

**Ministry of National Education, Youth, and Sports
Center for Educational Research and Development**

**GENERAL EDUCATION PROJECT
Preparation Phase**

**Component 3
Quality and Efficiency**

Sub-Component 3.4

Examination Reform

PROJECT DOCUMENT

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PROJECT DOCUMENT - EXAMINATION REFORM

1. BACKGROUND

MENJS has embarked on an ambitious program of reform of curriculum, instructional materials and teaching methodology. New curricula, textbooks and in-service training programs for teachers are being introduced. The first sets of textbooks are now (late-1998) in the schools, and the remainder will be introduced progressively over the two academic years 1999-2001.

Unless there is reform of the public examinations, the delivery of the curriculum will continue to be traditional, and the reform will be severely handicapped. A long-term reform strategy is needed, to ensure that the system of student evaluation not only reflects and supports the immediate objectives of the reform, but continues to promote constructive change. New types of examination question better reflecting the new curriculum objectives need to be developed urgently, so that when the first students to be taught according to the new curriculum reach the terminal examination stage in 2001, they are assessed according to the principles of the reform. Thereafter, it is important to develop new approaches to assessment that will promote further development of teaching methods consistent with the underlying philosophy of the new curriculum, and more descriptive modes of certification to increase awareness amongst the general public of the outputs of the new system.

Responsibility within MENJS for student evaluation is divided. The CNRDP is responsible for setting the system, and producing specifications and models. The DGEN is responsible for implementation. Examination Commissions set examination papers under the overall leadership of an Examination Committee chaired by the Director-General. The MENJS Department of Examinations is responsible for examination administration, marking and results processing.

The CNRDP does not have a specialist Examinations Unit. An *ad-hoc* Evaluation Commission has been established under CNRDP to develop new systems and models for student assessment. This commission has developed a new system of formative assessment, particularly intended for use in the first six grades, and is currently engaged in identifying the main competencies for all subjects and grades, as a basis for new assessment models.

It is generally accepted that there is a need to build institutional capacity in student evaluation, for both development and implementation. Strengthening implementation capacity is relatively straightforward. At present, however, there is no consensus about how, or where, development capacity should be built. A proposal has been made to establish a new National Center for Examinations and Evaluation within MENJS, but this is as yet one among several options. It is anticipated that steps will be taken to institutionalize development capacity in student assessment during the life of the project; but it is not possible at this stage to specify what form this will take.

2. OBJECTIVES

The primary goal of the Sub-Component is to develop stable capacity for design and delivery of high-quality student assessment appropriate to national educational goals.

The specific objectives of this Sub-Component are to build capacity to:

- 2.1 prepare long-term strategic plans for the development of the official examinations, to enable them to respond to new imperatives;
- 2.2 produce new specifications and exemplars for the official examinations, to ensure that they reflect changes in the curriculum goals;
- 2.3 prepare and disseminate guidance and training materials in all aspects of assessment, to orient teachers and students to the changes in practice required to implement new formative and summative assessments; and
- 2.4 administer the official examinations in accordance with the new demands placed on the system by examination reform.

3. ACTIVITIES

3.1 Activities in Developing Student Evaluation

1. Preparatory Work (FY 99-00)

- 1.1 Re-establish Evaluation Commission – to consist of core group plus 1 member of each subject team. Assume total of 15 members. By June 1999.
- 1.2 Orient Evaluation Commission members (5 core members participate in 3 week overseas study tour). By September 1999 (FY 99-00).
- 1.3 Evaluation Commission prepare first draft strategic plan during and after study tour (by October 1999). Plan to be revised annually by the Commission. Allow 1 month for each of 15 members
- 1.4 Establish subject teams including teachers/coordinators, inspectors, pedagogic counsellors, university faculty. Assume 10 subjects, 10 members in each team. By October 1999
- 1.5 Orient the Evaluation Commission subject team members overseas (4 week study tour for 10 persons) by November 1999. FY 99-00
- 1.6 Initial training of subject teams in Lebanon. FY 99-00. 105 persons for 1 week.

2. Developing Public Examinations

Allow 4 weeks for all 15 members of the Evaluation Commission for supervision and guidance in years 99-00, 00-01 and 01-02.

2.1. Develop and Introduce New Question Types (99-00, 00-01)

- 2.1.1 Develop descriptions of abilities and exemplar questions from curricula, new examination specifications and model examination papers by January 2000. Allow 4 weeks for 105 persons.
- 2.1.2 Undertake consultation with stakeholders and modify draft materials in February-March 2000. Allow 2 weeks for 105 persons. Print 500 copies of materials (assume 100 pages) say \$5,000 for printing.
- 2.1.3 Develop final schedule for introducing new question papers in March 2000.
- 2.1.4 Develop and pilot guidance materials on question setting and question paper assembly, and publicity materials for general public in April-June 2000. Allow 4 weeks for 105 persons. Allow \$5,000 for printing.
- 2.1.5 Train question setters and coordinators in July-August 2000. Allow 2 weeks for 105 persons plus 1 week's training for 100 question setters and 1,000 coordinators.
- 2.1.6 Disseminate guidance and publicity materials in September 2000. Allow \$5,000 for printing and distribution.
- 2.1.7 Coordinators train teachers beginning September 2000. Allow 1 week to follow up for 105 persons.

2.2. Develop and Introduce School-Based Assessment of Integrative Skills (00-01, 01-02, 02-03)

Allow 4 weeks for all 15 members of the Evaluation Commission for supervision and guidance in years 00-01, 01-02, 02-03 and 03-04.

2.2.1. Develop and Pilot Models for Assessment of Integrative Skills

- 2.2.1.1. Select subjects; add 5 further teachers to each selected team. By June 2000. Assume 4 subjects are selected. 20 additional committee members (i.e., total 60 in the four subjects).
- 2.2.1.2. Train key subject team members overseas. 2 key members of each subject team spend 4 weeks overseas, total 8. By September 2000.

- 2.2.1.3. Train subject teams in Lebanon. Allow 1 week for 60 persons plus two resource persons. By October 2000.
 - 2.2.1.4. Develop initial trial materials and pilot them in team members' schools. Allow 1 week for 60 persons plus two resource persons to develop. Trials complete by January 2001.
 - 2.2.1.5. Revise initial materials and develop new materials. Allow 1 week for 60 persons plus two resource persons during February 2001.
 - 2.2.1.6. Develop draft guidance and training materials. By March 2001. 2 weeks for 60 persons plus two resource persons.
 - 2.2.1.7. Train new teachers and pilot new teaching/assessment materials through them. Beginning July 2001. Train 180 teachers for one week each (6 separate courses). Allow 8 resource persons for 1 month each.
 - 2.2.1.8. Disseminate approach through resource persons. Beginning August 2001. No budget allowed (training budget to cover)
- 2.2.2. Develop and pilot systems for moderation and monitoring of school-based assessment (SBA)
- 2.2.2.1. CNRDP carries out study of technical options for moderating the content and standards of school-based assessment and prepares outline proposals. Budget as study in FY 00/01.
 - 2.2.2.2. CNRDP carries out study of options for statistical monitoring of schools' assessment standards and prepares outline proposals. Budget as study in FY 00/01.
 - 2.2.2.3. CNRDP pilots proposed systems in schools and local directorates and prepares guidelines for central/local moderation system and quality-control guidelines for statistical monitoring. Assume 30 schools, 6 educational directorates, 40 persons involved at local level, 4 in CNRDP. Allow 1 person week each for local personnel, 1 person month each for CNRDP personnel. Allow \$1,000 for materials, \$1,000 for computer processing. FY 01/02
 - 2.2.2.4. Develop and pilot strategies for responding to anomalies identified. Assume 10 persons involved at local level, 2 in CNRDP. Allow 1 person week each for local personnel, 1 person month each for CNRDP personnel. FY 01/02
- 2.2.3. Introduce school-based assessment in 2003 Brevet

- 2.2.3.1. Agree initial strategy (all schools or some; amount of SBA) by June 2002. Evaluation Commission responsibility. Allow one day for full commission.
- 2.2.3.2. Prepare publicity, training and guidance materials by June 2002. Assume ten persons for one month.
- 2.2.3.3. Train administrators, pedagogic counsellors, coordinators in their roles by August 2002. Assume 12 one-week courses, each for 30 persons, plus 4 resource persons for one month each.
- 2.2.3.4. Undertake national publicity campaign beginning August 2002. Allow \$10,000 for materials as a starter.
- 2.2.3.5. Follow up impact through regular annual quality review procedures. Subsumed under quality review of examinations.

2.3. Develop New Forms of Certification (03-04)

- 2.3.1. Initial joint 2-week study tour for 2 individuals from MENJS Department of Official Examinations and 3 from CNRDP Evaluation Commission during FY 02-03 to study certification practices internationally (see 3.4 below).
- 2.3.2. CNRDP conducts study of certification procedures internationally during 2003-04 academic year. Budget as study.
- 2.3.3. CNRDP surveys opinion amongst focus groups and employers on the needs for improved certification during January 2004. Allow 1 meeting of all focus groups plus one person month of CNRDP time.
- 2.3.4. Evaluation Commission prepare initial proposals for developing the Brevet certificate by March 2004. Allow 5 person weeks of Evaluation Commission time plus one person month of CNRDP staff time for support.
- 2.3.5. Consult focus groups and employers on the initial proposals during May 2004. Allow 1 meeting of all focus groups plus one person month of CNRDP staff time.
- 2.3.6. Prepare pilot application of experimental proposals alongside existing models in pilot schools during 2004-05 academic year by June 2004. Allow 5 person weeks of Evaluation Commission time plus one person month of CNRDP staff time for support. Budget pilot application as study (not included in project).

3. Developing Examination Administration

- 3.1 Orient senior staff of MENJS Department of Official Examinations to developments in examination administration (2 week international study tour for 5 persons). FY 99-00.
- 3.2 MENJS Department of Official Examinations (with CNRDP support) studies required changes in paper setting and printing to support introduction of new question types. Introduce new methods of DTP and graphics. Project provides DTP equipment and training. FY 00-01
- 3.3 MENJS Department of Official Examinations studies (with CNRDP support) changes in examination administration required for local moderation and national monitoring. Examination administration system is upgraded accordingly. Project provides OMR scanner equipment, computer equipment and training. FY 01-02
- 3.4 MENJS Department of Official Examinations studies (with CNRDP support) the changes required in examination administration to produce new designs of certificate. Project supports joint 2-week study tour for 2 individuals from MENJS Department of Official Examinations and 3 from CNRDP Evaluation Commission during FY 02-03 to study certification practices internationally.
- 3.5 Project supports 1-week workshop within MENJS on options for new forms of certificate, and methods of producing them. FY 03-04

4. Supporting Formative Use of Assessment

The purpose of this activity is to develop required materials for developing teachers' skills in formative classroom assessment. It is essentially a pilot activity. Exemplar materials will be developed in Arabic and mathematics at grades 1 and 4 only in the initial stage; but during the second stage, a wider range of grades may be tackled. Allow 4 weeks for all 15 members of the Evaluation Commission for supervision and guidance in years 99-00, 00-01 and 01-02.

- 4.1 Establish Teams (99-00)
 - 4.1.1 Identify coordinator for development of formative classroom assessment (from the Evaluation Commission?)
 - 4.1.2 Identify 15 persons, including 10 teachers, in each subject
 - 4.1.3 Train coordinator plus 1 key member of each team overseas (3-month tailored training for 3 persons)
 - 4.1.4 Train teams in Lebanon (2 one-week training workshops plus pilot activity for 30 persons)
- 4.2 Develop materials

- 4.2.1 Develop exemplar assessment materials and remedial activities for units for semester 2; pilot and revise them. (allow 2 weeks initial workshop, plus one week's follow-up workshop, FY 99-00)
- 4.2.2 Develop exemplar assessment materials and remedial activities for units for semester 1; pilot and revise them. (allow 2 weeks initial workshop, plus one week's follow-up workshop, FY 00-01)
- 4.3 Develop guidance and training materials
 - 4.3.1 Develop draft guidance and training materials. Assume 2 weeks workshop (FY 00-01).
 - 4.3.2 Induct new teachers using draft materials. Allow 1 week's workshop (FY 01-02).
 - 4.3.3 Revise and print the materials. Allow 1 week's workshop (FY 01-02).
 - 4.3.4 Produce and pilot additional exemplar units using the newly-inducted teachers (allow FY 01-02)
- 4.4 Disseminate nationally (FY 01-02)
 - 4.4.1 Develop dissemination methodology. Allow 1 week's workshop, FY 01-02
 - 4.4.2 Pilot dissemination methodology. Allow 2 weeks' work, FY 01-02
 - 4.4.3 Disseminate nationally. Allow 2 weeks' work plus 1 week's training for 300 coordinators (FY 01-02).

3.2 Proposed Scenario

The current Evaluation Commission will become the coordinating agency for individual subject teams, each consisting of approximately ten members. One member of each subject team will sit on the Evaluation Commission. Five key members of the Commission will participate in a study tour to investigate examination reform strategies internationally, after which the Commission will prepare a draft strategic plan for examination reform, and orient the subject teams. This orientation will begin with a further overseas study tour, to allow ten key subject team members to study the processes by which examination reform is implemented internationally, followed up by training in Lebanon in specification design and question setting for all subject team members.

The subject teams will then begin developing reformed official examinations. They will prepare draft examination specifications and model examination papers for both Brevet and Baccalaureate examinations. These will incorporate questions designed to assess understanding and the higher abilities taught through the new curricula. They will consult with stakeholders about their introduction, and pilot the new

examination questions in schools. They will also develop and pilot guidance materials on question setting and question paper assembly, and publicity materials for general public. This work will be completed by August 2000. The teams will train a pool of MENJS question setters, and the subject coordinators from the secondary schools in question setting and revision, and question paper assembly according to detailed specifications. The coordinators will then train the subject teachers in the schools. The first examinations containing the new question types will be taken in the summer of 2001, to synchronize with the first cohort to complete the new curriculum in each stage. In addition to training in Lebanon and overseas, the project will support this activity with three person months of international consultancy and four of national consultancy in 1999-2000, and a further one month of international consultancy and two of national consultancy in 2000-01.

By June 2000, the subject teams in four subjects will begin the development of models for the school-based assessment (SBA) of integrative skills. Five additional teachers will be recruited for each team. Two members of each subject team will receive tailored overseas training in SBA, and the four teams will be trained in Lebanon. They will then develop and pilot trial materials, and guidance and training materials. Beginning in July 2001, the team will use these materials to train further teachers to develop teaching/assessment materials, and also disseminate the approach. The project will support this activity with two person months of international and four person months of national consultancy during the 2000-01 academic year, and a further one person month of international and two person months of national consultancy during the 2001-02 academic year.

In order to permit the introduction of SBA in official examinations, the CNRDP will carry out studies of the technical options for moderating the content and standards of school-based assessment, and of options for statistical monitoring of schools' assessment standards. Based on the outcome of these studies, the CNRDP will prepare proposals for central/local moderation systems and quality-control guidelines for statistical monitoring, and pilot them in schools and local directorates. It will also develop and pilot strategies for responding to anomalies identified. All of this work will be completed by the end of the 2001-02 academic year, and on this basis, SBA will be introduced in the 2003 Brevet. Publicity, training and guidance materials will be prepared to support introduction. Concerned MENJS staff will be trained in their roles by August 2002, at which point a national publicity campaign will be mounted. The project will support this activity with one person month of international consultancy and two of national consultancy in 2000-01, a further two person months of international consultancy and two of national consultancy in 2001-02, and a further two person months of national consultancy in 2002-03.

During the 2002-03 academic year, the project will offer a two-week international study tour to 2 individuals from the MENJS Department of Official Examinations and 3 from CNRDP Evaluation Commission, to study certification practices internationally. On this basis, CNRDP will conduct a study of certification procedures internationally during 2003-04 academic year, and surveys opinion amongst focus groups and employers on the needs for improved certification. The Evaluation Commission will prepare initial proposals for developing the Brevet certificate by March 2004, consult focus groups and employers about the proposals and prepare a pilot application of them alongside existing models in pilot schools, during the 2004-05 academic year. The project will support this activity with one person month of international consultancy and one of national consultancy in 2003-04.

The project will assist the MENJS Department of Official Examinations to strengthen the administration of the official examinations, in order to enable it to respond to the demands of changes in the model of examination. During the 1999-2000 academic year, a two-week international study tour will orient five senior staff of MENJS Department of Official Examinations to developments in examination administration internationally. The MENJS Department of Official Examinations (with CNRDP support) will then identify the required changes in paper setting and printing to support introduction of new question types requiring resource material and graphics. These will be introduced beginning with the 2001 examinations, and the project will provide DTP equipment and training in DTP to support this, as well as training in question setting and review and question paper assembly for potential members of MENJS question paper setting teams.

Following completion of the CNRDP studies of options for monitoring and moderating SBA, the MENJS Department of Official Examinations will identify the changes that will be required in examination administration to support introduction of SBA. The project will support upgrading of the examination administration system by providing OMR scanner equipment, further computer equipment, and training in OMR/ICR applications during the academic year 2001-02.

The MENJS Department of Official Examinations will also participate in preparation of proposals to produce new forms of certificate. Two individuals from the MENJS Department of Official Examinations will participate in the joint CNRDP to study certification practices internationally. During the 2003-04 academic year, a one-week workshop will be held within the MENJS Directorate-General of National Education on options for new forms of certificate, and methods of producing them. In addition to training in Lebanon and overseas, the project will support upgrading of the functions of the MENJS Department of Official Examinations with one person month of national consultancy in 2003-04.

As a pilot, the project will also support production of skills development materials in formative classroom assessment, in Arabic and mathematics at grades 1-5. The use of formative classroom assessment will enable teachers to better identify and respond to individual students' needs. A coordinator for formative classroom assessment will be identified, plus a team of 15 persons, including 10 teachers, in each subject. During the first year of the project, the coordinator and one member of each team will receive a three-month tailored training program overseas, and the teams will be trained in Lebanon. They will then develop and pilot exemplar assessment materials and remedial activities during the second half of the 1999-2000 academic year and the first half of the 2000-01 academic year. During the second half of the 2000-01 academic year, the teams will develop guidance and training materials, and induct new teachers to produce and pilot additional exemplar units. During the 2001-02 academic year, the materials will be used to train subject coordinators or other local resource persons, who will disseminate the approach on a national scale. In addition to training in Lebanon and overseas, the project will support this activity with one person month of international consultancy and two of national consultancy in 1999-2000, and a further two months of national consultancy in 2000-01, and one month of national consultancy in 2001-02.

4. INPUTS

4.1 Consultancy (person days)

Type	99-00	00-01	01-02	02-03	03-04
National	120	200	100	40	40
International	110	66	88	-	22

4.2 In-Country Training Programs

No. Persons	No. Days	F.Y.	Objective
105	5	99-00	Train subject teams in specification design, identifying abilities, principles of question setting
30	10	99-00	Train subject teams in principles of formative classroom assessment
105	10	00-01	Peer-training in the use of training materials in question setting
1100	5	00-01	Training for question setters and coordinators in setting higher abilities questions
62	5	00-01	Train subject teams in school-based assessment of integrative skills
6	10	00-01	Train key staff of MENJS Department of Official Examinations in DTP
40	5	01-02	Train pilot group of teachers in formative classroom assessment using locally produced materials
4	10	01-02	Train key staff of MENJS Department of Official Examinations in OMR scanner applications
180	5	01-02	Train a pilot group of teachers in school-based assessment of integrative abilities
300	5	01-02	Train coordinators in formative classroom assessment
360	5	02-03	Train administrators, pedagogic counselors, coordinators in moderating and monitoring school-based assessment
30	5	03-04	Workshop within MENJS on options for new forms of certificate, and methods of producing them.

4.3 Hardware and Software

Hardware and software to be purchased in 2000-01 financial year:

Hardware: 6 high-end personal computers w/ modems and network cards
 2 laser printers, 1 wide-carriage dot-matrix printer
 2 flat-bed scanners
 2 mass storage devices (e.g., rewritable CD-ROM drive)

Software: 6 copies - MS Windows 98 (Arabic)
 6 copies - MS Office Professional (Arabic)
 6 copies - Anti-virus software
 1 copy - SPSS PC
 Allowance for specialized software

Hardware to be purchased in 2001-02 financial year:

Hardware: 4 high-end personal computers w/ modems and network cards
 1 laser printer
 2 OMR scanners

Software: 4 copies - MS Windows 98 (Arabic) or equivalent
 4 copies - MS Office Professional (Arabic)
 4 copies - Anti-virus software
 Allowance for specialized software

4.4 Studies

Responsible	FY	Objective
CNRDP	00-01	Explore technical options for moderating the content and standards of school-based assessment and prepare outline proposals
CNRDP	00-01	Explore options for statistical monitoring of schools' assessment standards and prepare outline proposals.
CNRDP	03-04	Investigate certification procedures internationally

4.5 Local Costs

	99-00	00-01	01-02	02-03	03-04
Evaluation Commission (p.m.)	30	30	30	30	30
CNRDP staff (p.m.)	1	1	7	1	3
Committees (p.m.)	250	153	72.5	20	10
Computing and clerical (p.m.)	10	12	14	6	4
Travel Allowances (\$)					1,600
Materials (\$)	12,000	8,000	13,000	11,000	2,000

5. OUTPUTS

Output	Measurable Indicators
1. Examination system reformed to better align it with the goals of the educational reform	1.1 Brevet and Baccalauréat at question papers in ten subjects containing at least 20% of higher abilities accepted by the MENJS Examination Committee by 2001 1.2 Moderated/monitored school-based assessment introduced in at least two subjects in the Brevet by 2003 1.3 Proposal for trial of supplemental Brevet certificate more fully describing students' abilities prepared by 2004

Output	Measurable Indicators
2.Examination administration developed to meet the needs of examination reform	2.1 Question paper setters for official examinations trained in setting higher abilities questions by 2001 2.2 Examination papers printed containing graphics and other resource material by 2001 2.3 Marks for school-based assessment captured using OMR technology by 2003
3.Formative classroom assessment introduced	3.1300 teachers using formative classroom assessment in Arabic and mathematics in 100 schools by 2003

6. SCHEDULE: an Indicative Implementation Schedule for Developing Student Evaluation

Year	Developing Public Examinations	Developing Examination Administration	Supporting Formative Assessment
1 1999- 2000)	1.1 Re-establish Evaluation Commission, orient members. Commission prepare draft strategic plan. 1.2 Establish and train subject teams. 1.3 Develop abilities, exemplar questions, exam specs and model papers 1.4 Consult stakeholders, develop final schedule for introducing new exams 1.5 Develop teachers' guides and publicity materials for general public	1.1 Orient senior Department of Official Examinations staff to developments in exam administration 1.2 Department of Official Examinations follow up developments in models for public examinations and study changes in paper setting and printing required by introduction of new question types.	1.1 Identify and train coordinator for formative assessment and 15-member teams in Arabic and mathematics 1.2 Develop, pilot and revise exemplar assessment materials and remedial activities for units for semester 2
2 2000- 2001)	2.1 Train question setters, coordinators 2.2 Disseminate guidance and publicity materials. 2.3 Coordinators train teachers 2.4 First new exams, June 2001 3.1 Select subjects for SBA piloting 3.2 Train subject teams in SBA. 2.5 Develop and pilot trial SBA materials. 2.6 Develop draft guidance and training materials in SBA 2.7 Study options for moderating SBA and prepare outline proposals. 2.8 Study options for statistical monitoring of schools' assessment standards and prepare outline proposals.	2.1 Department of Official Examinations introduces new methods of DTP and graphics to support new papers. 2.2 Project provides DTP equipment and training.	2.1 Develop, pilot and revise exemplar assessment materials and remedial activities for units for semester 1 2.2 Develop draft guidance and training materials.

Year	Developing Public Examinations	Developing Examination Administration	Supporting Formative Assessment
3 (2001-2002)	3.1 Train 180 new teachers and pilot new assessment materials through them 3.2 Disseminate approach through subject teams and resource persons 3.3 Pilot proposed SBA systems and prepare guidelines for central/local moderation system and quality-control guidelines for statistical monitoring. 3.4 Develop and pilot strategies for responding to anomalies identified. 3.5 Agree strategy for SBA in 2003 Brevet (all schools or some, amount of SBA) 3.6 Prepare publicity, training and guidance materials	3.1 Department of Official Examinations studies changes in exam administration required for local moderation and national monitoring. 3.2 Department of Official Examinations upgrades examination administration system to support required changes 3.3 Project provides OMR scanner equipment, computer equipment and training	3.1 Induct new teachers using draft guides and training materials. 3.2 Revise and print the materials. 3.3 Newly-inducted teachers produce and pilot additional exemplar units 3.4 Develop and pilot dissemination methodology. 3.5 Disseminate nationally
4 (2002-2003)	1. Train administrators, pedagogic counsellors, coordinators in SBA. 2. Undertake national publicity campaign 3. First Brevet with SBA, June 2003 4. Study tour to study certification practices internationally	4.1 Department of Official Examinations studies the changes required in examination administration to produce new designs of certificate.	
5 (2003-2004)	5.1 Conduct study of certification procedures internationally. 5.2 Surveys stakeholder opinion on the needs for improved certification. 5.3 Prepare initial proposals for developing the Brevet certificate. 5.4 Prepare pilot application of proposals alongside existing models during 2004-05 academic year	5.1 Workshop within MENJS on options for new forms of certificate, and methods of producing them.	

7. MODALITIES OF EXECUTION

Executing agencies: The CNRDP will be responsible for implementation of those elements of the project that relate to the development of systems and models, and the carrying out of studies, as follows:

- The Evaluation Commission, working through its subject committees, will produce assessment specifications, exemplar questions and model examination papers, teachers' guides and training workshop materials.
- The CNRDP Bureau de Recherche will carry out or sub-contract studies of the technical options for moderating and monitoring schools' assessment.

The MENJS Directorate-General of National Education will be responsible for implementation, as follows:

- The Examination Committee will arrange and coordinate the training of question setters, and the development of setting procedures to adapt to the changes in examination content.
- The Department of Official Examinations will be responsible for developing the typesetting and printing of the examinations, and also the capturing of marks and results of school-based assessment.
- The six Regional Educational Directorates working under CNRDP guidance will be responsible for supporting local in-service training of teachers, and the implementation and local moderation of school-based assessment.

Project oversight and policy setting: Overall responsibility for oversight of the proposed sub-project would be vested in the Minister of National Education, Youth and Sport, who would be supported and advised in this by the President of the CNRDP and the Director-General of the DGEN.

Project coordination: Overall coordination will be carried out through the PIU. The CNRDP Evaluation Commission will coordinate activities implemented through the CNRDP, and the MENJS Examination Committee will coordinate activities implemented through the MENJS.

Accounting, financial reporting and auditing arrangements: The PIU will establish a system of accounting and financial reporting that maintains records and accounts acceptable to the Bank, and will maintain a consolidated account of all resources and expenditures under the sub-project. Under the supervision of the PIU, each executing agency will maintain a set of records reflecting the resources and expenditures related to project implementation for their respective programs. These accounts will be audited annually by private independent auditors satisfactory to the Bank, and a certified copy of the agreed audit reports submitted to the Bank no later than six months after the end of each calendar year.

Monitoring and evaluation arrangements: Project implementation will be regularly monitored by the Office of General Inspection, which will carry out beneficiary surveys and field impact evaluations as an input to project monitoring. Quarterly and annual progress reports for this purpose will be produced by the project executing agencies. The PIU will produce consolidated quarterly and annual progress reports for the sub-project as a whole. World Bank supervision missions will take place at least half-annually, with intensive implementation support, especially in year one. A comprehensive mid-term review will be carried out not more than thirty months after loan effectiveness. An Implementation Completion Report to be prepared jointly by the CNRDP and the World Bank no later than six months after the closing date. The annual quality reviews carried out by the CNRDP Evaluation Unit will also contribute to the mid-term review and the Implementation Completion Report. In addition, the CNRDP Evaluation Unit will prepare a report on the Examinations Database and the changes seen in it during the project period, as an input to the Implementation Completion Report.

7. INSTITUTIONAL FRAMEWORK

7.1 Present Institutional Framework

Responsibility for school examinations within MENJS is divided. The CNRDP is responsible for development of examination systems and models. An *ad-hoc* Evaluation Commission is currently developing new approaches to assessment to reflect the goals of the reform. The MENJS Directorate-General of National Education (DGEN) is responsible for implementation. Within the DGEN, the Examination Committee chaired by the Director-General has general oversight of the examination process, and nominates question setters. The Department of Official Examinations is responsible for all aspects of examination administration, from the typesetting and printing of the examinations, to the capturing of marks and preparation of marksheets and certificates.

7.2 Measures Required for Project Execution

Carrying out the CNRDP's development responsibilities under the sub-project will require that the Evaluation Commission be given an increased role, and also that it be restructured to better reflect the wider range of responsibilities. Subject sub-committees will also need to be established and trained. In the interests of longer-term stability, it is important that the number of permanent staff in the CNRDP *Départements du Conseil Académique* be increased, and that an Examinations Unit linked to them be created.

Strengthening implementation to meet the new demands of the changes in examination content will require that the DGEN Examination Committee take an expanded role, becoming active in quality review and professional development. It will also require that the Department of Official Examinations take a development role, as well as an implementing role. This will require the department head to coordinate with the CNRDP over changes in examination structure and content, and establish a committee to plan for and oversee implementation of the required changes in the system of examination administration.

8. ESTIMATED COSTS

Cost estimates by category and year for the life of the project.

Type	99-00	00-01	01-02	02-03	03-04
National Consultancy	18,000	30,000	15,000	6,000	6,000
International Consultancy	101,000	62,200	81,600	-	23,400
Overseas Training	36,000	-	-0	-	-
Study Tours	140,000	56,000	-	35,000	-
In-country Training	16,500	138,400	52,800	36,000	3,000
Hardware and Software	-	25,000	20,000	-	-
Evaluation Commission (\$)	39,990	39,990	39,990	39,990	39,990
CNRDP staff (\$)	1,333	1,333	9,331	1,333	3,999
Committees (\$)	333,250	-	96,643	26,660	13,330
Computing and clerical (\$)	5,000	6,000	7,000	3,000	2,000
Studies (\$)	-	40,000	-	-	20,000
Travel Allowances (\$)	-	-	-	-	1,600

Type	99-00	00-01	01-02	02-03	03-04
Materials (\$)	12,000	8,000	13,000	11,000	2,000

9. INDICATORS

9.1 Trained personnel

Indicator	Means of Verification
15 CNRDP Evaluation Commission members initially trained by December 1999, and later on the job.	Project progress reports Disbursement reports Course evaluation reports Muhafazat reports on local training
10 members of each CNRDP subject development team in 10 subjects (total 100) trained in specification design, setting questions to assess higher objectives, and assembling examination question papers by January 2000.	
15 members of each CNRDP subject development team in 4 subjects (total 60) trained in school-based assessment of integrative tasks.	
10 teachers and 5 supervisors in Arabic and a further 10 and 5 in mathematics trained in formative classroom assessment by June 2001.	
5 senior staff of the MENJS Department of Official Examinations oriented to developments in examination administration by June 2001.	
10 staff of the MENJS Department of Official Examinations trained in DTP by June 2001.	
10 staff of the MENJS Department of Official Examinations trained in OMR applications by June 2002.	
10 MENJS question setters in each of 10 subjects (total 100) and 1000 coordinators trained in question setting and review, and question paper assembly, by August 2000.	
180 further teachers trained in school-based assessment by September 2001.	
60 teachers trained in formative classroom assessment by 2002.	
Coordinators train an indefinite number of teachers in question setting, question paper assembly, school-based assessment of integrative skills and formative classroom assessment, beginning September 2000.	

9.2 Products

Type	99-00	00-01	01-02	02-03	03-04
Materials (\$)	12,000	8,000	13,000	11,000	2,000

9. INDICATORS

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9.2 Products

Indicator	Means of Verification
Descriptions of new abilities to be assessed in public examination, exemplar questions, new examination specifications and model examination papers by January 2000	Project progress reports Disbursement reports External qualitative evaluations Feedback gathered by Evaluation Unit from local coordinators, teachers, pedagogic counselors, inspectorate
Teachers' guides on question setting and question paper assembly, and publicity materials for general public prepared by July 2000, and disseminated.	
Models for school-based assessment of integrative skills in four subjects by February 2001.	
Teachers' guides to school-based assessment and training workshop materials by March 2001.	
Systems for moderation and monitoring of school-based assessment (SBA) by June 2002.	
Brevet examination incorporates school-based assessment by June 2003.	
Proposals for developing a more descriptive Brevet certificate by June 2004.	
New system of paper setting and printing using DTP and graphics by June 2001.	
Examination administration upgraded to support local moderation and national monitoring using OMR and other computer applications by June 2002.	
Exemplar formative classroom assessment materials and remedial activities in Arabic and mathematics by June 2001.	
Teacher's guide to formative classroom assessment and training workshop materials by June 2002.	

10. CONDITIONS, RISKS, ASSUMPTIONS AND SUSTAINABILITY

10.1 Conditions Necessary for Project Implementation

- Government contribution to local costs of activities defined before project effectiveness.
- Increase in staff levels of CNRDP Départements du Conseil Académique to a minimum of two per subject; consider establishment of Examinations Unit linked to Départements du Conseil Académique.

10.2 Risk Analysis

Risk	Rating	Minimization Measure
Resources for local costs of activities are not forthcoming	Moderate	MENJS to commit contribution to local costs of project; project to include allowance for local costs
Resources for ongoing activities are not forthcoming after project ends	Low/ Moderate	Recurring finance of examinations is guaranteed. Discuss budget for development at mid-term
Excessive use of temporary and part-time expertise limits impact on institution building	Moderate	Increase no. of CNRDP permanent staff. Maximize their role in activities and committees
New examination formats resisted by teachers, students, parents	Moderate	Consult stakeholders during development. Publicity campaign; in-service training
SBA is not taken seriously by teachers, students, parents	Low	Publicity; monitoring and moderation; in-service training
New examinations fail to achieve acceptable standards of quality	Low	Quality review; monitoring and moderation; in-service training

10.3 Likely Sustainability

New models will have been developed by the CNRDP, and capacity for implementation within DGEN built. Continued implementation is not problematic, because the recurrent costs of official examinations are paid from the state's budget. Once the increased cost of the papers has been accepted into the budget, it will continue to be met.

Development capacity is more problematic. The CNRDP does not at present have stable capacity in student evaluation. The sub-project is therefore structured both to require as few permanent staff as possible and to encourage strategic thinking, and the preparation and implementation of a long-term development plan for public examinations. However, implementation by *ad-hoc* committees does not build strong institutional memory, or stable development capacity. Therefore, long-term sustainability of development requires that CNRDP increase its permanent staff, both by increasing numbers of subject specialist staff within the *Départements du Conseil Académique*, and by creating an examinations unit linked to them.

ANNEXES

Annex 1/a Cost Estimates by Objective, Activity and Category of Expenses

Annex 1/b Cost Estimates by Category of Expenses and Quantity/Year

Annex 2 – Cost Basis for Activities in Developing Student Evaluation

1. Preparation and Overall Guidance

Allow 2 months each for all 15 members of the Evaluation Commission for supervision and guidance of all activities in all 5 years. 30 person months @ \$1,333=\$39,990.

2. Developing Public Examinations

2.1. Develop and Introduce New Question Types (99-00, 00-01)

Develop abilities and exemplar questions; consult with stakeholders; develop guidance materials in FY 99-00. Allow 2 months' work for 105 persons to cover all – 210 person months @ \$1,333 = \$279,930. Add \$10,000 for printing.

Disseminate guidance and publicity materials; supervise coordinators training teachers in FY 00-01. Allow 2 weeks for 105 persons – 53 person months @ \$1,333 = \$70,649, plus \$5,000 for printing and distribution.

Allow 4 person months in year 1 and 2 person months in year 2 for clerical support @ \$500 per month

2.2. Develop and Introduce School-Based Assessment of Integrative Skills (00-01, 01-02, 02-03)

Develop, pilot and revise initial trial materials; develop guidance and training materials. Allow 1 month for 60 persons in FY 00-01. 60 p.m. @ \$1,333 = 79,980

Pilot monitoring/moderation: 40 persons involved for 1 week at local level, 4 in persons for one month in CNRDP. 10 p.m. @ \$1,333 = \$13,330; 4 p.m. @ \$1,333 = \$5,332. Allow \$1,000 for materials, \$1,000 for computer processing. FY 01-02

Pilot responses to anomalies identified. 10 persons involved for 1 week at local level, 2 for 1 month in CNRDP. 2.5 p.m. @ \$1,333 = \$3,333. 2 p.m. @ \$1,333 = \$2,666. Allow \$1,000 for materials, \$1,000 for computer processing. FY 01-02.

Prepare publicity, training and guidance materials for SBA. Mount national campaign. Ten persons for one month, 10 p.m. @ \$1,333 = \$13,330. Allow \$10,000 for materials. FY 02-03.

Allow 4 person months computing and clerical support in each year @ \$500

2.3. Develop New Forms of Certification (03-04)

2 meetings of all focus groups plus two person months of CNRDP time.

Prepare pilot application, support focus groups. Allow 2 p.m. of CNRDP staff time.

Allow 2 person months of computing and clerical support

Allow \$1,000 for materials

3. Developing Examination Administration

MENJS Department of Official Examinations studies (with CNRDP support) changes in examination administration required for local moderation and national monitoring. Examination administration system is upgraded accordingly by June 2001.

MENJS Department of Official Examinations studies (with CNRDP support) the changes required in examination administration to produce new designs of certificate. Project supports joint 2-week study tour for 2 individuals from MENJS Department of Official Examinations and 3 from CNRDP Evaluation Commission during FY 02-03 to study certification practices internationally.

Establish Committee within MENJS to develop examination administration. 10 persons, working for 1 month annually @ \$1,333 = \$13,330

Assume 1 person month annually of CNRDP specialist support @ \$1,333

Assume 2 person months annually of clerical support @ \$500 = \$1,000

Allow \$1,000 annually for materials

4. Supporting Formative Use of Assessment

Develop, pilot and revise initial materials. Allow 1 person month each, total 30 person months. 30 p.m. @ \$1,333 = \$39,990. Allow \$1,000 for materials. FY 99-00.

Develop, pilot and revise further materials. Develop guidance and training materials. Allow 1 person month each, total 30 person months. 30 p.m. @ \$1,333 = \$39,990. Allow \$2,000 for materials. FY 00-01.

Pilot, revise and print guidance and training materials. Produce and pilot additional exemplar units using the newly-inducted teachers. Develop and pilot dissemination methodology. Disseminate nationally. Allow 1 month's work for Committees – 30 p.m., 2 weeks' work for 40 additional teachers – 20 p.m., total 50 p.m. @ \$1,333 = \$66,650. FY 01-02. Allow \$10,000 for materials

Allow 4 person months of computing and clerical support in each year. 4 p.m. @ \$500 = \$2,000

Annex 3 - Detailed Inputs Tables

Evaluation Commission (pm)	99-00	00-01	01-02	02-03	03-04
Overall Supervision	30	30	30	30	30

CNRDP staff (p.m.)	99-00	00-01	01-02	02-03	03-04
SBA of Integrative Skills			6		
Develop New Certification					2
Examination Administration	1	1	1	1	1
Total	1	1	7	1	3

Committees (p.m.)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	210	53			
SBA of Integrative Skills		60	12.5	10	
Examination Administration	10	10	10	10	10
Formative Assessment	30	30	50		
Total	250	153	72.5	20	10

Computing and clerical (p.m.)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	4	2			
SBA of Integrative Skills		4	8	4	
Develop New Certification					2
Examination Administration	2	2	2	2	2
Formative Assessment	4	4	4		
Total	10	12	14	6	4

Studies (\$)	99-00	00-01	01-02	02-03	03-04
		40,000			20,000

Travel Allowances (\$)	99-00	00-01	01-02	02-03	03-04
Develop New Certification					1,600

Materials (\$)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	10,000	5,000			
SBA of Integrative Skills			2,000	10,000	
Develop New Certification					1,000
Examination Administration	1,000	1,000	1,000	1,000	1,000
Formative Assessment	1,000	2,000	10,000		
Total	12,000	8,000	13,000	11,000	2,000

In-Country Training (p.d.)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	525	6,550			
SBA of Integrative Skills		310	2,400	1,800	
Develop New Certification					150
Examination Administration		60	40		
Formative Assessment	300		200		
Total	825	6,920	2,640	1,800	150

Annex 4 - Detailed Costings Tables

Evaluation Commission (\$)	99-00	00-01	01-02	02-03	03-04
Overall Supervision	39,990	39,990	39,990	39,990	39,990

CNRDP staff (\$)	99-00	00-01	01-02	02-03	03-04
SBA of Integrative Skills			7,998		
Develop New Certification					2,666
Examination Administration	1,333	1,333	1,333	1,333	1,333
Total	1,333	1,333	9,331	1,333	3,999

Committees (\$)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	279,930	70,649			
SBA of Integrative Skills		79,980	16,663	13,330	
Examination Administration	13,330	13,330	13,330	13,330	13,330
Formative Assessment	39,990	39,990	66,650		
Total	333,250	203,949	96,643	26,660	13,330

Computing and clerical (\$)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	2,000	1,000			
SBA of Integrative Skills		2,000	4,000	2,000	
Develop New Certification					1,000
Examination Administration	1,000	1,000	1,000	1,000	1,000
Formative Assessment	2,000	2,000	2,000		
Total	5,000	6,000	7,000	3,000	2,000

Studies (\$)	99-00	00-01	01-02	02-03	03-04
		40,000			20,000

Travel Allowances (\$)	99-00	00-01	01-02	02-03	03-04
Develop New Certification					1,600

Materials (\$)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	10,000	5,000			
SBA of Integrative Skills			2,000	10,000	
Develop New Certification					1,000
Examination Administration	1,000	1,000	1,000	1,000	1,000
Formative Assessment	1,000	2,000	10,000		
Total	12,000	8,000	13,000	11,000	2,000

In-Country Training (\$)	99-00	00-01	01-02	02-03	03-04
Introduce New Question Types	10,500	131,000			
SBA of Integrative Skills		6,200	48,000	36,000	
Develop New Certification					3,000
Examination Administration		1,200	800		
Formative Assessment	6,000		4,000		
Total	16,500	138,400	52,800	36,000	3,000

Annex 5 - Assumptions about costs used in project preparation

Note: assume 22 working days per month

1. Cost of CNRDP full-time staff

Administrative staff range from LL500,000 to LL1,500,000 monthly
Allow LL750,000 as an average, or \$500
Academic staff range from LL1,500,000 to LL3,000,000 monthly
Allow LL2,000,000 as an average, or \$1,333

2. Cost of CNRDP contract staff

Based on qualifications and experience
Allow LL2,000,000 monthly as an average, or \$1,333

3. Cost of Commission member

Based on qualifications and experience; assume a daily rate of \$70
Assume 7 days' work per month
Allow LL750,000 monthly as an average, or \$500

4. Cost of in-service training

Average cost of trainer per day LL250,000, divided by 25 trainees = LL10,000
Displacement fee per trainee/day LL10,000
Allowance for materials, *diyafa* etc. LL10,000 per trainee per day

Average cost per trainee per day: LL30,000, or \$20

5. Cost of training overseas

Overseas training programs - average duration 2.5 months @ \$12,000 each
Overseas study tours average duration 3 weeks @ \$7,000 each

6. Cost of equipment

Allow: \$2,000 per computer/person
\$1,000 per document scanner, printer etc.
\$2,000 per institution/department for UPS
\$20,000 for OMR/ICR technology for Department of Official Examinations
\$10,000 for OMR/ICR technology for CNRDP
\$10,000 per institution for software

7. Cost of studies

Studies - each 1.5 persons x 4 months @ \$1,333 each = \$8,000
Allowance for part-timers, 10 persons by 1 month = \$5,000

Allowance for data entry, processing and analysis \$5,000
Allowance for materials \$2,000
Assume a flat rate per study of \$20,000

8. Consultant Costs

International: \$450 per working day plus \$175 per day in-country. \$4,000 air fare for each twenty days in country, or fraction thereof

National: \$150 per day