendations for Management Processes are proposed as a result of implementing the HICD process at JAD. Check Figure N.
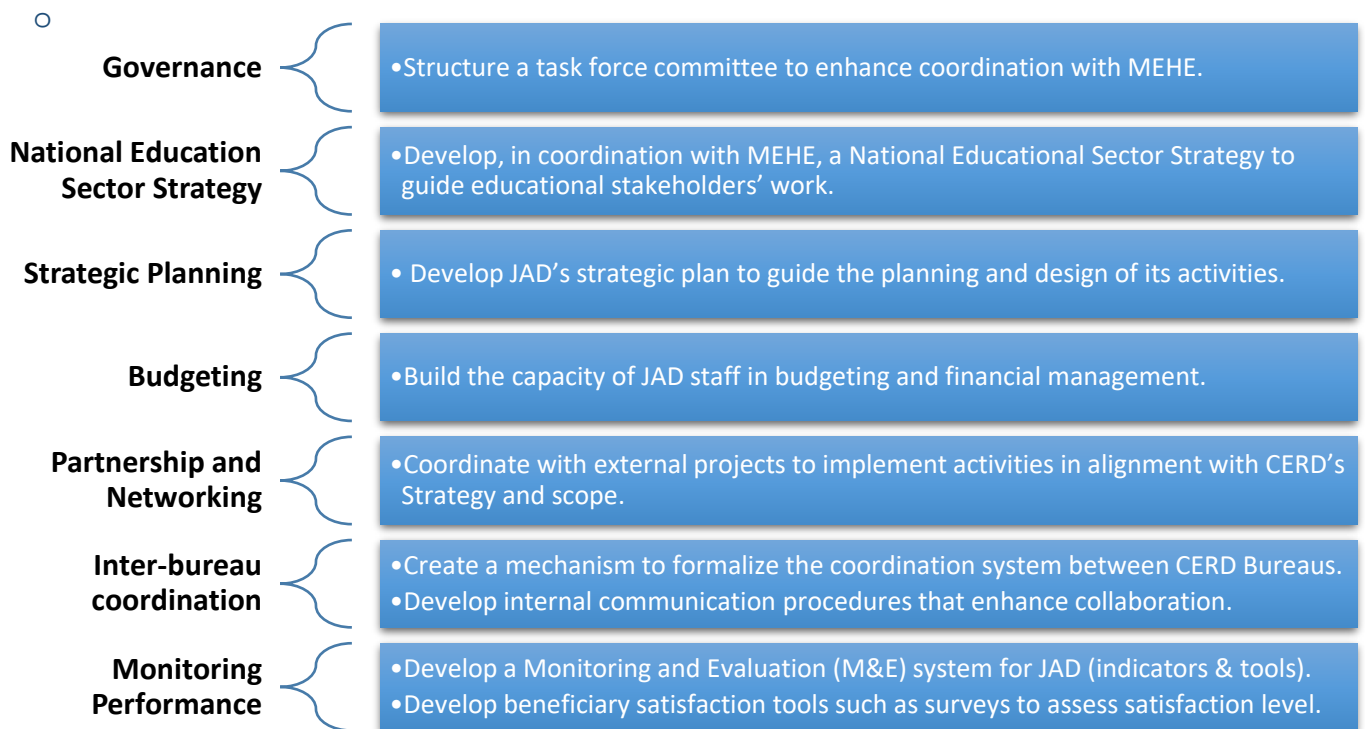
- o

Governance	• Structure a task force committee to enhance coordination with MEHE.
National Education Sector Strategy	• Develop, in coordination with MEHE, a National Educational Sector Strategy to guide educational stakeholders' work.
Strategic Planning	• Develop JAD's strategic plan to guide the planning and design of its activities.
Budgeting	• Build the capacity of JAD staff in budgeting and financial management.
Partnership and Networking	• Coordinate with external projects to implement activities in alignment with CERD's Strategy and scope.
Inter-bureau coordination	• Create a mechanism to formalize the coordination system between CERD Bureaus. • Develop internal communication procedures that enhance collaboration.
Monitoring Performance	• Develop a Monitoring and Evaluation (M&E) system for JAD (indicators & tools). • Develop beneficiary satisfaction tools such as surveys to assess satisfaction level.

Figure M- Management Processes Findings and Recommendations

Findings, Opportunities and Recommendations for Management Processes

GOVERNANCE
Finding #1   Coordination with MEHE is performed on a per-need basis. Additionally, CERD and JAD have limited access to school data.
Opportunity #1   With the recent changes to the sector and CERD, this is ideal for initiating a positive dialogue at the Leadership levels and establishing continual coordination meetings to set sustainable procedures and build collaboration bridges between MEHE and CERD.
Recommendation #1   *Structure a task force committee to enhance coordination with MEHE.*   *The task force committee expands coordination efforts with MEHE and enhances CERD and JAD's access to school data (student and teacher performance data.)*

NATIONAL EDUCATION SECTOR STRATEGY
Finding #2   There is no National Education Sector strategy to guide CERD's "and JAD's" strategies and plans.
Opportunity #2   Recent development work has been done under QITABI. It resulted in the development of the "Axis for the National Education Sector Strategy" Report. Establish a National Education Sector Committee tasked with leading the efforts to develop the National Education Sector Strategy based on the Axis Report developed under QITABI.
Recommendation #2   *Develop a National Educational Sector Strategy to guide all educational stakeholders' work, in coordination with MEHE.*   *The Strategy should incorporate CERD's Curriculum Development and Distance Learning plans. The Vision of the Educational Sector Strategy should inform the Curriculum development process.*

STRATEGIC PLANNING   *Mission, Vision, Annual Work Plan, etc.*
Finding #3   There is no strategic plan to guide JAD's work. JAD encounters challenges in planning and implementing activities.   Note: Emergencies and unexpected circumstances have been challenging to manage.
Opportunity #3   Develop the Strategy of JAD based on the Vision, Mission, SWOT analysis and Strategic Objectives of CERD already developed under QITABI, taking into consideration the changing environment (Covid-19, economic situation, etc.)
Recommendation #3   *Develop JAD's strategic plan to guide the planning and design of its activities. The Strategic Plan should address the latest changes and challenges, such as Covid-19 and the difficult financial crisis. Both have tremendously strained the country's sectors, including the educational sector.*   *JAD's Strategic plan is shared with stakeholders to enhance the visibility of JAD's activities and improve collaboration.*

BUDGETING

Finding #4
JAD does not have enough financial expertise to develop its budget properly. CERD budget and Work plan are impacted by large-scale external projects' such as S2R2 and QITABI 2 and other projects.
Note: Annually, JAD prepares budget estimates of their routine activities and shares them with MEHE for approval.

Opportunity #4
The ability of CERD to mobilize funds and get technical assistance from its wide range of partners.

Recommendation #4
Build the capacity of JAD staff in budgeting and financial management. Enable JAD to develop its budget and financial forecast with support from a financial expert/coach.

PARTNERSHIP AND NETWORKING

Finding #5
JAD staff need additional technical expertise to manage the implementation of activities with external projects efficiently.

Opportunity #5
CERD staff have received Project Management training. The experience obtained through the training should be put in practice to efficiently implement activities with external projects.

Recommendation #5
Coordinate with external projects to implement activities in alignment with CERD's Strategy and scope. Develop a clear scope of work for each Academic Department and share it with external projects.
Reactivate the role of the project manager at JAD and CERD.

INTER-BUREAU COORDINATION

Finding #6.1
Limited inter-bureau coordination. Limited number of meetings with CERD President and with other Bureaus' Heads. JAD needs to access educational research to plan and implement its activities based on new educational research and trends.

Opportunity #6.1
Hold regular meetings with CERD President and with other Bureaus' Heads.

Recommendation #6.1
Create a mechanism to formalize the coordination system with the President and between CERD Bureaus (COPP).
Establish mechanisms that enhance coordination with the CERD President and other Heads of Bureaus.

INTER-BUREAU COORDINATION

Finding #6.2
Internal gaps in communication due to the large number of Departments (17) and absence of a clear internal communication procedure between departments.

Opportunity #6.2
By engaging the Quality Assurance, HR, and the communication unit, develop an internal communication policy and procedure, a positive environment, and a capacity building plan.

Recommendation #6.2
Develop internal communication procedures that enhance collaboration, empower staff, and improve Wellbeing.
Establish mechanisms that enhance internal coordination among JAD staff.

MONITORING PERFORMANCE
Finding #7.1   There are general guidelines for CERD's M&E but not an M&E system specifically developed for CERD.   Currently in use is an M&E system developed for an external project.
Opportunity #7.1   Build on the M&E plans of partners and mobilize the existing M&E professionals.
Recommendation #7.1   *Develop a Monitoring and Evaluation (M&E) system for JAD: Set indicators and develop tools.*   *Build the capacity of JAD's team in M&E methodology and tools.*

MONITORING PERFORMANCE
Finding #7.2   A system that measures beneficiary satisfaction is critically needed. The beneficiary satisfaction level should be measured through ERB's research.   A tracking system is not in effect to monitor JAD's production projects with relevant tools and templates.
Opportunity #7.2   Access the Social media platform already used by CERD/JAD to reach the beneficiaries.
Recommendation #7.2   *Develop beneficiary satisfaction tools such as surveys and indicators to assess the satisfaction level of the beneficiaries.*   *Develop a customized Moodle application for tracking the projects' progress.*

- ## PRIMARY PROCESSES FOR JOINT ACADEMIC DEPARTMENTS (JAD)
  - ### Primary Processes Illustration

Findings and recommendations for Primary Processes are proposed as a result of implementing the HICD process at JAD. Please check Figure O.

Curriculum Development	CERD's President and MEHE's Minister approve to launch the curriculum development process.
Mapping of Curriculum Process	Implement the Curriculum Development Process agreed upon during the HICD Events.
Foundation Document	Finalize and approve the Foundation Document.
Core Competnecies	Finalize and publish the Core competencies and Learner profile.
Assessment Framework	Complete the current curriculum analysis and development Assessment framework.
Engaging Educational Stakeholders	Build a sustainable collaboration mechanism and efforts with MEHE.
Coordination with other Ministeries	In coordination with MEHE, establish communication channels with other ministries.
Pedagogic Capacitiies at JAD	Provide training and capacity building to JAD staff in pedagogy, curriculum design, assessment, and other needed areas.
Curriculum-based M&E System	Develop a curriculum-based M&E system to sustainably monitor and evaluate the performance of the Curriculum and its impact.
DLR Criteria	Enhance coordination with EIMSB to promptly finalize the development of the DLR evaluation criteria.
Social Emotional Learning (SEL)	Integrate SEL within the Curriculum (intra-curriculum) and in Extracurricular Activities and School clubs.
School SEL Environment	Empower JAD's Psychosocial department to enable the production of SEL policies and Procedures.
Covid-19 SEL Framework	Finalize the PSS Framework for Covid-19 and develop its activities.
Access School Data	Improve coordination between CERD and MEHE (Taskforce committee)
Distance Learning (DL)	Develop a Distance Learning Strategy.

Figure N- Primary Processes Findings and Recommendations

o   Findings, Opportunities and Recommendations for Primary Processes

CURRICULUM DEVELOPMENT PROCESS

Finding #8

The Curriculum and its development process are the government's responsibility and CERD's based on the National Educational Sector Strategy' Vision.

CERD and MEHE need to agree on the approach collaboratively and on the type of Curriculum needed (Student-focused Curriculum, etc.).

Opportunity #8

MEHE's Minister and CERD President launched the development of a new curriculum. CERD started working on identifying the approach and the type of Curriculum needed.

CERD established a committee representing all CERD Bureaus and supported by consultants. The committee is developing its ToR to study CERD's Strategy pertaining for the Curriculum Development, and subsequently develop an overall action plan in this regard. The committee, headed by the Head of Curriculum Department at ERB, is scheduled to finish its work by end January 2021.

Several projects working with CERD are trying to support CERD in the curriculum development. Develop a matrix of projects-funders, resources, tasks, and needs related to the Curriculum Development Process. Use the matrix to ensure complementarity rather than duplicity of efforts.

Recommendation #8

CERD and MEHE Senior leadership establish the Curriculum overseeing Body.

Coordinate the curriculum development with the Higher Committee for Curriculum, Parliamentary Education Committee, CERD's Curriculum Development Committee, CERD's Review Committee, and CERD Partners.

There is a need to build the capacity of JAD staff in terms of adjusting/ improving the cross-functional map for the Curriculum Development Process shared by QITABI2. This will enable JAD team, based on external technical expertise provided, to later design and customize the process-maps according to the evolution of their processes.

MAPPING OF CURRICULUM

Finding #9

JAD curriculum mapping for the entire Curriculum is not complete. The curriculum development process has not fully begun.

Opportunity #9

An external project (QITABI 2) supported JAD to implement curriculum mapping for grades 1 to 6 (languages and math).

Recommendation #9

Implement the Curriculum Development Process agreed upon during the HICD Events. The sequence of curriculum development process is defined, clear, and applicable.

Conduct a Research Study by the ERB to collect, analyze and disseminate data based on the curriculum of 1997.

Build on the existing curriculum mapping and gap analysis for the 1997 curriculum and develop the curriculum mapping for all subjects and grades.

FOUNDATION DOCUMENT

Finding #10

The foundation document is not finalized. The foundation document is a generic document that has the pillars of the Curriculum (historical, social, national, and others), that needs to be projected on all grades and subject matters in line with the Curriculum's approach and competencies, and the learner profile.

Opportunity #10

Establish a Foundation Document Committee, responsible for the development of the document. The committee enhances internal coordination and inter-Bureau coordination when developing the foundation document.

Recommendation #10

Finalize and approve the Foundation Document. The foundation document needs to be projected on all grades and subject matters. Develop a transversal document by experts from different fields.

CORE COMPETENCIES AND LEARNER PROFILE

Finding #11

Although JAD developed the definition of competencies and the learners' profile, the development of Core competencies and Learner profile are not yet completed and approved. The curriculum development methodology and syllabus development are not finalized yet.

Opportunity #11

Develop a database application that links core competencies and learner profile to subject matter competencies across grades.

Recommendation #11

Finalize the curriculum development methodology and syllabus development while considering Lebanon's current situation (oil and gas, covid-19, economic crises, etc.).

Finalize and publish the Core competencies and Learner profile upon approval by CERD President. Develop a curriculum benchmark as a reference to assess the Curriculum and identify gaps.

ERB, in collaboration with JAD, conducts a study on the methodology of improving the Curriculum.

CURRICULUM ASSESSMENT FRAMEWORK.

Finding #12

Curriculum Assessment Framework is not available. Assessment of the current Curriculum started in 2015 by holding workshops to compare it to other curriculums such as IB.

CERD halted the development of curriculum-based assessment due to Covid-19.

Opportunity #12

Collaborate with ERB on implementing the National Student Learner Assessment Framework (NSLAF) and reference the framework in the development of the curriculum-based assessment.

Recommendation #12

Complete the current curriculum analysis and development Assessment framework supported by a Desk review focused on curriculum assessment frameworks.

Finalize the curriculum assessment for all grades and subjects.

ENGAGING EDUCATIONAL STAKEHOLDERS

Finding #13

Limited coordination between CERD, MEHE, and other Educational Stakeholders in the development of the new Curriculum.

Note:

MEHE has shared responsibility for the implementation of the new Curriculum.

Opportunity #13

Develop communication procedures that enable sustainable and continual communication and collaboration between MEHE, CERD new management, and Educational Stakeholders.

Recommendation #13

Build a sustainable collaboration mechanism and efforts with MEHE to support the design of the new Curriculum. Develop transparent and prompt communication channels with MEHE and enhance the sharing of school performance data.

MEHE's Minister and CERD President facilitate suitable the mobilization of educational stakeholders and external projects' funding to support curriculum development activities.

COORDINATION WITH OTHER MINISTRIES

Finding #14

Limited coordination with other Ministries, their field/market data does not feed into curriculum development.

Many Ministries have educational bureaus or Units, such as the Ministries of Health, Social Affairs, Agriculture, Economy, and Environment. Their field data is valuable in providing labor market trends *and live examples of the Lebanese context* to support the development of a new curriculum.

Opportunity #14

Appoint a focal point to follow-up with other Ministries and collect relevant market data that feeds into the Curriculum Development process.
Get additional HR support for this position through internal transfers.

Recommendation #14

In coordination with MEHE, establish communication channels with other ministries. Operationalize the relation with other ministries and obtain market trends, field data, and live examples of the Lebanese context to feed into the new Curriculum.

PEDAGOGIC CAPACITIES AT JAD

Finding #15

In general, JAD staff do not have a pedagogic background.
The background of JAD staff is technical, each Department Head in his/her subject matter.
This is one of the major obstacles facing the curriculum development as staff lack the pedagogic expertise needed in the development process

Opportunity #15

Utilizing partnerships with Universities and educational institutions to build the capacity of JAD staff in the required fields.

Recommendation #15

Provide training and capacity building to JAD staff in pedagogy, curriculum design, assessment, and other needed areas. Also, provide online support training to staff through international eLearning sites specialized in providing best practices on curriculum design and pedagogy.

CURRICULUM-BASED M&E

Finding #16

Lack of a curriculum-based Monitoring and Evaluation (M&E) system. Till date, JAD did not assess the effectiveness and impact of the abridged Curriculum

Opportunity #16
Develop benchmarks for student/learner performance across different subjects and grades. Additionally, in the development of the Curriculum-based M&E system reference, the National Student Learning Assessment Framework (NSLAF).

Recommendation #16
Develop a curriculum-based M&E system to sustainably monitor and evaluate the performance of the Curriculum and its impact.
Collaborate with ERB to develop an M&E system to assess the reduced Curriculum. Use, as needed, the reference National Student Learning Assessment Framework (NSLAF).

DIGITAL LEARNING RESOURCES (DLR)

Finding #17
JAD developed CERD's DLI Platform mapping for all grades 1-12 (Mapping is in excel form). CERD and JAD need to collaborate with external projects to develop a rich source of digital learning resources.
Notes:
- CERD's Digital Learning Resources (DLR) criteria are recently finalized. The criteria are needed to evaluate Digital Learning Resources adequately and systematically.
- JAD is currently collaborating with external projects to develop e-resources and to digitize the Curriculum.
- JAD developed a policy for Open Education Resources (OER).

Opportunity #17
Develop a matrix and mapping of all the available digital resources at CERD and MEHE to organize, consolidate, and make accessible the largest number of digital learning resources to students, parents, and teachers.

Recommendation #17
Enhance coordination with EIMSB to share the DLR evaluation criteria developed. Publish and disseminate the DLR evaluation criteria among all Bureaus.
Advance coordination with external project/s to digitize the Curriculum, develop more digital resources, and populate the DLI with e-content for all grades and subjects.
Systemize the curriculum resources by implementing a curriculum management system.

SOCIAL EMOTIONAL LEARNING (SEL).

Finding #18
SEL is a new process at CERD and JAD. The SEL framework is not finalized yet. SEL is now in its final stages. SEL will be integrated within the New Curriculum as one of the core competencies.
All teachers will integrate SEL in their teaching.
Note: The SEL focal point is putting a notable effort to put an SEL framework for the Psychosocial Department. The Psychosocial Department consists only of the SEL Focal Point, there is no other staff.

Opportunity #18
Finalize the SEL Framework that is currently being developed at JAD to guide the SEL interventions within the new Curriculum.

Recommendation #18
Integrate SEL within the Curriculum (intra-curriculum) and Extra-curricular Activities and School clubs to ensure inclusion for challenged students.
Collaborate with external projects (QITABI 2) to finalize the development of an SEL framework.

Develop online learning modules with activities and performance monitoring for SEL integration for (i) Educators, (ii) Students, and (iii) Parents. Develop online forums to support parents' SEL education and needs and support the educators' SEL integration and address their questions.

SCHOOL SEL ENVIRONMENT

Finding #19

Focus on the school environment is further needed.

JAD established new departments for the school environment, PSS, and School Leadership.

Resource centers with Special Education room for learning difficulties are needed at all CERD centers (similar to the Jounieh Resource Center).

CERD established the Green demonstration Room at Jounieh's PITB Center.

Opportunity #19

Link and collect the PITB Centers' data (Special Education Room) to feed into the SEL work and activities.

Recommendation #19

Empower JAD's Psychosocial department to enable the production of SEL policies and Procedures and SEL curriculum integration.

Establish a framework for School Wellbeing that guides and engages school principals, counselors, teachers, students, and school clubs.

In close coordination with JAD, expand Green Demo Room, and Special Education Room set up at all six regional PITB Centers.

PSS DEVELOPMENT TO ADDRESS CRISIS
Such as COVID-19

Finding #20

PSS's development to address Covid-19 or any other crisis is needed because of the pandemic's widespread impact on the education sector, students, and society.

Opportunity #20

Currently, many SEL projects are taking place in parallel at CERD. JAD is trying to align all these projects.

SEL framework is now in its final stages. The SEL framework will impact core competencies.

Implement, in coordination with CERD leadership and external projects, selected activities produced and recommended by the PSS Framework for Covid-19.

Recommendation #20

Finalize the PSS Framework for Covid-19 and develop its activities. Focus on developing SEL communication activities to address the lack of communication between students due to Covid-19.

Develop an online Wellbeing resource content for educators, students, and parents. The online resource is linked to CERD's Website and is developed in coordination with the EIMSB and the external projects. Enhance data sharing between JAD and PITB Centers equipped with learning difficulties facilities (Special Education room).

Note: The core competencies and the new Curriculum should address the impact of schools' closure due to Covid-19 and the consequences of online learning on students and the relations with other students, teachers, and their families.

ACCESS SCHOOL DATA

Finding #21

More data and lessons learned need to be continually supplied from schools to inform educational content production, including SEL at CERD and JAD. Currently, data from schools is not shared with CERD during the school year.

Note: It is the role of MEHE to follow up with teachers in schools on the implementation of SEL intervention.

Opportunity #21

Empower the SEL focal point by enlisting an SEL officer and M&E officer. The SEL officer is responsible for collecting information from PITB Centers and schools in coordination with MEHE. Additionally, the M&E officer is responsible for analyzing the data collected and reporting on it.

Recommendation #21

Improve coordination between CERD and MEHE (engaging the taskforce committee is needed).
Engage MEHE-GDE and DOPS to evaluate SEL outcomes, integration, collection of SEL data from schools, and SEL framework development.

DISTANCE LEARNING (DL)

Finding #22

Due to Covid-19, online learning or Distance Learning became a critical need and process.

Opportunity #22

Develop a Distance Learning (DL) Matrix that includes needs, resources available and needed, technology implementations and needs, and actions. The matrix uses data collected during the DL desk review and from the DLI platform and different partners providing distance learning materials and courses. Disseminate the matrix throughout CERD to ensure awareness of the needs and the resources.

Recommendation #22

Develop a Distance Learning Strategy. Design curriculum content suitable for Distance Learning.
Coordinate with the technical Units to Set up CERD Server and Network to efficiently host Distance Learning courses and e-content.

- ## SUPPORT PROCESSES FOR JOINT ACADEMIC DEPARTMENTS (JAD)
  - ### Support Processes Illustration

Findings and recommendations for Support Processes are proposed as a result of implementing the HICD process at JAD. Please check Figure P.

HR Manual & Gaps	Communication	Quality Assurance	IT	Administration
Develop an HR manual for the organization and HR procedures. Address gaps in HR through the internal transfer of staff.	Engage the Communication Unit in the development of a communication strategy.	Develop, with the QA Unit, quality criteria and tools for the Curriculum and JAD's pedagogic content	Upgrade Moodle and customize its features to enable more collaboration, knowledge and document management.	Develop an electronic archiving system. Create a formal and legal communication system between staff.

Figure O- Support Processes Findings and Recommendations

HUMAN RESOURCES- MANUAL

Finding #23.1

CERD employees need a reference HR manual and an employee handbook.

The HR Unit does not focus on developing the employees' skills and does not currently provide professional development capacity building tracks/plans.

Opportunity #23.1

Finalize the profile for the key positions at CERD that was developed by a contracted HR employee/consultant and develop profile for the remaining jobs. Based on the profile, enroll staff in training plans.

Recommendation #23.1

Develop an HR manual for the organization and HR procedures, including Job description, Promotion, Recognition, Training, Performance Evaluation, and other HR matters.

Disseminate the HR manual and procedures to reach all staff members.

HUMAN RESOURCES- GAPS IN HR

Finding #23.2

There are empty positions of Heads of departments for Sports, Art, Technology, and Health Departments. Additionally, there are departments with no pedagogic staff. JAD staff are teachers; thus, they work for 27 hours per week (not full-time).

Most staff at JAD need management skills training.

Opportunity #23.2

CERD's law allows internal transfer of staff. Vacant positions can be filled through transfers.

Identify all vacant positions and needed profiles at JAD. Fill these needed positions through internal transfer of employees and stimulating partnerships with local and international Universities, primarily their education departments, to support JAD staff in acquiring the needed skills.

Recommendation #23.2

Address gaps in HR through the internal transfer of staff.

Provide capacity building for JAD staff to enhance their management skills and address their professional development needs. Sign MoU with Lebanese University and other local universities to strengthen relations and establish an internship program at CERD.

COMMUNICATION

Finding #24

Limited promotion of JAD production and accomplishments.

Note: The Communication Unit has only one employee who is the Head of the Unit. Additional Managerial and Administrative support is needed.

Opportunity #24

Coordinate with the Heads of languages-departments at JAD to support developing press releases and social media posts for JAD activities in three languages, Arabic, English, and French.

Recommendation #24

Engage the Communication Unit in the development of a communication strategy. Develop an internal communication plan and mechanism. Establish a well-structured communication system that engages all educational stakeholders.

Develop a promotion plan with the Communication Unit that sustainably enhances JAD's visibility among stakeholders and improves networking.

QUALITY ASSURANCE

Finding #25

Lack of Quality Assurance standards, tools, and methodology to inform/ guarantee quality delivery of JAD services. There are no quality indicators and criteria for the pedagogic content of JAD's productions.

Note:

CERD staff have received Project Management training. However, JAD staff have limited use of the tools because of paperwork, and the needed effort is time-consuming.

Opportunity #25

Put in practice the skills acquired from the Project Management to track the quality of JAD products. Engage the Quality Assurance Unit in developing quality indicators for all JAD activities and outcomes.

Recommendation #25

Develop Quality criteria and tools for the Curriculum and JAD's pedagogic content in coordination with the Quality Assurance unit.

IT

Finding #26

The improved and systematic use of Moodle and technology can improve collaboration and project management at JAD.

Opportunity #26

Ensure that CERD management links the different technology platforms at CERD to unify the process.

Recommendation #26

Upgrade Moodle and customize its features to enable more collaboration, knowledge and document management, and staff's online use.

Upgrade Moodle and Network to run Digital Learning Resources and e-content efficiently.

Provide as-needed training and coaching to ensure that all staff are well trained on Moodle's use for knowledge sharing, eLearning, and project management.

ADMINISTRATION- ARCHIVING SYSTEM

Finding #27.1

Electronic archiving of documents is not in use. Time is lost, and efficiency is challenged because searching for previous decisions is time-consuming, especially since JAD deliverables are needed and used by MEHE.

Opportunity #27.1

Conduct a desk review on international and local archiving Systems used by educational institutes to ensure that the archiving system at CERD is developed in alignment with international best practices on document archiving as used by education departments and institutes.

Recommendation #27.1

Develop an electronic archiving system that grants easy access to all previous decisions and deliverables.

Note: JAD deliverables are needed and used by MEHE; thus, archiving the deliverables is critical.

ADMINISTRATION- ELECTRONIC SIGNATURE

Finding #27.2

Due to the lockdown imposed by Covid-19, CERD's internal and official communication has become time-consuming.

Opportunity #27.2

Coordinate through CERD Leadership, with MEHE to allow the use of electronic signatures at CERD.

Recommendation #27.2

Create a formal and legal electronic communication system between staff.

Thus, e-signature should be formalized to improve procedural efficiency and reduce time-consuming routine paperwork.

V.   PERFORMANCE IMPROVEMENT ACTION PLAN (PIAP)

AREAS FOR IMPROVEMENT		POSSIBLE RECOMMENDATIONS	ACTIONS	INDICATORS	RESOURCES
MANAGEMENT PROCESSES					
1 GOVERNANCE					
	Coordination with MEHE is performed on a per-need basis. Additionally, CERD and JAD have limited access to school data.	Structure a task force committee to enhance coordination with MEHE. The taskforce committee is responsible for: ✓ Expanding coordination efforts with MEHE ✓ Enhancing CERD and JAD's access to school data (student and teacher performance data.)	✓ Establish efficient and transparent Communication with MEHE to promptly share school assessment and students' performance data with CERD-JAD. ✓ Appoint a focal point to coordinate data exchange with MEHE efficiently. ✓ Coordinate with MEHE-DOPS to obtain teachers' feedback regarding the Curriculum ✓ Engage MEHE in the evaluation of SEL outcomes and SEL integration. ✓ Coordinate with MEHE to empower counselors with proper SEL tools and training ✓ Engage MEHE in the evaluation of final exams	✓ Number of meetings held by the committee ✓ Number of actions taken based on the meetings ✓ Number of School Counselors empowered with SEL tools received from JAD in coordination with DOPS	✓ A focal point to coordinate data exchange with MEHE
2 NATIONAL EDUCATION SECTOR STRATEGY					
	There is no National Education Sector strategy to guide CERD's and JAD's strategies and plans.	Develop a National Educational Sector Strategy to guide all educational stakeholders' work, in coordination with MEHE. The Strategy should incorporate CERD's Curriculum Development and Distance Learning plans.	✓ CERD President Coordinates with MEHE's Minister to establish a Committee that oversees the development of a national educational sector strategy ✓ Hold workshops to stimulate the development of national education sector strategy	✓ Coordination meetings between CERD President and Minister are conducted ✓ Number of workshops on National Educational Sector ✓ Number of Stakeholders involved	✓ Educational Sector Specialist/ Consultant ✓ Accommodation for Workshops ✓ Administrative Assistant

		The Vision of the Educational Sector Strategy should inform the Curriculum development process.	✓ Engage all the Educational Stakeholders during the process ✓ Establish a **Local Education Group Platform** that will bring together other related education stakeholders, especially related ministries such as the Ministry of social affairs, SMEs, parents associations teachers' unions, INGO's involved in the education sector, etc.		
3 STRATEGIC PLANNING *(Mission, Vision, Annual Work Plan, etc.)*					
	In the absence of a strategic plan, JAD encounters challenges in planning and implementing activities. Emergencies and unexpected circumstances have been challenging to manage.	Develop JAD's strategic plan to guide the planning and design of its activities. The Strategic Plan should address the latest changes and challenges, such as Covid-19 and the difficult financial crisis. Both have tremendously strained the country's sectors, including the educational sector. JAD's Strategic plan is shared with stakeholders to enhance the visibility of JAD's activities and improve collaboration.	✓ Development of CERD's strategic plan and annual work plan. Subsequently, and in alignment with CERD's Strategy, develop JAD's Strategy and annual work plan. ✓ Organize workshops to develop JAD's Strategy and annual work plan. ✓ Build the capacity of JAD's team in Strategic Planning, Management, Leadership Skills, etc.	✓ Number of Capacity Building Trainings ✓ Number of interactive workshops/ meetings conducted to develop CERD's strategic plan ✓ Number of interactive workshops/ meetings conducted to develop JAD's Strategy and annual work plan.	✓ External strategic planning, Management, Leadership, consultant(s) ✓ Workshop's Accommodation
4 BUDGETING					
	JAD does not have enough financial expertise to develop its budget properly.	Build the capacity of JAD staff in budgeting and financial management.	✓ Training sessions on budgeting, financial management, and fundraising ✓ Coaching sessions	✓ JAD Budget is professionally produced	✓ External Financial Expert/ consultant

	CERD budget and Work plan are impacted by large-scale external projects' such as S2R2 and QITABI 2 and other projects.	Enable JAD to develop its budget and financial forecast with support from a financial expert/coach.		✓ Number of Training, Coaching sessions held. ✓ Number of Templates created for financial matters	
5 PARTNERSHIP AND NETWORKING					
	JAD staff need additional technical expertise to manage implementation of activities with external projects efficiently.	Coordinate with external projects to implement activities in alignment with CERD's Strategy and scope. Develop a clear scope of work for each Academic Department and share it with external projects. Reactivate the role of the project manager at JAD and CERD.	✓ Spread awareness and engage educational stakeholders in JAD's Mission to develop a national curriculum ✓ Improve networking with educational leaders ✓ Enhance collaboration with private sector stakeholders ✓ Hold events that engage external partners within a clear framework ✓ Establish partnerships with Universities and educational institutions ✓ Increase participation in international conferences and events ✓ Provide capacity building for JAD staff focused on project management skills ✓ Reactivate the focal point's role to ensure synergy of efforts and efficient external project implementation and coordination	✓ Number of coordination meeting to guarantee synergy of effort ✓ Number of new partnerships established ✓ Number of events held that invite participation from external partners ✓ Number of international events that JAD participates in ✓ Number of staff that participate in training on project management skills	✓ Contract specialists in the needed fields (Project management and Networking)

6 INTER-BUREAU COORDINATION					
6.1	Limited inter-bureau coordination. Limited number of meetings with CERD President and with other Bureaus' Heads. JAD needs to access educational research to plan and implement its activities based on new educational research and trends.	Create a mechanism to formalize the coordination system between CERD Bureaus. (CoPP). Establish mechanisms that enhance coordination with CERD President and other Heads of Bureaus.	✓ Establish a coordination Committee between JAD and other bureaus, including the ERB (CoPP) ✓ Document the coordination meetings and their outcomes ✓ Schedule recurring meetings to reactivate the role of the committee ✓ Develop a TOR for the Committee between JAD and other bureaus, including the ERB ✓ Schedule cyclical meetings for the committee between JAD and other bureaus, including the ERB	✓ TOR for the Committee between JAD and ERB is developed ✓ Number of coordination meetings held with other bureaus, including the ERB	✓ An external Policy/Communication expert to draft inter-Bureau coordination Procedures
6.2	Internal gaps in communication due to the large number of Departments (17) and absence of a clear internal communication procedure between departments.	Develop internal communication procedures that enhance collaboration, empower staff, and improve Wellbeing. Establish mechanisms that enhance internal coordination among JAD staff.	✓ Schedule recurring staff meetings at JAD to enhance coordination between JAD Coordinator, Heads of Departments, and staff ✓ Provide capacity building to JAD staff on interpersonal communication skills, Team building, and Planning training to enhance communication skills and Wellbeing among staff ✓ Contract expert in internal organization communication to support the development of internal procedures ✓ Develop the Internal Communication and Coordination Procedure that can mitigate potential inter-bureau conflict and improve communication among large number of	✓ Number of internal meetings held with staff ✓ Number of staff attending communication improvement Workshops ✓ Number of Communication, Team building, and Planning Workshops held at JAD ✓ A communication and coordination policy is drafted	✓ External Communication expert ✓ Workshop logistics

			departments by clarifying objectives, expectations, roles, policies, responsibilities, and collaboration.		
7 MONITORING PERFORMANCE					
7.1	There are general guidelines for CERD's M&E but not an M&E system specifically developed for CERD. Currently in use is an M&E system developed for an external project (S2R2).	Develop a Monitoring and Evaluation (M&E) system for JAD, Set indicators and develop tools. Build the capacity of JAD's team in M&E methodology and tools.	✓ Hold recurring M&E focused meetings between CERD President and JAD's Coordinator ✓ Hold recurring events with other Bureaus' Heads. ✓ Develop quality indicators and evaluation criteria for pedagogic content and JAD's production ✓ Conduct capacity building sessions for JAD's staff in M&E methodology, setting and dealing with indicators and M&E tools. ✓ Contract a Moodle consultant to develop a tailored Moodle app to track JAD production projects' progress.	✓ Number of Capacity Building Trainings ✓ Number of meetings held between the President and JAD Coordinator ✓ Number of M&E focused events held with Bureaus' Heads ✓ Number of capacity building sessions in M&E System ✓ Number of productions that are tracked through the automated system ✓ Number of team members that use Moodle to track their project's progress	✓ External M&E consultant and Trainer. ✓ Moodle Consultant to develop the tracking system
7.2	A system that measures beneficiary satisfaction is critically needed. The beneficiary satisfaction level should be measured through ERB's research. A tracking system is not in effect to monitor JAD's	Develop beneficiary satisfaction tools such as surveys and indicators to assess the satisfaction level of the beneficiaries. Develop a customized Moodle application for tracking the projects' progress.	✓ Set indicators and timelines for the Bureau's outcomes. ✓ Identify the beneficiaries of JAD services and monitor beneficiary satisfaction. ✓ Measure, track, and adjust performance.	✓ Number of indicators developed and tracked for the process/ activities ✓ Number of tools created to measure beneficiary satisfaction ✓ Percentage of beneficiaries who provide their feedback	✓ External M&E consultant.

	production projects with relevant tools and templates.			and percent of beneficiaries who record positive satisfaction	
PRIMARY PROCESSES					
8 CURRICULUM DEVELOPMENT					
	The Curriculum and its development process are the government's responsibility and CERD's based on the National Educational Sector Strategy' Vision. CERD and MEHE need to agree on the approach collaboratively and on the type of Curriculum needed (Student-focused Curriculum, etc.).	CERD and MEHE Senior leadership establish the Curriculum overseeing Body. Coordinate the curriculum development with the Higher Committee for Curriculum, Parliamentary Education Committee, CERD's Curriculum Development Committee, CERD's Review Committee, and CERD Partners. There is a need to build the capacity of JAD staff in terms of adjusting/ improving the cross-functional map for the Curriculum Development Process shared by QITABI2. This will enable JAD team, based on external technical expertise provided, to later design and customize the process-maps according to the evolution of their processes.	✓ Curriculum overseeing Body is established, and experts are engaged. ✓ Identify the Curriculum Development approach ✓ Integrate the Political, Economic, and Educational Vision and Strategy of the country to influence the Curriculum's core competencies and pedagogic content. ✓ Conduct a Study for the needs of the economy to influence the development process of the new Curriculum. ✓ Amend the Cross-functional map of the Curriculum Development with SEL Integration, when needed	✓ Number of meetings held between MEHE and CERD for finalizing the Vision ✓ A Market study is conducted to inform the Strategy and the Vision	✓ External Economic Market Trends Expert ✓ External Strategic Planning Expert at the National level

9 MAPPING OF CURRICULUM

JAD curriculum mapping for the entire Curriculum is not complete. The curriculum development process has not fully begun.	Implement the Curriculum Development Process agreed upon during the HICD Events. The sequence of curriculum development process is defined, clear, and applicable. Conduct a Research Study by the ERB to collect, analyze and disseminate data based on the curriculum of 1997. Build on the existing curriculum mapping and gap analysis for the 1997 curriculum and develop the curriculum mapping for all subjects and grades.	✓ Complete the mapping and analysis of the current Curriculum of 1997 for all subjects and all grades. ✓ Collaborate with partners and external projects and experts to complete the research study conducted by ERB based on the Curriculum of 1997 ✓ Complete the curriculum mapping for all subjects and grades ✓ Build the capacity of Senior Staff ✓ Mobilize curriculum design architect and experts ✓ Procure the needed field officers, equipment, and software ✓ Conduct the needed desk review and research: Legal, Technical, best practices, and others	✓ Number of senior staff that attend capacity building sessions ✓ Number of internal and external workshops held ✓ Number of consultancy sessions conducted. ✓ Number of Desk review, research needed ✓ Number of research conducted/ findings identified	✓ Field Officers ✓ External Trainers/ Facilitators ✓ External curriculum architect and experts ✓ Legal expert ✓ Researcher to collect, analyze the data and draft the report

10 FOUNDATION DOCUMENT

The foundation document is not finalized. The foundation document is a generic document that has the pillars of the Curriculum (historical, social, national, and others), that needs to be projected on all grades and subject matters in line with the Curriculum's approach and competencies, and the learner profile.	Finalize and approve the Foundation Document. The foundation document needs to be projected on all grades and subject matters. Develop a transversal document by experts from different fields.	✓ Develop and finalize the foundation document with the Curriculum's pillars (historical, social, national, and others).	✓ Foundation document validated and published ✓ A Clear timetable is set	✓ External Curriculum design expert

11 CORE COMPETENCIES AND LEARNER PROFILE

Although JAD developed the definition of competencies and the learners' profile, the development of Core competencies and Learner profile are not yet completed and approved. The curriculum development methodology and syllabus development are not finalized yet.	Finalize the curriculum development methodology and syllabus development while considering Lebanon's current situation (oil and gas, covid-19, economic crises, etc.). Finalize and publish the Core competencies and Learner profile upon approval by CERD President. Develop a curriculum benchmark as a reference to assess the Curriculum and identify gaps. ERB, in collaboration with JAD, conducts a study on the methodology of improving the Curriculum.	✓ Develop a reference framework including core competencies, subject matter competencies, learners' profile in each subject matter, and these competencies' indicators. ✓ Finalize the Methodology for Curriculum Development ✓ Develop the Curriculum Development syllabus	✓ Number of meetings and events conducted for curriculum development matters: Methodology, Learner Profile, Core competencies, etc. ✓ Number of experts and Educational Stakeholders involved	✓ External projects and curriculum and assessment expert/ consultant ✓ Workshop and Consultation sessions Accommodation ✓ Facilitators ✓ Transportation ✓ International and Local events: Conferences and Forums, etc.

12 CURRICULUM ASSESSMENT FRAMEWORK.

Curriculum Assessment Framework is not available. Assessment of the current Curriculum started in 2015 by holding workshops to compare it to other curriculums such as IB. CERD halted the development of curriculum-based assessment due to Covid-19.	Complete the current curriculum analysis and development Assessment framework supported by a Desk review focused on curriculum assessment frameworks. Finalize the curriculum assessment for all grades and subjects.	✓ JAD starts and completes the development of an assessment framework and plan ✓ Identify and analyze the gaps of the Curriculum of 1997 to feed into the development of the new Curriculum ✓ Put measures to enhance the system of assessment of national exams ✓ Enhance the pre-exams coordination efforts with MEHE's Assessment Unit to improve the National Assessment System's quality.	✓ Number of coordination and planning meetings between JAD and MEHE's Assessment Unit to improve preparation and development for the final exams ✓ Number of meetings and events conducted for assessment of the Curriculum	✓ External Curriculum Assessment Experts/ Consultants ✓ Researchers for Desk Review and Mapping ✓ International conferences and events, etc.

13 ENGAGING EDUCATIONAL STAKEHOLDERS

Limited coordination between CERD, MEHE, and other Educational Stakeholders in the development of the new Curriculum. Note: MEHE has shared responsibility for the implementation of the new Curriculum.	Build a sustainable collaboration mechanism and efforts with MEHE to support the design of the new Curriculum. Develop transparent and prompt communication channels with MEHE and enhance the sharing of school performance data. MEHE's Minister and CERD President facilitate suitable the mobilization of educational stakeholders and external projects' funding to support curriculum development activities.	✓ Hold regular Curriculum focused events with MEHE-GDE and DOPS. ✓ Develop a communication channel between MEHE and DOPS with CERD and JAD so that CERD and JAD continually and promptly receive student and teacher performance data and feedback. ✓ In support of the new Curriculum, MEHE's Minister and CERD's President enable synergy of efforts with external projects and leverage of effort with other Educational Stakholders	✓ Number of Curriculum focused coordination events held with MEHE ✓ Data shared from MEHE-GDE and DOPS regarding teacher and Student performance with CERD and JAD throughout the Academic year ✓ MEHE Minister and CERD President efficiently approve suitable External Stakeholders to support curriculum development	✓ Field officers and coordinators to follow up and coordinate with MEHE for school, teacher, and student performance data ✓ External Consultant for Educational Stakeholders Mapping and Netwroking

14 COORDINATION WITH OTHER MINISTRIES

Limited coordination with other Ministries, their field/market data does not feed into curriculum development.
 	
Many Ministries have educational bureaus or Units, such as the Ministries of Health, Social Affairs, Agriculture, Economy, and Environment. Their field data is valuable in providing
	In coordination with MEHE, establish communication channels with other ministries.
	
	Operationalize the relation with other ministries and obtain market trends, field data, and live examples of the Lebanese context to feed into the new Curriculum.
		✓ Initially Coordinate with MEHE to ensure Ministry's acknowledgment and support of the efforts
		
		✓ Recruit additional human resources through internal transfers to follow up on coordination with other ministries
		
		✓ Map and Contact relevant ministries, for example:
		
		   o Health
		   o Agriculture
		   o Environment
			✓ Number of ministries contacted
			
			✓ Number of ministries that provide field data and live examples
				✓ Human resources to follow up and coordinate with other ministries for live example, market data, and trends
				
				✓ A Market Study specialist

labor market trends and live examples of the Lebanese context to support the development of a new curriculum.		o Social Affairs o Economy o Industry ✓ Conduct a Market Study		

15 PEDAGOGIC CAPACITIES AT JAD

In general, JAD staff do not have a pedagogic background. The background of JAD staff is technical, each Department Head in his/her subject matter. This is one of the major obstacles facing the curriculum development as staff lack the pedagogic expertise needed in the development process	Provide training and capacity building to JAD staff in pedagogy, curriculum design, assessment, and other needed areas. Also, provide online support training to staff through international eLearning sites specialized in providing best practices on curriculum design and pedagogy.	✓ Contract expertise in areas relevant to the Curriculum. ✓ Provide training and capacity building to JAD staff in pedagogy, curriculum design, and assessment	✓ Number of expertise through transfer or contracts ✓ Number of staff that receive training and capacity building	✓ Experts in: o Pedagogy o Curriculum design o Curriculum-based assessment o EGRA assessment o The National Assessment Framework (NSLAF) o Data collection, research, and M&E o SEL o Special needs, inclusion

16 CURRICULUM-BASED M&E

Lack of a curriculum-based Monitoring and Evaluation (M&E) system. Till date, JAD did not assess the effectiveness and impact of the abridged Curriculum.	Develop a curriculum-based M&E system to sustainably monitor and evaluate the performance of the Curriculum and its impact. Collaborate with ERB to develop an M&E system to assess the reduced Curriculum. Use, as needed, the reference National Student Learning Assessment Framework (NSLAF).	✓ Develop the curriculum-based M&E system ✓ Contract curriculum-based M&E expert and initiate development ✓ Develop a timeline for the completion of the M&E system ✓ Coordinate with ERB for assessing the abridged curriculum system	✓ Number of Curriculum assessment and M&E experts contracted ✓ Number of indicators set and tools developed ✓ Number of meetings held for the Evaluation of the shortened curriculum system	✓ External Curriculum M&E expert

17 DIGITAL LEARNING RESOURCES (DLR)

JAD developed CERD's DLI Platform mapping for all grades 1-12 (Mapping is in excel form). CERD and JAD need to collaborate with external projects to develop a rich source of digital learning resources. Notes: CERD's Digital Learning Resources (DLR) criteria are recently finalized. The criteria are needed to evaluate Digital Learning	Enhance coordination with EIMSB to share the DLR evaluation criteria developed. Publish and disseminate the DLR evaluation criteria among all Bureaus. Advance coordination with external project/s to digitize the Curriculum, develop more digital resources, and populate the DLI with e-content for all grades and subjects. Systemize the curriculum resources by implementing a curriculum management system.	✓ Coordinate with EIMSB to share the DLR evaluation criteria. ✓ Support the dissemination of the criteria to guide the DLRs content development for other Bureaus and external projects ✓ Use the DLR criteria to systemically evaluate all the Digital Learning Resources internally developed or supplied from external projects. ✓ Develop or customize a Curriculum Management System. ✓ Coordinate with external projects to support the development of e-content ✓ Build the capacity of JAD Staff in e. Content development and Distance Learning aspect	✓ Procurement of a curriculum management system ✓ Number of JAD staff who participates in in e. Content development and Distance Learning aspect workshop(s)	✓ Programmers to develop and customize the curriculum management system ✓ Procurement of a curriculum management system ✓ External experts for e. Resources production and Capacity Building Training

	Resources adequately and systematically. JAD is currently collaborating with external projects to develop e-resources and to digitize the Curriculum. JAD developed a policy for Open Education Resources (OER).			

18 SOCIAL EMOTIONAL LEARNING (SEL)

	SEL is a new process at CERD and JAD. The SEL framework is not finalized yet. SEL is now in its final stages. SEL will be integrated within the New Curriculum as one of the core competencies.
	All teachers will integrate SEL in their teaching.
	Note:
	The SEL focal point is putting a notable effort to put an SEL framework for the Psychosocial Department. The Psychosocial Department consists only of the SEL Focal Point, there is no other staff.
		Integrate SEL within the Curriculum (intra-curriculum) and in Extracurricular Activities and School clubs to ensure inclusion for challenged students.
		Collaborate with external projects (QITABI 2) to finalize the development of an SEL framework.
		
		Develop online learning modules with activities and performance monitoring for SEL integration for (i) Educators, (ii) Students, and (iii) Parents. Develop online forums to support parents' SEL education and needs and support the educators' SEL integration and address their questions.
			✓ Finalize the SEL framework and translate it into operational and implementable actions and activities.
			
			✓ Publish the SEL framework after finalizing it
			
			   o Set indicators for the SEL framework
			
			   o Engage school leadership, principals, and educators in the SEL process
			
			   o Spread Awareness about SEL with all educational stakeholders and Heads of staff
				✓ Number of Senior staff and experts involved to enhance SEL integration in the subject matters
				
				✓ Number of School clubs and extra-curricular activities SEL focused
				
				✓ Number of Forums and events organized with SEL focused
				
				✓ Assignment of a focal point to facilitate coordination with external partners providing SEL support
					✓ Contract external experts in SEL, psychologists, sociology, inclusion, and special needs specialists

Focus on the school environment is further needed. JAD established new departments for the school environment, PSS, and School Leadership. Resource centers with Special Education room for learning difficulties are needed at all CERD centers (similar to the one present at the Jounieh Resource Center). CERD established the Green demonstration Room at Jounieh's PITB Center.	Empower JAD's Psychosocial department to enable the production of SEL policies and Procedures and SEL curriculum integration. Establish a framework for School Wellbeing that guides and engages school principals, counsellors, teachers, students, and school clubs. In close coordination with JAD, expand Green Demo Room and Special Education Room set up at all six regional PITB centers.	✓ Develop an SEL School Plan ✓ Provide capacity building to Head of Psychosocial Department and JAD Team on SEL ✓ External Project provides technical assistance and further support to Head of the Psychosocial Department ✓ Transfer of employees towards the Psychosocial Department/ attract interns ✓ Survey/ Desk Review what are the technical needs for establishing a new Green Room and Special Education rooms in other regional Centers ✓ Create tools to collect data from the Green Demo Room and Special Education Room at the PITB Centers for lessons learned. ✓ ERB perform periodic assessments and research to keep up with all center activities and amend accordingly. ✓ PITB and Special Education Room (learning difficulties) should continually share JAD with data.	✓ Number of recurring meetings between the Head of the Psychosocial Dept. with external projects ✓ Number of training mentoring sessions provided to the Head of the Psychosocial Dept. and other related staff members. ✓ The Survey or the Desk Review is conducted ✓ Number of interns hired	✓ External Psychosocial expert ✓ External Special Education Expert and Environmental Education Expert

20 PSS DEVELOPMENT TO ADDRESS CRISIS

PSS's development to address Covid-19 or any other crisis is needed because of the pandemic's widespread impact on the education sector, students, and society.	Finalize the PSS Framework for Covid-19 and develop its activities. Focus on developing SEL communication activities to address the lack of communication between students due to Covid-19. Develop an online Wellbeing resource content for educators, students, and parents. The online resource is linked to CERD's Website and is developed in coordination with the EIMSB and the external projects. Enhance data sharing between JAD and PITB Centers equipped with learning difficulties facilities (Special Education room). The core competencies and the new Curriculum should address the impact of schools' closure due to Covid-19 and the consequences of online learning on students and the relations with other students, teachers, and their families.	✓ Coordinate with Academic Departments to develop SEL activities for different grade levels and student capacities ✓ Set indicators for activities that ensure that the Wellbeing of students is addressed in online activities and lessons ✓ Develop an online resource to improve educators, students, and parents' Wellbeing. o The wellbeing resource will encompass activities to enhance communication between students and teachers during Covid-19 ✓ Enhance coordination with PITB, EIMSB, and ERB to provide a holistic approach to dealing with Covid-19 ✓ Enhance data sharing, knowledge sharing, and lessons learned to have a holistic view and develop improved new mechanisms to deal with Covid-19	✓ The online Wellbeing resource is promoted through CERD's social media and Website ✓ Number of students and parents that visit the online wellbeing resource developed by CERD-JAD ✓ Number of educators that visit and use the online wellbeing resource	✓ External PSS Communication expert ✓ External specialist experienced in improving kids' communication and in dealing with pandemics ✓ Experts in producing Wellbeing Kernels and Activities ✓ Programmer to develop the online resources

21 ACCESS SCHOOL DATA

	More data and lessons learned need to be continually supplied from schools to inform educational content production, including SEL at CERD and JAD. Currently, data from schools is not shared with CERD during the school year. <u>Note</u>: It is the role of MEHE to follow up with teachers in schools on the implementation of SEL intervention.	Improve coordination between CERD and MEHE (engaging the taskforce committee is needed). Engage MEHE-GDE and DOPS to evaluate SEL outcomes, integration, collection of SEL data from schools, and SEL framework development.	✓ Train in-school Social counselors and equip them with tools to mentor the implementation of SEL intervention. ✓ Set a coordination Mechanism between JAD and PITB with MEHE (social mentors) to coordinate and evaluate the SEL intervention. ✓ Increase the frequency of communication with schools to receive data throughout the school year. ✓ Empower SEL focal point to enhance coordination with MEHE on all SEL issues and challenges	✓ A report on SEL data is developed ✓ Number of SEL coordination meetings are held with MEHE	✓ SEL focal Point ✓ Interns ✓ SEL Experts

22 DISTANCE LEARNING (DL)

	Due to Covid-19, online learning or Distance Learning became a critical need and process.	Develop a Distance Learning Strategy. Design curriculum content suitable for Distance Learning. Coordinate with the technical Units to Set up CERD Server and Network to efficiently host Distance Learning courses and e-content.	✓ Conduct Desk review focused on the international best practices and internal policies and procedures on Distance Learning ✓ Develop Distance learning Procedures for CERD and e.content development procedure for JAD ✓ Provide Capacity Building to JAD Heads and staff on international Distance Learning Best practices	✓ Number of JAD Department Heads and staff that attend Distance Learning training ✓ Number of Distance Learning lessons produced by CERD-JAD or in collaboration with partners ✓ CERD Server receives hardware and software	✓ External Distance Learning Expert ✓ Technical expertise and equipment to upgrade CERD Server ✓ Workshops facilitators and accommodation

		✓ Locally develop distance learning lessons and content in collaboration with partners ✓ Engage parents and teachers in developing the distance learning strategy. Their input could be delivered through a specific survey. JAD can benefit from the feedback pertaining to the e.content development ✓ Coordinate with the Technical Units to implement procurement to upgrade CERD Server and Network to run Distance learning courses efficiently	upgrades to run faster and host all the Distance Learning courses ✓ Number of Parents and Teachers involved	

		SUPPORT PROCESSES		

23 HUMAN RESOURCES (MANUAL & GAPS)				
23.1	**HR MANUAL** CERD employees need a reference HR manual and an employee handbook. The HR Unit does not focus on developing the employees' skills and does not currently provide professional development capacity building tracks/plans.	Develop an HR manual for the organization and HR procedures, including Job description, Promotion, Recognition, Training, Performance Evaluation, and other HR matters. Disseminate the HR manual and procedures to reach all staff members.	In collaboration with the HR Unit ✓ Draft the HR Policy and Procedures ✓ Develop and or update the job description for each position ✓ Develop an evaluation/ appraisal system. ✓ Develop an HR system for incentives, recognition, and promotions. ✓ Develop a Code of conduct that serves as a roadmap for ethics and compliances. ✓ Develop a mechanism (hold regular meetings) to spread awareness between staff on their experience from attending conferences	✓ HR Policy and Procedure drafted ✓ Percentage of staff aware of the HR Policy and Procedure ✓ Number of job descriptions developed/updated ✓ Evaluation/ appraisal system developed	✓ External HR consultant

23.2	**GAPS IN HR AT JAD** There are empty positions of Heads of departments for Sports, Art, Technology, and Health Departments. Additionally, there are departments with no pedagogic staff. JAD staff are teachers; thus, they work for 27 hours per week (not full-time). Most staff at JAD need management skills training.	CERD's law allows internal transfer of staff. Vacant positions can be filled through transfers. Address gaps in HR through the internal transfer of staff. Provide capacity building for JAD staff to enhance their management skills and address their professional development needs. Sign MoU with Lebanese University and other local universities to strengthen relations and establish an internship program at CERD.	✓ Develop proper recruitment mechanisms to support in filling HR gaps at the Bureau. (Transfer employees from other public sector administrations). ✓ Develop a full internship program (job description, Retention, Incentives, Motivation, Training, Appreciation, etc.) ✓ Mobilize University students as interns and integrating them in CERD for short term internships. ✓ Appoint Heads for the vacant Departments. ✓ Appoint an executive secretary for JAD's Coordinator ✓ Provide capacity building plans for staff across key areas: Administrative, Managerial, and Technical/Pedagogic. ✓ Organize a workshop to enhance planning and communication. ✓ Organize workshops to enhance the staff wellbeing at JAD and improve interpersonal communication skills and relationships.	✓ Number of interns attracted every year ✓ Number of staff that participate in training sessions ✓ Enhanced collaboration with Lebanese University improves internship at CERD-JAD	✓ External trainers specialized in the following areas: management, Leadership skills, Administration, Internship Program, Communication, etc. ✓ Workshop logistics
24 COMMUNICATION					
	Limited promotion of JAD production and accomplishments. <u>Note</u>:	Engage the Communication Unit in the development of a communication strategy. Develop an internal communication plan and mechanism.	✓ Operationalize the promotion and communication plan ✓ Increase coordination efforts with the Communication Unit and implement activities that enhance the visibility of the JAD.	✓ Number of promotional materials developed ✓ Number of events implemented in	✓ External Communication expert ✓ Communication focal point at JAD

The Communication Unit has only one employee who is the Head of the Unit. Additional Managerial and Administrative support is needed.	Establish a well-structured communication system that engages all educational stakeholders. Develop a promotion plan with the Communication Unit that sustainably enhances JAD's visibility among stakeholders and improves networking.	✓ Create promotional materials that enhance the visibility of JAD's services ✓ Appoint a focal point from JAD to increase coordination and promotion of their activities.	coordination with the communication unit. ✓ A Communication Focal point is appointed	
25 QUALITY ASSURANCE				
Lack of Quality Assurance standards, tools, and methodology to inform/ guarantee quality delivery of JAD services. There are no quality indicators and criteria for the pedagogic content of JAD's productions. Note: CERD staff have received Project Management training. However, JAD staff have limited use of the tools because of paperwork, and	Develop quality criteria and tools for the Curriculum and JAD's pedagogic content in coordination with the Quality Assurance unit.	✓ CERD President and management introduce a firm adherence to Quality in the organization and across all the Bureaus ✓ Set a coordination mechanism between the JAD and the Quality Assurance Unit. ✓ Formalize the Quality Assurance System. ✓ Develop a quality assurance manual with step-by-step instructions and parameters for assessing outcomes. ✓ Set quality indicators and criteria to provide benchmarks for measuring the Curriculum and the pedagogic content of the productions of JAD ✓ Provide training to JAD staff on Quality Insurance Standards, tools, and key indicators.	✓ QA Manual is developed ✓ Number of coordination meetings with the Quality Assurance Unit ✓ Number of quality criteria and tools created ✓ Number of training sessions on QA held ✓ A software is procured	✓ External expert in setting quality guidelines, criteria, and tools for the Curriculum

	the needed effort is time-consuming.		✓ Develop a Quality assurance software to better crunch numbers and manage data.		
26 IT					
	The improved and systematic use of Moodle and technology can improve collaboration and project management at JAD.	Upgrade Moodle and customize its features to enable more collaboration, knowledge and document management, and staff's online use. Upgrade Moodle and Network to run Digital Learning Resources and e-content efficiently.	✓ JAD in collaboration with technical Units identifies the needed customization and Moodle features and Enhance Moodle use for: ✓ Document/archive ✓ Hosting digital learning resources and e-content ✓ Share content ✓ Track production/content development ✓ Use Moodle to enhance Collaboration within JAD and with other Bureaus (Knowledge sharing)	✓ Moodle and Network are customized and upgraded ✓ New features are implemented ✓ Number of JAD staff that use Moodle	✓ External IT/Moodle and Server expert ✓ Technical expertise and equipment to upgrade Server and Moodle
27 ADMINISTRATION (ARCHIVING SYSTEM & ELECTRONIC SIGNATURE)					
27.1	**ARCHIVING** Electronic archiving of documents is not in use. Time is lost, and efficiency is challenged because searching for previous decisions is time-consuming, especially since JAD deliverables are needed and used by MEHE.	Develop an electronic archiving system that grants easy access to all previous decisions and deliverables. <u>Note</u>: JAD deliverables are needed and used by MEHE; thus, archiving of the deliverables is critical.	✓ Coordinate with the technical units in identifying the archiving system needed ✓ Procure the archiving system ✓ Contract programmers to develop the scope of work and customize the electronic archiving system to fit the needs of CERD and JAD ✓ Train JAD team on Archiving to secure a smooth shift from hard documentation to soft documentation.	✓ The archiving system is procured ✓ The archiving system is customized according to CERD and JAD needs ✓ CERD and JAD staff are trained on using the archiving system	✓ External archiving expert ✓ Procurement of experts and equipment for the archiving system

| 27.2 | **ELECTRONIC SIGNATURE** Due to the lockdown imposed by Covid-19, CERD's internal and official communication has become time-consuming. | Create a formal and legal electronic communication system between staff.

Thus, e-signature should be formalized to improve procedural efficiency and reduce time-consuming routine paperwork. | ✓ CERD President and the Legal Department at CERD formalize e-signature

✓ CERD President coordinates with MEHE's Minister to legalize the e-signature at CERD | ✓ Memo to legalize the e-signature is submitted to MEHE Minister for approval | ✓ External legal expert in electronic signatures |

VI. INTERIM CONCLUSION

The HICD JAD report demonstrates findings and recommendations related to the Management, Primary, and Support processes for the Joint Academic Departments (JAD) at CERD.

Seven key findings are identified as a result of implementing the HICD process at the Management processes level. These findings include but are not limited to **Governance**, **National Education Sector Strategy** which enable CERD in general and JAD in particular develop a clear Vision in order to guide the educational stakeholders interventions; **Strategic Plan**, **Financial Management and Budgeting** to institutionalize JAD educational programs and services, **Partnership, Networking, and Inter-bureau Coordination** to foster internal and external collaboration and create Synergy of effort among all the stakeholders ; In addition to developing a **Monitoring and Evaluation** system along with beneficiaries satisfaction tools to inform JAD Future Strategy.

At the Primary processes level, 15 findings are identified with relevant recommendations. These recommendations stressed on the importance of Launching the **Curriculum Development Process**; **Mapping the current Curriculum**; finalizing the **Foundation, Core Competencies and Learner Profile documents** and developing the **Assessment Framework** by **Engaging different Educational Stakeholders and relevant Ministries** and by **Building Pedagogic Capacities of JAD Staff**. The recommendations also focused on two important aspects which are the **Social Emotional Learning integration and** the **Distance Learning strategy**.

On the other hand, findings and recommendations at the Support processes level aimed at addressing gaps in **Human Resources**; **Communication**; **Quality Assurance**; **IT** and **Administration.** The improvements proposed at this level will directly impact the efficiency, effectiveness and quality delivered by JAD's Primary processes and will maximize the impact of the services on the concerned beneficiaries.

ANNEXES

Annex 1 - List of Participants at HICD Events for JAD

Annex 2- New Curriculum Development Process Map

Annex 3- Description of the New Curriculum Development Process

THANK YOU