



Education Sector Development Plan Progress Report

April 2012 - April 2013

Issued by ESDS on April 26 2013

Revised May 9 2013

Outline

- 1. Progress of Education Sector Development Plan by Donor**
2. Progress of Education Sector Development Plan by Program
3. Annexes

USAID	Developing Rehabilitation Assistance to Schools & Teacher Improvement (D-RASATI)	\$75 Million	2011 2014
Objective	Secure the appropriate teaching environment and conditions in order to improve students' achievement in all public schools in Lebanon	Procurement & Financing	USAID/ D- RASATI

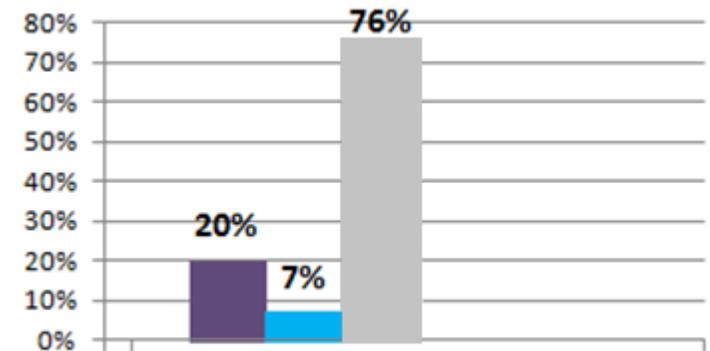
Progress

- ▶ 121 Schools Rehabilitated, 19 Schools equipped with Lab Infrastructure
- ▶ Leadership: Principals selected Dec 2012, Training modules Revised
- ▶ School-Based Development: 20 Pilot Schools Selected, Training Materials Developed, Gap Analysis Conducted
- ▶ National ICT Strategy Validated
- ▶ Progress Scale Pilot: 170 trainers trained
- ▶ Teachers Learning Cycles Trained Oct 2012
- ▶ Subject Area Methods Trained Nov 2012
- ▶ English Placement Test conducted:# teachers
- ▶ Leadership, School Based Development, ECA, ICT, English Training: To Be Reschedule

Next Steps

- ▶ Official Adoption of Teachers Standards
- ▶ Finalization of Maintenance Guidelines. Final Acceptance of Rehabilitation Works, Delivery of Lab Equipment to 238 Secondary Schools & Lab Infrastructure to 210 Schools and 6 CERD Centers

Progress Towards Targets April 2013



Component 3

- # of teachers observed during progress scale study
- # of teachers who completed in service training or received intensive coaching
- # of teachers observed during progress scale study



▶ Delays in the implementation of the Master Plan Activities

EU	MEHE – EU PROGRAMME OF COOPERATION Support to Education and PFM Reforms	€7.7 million (MEHE)	2010 2015
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Objective	Support MEHE in capacity strengthening activities to operationalize the ESDP “Drop-out Prevention of Students”, “Citizenship in Education” programs and “SIMS”.	Procurement & Financing	EU/ Prime Minister Office
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Progress

- **Citizenship** Implementing Institutions Hired Aug 2012, Action Plan Approved Feb 2013
- **Improving Retention (Drop-Out Prevention of Students)** 45 remedial Kits developed for Cycle 1 in 2011, Selection Process of Implementing Institution Re-Launched to be finalized by September 2013
- **SIMS** Procurement Process initiated, Announcement drafted

Next Steps

- ▶ **Citizenship** Validation of Inception Report
- ▶ **Drop-out Prevention & SIMS** Finalization of Selection Processes

Scope

- 1. Citizenship**
 - 1.1 Update Citizenship Curricula Cycles 1, 2 & 3
 - 1.2 Enhance the role of Parent & student Councils
 - 1.3 Train teachers on fostering citizenship behavior
 - 1.4 Pilot Community Service Program
- 2. Dropout Prevention**
 - 2.2 Develop Remedial Kits: Cycles 1, 2 & 3; Subjects Arabic Language, First Foreign Language and Math
 - 2.3 Building Capacity of the Regional Resource Centers & Train Teachers
 - 2.4 Professional development of remedial teachers & School Counselors
- 3. SIMS**
 - 3.1 Provision of Software to MEHE, REOs, and Public Schools
 - 3.2 Training of Concerned Staff



- ▶ MEHE /ECDR: Allocation of human resources for the programs implementation phases
- ▶ Revise the new MEHE –EU Cooperation Program 2014-2016 to introduce needed amendments

Objective

Ensuring equity in access to quality education for pre- school and primary school students

**Budget
Procurement
Financing**

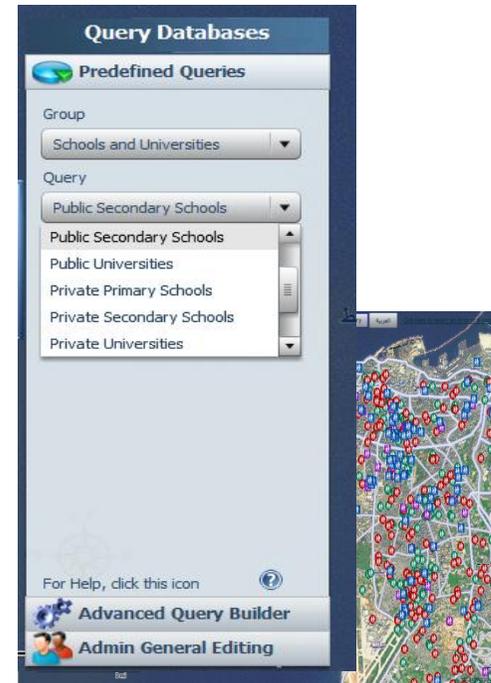
Activity -
Based

Progress

- ▶ Situation Analysis (SitAn) National Study on Human Rights-Based, Equity-Focused analysis of Education for Children and Adolescents Finalized
- ▶ Three interventions for the Akkar Project Launched: Parent Participation, Community Engagement, Reading Enhancement
- ▶ GIS Layers & Application developed: Universities and Schools – Private & Public
- ▶ GIS infrastructure installed in-place

Next Steps

- ▶ Methodology for Three SitAn Case Studies
- ▶ Evaluation of the three interventions of the Akkar Project
- ▶ GIS: Application Testing and Acceptance, Training of End-Users



MEHE GIS Application April 2013



Rapid Needs Assessment For Displaced Syrian Children, UNICEF & Save Children, July 2012



- ▶ Capture implications of the Syrians Refugees situation on the project components
- ▶ Transfer ownership of the GIS application to MEHE

AFD	AFD PROGRAMME OF COOPERATION	€ 46.5 Million	2014 2017
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Objective	Contribute to more equitable access to education allowing a rebalancing of school provision for the poorest people; and improving the quality of education	Procurement & Financing	MEHE CDR
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Progress

- ▶ Program and Plans Identification
 - Construction & Equipment of new schools in disadvantaged areas: 20 Schools
 - Capacity building of all stakeholders of the Training system - 600 identified
 - Training of Teachers teaching French language and non linguistic disciplines in French - 7500 identified
- ▶ Feasibility Study Finalized: Identification of Target Intervention Areas and Criteria
- ▶ Project Document Finalized
- ▶ TORs for Operational Manual Finalized

Next Steps

- ▶ Develop an Operational Manual
- ▶ Submit Project Document to the council of Ministers for Validation
- ▶ Signature and Ratification of the Financial Agreement

AFD Components

I. Construction of New School Buildings & Equipment

Target area: North, Bekaa, Mount Lebanon

II. Training Teachers and Administrative Staff

Capacity building and Training on French & New methods of Teaching for French Lang Teachers, and Math & science subject teachers who teach using the French Language

III. Management, Audit & Evaluation

Building capacity of the administrative staff within MEHE and ECRD to better manage continuous training.



- ▶ Delays might be incurred by the political situation in Lebanon

Outline

1. Progress of Education Sector Development Plan by Donor
- 2. Progress of Education Sector Development Plan by Program**

I- Early Childhood Education

2010 2015

WB / UNICEF / USAID

IN-PROCESS

Objective

Increase in the percentages of children enrolled in public kindergartens between the ages 3-5 years

Scope

- Rehabilitation 233 KGs & schools including KGs
- Equipment & Furniture for 210 KGs
- KGs Curricula Revision
- KGs Teachers Training
- Child-at-Risk detection & family participation
- Evaluation of KG School Readiness (ECERS)

Achievements

- 123 Schools that include KG cycles Rehabilitated
- 13 Public Schools piloting newly developed learning material
- Preparation of TOR for Consultancy Engineering Firms to Study and Supervise Rehabilitation Works

Next steps

- Setting criteria for updating the list of 110 KGs for rehabilitation & Preparation of Bidding Documents
- Preparation of first batch of the 210 KGs to be equipped
- Preparation of Bidding documents for equipping the first batch selected KGs

Objective

Decreasing the repetition rates through the development and implementation of the appropriate mechanisms

Scope

- Enactment of Compulsory Education up to the age of 15
- Develop Remedial Kits: Cycles 1, 2 & 3; Subjects Arabic Language, First Foreign Language and Math
- Training Teachers on Remedial Learning
- Academic, Psychological, and Social Support Programs for at-risk students
- Mechanisms for cyclical review of student achievement

Achievements

- Draft of the Operationalization Decrees for the Law of Enactment of Compulsory Education up to the age of 15 drafted
- 45 remedial Kits developed for Cycle 1
- Selection Process of Implementing Institution Re-Launched to be finalized by September 2013

Next Steps

- Selection Process of Implementing Institution to be finalized by September 2013
- Inception Phase and Issuing of Inception Report

Outcome Level Indicators

1. % Improvement in Student Achievement Levels (Cycle 1)
2. Reduction in Grade Repetition Rate in Cycle 2 in project schools (measured year 0 and year 4 and after completion of work)

Output Level Indicators

1. Progress in completion of the needs assessment (social and scholar)
2. % of teachers training modules and related teaching/learning materials provided as required by the needs assessment results
3. Progress in the development, adoption and implementation of standardized tests
4. % of remedial kits developed based on studies that identify students"

Objective

Adequate and equitable distribution of school facilities in all regions

Scope

- Rehabilitation Works for **183** schools
- Lab Infrastructure (Resin Tables, Eye Wash, Water Gas, Electricity) for **229** schools and **6** CERD centers
- Biology, Chemistry and Physics labs: **238** Secondary schools and **6** CERD Centers
- KGS
 - Rehabilitation 110KGs
 - Equipment & Furniture for 210 KGs
- Construction & Equipment of new schools in disadvantaged areas: 20 Schools

Achievements

- **183** Schools Rehabilitated
- **46** Schools equipped with Lab Infrastructure
- Feasibility Study Finalized: Identification of Target Intervention Areas and Criteria (Construction)
- Preparation of TOR for Consultancy Engineering Firms to Study and Supervise KGs Rehabilitation Works

Next steps

- Delivery of Lab Infrastructure for 210 schools and 6 CERD centers
- Delivery of Science Labs Equipment: 238 Secondary schools and 6 ECRD Centers
- Criteria for updating the list of 110 KGs for Rehabilitation & Preparation of Bidding Documents
- Preparation of first batch of the 210 KGs to be equipped & related bidding documents
- Preparation of list of 20 sites for Construction of New Schools

IV- Professionalization of the Teaching Workforce

2010 2015

WB / USAID / AFD

IN-PROCESS

Objective

Promote the professional development of the teaching workforce and device mechanisms for the efficient distribution of teachers in public schools

Scope

- National Standards for Teachers
- Strategic Framework for Teachers' Professional Development, Utilization & Incentives
- Program for Teacher Professional Development comprising Continuous Professional Development : In-service & other
- Teacher Training Plan for Teachers Teaching Arabic, English, French, Math, and Sciences - Lingual & Teaching Trainings

Achievements

- National Standards for Teachers drafted and under consultation
- Progress Scale Tool Piloted

Next Steps

- Validation of the National Standards for Teachers
- Validation of the Progress Scale
- Launching the Procurement Process to Recruit the Implementing Institution

Outcome Level Indicators

- % of professional development programs and activities that effectively apply the new policy and Standardized Frames of Reference
- Increase in the number of classes/subjects within the primary/secondary education schools where the subjects are being taught using active and learner-centered teaching methods

Output Level Indicators

- % of teachers that enroll in professional development courses/activities and are certified/credited according to the new Career development, utilization and incentive policy

V- Leadership Program & Modernization of School Management	2010 2015	WB / USAID / AFD	IN-PROCESS
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Objective	Modernizing school management and activating the School Based Development and Improvement (SBDI) Model
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Scope

- Continuation of the Leadership Program
- Training of School Council Members on the SBDI Model
- Piloting School Based Self Evaluation system
- Piloting the school grant support program
- Establishing regulations and procedures to license and monitor private schools

Achievements

- Leadership Development Program Training Material Upgraded by the Faculty of Education - LU
- Focus groups to assess the needs of the school principals to implement the school improvement program.
- Training material for school planning committees on school based improvement developed.
- Standards and indicators for school effectiveness developed.
- Committee for planning and supervising the school improvement program established

Next Steps

- Conduct a survey with the trained principals to assess the impact of the leadership development program on their practice.
- Finalize the TOR for the Firms that will implement the activities targeting leadership development and training for school principals and school councils, in addition the development of the school improvement model.
- Develop a referential guide for the “Effective School Profile” based on the standards and indicators for school effectiveness.
- Establish a working group formed of representatives of the ECRD, MHE, Educational Inspectorate to upgrade, guide, and supervise the leadership training for principals and administrative staff.
- Train the Formed Working Groups

Objective

Curriculum development in a manner consistent with national needs and global trends

Scope

- Developing conditions and standards for the production of textbooks and teacher guides
- Setting clear foundations for continuous Curriculum development based on periodic evaluation of learning outcomes
- Developing methods, criteria and mechanisms for evaluating textbooks

Achievements

- Standards for the production of textbooks and teacher guides identified

Next Steps

- Issuing Decrees for Implementing the Developed Textbooks and Guides Production Standards
- Form Committees to Study Revision Mechanisms

Outcome Level Indicators

- % improvement in student learning achievement as measured by national and international examinations (National Official Exams and TIMS)
- Number of subjects where the teachers training modules and related teaching/learning materials are reviewed based on finding of the analysis of students performance in achievement evaluation tests

Output Level Indicators

- Ratio of curriculum frameworks reviewed and updated per subject/grade/language
- Ratio of learning resource packages developed and in use per subject/grade/language
- Ratio of teacher guides developed and in use per subject/grade/language

VII- Citizenship Education	2010 2015	EU / UNICEF	IN-PROCESS
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Objective	To strengthen students' national identity and their civic responsibilities
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Scope

- Revision of Civic Education Curriculum (Cycles 1,2&3)
- Training Teachers on active teaching methods of Civic Education
- Citizenship Sustainable Development Manuals/Kits for schools
- Student Councils and Parent Councils for Citizenship Activities
- Community Service & Volunteerism Program

Achievements

- National Plan for Citizenship Education
- National Plan for Extracurricular Activities (ECA) and Community Engagement
- Toolkits for Civic Curricula and ECA for Cycle 1 Prepared and Piloted
- Implementing Institutions of the EU funded Citizenship Program Hired Aug 2012, Action Plan Approved Feb 2013

Next Steps

- Program Plan For community Service & Volunteerism including training
- Evaluate the Results of Piloting of the Toolkits & Revise Toolkits accordingly
- Disseminate Toolkits to all Public Schools
- Validation of Inception Report to be submitted through the EU funded Citizenship Program

Outcome Level Indicators

- Enhanced scores on student active citizenship behavior measurement tool (to be developed - observational)
- Improved results of surveys measuring student awareness of national citizenship issues

Objective

Use ICT to support teaching and learning for improving the Quality of Education

Scope

- 5 Year Roadmap for Lebanon Educational Technology Strategic Plan (LETSP)
- Provision of School-Related Technology Resources: Hardware, Software, Connectivity, and Digital Content
- ICT & ICT Integration Professional Development & Support for Principals & Teachers
- Implementation and Support of ICT in Education Initiatives
- Support Revision of Curriculum, Content, Instruction and Assessment through the introduction and integration of ICT

Achievements

- Lebanon Educational Technology Strategic Plan Validated & Published
- “Model School” Pilot Project Phase 1 Completed
Grade 10, Classroom Set-up, Content & Training, Classroom Management System, Classmate PCs
- Digital Devices – 70Tablets – Pilot Project 2 Schools (Grade 10 & 11) Completed
- Signature of MOT-Intel MOU: Provision of 15000 tablets to Students at Subsidized Cost and 1500 units as a Donation to Public Schools

Next Steps

- Operational Plans for the LETSP
- Prioritization of ICT Equipment for Public Schools under D-RASATI
- TOR for MEHE Data Center & Launching of the Procurement Process
- Distribution of 1500 Tablet PCs to Public Schools Students

IX- National Qualification Framework

2010 - 2015

ETF / WB

IN-PROCESS

Objective

Rationalize and harmonize program structures and articulation mechanisms to align the education system with the requirements of the labor market

Scope

- Identification of Qualifications for Education and Health Sciences through the requirements of the Labor Market
- Identification of a Matrix of General Competencies, Qualifications & Ranks by Professional Group – (GE & VTE Specialists)
- Curriculum Revision
- Validate and legalize equivalence and accreditation standards for Education and Health Streams

Achievements

- Experimentation of the Mapping Out of Qualifications on Certifications of Nursing (Bachelor's), Agro-Food (MS), Hotel Management (Housekeeping & Receptionist) & Education Sectors (CAPES) Completed
- First version of the Framework Completed & Disseminated for Consultation with the Stakeholders – Translated to French & English
- National Conference to Share Findings with the concerned stakeholders & close the second phase with ETF

Next Steps

- Form Inter-Ministerial Committee to Plan Coordinate & Supervise the Implementation of the Next ETF Program Phase
- Preparation of the Terms of Reference to Launch the Procurement Process for Recruiting the Implementing Agency of the Next ETF Program Phase

Indicators

Output Level: Number and % of priority professions or employment sub-sectors within the education and health sectors for which minimum standards have been agreed

Outcome Level: Level of satisfaction of the education stakeholders with the new articulation mechanisms in the education and health sectors

X- Institutional Development

2010 - 2015

WB / USAID / UNDP/ UNESCO / EU

IN-PROCESS

Objective

Improving MEHE management and decision making by revising the administrative processes and related regulatory framework, with the support of enabling technology systems

Scope

- Review MEHE operational processes and related regulatory framework
- Simplify & Streamline Administrative Procedures for PES, REOs, Examination Department, & Document Management/Archiving
- Employees' Training Program
- EMIS Applications - GIS, QBS, EGS, EMS, SIMS, SID, HR, DMS, TWF, ARCH, Data Warehouse
- Support the adoption of Performance-Based Management Principles for budgeting and management (Lead by MoF)
- Ensure the effective Monitoring and Evaluation of the ESDP outputs and outcomes, and in some key areas the impact of the interventions.
- M&E institutionalization and capacity Building

Achievements

- Phase 1 “Electronic Data Exchange” of “Students & Teachers Functions” project between private schools, regional educational offices and General Education (GE) Directorate completed
- GIS infrastructure deployed April 2013
- GIS Application alpha version submitted to MEHE (Universities & Schools: Public & Private, Secondary, intermediate and KGs). April 2013
- SIMS TOR developed and contract notice published
- Student ID (SID) concept validated

Next Steps

- Assess Administrative Procedures of REOs
- Validate the PES streamlining & automation proposal
- Develop the National Exams Certificates System
- Follow-up on STF, SIMS, SID, GIS, EGS, QBS, HR

Outline

1. Progress of Education Sector Development Plan by Donor
2. Progress of Education Sector Development Plan by Program
- 3. Annexes**

Acronyms

ARCH	Archiving System	M&E	Monitoring & Evaluation
DMS	Document Management System	MEHE	Ministry of Education and Higher Education
ECA	Extra-Curricula Activities	MoF	Ministry of Finance
ECE	Early childhood Education	PES	Private Education Services
ECRD	Educational Center for Research & Development	QBS	Questions Bank System
ECERS	Early Childhood Environment Rating Scale	ROs & REOs	Regional Education Offices
EGS	Exams Generation System	SID	Student Identification
ESDS	Education Sector Development Secretariat	SIMS	School Information Management System
EMS	Examinations Management System	SitAn	Situation Analysis
GIS	Geographic Information System	TOR	Terms of Reference
ICT	Information and Communication Technology	TWF	Transaction Workflow
KGs	Kindergartens		
LETSP	Lebanon Educational Technology Strategic Plan		
LU	Lebanese University		