



D-RASATI

Developing Rehabilitation Assistance to Schools and Teacher Improvement

Eleventh Quarterly Report April-June 2013

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LIST OF ACRONYMS

AUB	American University of Beirut
ALLC	American Lebanese Language Center
BoQ	Bill of Quantities
CE	Community Engagement
CERD	Center for Educational Research and Development
CHF	Community Housing Foundation
COP	Chief of Party
DG	Director General
DOPS	Department of Guidance and Counseling
D-RASATI	Developing Rehabilitation Assistance to Schools and Teacher Improvement
ECA	Extracurricular Activities
ECU	Engineering Coordination Unit
EDC	Education Development Center
ESP	Effective Schools Profile/Lebanon
HFSHD	Hariri Foundation for Sustainable Human Development
ICT	Information and Communication Technology
IOCC	International Orthodox Christian Charities
LDP	Leadership Development Program
LU	Lebanese University
M&E	Monitoring and Evaluation
MEHE	Ministry of Education and Higher Education
NGO	Non-governmental Organization
PD	Professional development
PMP	Performance Monitoring Plan
ProGRess SCaLe	<u>P</u>rofessional <u>G</u>rowth and <u>R</u>eforms <u>S</u>upport <u>S</u>ystem: <u>S</u>tandards-based <u>C</u>lassroom observation for <u>L</u>ebanon
TLCs	Teacher Learning Circles
USAID	United States Agency for International Development
USAID/L	USAID/Lebanon

I. EXECUTIVE SUMMARY

This quarter presented challenges in the form of a deterioration of the security context in several regions of Lebanon (particularly Tripoli, Baalbek/Hermel, regions north of Tripoli, and Saida). Unsafe roads and communities in these areas limited the extent to which several activities could move forward. Rehabilitation, preparation of science labs to receive equipment, and collection of data for the Progress Scale observations were all affected.

D-RASATI worked with MEHE where possible to develop and implement contingency plans for activities challenged by the security context, and continued to move forward with those plans and with less-challenging activities. Progress in teacher training activities was particularly strong, and shipment of new science lab equipment in the public secondary schools proceeded well.

Data collection for the Progress Scale study was completed during this quarter, with a total of 375 observations conducted as part of the activity. Data collection was slowed in the North and along the Syrian border, due to security, but the overall exercise was positive and strong conclusions can still be drawn from the sample. Principals and teachers were positive about the work, and DOPS data collectors were enthusiastic and engaged.

The D-RASATI-supported Teacher Performance Standards Development Task Force held a series of stakeholder comment sessions with CERD, MEHE line administrators, private universities offering teacher training programs, and the Education Inspectorate to review the standards prior to forwarding them for ministerial endorsement. Stakeholder responses were uniformly positive and supportive, and the discussion around teacher professionalism within MEHE's strategy moved forward significantly. Continued delays in the implementation by the Lebanese government of the new wage and salary scale for teachers and educational administrators prevented a meeting with the teachers' unions, but that session will be scheduled for the coming quarter.

Work was inspected by MEHE in 150 of the 154 schools currently being rehabilitated by the project by the end of June, and snag lists generated during those visits and through D-RASATI monitoring are being addressed. These schools will begin to be visited by USAID's contracted inspection firm in advance of final handover -in the coming quarter.

Calls for tenders for variation order work for 63 schools were issued, and contracts will be issued in the coming quarter. The work is to conclude the rehabilitation of schools.

The school maintenance manual and tools were finalized and printed, and a distribution plan developed.

On April 10, 2013, Modification #3 to the D-RASATI award, incorporating revisions to the D-RASATI program description and budget, was approved and signed. The modification included the reduction of assessment activities, cancellation of additional rehabilitation work, cancellation of English training and hubs implementation, reduction of TLC implementation, cancellation of ECA, LDP2, and SIP/CE activities, and reduction of Monitoring and Evaluation activities

through the elimination of the D-RASATI impact studies. A revised quality assurance plan for rehabilitation of schools was also approved as part of the modification.

The Quarter 10 report was submitted to USAID on April 30.

II. TECHNICAL ACHIEVEMENTS

COMPONENT 1: ASSESSMENT

Subcomponent 1.1: Identify and Prioritize Technical Needs to Improve the Delivery of Quality Teacher Training for Lebanese Public Schools

Progress Scale Classroom Observations

Data collection for the Progress Scale study was completed during this quarter, with a total of 375 observations conducted as part of the activity. Data collection was reduced in the North and along the Syrian border, due to security, but the overall exercise was positive, and strong conclusions can still be drawn from the sample. The work was well received by both principals and teachers and DOPS data collectors were enthusiastic and engaged.

Teacher Performance Standards

The D-RASATI-supported Teacher Performance Standards Development Task Force held a series of stakeholder comment sessions with CERD, MEHE line administrators, private universities offering teacher training programs, and the Education Inspectorate to review the standards prior to forwarding them for ministerial endorsement. Stakeholder responses were uniformly positive and supportive, and the discussion around teacher professionalism within MEHE's strategy moved forward significantly. Continued delays in the implementation by the Lebanese government of the new wage and salary scale for teachers and educational administrators prevented a meeting with the teachers' unions; however, that session will be scheduled for the coming quarter.

Teacher Trainer Standards

D-RASATI supported the drafting of standards for teacher trainers to parallel and complement the teacher performance standards this quarter. Stakeholder review will follow the same format as that for the teacher standards, and will begin in the coming quarter.

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

This activity has been completed.

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

COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED

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

Handover of Previously Rehabilitated Schools

D-RASATI was informed that prerequisite work on Abbassiyeh School (the remaining school in the 2011-12 group of 28) had been completed by the Council of the South after the revised program description and budget (Modification #3) had already been approved. No BOQ had been developed for the school by the time of re-budgeting, as the Council of the South work needed to be completed first. Therefore it was not included in the revisions to the program description and budget. Given the limited remaining timeline and resources, D-RASATI will not enter into work on Abbassiyeh School.

Rehabilitation of the 154 Schools

During this quarter, rehabilitation work resumed in the 154 awarded public schools. Work has now been inspected for temporary handover by MEHE in 16 of the 20 schools assigned to HFSHD (the remaining 4 are exam centers and will be handed over following exams), all 69 schools assigned to IOCC, and all 65 schools assigned to CHF. Snag lists generated during those visits and in visits by Social Impact and D-RASATI's monitoring engineers are being addressed.

On June 5, USAID/Cairo and USAID/Lebanon visited two D-RASATI rehab schools in Kesserwan (May Ziadeh School in Shahtoul and Daraoun Mixed Intermediate School) to observe the progress of the work in both schools. D-RASATI received positive feedback about the work achieved from both the school administrations and the USAID delegation.

Schools are currently awaiting inspection and clearance visits from USAID's contracted A+E firm, Construction Management Services (CMS). CMS has met with D-RASATI partners to clarify the inspection expectations and process, and will begin visits to schools in the coming quarter. The following points were discussed with D-RASATI partners:

- Introduction of CMS and D-RASATI partner organization (where you work, what you do, etc...)
- Explanation from CMS about their preparation for "Plan of Action", including review of their Scope of Work (SoW)
- Scope of work which include as per the BOQs Quality of work, Random of Quantity of work, BOQs items, ESP items
- Planning logistics such as When/What/How, and communicating with schools to allow CMS access for inspection
- Documentation needed from partners as Final BOQs, Snag list, etc...

Variation Orders

On April 5, D-RASATI received MEHE approval on the VOs for the remaining 15 schools in the groups of Aley, Chouf, Donieh, and Baabda. To ensure compliance with the revised quality assurance plan, tender documents and processes were revised and a decision made that VOs will be contracted by type as follows: 1- waterproofing works and expansion joints, 2- corrugated steel structures, 3- stamped concrete works, and 4- civil works.

- a- Corrugated Steel Structure: On June 25, CHF called for offers for the installation works of Corrugated Steel Tents in 12 Schools throughout 7 districts (Hermel, Baalbek, Donieh, Nabatiyeh, Tyre, Baabda and Saida). The request for offers was published on the CHF website and the closing date for the receipt of offers is Monday July 1st at 12 PM.
- b- Waterproofing materials and expansion joints: On June 21, CHF called for offers for the Waterproofing materials and expansion joints in 30 schools throughout 9 districts (Hermel, Baalbek, Donieh, Nabatiyeh, Tyre, Chouf, Aley, Baabda and Saida/Jezzine). The closing date for the receipt of offers is Wednesday July 3.
- c- Stamped concrete: On June 21, CHF called for offers for the stamped concrete works in 13 Schools throughout 5 districts (Hermel, Baalbek, Nabatiyeh, Chouf, Baabda) (Annex 1). The request for offers was published on the CHF website. The closing date for the receipt of offers is Wednesday July 3.
- d- Civil works: The bidding process of the civil works in 63 schools has not yet been launched. Contracts with the existing contractors must first be completed or terminated in order to avoid potential conflicts and disputes if and when another contractor is on site.

Environmental Compliance

In compliance with the approved QA plan, D-RASATI issued an RFP for an environmental compliance assessment firm on April 30, 2013. Bids were opened on May 28, 2013, and a winning bidder selected. As the contract exceeds \$5,000, a request for approval was submitted to USAID/Cairo on June 25, 2013. Contracting and compliance assessment will take place once approval has been received.

School Maintenance

The school maintenance manual was finalized and an introductory note from the MEHE Director General added. USAID cleared the final version which in turn was sent to MEHE for counter-approval which was granted on May 27. Consequently, D-RASATI called for tenders from printing houses to print 2,000 copies of the manual. The maintenance manual was printed on June 26. A launch event will be held in the coming quarter to initiate distribution, followed by regional distribution and orientation meetings for school principals.

Sub-component 2.2: Provision of Science Laboratories in Schools

Science Laboratory Equipment

Through D-RASATI, IOCC will distribute science lab equipment to 238 schools and 6 CERD centers. During this quarter, equipment began to arrive in Lebanon and progress was made on preparing it for delivery and installation in schools.

Two waiver requests were submitted to USAID in April. The first waiver was to request a geographic code for one of the items whose source is Taiwan (submitted on April 29) and was approved by USAID on May 10. The second waiver was to ship the equipment on a non-US carrier (submitted on April 26).

On May 17, D-RASATI received feedback from USAID regarding the shipping of equipment on non-US carriers. Regarding air-carriers, D-RASATI was instructed to self-certify the Non-

Availability of non-US air carriers, which was communicated to the supplier, and, accordingly, air-shipments began. As for ocean shipments, D-RASATI submitted a Determination of Non-Availability (DNA) for USAID feedback on May 18, which was approved on June 27.

Four air shipments of science lab equipment were received by June 30. These shipments have been approved by MEHE, cleared through customs, and stored ready for inspection. Two ocean shipments also arrived on US flagged carriers. Following approval of the DNA, additional sea shipment on non-US flag carriers is in progress.

D-RASATI released a public solicitation for the distribution of science laboratory equipment to schools and awarded the contract Abdallah M. Mousally pending USAID subcontract approval.

D-RASATI requested permission from MEHE for schools to open on any working day during the summer for the delivery of science lab equipment. Accordingly, MEHE gave permission to D-RASATI to communicate directly with the school principals and set dates for delivery of science equipment, as well as to enter schools on days other than Tuesdays (the official opening day during summer vacation).

ICT Equipment

Following the submission of the ICT lab equipment standards and specifications and estimated costs, a meeting was held on June 25, 2013 with ICT focal points at MEHE, who suggested minor changes to the standards. Thus, it was agreed that further feedback shall be confirmed by MEHE, then D-RASATI will submit the standards and MEHE will approve.

Science Lab Resin Tables

D-RASATI engineers completed their visits to schools to prepare BoQs for the science lab infrastructure work in 183 schools (145 secondary schools not selected for D-RASATI rehabilitation and 38 D-RASATI rehab schools) and 6 CERD centers. Engineers finalized BoQs in 147 schools and 6 CERD centers for the refurbishing of science laboratories. BoQs were submitted to MEHE for review, and, on June 21, approval was received from MEHE to proceed with tendering for refurbishing of science laboratories in these locations.

Accordingly, D-RASATI released a public solicitation in three newspapers for three consecutive days for science laboratory refurbishing in 147 schools and 6 CERD centers. The closing date for bids is July 3, and the bid opening and selection will take place in the coming quarter.

Science lab refurbishment continued during this quarter in the 27 schools where work has already been contracted. Fourteen (14) of these schools were completed and determined to be ready for equipment installation, while the remaining 13 schools were reserved as centers for official exams. Installation of equipment in these schools cannot begin until exams are complete.

Gifts in Kind GiK Books

As part of IOCC's in kind donations, the GiK books arrived in Lebanon and were transported to the IOCC warehouse. Samples were collected and sent to CERD for approval. A partial list of books have been approved as of June 18, 2013.

. D-RASATI has requested from MEHE a list of schools to benefit from the donated books, in order that distribution begins.

COMPONENT 3: INCREASED LEARNING OPPORTUNITIES

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

Teacher Learning Circles

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

In this quarter the final versions of TLC manuals for English, Math and Sciences were approved by USAID, and officially submitted to MEHE on April 29, 2013. Planning for the TLC implementation phase in the fall also moved forward. Agreement was reached with MEHE that DOPS personnel will train teachers in schools, while CERD staff will attend as observers. DOPS trainers will be divided into groups; each group will implement TLCs in 1 of the 13 selected schools, with support from the D-RASATI team. Schools will be selected by MEHE to ensure regional representation and accessibility in the current security context. A one-day workshop on lessons learned from the TLC implementation will take place at the end of the pilot implementation phase by the end of November 2013.

Subject Matter Hubs

A Hub is a group of teachers and teacher trainers specialized in a subject area that provide capacity building and coaching support to teacher colleagues in a defined network of local schools. The D-RASATI Hubs Training of Trainers was held from June 10-12 at AUB, for CERD and DOPS trainers and supervisors who had previously attended the trainings on subject-matter teaching methods and on TLCs. Of the 65 eligible participants, 62 attended the training and 61 completed it. Participant and trainer feedback on the training was very positive (the final report on the activity will be delivered during the coming quarter). Participants received certificates for all trainings that they had completed, and a press release on the Hubs training was sent to MEHE along with pictures on June 14, 2013.

Training on the Use of Lab Equipment for Science Teachers

The technical team selected to work on the development of training manuals for the upcoming training on use of lab equipment (to be delivered in the next academic year) finalized the Grade 10 and 11 biology, chemistry, and physics lab and training manuals and began the translation of materials into French. Participants in the training will include three participants from each

selected school -- one for each of the science areas (Physics, Chemistry and Biology). Training will be delivered in both French and English.

A team from D-RASATI visited existing facilities in CERD centers to assess needs for venues for the lab training. A proposed list of additional lab training venues was submitted to MEHE, and approval was granted by MEHE for supplementary training sites in Nabatiyeh, Jounieh, Beirut, Tripoli, Baalbeck and Zahle. Given the current security context, it was later agreed that the training location for Tripoli teachers would be moved from Tripoli to Koura due to the security situation in the North. D-RASATI has requested approval for training days and times to be Thursdays, Fridays and Saturdays from 2 to 6 pm, and requested access to schools and CERD centers on these days and times.

Participants will include three participants from each selected school, one for each of the science areas (Physics, Chemistry and Biology)¹ while the lab technician will also be invited if his/her specialization is in one the three target subjects. A preliminary list of 556 participants from 244 schools was provided by MEHE, with participants from 54 schools (out of the 244) and all CERD centers still to be identified in the coming quarter.

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

ECA activities under D-RASATI were discontinued under Modification #3.

PRIOR COMPONENT 4: SCHOOL LEADERSHIP DEVELOPMENT WITH PARENT AND COMMUNITY INVOLVEMENT

Prior Sub-Component 4.1: Leadership Development Program

LDP2 activities under D-RASATI were discontinued under Modification #3.

Prior Sub-Component 4.2: School Improvement Program and Community Engagement

SIP/CE activities under D-RASATI were discontinued under Modification #3.

COMPONENT 4¹: HIGH QUALITY MONITORING AND EVALUATION ACHIEVED

Sub-component 4.1: Establish a Monitoring and Evaluation Plan and System

Performance Monitoring Plan

The revised PMP, corresponding to the revised Program Description in Modification #3, was submitted to USAID on June 17. USAID replied with instructions related to resubmitting on

¹ Following the removal of component 4 (School Leadership Development with Parent and Community Involvement) from the D-RASATI program description under Modification #3, Monitoring and Evaluation was renumbered as Component 4.

June 27. It is expected that the revised PMP will be submitted for approval early in the coming quarter.

Regular Periodic Monitoring

Monitoring of implementation of school rehabilitation was conducted throughout the quarter, including site inspection visits by D-RASATI monitoring engineers to an additional 97 schools in which work is in process, for a total of 97 schools visited by June 30, 2013. Comprehensive reports and recommendations were provided to rehabilitation implementers for action.

The 10th Quarterly Report was submitted to USAID on April 30.

Subcomponent 4.2: MEHE/CERD/D-RASATI Presentations at CIES (Previously: Track Program Impact)

D-RASATI's remaining research studies were removed from the revised program description in Modification #3.

All other activities under this subcomponent have been completed.

Subcomponent 4.3: Align Data Systems with MEHE and CERD

During this quarter the project completed activities related to the field survey of schools by delivering the revised tool and users' manual and the full data system documentation to MEHE.

Additional iterations of the field survey were removed from the D-RASATI program description in Modification #3.

Ad Hoc Reporting and Support to MEHE Data Team and USAID

During this quarter D-RASATI also continued to support MEHE decision making through the generation of a series of customized reports and the provision of support to MEHE users of the project's data sets. Customized data analysis to support planning related to the rehabilitation of kindergartens was delivered per MEHE request, along with the provision of data on the distribution of library resources across the public schools, and provision of support to the MEHE data team for the extraction of data from the field survey database on an ongoing basis.

Ad hoc reporting of several types was also prepared for USAID to support forward planning, particularly related to the distribution of D-RASATI activities relative to the distribution of Syrian students in Lebanese public schools and to public schools overall.

III. CHALLENGES, CONSTRAINTS, AND RESPONSES

Administration

Nothing to report.

Assessment

Progress Scale administration was significantly slowed by security deterioration in the North and along the Syrian border in the Bekaa. One hundred and twenty one (121) observations were not able to be conducted because of ongoing instability in those regions.

Teacher standards finalization was delayed by the non-implementation by the Lebanese government of the new salary scale and resultant frustration among members of the teachers' unions. Meetings with the unions could not be scheduled in this environment and will need to be rescheduled for the coming quarter.

Rehabilitation

An increase in security instability in Tripoli, Saida, and along the Syrian border was a challenge to rehabilitation implementation during this period. Work in 36 schools was delayed because contractors and project engineers could not reach and/or work in schools safely during this quarter.

Work in Dahr El Moghr School in Tripoli has been officially cancelled due to local security instability and additional damage sustained during local clashes.

Temporary handover of the last 4 HF schools could not take place during this quarter because these schools are centers for official examinations. Work is complete in these schools and handovers will be scheduled for after exams.

Delays in USAID's approval of the proposed subaward for environmental compliance (submitted to USAID/Egypt on June 25, 2013) present a challenge to implementation of that element of the approved QA plan. The firm will require 6 weeks to complete field visits and prepare reports to which partners must respond, which may mean a delay in the final approval of schools.

Equipment

Obtaining clearance for the Determination of Non-Availability for non-US ocean carriers constituted a main challenge, thus incurring additional financial obligations on the supplier and D-RASATI in meeting scheduled deliverables as per the set revised work-plan. The shipping process of the science lab equipment, including donor feedback, took around two months, thus putting the supplier in a very critical position with the agents. The supplier was ready to ship in May but was unable to do so pending USAID's approval to ship on non-US flag carrier.

The security situation has prevented the preparation of BOQs for science laboratory infrastructure work in a number of schools. D-RASATI has notified MEHE that these schools

will not be upgraded if the security situation does not improve by June 30, as there will not be enough time remaining in the project to allow BOQs to be prepared and the work to be tendered and completed.

Teacher Training

Delays in lab equipment procurement have complicated the planning of teacher training on the use of that equipment. Agreement with MEHE on the list of alternate schools for training sites during this quarter has allowed the prioritization of lab rehabilitation and equipment in those sites to ensure that they are ready for training in the fall.

Once approval of the group breakdown and school selection for TLC implementation is approved, MEHE will have to liaise with selected schools and relevant directorates within the Ministry to provide permission for groups of trainers to visit the same school at least twice between September and November 2013 to implement TLCs.

M+E

The security context has affected the schools which can be monitored for rehabilitation compliance. Priority has been given to schools that are scheduled for final handover inspection by CMS, and daily security assessments inform the assignment of monitoring engineer visits.

IV. SCOPE OF WORK FOR NEXT QUARTER

Assessment

- Hold Progress Scale training of trainers for sustainability and institutionalization of the tool within DOPS
- Submit final reports on the Progress Scale activity
- Finalize the Teacher Performance Standards for Ministerial endorsement
- Finalize the trainer standards for MEHE review

Rehabilitation

- Complete original BOQ rehabilitation work in the awarded schools and hand schools over to MEHE
- Awarding of contracts for VOs
- Request USAID approval of the VO works to be executed (awards over \$5,000)
- Execute the approved VOs in the awarded public schools.
- Disseminate and training on the school maintenance manual
- Environmental Compliance Assessment

Equipment

- Continue with the science lab infrastructure work
- Continue to receive shipments of science lab equipment
- Start distributing lab equipment to schools
- Start distribution of Gifts in Kind books to schools

Teacher Training

- Submission of final Hubs material and TOT report
- Complete planning for TLC field implementation
- Complete planning for science lab training implementation
- Implementation of refresher training and planning support for TLCs implementation
- Begin implementation of science lab training

M+E

- Continue regular monitoring of project implementation
- Submit Progress Scale data sets to MEHE
- Continue to provide decision-support and analysis for MEHE as requested

V. RESULTS TABLE

Results are reported only for activities targeted in this quarter or previously achieved. Table contents reflect the PMP approved by USAID in December 2012. As the PMP that was revised to match the revised program description requested on March 11, 2013 has not yet been approved, reporting against those revisions will begin in the coming quarter.

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
USAID Lebanon Mission Overall CDCS Objective: Improved Accountability and Credibility of Public Institutions and Broader Economic Prosperity														
Democracy and Governance Development Objective: Improved Capacity of the Public Sector in Providing Transparent, Quality Services Across Lebanon														
<u>Proposed Mission Outcome Indicator:</u> Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (F3.2.1-38)														
<u>Proposed Mission Outcome Indicator:</u> Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (F3.2.1-14)														
<u>Proposed Mission Outcome Indicator:</u> Number of learners enrolled in secondary schools and/or equivalent non-school based settings with USG support (F3.2.1-15)														
CDCS 1	Education System Reform	system	End of project	Narrative								Narrative		
CDCS 2	# of public schools demonstrating improvement relative to the Effective Schools Profile for Lebanon	public schools	Ann.	0		28	28	426	20	82	16	446	33%	change (PD): removed all schools receiving ECA assistance, schools receiving ICT equipment, schools with teachers trained in English, schools implementing hubs, and schools implementing SIPs Delays in receiving VO approvals from MEHE and USAID affected timeline. Security context has also delayed work in some areas. Requirement under Mod # 3 to have all schools approved by outside A+E firm has also delayed finalization of work, as that firm has yet to visit any schools.
	Facilities and Infrastructure			0		28	28	156	20	82	16	184	79%	
	North			0		3	3	47	10	14	7	50	68%	
	Beqaa			0		4	4	24		15		28	68%	
	Mt. Lebanon			0		7	7	35	1	21	4	42	79%	
	Beirut			0		1	1	11	1	6	3	12	92%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
	South			0		8	8	23		18	2	31	90%	
	Nabatiyeh			0		5	5	16	8	8		21	100%	
	Equipment	public schools	Ann.	0				238				238	0%	To be completed in Q4 of Year 3
	North			0				63				63	0%	
	Beqaa			0				37				37	0%	
	Mt. Lebanon			0				69				69	0%	
	Beirut			0				13				13	0%	
	South			0				31				31	0%	
	Nabatiyeh			0				25				25	0%	
	Teaching and Learning	public schools	Ann.	0				298				298	0%	
	North			0				73				73	0%	
	Beqaa			0				47				47	0%	
	Mt. Lebanon			0				79				79	0%	
	Beirut			0				23				23	0%	
	South			0				41				41	0%	
	Nabatiyeh			0				35				35	0%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
CDCS 3	# public schools receiving USG assistance	public schools	Qly.	0		28	28	426	20	82	16	446	33%	Change (PD): removed all schools receiving ECA assistance, schools receiving ICT equipment, schools with teachers trained in English, schools implementing hubs, and schools implementing SIPs
	North			0		3	3	116	10	14	7	118	29%	
	Beqaa			0		4	4	67		15		70	27%	
	Mt. Lebanon			0		7	7	104	1	21	4	107	31%	
	Beirut			0		1	1	32	1	6	3	33	33%	
	South			0		8	8	58		18	2	65	43%	
	Nabatiyeh			0		5	5	49	8	8		53	40%	
IR 1: Public School Needs Assessed, Standards Developed, and Program Plan Developed														
1.1	# of assessments completed	assessments	Ann.	0	1	2	2	3	1	1		6	83%	change (PD): removed teacher ICT capacity assessment and repeat field survey administrations
	field survey of schools			0	1							1	100%	
	Teacher English test			0		1	1					1	100%	
	Progress Scale observations			0		1	1	1				2	50%	
	Gap analysis: ECA			0				1	1			1	100%	
	Gap analysis: SIP/CE			0				1		1		1	100%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation in from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
IR 1.1: Technical Needs to Improve the Delivery of Quality Teacher Training Assessed														
1.1.1	# of teachers tested in English proficiency	teachers	Ann.	0		4175	4061					4175	97%	Some teachers did not attend the test and others were not included in the list of teachers received
	North/Male			0		280	34					280	89%	
	North/Female			0			216							
	Beqaa/Male			0		764	251					764	96%	
	Beqaa/Female			0			484							
	Mt. Lebanon/Male			0		1389	204					1389	93%	
	Mt. Lebanon/Female			0			1089							
	Beirut/Male			0		316	68					316	101 %	
	Beirut/Female			0			252							
	South/Male			0		991	265					991	99%	
	South/Female			0			712							
	Nabatiyeh/Male			0		435	148					435	111 %	
	Nabatiyeh/Female			0			336							

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)	Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation in from Target Approved in December 2012	
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2				Q3
1.1.2	# of teachers observed during progress scale study	teachers	Qly.	0		133	134	626	15	106	254	760	67%	56 kindergarten observations were removed from the sample due to DOPS not providing KG specialists for training. 112 observations were in high-risk areas and not conducted because of negative security context. Teachers strike delayed implementation and limited DOPS capacity within regular uncompensated work load limited the ability to make up missed observations.
	North/Male			0		2	2	35	1		11	37	38%	
	North/Female			0		17	17	202	10	19	53	219	45%	
	Beqaa/Male			0		8	8	19		2	12	27	81%	
	Beqaa/Female			0		27	27	54		9	33	81	85%	
	Mt. Lebanon/Male			0		7	7	16		10	2	23	83%	
	Mt. Lebanon/Female			0		18	19	126		36	58	145	78%	
	Beirut/Male			0		2	2	4	1		3	6	100 %	
	Beirut/Female			0		10	11	19	3	1	12	29	93%	
	South/Male			0		5	5	20		3	1	25	36%	
	South/Female			0		19	19	71		11	32	90	69%	
	Nabatiyeh/Male			0		3	3	17		6	9	20	90%	
	Nabatiyeh/Female			0		14	14	44		9	28	58	88%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)	Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation in from Target Approved in December 2012	
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2				Q3
IR 1.2: Rehabilitation and Academic Resource Needs Assessed														
1.2.1	# of schools surveyed	schools	Ann.	0	1280							1280	100 %	change (PD): removed the additional two schools projected for repeat administrations of the field survey, as those administrations were removed from the PD
	North			0	429							429	100 %	
	Beqaa			0	230							230	100 %	
	Mt. Lebanon			0	276							276	100 %	
	Beirut			0	65							65	100 %	
	South			0	152							152	100 %	
	Nabatiyeh			0	128							128	100 %	
IR 1.3: Standards Developed														
1.3.1	# of standards developed	standards	Ann.	0	1	2	2	3	1	1		6	83%	change (PD): removed ECA and SIP/CE standards
	rehabilitation standards			0		1	1					1	100 %	
	science equipment standards			0		1	1					1	100 %	Trainer standards delayed due to limited MEHE capacity to review and facilitate stakeholder feedback
	ICT strategy			0				1	1			1	100 %	
	ICT equipment standards			0				1		1		1	100 %	
	teacher performance standards			0	1							1	100 %	
	trainer standards			0				1				1	0%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
IR 1.4: Program Master Plan Developed														
1.4.1	# of master plans developed	plans	one time	0		1	1					1	100 %	
IR 2: Public School Learning Environments Improved														
2.1	# of students enrolled in public schools that meet facilities and infrastructure standards due to USG support	students	Qly.	0				47796	5535	26167	5714	47796	78%	Targets are based on 2011-12 data. Achieved numbers reflect more accurate 2012/13 enrollment data, which were not available when PMP was originally approved.
	North/Male			0				5927	971	1461	900	5927	56%	
	North/Female			0				8581	2398	1975	1479	8581	68%	
	Beqaa/Male			0				3806		2565		3806	67%	
	Beqaa/Female			0				4158		2784		4158	67%	
	Mt. Lebanon/Male			0				3501	13	2519	509	3501	87%	
	Mt. Lebanon/Female			0				3536	18	2669	447	3536	89%	
	Beirut/Male			0				1862	274	996	729	1862	107 %	
	Beirut/Female			0				2046	251	1287	622	2046	106 %	
	South/Male			0				5045		3382	547	5045	78%	
	South/Female			0				5243		3602	481	5243	78%	
	Nabatiyeh/Male			0				1915	801	1308		1915	110 %	
	Nabatiyeh/Female			0				2176	809	1619		2176	112 %	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
2.2	# of students enrolled in public schools using science lab equipment due to USG support	students	Qly.	0				48849				48849	0%	
	North			0				11386				11386	0%	
	Beqaa			0				6498				6498	0%	
	Mt. Lebanon			0				11475				11475	0%	
	Beirut			0				3303				3303	0%	
	South			0				9473				9473	0%	
	Nabatiyeh			0				6759				6759	0%	
IR 2.1: Ability of Public Schools to Meet MEHE Facilities and Infrastructure Standards Improved														
2.1.1	# of schools rehabilitated according to MEHE standards	schools	Qly.	0				156	20	82	16	156	76%	
	North			0				47	10	14	7	47	66%	Delays in receiving VO approvals from MEHE and USAID affected timeline. Security context has also delayed work in some areas. Requirement under Mod # 3 to have all schools approved by outside A+E firm has also delayed finalization of work, as that firm has yet to visit any schools.
	Beqaa			0				24		15		24	63%	
	Mt. Lebanon			0				35	1	21	4	35	74%	
	Beirut			0				11	1	6	3	11	91%	
	South			0				23		18	2	23	87%	
	Nabatiyeh			0				16	8	8		16	100%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
IR 2.2: Provision of Science Lab and ICT Equipment to Schools Improved														
2.2.1	# CERD centers and schools receiving science lab equipment	schools	Qly.	0				244				244	0%	To be completed in Q4 of Year 3
	North			0				64				64	0%	
	Beqaa			0				38				38	0%	
	Mt. Lebanon			0				70				70	0%	
	Beirut			0				14				14	0%	
	South			0				32				32	0%	
	Nabatiyeh			0				26				26	0%	
IR 3: School Learning Opportunities Increased														
3.1	# of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (F 3.2.1-31)	educators	Qly.	0		212	166	782	68	58	61	894	20%	change (PD): removed teachers who were to have been trained in English

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
	North/Male			0		12	6	133				138	4%	Science lab teacher training delayed due to delayed equipment procurement.
	North/Female			0		29	23	59	3	2	3	79	29%	
	Beqaa/Male			0		14	5	80	2	1	2	84	7%	
	Beqaa/Female			0		17	15	40	7	6	6	49	33%	
	Mt. Lebanon/Male			0		7	6	147	1	1	1	151	3%	
	Mt. Lebanon/Female			0		26	23	63	2	1	1	79	23%	
	Beirut/Male			0		18	13	38	12	10	10	47	43%	
	Beirut/Female			0		49	39	37	23	22	22	55	78%	
	South/Male			0		8	6	70	4	4	3	75	12%	
	South/Female			0		15	15	33	8	4	6	42	36%	
	Nabatiyeh/Male			0		9	8	57	3	4	4	64	17%	
	Nabatiyeh/Female			0		8	7	25	3	3	3	31	29%	
IR 3.1: Capacity of MEHE/CERD to Provide Quality In-Service Teacher Training Improved														
3.1.1	Coordination among professional development providers improved	System	At end of project	narrative								narrative		

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
3.1.2	# trainers trained	trainers	Qly.	0		209	273	67	68	58	61	209	86%	Change (PD): no additional TOT in Year 4
	Progress/CERD/male			0		28	42	0				28	150%	
	Progress/DOPS/male			0		39	40	24				39	103%	
	Progress/CERD/female			0		86	130	0				86	151%	
	Progress/DOPS/female			0		56	61	43				56	109%	
	Methods/CERD/male			0				1	1			1	100%	
	Methods/DOPS/male			0				21	21			21	100%	
	Methods/CERD/female			0				4	4			4	100%	
	Methods/DOPS/female			0				42	42			42	100%	
	TLCs/CERD/male			0				1		2		1	200%	
	TLCs/DOPS/male			0				21		18		21	86%	
	TLCs/CERD/female			0				4		5		4	125%	
	TLCs/DOPS/female			0				42		33		42	79%	
	Hubs/CERD/male			0				1			1	1	100%	
	Hubs/DOPS/male			0				21			19	21	90%	
	Hubs/CERD/female			0				4			6	4	150%	
	Hubs/DOPS/female			0				42			35	42	83%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
3.1.3	# schools implementing school-based training models	schools	Qly.	0				60				60	0%	change (PD): removed schools implementing hubs in year 3 Number of schools for TLCs has been delayed to year 4 because of limited availability of CERD and DOPS personnel.
	North			0				10				10	0%	
	Beqaa			0				10				10	0%	
	Mt. Lebanon			0				10				10	0%	
	Beirut			0				10				10	0%	
	South			0				10				10	0%	
	Nabatiyeh			0				10				10	0%	
3.1.4	# teachers trained	teachers	Qly.	0				732				732	0%	change (PD): removed teachers trained in English Science lab training delayed to year 4 because of delayed equipment procurement.
	Labs/North/male			0				135				135	0%	
	Labs/North/female			0				57				57	0%	
	Labs/Beqaa/male			0				80				80	0%	
	Labs/Beqaa/female			0				34				34	0%	
	Labs/Mt. Lebanon/male			0				148				148	0%	
	Labs/Mt. Lebanon/female			0				62				62	0%	
	Labs/Beirut/male			0				30				30	0%	
	Labs/Beirut/female			0				12				12	0%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
	Labs/South/male			0				68				68	0%	
	Labs/South/female			0				28				28	0%	
	Labs/Nabatiyeh/male			0				55				55	0%	
	Labs/Nabatiyeh/female			0				23				23	0%	
IR 4: High Quality Monitoring and Evaluation Achieved														
4.1	# of data systems delivered to MEHE	systems	Ann.	0	1	2	4	2				9	56%	Change (PD):edited to match list in approved revised PD.
	Field survey data system			0	1		2					3	100%	
	Progress scale database			0				1				1	0%	Science lab equipment database delivery delayed due to delays in equipment procurement.
	Teacher English test score database			0			1					1	100%	
	Database of teachers and trainers who have participated in D-RASATI activities			0			1					2	50%	
	Science laboratory equipment database			0				1				1	0%	
	Database of rehabilitation work			0								1	0%	

RF reference	Indicator (with disaggregation)	Target Unit	Reporting Frequency	Baseline	Year I (Oct 2010 to Sept 2011)		Year II (Oct 2011 to Sept 2012)		Year III (Oct 2012 to Sept 2013)			Target LOP Total	% Achieved of LOP Total Till June 2013	Justification for Variation from Target Approved in December 2012
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3			
4.2	# MEHE/CERD staff trained to support M+E	MEHE/CERD staff	Qly.	0	136	23	47					159	115 %	change (PD): removed planned training of staff for repeat iterations of the field survey, as that work was removed from the revised PD
	MEHE/male			0		6	11					6	183 %	
	MEHE/female			0		13	34					13	262 %	
	CERD/male			0	79	3	2					82	99%	
	CERD/female			0	57	1	0					58	98%	

VI. ANNEXES (KEY TECHNICAL PRODUCTS)

Annex 1: List of Schools Temporarily Handed Over to MEHE and Ready for Final Handover

Annex 2: Hubs TOT Press Release

Annex 3: Photographs from This Quarter's Activities

<u>School Number</u>	<u>School Name</u>
<u>1</u>	<u>Uruguay First Achrafieh Public School for Boys</u>
<u>17</u>	<u>For Girls Second Public School</u>
<u>49</u>	<u>Ain El Mraieh Mixed Intermediate Public School</u>
<u>50</u>	<u>Ras Beirut First Mixed Public School</u>
<u>56</u>	<u>Rene Mouawad Secondary Public School</u>
<u>79</u>	<u>Ghubairi First Mixed Elementary Public School</u>
<u>103</u>	<u>Baabda Intermediate Public School for Girls</u>
<u>104</u>	<u>Baabda Intermediate Public School for Boys</u>
<u>150</u>	<u>Aqbet Byaqout Mixed</u>
<u>154</u>	<u>Maaroufiyeh Mixed Public School</u>
<u>155</u>	<u>Shoueifat Mixed Secondary Public School</u>
<u>163</u>	<u>Haret El Naameh Mixed Intermediate Public School</u>
<u>164</u>	<u>Haret El Naameh Secondary Public School</u>
<u>167</u>	<u>Jbeil first mixed intermediate public school</u>
<u>175</u>	<u>Halat Mixed Intermediate Public School</u>
<u>179</u>	<u>Amshit secondary public school</u>
<u>180</u>	<u>Estephan Juan Assi Public School</u>
<u>237</u>	<u>Qarnayel Mixed Intermediate</u>
<u>240</u>	<u>Ras El Metn Mixed Intermediate</u>
<u>248</u>	<u>Shebbaniyeh Public School</u>
<u>287</u>	<u>Baawarta Mixed Intermediate Public School</u>
<u>288</u>	<u>Al Bounia Mixed Intermediate Public School</u>
<u>290</u>	<u>Barja Secondary Public School</u>
<u>310</u>	<u>Baaklin Secondary Public School</u>
<u>329</u>	<u>Al Warhaniyeh Mixed Intermediate Public School</u>
<u>334</u>	<u>Chehim Second Public School- French section</u>
<u>342</u>	<u>Hasrout Mixed Intermediate Public School</u>
<u>357</u>	<u>May Public School For Girls</u>
<u>400</u>	<u>Abi Samra First For Girls</u>
<u>439</u>	<u>El Minyeh Balat public school for Boys</u>
<u>445</u>	<u>Al Qalamoun public school for Girls</u>
<u>448</u>	<u>George Sarraf Secondary public school</u>
<u>449</u>	<u>Al Nabi Youchaa Mixed Public School</u>
<u>451</u>	<u>Adwa Mixed Public School</u>
<u>453</u>	<u>Bhannine Mixed Public School</u>
<u>455</u>	<u>Deir Emar public school for Girls</u>

<u>School Number</u>	<u>School Name</u>
<u>456</u>	<u>Deir Ammar Mixed Public Kindergarten</u>
<u>460</u>	<u>Bakhoun Intermediate public school for Boys</u>
<u>468</u>	<u>Mrah Al Sraj Mixed Intermediate Public School</u>
<u>470</u>	<u>Kfarhabou Mixed Public School</u>
<u>490</u>	<u>Sir El Dinniyeh Secondary Public School</u>
<u>555</u>	<u>Bebnine Akkar public school for Boys</u>
<u>556</u>	<u>Bebnine Public School for Girls</u>
<u>676</u>	<u>Zgharta Mixed Public Kindergarten</u>
<u>686</u>	<u>Iaal Mixed Public School</u>
<u>694</u>	<u>Mezyara Mixed Public School</u>
<u>717</u>	<u>Khalil Salem Bterram Secondary Public School</u>
<u>718</u>	<u>Bterram / Khalil Salem Public School</u>
<u>731</u>	<u>Kfarhata Public School</u>
<u>738</u>	<u>Barhalioun Mixed Public School</u>
<u>761</u>	<u>Kfar Aabida Intermediate Public School</u>
<u>766</u>	<u>Jran Mixed Public School</u>
<u>771</u>	<u>Boksmaya Mixed Public School</u>
<u>779</u>	<u>Douma Mixed Public School</u>
<u>841</u>	<u>El Kassr public school</u>
<u>842</u>	<u>Sahlat Al Maa Intermediate Public School</u>
<u>859</u>	<u>El Hermel Secondary public school</u>
<u>878</u>	<u>Aarsal Third Intermediate Public School</u>
<u>887</u>	<u>Ras Baalbek Secondary Public School</u>
<u>898</u>	<u>Makneh public school</u>
<u>900</u>	<u>Shaat Intermediate Public School</u>
<u>955</u>	<u>El Nabi Sheet secondary</u>
<u>956</u>	<u>Al Nabi Sheet Intermediate Public School</u>
<u>968</u>	<u>Salim Haidar intermediate public school</u>
<u>1003</u>	<u>Mashghara secondary public school</u>
<u>1032</u>	<u>Kfarkouk Intermediate Public School</u>
<u>1040</u>	<u>Kawkaba Intermediate Public School</u>
<u>1058</u>	<u>Haret Saida Public School</u>
<u>1089</u>	<u>Aadloun Intermediate Public School</u>
<u>1092</u>	<u>Al Loubya Elementary Public School</u>
<u>1095</u>	<u>El Bissariah Intermediate Public School</u>
<u>1100</u>	<u>Al Babilyeh Intermediate</u>
<u>1115</u>	<u>Elias Merhi Intermediate Public School</u>
<u>1117</u>	<u>Jezzine Secondary Public School</u>
<u>1118</u>	<u>Jezzine Intermediate Public School</u>

<u>School Number</u>	<u>School Name</u>
<u>1129</u>	<u>Houmine Al Tahta Intermediate Public School</u>
<u>1137</u>	<u>Kfar Ramman Intermediate Public School</u>
<u>1156</u>	<u>Aaba Intermediate Public School</u>
<u>1163</u>	<u>Kfarsir Intermediate Public School</u>
<u>1167</u>	<u>Braikee Intermediate Public School</u>
<u>1169</u>	<u>Shoukine Intermediate Public School</u>
<u>1180</u>	<u>Shebaa Elementary Public School</u>
<u>1192</u>	<u>Halta Mixed Intermediate Public School</u>
<u>1204</u>	<u>Ibl El Saki Intermediate Public School</u>
<u>1206</u>	<u>Al Taybeh Intermediate Public School</u>
<u>1207</u>	<u>Al Aadaisseh Mixed Intermediate Public School</u>
<u>1231</u>	<u>Bourj Rahal Mixed Intermediate Public School</u>
<u>1246</u>	<u>Doctor Afif Baidoun Intermediate Public School</u>
<u>1255</u>	<u>As Shahid Khalil Jaradi Secondary Public School/ Maaraka</u>
<u>1256</u>	<u>Shuhada Maaraka Elementary Oublic School</u>
<u>1264</u>	<u>Qana Secondary Public School</u>
<u>1270</u>	<u>Jibal El Butom Intermediate School</u>
<u>1274</u>	<u>Al Shaaitiya Al Kanissa Intermediate Public School</u>
<u>1280</u>	<u>Kamal Salhab Secondary Public School- Ain Baal</u>
<u>1282</u>	<u>Qlayla Intermediate Public School</u>
<u>1369</u>	<u>Matariyat Al Shawmar Intermediate Public School</u>
<u>1399</u>	<u>Al Amrousiyeh second mixed intermediate</u>
<u>1411</u>	<u>Al Bazouriyeh Secondary Public School</u>
<u>1427</u>	<u>El Hermel Third Intermediate Public School</u>
<u>1429</u>	<u>Abra Mixed Intermediate Public School</u>
<u>1432</u>	<u>Al Mari Mixed Public School</u>
<u>1442</u>	<u>Mayfadoun Secondary Public School</u>
<u>1449</u>	<u>Tebnine Secondary Public School (Kafra)</u>
<u>1474</u>	<u>El Hermel An Namouzajiya Elementary Public School</u>
<u>1477</u>	<u>Al Allama Abdullah Al Alayli Secondary</u>
<u>1501</u>	<u>Shaqra Second Elementary Public School</u>
<u>1508</u>	<u>Rawdat Kfar Ramman Public School</u>
<u>1516</u>	<u>Karnayel Secondary Public School - Ras El Metn Branch</u>
<u>1520</u>	<u>Al Baddawi Second Public Kindergarten</u>
<u>1521</u>	<u>Al Baddawi Second Intermediate Public School for Girls</u>
<u>1528</u>	<u>El Amir Shakib Irsan Mixed Secondary Public school</u>
<u>1531</u>	<u>Omar Hamad Mixed Elementary Public School</u>
<u>1532</u>	<u>Mohammed Shamel Mixed Elementary Public School</u>
<u>1543</u>	<u>Al Kobba Al Jadida Public Kindergarten</u>

<u>School Number</u>	<u>School Name</u>
<u>1581</u>	<u>Maroun Abboud Secondary Public School - Al Abadiya</u>
<u>1582</u>	<u>Group of Meshan Public Kindergartens (Antoine Saaid)</u>
<u>1586</u>	<u>El Meniyeh Secondary Public School - Martyr Lieutenant Wissam Eid Branch</u>



Beirut 10 June 2013

Press Release

D-RASATI ORGANIZES SUBJECT AREA LEARNING HUBs WORKSHOP And CERTIFICATE CEREMONY



On June 10, a three-day **Subject Area Learning Hubs** workshop kicked off at the American University of Beirut (AUB) within the framework of the **USAID-funded Developing Rehabilitation Assistance to Schools and Teacher Improvement (D-RASATI)** program. The workshop was designed for 66 English-speaking teacher trainers and school counselors from the Center for Educational Research and Development (CERD) and the Ministry of Education's Department of Guidance and Counseling (DOPS).

The training introduces the concept and model of “training the trainers” to the design and implementation of hubs in public schools across Lebanon. Subject Area Learning Hubs are formed of teams of trained teachers in specific subjects who support the professional growth of subject area teachers in a school or group of schools by providing them with follow-up professional development activities, developing and maintaining resources, and initiating and supporting student clubs in the subject area.

Following welcoming remarks by Ms. Jill Meeks, Chief of Party of D-RASATI, **Dr. Nada Mneimneh**, Director of the Education Sector Development Secretariat of the Ministry of Education and Higher Education (MEHE), stressed the substantial role of teacher training in building the capacity of educators and Ministry's commitment to that end.

Ms. Denise O'Toole, Director of the Education, Democracy, Rights & Governance Office at the United States Agency for International Development (USAID), emphasized that through the \$75 million-D-RASATI project, USAID is committed to supporting the Ministry's strategy to develop the capacity of trainers and counselors in order to improve learning in the Lebanese public education sector.

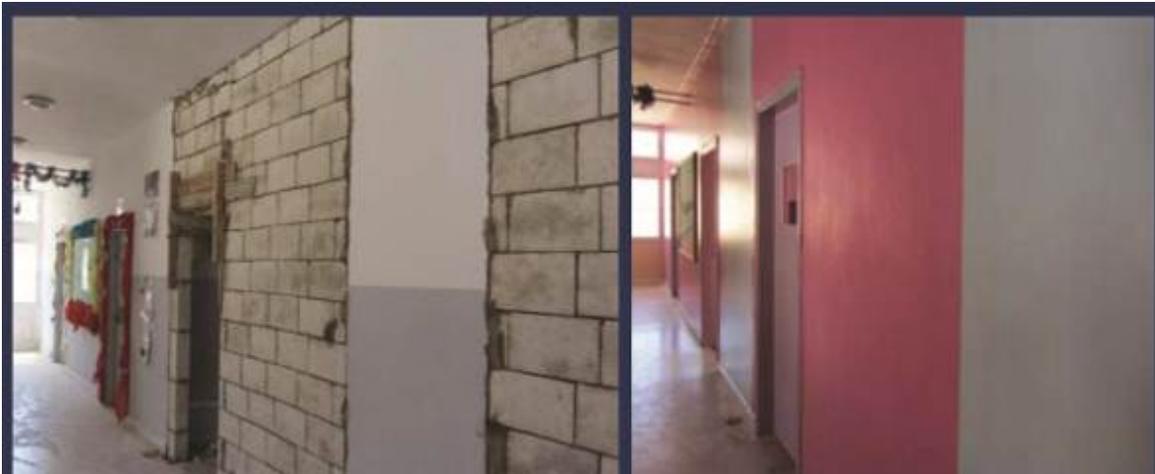
Mrs. Sonia Khoury, Director of DOPS, representing **Mr. Fady Yarak**, Director General of Education at the MEHE, highlighted the significance of the trainees' positive participation and commitment to achieving the success through sustainable implementation.

At the end of the opening ceremony, 66 trainees received certificates for completing previously held training workshops: “Progress Scale Classroom Observation Training”, “Subject-Matter Teaching Methods and “Teacher Learning Circles”.

ENDS

Contact

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Email: gbaz@d-rasati.org



Before

After

Bekaa: Kfarkouk Intermediate Public School
Completed: September 2012

Work done on plastering and painting, as well as maintenance and addition of new doors.



Before

After

Baalbek, Bekaa: Shaat Intermediate Public School
Completed: December 2012

Work done on plastering, painting, maintenance and painting of windows and doors.



Before



After

Batroun: Kfarabida Intermediate Public School
Completed: September 2012

Work done on the toilets, seats, tiling and painting.



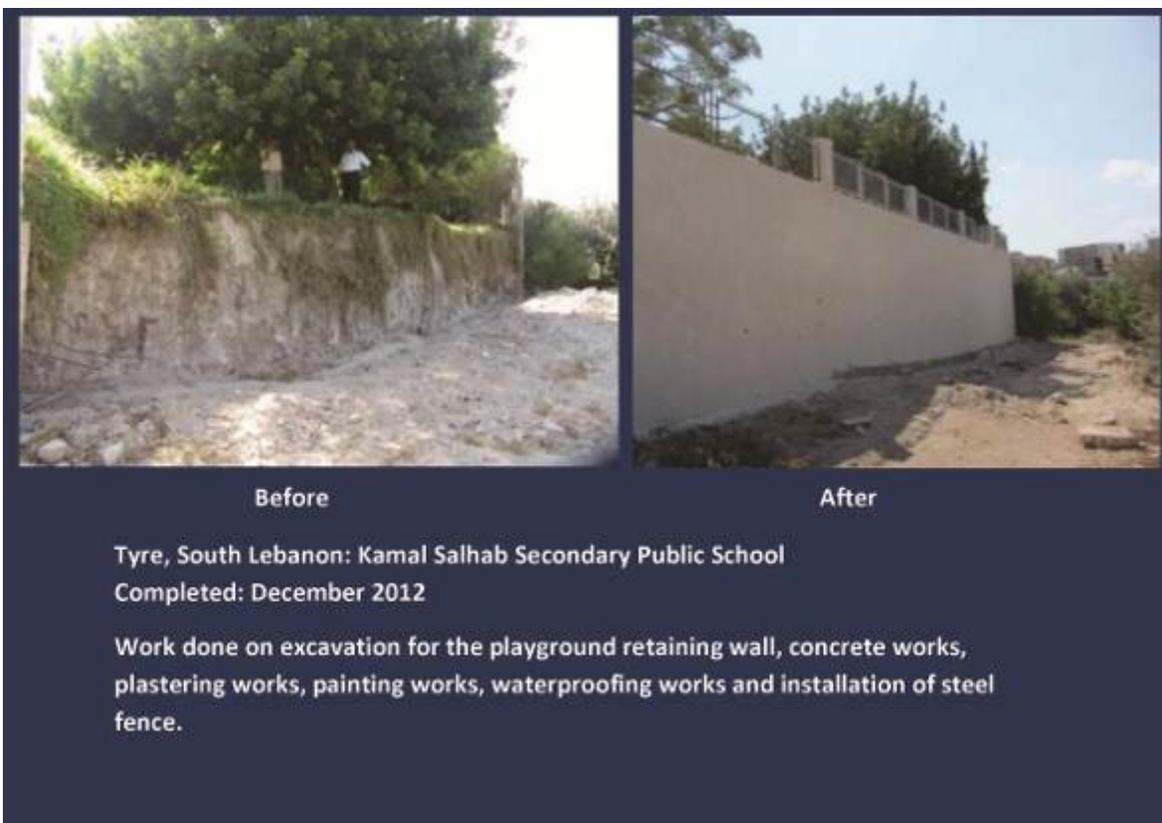
Before



After

Batroun: Jran Mixed Public School
Completed: September 2012

Work done on adding a new room, painting and windows.





Before

After

Nabatieh: Shaqra Second Elementary Public School
Completed: September 2012

Work done on rehabilitation of the classrooms, inside painting and boards.



Before

After

Aley, Mount Lebanon: Baawarta Mixed Intermediate Public School
Completed: November 2012

Work done on waterproofing, inside painting, and board.

USAID visits to Harissa on June 5, 2013



Subject-Matter Hubs training that took place at AUB on June 10, 11 and 12, 2013



Subject-Matter Hubs training that took place at AUB on June 10, 11 and 12, 2013





Participants in the Hubs TOT, AUB, June 10, 2013



Participants receiving training certificates, June 10, 2013