



D-RASATI

Developing Rehabilitation Assistance to Schools and Teacher Improvement

Twelfth Quarterly Report July-September 2013

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October 31, 2013

Submitted by
Education Development Center
USAID/Egypt Cooperative Agreement No. 268-A-00-10-00078-00

This report is made possible with the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of EDC and do not necessarily reflect the views of USAID or the United States Government.

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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
CMS	Construction Management Services
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
KDS	Key Development Services
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

Despite a constraining security environment and high-level procurement delays, D-RASATI achieved notable successes this quarter, particularly in teacher support and school maintenance.

Support for the institutionalization of the Progress Scale classroom observation tool and protocol was provided through the training of 30 DOPS master facilitators from July 16-18. Teacher performance standards that include the standards reflected in the Progress Scale were finalized with input from the teachers' unions and are expected to be officially endorsed by the Ministry in the coming quarter. Teacher trainer standards, which will also link with the Progress Scale and echo the teacher standards, made progress, as well.

Final ICT equipment standards were also submitted in July, 2013, rounding out D-RASATI's contribution to improved standards and guidelines for quality education in Lebanon.

Movement towards final handover of the rehabilitated schools included the inspection of schools by CMS (USAID's contracted quality assurance firm) before schools are considered ready for final transfer to MEHE. All schools were also inspected by KDS for environmental compliance, with near-complete compliance found across schools.

Delays in procurement and unexpected costs, as well as the continued security context resulted in the determination that variation order work as proposed by CHF could not be completed within the timeline of the project. Discussion to move this work to another rehab partner also occurred during this quarter.

Two thousand (2,000) copies of the D-RASATI School Maintenance Manual and Toolkit were printed for distribution to schools and other stakeholders as selected by MEHE. On August 29, a high-profile workshop was held at the MEHE premises to launch the Manual and Toolkit. Six hundred eighty one (681) school principals and associated staff were also trained this quarter in regional workshops on how to use the manual and the accompanying tools to comply with general maintenance criteria for school infrastructure and facilities.

Science laboratory infrastructure work was completed in 27 schools, and procurement for the work in an additional 147 schools and 6 CERD centers was conducted. Work was approved and commenced in one sub-group of those schools and centers.

Distribution of science laboratory equipment was initiated following approval from USAID to proceed with contracting the winning distribution company. As of the end of the quarter, 158 schools (about 66% of all targeted schools) have started receiving their science lab equipment; 15% of the 158 schools have received approximately 65% of their total packages, while 85% have received 30%.

Science laboratory equipment training for 771 science teachers, CERD specialists, and DOPS specialists commenced in the CERD centers and selected secondary schools in September. 193 participants have been trained as of September 30, 2013 in Beirut, Saida, and Nabatiyeh, in both English and French in biology, physics, and chemistry.

The teacher learning circle (TLC) pilot also kicked off with a refresher training in early September for the 63 DOPS and CERD personnel who will facilitate the TLCs at schools during the pilot.

The final revised Performance Monitoring Plan for the project was approved in July and data reporting updated accordingly. The 11th Quarterly Report was submitted on July 30.

D-RASATI's COP and Monitoring and Evaluation Director both departed in September. Leadership through project close-out will be provided by the Deputy Chief of Party with support from EDC's home office.

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

Sustainability and institutionalization of the Progress Scale was supported this quarter through the training of trainers at DOPS. Thirty DOPS personnel, who had been selected based on their strong implementation of the Progress Scale during the field test, their demonstrated training skills, and their ability to represent all subject areas, all regions, were trained at AUB on the 16th-18th of July, 2013. All 30 DOPS personnel received TOT certificates upon training completion. The training was very well received and both trainers and participants felt that the team was well-prepared to ensure the quality and continuation of the Progress Scale effort within MEHE after D-RASATI closes.

The report on the training of trainers was submitted to MEHE and USAID on September 2, 2013.

Teacher Performance Standards

The Teacher Performance Standards Task Force continued its work this quarter, holding the last in its series of planned stakeholder meetings to receive feedback from representatives of the teachers' unions. The feedback from all parties has been positive and constructive in this first-ever consultative process for the teacher development and support sector, and the revised standards represent a realistic yet high set of expectations for teachers in the Lebanese schools. The draft of the standards has been finalized and will be submitted for approval and endorsement by His Excellency the Minister of Education and Higher Education in the coming quarter.

Teacher Trainer Standards

The Trainer Standards Task Force also continued its work, with a revised version of the standards developed and reviewed in a meeting on September 27, 2013.

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

ICT Equipment Standards

On July 26, D-RASATI submitted to MEHE the final ICT lab equipment standards, specifications, and estimated costs developed based on the ICT strategy.

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

Rehabilitation Work and Handover of Schools

D-RASATI rehabilitation partners continued to prepare schools for final handover to MEHE during this quarter. Temporary handover of original BOQs for all schools was completed, and the USAID-contracted construction quality assurance firm (Construction Management Services, or CMS) began final certification visits to all schools. In schools where certificates could not be issued because issues remained unresolved, partners are continuing to address the findings, after which CMS will conduct additional visits as required in the coming quarter to make sure all findings have been addressed.

The environmental compliance firm KDS also visited all 154 round 2 D-RASATI schools to certify that they are in compliance with USAID regulations regarding environmental management and mitigation. Of the 154 schools, only 14 were determined to have minor issues (primarily that rubble disposal had not been completed). After addressing KDS comments, all schools will have been cleared for environmental compliance, early in the next quarter.

Bidding was also completed for the variation orders (VOs) required in the CHF schools during this quarter, but it became clear that USAID approval of the proposed VO contracts would not be received in time to complete the work prior to the program's revised end date. Although contingency planning initially provided several options for addressing the remaining work in schools, the continued delay in contracts processing through Cairo, due to the unstable security situation in Egypt; the continued instability in some of the areas in which schools needing VOs were located; and the high implementation costs for the proposed VOs resulting from the tendering process made the completion of the VO work on time and impossible as of the end of the quarter. CHF's subaward was therefore modified to eliminate the variation order work and terminate the organization's work under D-RASATI following handover of the original BOQs to MEHE. A meeting of all contractors working on CHF schools was held at the CHF office on August 27, 2013 to inform them that the Variation Order activity had been canceled.

School Maintenance

Following the final approval of the maintenance manual content and design and selection of the winning bidder for printing the School Maintenance Manual, 2,000 copies were printed for distribution to schools and other stakeholders as selected by MEHE. On August 29, a workshop was held at the MEHE premises to launch the Manual and Toolkit. Representatives from the Engineering Coordination Unit (ECU), the regional education directorates (buildings and facilities departments), donors, the D-RASATI coordination committee, Council for Development and Reconstruction (CDR), USAID, and others attended the event.

Regional Maintenance meetings were also conducted in 25 public schools throughout Lebanon during this quarter. 681 school principals and associated staff were trained on how to use the manual and the accompanying tools to comply with general maintenance criteria for school infrastructure and facilities.

Sub-component 2.2: Provision of Science Laboratories in Schools

Science Laboratory Refurbishing

Work was completed this quarter in 27 schools where science labs were fully refurbished.

In June 2013 D-RASATI released a public solicitation in three newspapers for three consecutive days for science laboratory refurbishing in 147 additional schools and 6 CERD centers, and selected winning bidders according to protocol. On July 29, 2013 D-RASATI then submitted to USAID/Cairo three Subcontract approval requests for the science lab refurbishing contracts in these schools. USAID approved proceeding with contracting for the first group of schools, and a subcontract with Flayfel Company was signed on September 17. USAID requested that the project re-bid for groups 2 and 3, and the rebidding was accordingly advertised in 2 newspapers in September 12, 13, 14, 2013. The new bids were opened at the D-RASATI offices on September 24. Al-Diyar International Company was selected for Group 2 schools, and Profil Company was selected for Group 3 schools. D-RASATI is currently awaiting approval from USAID/Cairo to proceed with this work in the coming quarter.

Science Laboratory Equipment

D-RASATI is distributing science lab equipment to 238 secondary schools and 6 CERD centers. The project received customs exemption clearance from MEHE for 6 air shipments and 8 ocean shipments arriving on US flag carriers during this quarter (see Annex). A request for determination of non-availability (DNA) of US flag carriers for Caretek was also sent to USAID on September 23, 2013. On September 24, USAID approved the DNA to proceed with Caretek airway bills and bills of lading.

As equipment arrives, D-RASATI sends official requests to MEHE for their inspection of the quality of Science Lab Equipment. To date, 4 such inspections have been completed by MEHE representatives.

Following public solicitation for the distribution of the procured science laboratory equipment to schools and the selection of the winning bidder, D-RASATI submitted a subcontract approval request for the “Distribution of Science Lab Equipment” to USAID Cairo on July 29. On August 28, D-RASATI received the Subcontract approval back from USAID. Purchase orders were then signed and the distribution process was initiated.

To date, 158 schools (about 66% of all schools) have started receiving their science lab equipment; 15% of the 158 schools have received approximately 65% of their total packages, while 85% have received 30%. Details on distribution can be found in the Annex.

Gifts-in-Kind (GiK) Books

During this quarter, MEHE shared with D-RASATI the list of 192 selected schools that will benefit from the donated books. Accordingly, the distribution of the books was initiated. 6 schools have received their allocated books as of the end of the quarter.

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

The final report on the Subject-Matter Hubs training that took place at AUB on June 10, 11 and 12, 2013 was submitted on July 3, 2013. Training materials were reviewed to develop the final version based on feedback received during the training, and the final version of the Hubs training materials was officially submitted to MEHE on July 29, 2013 after having received clearance from USAID.

Training on the Use of Lab Equipment for Science Teachers

Grade 12 training manuals for Biology, Chemistry and Physics were completed at the end of July, 2013. Translation of Grade 10, 11 and 12 manuals into French for all three subjects was completed on August 25, 2013. The manuals were submitted to USAID for clearance between August 21 and 29, 2013, and clearance was granted on September 3, 2013.

Although the training had originally been planned to be held in the 6 CERD centers and nearby secondary schools, security and timing issues necessitated adjustment of some training venues during the quarter. Venue preparation for training in Saida and Nabatieh (facilities and equipment) was completed as planned. MEHE approved moving the training location for Tripoli teachers from Tripoli to Koura due to the security situation in the North. An intermediate school in Qaa el Rim that has three labs will be used as the alternative training site for both Zahle and Baalbeck regions and will be provided with a full kit of equipment to conduct the training. MEHE also approved a request to hold the Mount Lebanon regional lab training only in the CERD center in Jounieh instead of splitting trainees between CERD and Zouk Mikael Secondary School, as the school's lab has not yet been rehabilitated. Selected schools in Minyara and Halba will also be confirmed as sites, or alternates generated for the Akkar training.

MEHE requested that the trainings be held on Thursdays, Fridays and Saturdays from 2 to 6 pm. On July 23, 2013, the Ministry provided D-RASATI with a full list of training participants including three teachers (one teaching Chemistry, one teaching Biology and one teaching Physics) from each school receiving equipment and trainers from the 6 CERD centers receiving equipment. DOPS science specialists were also included in the training, per MEHE's request, for a total number of 771 invitees across all training workshops. Distribution of participants across the various training centers was completed and submitted on August 23, 2013 to MEHE along with a draft implementation plan with specific dates by region. MEHE granted approval to switch the training dates of Nabatieh and Jounieh since the Jounieh sites were not expected to be ready in terms of refurbishment by initially approved training dates.

The lab trainings were successfully launched on Thursday September 12, 2013 in Beirut, with the first training targeting a group of science teachers who teach Biology, Physics and Chemistry in English. 41 out of 46 expected participants attended this first training. The second and third week of lab workshops were also successfully implemented, as follows:

- September 19 to 21 in Beirut (42 out of 46 expected participants attended the training)
- September 19 to 21 in Saida (34 out of 42 expected participants attended the training)
- September 26 to 28 in Beirut (41 out of 46 expected participants attended the training)
- September 26 to 28 in Nabatieh (35 out of 37 expected participants attended the training)

Extremely positive feedback was gathered from final evaluation forms in all training sessions, and the workshops provide an outstanding basis for the successful sustainability and use of USAID and MEHE's investment in science laboratory equipment under D-RASATI.

Teacher Learning Circles (TLCs)

MEHE provided D-RASATI on August 2, 2013, with a list of pilot schools in which TLCs will be implemented, ensuring representation in all regions and accessibility under the current security situation. D-RASATI prepared a draft implementation plan with a breakdown of teachers per region which was approved by MEHE, and access to these schools was granted by MEHE on August 2, 2013. Official MEHE approval of the pilot activity included the integration of TLC implementation within the DOPS members regular Scope of Work, which will be critical for the sustainability of this model moving forward.

The TLC refresher training for participants in the field pilot took place on September 9, 11 and 12, 2013 at the American University of Beirut. 63 out of 65 expected participants attended the training, and evaluation of the training as preparation for the pilot experience was positive.

Following the training, DOPS facilitators were split into groups per geographical region, and each group was allocated to a pilot school. Each group was assigned a D-RASATI trainer as a mentor. Mentors will visit their allocated pilot schools twice during the pilot implementation period, to observe DOPS implementation of the TLCs.

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 reflecting the updated scope of work after Modification #3 was approved on July 29. All relevant data have been entered on the AidTracker System, and all Progress Scale TOT and Hubs training data have been entered into the TraiNet Monitoring System.

Regular Periodic Monitoring

51 schools were visited by the monitoring engineering team during this reporting period. 3 monitoring visits were also conducted in schools where the science lab refurbishment has been reported as complete. 4 monitoring visits to science lab equipment training were conducted in Beirut and Saida, along with one visit in Saida to the maintenance manual meetings.

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

Progress Scale data were submitted to MEHE on September 26, 2013. Preparation of materials and a training plan for the training of DOPS and other selected personnel to use and sustain the Progress Scale data system is under way.

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.

III. CHALLENGES, CONSTRAINTS, AND RESPONSES

The security situation in Lebanon has been a challenge this quarter. Access to the Bekaa, Akkar and Tripoli has been limited and inconsistent as a result of violence in those regions, which has necessitated contingency planning for science lab training, science lab rehab, and school rehabilitation completion certification. USAID's construction quality assurance firm (CMS) has been unable to visit schools in a number of communities, and thus unable to issue completion certificates required under the award's revised quality assurance plan.

Security concerns in Egypt, where the project's contracting office is located, have also delayed procurement, due to a drawdown of USAID/Cairo staff, although tendering was completed for the outstanding VOs necessary for schools to meet minimum ESP standards. D-RASATI also had to re-bid the science lab equipment for groups 2 and 3 because the initial request was not approved by USAID. If USAID's response on the proposed contracts following the rebid is delayed, the D-RASATI team will not be able to complete the work within the current schedule.

Staffing changes have also complicated operations. On September 28, 2013, D-RASATI Chief of Party Jill Meeks left the project. Deputy Chief of Party Ziad Abi Abdallah will serve as Acting Chief of Party through the completion of the project, with support from EDC's home office. Monitoring and Evaluation Director Dr. Rachel Christina also left her position as of September 1, 2013, although she will continue to provide limited M+E backstopping through the project's closing date. The Senior Rehabilitation Monitoring Engineer left the project during this quarter, as did the Communications Officer, Translator/Interpreter, and Senior Accountant. A replacement Accountant and Communications Assistant have been hired and rehabilitation monitoring continues through the team of monitoring engineers.

IV. SCOPE OF WORK FOR NEXT QUARTER

Assessment

- Final endorsement of Teacher Performance Standards by H.E. the Minister of Education and Higher Education.
- Finalization of teacher trainer standards and approval by MEHE

Rehabilitation

- Completion of all schools, CMS certification, and final hand over to MEHE

Science Lab Equipment

- Receive USAID's approval on the re-bids and proceed with completing refurbishing of labs
- Complete distribution of science lab equipment

Teacher Training

- Completion of science laboratory training for all invited teachers, CERD trainers, and DOPS specialists
- Implementation of TLC pilot and lessons learned workshop; delivery of final TLC report

Monitoring and Evaluation

- Final reporting
- Progress Scale data training for DOPS personnel
- Delivery of all final data sets to MEHE

V. RESULTS TABLE

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
				Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III						
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																		
<p><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)</p> <p><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)</p> <p><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)</p>																		
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	70	179	446	46%	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	Measure of completion of rehabilitation changed from temporary to final handover certified by an outside firm as per the revision of the PMP after mod 3. Hence, total achieved for year 3 have been adjusted accordingly.	

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III	
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4					Achieved Year III
	Facilities and Infrastructure			0		28	28	156	20	82	16			184	79%	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.	
	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%		
	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%		

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
						Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
	Teaching and Learning		public schools	Ann.	0				298				70	70	298	23%	Change (PD): removed schools with teachers trained in English, schools implementing hubs, and schools receiving ECA assistance. Science lab teacher training delayed due to delayed equipment procurement. TLC implementation delayed and reduced to 13 schools due to limited availability of DOPS and CERD personnel.	
		North		0				73				2	2	73	3%			
		Beqaa		0				47				0	0	47	0%			
		Mt. Lebanon		0				79				28	28	79	35%			
		Beirut		0				23				14	14	23	61%			
		South		0				41				16	16	41	39%			
		Nabatiyeh		0				35				10	10	35	29%			
CDCS 3	# public schools receiving USG assistance		public schools	Qly.	0		28	28	426	20	82	16	70	70	446	22%	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	Measure of completion of rehabilitation changed from temporary to final handover certified by an outside firm as per the revision of the PMP after mod 3. Hence, total achieved for year 3 have been adjusted accordingly.
		North		0		3	3	116	10	14	7	2	2	118	4%			
		Beqaa		0		4	4	67		15		0	0	70	6%			
		Mt. Lebanon		0		7	7	104	1	21	4	28	28	107	33%			
		Beirut		0		1	1	32	1	6	3	14	14	33	45%			
		South		0		8	8	58		18	2	16	16	65	37%			
		Nabatiyeh		0		5	5	49	8	8		10	10	53	28%			

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
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		1	3	6	100%	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				1	1	2	100%		
	Gap analysis: ECA			0				1	1				1	1	100%		
	Gap analysis: SIP/CE			0				1		1			1	1	100%		
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										

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
	Beirut/Male			0													
	Beirut/Female			0		316	68							316	101%		
	South/Male			0													
	South/Female			0		991	265							991	99%		
	Nabatiyeh/Male			0													
	Nabatiyeh/Female			0		435	148							435	111%		
1.1.2	# of teachers observed during progress scale study	teachers	Qly.	0		133	134	626	15	106	254	7	382	760	68%		
	North/Male			0		2	2	35	1		11		12	37	38%		
	North/Female			0		17	17	202	10	19	53		82	219	45%		
	Beqaa/Male			0		8	8	19		2	12		14	27	81%		
	Beqaa/Female			0		27	27	54		9	33		42	81	85%		
	Mt. Lebanon/Male			0		7	7	16		10	2		12	23	83%		
	Mt. Lebanon/Female			0		18	19	126		36	58		94	145	78%		
	Beirut/Male			0		2	2	4	1		3		4	6	100%		
	Beirut/Female			0		10	11	19	3	1	12		16	29	93%		
	South/Male			0		5	5	20		3	1	3	7	25	48%		
	South/Female			0		19	19	71		11	32	4	47	90	73%		

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.

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
	Nabatiyeh/Male			0		3	3	17		6	9		15	20	90%		
	Nabatiyeh/Female			0		14	14	44		9	28		37	58	88%		
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			2	6	83%	change (PD): removed ECA and SIP/CE standards Trainer standards delayed due to limited MEHE capacity to review and facilitate stakeholder feedback	
	rehabilitation standards			0		1	1							1	100%		
	science equipment standards			0		1	1							1	100%		
	ICT strategy			0				1	1					1	100%		
	ICT equipment standards			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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
						Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
		teacher performance standards			0	1								1	100%			
		trainer standards			0				1					1	0%			
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		0	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.	Measure of completion of rehabilitation changed from temporary to final handover certified by an outside firm as per the revision of the PMP after mod 3. Hence, total achieved for year 3 have been adjusted accordingly.
		North/Male			0				5927	971	1461	900		0	5927	56%		
		North/Female			0				8581	2398	1975	1479		0	8581	68%		
		Beqaa/Male			0				3806		2565			0	3806	67%		
		Beqaa/Female			0				4158		2784			0	4158	67%		
		Mt. Lebanon/Male			0				3501	13	2519	509		0	3501	87%		
		Mt. Lebanon/Female			0				3536	18	2669	447		0	3536	89%		
		Beirut/Male			0				1862	274	996	729		0	1862	107%		
		Beirut/Female			0				2046	251	1287	622		0	2046	106%		

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III	
					Achieved Year I	Target Year II		Achieved Year II	Target Year III	Q1	Q2	Q3					Q4
	South/Male			0				5045		3382	547		0	5045	78%		
	South/Female			0				5243		3602	481		0	5243	78%		
	Nabatiyeh/Male			0				1915	801	1308			0	1915	110%		
	Nabatiyeh/Female			0				2176	809	1619			0	2176	112%		
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%		

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
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		0	156	76%	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.	Measure of completion of rehabilitation changed from temporary to final handover certified by an outside firm as per the revision of the PMP after mod 3. Hence, total achieved for year 3 have been adjusted accordingly.
	North			0			47	10	14	7		0	47	66%			
	Beqaa			0			24		15			0	24	63%			
	Mt. Lebanon			0			35	1	21	4		0	35	74%			
	Beirut			0			11	1	6	3		0	11	91%			
	South			0			23		18	2		0	23	87%			
	Nabatiyeh			0			16	8	8			0	16	100%			
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%			

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
IR 3: School Learning Opportunities Increased																	
3.1	# of teachers/educators/teaching assistants who successfully completed inservice training or received intensive coaching or mentoring with USG support (F 3.2.1-31)	educators	Qly.	0		212	166	782	68	58	61	245	376	894	42%	change (PD): removed teachers who were to have been trained in English Science lab teacher training delayed due to delayed equipment procurement.	
	North/Male			0		12	6	133				3	7	138	5%		
	North/Female			0		29	23	59	3	2	3	4	24	79	30%		
	Beqaa/Male			0		14	5	80	2	1	2	2	6	84	7%		
	Beqaa/Female			0		17	15	40	7	6	6	4	16	49	33%		
	Mt. Lebanon/Male			0		7	6	147	1	1	1	31	35	151	23%		
	Mt. Lebanon/Female			0		26	23	63	2	1	1	54	72	79	91%		
	Beirut/Male			0		18	13	38	12	10	10	16	31	47	66%		
	Beirut/Female			0		49	39	37	23	22	22	49	73	55	133%		
	South/Male			0		8	6	70	4	4	3	21	27	75	36%		
	South/Female			0		15	15	33	8	4	6	22	32	42	76%		

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III	
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III					
	Nabatiyeh/Male			0		9	8	57	3	4	4	21	28	64	44%			
	Nabatiyeh/Female			0		8	7	25	3	3	3	17	25	31	81%			
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				
3.1.2	# trainers trained	trainers	Qly.	0		209	273	67	68	58	61	30	66	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				10	10	39	103%			
	Progress/CERD/female			0		86	130	0						86	151%			
	Progress/DOPS/female			0		56	61	43				20	20	56	109%			
	Methods/CERD/male			0				1	1					1	1			100%
	Methods/DOPS/male			0				21	21					21	21			100%
	Methods/CERD/female			0				4	4					4	4			100%
	Methods/DOPS/female			0				42	42					42	42	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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
						Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
		TLCs/CERD/male			0				1		2			2	1	200%		
		TLCs/DOPS/male			0				21		18			18	21	86%		
		TLCs/CERD/female			0				4		5			5	4	125%		
		TLCs/DOPS/female			0				42		33			33	42	79%		
		Hubs/CERD/male			0				1			1		1	1	100%		
		Hubs/DOPS/male			0				21			19		19	21	90%		
		Hubs/CERD/female			0				4			6		6	4	150%		
		Hubs/DOPS/female			0				42			35		35	42	83%		
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%		

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
3.1.4	# teachers trained	teachers	Qly.	0				732					219	219	732	30%	change (PD): removed teachers trained in English Science lab training delayed to year 4 because of delayed equipment procurement.
	Labs/North/male			0				135					2	2	135	1%	
	Labs/North/female			0				57					1	1	57	2%	
	Labs/Beqaa/male			0				80					0	0	80	0%	
	Labs/Beqaa/female			0				34					0	0	34	0%	
	Labs/Mt. Lebanon/male			0				148					30	30	148	20%	
	Labs/Mt. Lebanon/female			0				62					54	54	62	87%	
	Labs/Beirut/male			0				30					14	14	30	47%	
	Labs/Beirut/female			0				12					44	44	12	367%	
	Labs/South/male			0				68					20	20	68	29%	
	Labs/South/female			0				28					19	19	28	68%	
	Labs/Nabatiyeh/male			0				55					19	19	55	35%	
	Labs/Nabatiyeh/female			0				23					16	16	23	70%	

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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
IR 4: High Quality Monitoring and Evaluation Achieved																	
4.1	# of data systems delivered to MEHE	systems	Ann.	0	1	2	4	2				1	1	9	67%	Change (PD):edited to match list in approved revised PD. Science lab equipment database delivery delayed due to delays in equipment procurement.	
	Field survey data system			0	1		2							3	100%		
	Progress scale database			0				1				1	1	1	100%		
	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 September 2013	Justification for Variation from Target Approved in December 2012	Justification for variation in totals of year III
					Achieved Year I	Target Year II	Achieved Year II	Target Year III	Q1	Q2	Q3	Q4	Achieved Year III				
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 Visited by CMS, Including Those Certified as Ready for Final Handover
- Annex 2: List of Schools Visited by KDS, Including Those Certified as Environmentally Compliant
- Annex 3: List of Maintenance Workshops
- Annex 4: Science Lab Distribution Status as of September 30
- Annex 5: Detailed Schedule of Science Laboratory Equipment Shipments as of September 30
- Annex 6: GiK Books Distribution Status as of September 30
- Annex 7: TLC Pilot Schools by Region
- Annex 8: Science Lab Equipment Training Press Release
- Annex 9: Maintenance Manual Launch Press Release
- Annex 10: Photographs from This Quarter's Activities