

JICA
Study for Findings and Recommendations on
Support for Host Community in Education
Sector in Lebanon

Final Report

August 2018

Japan International Cooperation Agency (JICA)

International Development Center of Japan

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Lebanese Republic

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Support for Host Community in Education Sector in Lebanon

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Abbreviations

3R	Reduce, Reuse and Recycle
AFD	Agence française de développement
ALP	Accelerated Learning Programme
CAS	Central Administration of Statistics
CDR	Council for Development and Reconstruction
CERD	Center for Educational Research and Development
DfID	Department for International Development (UK)
DGE	Directorate of General Education, MEHE
DOPS	Direction d'orientation pédagogique et scolaire
ECD	Early Childhood Development
ECE	Early Childhood Education
EDP2	Second Education Development Project (WB)
EESSP	Emergency Education System Stabilization Project (WB)
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
ESDS	Education Sector Development Secretariat
EU	European Union
FC	Field Coordinator
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GOL	Government of Lebanon
GPI	Gender Parity Index
ITS	Informal Tented Settlement
JICA	Japan International Cooperation Agency
MDTF	Multi-Donor Trust Fund
MEHE	Ministry of Education and Higher Education
NFE	Non-Formal Education
NRC	Norwegian Refugee Council
OCHA	Office for the Coordination of Humanitarian Affairs (UN)
PDCA	Plan-Do-Check-Act (Cycle)
PMU	Project Management Unit
PRS	Palestinian Refugee from Syria
PSS	Psychosocial Support
PTSD	Post-Traumatic Stress Disorder
QIPs	Quick Impact Projects
RACE	Reaching All Children with Education in Lebanon
REO	Regional Education Office
SBM	School-Based Management
SGSP	School Grant Support Program (EDP2/WB)
SIP	School Improvement Plan
SOP	Standard Operating Procedure
SSA	School Self-Assessment
TIMSS	Trends in International Mathematics and Science Study
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WB	World Bank

1 Overview of the Study

1.1 Background of the Study

The number of refugees who have flowed into Lebanon since the Syrian crisis in 2011 remains significant. The number of registrants at UNHCR as of the end of December 2016 was 1,011,366, exceeding a quarter of the population in Lebanon, which was about 4 million. 13% of registrants were children aged between 3 and 5, 27% of them were between 6 and 15, and 6% of them were between 15 and 17, which meant that almost half of the total refugees were eligible for general education (pre-primary, primary and secondary education)¹. The Government of Lebanon estimated the total number of refugees who resided in Lebanon at 2 million: 1.5 million Syrian refugees² (including those who are unregistered) in addition to the approximately 0.5 million Palestinian refugees³. This meant that the population ratio of Lebanese to Non-Lebanese had reached 2:1 due to the crisis, making Lebanon the country hosting the highest number of refugees per capita in the world.

The Ministry of Education and Higher Education (MEHE) is responsible for education in Lebanon. MEHE accepts Non-Lebanese children including refugees in public schools⁴. In June 2014, MEHE formulated an educational response plan to the Syrian crisis, “Reaching All Children with Education in Lebanon” (RACE), with three pillars: Improvement of Access to Education, Quality of Education, and System of Education.

Against this backdrop, “Data Collection Survey on Support for Host Community in Education Sector in Lebanon” (hereinafter “Previous Survey”) was conducted in June 2015 to examine possible support by the Government of Japan targeting vulnerable children attending public schools in Lebanon, considering the special circumstances of the refugees from Syria.

As a result of the Previous Survey, a technical cooperation project “Project for Strengthening School-Based Management in Public Schools” in alignment with the RACE plan was formulated and planned to commence in March 2016. However, it has not started yet due to delay in concluding the technical cooperation agreement between the two countries.

RACE II (2017 - 2021) was formulated in August 2016 by taking over the three pillars of RACE and expanding the coverage to secondary education and technical and vocational education and training (TVET) as well as adding the infrastructure (construction of schools) and the revision of curriculum. The component related to the improvement of school-based management remains the same in RACE II. Therefore, it is necessary for MEHE and JICA to adjust the details of the planned technical cooperation project to fit the current situation in Lebanon through the Pilot Activity and review of the changes since the Previous Survey for the smooth

¹ Source: UNHCR as of the end of December 2016

² http://ec.europa.eu/echo/files/aid/countries/factsheets/lebanon_syrian_crisis_en.pdf, accessed on May 31, 2017.

³ <https://www.unrwa.org/where-we-work/lebanon>, accessed on May 31, 2017. The exact number is 449,957.

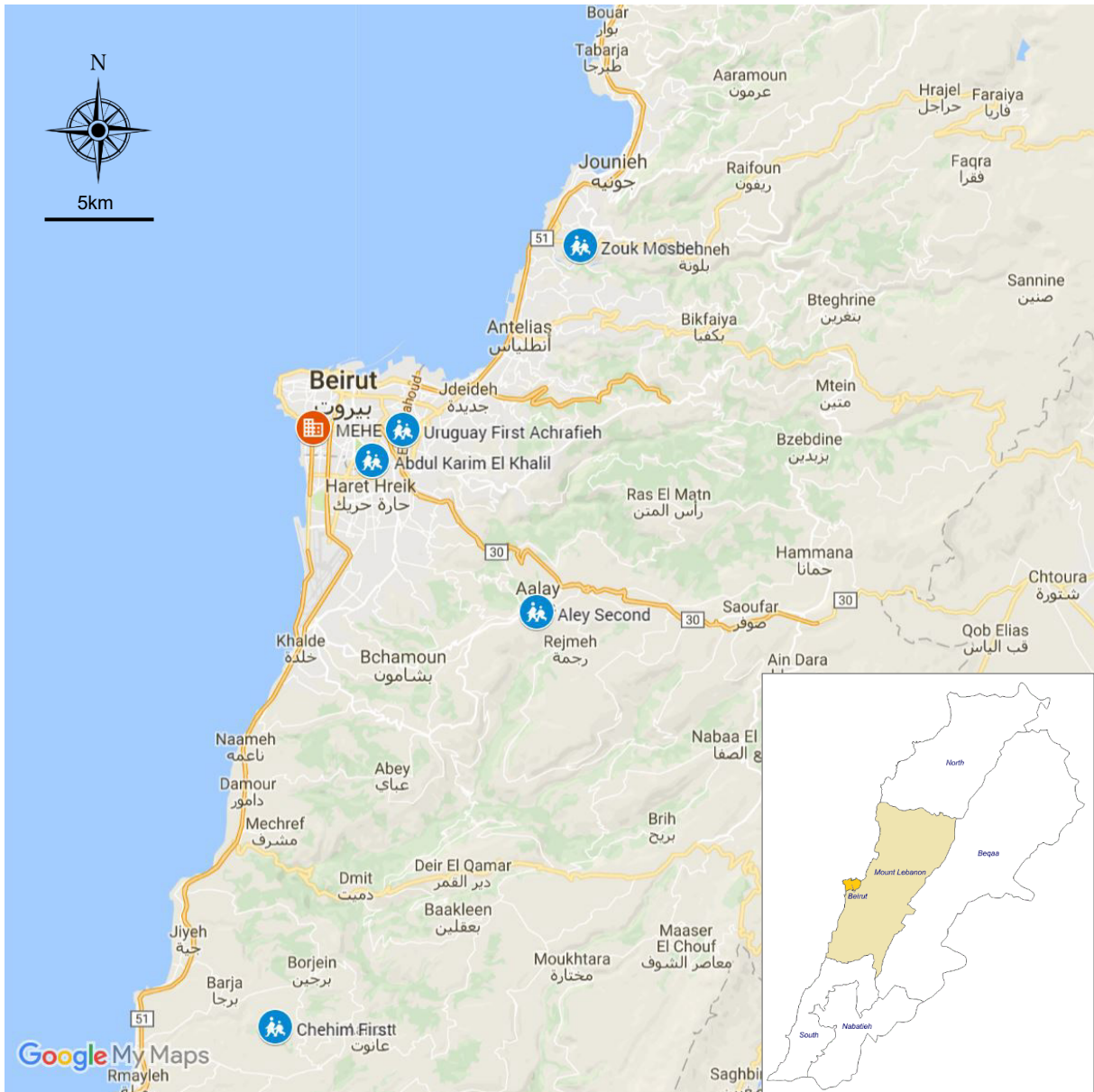
⁴ 30% of Lebanese school-aged children attend Lebanese public schools.

commencement of the project in the future.

1.2 Objectives of the Study

The Study aims to prepare for a smooth commencement of the future cooperation with the Japanese Government through the implementation and evaluation of the Pilot Activity on School-Based Management (SBM) at five pilot schools as well as the collection of updated information on basic education in Lebanon.

Figure 1.1 Target Area and Pilot Schools



Source: JICA Study Team based on the information provided by MEHE

2 Summary of Syrian Crisis in Lebanon

The Syrian crisis began with the citizens' demonstration in early 2011, and gradually developed into a multilayered war.

Lebanon's culture, politics, and economy are closely linked to Syria, and there are strong economic ties and blood relationships especially among the communities near the border. At the time of armed conflicts during the civil war between 1975 and 1990, and during the conflict with Israel in 2006, some Lebanese escaped to Syria for a short time. Moreover, hundreds of thousands of Syrian workers have been living in Lebanon since even before the Syrian crisis, usually unaccompanied by any family members.

Since the breakout of the Syrian crisis, refugees from Syria have continued to flow into Lebanon, reaching 1.5 million, according to estimates by the Government of Lebanon, in addition to 0.5 million Palestinians. Syrian refugees are scattered all over the country, though more frequently found in the governorates of Bekaa, Mount Lebanon and Beirut, North Lebanon, and South Lebanon⁵.

⁵ <http://data.unhcr.org/syrianrefugees/country.php?id=122> accessed on June 7, 2017. It is considered that the number for Beirut covers both Beirut and Mt. Lebanon Governorates.

3 Current Situation of Basic Education in Lebanon

The previous survey of JICA in 2015 reported the situation and issues of the Lebanese education sector against the backdrops of the prolonged Syrian crisis such as widening education gaps among Lebanese children as well as between Lebanese and Non-Lebanese. This chapter addresses progress since the previous survey.

3.1 Formulation of RACE II

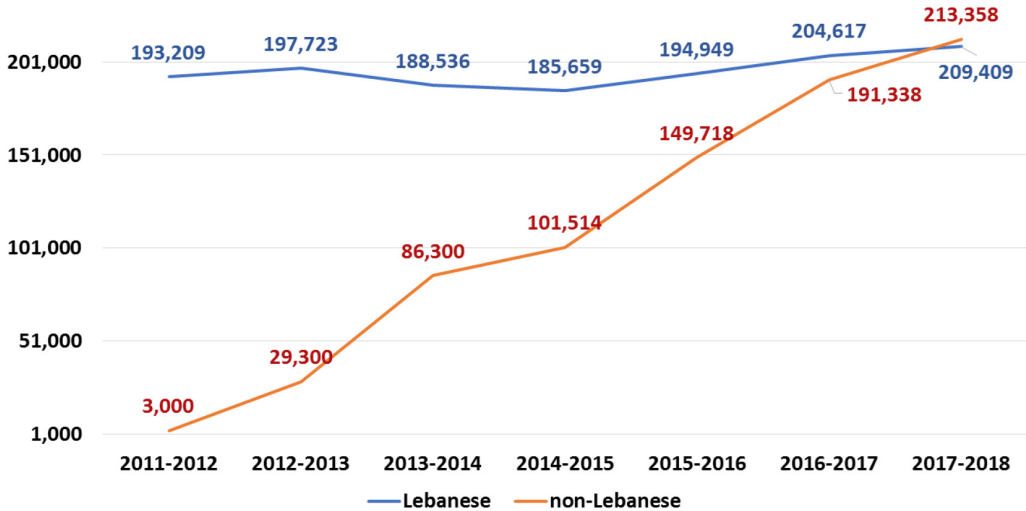
Led by the Program Management Unit (PMU), RACE II has been implemented in collaboration with education development partners. It was formulated by maintaining the same three pillars, namely: 1) Improved access to education opportunities; 2) Improved quality of education services; 3) Improved education system. The formulated JICA Technical Cooperation Project for the strengthening of school-based management is placed under Outputs 2-2 and 3-3.

3.2 Outcomes of RACE II

Enrolment in formal education

The number of Lebanese children enrolled in formal basic education (KG to G9) has remained more or less the same at 200,000 since 2011. The number of Non-Lebanese children enrolled in formal basic education (KG to G9) has shown a significant increase from approximately 3,000 in the school year 2011-12 to approximately 213,000 in the school year 2017-18. More Non-Lebanese students were studying at public schools than Lebanese children in the school year 2017-18.

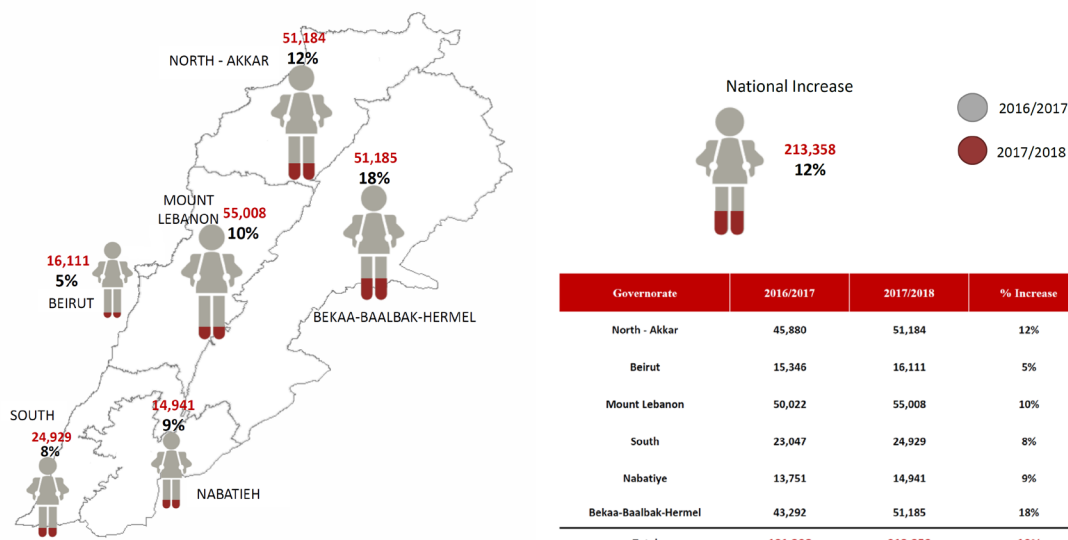
Figure 3.1 Lebanese and Non-Lebanese Students in Public Schools (KG-G9)



Source: RACE PMU, RACE II Fact Sheet, July 2018

In comparison to the school year 2016-17, there was a 12% increase in the enrolment of Non-Lebanese children in the school year 2017-18. The highest increase was in Bekaa-Baalbak-Hermel at 18%, followed by North-Akkar at 12%.

Figure 3.2 Non-Lebanese Students (KG to G9) in the Second Shift by Governorate

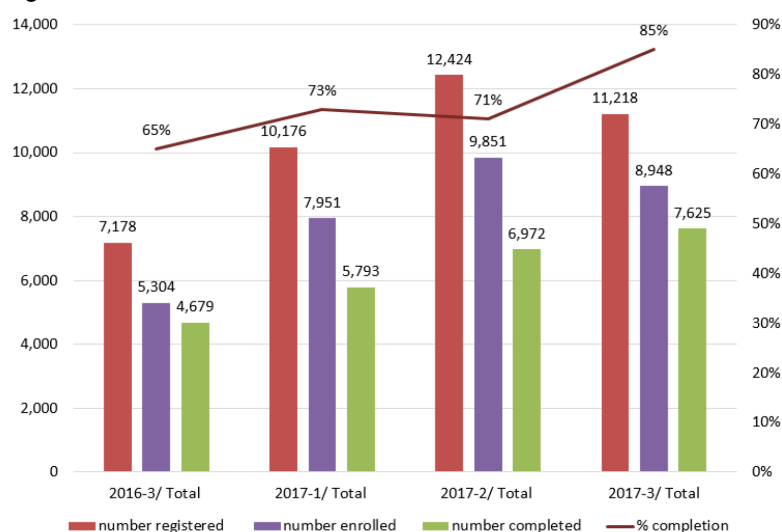


Source: RACE PMU, July 2018

Non-Formal Education

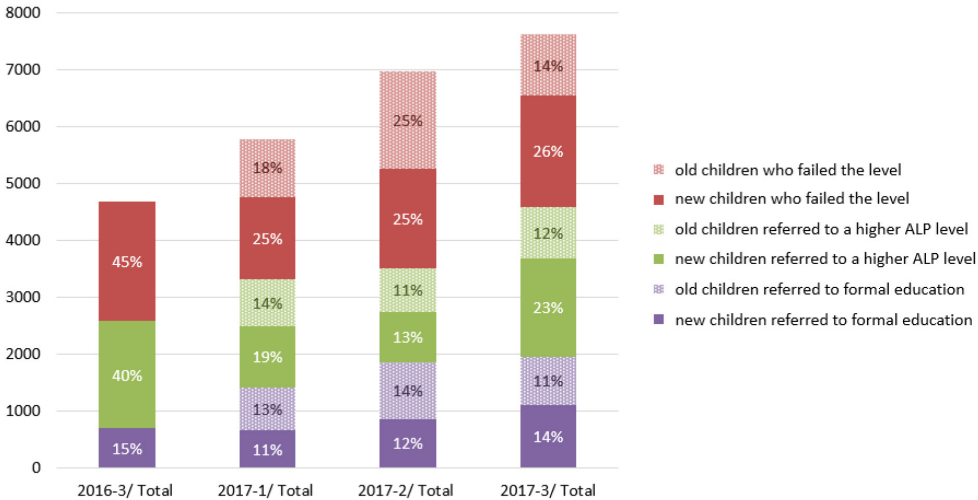
Accelerated Learning Program (ALP) is a non-formal education (NFE) program regulated by MEHE to support Non-Lebanese children’s entry into formal schooling. This program is implemented in three rounds a year, and the transition of the participation and completion between the third round of 2016 and the third round of 2017 is shown below. While the number registered and the number enrolled may have peaked, the completion rate has increased across the four rounds and reached 85%.

Figure 3.3 Nonformal Education - ALP in Numbers



Source: RACE PMU, RACE II Fact Sheet, March 2018

Figure 3.4 ALP Post-Test Results

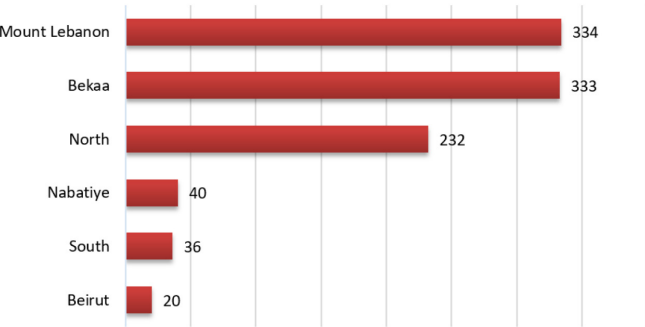


Source: RACE PMU, RACE II Fact Sheet, March 2018

When comparing the third round of ALP in 2016 with the 2017 ALP rounds, children have shown better results, in which children referred to formal education increased by 10% and children that required another round of ALP decreased by 10%.

995 trained teachers are teaching across the country. Many of them are concentrated in the governorates of Mount Lebanon, Bekaa, and the North where there are the highest numbers of Syrian refugees.

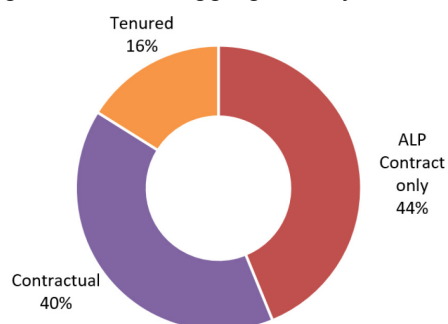
Figure 3.5 Disaggregation by Location



Source: RACE PMU, RACE II Fact Sheet, March 2018

56% of teachers are also teaching in public schools, while the remainder are employed as ALP teachers only. As such, the training has a spill-over effect on the quality of teaching in public schools.

Figure 3.6 Disaggregation by Contract/Substitution Type



Source: RACE PMU, RACE II Fact Sheet, March 2018

Finance

While RACE II Annual Work Plan 2018 (2018-19) was costed at approximately USD 364 million, it was funded at only 52.6% across its three Pillars, as of March 2018. The gap for Pillar 1 and 2 are 47.6% and 54.9% respectively.

Table 3.1 Financial Snapshot RACE II Work Plan 2018

Pillars	RACE II Costing (USD)	Available Funds (USD)	Gap (USD)	Gap (%)
Pillar 1 - Access	343,816,000	180,312,678	-163,503,322	47.6%
Pillar 2 - Quality	19,010,120	8,577,437	-10,432,683	54.9%
Pillar 3 -Systems	2,000,000	2,893,505	+893,505	NA
Total	364,826,120	191,783,620	-173,042,500	47.4%

Source: RACE PMU, March 2018

A similar trend was seen in the first quarter in 2017. While it is likely that the gaps are fixed, Japan's next financial support for school-based management will meet MEHE's expectation by contributing not only to Pillar 3 but also to Pillar 2.

4 Result of the Pilot Activity

The table below shows the flow of the whole pilot process:

Figure 4.1 Overall Flow of the Pilot Activity

		Main SIP Process	Monitoring/Data Collection	
2017	May	Setting the objectives and indicators of the pilot	First FGD (Teachers and Parents)	
		Starting to draft SIP guideline		
	End of School Year 2016-2017	Preparatory Workshop for the Visit Program in Japan		
	July	Visit Program in Japan		
	Aug	Finalizing SIP guideline		
		Start of School Year 2017-2018		SIP Guideline Workshop for Principals SIP Guideline Workshops at School Level SIP Committee: Educational Goals, conducting SSA, SIP
	Oct	JICA Grant Proposal Submission		
	Nov	JICA Grant Proposal Appraisal and Approval		
	Dec	Transfer of Grant, Commencement of SIP Activities		
2018	Jan	JICA Grant Mid Term Report Submission	Second FGD (Teachers and Students)	
	Feb			
	Mar			
	Apr			
	May	End of SIP Activities		Third FGD (Teachers, Parents and Students)
	End of School Year 2017-2018	JICA Grant Financial Report Submission		
	June	JICA Grant Final Report Submission		
		July		Feedback Workshop

Source: JICA Study Team

4.1 Objectives and Indicators of the Pilot Activity

Based on the discussions with MEHE, the purpose and possible indicators were determined.

Table 4.1 Purpose of the Pilot Activity

Purpose of Pilot Activity	Possible Indicators	Tentative Measuring Method
1. To test the procedure of SIP preparation and implementation	<ul style="list-style-type: none"> • Clear steps in SIP preparation and implementation 	<ul style="list-style-type: none"> • Availability of guideline • Implemented schedule • Interviews upon monitoring • FGD
2. To examine the effectiveness of SIP approach on the improvement of School SIP Committee	<ul style="list-style-type: none"> • Capacity enhancement of School SIP Committee (planning, implementation, financial management, etc.) 	<ul style="list-style-type: none"> • Interviews upon monitoring • FGD
3. To examine the effectiveness of SIP approach in the improvement of the school environment	<ul style="list-style-type: none"> • The attitude of students (like to attend school, dislike violence, are happy to study, interact with teachers and other students, etc.) • Reduced violence among school children • Fostered self-discipline among school children 	<ul style="list-style-type: none"> • Interview upon monitoring • FGD • Students' data on attendance (absence) and promotion (repeat)*
4. To examine the effectiveness of SIP approach in improving relationships within the school community	<ul style="list-style-type: none"> • Improved communication between the school management and parents • Improved communication between teachers and parents 	<ul style="list-style-type: none"> • Interview upon monitoring • FGD

Note: * The students' data on attendance needs calculation by school, and that on promotion needs inscription in the next school year.

Source: JICA Study Team

4.2 Selection of Pilot Schools

Five pilot schools in the governorates of Beirut and Mount Lebanon were chosen by MEHE based on the agreed criteria to be used for the future technical cooperation project.

Table 4.2 Selection Criteria

1. Public school targeted under RACE in the governorates of Beirut and Mount Lebanon
2. Double-shifted school which accommodates Syrian refugee students
3. Single-shifted school which accommodates both Syrian refugee students and vulnerable Lebanese students
4. No managerial conflicts caused by the support provided by other donors

Source: JICA Study Team, MEHE

Table 4.3 Pilot Schools Overview

Location	Name of School	Shift(s)
Beirut	Uruguay, First Mixed Public School Achrafieh	Double-shift
Mount Lebanon	Zouk Mosbeh Mixed Public School	Double-shift
Mount Lebanon	Chehim First Public School – French Section	Double-shift
Mount Lebanon	Martyr Abdul Karim El Khalil Intermediate Public School (AKK)	Double-shift
Mount Lebanon	Aley Second Public School	Single-shift

Source: MEHE

In this report, the school names are abbreviated as follows:

- Uruguay, First Mixed Public School Achrafieh: Uruguay
- Zouk Mosbeh Mixed Public School: Zouk Mosbeh
- Chehim First Public School – French Section: Chehim

- Martyr Abdul Karim El Khalil Intermediate Public School: AKK
- Aley Second Public School: Aley

Table 4.4 Basic Information of Pilot Schools

Number of Students by Grade (2016-17)

School	Shift	M/F	KG			Cycle 1			Cycle 2			Cycle 3			Total	
			1	2	3	1	2	3	4	5	6	7	8	9		
Uruguay	First	M	20	33	40	51	40	20	34	20	16	12	14	11	515	896
		F	12	37	45	37	18	11	9	6	12	4	4	9		
	Sec.	M	-	-	29	56	37	31	14	11	8	6	-	-	381	
		F	-	-	18	48	42	39	19	14	4	5	-	-		
Zouk Mosbeh	First	M	4		6	8	7	10	17	9	13	10	5	4	175	600
		F	5		9	7	6	9	10	6	8	5	9	8		
	Sec.	M	-	-	37	82	59	25	12	9	-	-	-	-	425	
		F	-	-	39	80	33	26	12	11	-	-	-	-		
Chehim	First	M	-	-	-	19	20	13	9	9	3	3	3	13	187	938
		F	-	-	-	8	11	21	16	10	11	7	8	3		
	Sec.	M	-	-	-	75	106	49	30	18	26	24	11	7	751	
		F	-	-	-	74	78	61	52	33	36	31	20	20		
AKK	First	M	-	-	-	21	28	29	33	37	31	29	24	21	520	1109
		F	-	-	-	21	25	27	38	31	30	38	28	29		
	Sec.	M	-	-	29	60	88	38	34	11	17	8	2	-	589	
		F	-	-	30	60	100	33	24	21	8	14	12	-		
Aley	/	M	-	13	17	14	26	18	22	9	13	5	8	8	326	
		F	-	27	15	9	7	18	17	21	13	20	13	13		

Source: MEHE

Number of Students by Grade (2017-18)

School	Shift	M/F	KG			Cycle 1			Cycle 2			Cycle 3			Total	
			1	2	3	1	2	3	4	5	6	7	8	9		
Uruguay	First	M	1	10	7	30	24	24	25	19	7	10	3	6	289	689
		F	3	9	12	29	12	5	13	7	10	10	8	5		
	Sec.	M	-	-	13	53	46	38	25	14	7	-	-	-	400	
		F	-	-	24	48	51	38	25	15	3	-	-	-		
Zouk Mosbeh	First	M	1	3	3	7	-	7	6	13	7	15	4	6	126	644
		F	-	-	1	3	-	4	4	8	8	9	7	10		
	Sec.	M	-	-	43	78	63	33	21	15	9	-	-	-	518	
		F	-	-	51	55	74	26	20	10	20	-	-	-		
Chehim	First	M	-	-	-	3	15	11	15	6	8	6	5	4	164	1048
		F	-	-	-	12	8	10	18	19	7	7	4	6		
	Sec.	M	-	-	-	92	85	87	58	25	24	23	19	6	884	
		F	-	-	-	96	79	78	63	41	36	45	13	14		
AKK	First	M	-	-	-	21	26	25	27	33	36	37	22	19	531	1240
		F	-	-	-	27	26	26	29	42	30	48	33	24		
	Sec.	M	-	-	-	99	67	74	41	26	14	11	6	3	709	
		F	-	-	-	104	59	87	46	19	21	12	13	7		
Aley	/	M	8	9	16	17	13	20	18	21	9	9	7	5	335	
		F	9	9	21	17	12	7	17	20	22	17	20	12		

Source: MEHE

Number of Students by Nationality (2017-18)

School	shift	Lebanese		Syrian		Palestine		Others		Total	
Uruguay	First	167	58%	117	40%	4	1%	1	0%	289	689
	Sec.	-	0%	389	97%	0	0%	11	3%	400	
Zouk Mosbeh	First	76	60%	44	35%	2	2%	4	3%	126	644
	Sec.	-	0%	507	98%	0	0%	11	2%	518	
Chehim	First	80	49%	81	49%	2	1%	1	1%	164	915
	Sec.	-	0%	751	100%	NA		NA		751	
AKK	First	459	87%	51	10%	10	2%	10	2%	530	1,211
	Sec.	-	0%	679	100%	0	0%	2	0%	681	
Aley		274	82%	57	17%	4	1%	1	0%		336
Total		1,056	28%	2,676	71%	22	1%	41	1%		3,795

Source: MEHE

Number and Percentage of Repeaters by Grade (2017-18)

School	Shift	Students Repeaters	KG			Cycle 1			Cycle 2			Cycle 3			Total
			1	2	3	1	2	3	4	5	6	7	8	9	
Uruguay	First	Students	4	19	19	59	36	29	38	26	17	20	11	11	289
		Repeaters	0	2	0	9	8	7	13	7	4	3	1	1	55
		%	0.0	10.5	0.0	15.3	22.2	24.1	34.2	26.9	23.5	15.0	9.1	9.1	19.0
	Sec.	Students	-	-	37	101	97	76	50	29	10	-	-	-	400
		Repeaters	-	-	4	7	10	10	11	4	1	-	-	-	47
		%	-	-	10.8	6.9	10.3	13.2	22.0	13.8	10.0	-	-	-	11.8
Zouk Mosbeh	First	Students	1	3	4	10	-	11	10	21	15	24	11	16	126
		Repeaters	0	0	0	3	-	1	3	4	2	6	2	3	24
		%	0.0	0.0	0.0	30.0	-	9.1	30.0	19.0	13.3	25.0	18.2	18.8	19.0
	Sec.	Students	-	-	94	133	137	59	41	25	29				518
		Repeaters	-	-	2	44	21	7	5	5	6	-	-	-	90
		%	-	-	2.1	33.1	15.3	11.9	12.2	20	20.7	-	-	-	17.4
Chehim	First	Students	-	-	-	15	23	21	33	25	15	13	9	10	164
		Repeaters	-	-	-	4	4	2	2	2	0	0	3	1	18
		%	-	-	-	26.7	17.4	9.5	6.1	8.0	0.0	0.0	33.3	10.0	11.0
	Sec.	Students	-	-	-	188	164	165	121	66	60	68	32	20	884
		Repeaters	-	-	-	53	53	28	45	16	24	42	15	0	276
		%	-	-	-	28.2	32.3	17.0	37.2	24.2	40.0	61.8	46.9	0.0	31.2
AKK	First	Students	-	-	-	48	52	51	56	75	66	85	55	43	531
		Repeaters	-	-	-	3	9	4	6	10	4	18	10	3	67
		%	-	-	-	6.3	17.3	7.8	10.7	13.3	6.1	21.2	18.2	7.0	12.6
	Sec.	Students	-	-	-	203	126	161	87	45	35	23	19	10	709
		Repeaters	-	-	-	38	45	23	31	13	4	7	4	0	165
		%	-	-	-	18.7	35.7	14.3	35.6	28.9	11.4	30.4	21.1	0.0	23.3
Aley	Students	17	18	35	34	25	27	35	41	31	26	27	17	335	
	Repeaters	0	2	1	4	5	3	1	7	9	6	6	1	45	
	%	0.0	11.1	2.7	11.8	20.0	11.1	2.9	17.1	29.0	23.1	22.2	5.9	13.4	

Source: MEHE

In Aley, which operates a single shift, 80% of the students are Lebanese. In other four schools, following MEHE's regulations, the majority of the students in the first shift is Lebanese. On the other hand, all the students in the second shift are Non-Lebanese, mainly Syrian students, and the number is much larger than Lebanese students in the first shift. This tendency is more apparent in Zouk Mosbeh and Chehim which are located far from Beirut.

4.3 SIP Guideline

The SIP guideline was drafted between May and June 2017, based on the discussions on the Inception Report regarding the Pilot Activity for school improvement. It was finalized in September 2017, having reflected all the comments received from MEHE and JICA.

4.3.1 SIP Guideline Contents

The guideline consists of the following eight steps:

- STEP 1: Grasp School Improvement Plan (SIP)
- STEP 2: Prioritize Your School's Educational Goals
- STEP 3: Choose Who Will Be in School Improvement Committee
- STEP 4: Conduct School Self-Assessment
- STEP 5: Find Solutions: Make a SIP with Activities/Projects
- STEP 6: Write a Proposal for School Grant
- STEP 7: Implement and Manage Activities/Projects
- STEP 8: Review the Implemented Activities and Plan for the Next School year

The steps are summarized below:

STEP 1: Grasp School Improvement Plan (SIP)

In addition to the concept of School-Based Management (SBM) referred to in RACE II, the expected outcomes through the implementation of SIP and enhancing SBM are explained. During the Focus Group Discussions (FGD) conducted at each pilot school in May 2017, some common issues were raised. They are categorized into three domains.

Table 4.5 Major Common Issues Identified by FGD at Pilot Schools

Domains	Identified Major Common Issues	Possible Consequences
Teaching and Learning	<ul style="list-style-type: none"> • Language barrier • Lack of self-learning attitude and lack of active learning • Lack of collaboration and teamwork in learning and school life 	<ul style="list-style-type: none"> • Over-aged students, drop-outs, delay in learning • Same as above • Drop-outs, isolation, discrimination
Inclusive, Protective, Safe and Healthy Learning Environment	<ul style="list-style-type: none"> • Trauma or psychological instability • Physical condition of school • Lack of hygiene awareness • Lack of practical lessons or experiments 	<ul style="list-style-type: none"> • Violence or anti-social behavior • Lack of concentration on learning, school life, and active learning • Absenteeism due to health condition, delay in learning • Insufficient understanding, delay in learning
School Management and Community Participation	<ul style="list-style-type: none"> • Weak participation of parents in support of children's learning process and follow-up at home • Little recognition of vision and missions of education at school by parents and 	<ul style="list-style-type: none"> • Delay in learning, drop-outs • Difficulty to collaborate for achieving the objectives of school with parents and

	neighboring community • Weak cooperation between the school and local community	neighboring community • Learning and school activity become irrelevant to the local society
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Source: FGD at 5 Pilot Schools, May 2017

It was also emphasized that SIP is not only to be used for the JICA Grant, which is only for one-time support, rather, it should be utilized for a continuous planning process for the coming years based on the Plan-Do-Check-Act (PDCA) cycle.

STEP 2: Prioritize Your School's Educational Goals

School educational goals are set in order to clarify what kind of children the school wants to bring up and how it plans to do so. These goals are the basis for SIP. This step also refers to the five categories of Lebanese National Educational Goals: Citizen Formation, Building Individual Personality, and other goals at the Intellectual and Humanitarian Level, Social Level, and National Level. In addition to learning capacity, the importance of non-cognitive skills is explained by providing examples of both cognitive and non-cognitive skills.

STEP 3: Choose who will be in School Improvement Committee

A SIP Committee is formed in the first shift of each pilot school. The total number of the Committee members is seven and the member composition is as follows:

1. Students (a boy and a girl)
2. Teachers (a male and a female)
3. Parents (a male and a female)
4. Principal

The treasurer should be chosen from the teachers and the secretary from the parents. Participation of student representatives in the committee enables them to voice their views and opinions about issues and solutions as they are to be the center of the teaching and learning process. It is also expected that leadership and responsibility of students will be enhanced.

The JICA Study Team suggested establishing a committee which consists of representatives from both shifts or two committees – one for the first shift and another for the second. It was agreed after a series of discussions between MEHE and the JICA Study Team that the principal and a few SIP committee members consult representatives of the second shift. The following procedure was agreed upon with MEHE.

1. Principal and teachers of SIP Committee explain SIP and SSA standards to representatives of parents and students in the second shift, then conduct SSA with the representatives. The representatives also discuss possible solutions against the identified issues.
2. SIP Committee integrates the identified issues and possible solutions into SIP with due consideration of priority.
3. SIP Committee explains the formulated SIP to the representatives of the second shift and

obtains their feedback. At the same time, SIP Committee confirms the persons in charge of and process for the activities targeting the second shift.

4. All the above process and discussion are to be recorded in the form of minutes.

The actual implementation will be described in Section 4.7 “Monitoring and Evaluation”.

STEP 4: Conduct School Self-Assessment (SSA)

Each SIP Committee conducts SSA to identify the gap between the educational goals and the situation on the ground according to the standards. The SSA sheet which has three domains indicated in Table 4.5 with five standards each was prepared as the assessment tool. The assessment is done by giving between 1-4 points for each standard. The standard which gets the lowest point is interpreted as the area that is most in need for improvement.

As explained in STEP 3, the SSA is to be conducted among the second shift representatives (four parents, four students with gender parity), and the second shift is to be consulted by the first shift. The actual implementation will be described in Section 4.7 “Monitoring and Evaluation”.

STEP 5: Find Solutions: Make a SIP with Activities/Projects

Each class allocates one hour to discuss the issues identified through the SSA. They discuss which goal and standard are related to the issues and then what kind of activity can solve those issues. Based on the discussions, the SIP Committee members gather their ideas to discuss and determine the priorities. All ongoing and suggested activities including those funded by other donors should be inserted in the SIP (Form 3) with the identified standards in order to link the relevant activities for a greater impact.

STEP 6: Write a Proposal for School Grant

SIP Committee prepares the proposal, using the designated form, to insert the prioritized activities from their SIP with the ceiling grant amount of USD 10,000. The forms to be submitted (seven documents) are listed in this chapter and submitted to MEHE through the relevant Regional Education Office (REO). This process of submitting the proposals and receiving the grants is in accordance with MEHE’s regulations and standards. The methods of Grant disbursement and expenditure reimbursement are explained in STEP 7.

The list of sample expenditure, both allowed and not allowed, was agreed based on the regulations of both MEHE and JICA.

Table 4.6 Bindings of School Grant

Items which can be expensed	Items which cannot be expensed
<ul style="list-style-type: none"> • Various expenses for events/trips/activities, such as: • Fees to invite trainers for various activities • Field trips not exceeding 15% of the Grant • Teachers' over-time assigned for implementation of the activities • School equipment • Maintenance works/WASH facilities • Stationery and supplies • Photocopies 	<ul style="list-style-type: none"> • Salary, honorarium and per diem costs for the principal, School Improvement Committee members or any other community members • Salary of teachers for their regular working hours • Food and snack for meetings not related to improvement of education or just for entertainment • Car purchase • Unreasonable price/number of school equipment/machines (computer, photocopy machine, fax machine, etc.) exceeding 40% of the Grant for all equipment • Large-scale construction of buildings or facilities • Acquisition or rental of property (land, office space, etc.) • Scholarship for students • Any cost incurred before proposal approval • Things not related to improvement of education, etc. • Any other regular running cost that the school usually covers

Source: SIP Guideline

The proposal appraisal is undertaken by a committee which consists of members from RACE PMU and Directorate of General Education (DGE), MEHE (see Section 4.5 for details).

STEP 7: Implement and Manage Activities

Activity Management

The preparation and implementation of SIP activities are undertaken by (a) designated person(s), who is not necessarily a SIP Committee member, and overseen by the principal.

Financial Management

All SIP Committee members are responsible for financial management. The school has to keep all receipts of expenditures for a period of 10 years and show them upon request in accordance with the relevant regulations.

80% of the approved Grant (which itself cannot exceed USD 10,000) was disbursed as an advance payment, and the rest of the expenditure will be reimbursed with the submission of copies of the receipts of the implemented activities and the JICA Accounting Book to be submitted by June 10, 2018. The final financial report will be submitted by July 7, 2018.

For smooth implementation and management of the Grant and SIP activities, the following points were agreed:

Each pilot school conducts the planned activities and spends all the allocated JICA Grant in accordance with the approved SIP and proposal. The school principals will take appropriate actions in consultation with DGE and RACE PMU in the following cases:

1. In case of changing activities and budget in the approved proposal for JICA Grant by replacing or adding related activities and budget within the maximum amount of the

Grant (USD 10,000), inform in writing and obtain approval from DGE and RACE PMU. The JICA Study Team is to be consulted when needed.

2. In case of loss and misuse of the Grant or damage of the procured items, compensate or replace them under the supervision of MEHE.

Monitoring

Activity monitoring should be conducted by the treasurer and another person who is appointed in the SIP. Financial monitoring should be conducted by the school principal and the REO within the regular financial monitoring duty according to the MEHE regulations and standards. The DGE, RACE PMU and JICA Study Team also conduct monitoring visits to the pilot schools.

Reporting

The pilot schools should submit two reports:

- Midterm report by February 10, 2018 for the activities between October 2017 and January 2018
- Final report by July 7, 2018 for the activities between October 2017 and June 2018)

STEP 8: Review Implemented Activities and Plan for Next School Year

SIP Committee reviews the SIP and its implemented activities to identify the positive and negative outcomes and the remaining gaps, taking the SSA results into consideration, to reflect on the next year's planning. In case there are any significant changes in the school that necessitate conducting the SSA again, the SIP committee can proceed to do so.

4.3.2. Forms

SIP Guideline annexes ten forms for different purposes such as proposal, monitoring, reporting, etc. The forms were based as much as possible on those used in SOP for the School Grant Program of EESSP.

Table 4.7 Forms Annexed to the SIP Guideline

Forms	Contents	Remarks
Form 1	General information about the school (name, school code, address, contact, bank account, grades, shifts, gender, nationalities, number of students, donor support)	Prepared and signed by the principal
Form 2	List of proposed activities/projects by priority (proposal) for JICA Grant (list of activities, expected implementation timing, the budget for each activity and the total budget)	Signed by all SIP Committee members
Form 3	SIP (educational goals, all activities, SSA standards, the aim of the activity, targeted students and the number, equipment, person in charge of implementation and monitoring, implementation period, budget and funding information)	Signed by all SIP Committee members
Form 4	Activity budgeting and reporting sheet (budget and details of each activity as well as the actual implementation report)	Prepared by the person in charge and signed by the principal
Form 5	SSA (3 domains with five standards for each, measure by 1-4 marks)	
Form 6	Report on activities implementation (summary of implemented activities with the comparison between the plan and actual)	Submitted with Form 4 and 7
Form 7	Monitoring sheet	Used for internal monitoring by SIP members
Form 8	JICA Grant accounting book (expenditure date, amount, items, receipt number)	Used only for JICA Grant, prepared and signed by principal and treasurer
Form 9	Minutes of meetings (date, participants, contents of discussions and the conclusions/actions)	Used to record the contents of the SIP committee discussion, consultation with the second shift.
Form 10	Cover letter (for proposal and report submission)	Prepared and signed by the principal

Source: JICA Study Team, MEHE

In addition to MEHE and five pilot schools (both English and Arabic), all committee members received the hard copies of the guideline in Arabic. Soft copies of the guideline and the forms were also received by MEHE and the pilot schools.

4.4 Workshop

4.4.1 Preparatory Workshop for the Visit Program in Japan

In order to enrich the Pilot Activity in the target pilot schools, a workshop was held on June 9, 2017, to share the main ideas and the framework of the draft SIP guideline and to prepare for the visit to Japan.

During the workshop, the expected roles to be played in each school by the principals of the five pilot schools, as well as their expected inputs on the draft guideline after the visit to Japan, were explained.

The participants were principals of the five pilot schools, MEHE Director of General Education, RACE PMU manager, Head of Public Education Department, Directorate of General Education Focal Point and four JICA Study Team members. The total number was 13.

4.4.2 SIP Guideline Workshops

The SIP guideline workshops were conducted in two parts: the first workshop was for principals in order to help them understand the concept of SIP and familiarize them with the procedure in the SIP guideline and the grant application so that they could conduct the second workshop/training for their SIP Committee members.

Table 4.8 Summary of Workshops

SIP Guideline Workshop for Principals	Date	September 11 and 12, 2017
	Venue	3F Conference room MEHE
	Participants	Principals of the five pilot schools
	Facilitators	MEHE: Iman, Sonia, and Hadi JICA Study Team: Tanaka and Osawa
	Observers	MEHE: Nibal JICA: Takahashi and Zeina
SIP Guideline Workshop at School Level (Session 1)	Date	September 14 and 15, 2017
	Venue	AKK School
	Participants	SIP Committee members of AKK School
	Facilitators	Principal of AKK school (main), MEHE: Iman
	Observers	Embassy of Japan (September 14): Wada and Odoriba
SIP Guideline Workshop at School Level (Session 2)	Date	September 18 and 19, 2017
	Venue	11F Conference room MEHE (September 18) 12F Conference room MEHE (September 19)
	Participants	SIP Committee members of Aley and Chehim Schools
	Facilitators	Principal of Aley (main) and Principal of Chehim, MEHE: Iman and Hadi (beginning of sessions on September 18)
	Observers	NA
SIP Guideline Workshop at School Level (Session 3)	Date	September 20 and 22, 2017
	Venue	Uruguay School
	Participants	SIP Committee members of Uruguay and Zouk Mosbeh Schools
	Facilitators	Principal of Zouk Mosbeh (main on September 20), Principal of Uruguay (main on September 22), MEHE: Iman
	Observers	Principal of AKK (September 22), JICA: Zeina

Source: JICA Study Team

The following table summarizes the contents of the workshops.

Table 4.9 Contents of the Workshops

	Workshop for Principals	Workshop at School Level
Day 1	Step 1: What are School-Based Management and School Improvement Plan (incl. Step 3: Organize SIP Committee) (Tanaka) Step 2: Prioritize School's Goals (Iman) Case Study: "PILOT Lubnan School" (Osawa) Step 4: Conduct School Self-Assessment (SSA) (Sonia, Iman, Osawa)	Step 1: What is School-Based Management and School Improvement Plan Step 2: Prioritize School's Goals Step 4: Conduct School Self-Assessment (SSA)
Day 2	Financial Regulations and Obligations (partly Step 6) (Sonia, Hadi) Step 5: Find Solution: Make a SIP with Activities and/or Small Projects (Osawa) Step 6: Write a Proposal (Iman) Step 7: Manage Activities (Tanaka)	Step 4: Conduct School Self-Assessment (SSA) (Review the SSA) Financial Regulations and Obligations (partly Step 6) Step 5: Find Solution: Make a SIP with Activities/Small Projects

Source: JICA Study Team

During the workshop at the school level, the SIP Committee members (some schools included additional teachers) conducted the SSA. The importance of the process was emphasized. Conducting SSA by looking at what to achieve (setting educational goals) enables the Committee to realize which areas are most in need of improvement.

Students and parents were encouraged to express their opinions throughout the process.

4.5 Proposals and Appraisal Process

4.5.1 Proposal Writing and Submission

Based on the set educational goal(s) and the results of SSA conducted by the SIP Committee members during and after the workshop, each school prepared the SIP to improve the areas identified with greater needs and finalized the JICA Grant proposals according to the priorities and feasibility, whilst taking into consideration support from other donors.

4.5.2 Proposal Appraisal

Upon receiving the proposals from the five pilot schools, a technical committee for proposal appraisal (hereafter Appraisal Committee) was established. The appraisal was carried out according to the appraisal guideline, utilizing the appraisal report and standards (English and Arabic).

Considering the busy schedule of each Appraisal Committee member, the appraisal sessions were conducted every one or two days for one or two schools each. While accommodating the effective time usage, in order to ensure the consistency in the appraisal, the outcomes of appraisals from each Appraisal Committee member was brought to share and discuss at the technical committee meeting. The below are the members of Appraisal Committee:

Table 4.10 Members of the Appraisal Technical Committee

Appraisal Technical Committee Members
<ul style="list-style-type: none"> • Sonia El Khoury (RACE PMU Manager) • Iman Assi (Project Coordinator, DGE) • Bane Khalifeh (Central Field Coordinator) • Nibal Jardak (Formal Education Specialist) • Aline Ltaif (Project Coordinator, DGE)

Source: MEHE

The below activities were approved for the JICA Grant by the Appraisal Committee. The budget for those activities for each school is USD 10,000 which is the ceiling amount of this grant.

Table 4.11 List of Approved Activities

School Name	Approved Activities (Amount in USD)	Target	SSA standard
Uruguay	1. Activating the library and encouraging reading (1,000)	All students	1-1, 1-4, 3-2
	2. Activating the laboratories and Starting a Science Club (7,000)	Cycle 2-3 (first and second shifts)	2-3, 2-4, 3-2
	3. Celebrating Tree Day (1,000)	G7 students	1-4, 3-2
	4. School Magazine (1,000)	All students/ parents/ community members	1-4, 3-2
Zouk Mosbeh	1. Maintenance of a section of water facilities (700)	All students	2-3
	2. Sorting and recycling wastes (1,300)	All students/parents	1-2, 1-4, 3-3
	3. Purposeful student visits with the participation of parents (1,100)	All students/parents	1-4, 3-3
	4. Students conducting active scientific experiments (2,600)	All students/parents	1-4, 3-3
	5. Maintenance of the garden and taking care of it (1,500)	All students/parents	2-4, 1-2, 1-4, 2-4
	6. Organizing the library and archiving it (1,700)	All students	1-1, 2-4
	7. Playground maintenance (1,100)	All students	3-2
Chehim First	1. Establishing a school library (6,400)	All students	2-4
	2. Kermis + Games to develop physical strength (700)	Cycle 2-3 (first and second shifts)	1-5
	3. Improving playground environment (2,900)	All students	2-4
AKK	1. Mobile Library (Main project for reading activities) (6,000)	All students	1-1
	2. I am Human (700)	G8 (first and second shifts)	1-1
	3. Drop and Read (300)	All students	3-2
	4. My Environment is My Home (1,300)	Cycle 2-3 (first and second shifts) /parents/ community members	1-1
	5. Best Reader (1,000)	Cycle 2-3 (first and second shifts) /parents/ community members	3-2
	6. Let's Write (700)	Cycle 2-3 (first and second shifts) /parents/ community members	3-2
Aley Second	1. Creating an easy-to-use scientific laboratory and a Science Club (1,800)	All students	2-4
	2. Maintenance of the playground floor (4,100)	All students	2-3
	3. Purposeful field trips and extracurricular activities (1,300)	All students/parents/ community members	1-4
	4. Recycling wastes (200)	G4, G6/parents	2-3
	5. Conducting a bricolage course for teachers (upcycling) (400)	Teachers	1-2, 1-4, 1-5, 3-2
	6. Purchasing musical instruments (400)	All students	1-4
	7. Psycho-Social Support (1,800)	All students	2-2

Note: See Table 4.14 for the list of SSA standards (Domain 1: Teaching and Learning; 2: Inclusive, Protective, Safe and Healthy Learning Environment; and 3: School Management and Community Participation)

Source: MEHE

The 80% of the Grant budget was transferred to each pilot school on December 4 and 5, 2017, following approval from MEHE based on the recommendation of the Appraisal Committee.

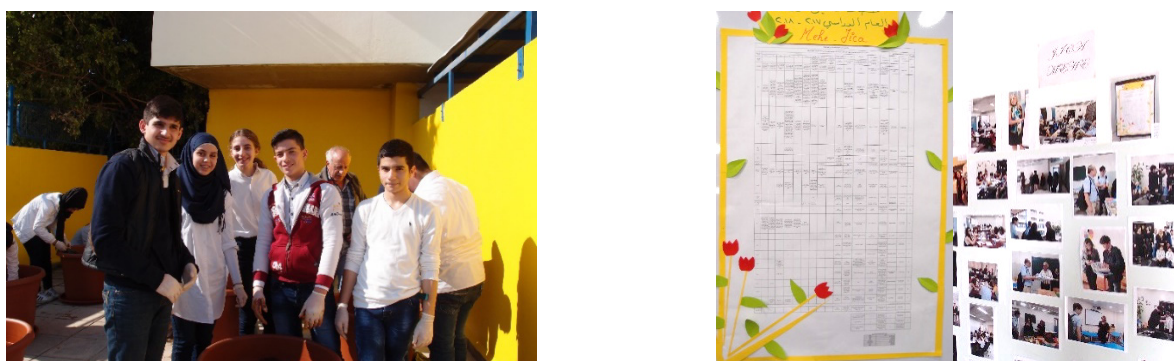
4.6 Implementation of SIP Activities

4.6.1 Commencement and Implementation of SIP Activities

Initially, the implementation of SIP activities was planned to start in October 2017. Due to the delay in preparing proposals and conducting an appraisal, it started in December 2017. Some schools faced delays in obtaining approvals from the regional office for procuring equipment or services.

Apart from the delays mentioned above, all activities financed by JICA Grant were completed by the end of the school year according to their plan.

Figure 4.2 Examples of Implementation of SIP Activities



Uruguay School: Tree day by G7 Students (left), The SIP and pictures (right)



Zouk Mosbeh School: Science experiment attended by both first and second shift students



Zouk Mosbeh School: Renovation of washing basin in the play ground



Chehim First School: A storage room was transformed to a school library.



Abdel Karim El Khalil School: A mobile library was provided for each class.



Abdel Karim El Khalil School: A Child's Day event organized by the students in the second shift.



Aley Second School: Report on a study tour (left), a mobile science laboratory (right).

Source: Pictures taken by JICA Study Team

4.6.2 Comparison of Plan and Result of SIP Activities

SIP Activities under the JICA support ended in July 2018 with submission of the final report from each pilot school. The following table summarizes the plan and result of SIP activities at each pilot school.

Table 4.12 Comparison between Plan and Result of SIP Activities

Activities	Budget	Expenditure	Participants
Uruguay	10,000	10,000	-
1. Activating the library and encouraging reading	1,000	697	707
2. Activating the laboratories and Starting a Science Club	7,000	7,202	360
3. Celebrating Tree Day	1,000	800	22
4. School Magazine	1,000	1,298	141
Miscellaneous (bank charge, cost shared, etc.)	-	3	-
Zouk Mosbeh	10,000	10,000	-
1. Maintenance of a section of water facilities	700	700	648
2. Sorting and recycling wastes	1,300	1,300	648
3. Purposeful student visits with the participation of parents	1,100	1,098	103
4. Students conducting active scientific experiments	2,600	2,602	648
5. Maintenance of the garden and taking care of it	1,500	1,500	648
6. Organizing the library and archiving it	1,700	1,667	656
7. Playground maintenance	1,100	1,133	648
Miscellaneous (bank charge, cost shared, etc.)	-	0	-
Chehim	10,000	9,942	-
1. Establishing a school library	6,400	6,349	1,052
2. Kermis + Games to develop physical strength	700	696	191
3. Improving playground environment	2,900	2,897	1,050
Miscellaneous (bank charge, cost shared, etc.)	-	0	-
AKK	10,000	10,000	-
1. Mobile Library (Main Project for Reading Activities)	6,000	5,965	1,284
2. I am Human	700	603	209
3. Drop and Read	300	333	1,353
4. My Environment is My Home	1,300	1,346	758
5. Best Reader	1,000	1,068	55
6. Let's Write	700	751	72
Miscellaneous (bank charge, cost shared, etc.)	-	-66	-
Aley	10,000	10,000	-
1. Creating an easy-to-use scientific laboratory and a Science Club	1,800	1,800	75
2. Maintenance of the playground floor	4,100	4,100	363
3. Purposeful field trips and extracurricular activities	1,300	1,528	200
4. Recycling wastes	200	0	-
5. Conducting a bricolage course for teachers (upcycling)	400	400	76
6. Purchasing musical instruments	400	400	202
7. Psycho-Social Support	1,800	1,800	43
Miscellaneous (bank charge, cost shared, etc.)	-	-28	-

Note: Unit for Budget and Expenditure is in USD.

Source: Summarized by JICA Study Team based on the information provided by each pilot school

4.6.3 Feedback Workshop

MEHE and JICA Study Team held a Feedback Workshop with the agenda and participants described in the following table.

Table 4.13 Outline of Feedback Workshop

Date and Time	Wed, July 18, 2018 10:40 - 12:50
Venue	Meeting Room at 11th floor at MEHE
Participants	MEHE: Sonia, Iman, Hadi Pilot Schools: Uruguay: Rachelle, Nabil, Ntalie, Rana Zouk Mosbeh: Mirna, Nicholas Chehim: Nelly, Nabil, Angie AKK: Hussein, Nevine, Diana, Zahra, Samar, Rana, Rana Haji, Zeinab Aley: Haifa, Nancy, Silvana
Agenda	1. Opening Remarks 2. Presentation from Pilot Schools <ul style="list-style-type: none"> • Achievement • Challenges • Successes: • Issues • Other comments, etc. 3. Discussions 4. Wrap up 5. Closing
Observers	JICA Syria Office: Zeina JICA Study Team: Osawa, Horiba, Salwa, Sandra



Source: JICA Study Team

Major recommendations in the workshop are integrated into Section 4.8 Lessons Learned.

4.7 Monitoring and Evaluation

4.7.1 Focus Group Discussion

Focus Group Discussions (FGDs) were held three times at each pilot school in order to study the impact of the implementation of SIP activities.

Table 4.14 Focus Group Discussion Topics and Participants

Group	Main Questions	No. Participants	1st-Shift	2nd-Shift
Before SIP implementation: May 2017				
Teachers	1. Relationship among residents within the same community	Uruguay		7
	2. Opportunities that reduce or encourage tensions in the communities	Zouk Mosbeh		9
	3. Views of relationship with school community	Chehim		5
	4. Ideas for improving school environment	AKK		12
	5. Previous SIP experiences (if any)	Aley		13
Parents	1. Relationship among residents within the same community	Uruguay	2	5
	2. Opportunities that reduce or encourage tensions in the communities	Zouk Mosbeh	5	6
	3. Views of school community and relationship with them	Chehim	3	14
	4. Ideas for improving school environment	AKK	8	7
		Aley	19	NA
During SIP implementation: February 2018				
Teachers	1. Participation in SIP	Uruguay	3	1
	2. Perception of management and working as a team	Zouk Mosbeh	4	4
	3. Changes since SIP implementation	Chehim	11	6
	4. Change in relationship b/w Lebanese and Non-Lebanese students	AKK	4	4
	5. Other information	Aley	8	NA
Students	1. Participation in SIP	Uruguay	49	40
	2. Changes in the school and students themselves	Zouk Mosbeh	8	22
	3. Perception of people from different background	Chehim	13	22
		AKK	14	11
		Aley	15	NA
End of SIP Implementation: May 2018				
Teachers	1. Improvement in school management since SIP implementation	Uruguay	3	6
	2. Impact of SIP on vulnerable children	Zouk Mosbeh	8	5
	3. Change in relationship b/w Lebanese and Non-Lebanese students	Chehim	8	4
	4. Suggestions for improving SIP	AKK	9	12
	5. Follow up questions from the first FGD	Aley	10	NA
Parents	1. Understanding of SIP	Uruguay	2	3
	2. Changes in school that they heard about from children	Zouk Mosbeh	3	3
	3. Communication with school	Chehim	2	2
	4. Improvement of relationship with community	AKK	13	5
	5. Follow up questions from the first FGDs	Aley	9	3
Students	1. Changes in school	Uruguay	16	8
	2. Activities that helped students to be friendlier with their classmates	Zouk Mosbeh	17	13
	3. Changes in feeling about school and about themselves	Chehim	10	18
	4. Perception of changes in teaching	AKK	21	20
		Aley	19	NA

Source: JICA Study Team

Because the first FGD was conducted during the time of examinations, students could not attend in May 2017. Therefore, students were asked to answer the questionnaires by comparing the current and last school years during the second and third FGDs. Parents were not interviewed upon the FGD in February 2018. For those schools which accommodate two shifts, FGDs were held separately for each shift.

In order to classify the result of FGD by ensuring that the evaluation is consistent with the purposes of the pilot activity and indicators defined in Section 4.1, the SSA standards were employed as guides for studying the progress.

Table 4.15 Relationship among Purposes of Pilot Activity, Indicators and SSA Standards

Purpose of Pilot Activity	Possible Indicators	SSA Standards
1. To test the procedure of SIP preparation and implementation	<ul style="list-style-type: none"> • Clear steps in SIP preparation and implementation 	<ul style="list-style-type: none"> • NA*
2. To examine the effectiveness of SIP approach on the improvement of School SIP Committee	<ul style="list-style-type: none"> • Capacity enhancement of School SIP Committee (planning, implementation, financial management, etc.) 	<ul style="list-style-type: none"> • SSA Domain 3 (in particular, 3-1 regarding School Management)
3. To examine the effectiveness of SIP approach in the improvement of the school environment	<ul style="list-style-type: none"> • The attitude of students (like to attend school, dislike violence, are happy to study, interact with teachers and other students, etc.) • Reduced violence among school children • Fostered self-discipline among school children 	<ul style="list-style-type: none"> • SSA Domain 1 • SSA Domain 2
4. To examine the effectiveness of SIP approach in improving relationships within the school community	<ul style="list-style-type: none"> • Improved communication between the school management and parents • Improved communication between teachers and parents 	<ul style="list-style-type: none"> • SSA Domain 3 (in particular, 3-3, regarding parents and community participation)

Note: * To confirm the appropriateness of procedures adopted in the pilot, interviews with principals, teachers, and MEHE will be used instead of the SSA standards.

Source: JICA Study Team

The outcomes of the FGDs will be organized according to the SSA domains corresponding to the purposes of Pilot Activity 2, 3 and 4 in the table above. The statements which do not have specific schools' names are generally seen in most of the pilot schools.

Table 4.16 Focus Group Discussion Outcomes Organized by SSA Domains

Domains	Standards	Identified Changes (Impact)
1. Teaching and Learning	1-1 Self-learning children	<ul style="list-style-type: none"> • NA
	1-2 Active learning approach	<ul style="list-style-type: none"> • Students participate in lessons more actively through the usage of active board, projector and science labs, etc. (students). • Teachers use a variety of activities in classes which interest students (Zouk Mosbeh: first-shift students, Uruguay: second-shift students, AKK: first-shift students, Chehim: second-shift parents). • Teachers used to solve questions and write answers on the board, whereas now they allow students to do so themselves (Chehim: second-shift students).
	1-3 Provision of assessment/needs-based teaching for individual students	<ul style="list-style-type: none"> • Teachers explain repeatedly for those who do not understand the classes and employ easier ways of explanation (Aley: students, Chehim: second-shift students, Uruguay: first-shift students). • Teachers started to use more examples (Uruguay: second-shift students). • Remedial classes are provided for those who face difficulty in learning at the same pace as their peers (Chehim: second-shift parents). Remedial classes for science are held on Saturdays (AKK: teachers and students).
	1-4 Development of social skills and physical strength of children	<ul style="list-style-type: none"> • Students have developed a sense of belonging and safety at school, and look forward to coming to school due to a variety of activities such as educational field trips, sports activities, club activities, committees, reading competitions, etc. (students and teachers). • Students have developed a spirit of healthy competition among themselves through sports activities or competitions (AKK: teachers). • Students have become responsible for the roles that were assigned to them in a committee activity or for leading an activity (Zouk Mosbeh: second-shift students, Aley: students, Uruguay: first-shift students). • Though group work, students learned how to work as a team and became more involved, and they have participated in school activities and learning (Zouk Mosbeh: teachers, AKK: first-shift students, Chehim: first-shift students, Aley: students, Uruguay: first-shift students and parents).
	1-5 Children's respect for a variety of people and ability to work with people from different backgrounds	<ul style="list-style-type: none"> • The joint activities and classes for both shifts contributed to the gradual change in students' perception of each other and to becoming increasingly used to each other (AKK: teachers, Zouk Mosbeh: second-shift students and teachers). • Students started to think that they would like to conduct such joint activities (such as a field trip) more (Chehim: second-shift students). • Students of both shifts came to realize that they have much more in common than they had expected (AKK: students). • Through increased interaction, discrimination of Lebanese students against Syrian students decreased (Aley: teachers). • Violence and problematic behaviors decreased, especially in the second shift (Zouk Mosbeh: teachers and second-shift parents, Chehim: teachers, Uruguay: teachers). • Through the visit to a nursing home, students learned how to treat people nicely and respectfully (AKK: first-shift students, Aley: students). • The relationship among students (including the one between the two shifts) improved as the principal and teachers continuously stated that all students are equal (Zouk Mosbeh: teachers, Chehim: teachers, Uruguay: teachers). • Students have begun to feel that teachers are closer to them (Zouk Mosbeh: first-shift students).

Domains	Standards	Identified Changes (Impact)
2. Inclusive, Protective, Safe and Health Learning Environment	2-1 Inclusive school that supports those who are at risk of dropping out	<ul style="list-style-type: none"> • NA
	2-2 Protective psycho-social support and other kinds of support	<ul style="list-style-type: none"> • Weaker and most vulnerable students benefited from the activities as they started to feel that they are more relaxed by being given a role to play in society (Aley: teachers). • Introducing a psycho-social counselor was raised as one of the improvements at the school (Aley: teachers). • Teachers believe that Non-Lebanese students feel discriminated by teachers. They felt that they were discriminated by Lebanese peers at the beginning of the school year. However, by interacting with each other, students become closer (Aley: teachers). • Activities served the needy students. However, some students still need interventions by experts such as psycho-social counselor (AKK: teachers).
	2-3 Safe and healthy school environment/school infrastructure	<ul style="list-style-type: none"> • Infrastructure improvement such as playground, WASH facilities, walls, windows, garden, painting the school, etc made students feel that they are happier and enjoy going to school more than before (students).
	2-4 School facilities	<ul style="list-style-type: none"> • Labs and libraries became functional and enriched. Students are utilizing them for classes and activities (students and teachers).
	2-5 Safety and health activities	<ul style="list-style-type: none"> • NA

Domains	Standards	Identified Changes (Impact)
3. School Management and Community Participation	3-1 School Annual Plan for School Improvement	<ul style="list-style-type: none"> • By planning all the activities, both new and recurring, the principal and teachers became more organized and management was enhanced (teachers). • The principal started to give more autonomy and support to teachers (Uruguay: teachers). • The principals monitor the activities more closely (Zouk Mosbeh: teachers, Chehim: teachers). • The aims of activities became clear which increased the motivation and responsibility of teachers (Zouk Mosbeh: teachers). • By implementing SIP together, cooperation among teachers and between teachers and principal/administrator improved (teachers). • The school became more disciplined and organized (students and teachers). • The principal always encourages teachers to conduct more activities (Chehim: teachers).
	3-2 Student participation and leadership activities	<ul style="list-style-type: none"> • The school asked the opinions of the second shift students about the activities which had been planned and if there are any other opinions. (Uruguay: second-shift students, Zouk Mosbeh: second-shift students). • The school explained to the students in the second shift about the activity which was planned to be conducted in both shifts (Chehim: second-shift students). • Students take initiatives (Uruguay: teachers). • Students in the SIP committee expressed their opinions and ideas about activities, and the committee incorporated those into the SIP (Chehim: first-shift students). • The principal encouraged students and teachers to participate in the SIP process and give their opinions and ideas (AKK: teachers). • Students started to feel more responsible and developed a sense of belonging to the school (AKK: second-shift students, Aley: students). • There were student committees which organized activities. (AKK: first-

		<p>shift students).</p> <ul style="list-style-type: none"> • An activity in which older students lead younger students was conducted. (Zouk Mosbeh: first-shift students). • An Activity Committee was formed in the second shift to receive their opinions and the Student Committee in the first shift conducted a survey and asked the opinions of all students (AKK: teachers).
	3-3 Parents and community participation in school activities	<ul style="list-style-type: none"> • Community participation increased through the implementation of SIP activities (Uruguay: teachers). • Only SIP committee members knew about SIP, but other parents do not know about it (Aley: Lebanese parents). • Children tell their parents about the changes happening at the school (parents). • Parents do not know about SIP. However, they are informed about activities through checking the school’s Facebook page. (Zouk Mosbeh: first-shift parents). • Some parents said that they were not involved in the SIP planning but participated in some activities (AKK: first-shift parents, Chehim: second-shift parents). • Communication between the school and parents is good and becoming better (parents). • Communication between the principal/teachers and parents is good, but parents are not aware of what is happening at the school (Aley: Lebanese parents).
	3-4 Planning for Learning and Teaching	<ul style="list-style-type: none"> • NA
	3-5 Teachers’ professional development	<ul style="list-style-type: none"> • NA

Source: JICA Study Team

4.7.2 Comparison of SSA Before and After the Pilot Activity

Each pilot school conducted SSA twice: once before the formulation of SIP in October 2017 and once at the end of SIP implementation in June 2018. The following table compares the points given by each pilot school to each standard of SSA.

Table 4.17 Comparison of SSA Before and After the Pilot Activity

	Uruguay			Zouk Mosbeh			Chehim			AKK*			Aley**		
	1st	2nd	C	1st	2nd	C	1st	2nd	C	1st	2nd	C	1st	2nd	C
1. Teaching and Learning															
1-1	2.15	2.90	+0.75	2.25	2.70	+0.45	2.0	2.5	+0.5	3.0	3.0	0.0	2.0	3.0	+1.0
1-2	2.66	3.14	+0.48	2.63	3.00	+0.37	2.0	3.0	+1.0	3.0	4.0	+1.0	3.0	3.0	0.0
1-3	2.85	3.42	+0.57	2.44	3.00	+0.56	3.0	3.0	0.0	3.0	3.0	0.0	2.0	3.0	+1.0
1-4	2.85	3.85	+1.00	2.70	3.50	+0.80	3.0	3.0	0.0	3.0	3.0	0.0	2.0	3.0	+1.0
1-5	2.52	3.07	+0.55	2.58	3.20	+0.62	2.5	3.0	+0.5	3.5	3.0	-0.5	3.0	3.0	0.0
Total	13.0	15.4	+3.35	12.6	15.4	+2.80	12.5	14.5	+2.0	15.5	16.0	+0.5	12.0	15.0	+3.0
2. Inclusive, Protective, Safe and Health Learning Environment															
2-1	3.09	3.21	+0.12	3.60	3.60	0.0	3.0	3.0	0.0	3.35	3.5	+0.15	2.0	2.0	0.0
2-2	1.42	3.28	+1.86	1.90	2.50	+0.60	1.0	3.0	+2.0	2.0	2.0	0.0	1.0	3.0	+2.0
2-3	2.75	3.85	+1.10	1.74	2.00	+0.26	1.0	2.0	+1.0	2.0	4.0	+2.0	2.0	3.0	+1.0
2-4	2.66	3.85	+1.19	1.72	3.70	+1.98	2.0	2.0	0.0	4.0	3.25	-0.75	2.0	3.0	+1.0
2-5	2.76	3.00	+0.24	2.00	3.00	+1.00	3.0	3.0	0.0	4.0	4.0	0.0	2.0	3.0	+1.0
Total	12.7	14.8	+4.51	11.0	14.8	+3.84	10.0	13.0	+3.0	15.4	16.8	+1.4	9.0	14.0	+5.0
3. School Management and Community Participation															
3-1	2.85	3.71	+0.86	1.70	3.40	+1.70	2.0	2.5	+0.5	3.0	3.0	0.0	2.0	2.0	0.0
3-2	2.04	2.42	+0.38	1.80	2.50	+0.70	1.0	2.0	+1.0	2.0	4.0	+2.0	2.0	2.0	0.0
3-3	1.85	2.14	+0.29	1.40	2.50	+1.10	1.0	2.0	+1.0	3.0	4.0	+1.0	2.0	2.0	0.0
3-4	3.47	4.00	+0.53	3.40	3.40	0.0	3.0	3.0	0.0	4.0	4.0	0.0	2.0	4.0	+2.0
3-5	3.45	4.00	+0.55	3.58	3.80	+0.22	2.6	3.0	+0.4	3.5	3.8	+0.3	2.0	4.0	+2.0
Total	13.7	16.3	+2.61	11.9	15.6	+3.72	9.6	12.5	+2.9	15.5	18.8	+3.3	10.0	14.0	+4.0

Note: "C" stands for "Change". Shadowed numbers show significant changes larger than +1.0.

* As AKK gave values based on a 5-point instead of a 4-point scale, their values converted to a 4-point scale by subtracting 1.0 from each value.

** Aley accidentally combined standards 2-4 and 2-5. The same points are assumed for both standards.

Source: Pilot schools

The table indicates generally an improvement at every pilot school even within a short period. In addition, the pilot schools have noticed more improvement in the standards "2-2 Protective psycho-social support and other kinds of support", "2-3 Safe and healthy school environment/school infrastructure", "2-4 School facilities" and "3-3 Parents and community participation in school activities" than in other standards. The main advantages of SIP might be most substantial in these areas.

4.8 Lessons Learned

In addition to the remarks at FGDs, interviews with principals and MEHE officials as well as feedback workshop revealed the following opinions regarding improvement of SIP procedures.

Training:

- Teachers suggested that the training should have included more practical sessions in which they would study cases and fill out forms (Chehim: teachers). The TOT employed several examples, but fewer examples were used at the school-level trainings due to time constraints.
- In comparison to EDP 2 training, this SIP training was short. According to the principal who participated in both, a 2-day training is enough for an experienced principal to lead the SIP process. If a principal is new or less experienced, it was recommended that 4 to 7 days of training should be conducted over a period of a month (Aley: principal).
- It would have been better if the administrators had participated in the training. In EDP 2, the training helped the administrators to become more committed to working and the school operation became smoother (Aley: principal).

SIP Guideline:

- The number of SSA standards – three domains with five standards for each- is appropriate according to most of the pilot schools. (Aley: principal, Zouk Mosbeh: principal).
- Parents or students cannot answer questions related to some standards as they are not within their scope of knowledge of the school (for example, questions about teachers' professional development). Each standard should have questions targeting the different categories of SIP committee members, based on their knowledge and experience (MEHE).
- SSA standards also need to be simplified for students and parents to understand well (Zouk Mosbeh: principal). [Feedback Workshop]

Forms for Submission:

- During the final FGD, teachers mentioned that it took a long time and great effort to complete the forms as they are too detailed (Chehim: teachers, Uruguay: teachers).
- To have a separate accounting book is extra work. Some suggested that listing the items for a specific project on the accounting book which is checked by the regional office would be sufficient (MEHE).
- As for reporting the number of beneficiaries, it was suggested to have a total number rather than having separate groups such as male/female, parents, teachers, and students (Chehim: teachers)⁶.
- It would have been better to have a template for a cover letter for submitting an additional proposed activity when there are remaining funds from the budget (Chehim: teachers).

⁶ Note that MEHE suggested that the school had to keep the detailed data.

- It would be good to have one report document which contains all information rather than having separate documents which include same information (Chehim: teachers). [Feedback Workshop]
- The below are the comments received from different parties regarding the forms:

Table 4.18 Suggested Improvements for SIP Guideline and Its Forms

Forms	Suggestions
Form 1	<ul style="list-style-type: none"> • For bank details, add a beneficiary name, address and swift code
Form 2	<ul style="list-style-type: none"> • Add educational goal. • Change “description” to “summary”. • Add the number of the SSA standard. • Add the space for Committee or MEHE to stamp and sign.
Form 3	<ul style="list-style-type: none"> • Add the position and shift of person in charge of implementation + person in charge of monitoring. • Remove treasurer from the monitoring person as financial issues are anyways monitored by him/her.
Form 4	<ul style="list-style-type: none"> • Change “Items” to “Equipment/Services.”
Form 5	<ul style="list-style-type: none"> • Change the number of standards as 1-a, 1-b... instead of 1-1. • Change the title as “the first category...” instead of “category 1”. • Try to put 1 category in 1 page of standards.
Form 9	<ul style="list-style-type: none"> • Add the position and shift of attendees.
SIP Guideline	<ul style="list-style-type: none"> • Clearly explain that the person in charge of implementation and person in charge of monitoring should be different. • Add appraisal criteria and how proposal and SIP will be assessed. • Add “School’s Educational Goal” to the SIP table in the Arabic guideline. • Set a ceiling amount for awards. • SIP table in Arabic needs to have school name and educational goals. • Composition of Committee: parents and students cannot be on the same committee if they are related. • Children in the committee should be in the 5th-grade or above. • Add detailed explanation of how to fill all the forms.
Others	<ul style="list-style-type: none"> • Add another form for consultation with the second shift so that consultation will be documented or make a clearer sentence to be put in the guideline.

Source: Monitoring at Pilot Schools and comments of MEHE

Grant Amount:

- If a school has adequate infrastructure, USD 10,000 is a sufficient amount to conduct a variety of activities. On the other hand, if a school still needs to invest in infrastructure, the amount is not enough (Zouk Mosbeh: principal).
- Need for equipment varies depending on the number of students (AKK: principal).
- The clause which does not allow the payment for “unreasonable price/number of school equipment/machines (computer, photocopy machine, fax machine, etc.)” exceeding 40% of the Grant for all equipment, made it difficult for a school to concentrate on one project combining an investment for equipment and related activities. For example, it was not possible to construct a pre-fabricated room and to purchase lab equipment to have a science club (Aley: principal).

Process:

- One of the advantages of SIP supported by JICA is that it makes the school community realize the areas that they still need to work on and let them think how to improve them with activities (Zouk Mosbeh: teachers).
- SIP supported by JICA has the advantage of not only procuring necessary equipment or doing infrastructure work, but also working towards the improvement and development of students (Zouk Mosbeh: principal).
- Having gone through the SIP process, principals became more confident in conducting SSA, and formulating the SIP. Even if there is no JICA Grant next year, they would like to continue this process (Chehim: principal, Zouk Mosbeh: principal).
- Through the SIP process, teachers and principals worked as a team (AKK: teachers, Uruguay: teachers, Zouk Mosbeh: teachers, Aley: teachers).
- The implementation of the activities helped break barriers between teachers and learners and increase cooperation between them though some teachers were reluctant to participate in activities which was a challenge. It also resulted in positive reaction and increased participation of parents. (AKK: principal). [Feedback Workshop]
- Time constraint was an issue. Laws, decisions, and circulars issued by the relevant units at MEHE resulted in the delay or interception of many activities (AKK: principal). [Feedback Workshop]
- Parents' participation was rather difficult, especially for males in the first shift as most of them have to work. One school replaced a male SIP committee member with a female one and another ended up with only one parent member (Uruguay: principal, Aley: principal).
- While parents' opinions are valuable, it can be difficult to ensure their participation due to commitment and time constraints. As a result, planning and implementation are mainly undertaken by the school (Aley: principal).
- It was suggested that in order to enrich the SIP process, sub-committees should be formed for students, parents and teachers to conduct SSA separately. The representatives of each sub-committee should gather and discuss the results as well as the activities (AKK: principal). This needs amendment in the SSA questions according to the group so that each group can answer different questions while answering about the same standard (MEHE).
- Principals are key to successful SIP implementation. Motivation and continuous support and follow up from the principal is needed for the success of SIP implementation (Zouk Mosbeh: teachers). It is also important that the principals deeply understand the objectives and expected outcomes of SIP as well as their roles to play in the training prior to the SIP implementation (MEHE).
- It was also suggested that the pilot schools would be involved in the next phase to support the new schools as well as consolidate their experiences for sustainability (MEHE). [Feedback Workshop]
- It was recommended that the teachers from the second shift give more ideas (Chehim: teachers).

- It would be better to have a multi-year grant system for sustainability (Chehim: teachers).
- EDP 2 process was simpler in terms of having one focused project and not having reporting documents. It was felt that SIP supported by JICA had a variety of activities and it was difficult to see a solid outcome (Aley: principal).
- In general, the procedure was very detailed (Aley: principal).
- It took one week for the proposal and other relevant documents to go from the schools to MEHE through the regional offices. An efficient system for the process should be considered when the REOs are involved in proposal appraisal at their level for a future project. The capacity of REO staff should be built in matters related to SIP (MEHE).
- Schools should take into consideration the time required for procedures such as requesting engineer site visits whilst formulating their SIP and setting the timeframe for activities (MEHE).

5 Result of the QIPs Need Survey

A survey for grasping the needs for Quick Impact Projects (QIPs) in the next phase was conducted along with the monitoring of the Pilot Activity at the pilot schools.

5.1 Common Needs in the Pilot Schools

The same SIP activities were often seen among the five pilot schools including improvement of school library, activities related to 3R's (waste recycling), science laboratory and equipment, etc. In addition, many schools held sports events and study tours.

By taking into account these common activities, it would be efficient to prepare the following ready-made QIPs package in order to avoid selecting the wrong equipment and materials while eliminating the time and labor required for individual schools. In addition, the price or cost may be reduced thanks to collective procurement at MEHE with reliable delivery, etc. On the other hand, SIP (which is tailored to each school's circumstances and needs) can be focused on responding to the specific issues of each school. Therefore, QIPs and SIP are complementary to each other⁷.

1. A set of books recommended by MEHE according to the grade or age and bookshelf (including mobile library kit)
2. Equipment necessary for the 3R practice
3. Equipment and materials for Science Lab
4. Music instruments and sports equipment
5. Active boards, PCs, and projectors, etc.

⁷ For example, even without School Grant, sports event or concert can be organized within the available amount of School Fund.

5.2 Selection of Target Schools and Procurement Procedure

It would be reasonable that the schools targeted for QIPs are the same as those targeted for RACE II. However, keeping in mind that QIPs and SIP are mutually complementary, the schools that already understand SIP well are preferred. They can use the equipment procured by QIPs more efficiently. Otherwise, it would be beneficial to prepare a booklet explaining the purpose and application method of QIPs, as well as the best practices which are to be shared in the meetings.

According to MEHE, the procurement procedures vary depending on the types of products and the financial resources.

Procurement by MEHE:

1. The prices, number of schools, and kind of equipment, as well as its specifications, should be based on needs and officially announced.
2. MEHE prepares and announces the Request for Tenders (RFT) with specifications of the equipment. A due date will be decided upon announcement depending on the value and types of equipment. The period ranges from three to six weeks.
3. Once the bids are received from the registered companies, MEHE forms a technical committee which examines the tenders technically then financially.
4. At the time of bid opening the evaluation Committee, open the bidders' technical envelopes first. The committee examines the administrative profile of each company according to the requirements in the bidding document (company profile, registration papers, previous experience, etc.). A detailed technical evaluation of goods is then conducted and only the companies that are both administratively and technically responsive will proceed to the financial opening.
5. The company submitting the lowest bid will be awarded.

Procurement by Funded Projects:

1. The prices, number of schools, and kind of equipment, as well as its specifications, should be agreed on according to the implementation plan.
2. The Implementation Unit prepares and announces the Request for Tenders (RFT) with specifications of the equipment. A due date will be decided upon announcement depending on the value and types of equipment, whether it is an emergency or a normal procedure. The period ranges from two to six weeks.
3. Once the bids are received from the registered companies, MEHE forms a technical committee which examines the financial and technical tenders.
4. At the time of bid opening, both technical and financial offers are opened and the evaluation Committee read out all prices in the presence of companies' representatives.
5. After the opening of the bids has been completed, the technical evaluation committee shall proceed to examine whether the bids:

- contain all required documents,
 - are properly signed by an authorized party,
 - are complete and quote prices for all items,
 - mathematical calculations are properly added,
 - all changes are initialed.
6. After the above examination stage, the bids are taken through a detailed technical evaluation to ensure that the quoted goods/ works are according to the requirements in the bidding document.
 7. The company submitting a technical responsive bid and offering the lowest price for the goods, works, or non-consulting services to be procured, will be awarded.

Figure 5.1 Example of Procurement Flow for QIPs

Procurement of Goods based on experience with EESSP and UNICEF		
	TASK	RESPONSIBLE PARTY
↓	Quantity and technical specifications of requested goods	Minister and MEHE's technical team
↓	Bidding document preparation based on the method defined in the Procurement Plan	Procurement Officer
↓	Approval/ Review of the bidding document	Program Manager and Donor
↓	Advertisement	Procurement Officer
↓	Establishment of the Bid Evaluation Committee (BEC)	Minister
↓	Distribution of bidding document	Procurement Officer
↓	Receipt of bidding document	Program Assistant – Registrar
↓	Bid opening and evaluation	Evaluation committee
↓	Contract award	Minister
↓	Publication of Notification of Award Results	Procurement Officer
↓	Contract preparation	Procurement Officer
↓	Contract signature	Minister and Supplier
↓	Supervision of Contract execution	Procurement Officer and the technical specialist in the BEC
↓	Establishment of the acceptance committee	Minister
↓	Provisional acceptance of Goods	Acceptance Committee
↓	Final acceptance of Goods	Acceptance Committee
↓	Payment request	Procurement Officer
↓	Payment Voucher	Finance Officer

Source: RACE PMU

6 Visit Program in Japan

6.1 Outline of the Visit Program

Purpose of the Program

The purpose of the visit program was to further understand the Japanese experience and practices (including the “Special Activities”) in school-based management and to benefit from them in the pilot activity. The observations and the lessons obtained from each session, as well as activity ideas and problems/challenges in school management, were expected to be reflected in the planning process and the activities of SIP.

Period

From Saturday, July 1, 2017 (Entry) to Sunday, July 9, 2017 (Departure)

Participants

The following officials in MEHE who play key roles in RACE and primary education, and the principals of the pilot schools were invited to Japan.

Table 6.1 Participants in the Visit Program in Japan

Participant	Position
Ms. Sonia Khoury	Program Manager of RACE PMU, MEHE
Mr. Hadi Zelzli	Head of Public Education Department, DGE, MEHE
Ms. Iman Assi	Education Project Coordinator, Director General of Education Office, MEHE
Ms. Rachel Chidiac	Principal, Uruguay Achrafieh First Public School
Ms. Mirna Moussa	Principal, Zouk Mosbeh Public School
Ms. Nelly Hajj Chehade	Principal, Chehim First Public School
Mr. Hussein Abbas	Principal, Abdel Karim El Khalil (AKK) Public School
Ms. Haifa Alzoor	Principal, Aley Second Public school

Source: JICA Study Team

Program Itinerary

The itinerary of the visit program implemented is shown below.

Table 6.2 Itinerary of the Visit Program in Japan

Date	Topics (Place)	Contents	Guests
Mon, Jul 3	Comparison of Japanese and Lebanese Cultures (JICA Headquarters)	Introduction of the difference of culture/life styles between Lebanon and Japan	Prof. Makoto Mio Teikyo University of Science
	Education System in Japan (MEXT ⁸)	Overview of school education system of Japan	Yoshitaka Ohchi, Head, Office for International Planning, Elementary and Secondary Education Bureau, MEXT
	Foreign Students in Education System in Japan (MEXT)	System/current status of acceptance of foreign students in school in Japan	Yasuhito Sakurai, Assistant Director, International Education Division, Elementary and Secondary Education Bureau, MEXT
	Special Activities of Education in Japan (MEXT)	Special Activities and their effect	Kenji Ono, Chief Specialist for Education, School Curriculum Division, Elementary and Secondary Education Bureau, MEXT
Tue, Jul 4	Primary and Junior High School Management in Japan (Adachi Ward Office)	School education system at the municipal level, Board of Education, School management	Hiroyuki Arai, Director, Adachi Municipal Education Policy Division, Adachi Municipal Board of Education
	Roles of Community School (Adachi Ward Office)	Partnerships between school and community resources	Shigeru Kimura, Manager, Adachi Municipal Education Policy Division-Community Cooperation, Board of Education
	Child Poverty and Education (Adachi Ward Office)	School's efforts for vulnerable children	Shuichiro Akiu, Director on Child Poverty Policy, Policy Planning Dept., Adachi Ward Office
	Community School Visit (Yayoi Primary School)	Efforts and challenges of school council	Yayoi Primary School
	Psycho-Social Support (Katariba Adachi Base)	NGO's support for vulnerable children	Katariba Adachi Base, Yuta Horii, Director
Wed, Jul 5	Primary School Visit (Nibukata Primary School, Hachioji)	School management, Special activities	Hiromi Shimizu, Principal, Nibukata Primary School
Thu, Jul 6	Primary School Visit (Iida-Kita Icho Primary School, Yokohama)	Refugees and New Comers, Multicultural school community and education	Chizumi Miyazawa, Principal, Iida-Kita Icho Primary School
Fri, Jul 7	In-Service Teacher Training (Tokyo Metropolitan Teachers Training Center)	Visit to a teacher training center and discussion	Daisuke Kodama, Division head, Planning Division, Tokyo Metropolitan Teachers Training Center
	Discussion on SIP (JICA Headquarters)	Wrap-up meeting	Hiromi Shimizu, Principal, Nibukata Primary School; Chie Esaki, JICA; Chiaki Yamagami, JICA; Shinihiro Tanaka, JICA Sr. Advisor

Source: JICA Study Team

⁸ Ministry of Education, Culture, Sports, Science and Technology of Japan

6.2 Results of the Visit Program

Most participants voiced that schools' efforts in encouraging solidarity among classmates, developing children's sense of responsibility and listening skills, and building their self-esteem would be useful in Lebanon. The knowledge and practices in Japan introduced throughout the program had a positive impact on school-based management in the pilot schools in Lebanon.

Participants summarized the characteristics of schools in Japan in 6 points:

1. Embodying human and social values in education so that they have a positive reverberation on society as a whole
2. The importance of the principal's leadership role/creating a positive environment
3. Focusing on the role of the teacher as facilitator and the student as discoverer
4. Good relations between learners and teachers while maintaining respect for roles
5. Learners' psychological security/The role of the school in strengthening listening skills
6. The importance of teamwork and role distribution/Taking responsibility

Based on the aforementioned characteristics, the participants proposed emphasizing the following throughout SIP formulation and implementation:

1. Focusing on activities that bring happiness and joy to the learner through activities that are applicable in Lebanon
2. Strengthening of the learner's sense of belonging to the school and nation
3. Openness to local community in order to attract support
4. Compliance with regulations and adopting rules of conduct for the learner and teacher.
5. Solidarity between all members of the school family
6. Strengthening self-confidence through developing sense of initiative and awareness

7 Recommendations for SIP

The Pilot Activity under the Study revealed the effectiveness of SIP in addressing some important issues that are often seen at schools in Lebanon.

This chapter makes a comparative analysis of pros and cons among the major SIP experiences implemented in Lebanon and follows with an exercise to formulate an integrated SIP model to be applied by MEHE, while taking into account the legislative procedure currently in force in Lebanon.

The exercise includes identification of the future technical support by JICA for effective cooperation among the organizations and agencies under MEHE.

7.1 Comparison of SIP Experiences in Lebanon

JICA Study Team made a comparison analysis among the past SIP experiences in Lebanon including JICA support, SGSP under EDP 2 and the School Grant Program under EESSP. The result is summarized in the following table.

Table 7.1 Comparison of SIP among JICA, EDP 2 and EESSP

Points of View	JICA Support (2017-18)	EDP 2: SGSP (2015-16 to 2017-18)	EESSP: School Grant (2016-17 and 2017-18)
Grant Amount	USD 10,000	USD 7,000	USD 4,000 - 6,000
Targets	First and Second shifts	(Not taken into account shift)	Second Shift
Number of Target Schools	5 schools in Beirut and Mount Lebanon (4 double-shift schools and 1 single-shift school)	419 public schools over the country Cohort 1: 40 Cohort 2: 127 Cohort 3: 111 Cohort 4: 141	160 double-shift schools over the country (2016-17) 250 double-shift schools over the country (2017-18)
Committee	SIP Committee <ul style="list-style-type: none"> 7 members (1 principal, 2 teachers, 2 parents, and 2 students) SIP Committee asks for the opinions of the second shift 	School Planning Committee <ul style="list-style-type: none"> 1 principal, trained administrators, and teachers (numbers unspecified) 	Grant Management Committee <ul style="list-style-type: none"> 4 members (1 principal, 1 teacher, and 2 parents)
Training on SIP	<ul style="list-style-type: none"> TOT training in which principals participate School-level training where the principal is the main trainer and other members participate 	Prerequisite: Principal has finished the leadership training <ol style="list-style-type: none"> Preparatory (2 to 3 days) SSA (2 to 3 days) SIP formulation (2 to 3 days) for Administrators Grant management (2 to 3 days) for Principal and Accounting 	Field coordinators (FC) and Formal Education Specialist at RACE PMU provide instructions and advice.

Points of View	JICA support (2017-18)	EDP 2: SGSP (2015-16 to 2017-18)	EESSP: School Grant (2016-17 and 2017-18)
SIP Guideline	A guideline composed of 8 steps was prepared.	The guideline contains: 1. Introduction 2. Work stages 3. Grant management 4. Procurement mechanism 5. Binding measures 6. SGSP checklist	SOP (No. 1582/3 11/02/2017) was prepared. Contents include: 1. Introduction 2. Work steps 3. Grant management 4. Procurement mechanism 5. Forms
Application forms	1. School general information 2. Request for funding 3. SIP 4. Activity budget and report 5. SSA result 6. Activity implementation report 7. Internal monitoring sheet 8. Accounting book 9. Minutes of meeting form 10. Cover letter	1. SSA summary 2. SIP 3. Items for development and purchase including cost and preferred providers 4. SGSP checklist 5. Signed statement of integrity	1. School general information 2. Requested equipment, service, and activities by priority 3. Monthly report on activity implementation 4. Final expenditure report
Use of Grant	<ul style="list-style-type: none"> The guideline prohibits the use of Grant for salary, purchasing vehicles, and real estate, etc. It also limits maximum percentages: school trip less than 15%, equipment less than 40%, etc. 	<ul style="list-style-type: none"> Expenditure stems from the objectives in SIP. Items for development arise from evidence in SSA. Items for development include both those that require purchasing and those that are cost-free. Some items for development must address directly the quality of teaching and learning. All items must follow SMART approach. 	<ol style="list-style-type: none"> Equipment (books and novels, sports equipment and art equipment) Service (logistic expense for activities, maintenance and training fees for extracurricular activities) Activities (sports activities, field trips, study tours)
School's Educational Goals	SIP Committee formulates the school's goals which describe "what kind of child the school wants to bring up" or "what kind of capacities the school wants to develop".	The Effective School Standards (ESS) developed by MEHE are the basis of the school goals. But, the individual condition of the school is not taken into consideration.	Principal sets the goals based on the school's needs.
School Self-Assessment (SSA)	SSA sheets are prepared for the following three areas, then used them as tools for the formulation of SIP. 1. Teaching and learning 2. Inclusive, protective and healthy learning environment 3. School management and community participation	SSA was made for the following six areas: 1. Academic standards and academic progress 2. Message, vision and values of the school 3. Collaborative leadership 4. Teaching and learning 5. Teaching and learning resources 6. School life and student services	Principal identifies the school's needs.

Points of View	JICA support (2017-18)	EDP 2: SGSP (2015-16 to 2017-18)	EESSP: School Grant (2016-17 and 2017-18)
Procedure for SIP Formulation	<p>[Preparation]</p> <ol style="list-style-type: none"> 1. Understanding of SIP 2. School's Goals 3. Establishment of SIP Committee <p>[Formulation of SIP]</p> <ol style="list-style-type: none"> 4. SSA 5. Formulation of SIP 6. Preparation of a proposal (including appraisal of SIP and disbursement of grant) <p>[Implementation and Evaluation]</p> <ol style="list-style-type: none"> 7. Implementation of the approved activities 8. Evaluation and planning for the next year 	<ol style="list-style-type: none"> 1. Leadership training 2. Establishment of School Planning Committee 3. SSA 4. Formulation of SIP 5. Appraisal of SIP 6. Disbursement of grant 7. Implementation and grant management 8. Record SGSP expenses 9. Submit the financial report 	<ol style="list-style-type: none"> 1. Principal allocates each class 1 hour to discussion SIP activities 2. Grant Management Committee prepares the application forms based on the result of discussions 3. Grant Management Committee keeps monthly reports 4. The committee posts pictures and opinions of activity implementation 5. The school keeps all receipts, RACE PMU audits
Proposal Appraisal	The Technical Committee composed of 5 members of DGE of MEHE including RACE PMU examined the proposals.	The Evaluation Committee composed of MEHE, ESDS, etc. examines the proposals.	RACE PMU examines the applications.
Monitoring	<ul style="list-style-type: none"> • DGE and JICA Study Team members visited the pilot schools. 	<ul style="list-style-type: none"> • 15 inspectors visited 15 schools across the country by sampling. • They confirmed SSA, observed the class and made interviews. • The evidence was emphasized for SSA. 	<ul style="list-style-type: none"> • 15 FCs visit the schools every two weeks. • An observation sheet and online input sheet are available.
Financial Management	<ul style="list-style-type: none"> • Same account as the school fund • Within MEHE's financial regulations 	<ul style="list-style-type: none"> • Separate account • Separate financial regulations 	<ul style="list-style-type: none"> • Same account as the school fund • MEHE's financial regulations
Disbursement	<ul style="list-style-type: none"> • Divided 	<ul style="list-style-type: none"> • Divided 	<ul style="list-style-type: none"> • Whole amount at once

Source: JICA Study Team summarized the information based on the interviews with EDP 2 and EESSP

7.2 Recommendations for the Integrated SIP Model

Based on the result of the Pilot Activity conducted at the five pilot schools which are described in Chapter 5 as well as the above comparison among three SIP practices in Lebanon, JICA Study Team made the following recommendations on the integrated SIP model to be conducted by MEHE's initiative.

Table 7.2 Recommendation for the Integrated SIP Model

SIP Guideline	<ul style="list-style-type: none"> The SIP Guideline prepared for JICA supported Activity contained some items required by JICA's regulations such as the divided disbursement, accounting book specifically for the Grant provided by JICA, etc. The SIP Guideline for the Integrated SIP Model can be simplified by omitting the separate accounting book, etc. 	
School Self-Assessment (SSA)	<ul style="list-style-type: none"> All three areas of JICA's SSA are included in those of EDP 2 and not controversial. It is recommended to maintain the three areas: 1) teaching and learning, 2) inclusive, protective and healthy learning environment, and 3) school management and community participation, with 15 standards in total. Questions for each standard can be modified or improved. It is also recommended to ask the teachers, students, and parents in the second shift to carry out SSA. *¹ 	
Application Forms	<ul style="list-style-type: none"> Recommendations summarized in Table 4.18 are to be incorporated. *² Form 8 can be abolished as it is required by JICA's regulation. 	
SIP Training	SIP TOT Training	<ul style="list-style-type: none"> Educational Management Department of CERD conducts the SIP TOT training targeted for principals and administrators. Training Period: The training period will be determined based on the principal's prior knowledge and experience. Meanwhile, CERD is developing the competency or TOR for the principal. Education Management Department of CERD also conducts the training targeted for Regional Education Officers who supervise the SIP training at school level.
	School-Level SIP Training	<ul style="list-style-type: none"> The principal who attended the SIP TOT training conducts the SIP training at school level targeted for SIP committee members of each school, with the support of the administrators as well as Regional Education Office who were trained by CERD. DGE Focal Point attends the SIP training at school level by sampling basis for monitoring. The findings upon the monitoring visits will be officially shared with CERD to be incorporated in the updated training materials.
Proposal Appraisal	<ul style="list-style-type: none"> The same procedure as JICA support can be applied for appraisal of proposals. However, the technical committees which report approval to DGE Focal Point may be established at the level of the Regional Education Office (REO). To secure the standard and quality of appraisal, the appraisal procedure and appraisal sheet are to be reviewed at MEHE to develop a system for standardized scoring per criteria, and a sharing seminar is to be organized targeted for the technical committee members at REOs. 	
Monitoring	External Monitoring	<ul style="list-style-type: none"> An external monitoring team is to be established at Regional Education Offices, which visits all target schools two times a year based on the bi-annual report. DGE Focal Point attends the above monitoring for 5 to 10 % of the total target schools, then incorporate any necessary amendment into the training program of CERD.
	Internal Monitoring	<ul style="list-style-type: none"> SIP Committee continuously conducts the internal monitoring of SIP activities.

Monitoring Indicators	<ul style="list-style-type: none"> • Qualitative Indicators: The standards of SSA can be used as the indicators. Changes resulting from the SIP are to be discussed in a form of FGD by participants and concerned people. • Quantitative Indicators: Annual average attendance rate by class and promotion rate by class can be evaluated to measure the changes among the students.
Others	<ul style="list-style-type: none"> • SGSP under EDP 2 formulated its concept before the Syrian Crisis, but it was implemented after the crisis. On the other hand, the School Grant Program under EESSP focuses on addressing the emergency needs of the second shift. • The integrated SIP model can provide better education opportunity for both vulnerable Lebanese students and Non-Lebanese students in the second shift.

Note: *1: The second shift starts two or more weeks after the first shift, so the result of SSA by the second shift needs to be integrated into SIP in a flexible manner.

*2: It is the authority of MEHE to include or exclude each recommendation, or add other items. The Committee for Planning, Supervising and Following up the Implementation of School Improvement and Support Program-Projects established within MEHE DGE in May 2018 is expected to discuss the issue and make decision.

Source: JICA Study Team

7.3 Recommendation for JICA Technical Support

Assuming that a technical cooperation agreement is made between the two Governments of Lebanon and Japan within a short period, it is recommended for MEHE to have JICA's technical support along with the financial support, which can contribute to clarification of roles and strengthening the capacity of the concerned officers of MEHE and its affiliated organizations.

Concretely, a small-scaled technical cooperation project for a three-year period focusing on the technical support for SIP TOT training to be conducted by MEHE and CERD, the strengthening of the role of Regional Education Office in SIP including supervision of SIP training at the school level, appraisal of proposals, external monitoring of SIP activities, etc. The outlines of the recommended small-scaled technical cooperation project are shown in the following table.

Table 7.3 Proposed Small-Scaled Technical Cooperation Project by JICA

Title	Project for Strengthening School-Based Management
Period	Three years: from Jan 2019 to December 2021 (Tentative)
Counterpart	MEHE (DGE Focal Point), RACE PMU, CERD, Regional Education Office
Overall Goal	The environment for quality learning opportunities for vulnerable school-aged children is ensured in the public schools.
Project Purpose	School-Based Management (SBM) is strengthened in the public schools
Outlines	<ol style="list-style-type: none"> 1. Technical support for revision and update of SIP guideline and training materials <ul style="list-style-type: none"> • SIP Guideline: SIP Committee, school's educational goals, SSA, SIP formulation and implementation, monitoring and evaluation, SIP grant management and reporting, etc. • Training materials: prioritization of SIP activities based on school's goals and SSA, SIP formulation, proposal writing, etc. 2. Training of concerned organizations of SIP by JICA's Grant Program <ul style="list-style-type: none"> • Regional Education Offices: supervisors for school level SIP training, proposal appraisal, external monitoring, etc. • CERD and DGE Focal Point of MEHE: SIP TOT training, etc. 3. Technical support for policy-making and institutionalization <ul style="list-style-type: none"> • Organization of sharing workshops and seminars, etc.
Target Area	<ul style="list-style-type: none"> • All Regional Offices in Lebanon are targeted. • The activities by Japanese experts are to be made in Beirut.
Input by JICA	<ol style="list-style-type: none"> 1. Dispatch of Japanese experts (SBM, training planner, monitoring, and evaluation, etc.) 2. Training in Japan or the third country (SBM) 3. Allowance for the participants in training in Beirut, etc.
Input by MEHE	<ol style="list-style-type: none"> 1. Assignment of counterpart personnel <ul style="list-style-type: none"> • Project Director: Director General of Education, MEHE • Project Coordinator: DGE Focal Point • RACE PMU • CERD (Educational Management Department) • Regional Education Office (all seven offices) 2. Allowance for counterpart personnel of MEHE and CERD 3. Office space for Japanese experts within MEHE

Source: JICA Study Team

8 Appendixes

1. Pilot Activity Materials and Records
2. Concerned Organizations and Persons in the Study

Appendix 1: Pilot Activity Materials and Records

1. SIP Guideline (Arabic, English)
2. Form 1 - Form 10 (Arabic, English)
3. Proposal Appraisal Tools: Guide, Appraisal Criteria Matrix, Appraisal Sheet (Arabic, English) and SIP Workshop materials (Arabic English)
4. Record of Focus Group Discussions
5. Record of Feedback Workshop

Appendix 2: Concerned Organizations and Persons in the Study

Lebanese Side:

MEHE

Mr. Fadi Yarak	Director General for Education
Ms. Sonia El Khoury	RACE PMU Manager
Mr. Hadi Zelzli	Head of Public Education Department, DGE
Ms. Iman Assi	Project Coordinator, Directorate of General Education, MEHE
Ms. Elham Komaty	School improvement and Leadership Expert, Education Sector Development Secretariat (ESDS)
Ms. Bane Khalifieh	Field Coordinator, RACE PMU

Pilot Schools

Ms. Rachel Chidiac	Principal, Uruguay First Achrafieh Public School
Ms. Mirna Moussa	Principal, Zouk Mosbeh Public School
Ms. Nelly Hajj Chehade	Principal, Chehim First Public School (French Section)
Mr. Hussein Abbas	Principal, Marty Abdel Karim El Khalil Public School
Ms. Haifa Alzoor	Principal, Aley Second Public School

CERD

Dr. Nada Owejjane	President, Center for Educational Research and Development
Mr. Akram Sabek	Head, Department of Educational Management, CERD
Mr. Antoine Yazigi	Consultant

Development Partners in Lebanon (Education Sector):

World Bank

Mr. Pierre Joseph Kamano	Senior Education Specialist, World Bank
Mr. Mohamed Yassine	Operations Analyst, World Bank

UNICEF

Ms. Katya Marino	Chief of Education, UNICEF
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UNHCR

Ms. Agatha Abi-Aad	Assistant Education Officer, UNHCR
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USAID

Ms. Zeina Salame	Project Management Specialist, USAID
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Japanese Side:

Embassy of Japan

Mr. Matahiro Yamaguchi	Ambassador Extraordinary and Plenipotentiary
Mr. Keisuke Yamanaka	Counselor
Ms. Saori Mizuno	Second Secretary (until September 2017)
Mr. Mitsuhiro Wada	Second Secretary (from September 2017)
Ms. Midori Barada	Economic Cooperation Attaché (until June 2017)
Ms. Ai Odoriba	Economic Cooperation Attaché (from June 2017)

JICA

JICA Syria Office

Mr. Tsutomu Kobayashi	Chief Representative
Mr. Ken Imai	Deputy Chief Representative
Mr. Itsuro Takahashi	Assistant Representative (until June 2018)
Ms. Maki Mizuno-Shaw	Assistant Representative (from June 2018)
Ms. Zeina Khalaf Khoury-Helou	Coordinator for Lebanon

Human Development Department

Ms. Chie Esaki	Director, Basic Education Team 1, Basic Education Group
Ms. Chiaki Yamagami	Program Officer (until May 2018)
Ms. Yumi Tokuda	Deputy Director (from May 2018)
Mr. Shinichiro Tanaka	Senior Advisor (Education)

The Middle East and Europe Department

Mr. Masanori Yoshikawa	Director, Middle East Division 2
Mr. Tatsuya Yanagi	Deputy Director, Middle East Division 2
Ms. Ayuko Nakamura	Assistant Director (until August 2017)
Ms. Kayo Kasai	Country Officer (from August 2017 until October 2017)
Ms. Yuka Okada	Country Officer (from November 2017)

JICA Study Team

Mr. Tetsuo Isono	Team Leader /Education System Analyst
Mr. Kiyofumi Tanaka	Deputy Team Leader /School Management Expert
Ms. Sae Osawa	School Management Expert
Mr. Kohei Horiba	School Management Jr. Expert /Coordinator
Ms. Salwa Al-Fakih	Secretary /Interpreter
Ms. Sandra El Hadi	Research Assistant

