



D-RASATI

Developing Rehabilitation Assistance to Schools and Teacher Improvement

Thirteenth Quarterly Report October-December 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
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

This was the final quarter of D-RASATI implementation, and it included a number of very successful activities. The science lab equipment training for teachers reached 731 teachers, CERD staff and DOPS science specialists, with demand for continued training and participant satisfaction with the workshops very high. TLCs were piloted in 13 schools, and participants expressed their satisfaction with the activity and their commitment to continuing the approach in the public schools at a lessons learned workshop in December. Teacher and trainer standards were also finalized, to support the long-term integration and alignment of the professional development system and the establishment of clear expectations against which teaching quality can be assessed.

Security and procurement challenges were felt in the rehabilitation and equipment components of the project, with the uncertain security context preventing the completion and certification of some rehabilitation work and the completion of science lab upgrading. As a no-cost extension to complete this work was not approved, the final numbers of schools rehabilitated did not meet the project's targets.

Nevertheless, D-RASATI will leave behind tangible improvements in school facilities and infrastructure across all Lebanese regions and demographic groups; greatly improved secondary science labs; clear expectations for teachers and trainers; enhanced instructional resources and products to support high-quality teaching and learning; and a culture of greater reflection on data and cooperative planning and strategy-setting at MEHE and CERD. 113,307 children, 388 schools, and 1,031 system educators have benefitted from the project's intervention, and the Lebanese public education system is notably different as a result of D-RASATI's contributions. As USAID's largest-ever investment in education in Lebanon and a test case for closer partnerships with host country governments, the project has been a success.

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

Teacher Standards

The final teacher standards were submitted to MEHE in October 2011.

Teacher Trainer Standards

The teacher trainer standards were submitted to MEHE in December, 2013.

Progress Scale

The final report on the Progress Scale field test was submitted in December, 2013.

All other work under this subcomponent is complete.

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

All work under this subcomponent is complete.

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

All work under this subcomponent is complete.

COMPONENT 2: SCHOOL LEARNING ENVIRONMENTS IMPROVED

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

Rehabilitation Work and Handover of Schools

All environmental compliance findings in schools being rehabilitated have now been addressed. Final handover of rehabilitated schools to MEHE was also completed, based on CMS certifications of completion. CMS sent certificates of completion for 149 schools by the end of December 2013, but was not able to visit all schools due to security concerns. The remaining schools will be handed over without certification, per agreement with USAID.

Several publicity events and activities were held this quarter as the work neared completion. Success stories on Kfarhabou Public school and on environmental compliance in the rehabilitated schools were submitted. On November 8, 2013 a high level field visit was also conducted by USAID administrator Dr. Rajiv Shah to Dhour El Shweir Secondary Public School, which has undergone rehab under D-RASATI, along with science lab refurbishing and equipment.

School Maintenance

D-RASATI conducted twenty seven school maintenance regional meetings this quarter to hand over the school maintenance manual and to orient school principals on the effective usage of the manual at school levels. 681 school principals attended the meetings and participated in the orientation discussions while 593 principals did not. D-RASATI also ensured the delivery of the school maintenance manual through MEHE's regional offices to the school principals who did not attend the before mentioned regional meetings. As of the end of December, the project had received reports and photos from forty-five (45) schools on awareness sessions led by school principals to inform students of the maintenance procedures and actions.

Sub-component 2.2: Provision of Science Laboratories in Schools

Science Laboratory Refurbishing

Science lab refurbishing agreements were signed on Friday October 18, with Al Diyar International Company for Group 2, and with Profile Association for Group 3. Work was initiated in 140 additional secondary schools. 10 schools were not able to be worked in for security reasons, while the principals of two additional schools didn't agree with changing the school's science lab. Due to security constraints that prevented schools from being reached and shipping delays for faucets, labs in only 46 schools will be fully-upgraded by the end of the project, as shown below.

Number of Schools/Training Centers	Status	Notes
19	Done in Round 1	
27	Done in Round 2 (phase 1)	
102	Infrastructure and tables done without faucets	Including 5 training centers
14	Infrastructure done without tables and faucets	Including the Tripoli Training center
10	Schools where nothing will be done due to security reasons	
2	Schools where nothing will be done due to principal's request	
25	Schools that were not started because timeline was too short	

Science Lab Equipment Distribution

Following the approval of Determination of Non-Availability for shipping for the supplier Caretake received on September 24, 2013, the shipping of this equipment proceeded. MEHE's delegated inspection committee inspected and approved science lab equipment on Tuesday November 12, 2013 at both suppliers' warehouses; additional MEHE inspection was carried out at schools after delivery. All schools except Aarsal (which was unreachable for security reasons) and Zouk Hosnieh (a new secondary school which has not yet had a principal named) received all equipment procured for them by end of December. The equipment for these two schools was delivered to MEHE.

Gift in Kind (GiK) Books

23,629 books were distributed to 56 schools by the end of the project, to support instruction in English and in subjects taught in English.

COMPONENT 3: INCREASED LEARNING OPPORTUNITIES

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

Science Lab Equipment Training

Lab equipment training workshops were successfully implemented for 731 teachers, CERD trainers, and DOPS science specialists this quarter, in both English and French. The workshops covered instructional uses of the new science lab equipment provided by D-RASATI, in line with the Lebanese curriculum. The security situation required the relocation of a number of the trainings, but nearly all of the 766 invitees attended, regardless of the contextual challenges. The high level of interest in the trainings and low level of retention further supported participants' very positive evaluations of the workshops. Trainings took place as follows:

- October 3 to 5 in Beirut
- October 3 to 5 in Nabatieh
- October 10 to 12 in Jounieh
- October 10 to 12 in Saida
- October 24 to 26 in Qaa el Rim
- October 24 to 26 in Jounieh
- October 31 to November 2 in Batroun
- October 31 to November 2 in Bebnine
- November 7 to 9 in Qaa el Rim
- November 7 to 9 in Batroun

Representatives from USAID and MEHE visited the trainings in Beirut on September 26, 28 and October 4, 2013.

The final report on lab equipment training was developed and submitted in December, along with the final version of the training manuals. A success story on the science lab equipment training that was conducted in the period September to November 2013 was also submitted to USAID.

TLCs Implementation

The TLCs pilot implementation was launched on October 7. Groups of DOPS facilitators and CERD observers supported the implementation of circles in 13 schools. Two rounds of

observation and monitoring visits by D-RASATI master trainers were held to ensure successful implementation of the pilot. with the following observation visits taking place:

A TLCs Lessons Learned Session took place on Friday November 15, 2013 at the Ministry of Education and Higher Education. Representatives from MEHE, D-RASATI, and USAID attended the event in addition to 41 DOPS and CERD members who had participated in the pilot. Participants assessed the challenges and opportunities of the TLCs pilot implementation in schools, and expressed their overall satisfaction with the experience and commitment to implementing it at greater depth in schools in the future. A closing reception for the TLCs activity took place at the end of the session. The final report on TLCs field implementation was submitted in December.

All other activities under this subcomponent have been completed.

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

Monitoring of work in schools, follow-up on environmental compliance requirements, monitoring of science lab equipment training and equipment delivery, and collection of final data on all activities implemented took place this quarter. AidTracker and TraiNet entries for the project were completed, and final reporting took place. The 12th Quarterly report was submitted in October, and the 13th Quarterly, the two Outcomes reports, and the D-RASATI Final Report were submitted in December.

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

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.

D-RASATI's 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

5 training sessions (3 sessions at MEHE and 2 sessions at CERD) on the progress scale database system were delivered on November 27, 28 and December 2, 3 & 4, 2013. 15 personnel were targeted for this November 2013 training, but the content and skills were deemed by MEHE and CERD to be so essential that it was expanded to serve 65 core staff in DOPS and CERD. This training of the larger group on the entry, manipulation, analysis and use of the data will support the institutionalization of the Progress Scale within the teacher professional development system. D-RASATI also finalized all project databases and delivered them to MEHE this quarter, including:

- 1) Data system for field survey data entry and management (with related data sets including facilities and infrastructure; equipment; teacher administrator and student data; extracurricular activities; and community engagement).
- 2) Data system for Progress Scale data entry and management, to support sustainable use of the Progress Scale at DOPS.
- 3) Database of teacher scores on the D-RASATI test of English proficiency, to support MEHE planning.
- 4) Database of teachers and trainers who have participated in D-RASATI activities, to support reasonable and effective allocation of these human resources within MEHE and CERD and appropriate systemic follow up.
- 5) Database of science laboratory equipment in schools receiving detailed inventory visits, matched to equipment procured and delivered, to allow MEHE to plan for future replacement or adjustment.
- 6) Database of rehabilitation work conducted, to allow for MEHE to coordinate maintenance and plan for complementary work.

Ad-hoc reporting to assist USAID and MEHE with the planning and implementation of other activities in the education sector continued, as always, given the project's data products well-known status as the most comprehensive references available on Lebanese education.

III. 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 December 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	Achieved Year III	Q1 Year IV				
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)														
CDC S1	Education System Reform	system	End of project	Narrative								Narrative	100%	
CDC S2	# of public schools demonstrating improvement relative to the Effective Schools Profile for Lebanon	public schools	Ann.	0		28	28	426	179	387	388	446	87%	change (PD): removed all schools receiving ECA assistance, schools receiving ICT equipment, schools with teachers trained in English, schools implementing
														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

														hubs, and schools implementing SIPs	3. Hence, total achieved for year 3 have been adjusted accordingly.
	Facilities and Infrastructure			0		28	28	156		72	100	184	54%	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 also delayed finalization of work.	
	North			0		3	3	47		34	37	50	74%		
	Beqaa			0		4	4	24		9	13	28	46%		
	Mt. Lebanon			0		7	7	35		15	22	42	52%		
	Beirut			0		1	1	11		7	8	12	67%		
	South			0		8	8	23		1	9	31	29%		
	Nabatiyeh			0		5	5	16		6	11	21	52%		
	Equipment	public schools	Ann.	0				238		236	238	238	100 %	One of the schools (in Beqaa) did not receive its equipment due to security reasons, another school (in North) has no principal to receive the equipment; the equipment for these two was delivered to MEHE	
	North			0				63		61	63	63	100 %		
	Beqaa			0				37		37	37	37	100 %		
	Mt. Lebanon			0				69		69	69	69	100 %		
	Beirut			0				13		13	13	13	100 %		
	South			0				31		31	31	31	100 %		
	Nabatiyeh			0				25		25	25	25	100 %		
	Teaching and Learning	public schools	Ann.	0				298	70	192	235	298	79%	Change (PD): removed schools with teachers trained in English, schools implementing hubs, and schools receiving ECA	

1.1.1	# of teachers tested in English proficiency	teachers	Ann.	0		4175	4061				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				34	280	89%	
	North/Female			0			216				216			
	Beqaa/Male			0		764	251				251	764	96%	
	Beqaa/Female			0			484				484			
	Mt. Lebanon/Male			0		1389	204				204	1389	93%	
	Mt. Lebanon/Female			0			1089				1089			
	Beirut/Male			0		316	68				68	316	101%	
	Beirut/Female			0			252				252			
	South/Male			0		991	265				265	991	99%	
	South/Female			0			712				712			
	Nabatiyeh/Male			0		435	148				148	435	111%	
	Nabatiyeh/Female			0			336				336			
1.1.2	# of teachers observed during progress scale study	teachers	Qly.	0		133	134	626	382		516	760	68%	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
	North/Male			0		2	2	35	12		14	37	38%	
	North/Female			0		17	17	202	82		99	219	45%	
	Beqaa/Male			0		8	8	19	14		22	27	81%	
	Beqaa/Female			0		27	27	54	42		69	81	85%	
	Mt. Lebanon/Male			0		7	7	16	12		19	23	83%	
	Mt. Lebanon/Female			0		18	19	126	94		113	145	78%	
	Beirut/Male			0		2	2	4	4		6	6	100%	
	Beirut/Female			0		10	11	19	16		27	29	93%	
	South/Male			0		5	5	20	7		12	25	48%	
	South/Female			0		19	19	71	47		66	90	73%	
	Nabatiyeh/Male			0		3	3	17	15		18	20	90%	

		Nabatiyeh/Female		0		14	14	44	37		51	58	88%	the ability to make up missed observations.
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	2		6	6	100%	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	1	100%	
	science equipment standards			0		1	1				1	1	100%	
	ICT strategy			0				1	1		1	1	100%	
	ICT equipment standards			0				1	1		1	1	100%	
	teacher performance standards			0	1					1	1	1	100%	
	trainer standards			0				1		1	1	1	100%	
IR 1.4: Program Master Plan Developed														
1.4.1	# of master plans developed	plans	one time	0		1	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				4779 6		2403 2	24032	4779 6	50%	Targets are based on 2011-12 data. Achieved numbers reflect more accurate 2012/13 enrollment data, which were not available when PMP was 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		4724	4724	5927	80%		
	North/Female			0				8581		7235	7235	8581	84%		
	Beqaa/Male			0				3806		1932	1932	3806	51%		
	Beqaa/Female			0				4158		2177	2177	4158	52%		
	Mt. Lebanon/Male			0				3501		1417	1417	3501	40%		
	Mt. Lebanon/Female			0				3536		1174	1174	3536	33%		
	Beirut/Male			0				1862		1570	1570	1862	84%		
	Beirut/Female			0				2046		1831	1831	2046	89%		
	South/Male			0				5045		155	155	5045	3%		
	South/Female			0				5243		227	227	5243	4%		
	Nabatiyeh/Male			0				1915		774	774	1915	40%		
	Nabatiyeh/Female			0				2176		816	816	2176	38%		
2.2	# of students enrolled in public schools using science lab equipment due to USG support	students	Qly.	0				4884 9		5099 2	50992	4884 9	104 %	One of the schools (in Beqaa) did not receive its equipment due to security reasons, another school (in North) has no principal to receive the equipment; the equipment of these two was delivered to MEHE (the number of their students is not counted within the achieved)	
	North			0				1138 6		1326 0	13260	1138 6	116 %		
	Beqaa			0				6498		6877	6877	6498	106 %		
	Mt. Lebanon			0				1147 5		1410 8	14108	1147 5	123 %		
	Beirut			0				3303		2512	2512	3303	76%		
	South			0				9473		7940	7940	9473	84%		
	Nabatiyeh			0				6759		6249	6249	6759	92%		

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		72	72	156	46%	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		34	34	47	72%			
	Beqaa			0			24		9	9	24	38%			
	Mt. Lebanon			0			35		15	15	35	43%			
	Beirut			0			11		7	7	11	64%			
	South			0			23		1	1	23	4%			
	Nabatiyeh			0			16		6	6	16	38%			
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		243	244	244	100%	One of the schools (in Beqaa) did not receive its equipment due to security reasons, another school (in North) has no principal to receive the equipment; the equipment of these two was delivered to MEHE	
	North			0			64		63	64	64	100%			
	Beqaa			0			38		38	38	38	100%			
	Mt. Lebanon			0			70		70	70	70	100%			
	Beirut			0			14		14	14	14	100%			
	South			0			32		32	32	32	100%			
	Nabatiyeh			0			26		26	26	26	100%			
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	376	479	835	894	93%	change (PD): removed teachers who were to have been trained in English	

		North/Male			0		12	6	133	7	77	82	138	59%	Science lab teacher training delayed due to delayed equipment procurement.
		North/Female			0		29	23	59	24	91	110	79	139%	
		Beqaa/Male			0		14	5	80	6	64	69	84	82%	
		Beqaa/Female			0		17	15	40	16	39	54	49	110%	
		Mt. Lebanon/Male			0		7	6	147	35	33	66	151	44%	
		Mt. Lebanon/Female			0		26	23	63	72	64	135	79	171%	
		Beirut/Male			0		18	13	38	31	6	33	47	70%	
		Beirut/Female			0		49	39	37	73	0	76	55	138%	
		South/Male			0		8	6	70	27	30	56	75	75%	
		South/Female			0		15	15	33	32	31	61	42	145%	
		Nabatiyeh/Male			0		9	8	57	28	27	53	64	83%	
		Nabatiyeh/Female			0		8	7	25	25	17	40	31	129%	
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	100%	
3.1.2	# trainers trained		trainers	Qty.	0		209	273	67	66		184	209	86%	Change (PD): no additional TOT in Year 4 achieved year 2 was 159 (certified) not 273 (attended) but was reported by mistake and we were not allowed to change it
		Progress/CERD/male			0		28	42	0			42	28	150%	
		Progress/DOPS/male			0		39	40	24	10		40	39	103%	
		Progress/CERD/female			0		86	130	0			130	86	151%	
		Progress/DOPS/female			0		56	61	43	20		61	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%		
		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		13	13	60	22%	change (PD): removed schools implementing hubs in year 3	Due to lack in time and availability of personnel, the implementation plan of TLC changed to cover 13 schools only
	North				0			10		1	1	10	10%	Number of schools for TLCs was delayed to year 4 because of limited availability of CERD and DOPS personnel.	
	Beqaa				0			10		2	2	10	20%		
	Mt. Lebanon				0			10		4	4	10	40%		
	Beirut				0			10		3	3	10	30%		
	South				0			10		2	2	10	20%		
	Nabatiyeh				0			10		1	1	10	10%		
3.1.4	# teachers trained	teachers	Qly.		0			732	219	479	698	732	95%	change (PD): removed teachers trained in English	

		Labs/North/male			0				135	2	77	79	135	59%	Science lab training delayed to year 4 because of delayed equipment procurement.
		Labs/North/female			0				57	1	91	92	57	161%	
		Labs/Beqaa/male			0				80	0	64	64	80	80%	
		Labs/Beqaa/female			0				34	0	39	39	34	115%	
		Labs/Mt. Lebanon/male			0				148	30	33	63	148	43%	
		Labs/Mt. Lebanon/female			0				62	54	64	118	62	190%	
		Labs/Beirut/male			0				30	14	6	20	30	67%	
		Labs/Beirut/female			0				12	44	0	44	12	367%	
		Labs/South/male			0				68	20	30	50	68	74%	
		Labs/South/female			0				28	19	31	50	28	179%	
		Labs/Nabatiyeh/male			0				55	19	27	46	55	84%	
		Labs/Nabatiyeh/female			0				23	16	17	33	23	143%	
IR 4: High Quality Monitoring and Evaluation Achieved															
4.1	# of data systems delivered to MEHE		systems	Ann.	0	1	2	4	2	1	4	10	9	111%	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	3	100%	
		Progress scale database			0				1	1	1	2	1	200%	
		Teacher English test score database			0			1				1	1	100%	
		Database of teachers and trainers who have participated in D-RASATI activities			0			1			1	2	2	100%	
		Science laboratory equipment database			0				1		1	1	1	100%	

		Database of rehabilitation work			0						1	1	1	100 %		
4.2	# MEHE/CERD staff trained to support M+E	MEHE/CE RD staff	Qly.	0	136	23	47			65	248	159	156 %	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			20	31	6	517 %			
	MEHE/female			0		13	34			27	61	13	469 %			
	CERD/male			0	79	3	2			7	88	82	107 %			
	CERD/female			0	57	1	0			11	68	58	117 %			

PHOTOGRAPHS OF THIS REPORTING PERIOD

Chemistry lab equipment training



Physics lab equipment training



Biology lab equipment training



Science lab equipment training participants



Maintenance manual Regional meetings





Physics lab equipment training





The following pictures are from USAID's Administrator visit to Dhour El Shweir Secondary Public School







The following pictures are from the Teacher Learning Circles Implementation Event at MEHE



Mr. Ziad Abi Abdallah, D-RASATI Deputy Chief of Party



Mr. Fadi Yarak, Director General of Education at the Ministry of Education and Higher Education



Mr. Bret Saalwachter Director of the office of Education/Democracy, Rights and Governance (USAID Lebanon)



Audience during the event

