

TECHNICAL & FINANCIAL FILE

“E-LEARNING CURRICULUM IN PALESTINIAN PRIMARY AND SECONDARY EDUCATION”

PALESTINIAN TERRITORY

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ABBREVIATIONS

BTC	Belgian Technical Cooperation (CTB = Coopération technique belge)
DGDC	Directorate General for Development Cooperation, Ministry of Foreign Affairs, Government of Belgium
EC	European Commission, European Community
EDSP	Education Development Strategic Plan
EI	Egyptian Education Initiative
ESWG	Education Sector Working Group
EU	European Union
EUR	Euro
GEI	Global Education Initiative
ICP	Indicative Cooperation Programme
JEI	Jordan Education Initiative
MDG	Millennium Development Goals
MoEHE	Ministry of Education and Higher Education
MoPAD	Ministry of Planning and Administrative Development
MSP	Multi-stakeholder partnerships
NIET	National Institute for Educational Training (in-service teacher training)
oPt	Occupied Palestinian Territory
PA	Palestinian Authority
PCDC	Palestinian Curriculum Development Centre (in short: Curriculum Centre)
PEI	Palestinian Education Initiative
PISA	Programme for International Student Assessment (OECD)
PMT	Project Management Team
TFF	Technical and Financial File, project document of the Belgian cooperation
TIMSS	Trends in International Mathematics and Science Study
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Culture Organisation
UNRWA	United Nations Relief and Works Agency

EXECUTIVE SUMMARY

1. BACKGROUND

The Palestinian request for a support to introducing e-learning in primary and secondary education is a logic extension of the past Belgian support to the development and production of the Palestinian curriculum for Grades 1 to 12, which included the production of millions of school textbooks and teacher's guidebooks. The support included relevant training of teachers. The new project can also be seen as being complementary to the on-going project "*Support to curriculum development in Technical and Vocational Education and Training in Palestine*".

The new support for e-learning in Palestinian primary and secondary education is conceived within the framework of the current *Education Development Strategic Plan (EDSP) 2008 – 2012*, which has as its core objective to improve the quality of learning. The project contributes directly to the use of e-learning curricula and ICT in education, which is mentioned under Goal 2 of the EDSP "To improve the quality of teaching and learning". The project is complementary with the *Teacher Education Strategy* and a corresponding programme implemented by UNESCO and funded by the European Union, and with a series of interventions in ICT for Education. The project concept follows a bottom-up approach and concentrates its resources at the school level, linking implementation and monitoring closely with the District Education Bureaus.

The *Specific Agreement* for the e-learning project will have a duration of 60 months or 5 years (2009 – 2014). Project duration will be 4 years, and the contribution from the Federal Government of Belgium has been fixed at 4 million €.

The *Partner Committee* held on 30 June 2008; has approved the project identification and the Belgian Government has mandated the Belgian Technical Cooperation (BTC) with the formulation of this project.

As a preparatory step, a national consultant is under contract (for a maximum of 180 work days)¹ to help elaborating a Palestinian national e-learning strategy and to accompany the project preparation process. The selected professional is the Director-general of the "Palestinian Education Initiative", which is anchored within the Ministry of Education and Higher Education.

The *Project Formulation Steering Committee* has met for the first time on 6 April 2009, to take notice of and approve the Terms of Reference for the project formulation process. It has approved the present *Technical and Financial File* on its last session, held on 1st October 2009.

2. THE FORMULATION PROCESS

The project formulation process comprised four phases:²

- 1) Phase 1, the Exploratory Phase, February-March 2009
- 2) Phase 2, the Field Phase, March 2009
- 3) Phase 3, the Formulation Phase, April-May 2009
- 4) Phase 4, the Approval Phase, June-July 2009

During the Exploratory Phase, the project formulation team has met with professionals involved in e-learning at 5 University institutes in 3 Universities (Birzeit U, Al-Quds U, Bethlehem U), the Non-Governmental Organisation "Schools Online", the Palestinian IT Association and UNESCO. UNESCO is in charge of implementing the new Teacher Training Programme, in order to be informed about the methodologies used for e-learning interventions.

¹ Financed from the Palestinian-Belgian "Study Fund" budget

² See graphic in the Annex

This mission took place from 9 to 17 February 2009 and it concluded with a brainstorming session with 20 participants from these organisations in the main hall of the MoEHE. This open forum allowed gaining insight in the various methodologies and approaches. However, this first exploration did not provide a clear perception of e-learning experiences and on-going practice involving pupils / students and teachers at school, as most of the university and NGO initiatives have a “pilot” and “experimental” character and stop after monitoring and funding are phased out.

During the Field Phase, the formulation team undertook a field mission of 2 weeks (from 24 March to 7 April 2009), visiting 17 Schools in 7 Districts (Governorates): Ramallah, Qalqilya, Bethlehem, Hebron, Nablus, Jenin and Qabatyia. In 6 Districts, the team first visited the District Education Bureau, in order to have an official entry and to perceive the level of institutional support to on-going e-learning initiatives on the school level. The field visits were well prepared and showed a wide variety of e-practices, from PowerPoint presentations in class to animated video presentations.

A specific good practice, which already exceeds the individual initiatives of teachers is the Al Aws portal.³ It is administered within the District Education Bureau of Qalqilya, enjoys relatively wide recognition and relies mainly on informal networks of committed teachers. The practice at the school and class level shows that in-school and out-of-school activities are intrinsically interconnected, because many students and teachers have Internet access at home but not at school and almost all schools are closed after 14 h and during weekends. Furthermore, it is interesting to observe that in a number of cases students help teachers with the technical part of preparing their lessons and that this modest way of “e-learning” stimulates initiative, group work, spirit of research, and is a way to facilitate student-centred education.

Another important observation was that several directors of District Education Bureaus are actively undertaking steps and initiatives in the direction of “improving the quality of education”, in line with the Ministry’s 5 Year Plan for the Education Sector (Education Development Strategic Plan – EDSP), and that they consider e-learning as one of the tools to advance in this direction.

During the Formulation Phase, the team contacted those members of the Education Sector Working Group, who are involved in e-learning and improvement of quality at the school level. The mission of 2 weeks included a Project Planning Workshop with a group of teachers and supervisors from the visited schools and districts, and the core team and partners linked with PEI and e-learning. At the end of the mission, the formulation team presented an Aide Mémoire and the first draft version of the Logical Framework Matrix of the project.

During the Approval Phase, a number of preconditions for project implementation will be discussed and decided upon. At its end, the Specific Agreement will be signed between the Belgian Government and the Palestinian Authority.

3. THE PROPOSED INTERVENTION STRATEGY

Based on four major areas of information and reflection:

- 1) the various methodological approaches from the exploratory phase
- 2) the school-based e-learning practices
- 3) input from the Project Planning Workshop
- 4) existing assessments, specifically the “strategy for innovation in education by e-learning and ICT” elaborated by Dieter Euler, Ph.D. and Sabine Seufert, Ph.D. in 2008,⁴

the project formulation team designed the outline of the Logical Framework for the intervention.

³ The portal received more than 8 million “hits” since its establishment in 2006, its website address is “www.alaws2006.ps”

⁴ Palestine Education Initiative (PEI) – A Strategy for Innovation in Education. Evaluation study, commissioned by the Consolidated Contractors Company, Athens. Authors: Prof. Dr. Dieter Euler, Prof. Dr. Sabine Seufert, Swiss Centre for Innovations in Learning, St. Gallen, Switzerland, 9 October 2008

There is evidence that numerous “pilot” interventions have been undertaken and are still ongoing: Learning outcomes of students have improved in some of these interventions, and the interest of students for games, research of information and peer communication is at a high level, even in small towns of the hinterland. There is also evidence that the initiatives, which have reached the widest coverage, are initiated at the grassroots level without external support. There could be a trade-off in quality, but the dedication and motivation of the people involved in these initiatives is a good basis for achieving quality improvement on a large scale.

The main challenge of the current 5-Year Plan for developing the education sector is “quality improvement” and there is some evidence, that e-learning practices can be one of the instruments achieving this. Therefore the approach of the Belgian-supported intervention has to focus on a) increasing coverage of students at primary and secondary school level (nearly 1,1 million), teachers (52.816) and schools and b) integrating / connecting a maximum of the scattered and sometimes discontinued “pilot” interventions. Many informed observers and some policy and decision makers see “scaling” as the main challenge for achieving wide-spread quality improvement in Palestinian primary and secondary education.

Table 1
Education Statistics Academic Year 2007 – 2008

	West Bank				Gaza				Total
	Subtotal WB	Gov	UNRWA	Priv	Subtotal GZ	Gov	UNRWA	priv	
Students	654.217	529.019	58.445	66.753	443.740	237.711	194.671	11.358	1.097.957
Teachers	34.391	27.538	2.279	4.575	18.425	10.597	7.000	829	52.816
Schools	1.648	1.485	94	269	621	337	214	34	2.269

Source: MoEHE Planning Department, April 2009

So the key elements of the proposed intervention strategy are:

1. A school-based action component (Result 1 of the project), comprising:
 - a) A project fund supporting initiatives proposed by i) schools and communities, ii) clusters of schools and iii) innovative Districts with their schools (bottom-up approach). The selection will be based on needs and comparative quality. Applicants will introduce an institutionally anchored proposal, indicating their innovative e-learning concept, training, ICT needs, and other resources.
 - b) These initiatives will obtain support for acquiring “21st Century skills”, e-communication and basic ICT skills (under Results 2 and 3), and may connect and collaborate with other initiatives in the vicinity or in the same thematic area of interest.
2. An e-content and e-communication component (Result 2 of the project), which consists of:
 - a) An educational portal supporting students and teachers. This portal will host i) authenticated e-content, ii) wiki-type activities and iii) favouring communication and participation (competitions will be organized to raise interest).
 - b) This portal will be actively managed through a content- and user-oriented support. At the same time, personal initiatives of teacher-student groups will be welcomed, rewarded and customised for the benefit of their colleagues. The portal also facilitates the exchange of information and innovative practices.
 - c) A third support concerns reviewing, structuring and promoting user-friendly and well-developed e-modules. The focus will be on existing e-modules, and users learn to customise them and to integrate relevant e-content in their own lessons (upon request of the Ministry). The disciplines initially foreseen were Mathematics and Sciences. However, a large community argues that students learn and practice languages easily with electronic modules and communication, allowing for flexibility in time for practicing languages. So the Formulation Team supports the recommendation to open the scope of disciplines to English and Arabic.
3. A teacher training component (Result 3) will complement the two fore-mentioned lines of action.

- a) It will focus on “action-oriented learning methods”, in which training and practice are organized in a continuous succession of phases. The trainees will develop their own projects for in-class application, accompanied by coaching. The approach is always based on the initiative of the teachers. Training in the 4 disciplines on innovative e-learning practices (like learner-centred approach, active learning and higher order cognitive skills) will take place at the District level or below, close to teacher’s work places and closely aligned with District Education Bureaus.
 - b) A second training package is basic ICT training. It primarily targets other teachers with low ICT skills at the same school, where individual highly motivated teachers are benefiting from the project fund (Result 1).
4. A monitoring,”lessons learned” and dissemination component (Result 4) accompanies the three main lines of action explained above. Good practices are observed via continuous monitoring and evaluation, but also via the review of e-content available on the Educational Portal. Interesting experiences are made known to the public. Furthermore, such information is provided for District Education Bureaus, schools and communities, including teacher networks, student communities and parents’ associations, but also to MoEHE and the Education Sector Working Group for policy formulation, decision-making and change management. There will be a strong focus on institutional support for innovative learner-centred approach. Other relevant initiatives are integrated in a collaborative approach, without “stealing their identity”. Finally, national and international exchanges may be stimulated, from School Twinning and partnerships with schools and communities abroad to academic and education policy conferences.

The Formulation Team has presented the key elements of the intervention strategy to participants in the Project Planning Workshop, who contributed already by explaining their approaches, methodology and coverage. The participants responded positively, thanks to the recognition which is given to autonomous and voluntary initiatives on school-community level and above. It will be essential for project success to encourage these and other initiatives and let them grow, instead of buying them in and away. This will allow to gain wide coverage over Palestine in a relatively rapid way, by project supported activities, but also by connecting with other initiatives, which exist outside the project.

4. THE KEY ELEMENTS OF THE LOGICAL FRAMEWORK

An overview table with project objectives and results is on p. 12 (Table “Analytical Record of the Intervention”). The complete Logical Framework Matrix is attached to the TFF (as Annex 1).

Overall Objective
To raise the competencies of individual learners to become active members of the knowledge society.

Specific Objective
To enhance the learning process of students acquiring 21 st Century competencies ⁵ by applying e-learning curricula, modules and practice, and allowing the students to become autonomous and active learners.

Component 1: School-based actions

Result 1
e-learning actions involving students in-school and out-of-school are regularly enriched and structured and the learning environment is improved.

Students and teachers will be encouraged to conduct e-learning activities on their own initiative, motivate others, benefit from coaching and methodological and technical support and improve the learning process. The target is 150 schools.

⁵ The term “21st Century competencies” used in this documents stands for: high-order cognitive skills; critical thinking, problem-solving, learning competencies (“learn to learn”) and social competencies (effective communication, teamwork, conflict resolution). Source: D. Euler / S. Seufert : Palestinian Educational Initiative – A Strategy for Innovation in Education. St. Gallen, Switzerland, 9 October 2008, p. 4

Component 2: e-learning modules, educational portal and support

Result 2
e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students and implemented in in-class and out-of-class practice

Ongoing e-learning practice (Result 1) is observed, needs and potentials for improvement are evaluated, support measures are planned and implemented, and the content is made freely available, with the support of PCDC, District Education Bureaus, partner schools and universities, resulting in student-centred learning and teaching practice. This educational portal serves as a platform for e-content and e-communication. It will be linked with existing websites (e.g. Al-Aws) without eliminating them.

Component 3: Teacher training and coaching at the school level

Result 3
Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources

Training and coaching modules including project applications with students are made available to teachers close to their work place or home, at the District level or below. Topics are learner-centred pedagogy, linked with e-learning, work with students groups, the teacher as a “facilitator”, administrating school websites, managing paper-based and electronic school libraries and basic ICT competence. Training will be combined with coaching and monitoring.

Component 4: Monitoring & evaluation, learning lessons, dissemination and exchanges

Result 4
Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels

Monitoring and evaluation of project actions assessing quality improvement through e-learning. “Learned lessons” on innovative practices at school and District levels are incorporated into policy development and in actions at the school level. Education sector-wide awareness raising is an important aspect in this.

5. THE IMPLEMENTATION STRUCTURE⁶

The main bodies involved in project implementation are the following:

- The Ministry of Education and Higher Education (MoEHE)
- The Project Steering Committee
- The Project Management Team
- Two Advisory Committees
- The Belgian Technical Cooperation
- **The Ministry of Education and Higher Education (MoEHE)**

MoEHE will undertake the overall execution of the intervention. This will entail the following responsibilities:

- Ensuring that the project activities are in accordance with acceptable standards.
- Providing the technical assistance and managerial support needed on all levels of the education sector (school level, District level, central level);
- Hosting and supporting the Project Management “Team”;

⁶ See graphic at the beginning of chapter 5.3 Implementation process and bodies

- Following up on project implementation and providing overall supervision of implemented activities.
- Promoting in-time accreditation and official approval where needed (e.g. e-content Committee under Result 2)

- **The Project Steering Committee**

The Project Steering Committee represents the highest management level of the project. It is responsible for providing the necessary strategic guidance to all project implementers and assures that project objectives are timely attained.

The composition of the Steering Committee is as follows:

- The Minister of Education and Higher Education or his / her representative – chair of the Steering Committee;
- The representative of the Minister of Planning and Administrative Development;
- The project authorising officer (a high official at MoEHE);
- The BTC resident representative;
- The Project Management Team will assure the secretariat of the Steering Committee.

The Steering Committee will approve project work plans, supervise the Project Management Team, ensure synergies with similar and neighbouring interventions, approve monitoring reports and audits, formulate recommendations on possible necessary changes in the project components, budgets and future orientation; approval of the final report and project closure.

- **The Project Management Team**

The second management level is the Project Management Team. The Project Management Team facilitates and manages the daily implementation of the project. It is responsible for assuring the good governance of all project resources (human, material and financial). It provides conceptual inputs with regard to project design and strategy, and it makes policy recommendations.

The Project Management Team will be mandated to verify whether activities are properly implemented, to mobilize and guide the project implementers and to coordinate with government institutions and offices on all aspects affecting the project. The Project Management Team will report to the Project Steering Committee.

In view of its implementing mandate, the Project Management Team membership will comprise the following members:⁷

- The project coordinator (Results 1 – 4);
- The project fund grant officer (Result 1);
- The e-learning content manager (Results 2 and 3);
- The multimedia expert / IT support (Results 2 and 3);
- The administrative and finance officer;
- Up to 5 field coordinators.

The Project Management Team assures, under the responsibility of the project coordinator, the coordination and day-to-day management of the whole project and is responsible for overall planning of the project activities; organizing, coordinating and supervising the implementation of project activities in accordance with the approved project work plans; technical guidance on project methodology and strategy; reporting to the Project Steering Committee and to BTC, financial management, budget execution and control, coordination and networking with national and international partners.

⁷ See chapter 4.2.1 Human resources

- **Two Advisory Committees**

The Project Management Team will appoint to expert committees:

- 1) The “*School Initiatives Grant Selection Committee*” (in short: “*Grant Selection Committee*”). This Committee will give professional advice on project proposals and assist the Project Management Team in selecting project proposals for funding from the grant fund under Result 1.
- 2) The “*e-learning and e-content Committee*” (in short: “*e-content Committee*”) assesses existing and newly produced e-content and accompanies the educational portal under Result 2. The *e-content Committee* is also responsible for supporting teachers under Result 3.

- **The Belgian Technical Cooperation (BTC)**

BTC is the public service agency in charge of implementing Belgian bilateral cooperation with beneficiary countries. The agency will be in charge of technical support and supervision of project planning and implementation on behalf of the Government of Belgium. For this purpose, an “Implementation Agreement” will be signed between the Belgian Government and BTC. BTC ensures administrative and financial supervision from its office in Jerusalem (Resident Representative) and sector policy support from its sectorial and thematic expertise department within its head office in Brussels.

6. FINANCIAL CONTRIBUTIONS⁸

The financial contribution from the Government of Belgium is 4 million Euro.

The financial contribution from the Palestinian Authority, Ministry of Education and Higher Education, is estimated at: 400.000 € in kind .

⁸ See graphic at the beginning of chapter 5.3 Implementation process and bodies

ANALYTICAL RECORD OF THE INTERVENTION

DGDC intervention number	3008248
Navision code BTC	PZA 0802311
Partner institution	Ministry of Education and Higher Education
Duration of Specific Agreement	60 months (5 years)
Estimated starting date of intervention	1 September 2009
Partner's contribution	400.000 € in kind (operational costs, offices and staff time)
Belgian contribution	4.000.000 €
Intervention sectors	DAC 11110 – Education policy and management
Overall Objective ⁹	To raise the competencies of individual learners to become active members of the knowledge society.
Specific Objective	To enhance the learning process of students acquiring 21 st Century competencies by applying e-learning curricula, modules and practice, allowing the students to become autonomous and active learners.
Results	<p><u>Result 1:</u> e-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved</p> <p><u>Result 2:</u> e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students and implemented in in-class and out-of-class practice</p> <p><u>Result 3:</u> Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources</p> <p><u>Result 4:</u> Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels</p>

⁹ Overall objective and Specific objective are modified, in order to show the benefit, which the project will bring for pupils and students in Palestinian primary and secondary education.

Overall objectives of the Identification Form:

- To improve the quality of learning and teaching at primary and secondary level in the Palestinian Territory through the implementation of E-format learning.
- Also enabling people, no matter where they are, to develop their skills and competencies and connect to global communities to share and expand humanities knowledge.

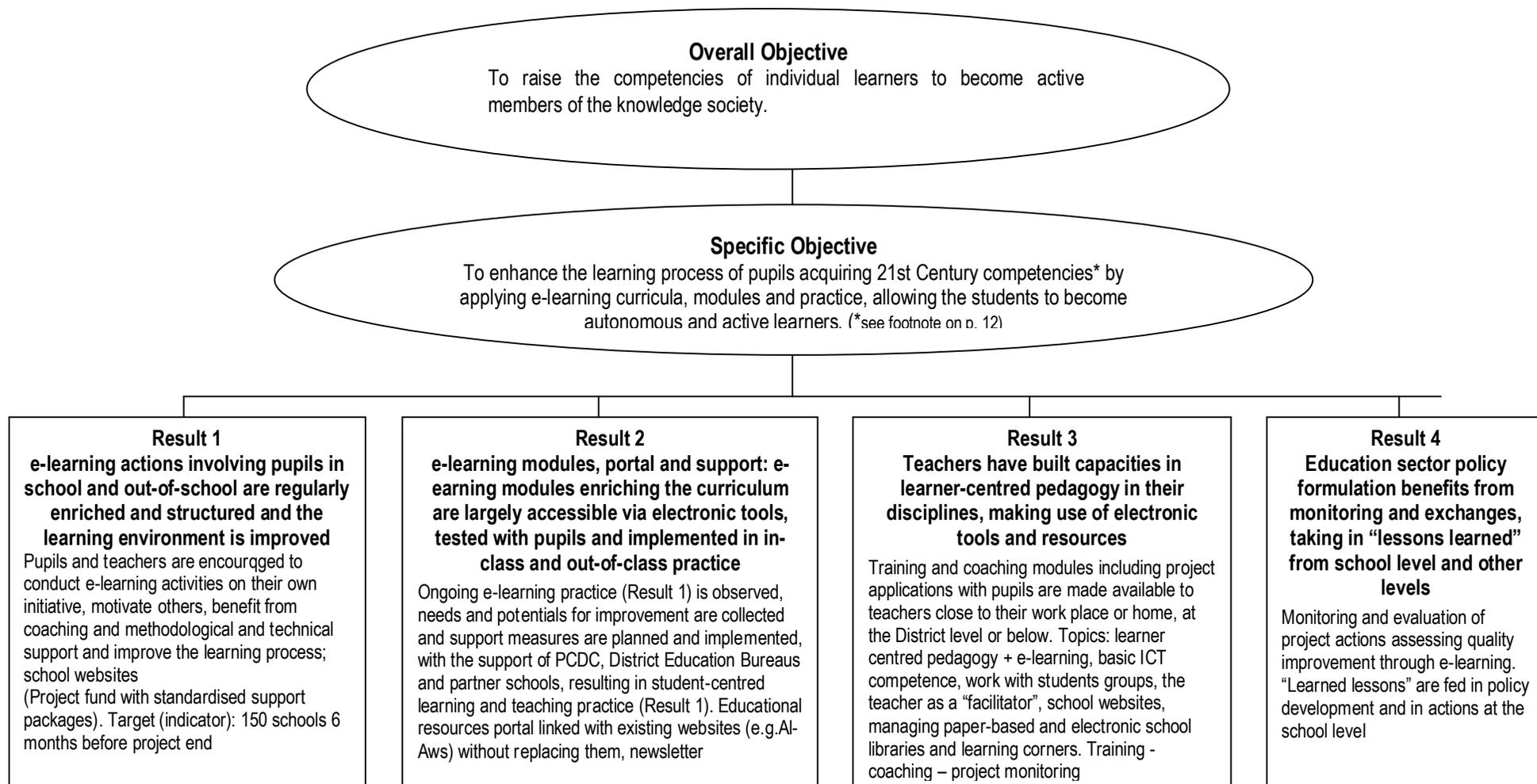
Specific objective of the Identification Form:

- To create good quality education in the Palestinian Territory through e-learning programmes for training teachers, textbook production, and for assessment and evaluation.

* Note: The term “21st Century competencies” used in this documents stands for: high-order cognitive skills; critical thinking, problem-solving, learning competencies (“learn to learn”) and social competencies (effective communication, teamwork, conflict resolution). Source: D. Euler / S. Seufert : Palestinian Educational Initiative – A Strategy for Innovation in Education. St. Gallen, Switzerland, 9 October 2008, p. 4

LOGICAL FRAMEWORK OVERVIEW

Ġ e-learning curriculum in Palestinian primary and secondary education Ġ



1 SITUATION ANALYSIS

1.1 THE STATE OF DEVELOPMENT OF THE PALESTINIAN EDUCATION SECTOR IN SPRING 2009

1.1.1 Impressive achievements

The Palestinian education system has achieved close to full enrollment for the first 10 grades, despite a number of limiting factors, such as a precarious public finance system, limited budget resources, and restricted movement of people. Although only 16,7 % of the Palestinian Authority's budget is being allocated to the Education Sector,¹⁰ enrollment in Basic Education, comprising grades 1 to 10, is above 90 %. According to the Education Development Strategic Plan 2008-2012, less than 10 % of children in the respective age groups are not enrolled. In Secondary Education, grades 11 and 12, enrollment has reached about 80 % of the corresponding age group.¹¹ This exceeds the quantitative performance levels of most neighbour countries in the region.

The Palestinian education system is formed by several sub-systems. The public school system represents a little less than 70 % of the total number of students. UNRWA, the United Nations Relief and Works Agency, provides education to more than 24 % of the total number of Palestinian students in schools in the West Bank and Gaza. Private schools play quantitatively a rather marginal role with only 6, 22 % of the total number of students.

Gender parity is a fact in primary and secondary education, whereas at the tertiary level females represent even 53 % of all students. Enrolment of students of both sexes in tertiary education has reached 25 % of the age group (18 – 24 years old), which is a high level by international standards:

1.1.2 Persisting challenges

A specific weakness of the Palestinian education system is the extremely low share of technical and vocational education at the secondary education level: only 5, 06 % of the students in grades 11 and 12 are enrolled in vocational, industrial, commercial and agricultural schools, and only every third student is a girl. The commonly indicated reason is the low prestige of this type of education and the low chances of graduates to find a qualified job on the labour market.

The Palestinian education system is exposed to pressure coming from continuing high population growth. According to figures of the 2006 population census, the population of West Bank and Gaza Strip was 3, 9 million in 2006, and it is estimated to reach 4, 4 million by 2010 and even 6, 1 million by 2020. The average growth in student numbers in public schools is close to 30.000 students per year. This implies the need to build 746 new classrooms per year (262 classrooms for the Gaza Strip and 484 for the West Bank).¹² One can expect a similar need in increasing the number of teachers, as class sizes are already high (between 35 and 50 students).

Although achievements on the quantitative side are impressive, there is big space for quality improvement. Young Palestinians show lower rates of performance than their peers in neighbouring countries in key

¹⁰ Official data based on budget allocations of the PA for 2008 provided by the Planning Department of MoEHE

¹¹ Education Development Strategic Plan 2008-2012, Ramallah, July 2008, p. 33. It is not clear, whether repeaters swallow up classes and percentages: A repeater stays 1 or more years longer in school and s/he occupies a place at the expense of another youth who may not be able to enter the school system.

¹² Identification Form e-learning project, 30 August 2008, p. 7. Initial source: Palestinian Central Bureau of Statistics (PCBS) Census 2006

disciplines such as Arabic language, science and mathematics, and they are exposed to various factors of stress and distraction. This comparatively low “performance” became publicly evident through the comparative TIMSS test (Trends in International Mathematics and Science Study).¹³

The Palestinian Education Development Strategic Plan (EDSP) 2008 – 2012 (or Five-Year Plan 2008 - 2012) “Towards quality education for development” highlights a number of concerns related to quality. 14

- Curriculum: Accomplishment of the Palestinian curriculum and textbooks is a major national achievement and a source of identity and pride. However, “many topics are difficult and ... the curriculum is too long”.
- Teachers: “Practical activities specified in the textbooks and in teachers guides are not applied. Science labs and other teaching and learning resources are not sufficiently utilised: Frontal teaching and lecturing are the predominant methods of teaching. Although numerous in-service training courses have been organised during the period 2001 – 2005, they were not sufficient.”
- Teaching and learning resources: More schools possess now science labs, laboratories, libraries, specialised resource rooms and educational and information technology. “These resources are still not sufficiently or adequately utilised, and lecturing and rote learning are still the predominant teaching and learning methods.”

The core issue of the current Five-Year Plan 2008 – 2012 is “quality improvement”, whereas the core issue of the past Five-Year Plan 2002 – 2006 has been “access to education”.

However, there is a limitation in the scope of the Education Development Strategic Plan, as it does not cover most of the education services provided by UNRWA¹⁵, the private institutions and other non-governmental institutions and bodies. Good practices in these institutions and in some of the public schools do not spread over to those following traditional ways of instruction.

Another significant policy document is the Teacher Education Strategy in Palestine, developed in a joint effort with the Cooperation Partners.¹⁶ A support programme with a financial volume of 3,7 million euros has been approved and the programme is in its launching phase. MoEHE is the implementing body, UNESCO provides the technical assistance and the European Union is the source of funding (European Community budget). The main purpose of the strategy is to professionalise the teaching profession, as one crucial enabling condition in the process of improving the quality of learning and teaching. e-learning as an integral part of blended learning may play an important role in distance training for teachers.

The Palestinian Education Initiative (PEI), which came into life in 2005 through a joint decision of the Minister of Education and the Minister of Telecommunications and Information Technology, promotes the role of Information and Communication Technologies (ICT) to bring forward pedagogic innovation and quality development of teaching and learning. The initiative departs from the pedagogical concept of “student-centered learning” to achieve 21st century competencies and it plans to structure its actions by means of four tracks:¹⁷

¹³ Trends in International Mathematic and Science Study, conducted by the Indstitute of Education Sciences under the US Department of Education. The last test was conducted in 2007. Website <http://nces.ed.gov/timms/results07.asp>. The 2007 test is the last in a serious of 4 conducted since 1995 by the Internqtionql Association for the Evaluation of Educational Achievements IEA, an international association of national research institutions and governmental research agencies. In 2007, 36 countries participated at grade 4 and 48 at grade 8.

¹⁴ Education Development Strategic Plan (EDSP) 2008 – 2012 – Towards Quality Education for Development, MoEHE, Ramallah, July 2008, p. 33 – 34. These points are quoted in the Project Identification Form.

¹⁵ The United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA) works in five countries and Territory: West Bank, Gaza, Jordan, Lebanon and Syria

¹⁶ Teacher Education Strategy in Palestine, Ministry of Education and Higher Education, elaborated with the support of UNESCO and the Representative Office of Norway to the Palestinian Authority. Ramallah 2008

¹⁷ The titles of the four tracks have been proposed by D. Euler and S. Seufert in their evaluation of the PEI strategy, 2008.

- Track 1: Improving the quality of learning environments at schools
- Track 2: Upgrading the competencies of teachers, principals and educational managers
- Track 3: Raising the bottom-line in ICT literacy and ICT infrastructure
- Track 4: Upgrading TVET as a high-quality pillar of the educational system.

It is important to note that PEI is not mentioned in the Education Development Strategic Plan. The PEI strategy assessment on its part formulates recommendations, but not an implementation plan. So the question remains open, in which way and to which extent ICT in education or more narrowly e-learning may contribute to the EDSP's major objective, the improvement of quality in education.

1.1.3 Hopes and expectations vested in e-learning and ICT in Education

In the second Palestinian five-year plan for education (the *Palestinian Education Development Strategic Plan 2008 – 2012*) one of the priority areas is introducing e-learning. The introduction of new modes and approaches to learning and teaching and the use of ICT in education are mentioned under *Goal 2 “to improve the quality of teaching and learning”*. The Ministries’ concept focuses on “computerising curricula (e-curricula)” and heavily investing in hardware,¹⁸ but there is no evidence of “quality improvement”, through introducing student-centred learning methodologies, action learning, work in groups, wide use of alternative learning resources etc.

The Ministry of Education and Higher Education has not yet developed its own and specific e-learning strategy. The PEI strategy evaluation (see above) and the field visits during the project formulation suggest that the ongoing e-learning experience in Palestinian schools has to be assessed and included in the design of this strategy. Several development partners have shown an interest in supporting (jointly) the introduction of e-learning in the Palestinian education system. The draft of a national strategy for e-learning may provide the conceptual framework for Belgian and other donor support to the introduction of e-learning into Palestinian education.

In Palestine, but also in other regions and countries on the globe, a lot of hopes are vested on e-learning, which is supposed to cure some of the most painful diseases prevailing in the education sector.

Assumptions on the potential benefit of ICTs and e-learning in education: It may:

- a) increase access to education
- b) widen access to educational resources
- c) enhance the quality of education
- d) improve the management of the education system

According to the World Bank, ICTs can be used to:

- a) increase access to education through distance learning
- b) enable a knowledge network for students
- c) train and support teachers
- d) broaden the availability of quality educational materials
- e) enhance the efficiency and effectiveness of educational management
- f) monitor and evaluate the national education policy

It is expected that introduction of ICTs into the education system also leads to:

- g) the development of ICTs
- h) the enhancement of science and technology skills necessary for the new knowledge economy

¹⁸ Education Development Strategic Plan 2008-2012, MoEHE, Ramallah, July 2008, Annex IV: General Education Matrix, p. 140

Several external observers have warned against the high expectation on the introduction of e-learning and ICT in general into the education system. They argue that a number of preconditions have to be met before e-learning can play an important role in changing the learning process from teacher-centred to student centred learning, and in order to reach the final aim: increasing quality of learning outcomes and laying the ground for life skills enabling students to act as responsible and creative citizens.

Preconditions to reach this are:

1. Pre- and in-service teacher education: not only new objectives and contents, but also new requirements regarding the way teacher training is being conducted
2. The process of teacher selection
3. Working conditions of teachers
4. Status of teachers.

1.1.4 Present coverage of e-learning and ICT in Education

Past experience in Palestine with e-learning is mainly limited to small-scale initiatives and projects implemented by university departments, with the participation of some schools, teachers and students. One of them was a project piloting the production of e-curricula for schools (PSEC), which has been conducted from 2005 to 2007.

Within this specific project,

1. e-curricula in science (5th to 9th grade) and geography (7th grade) were piloted and tested in 5 schools;
2. A pool of teachers was trained to design and develop these e-curricula;
3. The “capability concept” was developed for selected target groups to act as promoters and disseminators for innovative learning concepts.

The *Centre for Continuing Education (CCE)* of *Birzeit University* was in charge of project management. It is important to note that the material developed and tested within the scope of this project is not available for application in class, as the copyright issue has not yet been cleared between the project partners Birzeit University and MoEHE. PCDC has collaborated in this project.¹⁹ It is important to prevent the new Palestinian-Belgian e-learning project facing similar problems. Therefore the aspect of free access to all developed material has to be negotiated together with a number of other preconditions for signing the “Specific Agreement” between Belgium and the Palestinian Authority.

The external evaluators, who have assessed the Palestinian Education Initiative in 2008, recommended refraining from investing an important part of scarce resources in the production of e-content, because:²⁰

1. It is comparatively expensive.
2. It adds only marginally to better learning outcomes of the students (“nice to have”).
3. It consumes valuable capacities of some of the best educators.
4. It takes a long learning curve before the e-content meets the requirements of high-quality learning software. Otherwise it runs the risk that the content looks amateurish and creates the opposite impact it is intended to achieve. Students are spoiled through their media exposure on TV and the Internet.
5. It carries the danger of supporting e-teaching rather than e-learning.

The project formulation team has undertaken its own enquiries, in order to observe and assess the use of e-learning at the school level. During the Field Phase (24 March to 7 April 2009), the formulation team visited

¹⁹ In a recent discussion between CCE, MoEHE and the donor Consolidated Contractors Company (CCC) it has been agreed that the ownership of the e-curricula will be moved to PEI.

²⁰ Palestine Educational Initiative (PEI) – A Strategy for Innovation of Education. Authors: Prof. Dieter Euler and Prof. Dr. Sabine Seufert, University of St. Gallen; Switzerland, Swiss Centre for Innovations in Learning. Study commissioned by Consolidated Contractors Company for the benefit of MoEHE, Palestinian Authority, October 2008, p. 38

17 Schools in 7 Districts (Governorates): Ramallah, Qalqilya, Bethlehem, Hebron, Nablus, Jenin and Qabatyia. In 6 Districts, the team first visited the District Education Bureau, in order to have an official entry and to perceive the level of institutional support to on-going e-learning initiatives on school level. The field visits showed a wide variety of e-practices, from PowerPoint presentations in class to animated video presentations.

A particular good practice, which already exceeds the individual initiatives, is the Al-Aws portal.²¹ It is administered within the District Education Bureau of Qalqilya and enjoys relatively wide recognition and relies on mainly informal networks of committed teachers. The practice at the school and class level shows that in-school and out-of-school activities are intrinsically interconnected, because many students and teachers have Internet access at home but not at school and most schools are closed after 14 h and during weekends. Furthermore, it is interesting to observe that in a number of cases students help teachers with the technical part of preparing their lessons and that this modest way of “e-learning” stimulates initiative, group work, the motivation to do one’s own research, and is a way to facilitate student-centred education.

Another important observation was that several directors of District Education Bureaus are actively undertaking steps and initiatives in the direction of “improving the quality of education”, in line with the Ministry’s 5 Year Plan for the Education Sector (Education Development Strategic Plan – EDSP), and that they consider e-learning as one of the tools to advance in this direction.²²

The Formulation Team integrated a number of suggestions from teachers and District-level supervisors, who took part in the Brainstorming Session at the end of the Field Phase and in the Project Planning Workshop of the Planning Phase (23 April to 8 May 2009), into the project design.

An enquiry has been undertaken to obtain an overview – although not exhaustive – of the various initiatives of international Financial and Technical Partners on e-learning and ICT in education. The annexed list shows several interesting projects with some promising results, although most projects are small-scale, isolated and scattered over the West Bank and Gaza.²³

The focus of the present project is on the generalisation and spread of some of these initiatives, which have been undertaken on a small scale. During the project formulation process, “scaling” has appeared as the major challenge. Project priorities have been designed in a way that they contribute to the main goal of quality improvement in education, as it is laid down in the national strategy and priorities (Education Development Strategic Plan 2008-2012).

As to the degree of ICT penetration to schools and out of school, the following estimates are widely used: Only a small number of schools have a regular connection with the Internet. Computer Labs are usually booked out by classes during the school hours and they are not available for individual or group work of students. Furthermore, virtually all schools close at 14 h and remain closed on Fridays and Saturdays. Around 1/3 of families have a Personal Computer at home and around half of those are connected to the Internet. e-mail and Internet are widely used for sourcing information, but also for teacher-student interaction, but this happens mainly out-of-school and not in-school.

²¹ The portal received more than 8 million “hits” since its establishment in 2006, its website address is “www.alaws2006.ps”

²² Examples are the District Education Bureaus of Qabatyia and Bethlehem. Several other District Education Bureau directors have manifested their interest, such as those of Jenin and Hebron. This positive reception sustains the feasibility of opening a “window” in the school project fund (Result 1) for entire Districts, the District Education Bureau assuming the responsibility of project implementation and follow-up mainly relying on its own personnel.

²³ See table “Donor-supported e-learning projects in Palestine” in the Annex.

1.1.5 Definition of “quality improvement” in education

The Ministry of Education and Higher Education has defined improvement in quality of education as:

“improvement in student achievement, especially in Arabic, math, science and technology; and acquisition of life skills, through improvement in the curriculum and the teaching-learning process; in addition to improvement in student services and extra-curricular activities. Student achievement is affected by the performance of teachers, the relevance of curriculum to individual and societal needs, the availability and quality of textbooks and the availability and use of teaching-learning resources.”²⁴

1.2 THE INTERVENTION IN THE FRAMEWORK OF BELGIAN BILATERAL COOPERATION

1.2.1 An already historic engagement: Belgian support to Palestinian education

The support to introducing e-learning in Palestinian primary and secondary education is a logic continuation and extension of the long-standing Belgian support (2000 – 2006) to the development and production of the “Palestinian Curriculum” for Grades 1 to 12, which replaced the Jordanian curriculum in the West Bank area and the Egyptian curriculum in the Gaza Strip. As the new curriculum opens access to the Palestinian people’s own history, literature, art and society, it helps promoting nation building and the development of Palestinian citizenship.

The support included the production of millions of school textbooks and teacher guidebooks for all disciplines. More than 5.000 educators were involved in this exercise, and 1.150.000 students benefited from it. Furthermore, an institutional support was provided to the establishment and professional development of the Palestinian Curriculum Development Centre (PCDC). Comprehensive capacity building of teachers took place to enable them to teach the new curriculum, making use of new pedagogical and didactical methodologies.

The new Palestinian curriculum is not only up-to-date; it includes Technology as a new discipline starting with the fifth grade, and Information Technology, Current Issues, Economics and Business Administration starting with the eleventh grade. Palestinian pupils start learning English with the first grade instead of the fifth grade, which allows them to lay a solid basis in their second language (after Arabic).

As a logical continuation of the Belgian support to curriculum development, the Palestinian Authority has introduced in 2004 a request for supporting the development of curricula in Technical and Vocational Education and Training (TVET), in order to modernize this sub-sector of the education system and to provide it with the due prestige.

The TVET curriculum project was prepared in 2005, but only officially approved in 2007. In its design phase, the project approach was redirected from mere curriculum development to a wider approach linking TVET with labour market demand. The concept was based on the alliance between the two Ministries of Education and Labour on one side, and (five) regional Chambers of Commerce and Industry on the other. This project is still in its start-up phase and its management is aligned with a parallel intervention supported by Germany (TVET and Labour Market support project). A Memorandum of Understanding has been signed in August 2008 between four parties: MoEHE, MoL, the German technical cooperation agency GTZ and the Belgian Technical Cooperation BTC, providing the basis for either parallel or joint implementation.

²⁴ Education Development Strategy Plan 2008-2012, MoEHE, Ramallah, July 2008, p. 33

The Indicative Cooperation Programme for Belgian-Palestinian cooperation (*ICP 2008 – 2012*) includes a support to the introduction of e-learning into the Palestinian education system (4 million euro), and a support to school construction, rehabilitation and equipment (10 million euro). An additional 7 million euro will be available for the second part of the ICP, e. g. as a contribution for a future Education Sector support (SWAp).

1.3 HARMONISATION CRITERIA

1.3.1 Harmonisation

International Financial and Technical Partners (FTP) supporting the education sector, have already supported the First Five-Year Plan 2002-2006 and have also agreed on the Second Five-Year Plan 2008-2012, which is presently under implementation. Several FTP have participated in the joint appraisal mission for the new Five-Year Plan at the beginning of the current year. However, the Financial and Technical Partners engaged in the education sector have not yet agreed on proceeding towards basket funding or sector budget support in the framework of a Sector-wide Approach.

International FTP are organised in the Education Sector Working Group (ESWG) under the leadership of the MoEHE (see the following paragraph 1.3.2). There is an agreement among donors on priority areas of engagement: The World Bank and KfW, the German cooperation bank, contribute mainly to school construction, whereas Finland, France and Belgium focus their support on system development. Finland concentrates its efforts on the support to teacher training, channelled through NIET, the National Institute of Educational Training. The NIET building in Al-Bireh, Ramallah, was established with funding from Norway. Most donors, who invest in school construction, follow World Bank procedures.

1.3.2 Alignment

The Palestinian education budget relies heavily on external funding. Government and major donors have created the *Education Sector Working Group*, under the leadership of the Ministry of Education and Higher Education and with participation of the Ministry of Planning and Administrative Development, whereas France acts presently (February – May 2009) as co-chair on the Donors' side.²⁵ A *Sector-wide Approach (SWAp)* is under preparation. The *Education Development Strategic Plan 2008-2012* is already the first step in this direction. The other necessary steps are:

1. Joint yearly planning involving PNA and international cooperation partners,
2. Concerted funding and implementation
3. Ongoing joint monitoring and periodic reviewing of progress; and
4. Joint medium-term planning linked to the national development context.

For the present intervention, this means that it has to be conceived in a way that is open for participation of other Financial and Technical Partners and that it can become, in a later stage of project-type implementation, part of a *Sector-wide Approach* in the education sector. This is also a condition for medium and long-term sustainability of the project's planned results.

Institutionalisation is one of the key challenges of the project. Institutionalisation in schools goes hand in hand with all three modes of the project fund (see footnote above). Institutionalisation at the District level is promoted through several lines of action.

²⁵ Donors and cooperation partners involved in the education sector are: UNO, UNESCO, UNICEF; World Bank; European Community; Finland, Norway; Ireland, United Kingdom, France; Belgium, Germany, USA. France holds the co-chair of the Education Sector Working Group, together with MoEHE. Save the Children and the Teacher Creativity Centre are NGO members in the ESWG. The Ministry of Planning and Administrative Development is the second member from the side of the Palestinian Authority.

1.3.3 Results-based management

There is no specific information, whether the technical ministry in charge of the education sector, MoEHE, applies already the rules of “results-based management”.

The e-learning initiative, which the project supports, will work along the lines of a traditional cooperation project, with indicators of success and “deliverables”, ensuring that the stipulated and agreed results may be reached on time and on a large scale.

1.3.4 Mutual responsibility

The majority of the international Financial and Technical Partners confer the management of their projects to Palestinian nationals and MoEHE implements most projects in the education sector. The World Bank has asked for creating a “World Bank Section” within the Ministry, which implements and follows up World Bank funded programmes (building construction, but also QIF, the Quality Improvement Fund supporting tertiary education institutions).

1.3.5 Ownership

The new intervention is a clear consequence of the former Belgian support to curriculum development for Palestinian primary and secondary education. MoEHE has asked for this support, which was in the origin understood as a support mainly to producing e-content. In the meantime, and under the influence of the PEI assessment D. Euler / S. Seufert (PEI evaluation in 2008), the project focus has shifted to a low-technology approach ensuring high coverage, with key involvement of grassroots level teachers and students. MoEHE policy level personalities support this approach. They hope that the support to e-learning may contribute to raising Palestinian education to international advanced standards, and to encourage learner centred education, in order to make young Palestinians competent and competitive in international markets on a global scale.

2 STRATEGIC ORIENTATIONS

2.1 PROJECT APPROACH

Based on the three major areas of information and reflection:

- 1) The various methodological approaches from the exploratory phase
- 2) The ongoing school-based e-learning practices
- 3) The input provided by participants in the two Brainstorming Sessions and the Project Planning Workshop
- 4) Existing assessments, particularly the “strategy for innovation in education” through e-learning and ICT drawn up by Dieter Euler, Ph.D. and Sabine Seufert, Ph.D. in 2008,²⁶

the Formulation Team proposes the following intervention strategy:

There is evidence that numerous “pilot” interventions have been undertaken and are still ongoing: Learning outcomes of students have improved in some of these interventions, and the interest of students for games, research of information and peer communication is at a high level, even in small towns of the hinterland. There is also evidence that the initiatives, which have reached the widest coverage, are initiated at the grassroots level on a voluntary basis and without external support. Even if quality assurance is not yet institutionalised, the dedication and motivation of the people involved in these initiatives are a good basis for achieving quality improvement in education and participation of teachers and students on a large scale.

The main challenge of the current 5-Year Plan for developing the education sector is “quality improvement” and there is some evidence, that e-learning practices can be one of the instruments to achieve this. Therefore the approach of the Belgian-supported intervention has to focus on:

- a) Increasing coverage of students (more than 1,5 million), teachers (44.000) and schools (2.000) and
- b) Integrating / connecting a maximum of the scattered and sometimes discontinued “pilot” interventions.

Many informed observers and some policy and decision makers see “scaling” as the main challenge for achieving widespread quality improvement in Palestinian primary and secondary education.

The 2007 census of the Palestinian Central Bureau of Statistics (PCBS) shows that 94,4 % of schools had one or several computer(s) in the academic year 2007-08. This percentage does not reflect the use of the computer(s), nor the number of computers or the existence of a computer lab, nor does it take into account the issue of Internet connectivity.²⁷ The evaluation of the PEI indicates that Palestinian schools still have a comparatively low ICT penetration and infrastructure and that most schools are not connected to the Internet.

However, the project approach relies also on the existing (although limited) “out of school” resources, in the homes of teachers and students. Data from the already quoted 2007 census show that 32,8 % of Palestinian households own a computer (33 % in the West Bank, 30 % in the Gaza Strip). 62,7 % of respondents indicated that they use their computer for learning purposes and only 17,5 % for entertainment. As Internet connectivity is concerned, 15,9 % of households has access to the Internet (15,7 % in the West Bank, 16,2 % in the Gaza Strip).²⁸

In the face of these figures, the project has to deliver the proof that it is diminishing and not increasing the “digital divide”.²⁹

²⁶ Palestine Education Initiative (PEI) – A Strategy for Innovation in Education. Evaluation study, commissioned by the Consolidated Contractors Company, Athens. Authors: Prof. Dr. Dieter Euler, Prof. Dr. Sabine Seufert, Swiss Centre for Innovations in Learning, St. Gallen, 9 October 2008

²⁷ 2007 Census of the Palestinian Central Bureau of Statistics (PCBS <http://www.pcbs.gov.ps/Portals/pcbs/ICT/IC>TE7.htm>)

²⁸ Same source, <http://www.pcbs.gov.ps/Portals/pcbs/PressRelease/CommTec06e.pdf>

²⁹ See the Hypotheses column in the Logical Framework Matrix) and chapter 3.6 “Assumptions and Risk”

The project supports a bottom-up process, multiplying the school-based initiatives of teachers and students, interconnecting them, including others which function individually, and moving some to a higher level of sophistication, from PowerPoint presentations to flash animations, student-teacher communication and group work via school websites and the educational portal. (Result 1)

The bottom-up process is reinforced by two top-down instruments, one being an active learning portal and the other a teacher training facility, which encourages teachers to take initiative, to improve their practices or to join and expand the ranks of those who are already involved. (Results 2 and 3)

Finally, as quality improvement in education is the main goal of the Government's education sector policy, the lessons learned from initiatives and system-wide actions, are processed into policy formulation, but also spread through the structure of the education system (Ministry and central services such as PCDC and NIET / District Education Bureaus / School principals). (Result 4)

So, the project is on the one hand an initiative within the education sector under the coverage of the Ministry, on the other hand it is an institutional action for quality improvement within the current Five-Year Plan 2008 - 2012.

The project addresses specifically the four disciplines of Mathematics, Science, Arabic and English, and focuses on pupils in grades 5 to 10 of the education system.³⁰

2.2 MAIN LINES OF ACTION

Based on the preceding information and reflections, the key elements of the proposed intervention strategy are:

5. A school-based action component (Result 1), comprising:
 - a) A project fund supporting initiatives proposed by i) schools and communities, ii) clusters of schools and iii) innovative Districts with their schools (bottom-up approach). The selection will be based on needs and comparative quality. Applicants will introduce an institutionally anchored proposal (introduced by the Principal), indicating their innovative e-learning concept, training, ICT needs, and other resources.
 - b) These initiatives will obtain support for acquiring 21st Century competences,³¹ e-communication and basic ICT skills (under Results 2 and 3), and may connect and collaborate with other initiatives in the vicinity or in the same thematic area of interest.
6. An e-content and e-communication component (Result 2) which consists of:
 - a) An educational portal supporting students and teachers. This portal will host i) authenticated e-content, ii) wiki-type activities and iii) favouring also communication and participation (competitions to raise interest).
 - b) This portal will be actively managed through a content- and user-oriented support. At the same time, the personal initiatives of teacher-student groups will be welcomed, rewarded and customised for the benefit of their colleagues. The portal also facilitates the exchange of information and innovative practices.
 - c) A third support concerns reviewing, structuring and promoting user-friendly and well-developed e-modules. The focus will be on existing e-modules, and users learn to customise them and to integrate relevant e-content in their own lessons (upon request of the Ministry). The disciplines

³⁰ The Palestinian education system comprises pre-school education, a 10-year comprehensive school (called primary or basic school) and a 2-year secondary school. Those pupils who have accomplished the national Tawjeehee exam, may continue their education at 2-years Technical Colleges or at universities and other higher education institutions.

³¹ The term "21st Century competencies" used in this documents stands for: high-order cognitive skills; critical thinking, problem-solving, learning competencies ("learn to learn") and social competencies (effective communication, teamwork, conflict resolution). Source: D. Euler / S. Seufert : Palestinian Educational Initiative – A Strategy for Innovation in Education. St. Gallen, Switzerland, 9 October 2008, p. 4

initially foreseen were Mathematics and Sciences. However, a large community argues that students easily learn and practice languages with electronic modules and communication, allowing for flexibility in time for practicing languages. So the Formulation Team recommends widening the scope of disciplines towards English and Arabic.

7. A teacher training component (Result 3) complements the two fore-mentioned lines of action (in the Logical Framework Matrix formulated as Results):
 - a) It will focus on “action-oriented learning methods”, in which training and practice are organised in a continued succession of phases. The trainees will develop their own projects for in-class application, accompanied by coaching. But the approach is always based on the initiative of the teachers. Training on innovative e-learning practices (like learner-centred approach, active learning and higher order cognitive skills) in the 4 disciplines, will take place at the District level or lower levels, close to teacher’s work places and closely aligned with District Education Bureaus.
 - b) A second training package is basic ICT training. It targets primarily other teachers with low ICT skills at the same school, where individual highly motivated teachers benefit from the project fund (Result 1).
8. A monitoring, “lessons learned” and dissemination component (Result 4) accompanies the three main lines of action explained above.
 - a) Good practices are observed via continuous monitoring and evaluation, but also via the review of e-content available on the Educational Portal.
 - b) Interesting experiences are disseminated to the public.
 - c) Furthermore, such information is provided for District Education Bureaus, schools and communities, including teacher networks, student communities and parents’ associations, MoEHE and the Education Sector Working Group for policy formulation, decision-making and change management.
 - d) There will be a strong focus on institutional support for an innovative learner-centred approach.
 - e) Other relevant initiatives are integrated in a collaborative approach, without “stealing their identity”.
 - f) Finally, national and international exchanges may be stimulated, from School Twinning and partnerships with schools and communities abroad to academic and education policy conferences.

The Formulation Team has integrated a number of approaches and methodologies used by teachers and students in their teaching-learning process.³² The participants in the two preparatory workshops responded positively, because of the recognition, which is given to autonomous and voluntary initiatives on school-community level and above. It will be essential for project success to encourage these and other initiatives, instead of buying them in and away. This will ensure a relatively rapid way to gaining wide coverage over Palestine, by project-supported activities, but also by connecting with other initiatives outside the project.

³² See the comparative table in the Annex, presenting a number of current e-learning practices. This information is not complete and representative.

3 INTERVENTION FRAMEWORK

3.1 GENERAL OBJECTIVE

The project formulation mission has formulated the following overall objective:

General Objective
To raise the competencies of individual learners to become active members of the knowledge society.

This overall objective expresses the reality of Palestinian individuals they are living in a geographically and physically limited space, but at the same time they are “global citizens”, by need but also by chance, as many of them have family members spread over the globe.

The overall objective formulated in the Identification Form 2008³³ combines aspects linked with the project objective (“To improve the quality of learning and teaching at primary and secondary level in the Palestinian Territory through the implementation of E-format learning”) with aspects related to connecting to global communities and expanding humanity’s knowledge (“Also enabling people, no matter where they are, to develop their skills and competencies and connect to global communities to share and expand humanities knowledge.”).

3.2 SPECIFIC OBJECTIVE (PROJECT OBJECTIVE)

The project formulation mission has formulated the following specific objective:

Specific Objective
To enhance the learning process of students acquiring 21 st Century competences by applying e-learning curricula, modules and practice, allowing the students to become autonomous and active learners

The specific objective formulated in the Identification Form 2008 was: “To create good quality education in the Palestinian Territory through e-learning programmes for training teachers, textbook production, and for assessment and evaluation.” This formulation did not show clearly the improvement, which the project is supposed to bring for the main beneficiaries, the students.

Now the quality improvement is linked to students becoming autonomous and active learners. Their role as active citizens is shifted towards the overall objective, as it may be out of the direct reach of the project.

³³ Overall objective formulated in the Identification Form 2008: “To improve the quality of learning and teaching at primary and secondary level in the Palestinian Territory through the implementation of E-format learning. -Also enabling people, no matter where they are, to develop their skills and competencies and connect to global communities to share and expand humanities knowledge.”

3.3 EXPECTED RESULTS

3.3.1 Result 1

Result 1
E-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved

This is the major line of action throughout the intervention. It works in a bottom-up direction.

The school-based action component comprises:

- A project fund supporting initiatives proposed by
 - i) schools and communities
 - ii) clusters of schools and
 - iii) innovative Districts with their schools.

The selection (by an independent School Initiatives Grant Selection Committee)³⁴ will be based on needs and comparative quality. Applicants will introduce an institutionally anchored proposal (introduced by the Principal), indicating their innovative e-learning concept, training, ICT needs, and other resources.

- These initiatives will obtain support for acquiring 21st Century skills, e-communication and basic ICT skills under Results 2 and 3, and they may connect and collaborate with other initiatives in the vicinity or in the same thematic area of interest.
- The applicants will benefit from coaching in assessing their needs and opportunities and in proposal writing. Continuous monitoring of the change process is part of this action.³⁵

3.3.2 Result 2

Result 2
e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students and implemented in in-class and out-of-class practice

The e-content and e-communication component consists of the following:

- d) An educational portal supporting students and teachers. This portal will host i) authenticated e-content, ii) wiki-type activities and iii) favouring communication and participation (competitions will be organised to raise interest).
- e) This portal will be actively managed through a content- and user-oriented support. At the same time, the personal initiatives of teacher-student groups will be welcomed, rewarded and customised for the benefit of their colleagues. The portal also facilitates the exchange of information and innovative practices.
- a) A third support concerns reviewing, structuring and promoting user-friendly and well-developed e-modules. The focus will be on existing e-modules, and users learn to customise them and to integrate relevant e-content in their own lessons (upon request of the Ministry). The disciplines initially foreseen were Mathematics and Sciences. However, a large community argues that students easily learn and practice languages with electronic modules and communication, allowing for flexibility in time for practicing languages. So the Formulation Team recommends opening the scope of disciplines to English and Arabic. Moreover, the evaluation of the Egyptian Education

³⁴ See chapter 5.3 Project implementation process and bodies

³⁵ See Result 4 Activities 4.2 and 4.3

Initiative (EEI) presented at the Global Education Initiative (GEI) meeting at the Dead Sea on 15 May 2009 pointed out that English and Arabic were the disciplines making the most frequent use of e-learning material for in-class practice.

3.3.3 Result 3

Result 3
Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources

The teacher training component complements the two fore-mentioned lines of action (Results 1 and 2):

- c) It will focus on “action-oriented learning methods”, in which training and practice are organised in a continued succession of phases. The trainees (teachers of Mathematics, Science, English and Arabic and IT teachers)³⁶ will develop their own projects for in-class application, supported by coaching. The approach is always based on the initiative of the teachers. Training on innovative e-learning practices (like learner-centered approach, active learning and higher order cognitive skills) in the 4 disciplines will take place at the District level or on lower levels, close to teachers’ work places and closely aligned with District Education Bureaus.
- d) A second training package is basic ICT training. It targets primarily other teachers with low ICT skills at the same school, where individual highly motivated teachers benefiting from the project fund (Result 1). This activity might benefit from matching funds (e.g. shared learning materials or joint training sessions) of the INTEL-Teach project, which aims at reaching 10.000 teachers with its ICT literacy training over a period of three years (2009-2011).

3.3.4 Result 4

Result 4
Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels

The monitoring, “lessons learned” and dissemination component accompanies the three main lines of action explained above.

- a) Good practices are observed via continuous monitoring and evaluation, but also via the review of e-content available on the Educational Portal.
- b) Interesting experiences are disseminated to the public.
- c) Furthermore, such information is provided for District Education Bureaus, schools and communities, including teacher networks, student communities and parents’ associations, MoEHE and the Education Sector Working Group for policy formulation, decision-making and change management.
- d) There will be a strong focus on institutional support for an innovative learner-centred approach and the mainstreaming of the focus for acquiring “21st Century skills” as an integral part of the overall monitoring and evaluation scheme of the MoEHE.
- e) The Palestinian Education Initiative (PEI) can support the MoEHE a) by promoting a comprehensive approach towards e-learning and b) by helping it to coordinate and structure the various projects and funds earmarked for e-learning and ICT for education.
- f) Other relevant initiatives are integrated in a collaborative approach, without “stealing their identity”.

³⁶ According to the 2007 PCBS census, around 1.600 teachers in Palestinian schools hold an ICT Majors diploma. This represents 4 % of all teachers for the academic year 2007-08. Source: 2007 Census of the Palestinian Central Bureau of Statistics (PCBS), <http://www.pcbs.gov.ps/Portals/pcbs/ICT/ict4e.htm>

- g) Finally, national and international exchanges may be stimulated, from School Twinning and partnerships with schools and communities abroad to academic and education policy conferences.

3.4 ACTIVITIES³⁷

3.4.1 Activities under Result 1

Result 1
E-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved

Activity 1.1 Instal project management team

In charge of PMT. The profile of the Grant Manager is detailed in Annex 3.

Task 1.1.1³⁸ Select and install a School Initiative Grant Officer (in short: Grant Officer)
Means: 1 full-time staff member or consultant. Monthly salary, including taxes, transport and social insurance coverage (starting after 6 months).

Task 1.1.2 Equip the grant management office
Means: shared office with PMT: see PMT for rent etc. Office furniture: 1 desk, 1 computer desk, 1 chair

Task 1.1.3 Equip the grant management office with necessary IT hardware and software
Means: 1 laptop, 1 printer, maintenance over 4 years, lumpsum for software and licences

Activity 1.2 Conduct a Baseline Study of school-based e-learning practices and innovative learner-centred education initiatives in the oPt

Topics: Use of ICT, e-curricula, e-modules and supporting materials, innovative learner centred education initiatives in schools. Focus on the 4 selected disciplines Mathematics, Science, Arabic and English: This exercise allows also identifying “lonely fighters” = highly motivated teachers who are acting individually.

This Baseline Study forms the basis for overall Monitoring and Evaluation under Result 4. There is another Baseline Study on e-learning content and modules under Result 2.

³⁷ The activities are budgeted in a separate Excel Workbook down to the same level of detail as here. The Excel Workbook has the title “PZA e-learning detailed budget” and is also called “Budget for Activities and Means”. Project managers will have access to this document. It helps tracing back the project concept to this level of detail. However, this Excel Workbook does not become a binding part of the Technical and Financial File, in order to leave the project managers sufficient margin for reallocations during project implementation period. Only the budget “General Means & Specific Means” is obligatory. The budget allocations are per Activity, the activities under a Result are then consolidated to the Result level (Results 1 to 4), and all results together form the “Specific Means”. The “General Means” are composed of the permanent project staff, running costs of the project management office, monitoring, evaluation and audits. Most unit amounts and calculations do not appear in this Word version, to keep the text readable. However, all amounts exist and they are traceable to the unit cost and the factors applied.

³⁸ All Tasks formulated in the TFF have only “indicative” character: They show, what the Project Management can do, but the Project Management is free to choose other options in order to accomplish major groups of Activities which are implemented in order to achieve the four project results.

The Baseline Study on school-level e-learning practices focuses on initiatives in the field. It allows also identifying active teachers, some of them in a rather isolated position (“lonely fighters”), to link them by several types of activities and to integrate them in clusters.

Activity in charge of PMT, in collaboration with MoEHE staff from national and district level.

Means: Service contract with 30 consultancy days at the start of the project (international consultant fee, travel and accommodation cost) and 1 update (10 national consultancy days) at the mid-term review of the project (fee, travel and accommodation cost)

- Task 1.2.1 Write Terms of Reference and validate them (by the Grant Selection Committee under T 1.3.1)**
- Task 1.2.2 Organise tendering for Baseline Study on school-based e-learning practices and innovative learner-centered education initiatives in the oPt**
- Task 1.2.3 Select candidates**
- Task 1.2.4 Contract selected expert or entity**
- Task 1.2.5 Follow-up study and financial arrangements**
- Task 1.2.6 Validate Baseline Study and make final payment on delivery**

Activity 1.3 Organise a call for proposals for innovation through e-learning at school level (in-school and out-of-school)

The school-based action component comprises:

- A project fund supporting initiatives proposed by
 - i) schools and communities
 - ii) clusters of schools and
 - iii) innovative Districts with their schools.

The selection (by an independent School Initiatives Grant Selection Committee)³⁹ will be based on needs and comparative quality. Applicants will introduce an institutionally anchored proposal (introduced by the Principal), indicating their innovative e-learning concept, training, ICT needs, and other resources.

- These initiatives will obtain support for acquiring 21st Century skills, e-communication and basic ICT skills under Results 2 and 3, and they may connect and collaborate with other initiatives in the vicinity or in the same thematic area of interest.
- The applicants will benefit from coaching in assessing their needs and opportunities and in proposal writing. Continuous monitoring of the change process is part of this action.⁴⁰

Three types of projects are proposed: duration 1 school year, 1 call per year

- 1) School-Community projects (maximum 10.000 €)
- 2) School-Cluster project (maximum 25.000 € for 3 to 5 schools)
- 3) All schools in one District, project managed by the District Education Bureau (maximum 50.000 € for 6 to 10 schools)

³⁹ See chapter 5.3 Project implementation process and bodies

⁴⁰ See Result 4 Activities 4.2 and 4.3

Year 1: max 25 School- Community projects, 4 School Cluster projects and 1 District School project: yearly cost € 400.000, Year 2-3: max 20 School-Community projects, 6 School-Cluster projects and 2 District School projects: yearly cost € 450.000.

There will be only three calls, as no call will take place at the project start.

Each grant includes access to professional advice, teacher training (under Result 3, Activities A 3.4 and A 3.7) and basic IT hardware and software.

Grant eligible for: ⁴¹

- 1) Hardware: laptops (incl. software, max. 4 per school), desktops (incl. software for computer lab, library access, e-learning activities for project, needs based), LCD-projectors (max. 2 per school), printer/scanner (max. 2 per school), digicam (max. 2 per school), IT-consumables (cartridges etc.), accessories, network requirements (including switch), (wireless) access points, etc.)
- 2) Resources: IT-management (reduced workload or topping up for IT-teacher or external support, selection and tendering at school level)

Furthermore, the teachers involved in e-learning activities and supported via the project fund have free access to the e-learning portal under Result 2 and to training activities (innovative learning methods and basic ICT training) under Result 3.

In charge of PMT - Grant Officer, in collaboration with Field Coordinators and Grant Selection Committee

Taks 1.3.1 Write ToR and appoint the “School Initiatives Grant Selection Committee” (in short: “Grant Selection Committee”)

Task 1.3.2 Elaborate call for proposals including eligibility criteria, type of activities, budget limits, administrative and financial guidelines, user’s guide, selection criteria (important: institutional integration, sustainability, multiplier effect - scalability). Take “Quality Improvement Fund” (QIF) and other examples as references:

Task 1.3.3 Disseminate information on call for proposals (see Result 4, Activity 4.7)
Means: online, brochures, media etc. For field awareness rising projects see Result 4:

Task 1.3.4 Manage selection process

Step 1.3.4.1 Launch call

Step 1.3.4.2 Receive proposals, conduct internal screening and prepare a summary overview

Step 1.3.4.3 Organise external evaluation (assessment) of project proposals

Means: 2 reviews per project, 100 proposals per year

Step 1.3.4.4 Organise Grant Selection Committee meetings and select project proposals. The Grant Selection Committee has 8 members. 2 meetings per year, per diem

Step 1.3.4.5 Write report on results of Grant Selection Committee meeting and communicate selection results

Task 1.3.5 Coach applicants in developing project proposals

Step 1.3.5.1 Conduct workshops on proposal-writing and planning

Means: 1 day workshop (max. 25 participants) per year on site in different regions, max. 10 workshops depending on demand. Trainer, food, transport

⁴¹ Source: Work Sheet “Project Fund” in the Excel Book “PZA e-learning TFF budget 8-6-2009” in separated budget file. Please refer to Annex 6 for cost estimates. The Project Fund under Result 1 may be used for covering Internet connection cost, if a project proposal is selected in the selection round, according to the eligibility requirements and quality criteria; and if there is no other source for funding (municipality, community; private sponsors). Total value of the Project Fund is 1.350.000 €.

- Step 1.3.5.2 Do helpdesk type of coaching in proposal writing (in charge of Grant Manager under Activity A 1.1)
- Step 1.3.5.3 IT specialists give technical advice in assessing IT infrastructure and identifying needs for proposal writing and self-assessing baseline study

Activity 1.4 Contract and follow-up projects

In charge of PMT Grant Officer, Multimedia Specialist and Administration & Finance Officer

- Task 1.4.1 Contract projects**
- Task 1.4.2 Do financial administration of approved projects**
- Task 1.4.3 Provide central support services for approved projects, such as procurement**
 - Step 1.4.3.1 Conduct workshops on financial guidelines and project management
Means: 2 workshops for the approved 30-35 projects per year, maximum 10 workshops depending on demand (trainer, food, transport)
 - Step 1.4.3.2 Do tendering for procurement of specific project infrastructure, e.g. laptops, LCD projectors, desktops, scanners/printers, digicams, etc.
 - Step 1.4.3.3 Provide software support (open source, licences etc.)
- Task 1.4.4 Provide training in ICT literacy and e-learning in 4 disciplines (under Result 3)**
- Task 1.4.5 Monitor and control financial administration of ended projects (PMO under Result 1 Activity 1.1)**
 - Step 1.4.5.1 Monitor projects implementation through field visits and monitoring online hits
 - Step 1.4.5.2 Follow-up mid-term progress reporting
 - Step 1.4.5.3 Do financial controlling and review narrative end-of-project reports (including self-assessments)

Activity 1.5 Evaluate projects and learn lessons

In charge of PMT

- Task 1.5.1 Do results-based monitoring of change processes before and after project implementation (link with Result 4 lessons learned)**
 - Step 1.5.1.1 Baseline Study of in-school e-learning activities through self-assessment as a prerequisite for acceptance of project grant

2 per project, 35 proposals per year
 - Step 1.5.1.2 Do results-based self-assessment of change processes of in-school e-learning practices
- Task 1.5.2 Do external evaluation (assessment) of executed projects**
 - Step 1.5.2.1 Collect and process management of M&E project / school data
 - Step 1.5.2.2 Collect lessons learned out of executed projects for dissemination purposes and refine call

3.4.2 Activities under Result 2

Result 2

e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students and implemented in in-class and out-of-class practice

Activity 2.1 Conduct a Baseline Study on existing e-curricula, e-modules and supporting material

Conduct Baseline Study on e-content and modules, collection and assessing available e-curricula, e-modules e-training and supporting material, at national and international level, with a specific focus on the 4 disciplines Mathematics, Science, Arabic and English, and on Arabic language material and adaptability to the Palestinian context, and including calculation of costs for translation and customisation:

PMT coordinates, implementation in collaboration with MoEHE staff from national and district level. Means: Service contract with 30 consultancy days. The “*e-learning, training and e-content Committee*” gives advice.

Task 2.1.1 Write terms of reference, the “e-content Committee” validates them

Task 2.1.2 Tender for baseline study

Task 2.1.3 Select candidates

Task 2.1.4 Contract selected candidate with ToR

Task 2.1.5 Follow-up study and financial arrangements

Task 2.1.6 Validate baseline study and do final payment on delivery

Activity 2.2 Write Terms of Reference and appoint “e-content Committee” to assess e-content and accompany the educational portal for the MoEHE

The “*e-learning, training and e-content Committee*” assesses e-content and maintains the educational portal for MoEHE. Members are MoEHE staff responsible for (e-)curricula (PCDC) and training (NIET), experts on e-content, e-learning, portal management, ICT training etc. and field experts in implementation of e-learning (special focus on the 4 disciplines). The e-content Committee is also responsible for supporting teacher training under Result 3.

In charge of PMT in collaboration with MoEHE. The Committee has 8 members and meets 4 times per year.

Activity 2.3 Establish a support team within the PMT for e-content and portal management

1 full-time e-content manager supervising e-learning quality, 1 full-time assistant for IT-technical support. The two are an important part of the Project Management Team. They are in particular responsible for Result 2, but they assist also on the other three Results. Detailed profile in Annex 3

Task 2.3.1 **Appoint 1 full-time professional supervising e-learning quality (content – multimedia – pedagogy)**

Select and contract the selected professional

Means: Monthly salary, including taxes, transport and social insurance coverage

Task 2.3.2 **Appoint 1 full-time professional providing technical support (help desk for teachers and technical support portal)**

Select and contract the selected professional

Means: Monthly salary, including taxes, transport and social insurance coverage

Tasks 2.3.3, 2.3.4 **Equip the portal management office with office furniture and necessary computer hardware and software**

A server will be installed in a server room. The exact type depends on the locality in MoEHE (PCDC office or other location):

Means:⁴² Shared office with PMT, see PMT General Means for running cost etc. 2 desks, 2 computer desks, 2 chairs;

Server rack, UPS, networking material (switch, access point, etc., 2 laptops, 2 desktops, high quality scanner/printer, maintenance over 4 years, lumpsum for software licenses

Activity 2.4 Develop a national educational portal
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In charge of PMT and e-content Committee

Task 2.4.1 **Launch tender for portal development**

Means: Estimated cost for customisation of open source platform systems for adaptation to needs and local context, including maintenance for 4 years

Step 2.4.1.1 The PMT writes the terms of reference and the e-content Committee validates them.

Step 2.4.1.2 Do tendering for technical development of the educational portal, based on the terms of reference, including portal development, customisation, integration with other content management systems (basis is open source), Arabisation, etc.

Step 2.4.1.3 Select candidates

Step 2.4.1.4 Contract selected candidate

Step 2.4.1.5 Follow-up study and financial arrangements

Step 2.4.1.6 Validate the portal and final payment upon delivery

Task 2.4.2 **Do tendering for hosting the education portal on an international hosting server**

Task 2.4.3 **Provide technical maintenance of the portal**

IT support within PMT with the support of training / technical support through IT company

⁴² See detailed cost estimate in Annex 6

Activity 2.5	Select the best e-modules already developed in the 4 main disciplines (Mathematics, Science, English, Arabic) and customise them to the local Palestinian context and curricula
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Fund available for the production of at least 100 high quality e-module units to be customised through tendering (distribution of fund depending on volume, quality, copyrights, customisation and translation needs of each e-module)

- Task 2.5.1** **The “e-content Committee” selects the e-modules to be integrated into the portal on the basis of the baseline study “e-content and e-modules” and according to local needs.**
- Task 2.5.2** **Write terms of reference for customisation of selected e-modules, the “e-content Committee” validates the ToR.**
- Task 2.5.3** **Tender customisation of selected e-modules**
- Task 2.5.4** **Select candidates**
- Task 2.5.5** **Contract selected candidate**
- Task 2.5.6** **Follow-up the customisation of e-modules and financial arrangements**
- Task 2.5.7** **Validate the quality of customised e-modules and do final payment on delivery**
- Task 2.5.8** **Integrate the customised e-modules into the educational portal**
In charge of PMT with external support from the entity responsible for the development of the portal (under A.2.4)

Activity 2.6	Ensure dynamic life and an inclusive and sustainable development of the educational portal (teachers, students, educators etc.)
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- Task 2.6.1** **Provide continuous encouragement and support (help desk) for active teachers / student groups developing their self-initiated e-content, which will serve as input for the dynamic part of the Portal (forum exchanges, wiki etc.)**

In charge of the PMT: The e-content manager and the IT support, along with university students serve as an online helpdesk. Link with Results 3 and 4.
Means: Payment on delivery per online support provided: € 1 per provided support/solution, average of 50 requests per week

- Task 2.6.2** **Provide training in e-content development, customisation and management (under Result 3) Budgeted under Result 3**
- Task 2.6.3** **Transfer self initiated e-content (bottom up) from dynamic to authenticated part of the portal (e-enabled tools enhancing learner centred education, e-content for curricula units, educational games, communication tools, etc.)**

- Step 2.6.3.1 The e-content manager within the PMT selects the best examples of self initiated e-modules, depending on their compliance with quality criteria for scaling to national level (focus on the 4 disciplines).
- Step 2.6.3.2 The “*e-content Committee*” validates the selection of the best practices of self-initiated e-modules on their compliance with quality criteria (authentication).
- Step 2.6.3.3 Give financial and other rewards to authors of the authenticated self-initiated e-modules through a competition based on objective criteria and student appreciation

Means: max. 100 best developed modules rewarded per year, small module / semester module (max. 20) / whole year curriculum (max. 10)

- Step 2.6.3.4 Integrate authenticated (self-initiated) e-modules into the portal: display, highlighting, promotion

Activity 2.7 Conduct awareness rising sessions on the best practices amongst e-modules initiated and developed by teachers, in order to facilitate peer-to-peer stimulation and networking between practitioners (under Result 3 and 4, Activities A 3.4, A 3.5 and A 4.7)

Activity 2.8 Stimulate student and pupil access to the portal by providing attractive educational games and organising playful competitions for students

Educational games with a focus on using e-modules of the 4 disciplines, stimulating inter school competition

Means: PMT tenders for low-cost development of specific educational games (e.g. yooyaland). Average cost for high-quality game, adapted to different target and age groups, 5 games per year

- Task 2.8.1** The “e-content Committee” selects the best educational games for customisation and publication on the portal, on the basis of the Baseline Study on e-contents and e-modules and local needs
- Task 2.8.2** Write terms of reference for the development of educational games and / or customisation of selected educational games. The e-content Committee validates the ToR.
- Task 2.8.3** Tender development of educational games and / or customisation of selected educational games
- Task 2.8.4** Select candidates
- Task 2.8.5** Contract selected candidate
- Task 2.8.6** Follow-up the development of educational games and / or customisation of selected educational games and do financial arrangements
- Task 2.8.7** Validate the quality of the developed and / or customised educational games and do final payment on delivery

Task 2.8.8 **Integrate the developed and / or customised educational games into the educational portal**

In charge of the PMT with external support from the entity responsible for the development of the portal (under Activity A 2.4)

Activity 2.9 Print and distribute e-modules on DVD-ROMs

A total of 2.269 schools receive four master copies (extra 1.000 for staff, etc.), new edition after 2 years, € 1/ DVD printing. Activity in charge of PMT and “*e-content Committee*”

Task 2.9.1 **Select the best available e-modules in the 4 disciplines and compile them on a DVD-ROM** (focus on e-modules consuming too much bandwidth to be downloaded).

Task 2.9.2 **Print DVD-ROMs** In charge of PMT, simple tendering procedure

Task 2.9.3 **The PMT distributes DVD-ROMs through the district and upon request by email/ through the portal.**

Activity 2.10 Distribute monthly e-newsletter to all teachers and MoEHE staff, containing best practices on innovative education initiatives, e-learning modules, learner centred approach, twinning etc.

In charge of content manager in PMT, link with Task 4.7.3

Activity 2.11 Organise awareness rising activities to make the portal known to a wider audience: teachers, students, parents etc. (under Result 4): brochures, workshops, written and other media

Activity 2.12 Evaluate the portal (content-wise and programming) (under Result 4)

Link with overall M & E activities under Result 4, input for measuring volume of self-initiated e-content, IT use, use of e-content and communication tools

In charge of e-content manager and IT-support within the PMT, link with Activity 2.4 and Task 4.3.3

Task 2.12.1 **Activate a device within the portal, which registers the number of hits, uploads, downloads, differentiated by user type (teacher, pupil, others), by content type (e-modules, communications in interactive forums, e-mail enquiries etc.), and provide regular lists of the results**

Task 2.12.2 **Activate a device within the portal, rating the appreciation of the user for the portal in general, for specific units, modules, fora etc. and provide regular overviews of the results**

Task 2.12.3 **Conduct a series of assessments, evaluating overall quality of the portal, focusing on user appreciation, quality of learner material, enhancement of acquiring “21st Century skills” etc.**

Means: M & E consultant or team of researchers (6 national consultancy days + cost, once a year. Link with Activity 4.3

3.4.3 Activities under Result 3

Result 3
Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources

Activity 3.1 Appoint an “e-content Committee” for establishing training framework and assessing training content, and accompany the training activities

The “e-content, training and e-content Committee” established under Activity 2.2 includes staff of MoEHE responsible for (e-) curricula (PCDC) and teacher training (NIET), experts on e-content, e-learning, portal management, ICT training etc. and field experts in implementation of e-learning, with special focus on the 4 disciplines. The “*e-content Committee*” is also responsible for assessing e-content and it accompanies the educational portal for MoEHE under Result 2.

Activity 3.2 Prepare a training package for the training of teachers involved in e-learning experiences in the 4 disciplines, including edited (printable) trainee manual, edited (printable) training manual, CD Roms with e-activities etc.

In charge of PMT and “*e-content Committee*”

Means: 40 consultancy days + cost, 4 consultancy days for update each year

Task 3.2.1 Write the terms of reference, the e-content Committee validates them

This includes criteria, training goals, methodology (blended training, training session followed by practice followed by training session, etc.), target audience, etc.

Task 3.2.2 Tender training package development

Task 3.2.3 Select candidates

Task 3.2.4 Contract selected candidate

Task 3.2.5 Follow-up the development of training package and financial arrangements

Task 3.2.6 The “e-content Committee” validates the training package and PMT does final payment on delivery

Task 3.2.7 Evaluate (based on feedback from trainees and trainers) and advise the training package provider for a yearly update / modification of the training package

The PMT consults the e-content Committee under Task 3.5.3. Link with Tasks 3.2.5

Activity 3.3	Plan implementation structure of training, organise selection of trainees, plan training in 3 to 5 different regions
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In charge of PMT and e-content Committee

Task 3.3.1 Select candidates for training according to the selection criteria

Selection criteria are: Solid IT-knowledge, basic knowledge of e-learning and implementation of ICT in education. Prioritize regional spreading, motivation of teacher, stimulation of joint school candidatures (4 disciplines), etc.

Step 3.3.1.1 Determine and rank selection criteria for the selection of trainees

Step 3.3.1.2 Launch call for candidates for training, based on the criteria in Activity 3.3 (Task 3.3.1)

Step 3.3.1.3 Promote training and call for candidates

Step 3.3.1.4 Select trainees for the 4 disciplines: Mathematics, Science, English and Arabic

Task 3.3.2 Plan and organise training sessions in different regions

Clusters such as: Nablus-Qalqilya, Jenin-Tulkarem-Qabatya, Hebron-Bethlehem, Ramallah-Jericho-Salfeet-Al-Quds, Gaza). Launch call for candidates for training, based on the criteria of Task 3.3.1

All training will be conducted at District level or on lower levels, as close as possible to the trainee's workplaces, facilitating coaching between the training sessions.

In charge of PMT in coordination with PMT Field Coordinators and the District Education Bureaus (District IT specialists) and with the contractors of Activity 3.4

Task 3.3.3 Supervise the organisation of logistics for the training (training rooms, provision of the training material, payment of transport of trainees, etc.).

In charge of PMT in coordination with different PMT Field Coordinators and the District Education Bureaus (District IT specialists) and with the contractors of Activity 3.4

Activity 3.4	Conduct the training in e-enabled learning for teachers of the 4 disciplines + IT-teachers
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The training follows the “blended model” and “action-oriented training” methodology, in a modular way. Training and practice are organised in a continued succession of phases.

Training will take place as close as possible to teachers' work places (schools) and homes (e.g. 2 – 3 training sites in the North, 1 -2 in the central area and 1 – 2 in the South of the West Bank).

The content of the training is: Learner centred approach in education (“21st century skills”), e-content development, customisation and management of e-curricula

Target of 1.000 teachers in 4 years⁴³. An alternative scenario is ICT literacy training under Activity 3.7 being covered with matching funds from “INTEL Teach” programme. In this case, the target will rise to 1.200 teachers in 4 years.

This activity may be combined with Activity 3.2, but participants are not necessarily the same. Implementation possibly through the consortium of universities, NIET or other contractors (on e-learning and ICT, spread over 5 regions). Coordination with NIET’s own programme of teacher training in ICT. See separate calculation in Annex 6 and in the detailed Excel budget.⁴⁴

In charge of PMT and e-content Committee

- Task 3.4.1** Write the terms of reference, the “e-content Committee” validates them, including criteria, training goals, methodology (blended training, training session followed by practice followed by training session, etc.), target audience, etc.
- Task 3.4.2** Tender for conducting the training in the field
- Task 3.4.3** Select candidate trainers
- Task 3.4.4** Contract selected trainers
- Task 3.4.5** Follow up and monitor implementation of training and financial arrangements
- Task 3.4.6** Organise logistics for the training (planning, training rooms, provision of the training material (printed material, CD-Roms with e-material), food arrangements, payment of trainees’ transport expenses, etc.)

In charge of contractors, in coordination with District Education Bureau (District IT specialists) and PMT Field Coordinators, link with Task 3.3.6

Activity 3.5 Monitor the quality, practice and “outcome” of the training and provide input for continuous update of the training
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- Task 3.5.1** Evaluate the training based on the appreciation forms of trainees, at various times after training sessions, providing input for update of the training practices and training packages (continuously updated)

In charge of PMT and contractors under Activity 3.4

- Task 3.5.2** Monitor the “outcome” of the training, i.e. the use the learner centred approach and customise existing e-content for in-class and out-of-class activities. Contracted trainers conduct field visits together with supervisors of the District Education Bureau. Link with Task 4.2.8, Task 4.2.9 and Activity A 4.3

In charge of contractors together with District Education Bureau. The supervisors are invited to appreciate the result of the training in the classroom (Mainstreaming). This activity should be considered as part of their normal workload, so the compensation has to come from MoEHE itself, through the education sector, according to MoEHE procedures.

⁴³ For a detailed cost estimation see table in Annex 6.

⁴⁴ There are two types of teacher training, one called “Training on e-learning” (Activity A 3.4), the other “Training for ICT literacy” (Activity A 3.7). The cost calculation is in Annex 6 and in the detailed Excel budget.

Means: Compensation for transport of supervisors has to be provided by District Education Bureaus on the basis of MoEHE compensation procedures

Taks 3.5.3 Evaluate the training based on the appreciation forms of trainees and field visits, providing input for (yearly) update of the training practices and training packages (continuously updated). Conduct a series of assessments evaluating overall quality of the training, focusing on user appreciation, quality of training material, enhancement of acquiring “21st Century skills” etc. Link with Task 4.3.2, Task 3.2.5 and Task 3.2.7

In charge of M&E consultant or team of researchers Means: 12 national consultancy days, once a year.

Activity 3.6 Provide support to teachers on e-content development

The teachers can ask for support on e-content development via the e-content manager (Activity 2.6), who plays the role of a(n online) help desk and identifies the most appropriate source of advice. Successful self-initiated modules will be rewarded.

Budgeted under Activity 2.6

Activity 3.7 Conduct basic ICT-training, as it is the entry level for any more advanced form of e-learning above a mere PowerPoint application or “e-teaching”

The target group are teachers in the 4 disciplines in those schools, where at least one teacher is practicing new approaches in e-learning or which have won a Project Fund Grant (Result 1). Overcoming the ICT entrance barrier, these teachers can form active groups with their more advanced colleagues. The target is 1.000 teachers.⁴⁵

Training will take place as close as possible to teachers work places (schools) and homes (e.g. 2 – 3 training sites in the North, 1 -2 in the central area and 1 – 2 in the South of the West Bank).

INTEL has signed a MoU with MoEHE with the promise of training 10.000 teachers in ICT literacy, through a master training and upscaling scheme, over the next 3 years. 48 Master Trainers have already been trained in April 2009 and the first roll-out of training a few hundred teachers is scheduled to start in June. The target of 600 in the PAL-BEL e-learning project budget is minimal compared to the target of 10.000.

However, keeping this reserve in the project will allow addressing those teachers who are crucial for creating clusters around the “lonely fighters”, those teachers, who are investing a lot of their time and energy until they reach a point of frustration, as they have to do everything themselves without being recognised by the hierarchy of the Education Sector.

This activity may be coordinated with NIET’s own programme of teacher training in ICT.

Activity 3.7 might be executed with matching funds from the “INTEL Teach” programme. Then the available budget will be transferred to Activity 3.4, for which the target of 1.000 teachers may raise to 1.200 teachers.

⁴⁵ For a detailed cost estimation see table in Annex 6.

However, it is not yet clear, how the selection process be conducted. There is no guarantee that the target group of the PAL-BEL e-learning project will be served in time and place according to its own time schedule.

Task 3.7.1 The PMT writes the terms of reference for conducting the training and the e-content Committee validates them

Including criteria: training goals, methodology (blended training, training session followed by practice followed by training session, etc.), target audience, organisational logistics, etc.

Task 3.7.2 Organise tender for Basic ICT-training in the field

Basis is the INTEL manual on ICT literacy.

Task 3.7.3 Select candidate Basic ICT trainers

Task 3.7.4 Contract selected trainers

Task 3.7.5 Develop training modules in Basic ICT-training based on INTEL manual on basic ICT literacy, taking into account other existing experiences (NIET, NGOs, universities etc.)

Task 3.7.6 Plan and organise the logistics for the training (planning, training rooms, provision of the training material, food arrangements, payment of transport of trainees, etc.)

In charge of contractors in coordination with District Education Bureau and PMT

Task 3.7.7 Select the trainees in Basic ICT. In charge of e-content Committee

Step 3.7.7.1 Write and rank selection criteria for the selection of candidates for Basic ICT training according to the following criteria: teacher of the 4 disciplines, prioritize regional spreading, motivation of teacher, stimulation of joint school candidatures. Teachers from schools attending training on e-learning or schools winning Project Fund grant get priority.

Step 3.7.7.2 Launch call for candidates for training, based on criteria of Step 3.7.7.1

Step 3.7.7.3 Promote training and call for candidates. Under Result 4, link with Task 3.3.2

Step 3.7.7.4 Select trainees of the 4 disciplines and IT-teachers or institutional candidates

Task 3.7.8 Plan and organise training sessions in different regions (clusters such as: Nablus-Qalqilya, Jenin-Tulkarem-Qabatya, Hebron-Bethlehem, Ramallah-Jericho-Salfeet-Al-Quds, etc.). All training will be conducted at the District level or lower, as close as possible to the trainees' work places, facilitating coaching between the training sessions.

In charge of PMT in coordination with District Education Bureau and with the contractors of Task 3.7.4

Task 3.7.9 Conduct training sessions. In charge of contractors
For the cost estimate see Annex 6 and the detailed Excel budget

Activity 3.8 Provide training content on e-learning to pre-service training institutes / universities in the 4 disciplines

Align with the implementation of Teacher Training Strategy (UNESCO) and the QIF programme (World Bank / European Union)

Task 3.8.1 Organise a “Train-the-Trainers” workshop for professors / instructors at the pre-service teacher training institutes / universities in 4 disciplines to use

1 day workshop on philosophy of change process, methodology. Means: 10 workshops every 2 years (7 in West Bank and 3 in Gaza) at institutes / universities

Step 3.8.1.1 Plan the 10 workshops. In charge of PMT and regional Field Coordinators together with the consultants

Step 3.8.1.2 Animate the pre-service workshops. Means: National consultants, possible link with contractors of Activity A 3.2 or A 3.4. 10 x 1 consultancy day

Step 3.8.1.3 Organise the workshops. In charge of Field Coordinators together with the consultants, PMT. Means: Lumpsum for organisation of 1 day workshop for 25 participants

Task 3.8.2 Provide training content on DVD-ROM or through Portal. Under Activity 3.10

Task 3.8.3 Provide continuous advice to pre-service teacher training institutes / universities on e-learning and innovative practices. In charge of PMT e-content manager and IT support

Activity 3.9 Follow up, monitor and evaluate basic ICT training courses, and modify training practices and packages
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In charge of Project Management Team

Task 3.9.1 Follow up and monitor implementation of Basic ICT training and financial arrangements

Task 3.9.2 Evaluate and modify the training practices and training packages (continuously updated based on provided feedback). Link with Task 3.7.5

Activity 3.10 Produce final version of e-learning training modules and Basic ICT-training on DVD-ROM and disseminate through the Portal
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In charge of PMT in cooperation with contractors of Activity 3.4 and Task 3.7.4. A total of 600 master copies will be produced, new edition after 2 years, € 1 / DVD for printing and distribution.

3.4.4 Activities under Result 4

Result 4
Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels

Activity 4.1	Conduct a Baseline Study of school-based e-learning (use of ICT, e-curricula, e-modules and supporting material) and innovative learner-centred education initiatives in the oPt (under Result 1, Activity 1.1)
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Specific focus on the 4 disciplines Mathematics, Science, Arabic and English and on individual active teachers (so-called “lonely fighters”)⁴⁶

Activity 4.2	Conduct regularly results-based monitoring & evaluation in the education system, with special focus on quality improvement in learning environment and acquiring “21st Century skills”
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Task 4.2.1 **Develop a concept paper** on a) how to assess “21st Century skills” of students, b) how to identify good practice and how to learn lessons on improved learner environments , and c) how to disseminate them and how to transfer them to other schools (in the District).

In charge of PMT in collaboration with MoEHE DG Supervision staff. Make use of Egyptian Education Initiative experience in developing a results-based M&E system

Task 4.2.2 **Elaborate the monitoring manual based on of the concept paper, including results-based M&E methodology, survey formats for teachers, students, school projects, District Education Bureaus etc.**

In charge of PMT in collaboration with MoEHE staff. Make use of EEI experience and UNESCO/GEI manual on “Multi-stakeholder Partnerships” and aligning with the Teacher Education Strategy in Palestine. The GEI “Multi-stakeholder Partnerships” manual is in print now (May-June 2009)

Task 4.2.3 **Review the concept paper and manual with independent professionals (national or international)**

In charge of M&E consultant

Means: 15 days national consultant or 8 days international consultant plus cost

Taks 4.2.4 **The Project Management Team establishes together with the independent professionals under Task 4.2.3 – after consultation with MoEHE – an overall monitoring and evaluation plan, with a specific focus on quality change in learner environment and acquiring “21st Century skills”**

In charge of PMT in collaboration with MoEHE DG Supervision staff

Task 4.2.5 **Agree on a M&E plan and implementation strategy together with MoEHE through the Project Steering Committee**

In charge of PMT in collaboration with MoEHE DG Supervision staff

Task 4.2.6 **Design and conduct awareness workshops at national level, regarding the M&E strategy, focussing on 1) MoEHE staff and b) the directors of the 22 District Education Bureaus (17 in the West-Bank and 5 in Gaza)**

⁴⁶ Individual highly motivated and active teachers experimenting with e-learning and innovation in teaching

In charge of PMT accompanied by central MoEHE staff

Means: 2 workshops per year

Task 4.2.7 Train staff in charge of monitoring in results-based monitoring methodology, based on the results of the Baseline Study (Activity 4.1), the concept paper (Task 4.2.1) and the monitoring manual (Task 4.2.2)

In charge of PMT in collaboration with consultants, possibly accompanied by central MoEHE staff. MoEHE has to provide per diem for transport of MoEHE staff based on MoEHE standard compensation procedures. Follow-up by PMT Field Coordinators

Target: Focussing on supervisors in the 22 District Education Bureaus.

Means: Consultancy in M&E training, contracted through tender procedure. Lumpsum for organisation of 1 day workshop for 25 participants + organisation fee + consultancy fee.

Task 4.2.8 District Education Bureau supervisors accompanied by trainers and District IT specialists undertake monitoring and evaluation of trained teachers in their classrooms (under Activity A 3.5)

Under Task 3.5.2, in charge of District Education Bureaus and trainers

Task 4.2.9 District Education Bureau supervisors (trained under Task 4.2.7) use newly developed “student evaluation” assessment forms (Task 4.2.4) to undertake results-based monitoring and evaluation of learner environments and “21st Century skills” of teachers and students in their classrooms

Under Task 3.5.2, in charge of District Education Bureaus and trainers

Task 4.2.10 The monitoring teams write standardised monitoring reports based on their visits (Task 4.2.8) and results of students assessments (Task 4.2.9) on the basis of the M&E manual and training. They compare their observations with the information in the Baseline Study on school-based e-learning practices under Activity 1.1, make proposals for improvement and pass on information on good practices to the PMT

The point that MoEHE is ready to adapt its M & E practices and to give incentives, has to be included in the list of essentials (preconditions), which have to be negotiated between BTC and MoEHE before the project starts.⁴⁷

Means: Funding through District Education Bureau, no financial compensation from the project. MoEHE has to provide incentives for results based monitoring

Activity 4.3 Do Results-based Monitoring of change process through overall project activities (before and after project implementation and after training by PMT)
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Task 4.3.1 Manage M&E self-assessment project / school data

In charge of PMT under Task 1.2.11 School-based Initiatives Grant Fund

Task 4.3.2 Manage monitoring reports of District Education Bureaus (trainings / e-curricula / school data), trainees’ appreciation forms and external evaluation of training

In charge of PMT under Activity 3.5 and Tasks 4.2.9 and 4.2.10

⁴⁷ See chapter 3.7 Issues to be negotiated between BTC and MoEHE

Task 4.3.3 Manage monitoring overviews of hits and rating of portal

In charge of PMT under Activity 2.11

Task 4.3.4 Conduct a series of assessments (focussing on quality change in learner environment and acquiring “21st Century skills”) of student-teacher groups with e-learning experience and others without e-learning experience under objectively comparable conditions, on the basis of the M&E manual under Task 4.2.2

In charge of M&E consultant or team of researchers. Means: 20 national consultancy days x € xxx / day + € xxxx costs. Link with Tasks 4.4.2 and 4.4.3, Tasks 4.5.2 and 4.5.3 and Activity 4.10. Possible link with A 4.6

Task 4.3.5 Collect lessons learned out of executed projects for dissemination purposes and for policy advice

In charge of PMT, link with Activity 4.10, possible link with Activity 4.6

<p>Activity 4.4 Conduct an external mid-term evaluation (after 18 months and before 24 months from project start)</p>

BTC will contract the evaluation team, after having informed the Project Steering Committee members on the Terms of Reference, profile, CV and names of the selected candidates (management mode “direct management” = exclusively managed by BTC (see chapter 5.1 Management modalities”). The corresponding financial reserve is allocated at the end of the “General Means” budget.

Task 4.4.1 Write the Terms of Reference according to BTC standards. In charge of Project Management Team in coordination with the BTC Head Office.

Task 4.4.2 Conduct an internal evaluation one month before the external evaluation, in order to facilitate wide participation of involved students, teachers, active community members and District Education Bureau staff. In charge of Project Management Team. Link with Activity 4.3

Task 4.4.3 Interview student-teacher groups with e-learning experience and others without e-learning experience under objectively comparable conditions. In charge of Project Management Team. Link with Task 4.3.4

Task 4.4.4 Select a team of two independent evaluators (one international and one national expert) through simplified tender procedure. In charge of BTC

Task 4.4.5 Invite professional staff of Financial and Technical Partners to take part in the evaluation (on their own funding). In charge of Project Management Team, coordination with BTC

Task 4.4.6 Write and validate draft evaluation report. In charge of consultant in coordination with Project Management Team

Task 4.4.7 Transmit and disseminate final version of evaluation report. In charge of consultant in coordination with Project Management Team

Activity 4.5	Conduct an external final evaluation (6 months before project end)
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Same procedure as with the Mid-term Evaluation.

- Task 4.5.1** Write the Terms of Reference according to BTC standards. In charge of Project Management Team in coordination with BTC
- Task 4.5.2** Conduct an internal evaluation one month before the external evaluation, in order to facilitate wide participation of involved students, teachers, active community members and District Education Bureau staff. In charge of PMT. Link with Activity A.3
- Task 4.5.3** Interview student-teacher groups with e-learning experience and others without e-learning experience under objectively comparable conditions. In charge of PMT. Link with Task T 4.3.4
- Task 4.5.4** Select a team of two independent evaluators (one international and one national expert) through simplified tender procedure. In charge of BTC
- Task 4.5.5** Invite professional staff of Financial and Technical Partners to take part in the evaluation (on their own funding). In charge of PMT
- Task 4.5.6** Write and validate draft evaluation report. In charge of consultant in coordination with PMT
- Task 4.5.7** Transmit and disseminate final version of evaluation report. In charge of consultant in coordination with PMT

Activity 4.6	Conduct a scientific follow-up⁴⁸, assisting the PMT in assessing change process in learning environments and collecting lessons learned and formulating policy recommendations (Activities 4.3 and 4.10)
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- Task 4.6.1** Write the Terms of Reference for service contract and launch tender. In charge of Project Management team, coordinated with the education advisor in the BTC Head Office.
- Task 4.6.2** Conduct a scientific follow-up during the whole project implementation period (annual contract period, renewable in case of satisfactory work).

Palestinian university departments with proven experience in this type of academic work are eligible. Partnership with specialised Belgian / European university institute is encouraged. Either one Palestinian university institute or a group of institutes from several universities may present offers and be contracted. The departments may link up with Belgian / European partners with proven expertise in this area.

The scientific follow-up focusses on: a) quality improvement of learning for students and teachers, b) active community participation, c) role of the Education Sector staff and management, d) identification of “learned lessons”. Master dissertations are encouraged. They may form part of the scientific work and the products delivered.

⁴⁸ In French «suivi scientifique», in German „wissenschaftliche Begleitung“

Means: a study with a value of 20.000 € annually. The cost has to be calculated in a transparent way in the technical and financial offers (transport, per diem, supervision by entitled and correctly qualified academic staff).

Activity 4.7	Inform school principals and teachers on innovative education practices such as e-learning and project activities
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Task 4.7.1 Produce and disseminate regularly information brochures and posters on innovative education practices such as e-learning in schools to school principals and teachers and inform pupils through attractive posters. Link with T 1.2.3, A 2.11 and T 3.3.3

School principals and teachers receive regularly (twice a year in Y 1, once a year in Y 2 – Y 4) information brochures and pupils are informed through attractive posters. 5.000 attractive posters and brochures edited by PMT, distributed through MoEHE and District Education Bureaus to 1.500 schools. In charge of PMT.

Means: 5.000 brochures / posters, lumpsum for editing and printing € 0,7 per brochure, distribution through District Education Bureaus

Task 4.7.2 Provide information to schools principals, teachers, students, parents (Parents' Councils) and the local community, involving District Education Bureaus. Link with Task 1.2.3, Activity 2.11 and Task 3.3.3

The objective is to motivate communities to pay for Internet connection, for linking community centres which have PCs and Internet connection, with schools.

In charge of PMT and partners. Dissemination through various channels: print, TV, radio, Internet
Means: media cost lumpsum of € 5.000 per year,

Task 4.7.3 Produce and disseminate a monthly newsletter to all teachers, school principals and MoEHE staff, containing best practices on innovative education initiatives, e-learning modules, learner-centred approach, twinning etc. Under A 2.10

Activity 4.8	Provide information and support to active District Education Bureau directors and staff
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Task 4.8.1 Provide advice and support to those District Education Bureau directors (and supervisors), who are promoting the concept of “improving quality in education” in their administrative practice and adopt “change management” for the whole District

In charge of PMT Field Coordinators

Task 4.8.2 Organise a national high level awareness raising workshop, targeting MoEHE staff, especially Assistant Deputy Ministers and Director-generals discussing project objectives, their possible contribution and project evolution

In charge of PMT. 1 workshop per year
Means: Lumpsum for organisation of 1 day workshop for 20 participants,

Task 4.8.3 Organise a national awareness raising workshop targeting the District IT specialists discussing project objectives, their possible contribution, and project evolution

In charge of PMT Field Coordinators. 1 workshop per year
Means: Lumpsum for organisation of 1 day workshop for 25 participants

Task 4.8.4. Organise awareness raising activities, such as conducting information seminars at the District Education Bureau level

In charge of PMT Field Coordinators. 1 workshop a year in every District
Means. Lumpsum for organisation of 1 day workshop for 25 participants x 22 Districts

Activity 4.9 Collect information and organise national and international exchanges on e-learning

Task 4.9.1 Organise a national seminar on e-learning in the first year and in the third year

In charge of PMT. Means: Lumpsum for organisation of 1 day conference for 100 participants. Participants pay their own travel and accommodation.

Task 4.9.2 Organise an international conference in the second year and the fourth year

Target group are interested scientists, programme officers working on e-learning programmes, GEI partners, ESWG members and other Financial and Technical Partners, MoEHE staff. 1 day / 1 dinner conference, 2 invited international keynote speakers

In charge of PMT with support by an event bureau
Means: Lumpsum for organisation of 1 day conference for 100 participants plus 1 dinner, 2 keynote speakers. Participants pay their own travel and accommodation

Activity 4.10 Formulate an annual report on e-learning including good practices as a contribution to policy formulation
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In charge of the Project Management team. With inputs from:

- 1) the scientific follow-up and research team
- 2) the regular monitoring reports, PMT and MoEHE District Education Bureaus
- 3) the mid-term and final evaluation
- 4) the contributions of invited guests to the two national seminars and the two international conferences
- 5) self-assessments of teachers and student groups, under Task 1.2.11
- 6) student assessments, under T 4.3.3
- 7) lessons learned, under A 3.5 and A 4.3
- 8) other sources

In charge of PMT with support from the scientific follow-up group under Activity A 4.6
Means: Service contract with one national consultant, 15 work days per year.

Task 4.10.1 Write the Terms of Reference

Task 4.10.2 Tender service contract for annual report

Task 4.10.3 Select candidates. In charge of BTC

Task 4.10.4 Contract selected candidate

- Task 4.10.5** Follow-up study and financial arrangements
- Task 4.10.6** Validate the report and do final payment upon delivery. In charge of BTC
- Task 4.10.7** Transmit and disseminate the final version of policy recommendation report to MoEHE, Education Sector Working Group members etc.

3.5 INDICATORS AND MEANS OF VERIFICATION

Intervention logic	Objectively verifiable indicators (OVI)	Sources of verification
Specific objective		
To enhance the learning process of pupils acquiring 21st Century competencies⁴⁹ by applying e-learning curricula, modules and practice, allowing the students to become autonomous and active learners	<ul style="list-style-type: none"> • 150 schools practise e-learning with support under R 1 and 1/3 have been served by activities under R 2 and R 3. • More than 1/3 of the students of the targeted schools have acquired 21st Century skills 	<ul style="list-style-type: none"> • Standardised monitoring reports dressed by monitoring teams. • Comparison with base-line study • Specific surveys (1 per year). • Standard international assessments (TIMMS, PISA)
Result 1:		
e-learning actions involving pupils in-school and out-of-school are regularly enriched and structured and the learning environment is improved	<ul style="list-style-type: none"> • 150 schools practise e-learning as support material, collaborative and communication tool via the project mechanism. • 2/3 of the students of the targeted schools are satisfied with their e-learning practice. • 1/3 of the teachers in the targeted schools use innovative teaching methods • ½ of targeted schools have disseminated their e-learning practices to at least 1 other non-targeted school 	<ul style="list-style-type: none"> • Specific report or components in the end of school year report dressed by the school principals (of involved schools), available at the District Education Bureaus, copy remains in school, accessible for teachers. This obligation is to be included in the ToR of the calls for proposals (School initiatives grant fund). • School visit reports dressed by supervisors in District Education Bureaus. District Education Bureaus provide such reports regularly to MoEHE. • Standardised monitoring reports dressed by monitoring teams. • Comparison with base-line study • Specific surveys (1 per year) see Activities under Result 4 • End of year evaluation of learning process by students, at least in targeted schools and involved classes See self-assessment under Result 1 and analyses under Result 4 • Standard international assessments (TIMMS, PISA)

⁴⁹ Note: The term “21st Century competencies” used in this documents stands for: high-order cognitive skills; critical thinking, problem-solving, learning competencies (“learn to learn”) and social competencies (effective communication, teamwork, conflict resolution). Source: D. Euler / S. Seufert : Palestinian Educational Initiative – A Strategy for Innovation in Education. St. Gallen, Switzerland, 9 October 2008, p. 4

Intervention logic	Objectively verifiable indicators (OVI)	Sources of verification
Result 2:		
<p>e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students, and implemented in in-class and out-of-class practice</p>	<ul style="list-style-type: none"> • 2 million hits a year on the new e-learning portal from the second year onwards • 200.000 students use e-learning materials on the portal. • 100 high-quality e-modules adapted to the needs and content per year (authenticated) • 50 self-initiated e-modules developed by teachers uploaded to the portal each month • 50 % of the teachers of the 4 disciplines use regularly e-learning tools 	<ul style="list-style-type: none"> • Real-time record on the Educational Portal produced by specific software, it has to be specific for a) e-learning modules, b) uploaded contributions c) communication in interactive forums d) e-mail enquiries • Standardised monitoring reports dressed by monitoring teams. • End of year evaluation of learning process by students, at least in targeted schools and involved classes See Activities under Result 1
Result 3:		
<p>Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources</p>	<ul style="list-style-type: none"> • At least 800 teachers trained and having upgraded their capacities in the use of IT and learner centred education • 80 % of targeted teachers apply the innovative methodologies they have learned in the training 	<ul style="list-style-type: none"> • Self-evaluation by trainees at each step of their training process • Monitoring and evaluation of trained teachers in their classroom by DEB supervisors accompanied by trainers • Report of the training provider • End of year evaluation of learning process by students, at least in targeted schools and involved classes See Activities under Result 1 • Real-time record at the Education Portal of the activities (uploading, downloading, collaborative work) with a specific focus on trained teachers • Scientific analysis of produced e-modules (enquiry and study done by university department or consultancy) for quality improvement of the training
Result 4:		
<p>Education sector policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels</p>	<ul style="list-style-type: none"> • All managers and staff of the education sector have received information on e-learning and innovative learning practices • Increased reference to reports and increased number of specific innovation in standardised monitoring • Sensitivity towards innovation • Education policy documents at all levels show increased reference to innovation and lessons learned 	<ul style="list-style-type: none"> • Frequency and quantity of copies of information leaflets and e-learning newsletter • Enquiry with District Education Bureau directors and staff • Annex to the school visit reports dressed by monitoring teams • Info-e-mails sent to MoEHE and ESGW members. • Policy documents

3.6 ASSUMPTIONS AND RISKS⁵⁰

Overall objective

To raise competencies of individual learners to become active members of the knowledge society
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On the level of the **Overall objective**, the following **assumptions (hypotheses)** have been formulated:

- 1) Education remains a high priority on the Palestinian political agenda
- 2) The learner-centred education model is widely accepted. However, the MoEHE does not have a clear implementation policy for promoting a learner-centered approach.
- 3) There is a critical mass of motivated and capable teachers
- 4) Disposition of students to take the initiative for acquiring new skills
- 5) Political conditions remain favourable (Question: Accessibility of Gaza)

To 1) Priority of education

The education sector is the single major sector within the Palestinian Authority's budget. Education is considered as a strong tool for nation building and reinforcing the identity of Palestinians. So there is a high probability that the priority for education remains in the near future.

To 2) Learner-centered education model

This model is not yet well known and there is resistance from some groups of teachers, but also from parents, against generalising this concept. It is not yet well understood, how "learner-centered education" can be realised in crowded classes and it is clearly linked with the motivation of teachers. Evidence from the project preparation process, gained from field visits in schools, shows that there are many examples of motivated teachers and active students groups than expected at the level of the Ministry or of the public at large. Official statements of MoEHE underwrite clearly the will to support the mentioned change process. Hence the Ministry's support to the PEI programme, which has as main objective improving quality of education through adopting a "paradigm shift from education to learning" and focusing on students acquiring "21st Century skills". However, a clear implementation strategy for a learner-centered approach in education is still lacking. This is clearly one of the points, which have to be discussed at the start of the project.

To 3) There is a critical mass of motivated and capable teachers

There are many motivated and capable teachers, but they are not linked with each other, or only exceptionnally, as it is the case with the adherents of the Al-Aws educational platform: Furthermore, there is no debate on innovative learning and teaching methods and processes. School is not yet understood as something which can be fun! Teachers may not easily accomodate to a loss of power, when they move from the old role of being "sources of knowledge" to their new role of becoming "facilitators".

To 4) Disposition of students to take the initiative for acquiring new skills

Students are less controlled by their parents and an important part of their lives is situated outside the school. Both factors contribute to a loss of "respect" towards teachers. But teachers have a better chance than in the past of becoming partners of their students. And teachers can even learn from their students, e.g. in the world of ICT, and computers, where the search for various sources opens the opportunity of comparison and objective judgement, instead of relying on just one textbook.

⁵⁰ This chapter contains conditions, which have to be negotiated

To 5) The political conditions remain favourable (Question: Accessibility of Gaza)

Education is always and in every context at risk of being manipulated for political and “partisan” purposes. This applies also for Palestine. So the strongest points in favour of education: opening up to the world and help making it understandable and governable, facilitating the quest for truth and creating communities of students open to pluralist debate, have still a place. Opening the project up to Gaza may also open spaces for discussion and free debate there, in a much more difficult context. The political conditions are expected to remain favourable for the West Bank, but access to Gaza is an open question, which has to be continuously evaluated in the course of project implementation.

Project objective
To enhance the learning process of students acquiring 21st Century competencies by applying e-learning curricula, modules and practice, allowing the students to become autonomous and active learners.

On the level of the **Specific objective**, the following **assumptions (hypotheses)** have been formulated:

- 1) Flexible and conducive environment (School and community, including Parents’ Associations, District Education Bureaus, central level institutions MoEHE-PCDC-NIET) motivates teachers (reducing the risk of being trapped by monetary “motivation”)
- 2) Sensitivity of District Education Bureau directors and staff for innovation in learner-centred education in the context of e-learning. District Education Bureau directors take on the responsibility of multiplication and dissemination of innovative learning practices to all schools in their Districts
- 3) Internet connectivity is stable, other Financial and Technical Partners engage in supporting sustainable Internet connectivity, and the community and individual sponsors fund Internet connection cost.
- 4) The project does not solely focus on elite schools; it includes also poorer and more remote regions.
- 5) Peer-to-peer communication, discussion and support, informal associations of teachers, e-forums of teachers and students

To 1) A flexible and conducive environment motivates teachers

It is not easy to verify this aspect. The education sector is the most important employer in the oPt, and one can assume that not all teachers have entered the profession by social and altruistic motivation. However, as it is known that the teaching profession is rather modestly remunerated, those who have higher material expectations do normally not choose to become teachers. The risk of creating an extra burden on the already overloaded teachers, who would rather see an improvement in their livelihood and school environment than receiving IT gadgets and having to familiarise and apply innovative pedagogy is imminent. On a more positive note, one can say that motivated teachers have a space of action, but they are often isolated and a teacher is just one individual in a huge hierarchic organisation. Nevertheless, field visits have given the project preparation team the impression that a critical mass of motivated teachers exists and that there is a healthy competitive environment, which is directed towards innovation.

To 2) Sensitivity of District Education Bureau staff for innovating learning practices; initiative of District Education Bureau directors in promoting innovative learning practices

During the project formulation period, several District Education Bureau directors have expressed their interest in embarking on innovative actions at the school level, and some are actively supporting initiatives in schools. Some District Education Bureau directors have expressed their willingness in supporting and disseminating innovative learning practices to the schools in their District. The District is perceived as an important level, a) for upscaling and spreading e-learning regionally to reach a large coverage, and b) for mainstreaming the concept of learner-centred education.

To 3) Internet connectivity

Internet connectivity at school is and remains a real problem. Only a small number of schools is regularly connected. Other schools were connected during short periods of external support. Neither the Ministry nor a project can assume the cost for all schools, which would amount to more than 1 M US \$ per year. However, some examples show that it is possible to win support for individual schools from the community, from companies, from the Parents' Association and from individual sponsors. A positive factor is that 30 % of Palestinian households have a PC at home and 15 % being connected to the Internet. Sources within PITA, the Palestinian IT Association of Companies, assure that prices for broadband connections will drop rapidly, but this is not yet a reality.

To 4) Elite schools versus those in poorer and more remote regions

The risk of enlarging the digital divide is not directly apparent, but superficial evidence shows that most of the past projects have concentrated on private and UNRWA schools and on public schools in cities catering for a relatively privileged segment of the population.

The call for equity and accessibility of project services for less favoured strata of the population has to be anchored in the project management and implementation, as one distinctive quality criterion in the selection procedures and as an obligation for the project managers. The question is, which indicator can be determined for this criterion.⁵¹ This is also one of the conditions to be negotiated with MoEHE linked with the signature of the Specific Agreement.⁵²

To 5) Peer-to-peer communication, teacher groups and associations, student groups

These informal organisations do exist and they show their strength combining in-school and out-of-school communication and collective work, as most schools are closed after class hours (in the afternoon and evening and also during the weekend). Grassroots self-organisation is the enabling factor which may eventually allow the project to reach a much higher coverage than others which build their intervention strategy on a top-down approach, on "pilots" and on "cascade models".

Result 1

e-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved

For **Result 1** – School-based e-learning actions, the following **assumptions (hypotheses)** have been formulated:

- 1) District Education Bureau directors and staff and principals of participating schools collaborate
- 2) Stability of teachers in the same school
- 3) Critical mass of motivated and capable teachers
- 4) Community offers support: a) paying for Internet connection, b) community centres with staff and e-equipment, c) parents' councils support

To 1) District Education Bureau directors and staff and principals of participating schools collaborate

District Education Bureau directors and Principals of schools have manifested their interest in joining actions promoting e-learning. The time of proof will come, when information spreads that schools can apply for a project fund and that they can benefit by obtaining some IT equipment, receiving some training and gaining some visibility and prestige. Schools are confronted with a new feature, they have to elaborate and defend a project proposal. The commitment of applicants (schools, school clusters, Districts) will be

⁵¹ The self-assessment baseline study of schools applying for funds under Result 1 will show the (poor) level of ICT / e-learning in schools before the project. On its basis, one can develop an indicator (no ICT-infrastructure / no previous e-learning activities / no electricity). Regional spreading could be compared to poverty statistics per region.

⁵² See chapter 3.7 Issues to be negotiated between BTC and MoEHE

measured towards the background of their own contribution. The Quality Improvement Fund (QIF), set up with support from the World Bank and the European Union, addresses the tertiary education level. A number of Technical Colleges tried the challenge for the first time and won. The reports confirm that the less advanced and the neediest institutions are amongst the most serious implementers.

To 2) Stability of teachers in the same school

The project management will have some influence on this condition. Pressure from above (a MoEHE regulation) may help in some instances, but it is preferable that District Education Bureau staff and School Principals do what they can to keep their best horses.

To 3) Critical mass of motivated and capable teachers

Already commented under points 1) and 5) of the Specific Objective (Project Objective). It seems that many of the teachers practicing some form of e-learning act as “lonely fighters”, but the opportunity for creating a “critical mass” still remains. Several activities of the project are focussed on creating an enabling environment for these isolated initiatives to take root and scale them up. The School-Cluster and District-School strands of the Project Fund bring together several schools with active teachers (project grants under Result 1), the teacher training activities (Result 3) and the communication activities (Result 4).

To 4) Community offers support:

There is a potential, but it needs a lot of effort to materialise this solution. Schools are in general cut off from the community in which they are established. They depend heavily on the national Ministry and are administered by the District level authority, and there is little link with the Municipality level. Also, it seems logic that a school opens its doors on afternoons, in the evening and on Saturdays and become a “community centre”. There are several obstacles for this to happen, which have to be removed by a locally agreed joint action. Therefore the “strategy” of asking applicants of the School Initiatives Project Fund to negotiate this support and include it in their proposal is an important element in the selection process. This issue is taken into account by information activities under Result 4, addressing communities, including parents’ associations.

Result 2

e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students and implemented in in-class and out-of-class practice

For **Result 2** e-learning modules, the following assumptions have been formulated:

- 1) Internet connectivity at schools is stable.
- 2) Critical mass of motivated and capable teachers
- 3) Availability of technical support
- 4) Availability of e-learning resources which can be customised
- 5) Sustainability of the portal

To 1) Internet connectivity: See under point 4 of the Specific Objective

To 2) Critical mass of teachers: See under points 1 and 5 of the Specific Objective

To 3) Availability of technical support

The project is not just a project fund with some IT equipment (Result 1), combined with an educational portal (Result 2), teacher training (Result 3), M&E and promotion activities (Result 4). This would be a technocratic approach and the line of action would still mainly be top-down. The challenge of gaining a large coverage would otherwise not be met. Therefore the project approach gives an important role to teachers and students who are already active and motivated. Technical support in customising existing e-modules, in sourcing relevant materials (print and electronic media) combined with targeted project-type teacher training may make the difference, encourage those, who are isolated and help establishing a network

of “technical supporters”. In the end every school should have at least one or two technical helpers, and peer support could to a large extent replace top-down support. The advantage of this solution is the reduction of costs.

To 4 Availability of e-learning resources which can be customised

This is still a grey zone. Reliable information is not available. e-content produced in Jordan in large quantities has been considered not suitable for Palestinian pupils; some Palestinian content has been produced and tested but cannot be distributed to schools, because the university which implemented the contract asks for a compensation; e-modules available on the Al-Aws platform has not been assessed externally etc. The two Baseline Studies (the school e-learning practice Baseline Study under Result 1 and the e-modules Baseline Study under Result 2) will shed some light on this question. But some uncertainty remains.

To 5 Sustainability of the Portal

The MoEHE has to give an assurance that the e-learning portal will be taken over and provided with the necessary funding and staff at project end, at the latest. This condition forms part of the set of conditions to be negotiated at project start.⁵³

Result 3

Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources

For **Result 3** - teacher training, the following assumptions have been formulated:

- 1) Critical mass of motivated and capable teachers
- 2) Availability of hardware and Internet connectivity for teachers
- 3) Availability of experienced trainers and training providers
- 4) Transport restrictions. This risk is transposed into Activities: Training close to the schools

To 1) Critical mass of teachers: See under points 1 and 5 of the Specific Objective

To 2) Availability of hardware and internet connectivity for teachers: See under point 4 of the Specific Objective

To 3) Availability of experienced trainers and training providers

Trainers are available, but not in the locations where many teachers work and live, and their training methodology might not be well adapted to the teachers’ needs and methods of learning. Many trainers in this area are linked with universities and rather used to consultancy work. So the Project Management Team has to select well the trainers and training providers, with clear Terms of Reference and test cases during the assessment.

To 4) Transport restrictions

This risk is real; it serves even as justification for the present e-learning project, as electronic communication transgresses roadblocks and walls. This risk has been transposed into project activities: All training is planned to be conducted close to the schools, in regional clusters, instead of centralised trainings at NIET in Ramallah-Al Bireh.

⁵³ See chapter 3.7 Issues to be negotiated between BTC and MoEHE

Result 4

Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels

For **Result 4** – learning lessons, information and dissemination, the following assumptions have been formulated:

- 1) Critical mass of professionals at the central level and at District Education Bureaus
- 2) Flexible and conducive environment (School and community, including Parents’ Associations, District Education Bureau, central level institutions MoEHE-PCDC-NIET) motivates teachers (reducing the risk of being trapped by monetary “motivation”)
- 3) Sensitivity of District Education Bureau directors and staff for innovation in learner-centred education in the context of e-learning

To 1) Critical mass of professionals at the central level and at District Education Bureaus

The project has no direct influence on these professionals. The project management team has to act with good will and win the support of some good communicators and respected professionals both at the central and District level. The project strategy is gradual and progressive: It starts as a “free-flyer model”, implementing the first set of activities with active teachers, a small number of District Education Bureau directors and staff, and some professionals at the MoEHE, PCDC and NIET, but it seeks gradual institutionalisation, mainly via the District level and school principals. Therefore, in the start-up phase, the field coordinators will be flexible and energetic full-time consultants. Later on this role will be transferred to teachers and District Education Office staff who are well organised and share the project philosophy and approach, but who at the same time are loyal with their institutional structure.

To 2) Flexible and conducive environment

This is another grey area: What is the relation between school and community, including Parents’ Associations, District Education Bureau, and central level institutions MoEHE-PCDC-NIET. There can be a wide range of variations and the project may not have the weight to change this. So it is decisive to get an objective perception through the School e-learning initiatives Baseline Study under Result 1 and to identify and win promoters, who identify with the project objectives and approach.

To 3) Sensitivity of District Education Bureau directors and staff for innovation in learner-centred education in the context of e-learning

It is impossible to predict whether District Education Bureau directors and staff will come up with initiatives or whether they will have a neutral and passive position. Their potential reluctance, as project activities under Results 1, 2 and 3 will enter in their area of responsibility, will be addressed by information and communication activities of the project under Result 4 and by a diplomatic attitude of the Project Management Team. The Team members will always inform District Education Bureaus on their actions and ensure transparency in their actions. This will avoid potential resistance from the District Education Bureaus.

Another positive aspect is that District Education Bureau staff (mainly the inspectors) will take part in regular monitoring and evaluation activities right from the beginning. The Project Management Team will elaborate and implement an institutionalisation policy, which ensures appropriation and ownership of project objectives and activities by the administrative organs of the education sector under the Ministry of Education and Higher Education. Gradually during the project implementation period, coordination and management will go over from “project agents” to the institutional structure. This will be the case for the field coordinators (in the beginning, 1 for West Bank North, 1 for West Bank South, and 1 for Gaza), who may hand over their responsibilities to a group of active teachers and of District-level supervisors.

Motivation, professional competence and capacity of efficient organisation will be key criteria for selecting and appointing these individuals, and not years of service and proximity to the school principal or District Education Bureau Director, although their agreement is needed. The project management cannot give the

selection with strict respect of these criteria out of their hands. This is one of the crucial preconditions, which have to be negotiated and agreed with MoEHE at project approval.

3.7 ISSUES TO BE MONITORED CLOSELY BY THE PROJECT STEERING COMMITTEE DURING PROJECT IMPLEMENTATION

1) Sustainability

MoEHE gives the assurance that it will take over the e-learning portal and will provide the needed support including the necessary reinvestment, servicing, content management and recurrent cost. It includes a project grant fund or other measures rewarding initiative at the grassroots level in schools for quality improvement policies and practices, in the framework of the current 5-Year Plan (Education Development Strategic Plan – EDSP).

2) Poverty reduction and equity

MoEHE supports inclusion and appropriate participation of schools in outlying regions and schools catering for less privileged strata of the population, in the spirit of promoting equity and poverty reduction. It sustains the principle of reducing the “digital divide” instead of increasing it.

3) Harmonisation and alignment, improvement of quality in education

MoEHE ensures the link with other Palestinian and donor-supported initiatives focusing on the improvement of quality in education at school and class level, with a direct benefit for pupils, students and active teachers. MoEHE integrates the project strategically within the Education Sector policy: This is reflected in the composition, agenda and working modalities of the Education Sector Working Group (ESWG). MoEHE regularly invites and informs the Belgian Technical Cooperation (BTC) as the technical agency mandated by the Government of Belgium to support project implementation under the leadership of the MoEHE. Both the Belgian Consulate representative and the BTC representative will sit on the ESWG. BTC's specific role is to provide the sector policy support and administrative support to the e-learning project.⁵⁴

4) Institutional status of the project

MoEHE anchors the e-learning project in a way that a) facilitates flexible action pursuing the project activities, b) ensures horizontal and vertical linkages within the education system and c) allows the project to contribute to formulating and implementing the Palestinian e-learning strategy. MoEHE assumes the overall responsibility for the project (Assistant Deputy Minister for Planning and Development). MoEHE may appoint a coordination unit (PEI or other) for the e-learning strategy, providing horizontal and vertical institutional linkages within the education system. The e-learning strategy is considered being one of the instruments for improving the quality of education, which is the key objective of the 2008-2012 Five-Yearplan for the education sector (EDSP). The project may provide support to institutional strengthening in order to facilitate coordination and synergies between the various initiatives, and to ensure that they reach final beneficiaries. The project will be supervised by the Project Steering Committee and the project office may be physically located in the Palestinian Curriculum Development Centre (PCDC) office, but without dependency on the PCDC Director General (see Graphic after chapter 5.2 Legal Framework).⁵⁵

5) Availability of project products and services for the final beneficiaries, property rights

MoEHE agrees and ensures that all services and products produced under the project indicate this origin, that they benefit the final beneficiaries, the Palestinian pupils and students, and active teachers. At the end of the project, the property goes over to the Ministry of Education and Higher Education. Free access for all beneficiaries should be the predominant approach.

⁵⁴ This concerns also the School Construction project and the TVET curriculum project.

⁵⁵ The Palestinian Curriculum Development Centre has the status of a Directorate-General of MoEHE.

6) **Vertical integration of project activities and services in the education sector**

MoEHE informs District Education Bureaus and Schools on the project and its mode of action. It requires District Education Bureau directors to collaborate with the project and specifically in its Results 1, 3 and 4: school-based actions (R 1), regional teacher training and coaching (R 3) and monitoring & evaluation – learning and disseminating good practices in e-learning and innovative learning (R 4). MoEHE will measure the professional accomplishment of District Education Bureaus directors and School principals against the criteria of a) their contribution to improving quality of education in-class and out-of class at the school level, b) their encouragement for teacher and pupil / students groups working on innovative practices and projects including e-learning initiatives.

7) **Horizontal integration of the project**

MoEHE informs consequently all Directorates-General on the project and its mode of action. It requires Directors-General to comply with new strategies and action plans on e-learning and to guarantee the wide implementation of new monitoring and evaluation methodology and tools assessing “21st Century skills”. Possible conflicts of interest between departments caused by the change process should be resolved in an anticipative and pragmatic approach. MoEHE in all its lines of responsibility and departments is responsible for the successful mainstreaming of lessons learned and policy recommendations under Result 4.

8) **Project coverage**

MoEHE agrees and supports actively that the project develops its actions in the West Bank, in East Jerusalem and in Gaza, and that it includes (according to their quantitative weight) the three school networks: Public schools, UNRWA schools and private schools. Gaza: An exploratory mission may take place before the beginning of project implementation, in order to inform about the project and to identify specific conditions for implementation in Gaza. The start-up of project activities in the West Bank should not be delayed by preparatory action in Gaza. Appropriate action will also be taken in East Jerusalem.

9) **Facilitation**

MoEHE will seek general solutions for logistical problems such as Internet connectivity for schools and maintenance problems of IT-infrastructure at the school level. Where possible, MoEHE will provide general solutions within the limits of its budget and policy framework. If this is not the case, a protocol framework will be provided for problem resolution at the school level, e.g. IT maintenance.

3.8 DESCRIPTION OF BENEFICIARIES

The intervention addresses six different groups of beneficiaries:

- 1) Main beneficiaries are the pupils and students in (public, private and UNRWA) primary and secondary schools; first in selected “project schools” (around 120 schools, Result 1 – Project Fund), and over time in a significant part of all schools (around 500 schools in the West Bank and a not specified number in Gaza) in the occupied Palestinian Territory. Project activities address mainly pupils in Grades 5 to 10 (11 to 16 years of age)
- 2) Teachers are on the one hand beneficiaries, as they will be able a) to improve their competence, b) to facilitate their work, c) to gain a more enjoyable working environment and d) to upgrade their social recognition. On the other hand teachers are necessary intermediaries for reaching the pupils and students.
- 3) The institutions in the Education Sector: Schools, District Education Bureaus (17 Districts in the West Bank, 5 Districts in the Gaza Strip), central institutes of MoEHE such as PCDC and NIET and the MoEHE will also benefit from institutional strengthening, as their staff and management may engage actively in the process of modernisation of the education sector and of improving the quality of learning and teaching.
- 4) Local communities linked with schools may engage in joint activities with schools on their territory and improve living conditions and variety of social life in the community.

- 5) University departments, research and training institutes and professionals working in the domain or innovative education can benefit from the opportunities for providing training material, testing innovations in practice, conducting trainings and participating in monitoring and evaluation and in the scientific follow-up.
- 6) ICT companies and other service providers may benefit from the opportunities of providing services to schools and communities as clients:

4 RESOURCES

4.1 FINANCIAL RESOURCES

4.1.1 Belgian contribution

The contribution from the Government of the Kingdom of Belgium is estimated at a maximum of 4 M €, in form of professional services, training, project management, and purchases of information technology and other equipment. (see the budget at the end of chapter 4)

Major expenditure – more than 1/3 of the Belgian contribution - is focussed on students and teachers practicing e-learning under Result 1. Complementary services (curriculum development – customisation of e-learning modules, e-learning portal and teacher training) under Results 2 and 3 sum up to less than ½ of the amount allocated for school-based actions under Result 1. Activities under Result 4 supporting learning lessons, information, communication within the education sector and exchange of experiences, are estimated to absorb a marginal part of the budget (around 10 %).

The project does not pay “topping up” on salaries. It may fund activities with clear terms of reference and products outside office working hours and outside the obligatory teaching time.

4.1.2 Palestinian contribution

The financial contribution from the Palestinian Authority, Ministry of Education and Higher Education, is estimated at: 400.000€.

It consists mainly in the provision of staff and facilities funded with the education budget. The contribution covers mainly the working time and out-of work time of teachers, principals, District Education Bureau staff and of professional staff of MoEHE central services, including supervision, curriculum development (PCDC) and teacher training (NIET).

It is estimated that staff of central services under the Ministry (MoEHE) and of district level education services will regularly visit schools involved in the project, and that project activities will be gradually internalised in project-type and recurrent work tasks of the education sector staff. In the framework of their job descriptions and task attributions, the staff will use MoEHE funding (transport, per diem for day and overnight stays on duty outside their offices).

It is possible that some activities planned for the project will be funded or provided by other parallel initiatives. This applies for example for basic IT training for teachers, which may eventually be undertaken with support from INTEL. The training planned within the project, as the timing and geographical coverage of the INTEL training is not certain. The project management will assess, whether a part of the planned activities will be implemented by others or together, giving place to co-financing of specific activities.

Important potential contributions from the Palestinian government and public's side are:

- 1) Internet connectivity in schools (Parents' associations, municipal governments, private sponsors)
- 2) Opening schools during after-school hours and on Saturdays (MoEHE, school principals, Parent's associations, municipal government, private sponsors)

4.2 HUMAN RESSOURCES

4.2.1 Project management, coordination and administration

Within the Education Sector, the responsibilities for “e-learning” and “Information and Communication Technologies for Education” are spread over a number of services on the central level. Curriculum development is under the responsibility of the Palestinian Curriculum Development Centre (PCDC), centralised teacher training on ICT applications in education is under the responsibility of the National Institute for Educational Training (NIET), the MoEHE Directorate-general for training and supervision oversees the learning and teaching process in schools, and the MoEHE Directorate-general for Technology and Information Technology is in charge of equipment and information networks in MoEHE and its sector.

As the project focuses on e-learning in schools and out-of-school, it needs to have a space of autonomy. It has to act on the school-level, on the District level and on the central level, and it needs to have entrance points at all three levels. There is a link with curriculum development, teacher training, supervision and ICT, assessment, validation and evaluation, but also with school administration.

Therefore, the project will have its own Project Management Team (PMT), which is:

- fully integrated in the education sector
- autonomous in its actions within the framework laid down in the Specific Agreement and Technical and Financial File of the e-learning project

The Project Management Team has up to 6 permanent staff members (permanent means for the duration of the project = 4 years with the exception of the grant manager who works for 3 ½ years):

- 1) the project coordinator (Results 1 – 4)
- 2) the grant coordinator (Result 1)
- 3) the e-content coordinator (Results 2 and 3)
- 4) the multimedia expert / IT support (Results 2 and 3)
- 5) the administration and finance officer

In addition, up to 5 field coordinators: North, South, Centre, East Jerusalem, Gaza will work on a temporary basis for the project. Their functions will be moved gradually towards the existing MoEHE administrative structure (District Education Bureaus).

All long-term Project Management Team members will be Palestinians. Due to the high workload and responsibilities, the Project Coordinator and the other professional team members will work exclusively and full time for this project. They cannot assume any other professional function.

The Minister of MoEHE is fully aware of the complex issue of the programme, the wide spread radius of action and the many stakeholders involved. Therefore the Minister has decided to appoint the Assistant Deputy Minister for Planning and Development (ADM) as the overall function to coordinate, facilitate and coach the programme.

Detailed job descriptions are added in the Annex.

The Project Management Team drafts the Terms of Reference for service contracts and recruits the consultants. Specialised professional expertise, which is not available in the occupied Palestinian Territory, may be recruited from outside. The Project Management Team will only recur to international expertise, if local expertise is not available or if its quality and / or independence are insufficient to guarantee project quality.

It is necessary to combine in the project management the strategic view on the policy level with a solid project management capacity. In the interest of bringing project services to the beneficiaries (pupils and teachers), there is an obligation to have an external independent and critical view and a strong methodological approach.

Therefore, an international expert will be appointed during the start-up phase and the launching of the project and especially of the school initiatives grant fund for an estimated duration of 2 months. S/he has among his or her tasks to advise the project management as described under 4.2.1 on start-up strategy and management. Further needs on short term International expertise will be analysed and decided upon by the Steering Committee.⁵⁶

Should it become evident that the short-term mode of international expertise is not sufficient for guaranteeing project quality and success, a long-term international expert may be recruited (subject to Steering Committee decision and reallocation of budget items).

The administration and finance officer will ensure that efficient administrative structures including a clear accounting system are built up and that project management and administration comply with the relevant Palestinian and Belgian regulations and s/he will ensure regular reporting on administrative and financial issues and the status of contracts and accounts.

Up to five field coordinators will work under an autonomous status (as consultants) ensuring the linkage between the Project Management Team and the Districts / Schools. Up to four of them will be positioned a) in the Northern area (focal point: Nablus), b) in the central area, including Jerusalem-Suburbs (focal point: Ramallah), c) in the Southern area (focal point: Bethlehem or Hebron) of the West Bank and d) in the Jerusalem area (focal point: East Jerusalem). A fifth field coordinator may be appointed at the moment activities take off in Gaza.

This solution is necessary, as it is too complex to work directly through the District Education Bureaus (e.g. the multitude of concerned directorates: 17 in the West Bank area and 5 in the Gaza Strip) and the Project Management Team being too far away from the school level. The need of these field coordinators will be most urgent in the start-up phase up to two years. In a later stage, some of the District Education Bureaus may assume most of the tasks of these coordinators.⁵⁷ To guarantee the linkage with the education sector structure in the field, these regional Field Coordinators will preferably be based within the premises of the District Education Bureaus. Detailed job descriptions are added in the Annex.

4.2.2 Professional support and technical assistance

Palestinian expertise in ICT is widely available, but specific expertise in e-learning linked with innovative pedagogy is rather thinly spread. But as the improvement of quality in education is the declared central goal of the current 5-Year Plan for the education sector (2008 – 2012) and as student-centered learning processes are little known and not frequently practiced in the Palestinian context, the need for pedagogical innovation linked with e-learning is evident.

So, although project management, coordination and administration will be mainly in Palestinian hands, there will be a need for external expertise. The priority field is the interface between student-centered pedagogy and didactics on the one side and information technology and tools on the other side. It is expected that some of the “lessons learned” will be situated in this area, and it is a general observation, that people coming from outside and having a capacity of international comparison, may possess a sensibility for identifying “good practice examples” and innovative initiatives. Professional expertise will also be needed for developing the methodologies of how to adapt and “customise” internationally available e-learning modules and content.

⁵⁶ Estimated duration: 2 x 2 months in the first year and 2 x 1 month in each one of the following years.

⁵⁷ The important role of District Education Bureaus is underlined by the fact that they can apply to the Project Fund (under the third category of Result 1) and implement projects in their District for the benefit of pupils; teachers and schools under their responsibility.

4.2.3 Education sector staff in charge of implementation

Projects under Result 1 will be managed by School principals and teachers, and partly by District Education Bureau staff. The Project Management Team will coach the staff and some of them will obtain specific training within Result 3. District Education Bureau staff will be trained in managing tasks such as supervision, coaching, assessing and reporting. The District IT specialists may play an assisting role in assessing the IT needs and opportunities for in-school and out-of-school interventions under Result 1 as in the training activities under Result 3. The contact persons who ensure the link with the Project Management Team, are selected according to the Terms of Reference written by the Project Management Team and agreed with the District Education Bureau directors. The Project Coordinator and / or his representative will sit on the selection committee.

The project will not pay for the services of the District Education Bureau staff, as this is part of the statutory duties of these administrative bodies.

4.3 MATERIAL RESSOURCES

4.3.1 Basic IT equipment and print / electronic resources for project schools

Major investment goes to schools and will be accessible for a large number of beneficiaries (students and teachers). Investment in IT is focussed on basic ICT equipment, allocated on a needs-based approach. It will be allocated to those schools, which have won the competition under the project fund.⁵⁸ The standard equipment will be 5 laptops, 3 LCD projectors, 1 – 2 PCs and print / electronic media for the school library / resource centre, according to a realistic implementation plan drafted at school level.

Laptops will be available for daily use, in school and at home, for those teachers, who are actively involved in e-learning practices. LCD projectors will be fixed to mobile supports on wheels and will remain within the school. All equipment will remain project property of those schools having won a project and having successfully implemented their project.

Candidate schools eligible for funding from the project fund have to indicate solutions for equipment maintenance in their project proposals and they will be made responsible for equipment maintenance by signing the project contract.

Candidate schools have to include evidence of the physical presence of an Internet connection (wire or wireless) and the recurrent cost for the Internet connection in their project proposal. They will be responsible for ensuring a permanent connection to the Internet by signing the project contract. Candidate schools may negotiate the corresponding material, technical and financial support with partners, such as the Parents' Association, the community (Municipality or Village Council), a private sponsor or other partners. They have to provide evidence of a sustainable business plan and a signed agreement in their project proposal (as an attachment to their project document).

4.3.2 IT equipment for the educational portal

A powerful network server will be bought and installed in the premises of the Project Management Office for hosting / backup of the national educational portal.

⁵⁸ Project fund categories: 1) School-Community project, 2) Cluster Schools project, involving between two and five schools, and 3) District project managed by the District Education Bureau, with seven to 15 schools. See Activity 1.3, chapter 3.4, and the detailed description in the Annex.

4.3.3 Office, transport equipment and print / electronic resources for the Project Management Office

The Project Management Office will be equipped with office furniture, personal computers and peripherals, printers, photocopier and multimedia equipment. Two cars will be available for the Project Management Team. A library / resource centre will be attached to the Project Management Office, facilitating the work of the Project Management Team. The resources will be available for presentation purposes, and also for short-term consultants working on project activities.

4.3.4 Office equipment for collaborating District Education Bureaus

District Education Bureaus presenting a project proposal under Strand 3 of the Project Fund may include a modest dotation for IT and office equipment in their proposal.

Those District Education Bureaus, which are not implementing a project supported by the Project Fund may obtain a minimum set of equipment (1 personal computer or 1 laptop with printer and peripherals) in order to facilitate contact with project schools, information of new candidates, monitoring and follow-up, supervision and inspection of e-learning activities at the school level.

PZA0802311 - "E-Learning Curriculum in Palestinian Primary and Secondary Education" BUDGET TOTAL				niveau de détail			CHRONOGRAMME					
				unité	quantité	montant	Mode d'exéc.	TOTAL BUDGET	%	YEAR 1	YEAR 2	YEAR 3
Specific objective: To enhance the learning process of students acquiring 21st Century competencies (part) 1							2.970.630	74%	496.020	799.570	845.470	829.570
os	e-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved											
R 1							1.448.670	36%	36.980	437.130	488.430	487.130
A 01 01	Select and install School Initiative Grant Officer (Grant Officer)						65.800		11.200	18.200	18.200	18.200
A 01 02	Conduct Baseline Study of "School-based e-learning practices"						18.800		17.500	0	1.300	0
A 01 03	Organise a call for proposals for innovation through e-learning at school level 1) School-Community Projects 2) School-Cluster Projects 3) District-School Projects. 3 calls during project duration, each one starts at the end of the year.						1.350.120		7.280	414.280	464.280	464.280
A 01 04	Contract and follow-up projects						6.600		0	2.200	2.200	2.200
A 01 05	Evaluate projects and learn lessons						7.350		0	2.450	2.450	2.450
R 2	e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with students and implemented in in-classes and out-of-class practice						563.960	14%	216.940	125.340	116.340	105.340
A 02 01	Conduct Baseline Study on "e-contents and e-modules", collecting and assessing available e-curricula, e-modules, e-training and supporting material, at nat.and internat.level, specific focus on 4 disciplines (Math, Science, Arabic and English)						5.000		5.000	0	0	0
A 02 02	Write ToR and appoint "e-learning, training and e-content Committee" to assess e-content and accompany the educational portal for MoEHE						15.360		3.840	3.840	3.840	3.840
A 02 03	Establish a support team within the PMT for e-content and portal management: 1 full-time e-content manager supervising e-learning quality, 1 full-time assistant for IT-technical support						183.600		56.100	42.500	42.500	42.500
A 02 04	Develop a national educational portal						125.000		81.250	21.250	11.250	11.250
A 02 05	Arabic) and customise them to the local Palestinian context and curricula						80.000		40.000	20.000	10.000	10.000
A 02 06	Ensure dynamic life and inclusive and participatory development of the educational portal (teachers, students, educators, etc.)						100.000		11.500	29.500	29.500	29.500
A 02 07	Conduct awareness rising sessions on the best practices amongst e-modules initiated and developed by teachers, in order to facilitate peer-to-peer stimulation and networking between practitioners (under Result 3 and 4)						0		0	0	0	0
A 02 08	Stimulate student and pupil access to the portal by providing attractive educational games and organising playful competitions for students (educational games with a focus on using e-modules of the 4 disciplines, stimulating inter-school collaboration)						30.000		7.500	7.500	7.500	7.500
A 02 09	Print and distribute e-modules on DVD-ROMs						22.000		11.000	0	11.000	0
A 02 10	Distribute monthly e-newsletter to all teachers, school principals and MoEHE staff, containing best practices on innovative education initiatives, e-learning modules, learner centred approach, twinning						0		0	0	0	0
A 02 11	Organise awareness rising activities to make the portal known to a wider audience: teachers, students, parents etc, (under Result 4): brochures, workshops, written and other media						0		0	0	0	0
A 02 12	Evaluate the portal (content-wise, programming)						3.000		750	750	750	750

R	3	Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources					682.200	17%	178.050	165.750	172.650	165.750
A	03	01	Appoint "e-learning, training and e-content Committee" (in short "e-content Committee") for establishing training framework and assessing training content and accompany the training activities				0		0	0	0	0
A	03	02	Prepare training package for training teachers involved in e-learning experiences in the 4 disciplines, including printable trainee manual, printable training manual, CD-roms with e-activities.				7.800		6.000	600	600	600
A	03	03	Plan implementation structure of training, organise selection of trainees, plan training in 5 different regions				0		0	0	0	0
A	03	04	Conduct the training in e-enabled learning for teachers out the 4 disciplines + IT-teachers. The training follows the methodology blended model and action-oriented training, in a modular way.				558.000		139.500	139.500	139.500	139.500
A	03	05	Monitor the quality, practice and "outcome" of the training, and provide input for continuous update of the training				5.600		1.400	1.400	1.400	1.400
A	03	06	The teachers can ask for support for e-content development via the content manager (Result 2.6), who plays the role of a(n online) help desk and identifies the most appropriate source of advice.				0		0	0	0	0
A	03	07	Conduct basic ICT-training as it is the entry level for any more advanced form of e-learning above a mere PowerPoint application or "e-teaching".				97.000		24.250	24.250	24.250	24.250
A	03	08	Provide training content on 'e-learning' to pre-service training institutes/universities in the 4 disciplines				12.000		6.000	0	6.000	0
A	03	09	Follow-up, monitor and evaluate basic ICT training courses, and modify training practices and packages				0		0	0	0	0
A	03	10	Produce final version of e-learning training modules (and basic ICT-training) on DVD-ROM and disseminate through the Portal				1.800		900	0	900	0
R	4	Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels					275.800	7%	65.050	71.350	68.050	71.350
A	04	01	Conduct Baseline Study of "School-based e-learning practices" (use of ICT, e-curricula, e-modules and supporting material) and innovative learner centred education initiatives in the oPt. Ffocus on 4 disciplines (Math, Science, Arabic and English)				0		0	0	0	0
A	04	02	Conduct regular results-based monitoring & evaluation in MoEHE, with specific focus on quality change in learning and acquiring "21st century skills"				75.100		21.400	17.900	17.900	17.900
A	04	03	Do results-based monitoring of change process through overall project activities (before and after project implementation and after training)				10.000		2.500	2.500	2.500	2.500
A	04	04	Conduct external Mid-term Evaluation (after 18 months and before 24 months from project start). Budgeted in General Means!				0		0	0	0	0
A	04	05	Conduct external final evaluation (6 months before project end). Budgeted in General Means!				0		0	0	0	0
A	04	06	Conduct scientific follow-up, assisting PMT in assessing change process in learning and collecting lessons learned and formulating policy recommendations (A 4.3 and A 4.10)				70.000		10.000	20.000	20.000	20.000
A	04	07	Inform pupils, teachers and school principals on innovative education practices such as e-learning and project activities				37.500		12.000	8.500	8.500	8.500
A	04	08	Provide information and support to active District Education Bureau Directors and staff				49.800		12.450	12.450	12.450	12.450
A	04	09	Collect information and organise national and international exchanges on e-learning				23.400		4.200	7.500	4.200	7.500
A	04	10	Formulate an annual report on e-learning including good practices as a contribution to policy formulation, with inputs from: 1. scientific follow-up, 2. regular monitoring reports (PMT and MoEHE/District Education Bureau), 3. mid-term and final evaluation				10.000		2.500	2.500	2.500	2.500
X			Réserve budgétaire (max 5% * total activités)				149.620	4%	7.200	7.200	7.200	128.020
X	01		Réserve budgétaire				149.620	4%	7.200	7.200	7.200	128.020
X	01	01	Réserve budgétaire REGIE				149.620		7.200	7.200	7.200	128.020

5 IMPLEMENTATION MODALITIES

5.1 MANAGEMENT MODALITIES

The project will be administered according to the principles of partnership and joint implementation, and it is embedded in the framework of the Education Development Strategic Plan 2008-2012 (Five-Year Plan for the Education Sector).

The project will be managed, for most of its components, according to the mode of “co-management”. This means that the project funds are jointly managed by the Palestinian Authority and the Belgian Technical Cooperation, according to the two following principles:

- The Palestinian Authority is the project owner and has the contracting authority;
- BTC ensures the appropriate use of the project funds and the respect of its procedures, and is in charge of contracting the international expertise, evaluation and auditing.

The rule of “co-management” applies to all budget lines and all types of expenditure, with the exception of the budget lines concerning a) international expertise, b) the financial officer and the accountant-cashier, c) backstopping, d) evaluations and e) audits that will be managed according to the ‘direct management mode’ by the Belgian Technical Cooperation.

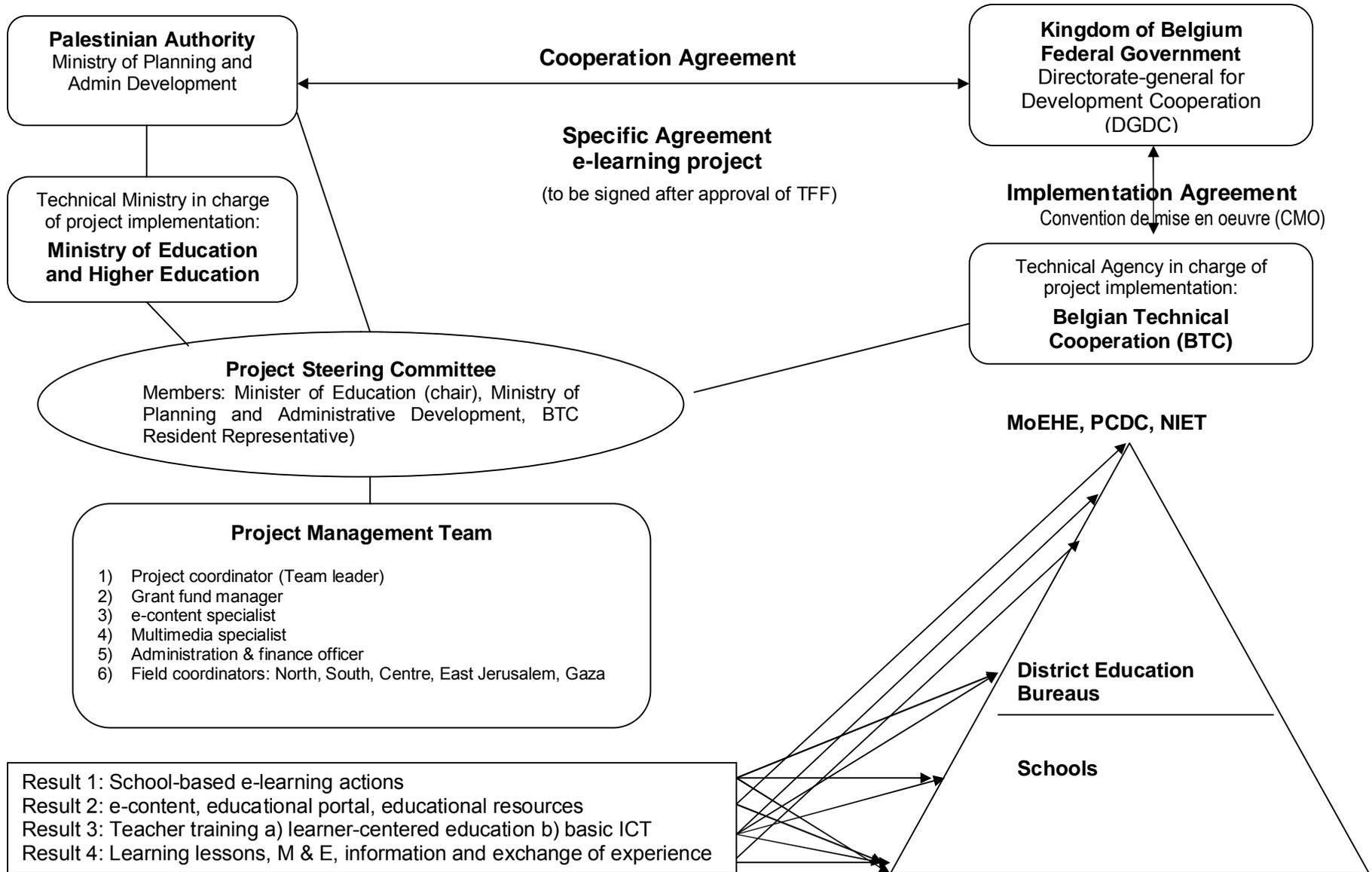
5.2 LEGAL FRAMEWORK

The Specific Agreement (SA) signed between the Palestinian and the Belgian Parties determines the legal framework of the project.

The Palestinian Authority designates the Ministry of Education and Higher Education (MoEHE), through its “Quality Cluster Committee” headed by the Assistant Deputy Minister for Planning and Development (ADM) as the administrative body responsible for the implementation of the project. MoEHE will designate a high official as the Authorizing Officer. The Ministry of Finances has the responsibility to supervise the financial aspects of the Specific Agreement on behalf of the Palestinian Party.

The Directorate-General for Development Cooperation (DGDC), under the “Federal Public Service Foreign Affairs, Foreign Trade and Development Cooperation” of the Government of Belgium, has the responsibility to monitor policy issues and respect for the Specific Agreement on behalf of the Belgian Party. The DGDC shall exercise this role through the Attaché for International Cooperation at the Belgian Consulate-General in Jerusalem.

The Belgian Technical Cooperation (BTC) is the agency charged by the Belgian Party to perform its commitments in the facilitation of the formulation, the implementation and the follow-up of the project. Therefore BTC will be responsible for monitoring all expenditures made from the Belgian budget and it will provide technical backstopping to the implementation of the project in the field. BTC shall exercise this role through its Resident Representative in Jerusalem, who is the Co-authorizing Officer of the project.



5.3 PROJECT IMPLEMENTATION PROCESS AND BODIES

5.3.1 The Ministry of Education and Higher Education (MoEHE)

MoEHE, through the Assistant Deputy Minister for Planning and Development, will undertake the overall execution of the programme. This will entail the following responsibilities:

- 1) Ensuring that the project activities are in accordance with acceptable standards.
- 2) Providing the technical assistance and managerial support needed on all levels of the education sector (school level, District level, central level);
- 3) Following up on project implementation and providing overall supervision of implemented activities.
- 4) Promoting in-time accreditation and official approval where needed (e.g. e-content Committee under Result 2)

MoEHE will supervise the project in close coordination with the BTC Resident Representative in Jerusalem and Head Office staff.

The project will be attached to the Assistant Deputy Minister for Cooperation and Development. This choice offers the advantage of possible close coordination with other externally funded interventions in the areas of e-learning, ICT for Education and Teacher Training.

MoEHE will appoint the Project Coordinator after an open selection procedure and with BTC approval. The Project Management Team members will be recruited by the Project Coordinator, with exception of the Administrative and Finance Officer, who will be recruited by BTC.

5.3.2 The Project Steering Committee (PSC)

The **Project Steering Committee** (PSC) represents the highest management level of the project. It is responsible for providing the necessary strategic guidance to all project implementers and assures that project objectives are timely attained.

The composition of the Steering Committee is as follows:

- 1) The Minister of Education and Higher Education or his / her representative – chair of the Steering Committee;
- 2) The representative of the Minister of Planning and Administrative Development;
- 3) The project Authorising Officer;
- 4) The BTC resident representative, who is the Co-authorizing Officer;
- 5) The Project Management Team will assure the secretariat of the Steering Committee.

Any one of the members might delegate his/her authorities to a representative in writing. The Steering Committee may invite, as observers or experts, any other person contributing to the project.

The Steering Committee will:

- 1) Approve the state of progress of the project and the achievement of its specific objective on the basis of the progress reports;
- 2) Approve the work plan of the project;
- 3) Approve the list of selected schools, school clusters and Districts under the Project Fund (Result 1);
- 4) Oversee and encourage synergies with the TVET curriculum project supported by the Belgian Cooperation;

- 5) Approve the proposals relating to adjustment or modification of the intermediate results and their respective budgets, in compliance with the agreed specific objective and within the limits of the approved budget;
- 6) Approve the way in which the Belgian contribution is made available (own management / co-management), the financial modalities, budget revisions and reallocations between budget lines, as long as those revisions do not affect the project specific objective and results and remain within the limits of the approved budget;
- 7) Approve the proposals related to modifications to specific objective indicators and result indicators;
- 8) Approve the changes proposed related to the composition and responsibilities of the Steering Committee and the mechanism to change the TFF;
- 9) If necessary, seek approval of both Governments for modifications of the duration of the Specific Agreement, the total Belgian financial contribution and the Specific Objective of the intervention;
- 10) Identify any problem relating to the management of the resources (human, financial or material) or the interpretation of the Agreement or to the TFF, which may pose a threat to the smooth course of the Project;
- 11) Approve the financial audits and the monitoring reports;
- 12) Formulate recommendations on possible necessary changes in the project components, budgets and future directions; and
- 13) Approve the final report and close the project.

5.3.3 Project Management Team (PMT)

The second management level consists of the **Project Management Team (PMT)**. The PMT facilitates and manages the daily implementation of the project. It is responsible for assuring the good governance of all project resources (human and material). It provides conceptual inputs with regard to project design and strategy, and it makes policy recommendations.

The PMT will be mandated to verify whether activities are properly implemented, to mobilize and guide the project implementers and to coordinate with government institutions and offices on all aspects affecting the project. The Project Management Team will report to the Steering Committee.

In view of its implementing mandate, the Project Management Team will comprise the following members:⁵⁹

- 1) The project coordinator;
- 2) The Project Fund grant officer (Result 1);
- 3) The e-learning content manager (Results 2 and 3);
- 4) The multimedia expert / IT support (Results 2 and 3);
- 5) The administrative and finance officer;
- 6) Up to 5 field coordinators (Nablus-Ramallah-Hebron-East Jerusalem-Gaza)

The PMT assures, under the responsibility of the project coordinator, the coordination and day-to-day management of the whole project and it is responsible for:

- 1) Overall planning of the project activities;
- 2) Organizing, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- 3) Technical guidance on project methodology and strategy;
- 4) Supervise teachers, administrators and consultants during the preparation and tendering of contracts for procurement of works, goods and services;

⁵⁹ See chapter 4.2.1 Human resources and Annex 3

- 5) Submit monthly accounting reports according to an obligatory standard format provided by BTC;
- 6) Provide financial management, accounting and timely compilation of progress reports and budgeted work plans for the following period for consideration by the Steering Committee;
- 7) The secretariat of the Steering Committee (dissemination of reports, proposal of agenda, drafting of minutes of Steering Committee meetings etc);
- 8) Compilation of the project final report at the end of the project;
- 9) Coordination and networking with other national and international partners, in order to obtain synergies and to avoid overlaps and gaps between interventions.

The project coordinator will take the initiative of regularly informing the other actors in the sector, and s/he will collaborate with the MoEHE and its specialized bodies.⁶⁰

The Administration and Finance Officer and the accountant-cashier will be recruited and contracted directly be BTC. The corresponding budget lines are managed according to “BTC direct management” (see paragraph 5.6 Procurement below).

The MoEHE will support the Project Management Team in the execution of its tasks.

5.3.4 Two Advisory Committees⁶¹

The Project Management Team will appoint two expert committees:

- 1) The “School Initiatives Grant Selection Committee” (in short: “Grant Selection Committee”). This Committee will give professional advice on project proposals and assist the Project Management Team in selecting project proposals for funding from the grant fund under Result 1.
- 2) The “e-learning and e-content Committee” (in short: “e-content Committee”) assesses existing and newly produced e-content and accompanies the educational portal of MoEHE under Result 2. The e-content is also responsible for accompanying teachers under Result 3.

5.4 REGULATIONS ON PERSONNEL RECRUITMENT

The project staffs, with the exception of the Project Coordinator, are recruited as per the national rules and regulations. The Project Coordinator will be selected through an open competitive process with objective selection criteria, with the participation of the BTC Resident Representative.⁶² MoEHE will present the selected person to BTC for approval. BTC will recruit the International Project Advisor as per Belgian rules and regulations and in close collaboration with the MoEHE. The provisions of the General Agreement signed between the Palestinian Authority and the Belgian Government shall prevail.

⁶⁰ The project gives support for donor coordination in the area of e-learning and ICT for Education under Result 4 and in the area of Teacher Training (linked with the National Institute for Education of Teachers NIET) under Result 3.

⁶¹ See Annex 2 for the Terms of Reference for the two Advisory Committees.

⁶² The post of Project Coordinator of the e-learning project is a full-time employment and cannot be combined with other professional activities (such as Director-general of the Palestinian Education Initiative or Director-general of one of MoEHE’s departments).

5.5 FINANCIAL PROCEDURES

5.5.1 Palestinian contribution

There is no specific monetary contribution to the project budget. The MoEHE contributes to project activities through its budgetary means: salaries of school principals and teachers, salaries of staff of District Education Bureaus and MoEHE central services including the Ministry itself, PCDC and NIET, financing of investment and recurrent cost of central services, District Education Bureaus and schools, including teacher and other staff training, monitoring and supervision, accreditation etc..

- MoEHE has to ensure maintenance of IT equipment in schools.
- MoEHE contributes also with resources it is receiving through other donations or agreements, such as IT equipment for schools and districts, and Internet connectivity.
- MoEHE has to host and support the Project Management Team.
- MoEHE takes on funding and staffing of the education portal at project end at the latest or gradually over time.

5.5.2 Belgian contribution

The Belgian contribution will be managed in two different modes indicated as:

- a) Co-management: Under this mode, BTC and MoEHE ensure jointly the proper use of the funds.
- b) BTC direct-management (“own management”): Here, BTC is responsible for the proper use of the funds.

5.5.2.1 Bank accounts, authorisations

Three bank accounts will be opened for the project: 1) the ‘Main Project Account’, 2) the ‘Own Management Account’ and 3) the ‘Operational Project Account’

1) The ‘Main Project Account’:

It shall be opened for the (financially) co-managed Belgian contribution at the Deutsche Bank in Jerusalem. The signatories of this account will be the Palestinian Authorizing Officer (to be designated by the Ministry of Education and Higher Education) and the BTC Resident Representative in Jerusalem as Co-authorizing Officer, or their delegates. This account serves for payments above the threshold of 5.500 €.

2) The ‘Own Management Account’

This third account will be opened at the Deutsche Bank in Jerusalem for expenditures in direct management, the signatories being the BTC Resident Representative and the BTC Local Finance Administrator (LAF).

3) The project will also open an ‘Operational Project Account’:

It shall be opened at the Arab Bank in Ramallah through the Ministry of Finance under the single treasury account, in a sub account in the name of MoEHE. This account will be activated through the joint signature of the Project Coordinator and the Project Administration and Finance officer. The account will be used for expenditure under the threshold of 5.500 €. Above this amount, the main project account will have to be used (see 1).

	Account	Signature 1	Signature 2	Limit
1	Main Account in €	Authorizing Officer*	Co-authorizing Officer (BTC Res.Rep.)	67.000 €
2	BTC Direct Management account €	BTC Res.Rep.	BTC Local Admin. & Finance Officer	67.000 €

3	Operational Project Account in €	Project Coordinator*	Project Admin. & Finance Officer	5.500 €
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* up to the legal limit of responsibility applied by the Palestinian Authority.

There is a possibility that the Project Management Team opens other Operational Project Accounts in USD and ISL with the same double signatories and limits.

5.5.2.2 Request for funds

The Main Account serves for replenishing the Project Account(s). The Main Account is regularly replenished every three months following BTC procedures and upon a cash call signed by the Authorizing and Co-authorizing Officer.

- **First transfer**

A first request for transfer of funds can be submitted to the BTC Representation from the moment the implementation agreement (CMO) is signed between the Belgian Government and BTC. The requested amount should correspond to the financial needs of the first three months and the request shall be signed by the Authorizing and the Co-authorizing Officer.

The amount of the cash call is equal to the estimated needs in treasury for the following quarter with a cash buffer. BTC transfers the funds at the beginning of the quarter.

- **Following transfers**

The Project Coordinator and the Project Administration and Finance Officer can send a cash call to the BTC Representation. The transfer can be done under the following conditions:

- It is based on a quarterly financial planning;
- It has been signed by the Project Coordinator and the Project Administration and Finance Officer;
- The amount of the cash call does not exceed the budget balance;
- The accounting of the previous period has been closed.

Transfers are regularly done at the beginning of the following quarter. The project may introduce an urgent cash call, if the need is duly justified.

5.5.2.3 Financial reporting

- **Accounting**

Every month, the accounting of the project must be elaborated and approved following the BTC internal procedures. The accounting must be signed by the Project Coordinator and the Project Administration and Finance Officer and sent to the Authorizing Officer and the Co-authorizing Officer.

The following documents must be forwarded to the BTC Representation:

- 1) Electronic account files.
- 2) Bank statements and signed cash statements.
- 3) All supporting documents (originals).
- 4) Justifications (complete files) for the requested replenishment of the bank accounts.

- **Financial planning**

Every quarter, the Project Management Team will prepare a financial planning for the current quarter and upcoming quarters of the current year and the future years.

The financial planning must be done in accordance with the BTC internal procedures and must be sent to the BTC Representation in Jerusalem.

- **Financial reporting to the SMCL**

At the Project Steering Committee meetings, the Project Coordinator and the Project Administration and Finance Officer will present the following financial information:

- 1) Budget monitoring reports
- 2) Updated financial plannings
- 3) List of the main commitments
- 4) Bank accounts statements
- 5) List of received funds
- 6) Budget change proposal if needed
- 7) Action plan related to audit requirements

5.5.2.4 Budget Management

The budget of the project indicates the budgetary limits, within which the project must be carried out. Each change of budget must be approved by the Project Steering Committee on the basis of a proposal worked out by the Project Management Team. The possible budgetary changes are:

- 1) Change of the budget structure;
- 2) Transfer of resources between existing budget lines;
- 3) Reallocation of funds between the different financial modes;
- 4) Use of the reserve: The budgetary reserve can only be used for project activities and after agreement by the Steering Committee. Its use must always be accompanied by a change of the budget.

A budget change is only possible after a decision made by the steering committee according to the Belgian and Palestinian procedures.

For the management of the School Initiatives Grant Fund, the Project Management Team will elaborate, in collaboration with the International Project Adviser, a Manual of Operations, taking into account the existing procedures of the Quality Improvement Fund (QIF) for innovative projects run by Higher Education Institutions including Technical Colleges.⁶³ The Project Management Team will submit the Manual of Operations to the Authorizing Officer and the Co-authorizing Officer for approval and the Project Steering Committee will be informed accordingly. See Activity 1.3 for a detailed description and Annex 5 for the Terms of Reference of the School Initiatives Grant Fund. The Manual will be elaborated right from the beginning of project implementation.

The commitments need to be approved by both parties within the limit, for which the signatory is authorized. The project coordinator is obliged to follow-up the commitments. He may not engage any commitment based on a non-authorized budget.

The total budget amount cannot be exceeded. If a budgetary increase is necessary, a justified request for increase must be introduced by the Palestinian part at the Belgian State after having received the agreement of the Steering Committee. If the Belgian State accepts the request, the two parts must sign an exchange of letters.

⁶³ QIF is managed by a small Task Team within MoEHE. The title of the Operations Manual is: "The Tertiary Education Project "The Quality Improvement Fund (QIF) for Palestinian Tertiary Education". Operations Manual. West Bank and Gaza Tertiary Education Project, financed by The World Bank – International Development Association, and the European Union (EU). Fourth Version, April 2009.

5.5.3 Financial auditing

- **Project Audit**

External audits will be organised in the first and the third year of project implementation. A qualified financial expert selected and contracted by BTC, will execute the external auditing. The BTC Representation will elaborate the Terms of Reference and select the audit firm. The audit will include the following items:

- Verification of the existence and the respect of procedures;
- Verification, whether the accounts of the project reflect reality.

The auditor's reports will be presented to the Project Steering Committee. If necessary, the project coordinator has to elaborate an action plan, in order to improve the procedures and to prove that corrective measures have been taken.

- **BTC Audit**

Each year an Audit Committee reviews the accounts of BTC. Within this framework, the Audit Committee may also carry out audits of projects in the Palestinian Territories. The Audit Committee of BTC may also request that a specific project be audited by BTC's internal auditor.

5.5.4 End-of-Project procedures

Six months before the end of the project; the Project Coordinator and the Project Administration and Finance Officer need to elaborate the financial balance, in accordance with BTC procedures. The financial balance must be submitted to BTC for verification before it is presented to the final Project Steering Committee meeting.

For funds under BTC Own Management:

The budget balance being unused at the end of the project, either transferred to the local bank account or not, will fall in cancellation.

For funds under Co-Management:

Any balance on the local account will be reallocated upon the decision of the Steering Committee. The budget balance, which has not yet been transferred to the local account, will fall in cancellation.

Expenses after the end of the Specific Agreement are not allowed, except for those expenses which have been committed before the end of the Specific Agreement. These commitments have to be mentioned in the minutes of the last Steering Committee meeting.

5.6 PROCUREMENT

- **Co-management**

Most of the project activities will be managed according to the principle of co-management, with the exception of those mentioned in the following sub-chapter "BTC Direct Management".

Procurement for works, supplies and services related with those project activities will follow the World Bank procedures on Public Procurement. At the beginning of project implementation, the feasibility and the modalities for adopting the Palestinian procurement procedures will be examined.

The specific conditions and all communication related to the tendering shall be conducted in English. The Project Coordinator or his/her representative will be an observer in the Tender Committees.

All contracts, invoices and payments to be charged on the co-managed Belgian contribution must be endorsed in writing by the Project Coordinator and the Project Administrative and Finance Officer.

Any contract above 5.500 Euro must be approved by the BTC Resident Representative.

- **BTC Direct Management**

The other budget lines, such as international expertise, the Administration and Finance Officer and the accountant-cashier, the technical backstopping by BTC, the audits and other monitoring and evaluation activities will be managed in BTC Direct Management (“régie”) according to the Belgian procurement regulations.

Nevertheless the procurement of works, supplies and consultancies in BTC Direct Management will be conducted in close collaboration with the Palestinian counterpart.

5.7 REPORTING, MONITORING AND EVALUATION

5.7.1 Reporting

The Project Management Team has the obligation to inform regularly on project progress. The table below presents the various types of reports. This table is not exhaustive and the partners can agree on additional reports.

	Type of report	Period	Body in charge	Recipient
1	Financial Planning	Quarterly	PMT	BTC Representation
2	Technical and Financial Reports	Six-monthly	PMT	Steering Committee
3	Audit Report	First and third year	External Audit Company	BTC / Steering Committee
4	Evaluation Report	Mid-term (after 1 ½ years) and Final evaluation (6 months before project end)	External Audit Company	BTC / Steering Committee

5.7.2 Monitoring

The Project Management Team will be responsible for the coordination of the planning between all partners and the establishment of the project workplan and budget that will be presented by the Project Coordinator to the Project Steering Committee during the first three months of the project.

The supervision, backstopping and monitoring of activities will be a responsibility of the Project Coordinator.

An annual report will be produced according to the BTC templates and endorsed by the Steering Committee.

The Project Management Team will compile the information for the six-monthly implementation reports (semi-annual review of the planning), which will be presented to the Project Steering Committee.

5.7.3 Evaluation

Two “Baseline Studies” will be carried out at the beginning of project implementation:

- 1) One Baseline Study focussing on school-based e-learning (use of ICT, e-curricula, e-modules and supporting material) and innovative learner-centred education initiatives in the oPt (under Result 1)
- 2) A second Baseline Study will focus on e-curricula, e-modules and supporting material available nationally and internationally (under Result 2).

Both studies will allow to detail and eventually modify the indicators of the Logical Framework Matrix. The indicators will provide the reference points, against which the achievements of the project must be assessed.

An external Mid-term Review, following BTC regulations, will be conducted close to the end of the project's second year. The Terms of Reference will be prepared by the Project Management Team and forwarded to the Project Steering Committee for approval. The main objective of the Mid-term Review is to assess the progress of the project activities against planning (efficiency) and the extent to which the project results and objective are going to be achieved during the course of the intervention (effectiveness). The Mid-term Review will also examine the financial, institutional and managerial setting of the intervention. The mission will formulate recommendations for the second half of the project implementation period. It will insist in particular on the mechanisms that have been / or should be put in place to ensure sustainability of project results. Its findings and recommendations will be presented to the Steering Committee.

A final evaluation, following BTC regulations, will also be conducted close to the end of project implementation.

5.7.4 Technical backstopping missions

A provision is made for international or national consultants, who will provide on demand technical backstopping for specific aspects of the project.

Periodical backstopping from BTC headquarters will also be provided (one or two missions per year). These missions should coincide with the national seminars / international conferences planned under Result 4 of the project.

5.8 CHANGES TO THE TECHNICAL AND FINANCIAL FILE

Changes can be brought to the TFF by MoEHE and BTC if requested.

The formal agreement of the Belgian State is needed to change the duration of the Specific Agreement or the total Belgian financial contribution or the specific objective of the project.

The request of the above modifications has to be motivated by the Project Management Team and approved by the Project Steering Committee. The exchange of letters requesting these modifications shall be initiated by the Palestinian party and shall be addressed to the Belgian Embassy.

The following changes need to be approved by the Project Steering Committee:

- 1) The mode of operation of the Project Fund;
- 2) The way in which the Belgian contribution is made available (own management / co-management);
- 3) The financial modalities;
- 4) Project results and their respective budgets;
- 5) Indicators at the level of specific objective and of results;
- 6) Composition and responsibilities of the Steering Committee;
- 7) The mechanism for approving changes to the TFF.

The changes will be noted in the minutes of the Project Steering Committee meeting approving them and they will be included in the annual report. The Belgian State must be informed about the changes.

Any other change to the TFF can be decided and implemented by the Project Management Team, providing information to the parties (MoEHE and BTC Resident Representative and Head Office).

5.9 ENDING THE COOPERATION ACTIVITY

During the last phase of the project, the parties will ensure that the following actions are undertaken:

- 1) An end-of-project report is presented to the Steering Committee;
- 2) The destination of remaining assets and budget is agreed upon;
- 3) Preparations for the closure of accounts have been made.

The Project Management Team shall compile and prepare a general end-of-project report that can be presented and discussed by the Project Steering Committee, before the project comes officially to a close. Its final version will include the minutes of this Steering Committee meeting, including the remarks made about content and conclusions of the end-of-project report.

The end-of-project report shall give a full account of the expenditures of both the Palestinian and the Belgian contributions. It must include a list of all equipment to be handed over. The Steering Committee will approve the plan for handing over the equipment bought from the Belgian contribution.

Amounts managed with BTC responsibility and not used at the end of the project, and the balance of the financial contribution not sent on project bank accounts will fall in cancellation at the end of the project. The balance of the project bank accounts in co-management will be allocated by mutual agreement.

After the remaining budget has been transferred according to the decision of the Project Steering Committee, both Authorizing Officers of the project will take all necessary steps described by law and banking procedures, to close all project accounts. Documents confirming the closure of the accounts shall be copied to the BTC Brussels and MoEHE.

After the end of the Specific Agreement, no expenditure will be authorized except if it is related to commitments entered into before the end of the Specific Agreement and mentioned in the statement of the Steering Committee.

6 CROSS CUTTING THEMES

6.1 ENVIRONMENT

The project is situated in the education sector, more specifically in the Primary and Secondary Education segment. e-learning activities address mainly students in grades 5 to 10 (Basic School), and to a smaller extent in grades 11 and 12 (Secondary School). Environmental aspects are integrated in the new Palestinian Curriculum, which has been prepared and promoted with Belgian support (Palestinian Curriculum Project, 2000 – 2006). The new project focuses on 4 disciplines: Mathematics, Science, Arabic and English. One can assume that environmental concerns will be addressed in the Science curriculum and textbooks. As e-learning is conceived as a tool for promoting student-centered learning, interest for protecting and improving the environment may also be reflected through projects, which groups of students undertake on their own initiative or on the initiative of their teachers.

One example was presented to the project formulation team by a group of students at the Spanish School in Ramallah: A group of students gave a multi-media presentation on the deplorable state of the school environment, which is characterised by illegal car wrack disposal, the unsafe and poorly maintained access routes etc. The group has the intention to present their work to the Municipality of Ramallah and to introduce a request for improvement of these deficiencies.

A practical examples and project work are not yet a standard practice in Palestinian classrooms, the link with environmental concerns is one possible approach, which may be attractive for students and teachers and also serve as a catalyst for collaboration between School and Community.

6.2 GENDER

Education is a fundamental right and a development opportunity for both boys and girls. In Palestinian schools, boys are usually separated from girls (at least in the cities), which is not detrimental to learning achievements. Boys and girls are equally represented at primary and secondary education level (50 % versus 50 %), whereas in tertiary education female students constitute the majority (with 53 %).

The Formulation Team has seen more e-learning practices involving female teachers and students than those involving male teachers and students. But the number of visited schools (17 schools in 7 Districts) is so small that no general statement can be sustained with objective data. However, for the small sample, it seems that a higher percentage of female teachers engages in e-learning and “student-centered learning” activities than it is the case for their male colleagues.

The teaching profession seems (as in many other countries) to be socially more attractive for women, as they can go home after in the afternoon, have right to extensive holidays and enjoy employment stability. One of the trade-offs is the low salary, an important disadvantage, which however is easier acceptable for women than for men.

6.3 SOCIAL ECONOMY

e-learning has no specific and distinguished link with Social Economy: However, many schools, at foremost those in small villages or towns, can play a role of stimulating the local Community . These schools can function as a “Community Centre” in their village, town or city district, and host an “Internet Café”. This could help encouraging the social economy, which is needed for outlying localities which are most affected by the walls and road barriers and have little chance to enter into the competitive market economy.

As the territory of the occupied Palestinian Territory is fragmented and the mobility of the population is severely restricted, opening up to a cyber community is one of the few ways of favouring social interaction and enlarging the individual's space of action. This seems especially important for youth in Gaza.

6.4 CHILDREN'S RIGHTS

Education is a typical children's right. The project can contribute to developing children's autonomy by "child-centered learning" practices. This includes the manifestation of children's interests and priorities. Many activities under Result 1 and Monitoring & Evaluation and "learning lessons" under Result 4 take in pupils' and students' experiences, appreciations and recommendations. The project will contribute to opening larger spaces of participation for Palestinian children and youth.

6.5 HIV / AIDS

The project has no specific relation with the problem of HIV / AIDS. HIV / AIDS is an issue which has an impact on the whole education system, but it is surrounded by a social taboo. An initiative such as e-learning can raise sensitivity towards the HIV / AIDS issue, as it is promoting own research, student-centered learning etc. Curiosity of pupils and students is at a high level and spreading reliable and hands-on information on HIV / AIDS prevention is relatively easy and can be done in a rather "neutral" and non-offensive way.

ANNEXES

- Annex 1** **Logical Framework Matrix**
- Annex 2** **Implementation Calendar**
- Annex 3** **Terms of Reference for long-term Personnel**
- Annex 4** **Terms of Reference 2 Advisory Committees**
- Annex 5** **Terms of Reference for the project fund “School Initiatives Grant”**

A 1 LOGICAL FRAMEWORK MATRIX

Intervention “e-learning curriculum in Palestinian Primary and Secondary Education”

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Overall objective To raise the competencies of individual learners to become active members of the knowledge society</p>			<ol style="list-style-type: none"> 1) Education remains a high priority on the Palestinian political agenda 2) The learner-centred education model is widely accepted. However, the MoEHE does not have a clear implementation policy for promoting the learner-centered approach. 3) There is a critical mass of motivated and capable teachers 4) Disposition of students to take the initiative for acquiring new skills 5) Political conditions remain favourable (Question: Accessibility of Gaza)
<p>Specific objective To enhance the learning process of pupils acquiring 21st Century competencies* by applying e-learning curricula, modules and practice, allowing the pupils to become autonomous and active learners</p> <p>* see footnote on p. 12</p>	<ul style="list-style-type: none"> • 150 schools practise e-learning with support under R 1 and 1/3 have been attended by activities under R 2 and R 3. • More than 1/3 of the students of the targeted schools have acquired 21st Century skills 	<ul style="list-style-type: none"> • Standardised monitoring reports dressed by monitoring teams. • Comparison with base-line study • Specific surveys (1 per year). • Standards international assessments (TIMMS, PISA) 	<ol style="list-style-type: none"> 1) Flexible and conducive environment (School and community, including Parents’ Associations, District Education Bureau, central level institutions MoEHE-PCDC-NIET) motivates teachers (reducing the risk of being caught by monetary “motivation”) 2) Sensitivity of District Education Bureau directors and staff for innovation in learner-centred education in the context of e-learning. District Education Bureau directors take on the responsibility of multiplication of innovative learning practices to all schools in their Districts 3) Internet connectivity is at least stable. Other Financial and Technical Partners engage in supporting sustainable Internet connectivity. 4) The project does not solely focus on elite schools, neglecting poorer and more remote regions. 5) Peer-to-peer communication, discussion and support, informal associations of teachers, e-forums of teachers and students

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
Expected results			
Result 1: e-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved	<ul style="list-style-type: none"> • 150 schools practise e-learning as support material, collaborative and communication tool via the project mechanism. • 2/3 of the students of the targeted schools are satisfied with their e-learning practice. • 1/3 of the teachers in the targeted schools use innovative teaching methods • ½ of targeted schools have disseminated their e-learning practices to at least 1 other non-targeted school 	<ul style="list-style-type: none"> • Specific report or components in the end of school year report dressed by the school principals (of involved schools), available at the District Education Bureaus, copy remains in school, accessible for teachers • School visit reports dressed by supervisors in District Education Bureaus. • Standardised monitoring reports dressed by monitoring teams. • Comparison with base-line study • Specific surveys (1 per year) • End of year evaluation of learning process by students, at least in targeted schools and involved classes • Standards international assessments (TIMSS, PISA) 	<ul style="list-style-type: none"> • District Education Bureau directors and staff and principals of participating schools collaborate • Stability of teachers in the same school • Critical mass of motivated and capable teachers • Community offers support: a) paying for Internet connection, b) community centres with staff and e-equipment, c) parents' councils support
Result 2: e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with pupils and implemented in in-class and out-of-class practice	<ul style="list-style-type: none"> • 2 million hits a year on the new e-learning portal from the second year onwards • 200.000 students use e-learning materials on the portal. • 100 high-quality e-modules adapted to the needs and content per year (authenticated) • 50 self-initiated e-modules developed by teachers uploaded to the portal each month • 50 % of the teachers of the 4 disciplines use regularly e-learning tools 	<ul style="list-style-type: none"> • Real-time record on the Educational Portal produced by specific software, it has to be specific for a) e-learning modules, b) uploaded contributions c) communication in interactive forums d) e-mail enquiries • Standardised monitoring reports dressed by monitoring teams. • End of year evaluation of learning process by students, at least in targeted schools and involved classes 	<ul style="list-style-type: none"> • Internet connectivity at schools is at least stable. • Critical mass of motivated and capable teachers • Availability of technical support • Availability of e-learning resources which can be customised • Sustainability of the portal

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Result 3: Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources</p>	<ul style="list-style-type: none"> • At least 800 teachers trained and having upgraded their capacities in the use of IT and learner centred education • 80 % of targeted teachers apply the innovative methodologies they have learned in the training 	<ul style="list-style-type: none"> • Self-evaluation by trainees at each step of their training process • Monitoring and evaluation of trained teachers in their classroom by DEB supervisors accompanied by trainers • Report of the training provider • End of year evaluation of learning process by students, at least in targeted schools and involved classes • Real-time record at the Education Portal of the activities (uploading, downloading, collaborative work) with a specific focus on trained teachers • Scientific analysis of produced e-modules (enquiry and study done by university department or consultancy) for quality improvement of the training 	<ul style="list-style-type: none"> • Internet connectivity at schools is at least stable. • Critical mass of motivated and capable teachers • Availability of technical support • Availability of e-learning resources which can be customised • Sustainability of the portal
<p>Result 4: Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels</p>	<ul style="list-style-type: none"> • All managers and staff of the education sector have received information on e-learning and innovative learning practices • Increased reference to reports and increased number of specific innovation in standardised monitoring are e-learning surveys • Sensitivity towards innovation • Education policy documents at all levels show increased reference to innovation and lessons learned 	<ul style="list-style-type: none"> • Frequency and quantity of copies of information leaflets and e-learning newsletter • Enquiry with District Education Bureau directors and staff • Annex to the school visit reports dressed by monitoring teams • Info-e-mails sent to MoEHE and ESWG members. • Policy documents 	<ul style="list-style-type: none"> • Frequency and quantity of copies of information leaflets and e-learning newsletter • Enquiry with District Education Bureau directors and staff • Annex to the school visit reports dressed by monitoring teams • Info-e-mails sent to MoEHE and ESWG members. • Policy documents of e-learning

INTERVENTION LOGIC	MEANS
Major activities	Major means of implementation⁶⁴
<p>Activities under Result 1: e-learning actions involving pupils in school and out-of-school are regularly enriched and structured and the learning environment is improved</p> <p>A 1.1 Select and install School Initiatives Grant Officer</p> <p>A 1.2 Conduct Baseline of “School-based e-learning practices” (use of ICT, e-curricula, e-modules and supporting material) and innovative learner-centred education initiatives in the oPt. Extra focus on 4 disciplines (Math, Science, Arabic and English) and “lonely fighters” (Link with overall M&E process under Result 4.1)</p> <p>A1.3 Organise a call for proposal for innovation through e-learning at school level (in school and out of school) Three types of projects are proposed: duration 1 school year, 1 call per year</p> <ul style="list-style-type: none"> a) School-Community projects (maximum 10.000 €) b) School-Cluster project (maximum 25.000 € for 3 to 5 schools) c) All schools in one District, project managed by the District Education Bureau (maximum 50.000 € for 6 to 10 schools) <p>A 1.4 Contract and follow-up projects</p> <p>A 1.5 Evaluate projects and learn lessons (link with Result 4)</p>	

⁶⁴ See the budget overview for “General Means” and “Specific Means” in chapter 4.1 and the separate Excel Workbook with all budget details “Activities and Means”

INTERVENTION LOGIC	MEANS
Major activities	Major means of implementation
<p>Activities under Result 2: e-learning modules enriching the curriculum are largely accessible via electronic tools, tested with pupils and implemented in in-class and out-of-class practice</p> <p>A 2.1 Conduct Baseline Study on “e-contents and e-modules”, collecting and assessing available e-curricula, e-modules, e-training and supporting material, at national and international level, with a specific focus on the 4 disciplines (Math, Science, Arabic and English) and on Arabic language material and adaptability to the Palestinian context, and including calculation of costs for translation and customisation</p> <p>A 2.2 Write Terms of Reference and appoint “e-learning, training and e-content Committee” to assess e-content and accompany the educational portal for the MoEHE, including staff of Ministry responsible for (e-)curricula (PCDC) and training (NIET), experts on e-content, e-learning, portal management, ICT training etc. and field experts in implementation of e-learning (special focus on 4 disciplines). The e-content Committee is also responsible for accompanying trainings under Result 3.</p> <p>A 2.3 Establish a support team within the Project Management Team for e-content and portal management (1 full-time e-content manager supervising e-learning quality, 1 full-time assistant for IT-technical support)</p> <p>A 2.4 Develop a national educational portal</p> <p>A 2.5 Select the best modules already developed in the 4 main disciplines (Maths, Science, English, Arabic) and customise them to the local Palestinian context and curricula)</p> <p>A 2.6 Ensure dynamic life and inclusive and participatory development of the educational portal (teachers, students, educators etc.)</p> <p>A 2.7 Conduct awareness raising session on the best practices amongst e-modules initiated and developed by teachers, in order to facilitate peer-to-peer stimulation and networking between practitioners (under Result 3 and 4)</p> <p>A 2.8 Stimulate student and pupil access to the portal by providing attractive educational games and organising playful competitions for students (educational games with a focus on using e-modules of the 4 disciplines, stimulating inter-school collaboration and competition)</p> <p>A 2.9 Print and distribute e-modules on DVD-RMs</p> <p>A 2.10 Distribute a monthly newsletter to all teachers, school principals and MoEHE staff, containing the best practices on innovative education initiatives, e-learning modules, learner-centered approach, twinning etc.</p> <p>A 2.11 Organise awareness raising activities to make the portal known to a wider audience: teachers, students, parents etc. (under Result 4): brochures, workshops, print and other media</p> <p>A 2.12 Evaluate the portal (content-wise, programming)</p>	

INTERVENTION LOGIC	MEANS
Major activities	Major means of implementation
<p>Activities under Result 3:</p> <p>Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources</p> <p>A 3.1 Appoint “e-learning, training and e-content Committee” (in short “e-content Committee”) for establishing training framework and assessing training content and accompany the training activities, including staff of Ministry responsible for (e-) curricula (PCDC) and training (NIET), experts on e-content, e-learning, portal management, ICT training etc. and field experts in implementation of e-learning (special focus on 4 disciplines). The e-content Committee is also responsible for assessing e-content and it accompanies the educational portal for the MoEHE under Result 2.</p> <p>A 3.2 Prepare training package for the training of teachers involved in e-learning experiences in the 4 disciplines, including edited (printable) trainee manual, edited (printable) training manual, CD-ROMs with e-activities etc.</p> <p>A 3.3 Plan implementation structure for training, organise selection of trainees, planning of training in 5 different regions.</p> <p>A 3.4 Conduct the training in e-enabled learning for teachers of the 4 disciplines and IT teachers. The training follows the methodology blended model and action-oriented training, in a modular way. Training phases are followed by practice phases in class with coaching, followed by a second training phase and again a practice phase. The content of the training is learner centred approach in education (“21st Century competences), e-content development, customisation and management of e-curricula. (Target of 1.000 teachers in 4 years) Alternative scenario with ICT literacy training under A 3.7 being covered with matching funds from INTEL Teach programme. In this case, the target will rise to 1.200 teachers in 4 years.</p> <p>A 3.5 Monitor the quality, practice and “outcome” of the training, and provide input for continuous update of the training.</p> <p>A 3.6 The teachers can ask for support for e-content development via the content manager (Result 2.6), who plays the role of a(n) online help desk and identifies the most appropriate source of advice. Successful self-initiated e-modules will be rewarded.</p> <p>A 3.7 Conduct basic ICT training, as it is the entry level for any more advanced form of e-learning above a mere PowerPoint application or “e-teaching”. The target group is teachers in the 4 disciplines in those schools, in which there is at least one teacher practicing new approaches in e-learning or which has won a Project Fund Grant (Result 1). Overcoming the ICT entrance barrier, these teachers can form active groups with their more advanced colleagues. (Target of 1.000 teachers)</p> <p>A 3.8 Provide training content on “e-learning” to pre-service training institutes /universities in the 4 disciplines.</p> <p>A 3.9 Follow-up, monitor and evaluate basic ICT training courses, and modify training practices and packages</p> <p>A 3.10 Produce final version of e-learning training modules (and basic ICT training) on DVD-ROM and disseminate through the Portal</p>	

INTERVENTION LOGIC	MEANS
Major activities	Major means of implementation
<p>Activities under Result 4: Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels</p> <p>A 4.1 Conduct Baseline Study of “School-based e-learning practices” (use of ICT, e-curricula, e-modules and supporting material) and innovative learner-centred education initiatives in the oPt. Extra focus on 4 disciplines (Math, Science, Arabic and English) and “lonely fighters”</p> <p>A 4.2 Conduct regular results-based monitoring & evaluation in MoEHE, with a specific focus on quality change in the learning environment and acquiring “21st Century skills”</p> <p>A 4.3 Do results based monitoring of change process through overall project’s activities (before and after project implementation and after training), by Project Management Team</p> <p>A 4.4 Conduct external Mid-term Evaluation (after 18 months and before 24 months from project start). Budgeted in General Means.</p> <p>A 4.5 Conduct external Final Evaluation (6 months before project end). Budgeted in General Means.</p> <p>A 4.6 Conduct scientific follow-up (suivi scientifique – wissenschaftliche Begleitung), assisting PMT in assessing change process in learning environments and collecting lessons learned and formulating policy recommendations (A 4.3 and A 4.10)</p> <p>A 4.7 Inform pupils, teachers and school principals on innovative education practices such as e-learning and project activities</p> <p>A 4.8 Provide information and support to active District Education Bureau Directors and staff</p> <p>A 4.9 Collect information and organise national and international exchanges on e-learning</p> <p>A 4.10 Formulate an annual report on e-learning including good practices as a contribution to policy formulation, with inputs from: 1) the scientific follow-up and research, 2) the regular monitoring reports (PMT and MoEHE / District Education Bureau), 3) the mid-term and final evaluation, 4) the contributions of invited guests to the two national seminars and the two international conferences, 5) self assessments (T 1.2.11), 6) students assessments (T 4.3.3), 7) lessons learned (A 3.5, A 4.3) and 8) other sources</p>	

A 2 IMPLEMENTATION CALENDAR

R 1	Result 1: E-learning actions involving pupils in school and out-of-school are regularly enriched and structured and the learning environment is improved	Year 1				Year 2				Year 3				Year 4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
	Activites for Result 1																
A 1.1	Select and install School Initiative Grant Officer	X	X	X													
A 1.2	Conduct Baseline Study of "School-based e-learning practices"	X	X														
A 1.3	Organise a call for proposal for innovation through e-learning at school level				X	X	X		X	X	X		X	X	X		
A 1.4	Contract and follow-up projects				X	X	X	X	X	X	X	X	X	X	X	X	X
A 1.5	Evaluate projects and learn lessons						X	X	X	X	X	X	X	X	X	X	X

R 2	Result 2: Learning modules enriching the curriculum are largely accessible via electronic tools, tested with pupils and implemented in in-class and out-of-class practice	Year 1				Year 2				Year 3				Year 4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
	Activites for Result 2																
A 2.1	Conduct Baseline Study on “e-contents and e-modules”	X	X														
A 2.2	Write Terms of Reference and appoint “e-learning, training and e-content Committee”		X	X													
A 2.3	Establish a support team within the Project Management Team for e-content and portal management	X	X														
A 2.4	Develop a national educational portal	X	X	X	X	X	X										
A 2.5	Select the best modules already developed in the 4 main disciplines		X		X		X		X		X		X		X		

R 2	Result 2: Continued	Year 1				Year 2				Year 3				Year 4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
	Activites for Result 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 2.6	Ensure dynamic life and inclusive and participatory development of the educational portal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 2.7	Conduct awareness raising sessions on the best practices amongst e-modules initiated and developed by teachers, in order to facilitate peer-to-peer stimulation and networking between practitioners (under Result 3 and 4)		X		X		X		X		X		X		X		X
A 2.8	Stimulate student and pupil access to the portal by providing attractive educational games and organising playful competitions for students			X		X		X		X		X		X		X	
A 2.9	Print and distribute e-modules on DVD-ROMs			X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 2.10	Distribute a monthly newsletter to all teachers, school principals and MoEHE staff, containing the best practices on innovative education initiatives, e-learning modules, learner-centered approach, twinning etc.			X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 2.11	Organise awareness raising activities to make the portal known to a wider audience: teachers, students, parents etc. (under Result 4): brochures, workshops, print and other media			X		X		X		X		X		X		X	
A 2.12	Evaluate the portal (content-wise, programming)				X				X				X				X

R 3	Result 3: Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources	Year 1				Year 2				Year 3				Year 4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
	Activities for Result 3																
A 3.1	Appoint “e-learning, training and e-content Committee” (in short “e-content Committee”) for establishing training framework and assessing training content and accompany the training activities	X	X	X													
A 3.2	Prepare training package for the training of teachers involved in e-learning experiences in the 4 disciplines, including edited (printable) trainee manual, edited (printable) training manual, CD-ROMs with e-activities etc.	X	X			X				X							
A 3.3	Plan implementation structure for training, organise selection of trainees, planning of training in 5 different regions	X	X	X		X				X				X			
A 3.4	Conduct the training in e-enabled learning for teachers of the 4 disciplines and IT teachers		X		X		X			X			X		X		X
A 3.5	Monitor the quality, practice and “outcome” of the training, and provide input for continuous update of the training		X		X		X			X			X		X		X
A 3.6	The teachers can ask for support for e-content development via the content manager (Result 2.6), who plays the role of a(n) online help desk and identifies the most appropriate source of advice		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 3.7	Conduct basic ICT training, as it is the entry level for any more advanced form of e-learning above a mere PowerPoint application or “e-teaching”		X		X		X			X			X		X		X
A 3.8	Provide training content on “e-learning” to pre-service training institutes /universities in the 4 disciplines.			X				X				X				X	
A 3.9	Follow-up, monitor and evaluate basic ICT training courses, and modify training practices and packages			X				X				X				X	
A 3.10	Produce final version of e-learning training modules (and basic ICT training) on DVD-ROM and disseminate through the Portal			X	X	X	X			X				X			

R 4	Result 4: Education policy formulation benefits from monitoring and exchanges, taking in “lessons learned” from school level and other levels	Year 1				Year 2				Year 3				Year 4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
	Activities for Result 4																
A 4.1	Conduct Baseline Study of “School-based e-learning practices”	X	X	X													
A 4.2	Conduct regular results-based monitoring & evaluation in MoEHE, with a specific focus on quality change in the learning environment and acquiring “21st Century skills”				X				X				X				X
A 4.3	Do results-based monitoring of change process through overall project’s activities (before and after project implementation and after training)				X		X		X		X		X		X		X
A 4.4	Conduct external Mid-term Evaluation (after 18 months and before 24 months from project start). Budgeted in General Means.							X	X								
A 4.5	A 4.5 Conduct external Final Evaluation (6 months before project end). Budgeted in General Means														X	X	
A 4.6	A 4.6 Conduct scientific follow-up (suivi scientifique – wissenschaftliche Begleitung), assisting PMT in assessing change process in learning environments and collecting lessons learned and formulating policy recommendations (A 4.3 and A 4.10)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 4.7	Inform pupils, teachers and school principals on innovative education practices such as e-learning and project activities		X		X		X		X		X		X		X		X
A 4.8	Provide information and support to active District Education Bureau Directors and staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A 4.9	Collect information and organise national and international exchanges on e-learning			X			X				X				X		
A 4.10	Formulate an annual report on e-learning including good practices as a contribution to policy formulation				X				X				X				X

A 3 TERMS OF REFERENCE FOR LONG-TERM PERSONNEL

Profile of the National Project Coordinator

Roles and responsibilities	Qualification profile
<p>S/he does:</p> <ol style="list-style-type: none"> 1) Coordinates the implementation and follow-up of all project activities and ensures the collaboration with the partner services; 2) Communicates the project objectives and modalities to schools, communities and districts; 3) Leads the team of professionals working in the project and coaches, motivates and supervises the staff members; 4) Ensures the contact with other projects and initiatives, especially with those active in the field of e-learning and improvement of the quality of teaching and learning at the school-level, in order to harmonise the modes of intervention, to ensure complementarity and to avoid overlaps; 5) Writes the periodical reports (per quarter, semester and year, end-of-project, integrating the contribution of the various professionals working in the project), following the indications of the Technical and Financial File, the Ministry of Education and Higher Education and the Belgian Technical Cooperation (using standard formats); 6) Submits the financial reports, written by the Admin. And Finance Officer, according to the format and periodicity required by BTC; 7) Ensures the good collaboration with the responsible officials of the education sector and the local and district authorities; 8) Supervises the rational use of the project resources; 9) Participates in the capitalisation or project experiences (monitoring & evaluation, learning lessons); 10) Presents to the Project Steering Committee the state of progress of project activities; 11) Participates, without voting right, in the Project Steering Committee meetings and ensures its secretariate. 	<p>S/he has :</p> <ol style="list-style-type: none"> 1) A university degree (minimum Master level); 2) An experience as a teacher, trainer or researcher in education, ICT or engineering; 3) Good project management abilities, an experience in human resource management, and a good knowledge of primary and secondary education, including e-learning; 4) Has managed similar international cooperation projects during at least 5 years, including the responsibility for financial management; 1) Has proven relevant experience in monitoring and evaluation of education projects and initiatives linked with e-learning 5) Has proven relevant experience in leading a team of professionals, in supervising staff and in coaching collaborators; 6) Writes clear and concise reports and other administrative and technical documents; 7) Has good communication, presentation and facilitation skills; 2) Arabic as his/her mother tongue and a good level of spoken and written English; 8) Uses easily the standard information technology tools; 9) Able to work under stressful conditions, and not objecting to overtime work and frequent field missions.

Profile of the International Project Adviser

Roles and Responsibilities	Qualification Profile
<p>S/he does:</p> <ol style="list-style-type: none"> 1) Judges on project approach, implementation strategy and progress from an international and independent point of view 2) Promotes learner-centred education and active learning methodologies in a pluralistic view on the school level, in teacher training, with curriculum developers and policy makers 3) Gives advice on assessment of learning achievements through e-learning and learner-centred teaching practices 4) Project monitoring and evaluation methodology 5) Coaching of the project management team 6) Searches participation of the communities around schools with e-learning practices 7) Encourage horizontal collaboration between experienced and motivated teachers involved in e-learning practices, and between schools 8) Sourcing of international expertise, establishing collaborative links between Palestinian and European schools and communities, and between supporting institutions (university departments, teacher training institutes, curriculum development institutes etc.) 9) Benchmarking of e-learning practices with several European models, taking into account different settings, conditions and potentials 	<p>S/he has:</p> <ol style="list-style-type: none"> 3) A relevant degree in pedagogy, psychology, ICT in education (BA or BSc, MA or MSc, Dr. phil. Dr.sc. or Dr. eng. 4) At least 3 years experience in international cooperation 5) At least 3 years experience in project management (planning, activities, finance, administration) 6) Proven relevant experience in monitoring and evaluation of education projects and initiatives linked with e-learning 7) Experience in teacher training and coaching of professionals 8) Basic communication ability in Arabic language (speaking, hearing, reading, writing) 9) Good presentation and facilitation skills 10) Good written formulation skills 11) Good training and coaching ability

Responsibilities of the Project Coordinator and of the whole Project Management Team

- 1) Manage PMT staff to fulfill all project objectives and results
- 2) Supervise all PMT activities
- 3) Ensure all communication with BTC and with MoEHE
- 4) Select and install School Initiative Grant Officer (in short: Grant Officer), under A1.1
- 5) Write the Terms of Reference for the baseline study of "School-based e-learning practices" (use of ICT, e-curricula, e-modules and supporting material), under T1.2.1
- 6) Organize tendering, contracting and follow up of the baseline study consultancy, under T 1.3.4
- 7) Write the Terms of Reference of and appoint "School Initiatives Grant Selection Committee" in coordination with MOEHE, under T 1.3.1
- 8) Establish a support team within the PMT for e-content and portal management: 1 full-time e-content manager supervising e-learning quality, 1 full-time assistant for IT-technical support, under A 2.3
- 9) Write the Terms of Reference for tendering the development of training package on e-learning, under T 3.2.1
- 10) Manage tendering process and contracting company for the development of training package on e-learning, under T 3.2.2-T 3.2.7

- 11) Write selection criteria for the selection of candidates for training on e-learning in cooperation, under T 3.3.1
- 12) Launch call for and organize selection of candidates for training on e-learning, under T 3.3.1
- 13) Plan and coordinate the organization of the training sessions on e-learning in different regions in cooperation with regional field coordinators, under T 3.3.2
- 14) Write the terms of reference for tendering for conducting the training on e-learning, under T 3.4.1
- 15) Manage tendering process and contracting company for the development of training package on e-learning, under T 3.4.2-T 3.4.5
- 16) Manage monitoring of training process and collect data A 3.5
- 17) Write terms of reference for tendering for conducting the basic ICT training, under T 3.7.1
- 18) Manage tendering process and contracting company for the development of training package on basic ICT training, under T 3.7.2-T 3.7.4
- 19) Develop training modules in basic ICT-training based on Intel manual on basic ICT-literacy, taking into account other existing experiences (NIET, NGOs, universities, etc.), under T 3.7.5
- 20) Plan and organise the logistics for the basic ICT-training under T 3.7.6
- 21) Write selection criteria for the selection of candidates for basic ICT-training, under T 3.3.7
- 22) Launch call for and organize selection of candidates for basic ICT-training, under T 3.3.7
- 23) Plan and organize training sessions in different regions together with selected training institute, the regional PMT field coordinators and the District Education Bureaus, under T 3.7.8
- 24) Manage monitoring of training process and collect data, under A 3.8
- 25) Ensure synergy with other projects and initiatives in e-learning and ICT for Education

Monitoring

- 26) Develop a concept paper on a) how to assess "21st Century skills" of students b) how to identify good practice and how to learn lessons on improved learning environments, and c) how to disseminate them and how to transfer them to other schools (in the District). EEI = Egypt Education Initiative in coordination with MoEHE supervision department, under T 4.2.1
- 27) Elaborate and review a monitoring manual (results based, 21st century skills etc) on the basis of the concept paper and with consultants, under T 4.2.2 - T 4.2.4
- 28) Develop a M&E plan and implementation strategy together with MoEHE, under T 4.2.5
- 29) Design and conduct awareness workshops (2) at national level regarding the M&E strategy, focussing 1) MoEHE staff and 2) the Directors of the 17 District Education Bureaus, together with MoEHE. Under T 4.2.6
- 30) Collect all M&E data of Results Based Monitoring through overall project activities (before and after project implementation and after training, and supervise production of M&E reports (by consultants) and provide lessons learned, under A 4.3
- 31) Draft ToR, provide all necessary input and facilitate and assist in the reporting of the external mid-term evaluation (after 18 months and before 24 months from project start), under A 4.4
- 32) Draft ToR, provide all necessary input and facilitate and assist in the reporting of the external final evaluation (6 months before project end), under A 4.5
- 33) Facilitate, provide input and receive guidance from scientific follow-up, under A 4.6

Dissemination

- 34) Produce and organize distribution of 5000 brochures/posters through District Education Bureaus, under T 4.7.1
- 35) Provide information to school principals, teachers, students, parents (Parents' Councils) and the local community, involving District Education Bureaus. Organize dissemination campaign through various media: TV, radio, print press etc., under T 4.7.2

- 36) Organize a national high level awareness raising workshop targeting MOEHE staff, especially, Assistant Deputy Minister and Director-generals discussing project objectives, their possible contribution, and project evolution, once a year, under T 4.8.2

Responsibilities of the Administrative and Financial Officer

- 1) Controls all financial administration issues: solves problems, helps improve financial administration by developing tools, identifies and corrects errors and problems, reports any major problem to the project coordinator and to the BTC Representation in Jerusalem and seeks advice from the Local Administrative and Financial Officer at the BTC Representation in Jerusalem;
- 2) Ensures a correct, smooth and efficient organisation of the project's financial administration;
- 3) Organises regular meetings on financial and administrative issues, and ensures good communication, information and collaboration within the project management team related to the overall administrative and financial organisation and to specific issues;
- 4) Supervises compliance with legal and administrative procedures and guidelines: this implies that s/he studies, checks and reinforces financial guidelines and procedures of the Belgian Technical Cooperation and the Ministry of Education and Higher Education, including the Specific Agreement, the Technical and Financial File, the BTC quality handbook and guidelines and the relevant legal texts of the Palestinian Authority;
- 5) Controls the draft of the Project Fund Manual of Operations and supervises the functioning of the Project Fund;
- 6) Ensures that all instructions received from BTC are correctly applied and followed and that the requests are met within the established deadline;
- 7) Updates guidelines and system of all types of payments within the project, especially allowances;
- 8) Updates the Administrative and Financial Manual of the project, and ensures communication of new procedures to all project staff members.
- 9) Has the final responsibility for timely production of FIT statements, provides guidance and supervision to the Accountant – Cashier who produces the FIT statements;
- 10) Makes electronic back-up of final versions of financial reports;
- 11) Ensures follow-up and update of budget; compares budget and planning with actual expenses; provides monthly an overview of the budget balance to project coordinator and project staff, and to the BTC Representation in Jerusalem;
- 12) Ensures financial short- and long-term planning, overall, yearly and quarterly (in co-operation with the project coordinator and the project team members), monthly and weekly, in collaboration with the Accountant – Cashier;
- 13) Ensures overall management of bank and cash accounts, making cash calls on basis of the financial planning.
- 14) Audits and analyses project expenses monthly, and reports any inconsistencies or irregularities;
- 15) Controls supporting accounting documents on quality and completeness, and follows up on corrections by the Accountant – Cashier;
- 16) Consults and monitors financial issues related to the technical project components, including the accountability of beneficiaries and institutions;
- 17) Prepares and provides training on financial management for stakeholders;
- 18) Prepares and assists internal and / or external financial audit missions.

Minimum profile of the Administrative and Financial Officer

- 1) University degree in finance, business administration or business economics;
- 2) Minimum 5 years experience in financial management and project administration;
- 3) Management experience, and experience with an international organisation or NGO;
- 4) Very good hands-on skills of Microsoft Excel and Word are a must. Other programmes (Database, accounting programmes) are a strong advantage;
- 5) Proficient in Arabic and English with good translation skills;

- 6) Mature, a good communicator and teamplayer;
- 7) Able to work under stressful conditions and not objecting to overtime work and field missions.

Responsibilities of the e-content-Manager

- 1) Write terms of reference of for the baseline study on "e-contents and e-modules", under T2.1.1
- 2) Organize tendering, contracting and follow up of consultancy for the baseline study on "e-contents and e-modules", under T 2.1.2.-T2.1.4
- 3) Write ToR and appoint "e-learning, training and e-content Committee" to assess e-content and accompany the educational portal for the MoEHE. in coordination with MOEHE, under A 2.2
- 4) Write the ToR for the tender for portal development, under A 2.4.1
- 5) Manage tendering process and contracting company for portal development, under A 2.4.1
- 6) Manage tendering process and contracting company for hosting and maintenance of the portal development, under A 2.4.2 and A 2.4.3
- 7) Write terms of reference for tendering of customization of selected e-modules, under T 2.5.2
- 8) Manage tendering process and contracting companies for customization of selected e-modules, under T 2.5.2-T 2.5.6
- 9) Integrate the customised e-modules into the educational portal, under T 2.5.8
- 10) Provide continuous encouragement and technical support (help desk) for active teachers/student groups developing their self-initiated e-content, which will serve as input for dynamic part of the Portal (forum exchanges, wiki etc.) in cooperation with multimedia specialist, under T 2.6.1
- 11) The Content Manager within PMT selects the best examples of self initiated e-modules, presents these modules for authentication to the 'E-content committee' and manages the rewarding of winning modules, under T.2.6.3
- 12) Transfer self-initiated e-content (bottom-up) from dynamic to authenticated part of the portal (e-enabled tools enhancing learner-centred education, e-content for curricula units, educational games, communication tools, etc.), under T.2.6.3
- 13) Conduct awareness rising sessions on the best practices amongst e-modules initiated and developed by teachers, in order to facilitate peer-to-peer stimulation and networking between practitioners in cooperation with PMT and field coordinators, under T 2.7 Result 3 and 4
- 14) Write terms of reference for tendering of attractive educational games for students, under T 2.8.2
- 15) Manage tendering process and contracting companies for customization or development of attractive educational games, under T 2.8.2-T 2.8.6
- 16) Integrate the customized or developed attractive educational games into the educational portal and organization of playful competitions, T 2.8.8
- 17) Print and distribute e-modules on DVD-ROMs (though simple tendering procedure), under A 2.9
- 18) Distribute a monthly e-newsletter to all teachers, school principals and MoEHE staff, containing best practices on innovative education initiatives, e-learning modules, learner centred approach, twinning, etc., under A 2.10
- 19) Produce final version of e-learning training modules (and basic ICT-training) on DVD-ROM and disseminate through the Portal A 3.9

Responsibilities of the Multi-media Expert and the IT Support Assistant

- 1) Assist e-content manager with all portal and training related activities, with specific focus on IT-support
- 2) Provide continuous encouragement and technical support (help desk) for active teachers/student groups developing their self-initiated e-content, which will serve as input for dynamic part of the Portal (forum exchanges, wiki etc.) in cooperation with content manager under, T 2.6.1
- 3) Technical maintenance of the portal (possibly in cooperation with IT-company), under T 2.4.3
- 4) Continuous monitoring of movement on the portal registering the number of hits, uploads and downloads differentiated by user type (teacher, pupil, others), by content type (e-modules, communications in interactive forums, e-mail enquiries, etc.) and provide regular lists of the results, under A 2.12

- 5) Organize a national awareness raising workshop targeting the district IT specialists discussing project objectives, their possible contribution, and project evolution, once a year, under T 4.8.3
- 6) Organise 2 national and 2 international seminars on e-learning, 1/year, under A 4.9
- 7) Supervise the formulation of an annual report on e-learning including good practices as a contribution to policy formulation, assisted by consultants, under A 4.10

Responsibilities of the Financial and Administrative Officer

- 1) Manage all financial issues for project implementation.
- 2) Provide all necessary financial reports in due time, as foreseen in reporting scheme and upon request of BTC Office in Jerusalem or MoEHE.
- 3) Back stopping of financial administration of approved School Initiative Grant projects in cooperation with the Grant Officer under T1.4.2
- 4) Assist grant officer in procurement and other financial issues related to SIG projects under T1.4.3

Responsibilities of the Grant Officer

- 1) Elaborate calls for proposals including eligibility criteria, type of activities, budget limits, administrative and financial guidelines, users' guide, selection criteria (important: institutional integration, sustainability, multiplier effect – scalability), under T.1.3.2
- 2) Disseminate information on call for proposals, under T 1. 3.3 and A 4.7
- 3) Follow up workshops on proposal writing and planning in coordination with field coordinators, under T 1.3.5
- 4) Help desk type of coaching in proposal writing, under T 1.3.5
- 5) Manage and launch the selection process, including receiving of proposals, conduct internal screening, and prepare a summery overview, under T 1.3.4
- 6) Organise external evaluation (assessment) of project proposals, under T 1.3.4
- 7) Organise Grant Selection Committee meetings and reporting, under T 1.3.4
- 8) Contract projects, under T 1.4.1
- 9) Financial administration of approved projects in cooperation with financial officer under T1.4.2
- 10) Provide central support services for approved School Initiatives Grant projects, such as procurement and software support, under T 1.4.3
- 11) Conduct workshops on financial guidelines and project management for approved School Initiatives Grant projects, under T 1.4.3
- 12) Monitor, review reporting and control financial administration of ended projects, under T1.4.5
- 13) Provide evaluation forms to schools for self assessment, organize external evaluation of school projects and collect data: Results Based Monitoring of change process before and after project implementation, under A1.5
- 14) Collect lessons learned from executed projects for dissemination purposes and refine call, under T.1.5.2

Responsibilities of the 5 Field Coordinators

- 1) Assist the PMT in all activities related to District and school level. Bridge function from PMT to the field.
- 2) Conduct workshops on proposal writing and planning in cooperation with grant officer, under T 1.3.5
- 3) Monitor projects implementation of school projects through field visits, under T 1.4.5
- 4) Plan and organize of the training sessions on e-learning in different regions in cooperation with PMT, contracted trainers and the District Education Bureaus, under T 3.3.2
- 5) Supervise the organisation of the logistics for the training on e-learning, under T 3.3.3

- 6) Plan and organize of the training sessions on basic ICT-training in different regions in cooperation with PMT, contracted trainers and the District Education Bureaus, under T 3.7.8
- 7) Plan and organize of the training sessions on Results-based Monitoring methodology for supervisors at the District level, together with consultants, under T 4.2.7
- 8) Provide advice and support to those District Education Bureau Directors (and supervisors) who are promoting the concept of “improving quality in education” into their administrative practice and adopt “change management” for their whole District, under T 4.8.1
- 9) Organise awareness raising activities, such as conducting information seminars at the District Education Bureaus (1 workshop a year in every district). Under T 4.8.4

A 4 TOR 2 ADVISORY COMMITTEES

School Initiatives Grant Selection Committee

Proposed composition (8 members)

- 1) 1 representative from supervision department within MoEHE
 - 2) 1 representative from IT department within MoEHE
 - 3) 1 representative from PEI
 - 4) 2 independent e-learning and ICT in Education specialists from university level
 - 5) 1 representative from the field (experienced teachers)
- Secretariat by PMT (grant officer) (non voting member)
Project Administration and Finance Officer (non voting member)

Modalities

- 1) 8 members, at least 2 meetings per year, per diem
- 2) Convene yearly for selection process
- 3) Convene upon request to advise PMT in managing Schools Initiatives Project Fund under Result 1

Tasks

- 1) Validate the Terms of Reference for the Baseline Study of "School-based e-learning practices" (use of ICT, e-curricula, e-modules and supporting material). Under T1.2.1
- 2) Validate the final report of the Baseline Study under T 1.2.6
- 3) Validate call for proposals including eligibility criteria, type of activities, budget limits, administrative and financial guidelines, user's guide, selection criteria (+yearly update) under T.1.3.2
- 4) Select School Initiatives Grant project proposals, once a year under T1.3.4

e-content Committee

Proposed composition (8 members)

- 1) 1 representative from NIET responsible for (e-learning) training
 - 2) 1 representative from PEI
 - 3) 1 representative from PCDC responsible for (e-)curricula
 - 4) 2 independent e-learning specialists from university level
 - 5) 1 independent portal management specialist
 - 6) 2 representatives from the field (experienced teachers)
- Secretariat by PMT (content manager) (non-voting member)

Note: take into account representation of 4 different disciplines (Mathematics, Science; Arabic and English) in composition of Committee

Modalities

- 1) 8 members, max. 6 x year, per diem
- 2) Convene for selection processes for tendering (portal, training package, training institutes, customisation) and for authentication of official portal content.
- 3) Convene upon request to advise PMT in managing the portal and training under Result 2

Tasks

- 1) Validate the Terms of Reference for the Baseline Study on "e-contents and e-modules" (collecting and assessing available e-curricula, e-modules, e-training and supporting material, at national and international level, with a specific focus on the 4 disciplines (Math, Science, Arabic and English) and on Arabic language material and adaptability to the Palestinian context, and including calculation of costs for translation and customization). Under T 2.1.1
- 2) Validate the final report of Baseline Study under T 2.1.6
- 3) Validate the terms of reference for the tender for portal development under T 2.4.1
- 4) Do the selection of the tender for portal development under T 2.4.1
- 5) Validate selection of company for hosting the portal development under T 2.4.2
- 6) Selection of the e-modules to be integrated into the portal (on the basis of the baseline study "e-contents and e-modules" and local needs) under T 2.5.1
- 7) Validate the terms of reference for tendering of customization of selected e-modules under T 2.5.2
- 8) Selection of company for customization of selected e-modules under T 2.5.4
- 9) Validate customized e-modules under T 2.5.7
- 10) Selection and authentication of best examples of self initiated e-modules, depending on their compliance with quality criteria for scaling to national level (focus on the 4 disciplines), under T.2.6.3
- 11) Selection the best educational games (if available) for customization and publication on the portal (on the basis of the baseline study "e-contents and e-modules" and local needs) under T 2.8.1
- 12) Validate the terms of reference for tendering of customization and development of attractive educational games under T 2.8.2
- 13) Selection of company for customization or development of attractive educational games under T 2.8.4
- 14) Validate customized or developed attractive educational games under T 2.8.7
- 15) Validate the terms of reference for tendering of development of training package on e-learning under T 3.2.2
- 16) Selection of company for development of training package under T 3.2.4
- 17) Validate training package on e-learning under T 3.2.7
- 18) Validate selection criteria for the selection of candidates for training on e-learning in cooperation with PMT under T 3.3.1
- 19) Selection of candidates for training on e-learning in cooperation with PMT under T 3.3.1
- 20) Validate the terms of reference for tendering of conducting training on e-learning under T 3.4.1
- 21) Selection of institute/company for conducting training on e-learning under T 3.4.3
- 22) Validate selection criteria for the selection of candidates for basic ICT-training under T 3.7.7
- 23) Selection of candidates for training basic ICT-training in cooperation with PMT under T 3.7.7

A 5 TOR SCHOOL INITIATIVES GRANT FUND

Terms of Reference for the project fund “School Initiatives Grant”

Under Activity 1.3 of the Logical Framework Matrix “Organise a call for proposals for innovation through e-learning at school level (in school and out of school)”

Three types of projects are proposed: duration 1 school year, 1 call per year

- 1) School-Community projects (maximum 10.000 €)
- 2) School-Cluster project (maximum 25.000 € for 3 to 5 schools)
- 3) All schools in one District, project managed by the District Education Bureau (50.000 € for 6 to 10 schools)

Eligible expenditure

Schools (clusters or districts) will be able to compose their own project proposals based on their specific needs. The grant is only eligible for following items, with maximum number of units per school. This list may be subject to change and will be decided upon by the Project Steering Committee on the basis of suggestions by the PMT and the SIG Selection Committee.

HARDWARE: laptops (incl. software, €1000pp, max 4/ school), desktops (incl. software, € 600pp, for computerlap, library access, e-learning activities for project, needs based), LCD-projectors (€800pp, max 2/ school), printer/scanner (€400pp, max 2/ school), digicam (€200pp, max 2/ school), IT-consumables (cartridges, etc. max. €500/school), accessoires (max. €300/school), network requirements (max. €1000/school, including switch (€150pp), (wireless) access points (€150pp), etc.)

RESOURCES: IT-management (reduced workload or topping up for IT-teacher or external support (selection and tendering at school level, max. €200/month/school)

For specific scenarios of possible grant proposals at three levels, see ‘Project Fund’ sheet under ‘Means and activities’.

Budget estimate for School Initiatives Grant (Project Fund) under Activity A 1.3

Breakdown of Project Fund (A.1.2) Examples of possible project proposals for schools based actions											
				Example 1: School and		Example 2: School and		Example 3:		Example 4:	
Type of cost	Description of budget posts	Estimated cost per unit (in ")	maximum number of units per school	Ex 1: Number of units	Ex 1: budget	Ex 2: Number of units	Ex 2: budget	Ex 3: Number of units	Ex 3: budget	Ex 4: Number of units	Ex 4: budget
HARDWARE	laptops (incl. software)	1000	4	4	4000	0	0	8	8000	12	12000
	desktops (incl. software for	600			0	10	6000	3	1800	20	12000
	LCD-projectors	800	2	2	1600	0	0	4	3200	6	4800
	printer/scanner	400	2	2	800	1	400	5	2000	8	3200
	digicam	200	2	2	400	1	200	4	800	8	1600
	IT-consumables (cartridges, etc.)	500	1	1	500	1	500	3	1500	6	3000
	accessoires	300	1	1	300	0	0	3	900	7	2100
	network requirements (max. €1000/school, including switch (€150pp), (wireless) access points (€150pp), etc.)	1000	1	1	1000	0,5	500	2	2000	4	4000
RESOURCE	IT-management (reduced workload or topping up for IT-teacher or external support (selection and tendering at school level, max. €200/month/school)	2400	1	0,5	1200	1	2400	2	4800	3	7200
TOTAL					9800		10000		25000		49900

Overall budget

Year 1: max. 25 School-Community Projects, 4 School-Cluster Projects and 1 School-District Project: yearly cost € 400.000,

Years 2 and 3: max. 20 School-Community Projects, 6 School-Cluster Projects and 2 School-District Projects: yearly cost € 450.000

Selection criteria

The selection will be done by the SIG Selection Committee based on needs and comparative quality. Specific criteria will be written out in detail in the Call for proposals. The following priorities will be taken into account during the selection process.

- 1) Institutional anchoring: the proposals will be introduced by a Principals and/or a District representative, together with a (group of) teachers guaranteeing its institutional anchoring.
- 2) Impact: focus is on the outcomes of the change process in-and-out of school practice rather than on the output of implementing ICT-infrastructure
- 3) Training: preference will be given to institutes of teachers who have successfully concluded a training session of the 'e-learning' training under Result 3 or relevant other trainings.
- 4) Portal: projects seeking active use of the portal under Result 2, as a communication tool or marketplace for e-content
- 5) Twinning: schools linking up in a partnership with less advanced neighboring schools (low IT level, no e-learning experience, poor region, ...) under the form of a cluster structure or through twinning
- 6) Business plan: proposals should be well developed with a detailed and feasible business plan, including an exit strategy guaranteeing the sustainability of the investments. E.g. internet connection
- 7) Human resources: project should be ambitious but also feasible, taking into account a realistic scenario for overburdened teachers (e.g. IT-support possible through technology teacher when workload is reduced, solution to be found at school level).
- 8) Matching funds: proposals proving matching funds to be able to attract matching funds from the community level, private companies, or others
- 9) Monitoring: a self assessment baseline study assessing the IT and e-learning practice at school level is an integral part of the project proposal and continuous monitoring will be part of the reporting obligations.
- 10) Regional spreading: the selection committee will have to assure a regional spreading and avoid a concentration of projects in just one of the school networks (governmental, UNRWA or private schools).

Selection process

- 1) School principals, teachers and District representative are the initiators and owners of a project proposal. They are responsible for the quality of their proposal.
- 2) The selection will be done by a School Initiative Grant Selection Committee with representatives from governmental bodies, academic experts and experienced people from the field.
- 3) The Project Management Team will provide central support:
 - a. active coaching in proposal writing
 - b. organize workshops on financial guidelines of project fund
 - c. centralize procurement efforts and foresee a standard list of equipment at a reduced price
 - d. serve as a help desk
 - e. contract the winning proposals and administrative follow-up
 - f. guide and control administrative, financial and reporting process

- 4) Independent external experts will evaluate the project proposals and advise the Selection Committee. They will also execute an external evaluation after the project's end.

Office requirements

Means: Shared office with PMT, see PMT General Means for rent etc. 2 desks, 2 computer desks, 2 chairs; Server rack (€ 6000), UPS (€ 500), networking material (switch, access point, etc. € 500), 2 laptops (€ 1000pp), 2 desktops (€ 750pp), high quality scanner/printer (€ 600), maintenance over 4 years (€ 500py), lumpsum for software licenses (€ 1000)

A 6 COST ESTIMATE FOR E-LEARNING PORTAL AND BUDGET TABLES FOR TEACHER TRAINING

1 Detailed cost estimate for e-learning Portal under Result 2 (Activity A 2.3)

- 1) Server rack (€ 6000)
- 2) UPS (€ 500), networking material (switch, access point, etc. € 500)
- 3) 2 laptops (€ 1000pp) + 2 desktops (€ 750pp)
- 4) high quality scanner/printer (€ 600)
- 5) maintenance over 4 years (€ 500py)
- 6) lumpsum for software licenses (€ 1000)

2 Detailed cost estimate for Teacher Training (Activities A 3.4 and A 3.7)

First Table: Teacher training on e-enabled learning methods (Activity 3.4)

Second Table: Teacher training in basic ICT (Activity 3.7)

Breakdown of Training implementation (A.3.4)

Activity	Description of budget posts	Estimated cost per unit (in ")	Number of units	Budget (in ")
Organisation of 1 training session for 20 trainees				
<i>investment costs</i>				
	printing of trainee manuals and cd-roms	10	20	200
	provision of training material, including flipchart, use of projector, etc.	250	1	250
	Total of investment costs			450
<i>recurrent costs per training day</i>				
	rent of training room, equipped with 20 computers connected to internet (facilitated by district	50	1	50
	day fee of trainer	150	1	150
	day fee assistant trainer, IT-support (possible role for district IT specialists)	25	1	25
	transportation reimbursements of trainees	8	20	160
	lunch fees	5	22	110
	Total cost per training day			495
	Total number of training days: Kick off: training week of 6 sessions, first semester: 8 sessions of 1 day, second semester: 4 sessions of 1 days	495	18	8910
<i>in class observation</i>				
	day fee of trainer, accompanied by District Education Supervisor (and if possible accompanied by the district IT specialist and representative of PMT), including transport (average of 1 visit per trainee	70	20	1400
	Total cost of observation days			1400
<i>online training activities</i>				
	day fee of trainer	40	10	400
	Total cost of online training			400
TOTAL BUDGET of 1 year training session for 20 trainees (in Ö)				11160

Scenario 1: e-learning (1000 teachers) and ICT-literacy (1000 teachers) training are conducted through project						
<i>Cost of training per year</i>						
Number of training sessions per location per year	number of locations	Number of trainees per session	Total number of trainees	Cost per session	Total cost of training (in €)	
2,5	5	20	250	11160	139500	
<i>Overall cost of training</i>						
Number of training sessions per location per year	number of locations	Number of years	Number of trainees per session	Total number of trainees	Cost per session	Total cost of training (in €)
2,5	5	4	20	1000	11160	558000
Scenario 1: ICT-						679250

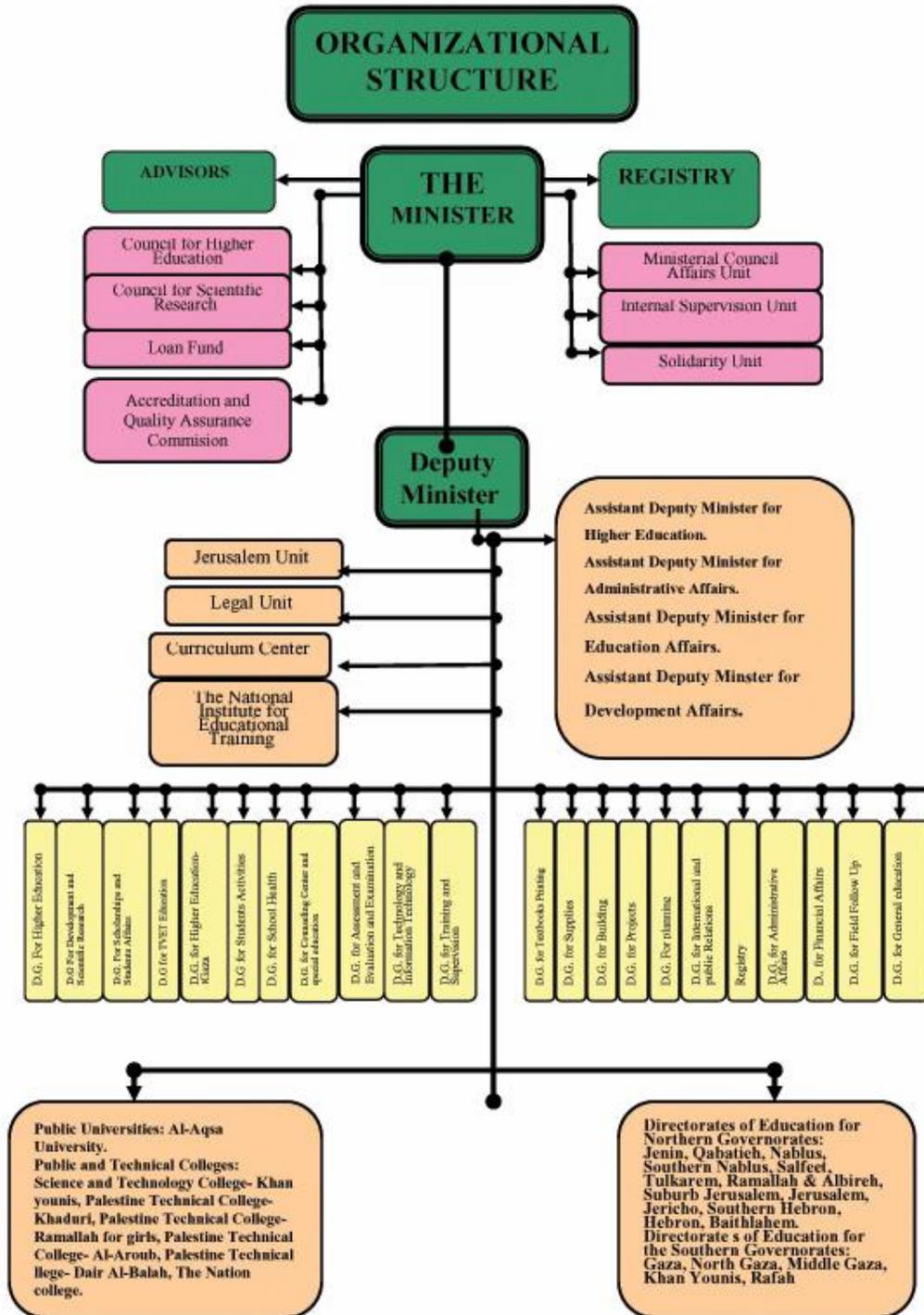
Scenario 2: only e-learning training (1200 teachers) is conducted through project (ICT-literacy is conducted through Intel matching funds)						
<i>Cost of training per year</i>						
Number of training sessions per location per year	number of locations	Number of trainees per session	Total number of trainees	Cost per session	Total cost of training (in €)	
3	5	20	300	11160	167400	
<i>Overall cost of training</i>						
Number of training sessions per location per year	number of locations	Number of years	Number of trainees per session	Total number of trainees	Cost per session	Total cost of training (in €)
3	5	4	20	1200	11160	669600
2: only e-learning						669600

Breakdown of ICT-literacy Training implementation (A.3.7)

Activity	Description of budget posts	Estimated cost per unit (in ")	Number of units	Budget (in ")
Organisation of 1 training session for 20 trainees				
<i>investment costs</i>				
	printing of trainee manuals and cd-roms	10	20	200
	provision of training material, including flipchart, use of projector, etc.	250	1	250
	Total of investment costs			450
<i>recurrent costs per training day</i>				
	rent of training room, equipped with 20 computers connected to internet (facilitated by district	50	1	50
	day fee of trainer	50	1	50
	day fee assistant trainer, IT-support (possible role for district IT specialists)	25	1	25
	transportation reimbursements of trainees	8	20	160
	lunch fees	5	22	110
	Total cost per training day			395
	Total number of 30 training hours face to face: training conducted in 6 sessions	395	5	1975
TOTAL BUDGET of 1 year training session for 20 trainees (in Ö)				2425

Cost of training per year						
Number of training sessions per location per year	number of locations	Number of trainees per session	Total number of trainees	Cost per session	Total cost of training (in €)	
2,5	5	20	250	2425	30312,5	
Overall cost of training						
Number of training sessions per location per year	number of locations	Number of years	Number of trainees per session	Total number of trainees	Cost per session	Total cost of training (in €)
2,5	5	4	20	1000	2425	121250

A 7 ORGANISATION CHART OF MOEHE



A 8 EXISTING E-LEARNING INITIATIVES

Support to the introduction of e-learning in Palestinian education
Comparative table of past and ongoing initiatives (May 2009)

	1 Name or title of initiative or project	2 Implementing institution, responsible person	3 Funding source, amount, per-capita cost	4 Time and duration	5 Terms of reference, methodology, discipline	6 Products and results	7 Coverage: Qt of schools, pupils, students, and teachers	8 Comments: scaling achieved, scaling potential
1	ICT in education	British Council, MOHE	British Council	About 4 years	Training more than 130 teachers	Trained teachers in using ICT in education	About 130 teachers	Increase number of teachers who use ICT in education-
2	MENA region				How to use ICT in their lessons	Training material		ICT community
3					Teachers are from English, mathematics, science	CD's	But we have idea to share student to prepare e-lessons with their teachers.	A website http://community.britishcouncil.org/educationmena/course/view.php
4						e- lessons		Every trained teacher goes back to his school and trains teachers at his school
5						Website community of ICT teachers		

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6	<p>Interactive Educational Website of Al-Aws</p> <p>It contains: discussion forums, e-curricula, virtual classes</p>	Zuhair Chleif	Server cost 1.440 US \$	Since 29 March 2006	<p>Created by a group of teachers</p> <p>A group of objectives were set, and an educational plan for network was established, together with a marketing plan, ending up with a training part for people who wanted to work with it. They made an action study on how to build e-classes and follow-up.</p> <p>Subjects and disciplines: for all disciplines and all grades. Certain topics of interest for teachers and principals</p>	<p>Completion of digitising textbooks and curricula for Science subject in grades 7 to 10 and grade 11 in Chemistry.</p> <p>Establishment of a team for e-learning.</p> <p>Building capacity for teachers through training programmes for facilitating e-learning.</p> <p>Production of e-books related to the network.</p> <p>Huge participation from teachers in the services of the network, as well as from students taking the lessons.</p> <p>An initial proposal from post graduate students to do research on the virtual classes offered by the network.</p>	<p>Palestine and neighbouring Arabic countries</p> <p>Question: How many teachers contribute regularly???</p> <p>8 Million hits</p> <p>The Website of the Ministry, Al Zajel, got 1 Million hits.</p> <p>Network connection</p> <p>Virtual classes connection</p> <p>7th grade science lesson “Tour to the atoms”</p> <p>http://www.alaws2006.com</p> <p>http://96.30.2.232/~alaws20/vb/</p> <p>http://alaws2006.e-lectazone.com/</p> <p>http://www.alaws2006.com/segment/autorun.html</p> <p>http://www.qalqilia.edu.ps/11th.swf</p> <p>http://www.qalqilia.edu.ps/journey.swf</p> <p>http://www.alaws2006.com/vb/forumdisplay.php?f=59</p>	<p>Expanding the experience is very easy, they disseminated several models of e-lessons and virtual classes, recorded from groups of students at schools</p>

	1 Name or title of initiative or project	2 Implementing institution, responsible person	3 Funding source, amount, per-capita cost	4 Time and duration	5 Terms of reference, methodology, discipline	6 Products and results	7 Coverage: Qt of schools, pupils, students, and teachers	8 Comments: scaling achieved, scaling potential
7	Educational research “How 10 th Grade Students are able to think mathematically in different ways”	Raida Awes, Mathematics supervisor in Jenin	Without external funding	Duration of project: 6 months	ToR: Math curricula for the basic level 1 – 10, books, websites, statistics books Methodology: target group examination, statistical analysis of results	Mathematical thinking skills are very weak	Coverage: randomly selected groups of Jenin students: the sample consists of 5 % distributed among 10 schools	It is possible to scale.
8	Educational action research “The effect of using the computer as an aid for the teacher in teaching Math for 10 th grade students”	Raida Awes Mathematics supervisor in Jenin Rasha Sakarneh	Without external funding	4 months	ToR: Like the title. Methodology: Preparation of e-lessons on the computer, providing the Math teachers with these e-lessons. The teacher teaches the experimental group by means of computers and the normal group in the traditional way. Students’ achievement is measured by post-test for both groups. She has trained 23 Math teachers on how to design a lesson using Power Point.	Positive effect of PC use on students’ achievements	One school implemented the project. Another 23 teachers from other schools were trained.	Generalisation is possible

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9	Virtual interactive experiments in physics (Mechanics, electricity and gravity)	Yahiah Abu Awad	Without external funding	Duration: The whole academic year	Subject Physics, Methodology: Students participate in these virtual interactive experiments	Outputs: Students were able to understand difficult concepts easier.	Coverage: 1 school Grade 11 Scientific stream, 30 students	Could be generalised to other subjects and schools.
10	Educational games in science and math	Yahiah Abu Awad	Without external funding	During the academic year	Students were interacting with the scientific game by using the computer	Students were motivated and they understood the concepts faster	Coverage: 1 school Grades 5 and 6, 120 students	Yes, could be, to different disciplines and grades
11	Students' submission of scientific research	Yahiah Abu Awad	Without external funding	During the academic year	Students prepared scientific research about certain lessons and presented their work to the class by using PowerPoint	Students are prepared to do research and they have acquired a good foundation of scientific research methods	Coverage: 1 school Grade 11, scientific stream, 30 students	Yes, could be, to different disciplines and grades
12	Preparation of educational media	Yahiah Abu Awad	Without external funding	During the academic year	Preparation of lessons by using Flash and Java about theories and concepts in Physics	Students understood concepts better and were motivated to learn	1 school Grades 5, 11 and 12, scientific stream	Yes, could be, to different disciplines and grades
13	Scientific website www.schoolit.sitesled.com	Ahmed Shehadeh, Kahraman Najem (Nablus)	Without external funding	1 ½ years starting 2006	They present technology subjects to all Grades from 5 to 10 using Flash with sound and image	The site is followed up by students and teachers, specially the newly assigned teachers to benefit from the e-lesson designed	All teachers and students in the whole country, especially the new teachers	Yes, one can generalise the experience to all subjects

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14	Preparation of e-lessons by using Word, PowerPoint, Flash and Movie Maker Using other operational programmes to implement activities, such as Matlab, Mapple, VB, easylingo	Rabiah Feshesheh, with the help of other teachers and students	With school budget	2001-2009	Nothing mentioned	Better achievement for students, fast and effective way of doing activities, students were motivated	5 teachers and 400 girl students	Yes, can be generalised
15	Training of group of 30 students and training of 25 teachers in Qabatya District on the use of Internet and designing lessons	Rabiah Feshesheh, with the help of Muhammad Noasra and Muhannad Abu Heija	Directorate of Education Qabatya	3 months	Nothing mentioned	Increased numbers of teachers and students who are using Internet increasing the level of knowledge and skills	25 teachers and 30 students	Yes, can be generalised, easily applied without any obstacles
16	Participation in an ICT exhibition presenting their work	Rabiah Feshesheh with a group of students	Not mentioned	The whole academic year	Nothing mentioned	Increased awareness among visiting students and teachers about the importance of ICT in education and creating positive attitudes for this. The idea was good and many visitors from schools in the neighbouring villages visited them.	Students and teachers from around 10 surrounding schools	(Amjad knows her as a colleague Intel trainer.) Can be easily implemented without obstacles and without high cost

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17	Forming ICT team in the school with 30 students and 5 teachers. This team will be the core team for work inside the school in learning from teachers' and students' experiences in explaining and enriching the curriculum. Also created a unit for material such as LCD and Laptop	Rabiah Fesheshah with a group of students and teachers	School budget plus local community	Nothing mentioned	Nothing mentioned	The teachers were able to use without confrontation with technology lessons	Nothing mentioned	It is better that from 4 to 6 units of ICT is available for everyone.
18	Website www.blbss.com	Hassan Hamamreh and school principal and teachers Bethlehem Secondary Boys School	School budget 1.000 ILS yearly	For 1 year renewable	ToR and methodology and disciplines come from	The students make use of extracting questions and answers. Also expression about personality through writings which is included in the Webpage. Also by disseminating human values and awareness for students.	Coverage: Bethlehem Higschool for Boys 572 students 30 teachers plus visitors' participation.	Could be generalised by involving more than one school which would help the educational Palestinian reality.

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19	Educational flashes and e-curricula in Arabic language, English, Chemistry, Physics for Basic and High School	Bethlehem Secondary Boys School The whole school	Personal contributions, the school	For 1 academic year, will be developed further	ToR educational supervision, coordination, implementing after approval from in the Supervision DG in MoEHE	Students understand the concepts explained, students are taken outside of the abstract routine of traditional teaching. Students participate in explaining the lessons.	Coverage: Students of the school, students and teachers outside through platform Al Aws, Zajel and other Arabic fora	Can be generalised by making a very useful website like Al Aws and Zajel, there should be one portal for all schools.
20	Designing educational experiments by using video and flash	Bethlehem Secondary Boys School plus 2 teachers: Ahamd Najajreh and Mahmoud Jawabreh	Personal contributions and they seek for other funds to implement their project	1 academic year	ToR District Education Bureau Bethlehem	Simple scientific experiments are designed in Video or Flash and editing it in a very good way	Coverage: schools in Bethlehem area, could be distributed to other schools in Palestine	Can be generalised
21	Training parents on how to use PC	Bethlehem Secondary Boys School and Mahmoud Jawabreh	Personal contributions	1 academic year	ToR District Education Bureau Bethlehem	Not only students are learning, but their parents as well	School only	Could be generalised
22	Integrating ICT in education SPEP	Italian project with ICT coordinator in the Directorate Bethlehem Hassan Hamamreh	Italian project	2 years	ToR MoEHE	Supporting schools with PCs, Laptops and LCD, Teachers have been trained on how to build these lessons and how to integrate in the classroom. 95 % of teachers of each school managed to prepare 1 lesson or more and to integrate them in the class by PowerPoint.	The project was implemented in 6 schools in Bethlehem District.	Yes, could be generalised.

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23	Schools online	Relief International (Muhammad Abu Hatab reports this)	Not mentioned	2 years	How to integrate ICT in classrooms and building capacity in how to use computer and Internet by products the students design produce by using the computer in the curriculum	Lessons, students' production, e-magazines, students' experience in using computers, cooperative work and participative approach with other students in other countries The experience was good, but it lacks the follow-up from the principal and from the Directorate of Education – Ramallah District.	2 schools in Ramallah District, Al Hashimiya Highschool for Boys plus Bint Al Aswar Girls School 600 students and 4 teachers were trained and work with the students,	With the possibility to expand.
24	ICT in teaching	British Council and MoEHE (Muhammad Abu Hatab reports this)	British Council	2 years	Training teachers on building lessons by using computers and PowerPoint, also by evaluating Websites and ways to evaluate students and other workshops with trainers from the British Council	Lessons designed by PowerPoint presentation and production of a book, manual of implementing ICT in education	Participating schools are from the Districts Ramallah, Jerusalem Neighbourhood, Holy Jerusalem and Jericho with UNRWA schools in the region in the period from 29 November 2006 until 7 December 2006.	The experiment was the first step towards the integration of ICT in education aimed at building positive attitudes towards new technologies. It gives also a broader perspective to the concept and a new approach about the technology for the teachers

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25	ICT/PAL FEP III	PALFEP - NIET	Amount not indicated	Since 2007	The starting point of the project was to know the electronic publishing tools like Flash, Captivate, Elicitus. Then the approach was shifted towards introducing the concept of ICT in education and other interactive tools, together with available electronic sources on the Net.	Educational lessons, but these did not reach the quality aimed at. This is due to the different levels of teachers' skills.	The project started in Aziz Shahin Girls High School in Ramallah, but due to the low level of teachers' skills in ICT, there was no high quality output. As a result, the majority of these lessons was primitive.	The project idea was good in the beginning, but there have been problems in the nature of the programmes used, which was experimental and expired after 30 days. Also the project faced other obstacle. The school principal was not cooperative, also there was no coordination between the teachers, the schools, the ICT coordinator of the District. The teachers were less qualified in ICT skills, they were unmotivated. This was due to the bad choice of the school and the teachers. Other schools have joined now. We hope that they give good results.i
26	SPEP	MoEHE - Bologna University – Birzeit U	Italy Budget?	Mid 2007	The project aimed to develop schools in a very sustainable way and build the capacity of teachers. School staff was trained on basic computer skills and Internet to enable them to build e-lessons and how to implement it inside the class.	The result is educational lessons in different subjects. There are certain examples from these products.	6 schools in Ramallah District, 12 teachers, 2 from each school were trained and then they trained other colleagues in the schools where they work. Kufornama for Boys, Kufornama for Girls, Turmosaya for Boys, Turmosaya for Girls, Spanish School, Aziz Shahin for Girls	The experiment is good because it achieved its objectives and other schools were nominated to join the project in the future.

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27	VILAR	MoEHE, World Bank and World Links Organisation	World Bank Budget?	4 phases in 2 years, starting 2008	Integration of ICT in education	Building capacity for teachers to build their abilities and how to implement the new technologies in education and expand their abilities for research and networking with other schools in the Arabic region.	20 schools, 12 out of them are schools for the Palestinian Education Initiative, and 8 other schools have been selected by the ICT coordinator. 4 teachers were selected for basic subjects from each school. Therefore these schools will be the pioneering in integration of ICT to train other teachers in their region.	One of the successful experiments, due to the content of the training and the methods and the holistic approach of the integration of ICT in education.
28	Class Mate PC Intel	Intel Corporation	Intel Corporation	For 3 years starting in 2009	General concepts to launch the project and master trainers have been trained to use Office programmes with Internet. Also dissemination of Class Mate PC for students in the schools		Participating schools: Al Farouk School for Boys, Derb Zia Highschool for Girls, Deir Ammar Basic School for Girls, Deir Deboine Basic School for Boys	Nothing mentioned

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29	Integrate ICT in education, students centred approach	Relief International – schools online	USA government	October – 2004- August – 2010		Lesson plans, integrate ICT in class room, students research	6 governorates 35 schools	Manual for teacher training And supervisor training Number of teacher trained
30	IT for women	Relief International – schools online	Relief International – schools online	August 2007 till now		Training women on IT Training women to become trainers	7 governorates	Number of trainees, number of women institutions and CBO's reached
31	Community Based Learning and Action Centres	Relief International – schools online	US government	November 2005 till now		After school programs. Engage students in community. Involve community in education system. Train teachers and supervisors and principles	6 governorate	Number of beneficiaries. Networking with schools and other CBO's
32	Scholarship program	Relief International – schools online	Kareem Rida Saed program	August 2007 till now		12 scholars and they increased 8 every year All of them volunteers in their communities	West Bank and Gaza	