



BTC



RESULTS REPORT 2014

E-LEARNING CURRICULUM IN PALESTINIAN PRIMARY AND SECONDARY EDUCATION

DGD CODE: NN 3008248

NAVISION CODE: PZA0802311

Final – endorsed by SC of 9/2/2015



Picture: Anne Hendrickx

ACRONYMS	3
1 INTERVENTION AT A GLANCE	4
1.1 INTERVENTION FORM	4
1.2 BUDGET EXECUTION	5
1.3 SELF-ASSESSMENT PERFORMANCE	5
1.3.1 Relevance	5
1.3.2 Effectiveness	6
1.3.3 Efficiency	6
1.3.4 Potential sustainability	6
1.4 CONCLUSIONS	7
2 RESULTS MONITORING	8
2.1 EVOLUTION OF THE CONTEXT	8
2.1.1 General context	8
2.1.2 Institutional context	8
2.1.3 Management context: execution modalities	9
2.1.4 Harmo context	10
2.2 PERFORMANCE OUTCOME	11
2.2.1 Progress of indicators	11
2.2.2 Analysis of progress made	12
2.2.3 Potential Impact	12
2.2.4 Progress of indicators	14
2.2.5 Progress of main activities	16
2.2.6 Analysis of progress made	17
2.3 TRANSVERSAL THEMES	19
2.3.1 Gender	19
2.3.2 Environment	20
2.4 RISK MANAGEMENT	21
3 STEERING AND LEARNING	25
3.1 STRATEGIC RE-ORIENTATIONS	25
3.2 RECOMMENDATIONS	25
3.3 LESSONS LEARNED	26
4 ANNEXES	27
4.1 QUALITY CRITERIA	27
4.2 DECISIONS TAKEN BY THE STEERING COMMITTEE AND FOLLOW-UP	30
4.3 UPDATED LOGICAL FRAMEWORK	32
4.4 MORE RESULTS AT A GLANCE	34
4.5 "BUDGET VERSUS CURRENT (Y – M)" REPORT	34
4.6 COMMUNICATION RESOURCES	34

Acronyms

AR	Action Research
BTC	Belgian Development Agency
DEB	District Education Bureau
DG	Directorate General
EDSP	Education Development Strategic Plan
EOI	Expression of Interest
ETR	End of Term Review
FC	Focal Point
Game Jam	Educational Games Design Competition
HQ	Head Quarters
IEEE	Institute of Electrical and Electronics Engineers
JFA	Joint Financing Arrangement
JICA	Japanese International Cooperation Agency
KAP	Knowledge, Attitudes, and Practices
LO	Learning Object
LTD	Leadership and Teacher Development
M&E	Monitoring and Evaluation
MoEHE	Ministry of Education & Higher Education
MoF	Ministry of Finance
MSC	Most Significant Change
MTR	Mid Term Review
NIET	National Institute of Educational Training
PALTEL	Palestinian Telephone Company
PCDC	Palestinian Curriculum Development Centre
PEI	Palestinian Education Initiative
PEP	Palestinian E-Learning Pioneers
PMT	Project Management Team
PSD	Partners for Sustainable Development
RfP	Request for Proposal
RfQ	Request for Quotation
SC	Steering Committee
SI	School initiatives
TFF	Technical and Financial File
TIMSS	Trends in International Mathematics and Science Study
ToC	Theory of Change
ToT	Training of Trainers
WP	Action Research's Work Package

1 Intervention at a glance

In the following three sub-sections a summary of project information and data is provided, namely (a) Intervention Form, (b) Budget Execution, and (c) Self-assessment Performance. In the subsequent sections, a more detailed discussion and presentation of the data and information is explicated.

1.1 Intervention form

Intervention title	E-learning Curriculum in Palestinian Primary and Secondary Education
Intervention code	PZA0802311
Location	Palestine
Total budget	4.200.000 € ¹
Partner Institution	Ministry of Education and Higher Education (MoEHE)
Start date Specific Agreement	8 December 2009
Date intervention start /Opening steering committee	21 March 2010
Planned end date of execution period	7 December 2015
End date Specific Agreement	7 December 2015
Target groups	Students (grade 5-10) Teachers Schools School Directorates
Impact (Global Objective)	To raise the competencies of individual learners to become active members of the knowledge society.
Outcome (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.
Outputs (Expected Results)	E-learning actions involving students' in-school and out-of-school are regularly enriched and structured and the learning environment is improved. 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 Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels
Year covered by the report	2014

¹ Including partner contribution, estimated at 200.000 €.

1.2 Budget execution

<i>In EURO</i>	Budget	Expenditure		Balance (on 31/12/2014)	Disbursement rate (end of 2014)
		Previous years	2014		
Output 1	1,946,850	763,914	703,362	479,574	75%
Output 2	551,960	148,965	84,609	318,386	42%
Output 3	405,200	31,927	232,978	140,295	65%
Output 4	261,300	51,558	27,656	182,086	30%
Total	3,165,310	996,364	1,048,605	1,120,341	65%

Note: Project's overall budget is 4,2 million EUR. Total amount specified in the table reflects only the budget and expenditures dedicated to results and activities.

In 2014, the E-learning project budget expenditures were as high as 1,048,605 € (excl. general means) – representing 33% of the total project budget. Expenditures in 2014 thus exceeded the total of expenditures in the period 2010 – 2013. This shows that project implementation has improved considerable and that efforts of the project to eliminate the backlog of previous years was successful. Notwithstanding, there is still a project balance of 35% for disbursement in the final year of implementation.

1.3 Self-assessment of performance

1.3.1 Relevance

	Performance
Relevance	A

The project's relevance is evident with the Ministry of Education and Higher Education (MoEHE) referring to project's vision (student-centred learning) as the core mission for its new Education Development Strategic Plan (EDSP) 2014-19. Indeed the second Sector Goal in the EDSP is "Developing a student-based teaching and learning pedagogy and environment" (p. 34). Additionally, introducing, enhancing and promoting e-learning in the Palestinian schools, and amongst Palestinian teachers and students, has also been a core focus of the MoEHE during the past few years and as evident in the Ministry's strategic documents and priorities. The EDSP discusses e-learning in several chapters such as teacher training needs and others. It also dedicates one separate chapter to education technology and facilities (p. 66) and one can clearly observe that several of the identified priorities in this chapter are similar to the project activities. The sector plan includes several performance indicators that especially focus on students' attainment of 21st Century skills that the project focuses on.

Relevance of the project is to all regions (in the West Bank and East Jerusalem), cities, and District Education Bureaus (DEBs). Hence, the project covers all DEBs in the West Bank. The four subject areas the project focuses on (i.e. Arabic, English, math, and science) and the six grade levels (5-10) are also seen as highly relevant given their significance in the Palestinian education system and MoEHE's emphasis on these subjects and grade levels, viewing them as priorities in its strategic planning and reform effort.

The project addresses a critical challenge of the education system in Palestine, namely the low quality of education offered and declining learning outcomes. This problem points to the quality of teaching, and more specifically the method of teaching and learning activities in the classroom (lack of student-centred approach).

1.3.2 Effectiveness

Effectiveness	Performance
	A

The reporting year of 2014 witnessed several significant steps towards achieving the project specific objective. This includes implementing milestone activities and outputs for each of the four project results as will be presented and discussed in the following sections. Nonetheless, despite some major achievements, the project was not in a position to complete its activities within the initial timeframe as planned in the TFF. Hence, during the second half of 2014, the project team has worked closely together with the MoEHE and BTC on a project extension request that was later approved by the project Steering Committee (SC) and its donor DGD. The aim for the extension was two-fold: (a) ensuring that key activities are eventually implemented, in a high quality manner; and (b) safeguarding the adequate absorption of PMT functions through an exit strategy and institutionalization plan.

1.3.3 Efficiency

Efficiency	Performance
	C

Although the project still suffered from numerous delays and lengthy implementation processes, efficiency has clearly improved during 2014. Additionally, project planning has been revised in detail, adjusting the planning to a realistic activity implementation schedule in view of the requested project extension. This has resulted in a carryover of a number of activities into Q1 and Q2 of 2015, to ensure their qualitative implementation. A thorough management plan was developed and implemented during 2014, which significantly improved the project's overall efficiency and the degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way. In addition, revisions regarding the composition of the Project Management Team (PMT) and the gradual shift of responsibilities to MoEHE have been submitted to the MoEHE in the form of a draft exit strategy proposal.



1.3.4 Potential sustainability

Potential sustainability	Performance
	B

Toward sustaining the project's intended results and achievements, the PMT continued in 2014 to build upon and enhance the momentum created amongst the schools, DEBs and Directorate Generals (DGs) of the MoEHE by closely coordinating with them and steadily building the capacities for maximizing the utilization of ICT in education. The level of school teacher involvement, ToT participation and the number of Learning Objects uploaded on the e-learning portal are examples of a slow, but steadily, enhancement of capacities, ownership and an enabling culture for educational ICT in Palestine. The project has also worked with all relevant MoEHE directorates and departments to assure a successful implementation and sustainability of all project activities and outputs. This approach, as planned in all project documents, ensures that all relevant MoEHE directorates and departments are taking an integral part in planning, implementing, monitoring, and evaluating all project activities. Such approach intends to further embed the E-learning vision and mission not only in the new strategic plan of the Ministry, but in the regular planning and institutional set-up of all relevant MoEHE directorates and departments. Due to the fact that the project is ending in 2015, the effort of investing in MoEHE's staff capacities to successfully plan, implement, monitor, and evaluate future activities has been a central focus of the PMT during 2014. In 2015, the PMT will intensify the implementation this approach in order to increase the chances of project sustainability at the MoEHE.

1.4 Conclusions

The reporting year witnessed significant development in all of the areas discussed above. The relevance of the project is still prominent. The project's objectives and activities continued to be in line with local and national policies and priorities in line the expectations of the beneficiaries, as the project addresses a critical challenge of the Palestinian education system. The effectiveness and efficiency of the project were further enhanced as will be further elucidated in the report. Finally, while the PMT implemented several substantial steps to further institutionalize e-learning processes at the MoEHE, more is needed during the remaining period of the project implementation and to ensure that the chances for potential sustainability of project results within the MoEHE. A detailed discussion of all mentioned issues will be presented and discussed in the coming sections.

National execution official	BTC execution official
<p data-bbox="368 898 616 927">Dr. Rashid Jayousi</p> 	<p data-bbox="906 898 1158 927">Mr. Thierry Foubert</p> 

2 Results Monitoring²

2.1 Evolution of the context

2.1.1 General context

The reporting year has witnessed several significant political developments in the occupied Palestinian territory. A new government was formed during the beginning of June after an agreement was reached between the Fatah and Hamas parties on 23 April 2014. This unity government replaced the two separate governments; the Fatah-formed government in the West Bank and the Hamas-led government in Gaza. Despite the unity government and the agreement between Fatah and Hamas, full reconciliation has not been achieved yet. During November, Hamas declared that the unity government has expired after the six-month period it was agreed to live in order to organise a general election. However, Fatah denied and devised the government should act on a de facto basis until it can hold the general election. Additionally, during most of the second half of the year, the political situation in the occupied Palestinian territories was very apprehensive. On June 12, three Israelis were kidnapped in the outskirts of Hebron and their bodies were found on June 30. During the month of July, Israel launched a military operation in Gaza, which ended after signing an indirect open-ended ceasefire agreement between Israel and the Palestinian fractions during August. During the offensive, and after the ceasefire, tension continued in most of the West Bank and Gaza. Nearly daily attacks have been witnessed.

As reported in previous years, the use of ICT in education continued to be a dynamic process that is largely subject to rapid innovations and changing prices. Technical specifications rapidly change in the field of ICT, as well as the application of ICT tools in education. This contextual challenge has required a continued attention from the PMT in implementing the needed re-adaptation of approaches and, in fact, taking advantage of the new opportunities, for example in making tablets and smart boards more accessible tools for Palestinian schools. The PMT also continued working on the teacher and student absorption capacity, due to some teachers' reluctance to change and innovation in ICT-based teaching and learning.

2.1.2 Institutional context

The MoEHE's continued effort towards bringing into place a deep curriculum reform creates an opportunity for mainstreaming student-centred approach in Palestinian classrooms. However, this reform is taking place at a slower pace and will probably only take off in 2015 (see JFA dialogue on curriculum reform). The project's specific objective is at the core this MoEHE ambition, with both student-centred approach and acquiring 21st century skills being mentioned as the main focus of the new EDSP plan for the next five years.

The project's approach of institutionalizing various project governance bodies through technical committees (e-content committee, e-training committee, SI committee)³ has proven to be strengthening the ownership of the project activities. While the set-up of the e-training committee has proven to be a challenge and the e-content committee is still in an early stage, the school initiatives committee has been a success. While a multitude of ministerial departments are involved in bringing e-learning practices to Palestinian schools, these committees ensure the ministerial guidance and oversight.

The anticipated MoEHE restructuring, namely incorporating the various e-learning tasks in one department, is expected to create further opportunities for continuing the pivotal role that the PMT is currently playing within the Ministry after the project's end. This anticipated restructuring is mentioned in ICT plans of the MoEHE as well as in the framework of the EDSP development; it is however to be

² Impact refers to global objective, Outcome refers to specific objective, output refers to expected results.

³ As set up in the project TFF.

seen if this change will come into place before the project's end. In anticipation, the project has been working on finalizing and presenting to MoEHE a detailed exit strategy in its last year of implementation (2015).

Furthermore several important positive institutional developments occurred during 2014 that are related to the project work. This includes:

- The MoEHE dedicated one Directorate General for IT and networking;
- The project has strengthened its relations with the Supervision DG where the Directorate has taken the lead (near full ownership) of the Training of Trainers;
- Ad hoc mobile apps group emerging at MoEHE DGs;
- The first official MoEHE Monitoring and Evaluation Committee was established in 2014 through the support of the project, representing seven relevant MoEHE departments and directorates; and
- Future opportunities with JFA with gradual incentives for the MoEHE strategy.

At the same time, other less positive institutional developments have occurred or prevailed again. This includes:

- Conflicting responsibilities for ToT between NIET and the Supervision DG;
- Weak engagement of school principals;
- No MoEHE dedicated IT-investments (budget on strategy);
- Maximum six hours of IT support at schools;
- Time constraints on change agents at MoEHE (capacity building by project, but no follow-up; e.g. coaches);
- Validation Committee for E-content is not functional; and
- No one e-learning reference point at MoEHE.

Both positive and negative institutional context-related developments have influenced, and are expected to continue to influence project activities in the coming year. Hence, the importance of a detailed road map for gradual handover and follow-up of the project extension request is seen as essential to ensure future sustainability taking into consideration these institutional opportunities and challenges.

2.1.3 Management context: execution modalities

The execution modalities as stated in the Technical and Financial File (TFF) are in principal endorsed and appropriate for ownership of the project. However, the implementation has proved challenging due to the cumbersome bureaucratic procedures. Similarly, the co-management arrangement of the project (between the MoEHE and the BTC) is generally suited, but requires a close follow-up in order to be effective. To illustrate this, the 15,000USD threshold adopted by the Ministry of Finance's (MoF) has continued to prove limiting and often caused delays in implementing project activities. In fact, while the MoF is not accountable to the project's Steering Committee, its regulations and procedures directly impact project implementation and overall achievement. In addition, Steering Committee decisions are sometimes not implemented due to limited enforcement by the MoEHE.

In 2014 the PMT has undergone some changes. During Q3 one of the PMT members resigned and the project coordinator started working half time. Therefore a project co-manager has been hired to be responsible to follow up the various management and reporting processes. An M&E consultant was also hired with a scope of work that is focused on revising project M&E plans, supporting the M&E coordination efforts with the MoEHE, and collecting project data as required by the project indicators. Additionally, on the M&E front, an M&E Committee at the MoEHE was formed with the support of the project. The Committee has nine representatives from seven relevant MoEHE directorates and

departments. The Committee's role is essential to the project's M&E work and to monitor of results, but to institutionalizing project processes within the MoEHE. Three members of the M&E Committee are assuming the role of focal points in the Action Research. Their role is essential in developing, monitoring, and disseminating the policy papers and recommendations of the Action Research and project. The consultant works closely with the newly established MoEHE Monitoring and Evaluation Committee to ensure the integration of project M&E work in the MoEHE standard M&E effort.

Efficiency of management processes requires additional attention, both internally (HR, organization of management meetings) and externally (MoF and MoEHE: lengthy processes require significant time and efforts). The exit strategy plan will on the one hand address the improvement of management processes and on the other hand the gradual handing over of responsibilities to the relevant MoEHE departments.

2.1.4 Harmo context

Harmonization with other donors on e-learning is key to the successful implementation of the project. Prior to implementation of a number of activities in the project's action plan, networking and lessons learned from other experiences have been sought and followed up, especially the Palestinian Education Initiative (PEI) (E-learning aspect) as well as with USAID/MoEHE's portal development initiative.

Over the past year, the E-learning project has been closely collaborating, coordinating and avoiding any overlapping activities with other MoEHE projects. A non-limited list of actors and projects involved in the areas of teacher training, portal development and procurement of IT equipment include Intel Corporation, AMIDEAST, and Japanese International Cooperation Agency (JICA).

The PMT has also been seeking matching funds and coordination with related activities to seek mutual benefit. In 2014 this resulted in sharing of e-learning content with and from the British Council, Welfare Foundation, Queen Rania Foundation and others⁴. With the British Council, ad hoc cooperation resulted in Mobile Learning trainings that were jointly organised. Teachers from 53 schools were selected to follow training on the use of mobile devices in their classrooms. The trainings were given by two British consultants, who had prepared their content based on previous field visits to Palestine, all in collaboration with BTC as well as the British Council.

In the coming year, these coordination efforts need to be continued to ensure maximizing project achievements through either a change of information and/or joint planning. Internally in MoEHE, the following "sister initiatives" can be singled out with whom a more advanced coordination will be required in this regard: Intel teach, Zajjel, AMIDEAST's Leadership and Teacher Development (LTD) programme, SEED, Palestinian Curriculum Development Center (PCDC), mobile learning (Partners for Sustainable Development (PSD), Coca Cola, etc.), e-school, etc. Outside of the MoEHE, mutual benefit and matching funds can be further anticipated through an increased cooperation with, amongst others: British Council, Welfare Foundation, Palestinian Telephone Company (PALTEL), JICA's science project (SEED), Queen Rania Foundation, UNESCO (EFA), GLOBE/Ariadne repository project, Flemish Ministry portal 'KlasCement', UNRWA, AMIDEAST, UNICEF, etc. Ensuring the capitalisation of the project's ToT achievements with the Supervision Directorate in all related projects and programmes and organising joint workshops and activities will be a central focus. Work with KlasCement, Zajjel, Queen Rania Foundation, and E-School will focus on portal related aspects, while work with the British Council and UNESCO will continue to focus on mobile learning

With the creation of a working group on ICT in education⁵ such a cooperation would be facilitated, and a more advanced joint planning is expected in the future. The project has also shared its experiences with other actors. In 2014, the project and BTC has continued briefing the partners of the JFA (Joint Financing Arrangement) on e-learning practises, and through Belgium's participation in the JFA the exit

⁴ E-content of previous and parallel project are being gradually uploaded on the e-learning portal.

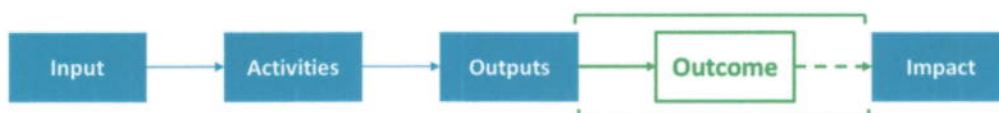
⁵ The creation of a sub-group under the Education Sector Working Group is foreseen but not yet confirmed by all stakeholders.

strategy and continuation of project activities by the MoEHE was brought on the table.

Yet several challenges were witnessed in this area during 2014 mainly related to lack of institutionalised setup. This includes:

- No functional working group;
- No structural ToT/ SCA donor/MoEHE exchange framework;
- Limited cooperation with universities;
- Limited pro-active donor cooperation and exchange on E-learning vision; and
- Suboptimal cooperation among BTC projects.

2.2 Performance outcome



2.2.1 Progress of indicators

During 2014, the project monitoring matrix and indicators (logical framework) have been comprehensively revised. While this revision process was in fact initiated in previous years, it was never completed in the form that satisfied the PMT, BTC or MoEHE before this year. The revision was needed in order to enhance the quality of the project indicators. Revised indicators aim to better measure the project outputs and outcomes and to reflect the project's Theory of Change (ToC), providing advice to the MoEHE. The latest revision has resulted in amending several indicators with a close coordination between the PMT and the MoEHE; and based on the recommendations of the project M&E Consultant and newly established MoEHE Monitoring and Evaluation Committee. Per the BTC regulations, Overall and Specific Objectives were not changed during this revision process. The language of the project's four results were also not altered. New and modified indicators are included in this report (in the specified tables below and in the Updated Logical Framework Section).

Following the MoRE results methodology of BTC and the Mid-Term Review recommendations (2013), the roll out of the tracking of the project indicators should be a joint process, working (as much as possible) through the regular monitoring schemes of the MoEHE. During a follow-up mission of M&E specialists of BTC HQ during Q1 2014, this issue has been addressed again. During 2014, the PMT worked closely with the different directorates at the MoEHE, represented by members at the M&E Committee, in order to gather data needed for the project indicators. It appeared that while the project will be able to obtain data for the first indicator of the Specific Objective (outcome), data collected by the different MoEHE directorate cannot be used for the other indicator in the same Specific Objective and in all main four results of the project.

Additionally, due to its qualitative nature, data collected for the Action Research⁶ was also found to contribute only minimally to the quantitative indicators of the project M&E matrix. Hence, in full cooperation with the MoEHE's M&E Committee, especially the DG of the M&E Department, the PMT will conduct field visits to a representative sample of the project's schools where students, teachers, and principals of these schools will be surveyed. Additionally the PMT will also conduct a Knowledge, Attitudes, and Practices (KAP) survey for MoEHE relevant staff. Both school visits and KAP surveys will be implemented during February 2015, i.e. during the beginning of the second school semester. Data

⁶ Since Q2 2014 an Action Research study is under implementation to draw lessons from current E-learning interventions and to inform policy makers. Various missions have taken place implementing 4 work packages through which the research groups of Cyprus and Al Quds Open Universities will be capitalizing on the piloting of "ICT in education" activities.

collected will cover all indicators for which no data is available from the regular M&E by the MoEHE and the Action Research under result 4.

Outcome: 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 an active learners						
Indicators	Baseline value	Value 2013	Value 2014	Target 2014	End Target	SoV
1. Number of schools that have, at least, one teacher who applies learning objects that effectively shifts the students from being passive to become active learners	n/a	133	224 ⁷	150	150	<ul style="list-style-type: none"> • Project: school survey • MoEHE (M&E Dep.): T/L data • MoEHE (AED Dep.): active involvement data
2. Percentage of students in the participating schools that show a significant change towards acquiring 21 st Century competencies	n/a	19,3 %	n/a	25%	30%	<ul style="list-style-type: none"> • Project (Action Research - 10 schools) • MoEHE (M&E Dep.): life skills and T/L data

2.2.2 Analysis of progress made

Referring to the specific objective indicators, a considerable progress has been achieved in 2014 where the project has met, and exceeded, its targets (as in the case of the first indicator) or is well underway to reach these targets by the end of the intervention (as in the case of the second indicator).

The **first indicator** is set as follows: *“Number of schools that have at least one teacher who applies learning objects that effectively shifts the students from being passive to become active learners.”* It must be noted that in 2014 the language of this indicator as phrased here replaced the former wording used in previous years for the same indicator, i.e. *“In 150 schools at least one teacher effectively applies student-centred learning objects.”* This amendment was adopted based on the consultation process, recommendation, and approval of the MoEHE M&E Committee, which thoroughly revised the project indicators after it was formally established in June 2014.

Although it was found that the MoEHE unfortunately lacks the needed data for this indicator (as in the case of most other indicators) and no measurements were implemented for this indicator during 2014, it is estimated that around 224 e-learning objects have been created through the project with the school-led initiative-related activities. In last year’s survey, 97 percent of participating teachers said that these learning objects that they have developed have been applied and utilized⁸. It must be noted, however, that this data has been collected from a sample of 20 schools during the MTR process which observed that only about three quarters of these developed LO’s are effectively applied in class. Extrapolating the findings of the MTR sample for 2013 indicated that approximately 133 of these learning objects were expected to actually have been applied in classroom setting. The number reaches 224 for 2014. Each LO is being developed by one teacher in each of the project schools and hence this data is used for this indicator.

The **second indicator** is set as follows: *“Percentage of students in the participating schools that show a significant change towards acquiring 21st Century competencies.”* The language of this indicators replaced the former phrasing of the same indicator used in previous years, i.e. *“More than 1/3 of the students of at least 150 participating schools show a significant change towards acquiring 21st century*

⁷ Following the approach used during the MTR research and in the absence of a new measurement for 2014. This figure assumes that all factors have not changed and the percentage of teachers applying student-centered learning objects remained the same as in 2014.

⁸ Online self-assessment with 131 student respondents of participating teachers in the schools initiatives (2013).

competencies." This amendment was also adopted based on the consultation process, recommendation, and approval of the MoEHE M&E Committee.

Similar to the case of the first indicator, the MoEHE found to also lack the needed data for the second indicator for 2014. The Action Research, which is being implemented, did not generate any data yet related to this indicator. Moreover, data from the online self-assessment survey amongst school initiatives that was implemented in 2013 and the MTR sample survey results could not possibly be used to generate data or infer results for 2014. Hence, it was agreed with the MoEHE M&E Committee, especially the M&E Department, to include a representative sample of project's schools in the future measurements of life skills and T/L processes of the M&E department standard monitoring sample, which will be implemented in 2015.

Finally, during 2015, and after the foreseen approval of the revised logframe by the Steering Committee in early February, the project will be able to collect data for the two specific objective indicators by:

- Implementing student, teacher, and principal surveys in a representative sample of project schools. Sample has been agreed with the MoEHE's M&E Department.
- Obtaining the 2009–2012 MoEHE data for T/L processes, life skills, and student active involvement. Although project schools were not statistically represented in the MoEHE's sample, data will be used as a baseline and, as agreed with the MoEHE, same tools used will be applied in project schools to measure changes in 2015; and
- Utilizing data as will generated from the Action Research (10 schools only)

By doing so, data will be triangulated and verified from three main sources, i.e. project monitoring, Action Research, and MoEHE standard monitoring. Hence, in 2015 the project will be able to have both the baseline value and end-of-project actuals for the two specific objective indicator (similar to all other project indicators). This will allow BTC and MoEHE scientifically measure changes and outcomes the project have achieved.

2.2.3 Potential Impact

Student level: The project initial assumption *that "enhancing 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"* is still valid. Based on the currently available information, it is expected that the project is well underway to make a significant contribution to this. However more data from classroom level will be required to assess this assumption.

School level: Where it is expected to have targeted 150 schools through-out the project life, in the previous section, the total number at the of 2014 was estimated at around 224 schools with at least one teacher effectively applying student-centred learning objects (this figure needs to be confirmed in 2015 – see methodological notes in previous sections).

Institutional level: Institutional capacity building through the project governance committees as well as the execution of the project-initiated and completed frameworks and systems (E-learn repository portal, M&E, E-content customization framework, PEP Training programme) are all tools that are expected to generate a multiplier effect for potential impact toward improved ministry policies dealing with e-learning practices that will eventually have an impact on Palestinian students.

A more in-depth analysis of the significant change is taking place during the project implementation towards reaching the specific objective is expected to be further worked out in 2015 through the action research assignment.

2.3 Performance output



2.3.1 Progress of indicators

Output 1: E-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved						
Indicators	Baseline value	Value 2013	Value 2014	Target 2014	End Target	SoV
1. Number of participating schools that utilize ICT as a support in teaching	0	171	288	250	250	<ul style="list-style-type: none"> Project: school survey MoEHE (AED Dep.): TIMSS and National Test surveys
2. Percentage of students in the targeted classes who prefer the new teaching methods (i.e. student-centered, ICT oriented approach)	N/A	N/A	N/A	N/A	30%	<ul style="list-style-type: none"> Project: school survey MoEHE (AED Dep.): TIMSS and National Test surveys
3. Percentage of participating teachers who disseminated their E-learning practices to, at least, one other teacher in the targeted school	N/A	80% ⁹	49% ¹⁰	30%	30%	<ul style="list-style-type: none"> Project: school survey
4. Percentage of targeted schools that disseminated their E-learning practices to, at least, one other non-targeted school	N/A	80% ¹¹	21% ¹²	30%	30%	<ul style="list-style-type: none"> Project: school survey
Output 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						
Indicators	Baseline value	Value 2013	Value 2014	Target 2014	End Target	SoV
1. Number of hits on the new E-learning portal	0	321,235	1,020,545	1,000,000	3,000,000	<ul style="list-style-type: none"> Project: Portal statistics
2. Number of student that have been exposed to learning objects in or out of classroom	N/A	N/A	N/A	N/A	150,000	<ul style="list-style-type: none"> Project: school survey
3. Number of learning objects developed by teachers, endorsed by	0	0	130	50	150	<ul style="list-style-type: none"> Project: portal statistics MoEHE (IT Dep.): List of endorsed learning

⁹ Data generated from MTR in 2013.

¹⁰ Data generated from 2014 school survey (self-reported data).

¹¹ Data generated from MTR in 2013.

¹² Data generated from 2014 school survey (self-reported data).

MoEHE, and uploaded to the portal						objects
4. Number of downloads of the learning objects by (active) users on the portal	0	7006	13,948	10,000	20,000	• Project: Portal statistics
5. Percentage of Palestinian teachers who are (active) users of the portal ¹³ .	0	5,7% (2126)	10,7% (3982)	8%	10%	• Project: Portal statistics
Output 3: Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources						
Indicators	Baseline value	Value 2013	Value 2014	Target 2014	End Target	SoV
1. Percentage of trained teachers who upgraded their capacities in the use of learner-centred education meeting MoEHE standards	0	0	0	60%	60%	• Project: school survey • MoEHE (Supervision Dir.): classroom observation
2. Percentage of trained teachers who upgraded their capacities in the use of ICT meeting MoEHE standards	0	0	0	60%	60%	• Project: school survey • MoEHE (Supervision Dir.): classroom observation
3. Percentage of targeted teachers who are users of the portal	0	0	0	80%	80%	• Project: Portal statistics
4. Percentage of targeted teachers who apply learner-centred methods and utilize ICT in their classes showing an above average degree of active involvement of learners in T/L process according to MoEHE standards	0	0	0	60%	60%	• Project: school survey • MoEHE (Supervision Dir.): classroom observation • MoEHE (AED Dep.): active involvement data
Output 4: Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels						
Indicators	Baseline value	Value 2013	Value 2014	Target 2014	End Target	SoV
1. Number of relevant MoEHE staff who enhanced their knowledge, attitudes, and practices (KAP) in mainstreaming ICT and learner-centred T/L processes	0	N/A	N/A	50	150	• Project: KAP survey
2. The degree of utilization of the knowledge base that the project created at MoEHE on E-learning	0	N/A	N/A	N/A	3.5/5	• Project: KAP survey

¹³ A user is defined here as a member who accesses the portal minimum once a year after the registration.

by relevant MoEHE staff ¹⁴						
3. Degree of reference to learner-centred approach in policy documents and standardized monitoring of MoEHE M&E work (M&E Department) ¹⁵	N/A	N/A	N/A	N/A	3.5/5	<ul style="list-style-type: none"> Project: plans, reports, speeches, interviews, etc. MoEHE (M&E Dep.)
4. Degree of reference to utilization of learning objects in standardized monitoring of MoEHE supervision work (Supervision Directorate General) ¹⁶	N/A	N/A	N/A	N/A	3.5/5	<ul style="list-style-type: none"> Project: plans, reports, speeches, interviews, etc. MoEHE (Supervision Dir.): classroom observation

2.3.2 Progress of main activities

Progress of <u>main</u> activities – R1 ¹⁷	Progress:			
	A	B	C	D
1. Finalizing the work of SI round2: distribution of remaining equipment			X	
2. Finalizing tender of ICT equipment's to be provided to the 135 winning schools of the second round and distributing these equipment's to the targeted schools		X		
3. starting and finalizing work on the initiatives by the 135 winning schools where schools upload their developed learning objects to the portal		X		
4. Preparing for an exhibition for the school initiatives winning round 2 where schools can show what they developed to other teachers and interested parties		X		
5. Tendering robotics kits in order to start the pilot of using robots in teaching			X	
6. Starting the pilot of using tablets in classrooms by providing schools with tablets			X	
Progress of <u>main</u> activities for R2	Progress:			
	A	B	C	D
1. Distributing brochures about the portal to all schools in Palestine in order to introduce them to the portal and how to use it.		X		
2. Participating in several exhibitions to display the portal such as: The Ministry of Education exhibition, An-Najah National University exhibition, and Amman exhibition.		X		
3. Enriching the portal with educational out sources from Zajjel, British Council and PSD, plus working with other institutions to gather more resources.			X	
4. Developing a special corner in the portal for the action research.		X		
5. Developing a special corner in the portal for mobile applications which we are working on to develop widely.			X	
6. Actively building MoEHE capacity in E-content management of portal			X	

¹⁴ On scale of 1 to 5, where 1 indicates lowest utilization and 5 indicates highest utilization (as will be reflected in KAP survey).

¹⁵ On scale of 1 to 5, where 1 indicates lowest reference and 5 indicates highest reference.

¹⁶ On scale of 1 to 5, where 1 indicates lowest reference and 5 indicates highest reference.

¹⁷ A: The activities are ahead of schedule, B: The activities are on schedule, C: The activities are delayed, corrective measures are required (if applicable), D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

7. Implementing the portal's campaign			X	
8. Upgrading the portal's interface			X	
9. Upgrading the portal's security upgrade			X	
Progress of <u>main</u> activities – R3	Progress:			
	A	B	C	D
1. Appointing an "e-content Committee" for establishing training framework and assessing training content, and accompany the training activities		X		
2. Preparing a training package (including manual) for the training of teachers involved in e-learning experiences in the 4 disciplines			X	
3. Planning implementation structure of training, organise selection of trainees, plan training in 3 to 5 different regions			X ¹⁸	
4. Conducting the training in e-enabled learning for teachers of the 4 disciplines + IT-teachers			X	
5. Monitoring the quality, practice and "outcome" of the training and provide input for continuous update of the training			X	
6. Providing support to teachers on e-content development		X		
7. Providing training content on e-learning to pre-service training institutes / universities in the 4 disciplines			X ¹⁹	
8. Implementing mobile app training		X		
9. Running training workshops for all the ministry schools who use mobile learning(1-1 initiatives)			X	
Progress of <u>main</u> activities – R4	Progress:			
	A	B	C	D
1. Conducting regular results-based monitoring & evaluation in MoEHE, with specific focus on quality change in learning and acquiring "21st century skills"			X	
2. Implementing results-based monitoring of change process through overall project activities (before and after project implementation and after training)		X		
3. Conducting 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)			X	
4. Informing pupils, teachers and school principals on innovative education practices such as e-learning and project activities		X		
5. Providing information and support to active District Education Bureau Directors and staff			X	
6. Collecting information and organise national and international exchanges on e-learning			X	
7. Formulating 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		X		

2.3.3 Analysis of progress made

The reporting year has witnessed several significant steps in the road to achieving the project's results and implementing its activities. This includes implementing milestone activities and outputs for each of the project's four results as follows:

¹⁸ The cascade-part of the training in the different regions will most likely take place in Q1 of 2015.

¹⁹ The in-service training in the different regions will most likely take place in Q2 of 2015.

Result 1

Implementing Round Three of the school initiatives and providing the equipment for Round Two and Three. School initiatives' participating teachers have started to upload their innovative practices through the educational portal developed by the project with all other Palestinian teachers who have access to the portal. In 2014, ten schools out of 53 MoEHE mobile learning pilot schools have each received 50 tablets from the project. School initiative learning objects have not yet been upgraded and the robotics procurement and training saw some delays.

Result 2

All but a few project schools are now connected to the Internet, with at least one access point. A national and customized repository (the e-Learning portal) is also online and running. The portal has been enhanced, content, functionality and design wise. Around H/W 100 lesson plans were developed and have been approved in order to be published on the portal. An E-content validation committee was established. The MoEHE has been able to reach an agreement with Queen Rania Foundation (Jordan) to upload their high quality e-content on the Palestinian portal. Palestinian school teachers have received brochures about the portal and how to access and utilize it. An awareness campaign, security update and interface update have been initiated. In 2014, 3983 teachers accessed the portal. While over 2795 Learning Objects have been uploaded, 500 were uploaded and validated by the e-content committee.

Result 3

The first stage of the Palestinian E-learning Pioneers training, or ToT, started at the end of 2013 with the training-of-trainers for the first batch of 90 MoEHE and UNRWA supervisors. This first phase was finalized in Q2 of 2014 with the testing of the acquired knowledge during practicums all over the West Bank. Nineteen ToT master trainers have been trained. The ownership of the training lies with the E-training Committee bringing together all the relevant directorates and departments in the MoEHE, while high level consultants were contracted to provide the technical guidance and quality assurance of the training.

The full roll-out of the training on e-learning, is expected to further raise the bar for innovative teaching practices and facilitate the further cascading of the training to teachers of the 300 participating schools of R1. To this end, a comprehensive teacher manual is in the final stages of preparation following a participatory (workshop in Jordan with trained supervisors) and a coordinated approach to ensure the institutional landing of the training (foreseen teacher training donor meeting). As pointed out by the MTR, this activity will require close follow-up of both PMT and the MoEHE department involved in order to finalise it in a qualitative way before the end of the project. In a revised planning, the roll out of the school based training (SBT) will take place in Q1 2015.

In parallel to the ToT, a series of mobile application trainings were finalized throughout the West Bank during Q2, allowing students to program mobile applications, an activity that has yielded great interest of a global UNESCO initiative. 475 students developed their own mobile apps, with guidance from 25 trained MoEHE experts. Also, Mobile Learning Trainings for Palestinian schools took place (originally foreseen for Q3, but delayed due to political situation to Q4) in which teachers of the 53 schools (participating in the Mobile Learning Pilot of the MoEHE) were trained on innovative teaching methods making use of mobile devices. The training is a joint cooperation with the British Council Palestine's Country Office.

Result 4

E-learning and student-centered learning are at the forefront of the strategic MoEHE plan for the coming 5 years (EDSP). The project has been playing a pivotal role as a pilot incubator (at school level) and

provider of technical advice (on various levels) in this regard. An exhibition for the second round of school initiatives on E-learning modules was organized jointly with a science fair during Q2, attracting more than 500 visitors. Additionally, 22 school visits were conducted during 2014 as part of contributing to the knowledge base on E-learning efforts. A summary report for the qualitative data collected is in review and will be shared with the MoEHE Studies Department to capitalize on lessons learned through these visits regarding E-learning.

Since Q2 2014 an Action Research study is under implementation to draw lessons from current E-learning interventions. Various missions have taken place implementing the work packages through which the research groups of Cyprus and Al Quds Open Universities will be capitalizing on the piloting of "ICT in education" activities (including mobile learning). 150 Most Significant Change stories were collected and published on the portal. In addition, 10 schools have participated in the Action Research, which is researching and stimulating student-centered teaching. By the beginning of 2015, the study is expected to provide recommendations for further up-scaling of these pilots.

Lastly, towards the end of the project an international conference is foreseen to take in international experiences and show the Palestinian approach to e-learning as a vehicle for stimulating student centered learning and acquiring 21st century skills. Based on the recommendations of the SC, this activity will focus on MoEHE personnel, including teachers and will be linked to peer-to-peer workshops that are foreseen during the scholastic year 2014-2015 at regional level (as per MTR recommendation). In order to complete this result focusing on upstream policy advice an additional support from an M&E consultant has been sought to support both the PMT and the newly established MoEHE M&E committee. Additional attention will be required to ensure this result to reach its full potential and facilitate a gradual handover of project gains to the relevant MoEHE departments.

2.4 Transversal Themes

2.4.1 Gender

In order to further enhance gender mainstreaming throughout the project, stimulating gender awareness throughout the various activities was included in the 2014 action plan (f.x. the subject development of the ToT, give LO's with attention for gender equity a 'gender-sensitive' tag on the portal). During 2014 implementation, gender-related aspects were indeed considered in most activities as discussed below, but the project has not succeeded in focusing on gender specific activities.

Statistics on the schools initiative that were supported by the project show that in total 300 classes had been selected by mixed technical committees to implement school initiatives. The table below show an overview of sex-disaggregated data on the school initiatives.

Overview of sex-disaggregated data on school initiatives

Year	Girls	Boys	Mixed
1	44	37	15
2	48	25	16

The various training workshops held were equally attended by female and male participants. And data also show that more female teachers are involved in the ToT-component on integrating ICT in classrooms. Moreover, training schedules were designed in a way that took into consideration female participants' requests, for example avoiding holding training sessions on Fridays to ensure female teacher participation and involvement. On the other hand, gender content development during the ToT activity was not adequately followed on despite continued requests by the PMT (based on UNICEF / UN WOMEN examples Learning Objects). Similarly, not enough follow-up was dedicated to the development and inclusion of learning objects that focus on gender related matters in order to be uploaded and published on the portal.

Nonetheless, all of the project's monitoring and evaluation activities during 2014 have considered gender aspects. This was achieved through disaggregating female and male data in all questionnaires, interviews, and focus groups held. In addition, the selection of schools, students, and teachers for the action research and for the project's regular monitoring and evaluation activities was based on a set of selection criteria, one of which gender was a main criterion.

For the future, the project will ensure that gender-related aspects will be further addressed in the first semester of 2015, as agreed during the mission of the gender advisor of BTC in April 2014:

- Gender examples in the roll-out of the ToT
- LO's with attention for gender issues could get a 'gender-friendly' tag on the portal
- Award of gender-price in the mobile-app competition (gender a some of the evaluation criteria for the contest)

2.4.2 Environment

Similar to the gender-related aspects, environment-related issues were also included in the 2014 action plan. This inclusion also aimed at encouraging and supporting environmentally concerned initiatives. For example through: (a) the development of the ToT; and (b) LO's with attention for environmental issues could get an 'eco-friendly' tag on the portal, etc.

During 2014, environmental aspects were indeed considered in some activities, but not adequately followed on for others. While no adequate follow-up was given to encouraging environment-friendly contents and learning objects to be developed and uploaded to the portal, environmental aspects were considered and promoted through the Mobile Application Competition Fair. Environmental issues were integrated in the selection criteria and prizes were distributed to environmental-friendly initiatives.

On the occasion of the mission of the environment expert from BTC HQ, the project identified some quick wins to mainstream environment in our project during 2015:

- To add ECO-labels through the promotional campaign as well as the gender sensitivity
- Do a competition for environment uploaded materials on the portal.
- Add on the portal a search word on environment (Thematic search)
- Special prize for App tackling environment issues (as foreseen in the selection criteria)
- Hiring a consultant to develop environment apps with winners (climate change)
- Ensure ToT includes exercises on environment and gender
- Check the European Union, FAO and other partners for climate change materials to be added to the portal

2.5 Risk Management

Identification of risk or issue		Analysis of risk or issue				Deal with risk or issue			Follow-up of risk or issue	
Risk description	date identif	Cate-gory	Likeli-hood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
The volatile socio-political situation with potential strikes by employees of the public sector (strikes have already delayed follow-up and interventions by teachers, directorate staff and MoEHE staff and at the level of MoF in previous years)						Realistic planning	PMT	Continuous	Careful planning for 2015. All activities are carefully planned based on previous experiences. Continuous revision of time frame if necessary.	
		OPS	Medium	Medium	Medium Risk	Close follow-up of outstanding files with various ministry departments	PMT	Continuous	All the project backlog files being processed	In progress
						Work with MoEHE to find creative planning solutions for activities (utilise weeks and/or summer holidays for trainings)	PMT	Continuous	For trainee activities, holidays and weekends are utilized. Where possible, activities are either revisited (executed through third parties) or outsourced to ensure that the time frame is kept.	
Heavy and lengthy tender and contracting procedures and follow-up at MoF and MoEHE, which might affect procurement of project activities in the last year.						Close follow-up of outstanding files and analysis/lessons learned of process (and the reason behind its delays)	PMT	Continuous	Daily follow-up (phone calls, e-mails, visits etc.) of every file at any given stage by PMT (either at MoF official meetings, NO at BTC or internally in the MoEHE) to limit unnecessary delays.	
		OPS	Medium	High	High Risk	Continue dialogue with BTC, MoEHE & MoF to seek common ground on procurement procedures and requirements, and speed up implementation	PMT and SC	Q1 2015	Meeting of BTC, MoEHE and MoF to be organised	In progress
						Additional support in procurement for PMT	PMT and/or BTC	Q1 2015	(a) Junior Assistant for procurement issues requested by BTC, (b) support by BTC Representation and HQ to facilitate procurements	

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	date identif	Cate-gory	Likeli-hood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
						Use data collected through the Action Research (AR)	PMT and MoEHE	Q2 2015	M&E consultant and AR meets with AR team	
Delays in implementation of cascade training (ToT)		DEV	High	Medium	High Risk	Extend consultancy to provide support to finalize the training manual, the training plan and the implementation of ToT	PMT and MoEHE	Q1-Q2 2015	(a) Contract consultant extended, (b) consultant working with supervision dpt. and other MoEHE dpts. On TOT roll-out	In progress
Delays in creation of knowledge base		DEV	Medium	Medium	Medium Risk	Recruit local and international university to lead Action Research	PMT	Q1 2015	Roll-out of training started in February/March 2015	In progress
						Document lessons learned and experiences at schools levels	PMT	Continuous	Action Research findings and policy papers available	In progress
Volatile political situation with potential escalation in different areas of Palestine		OPS	Medium	Medium	Medium Risk	Security follow-up through regular updates (UNDSS and media channels)	PMT/B TC RR	Continuous	Work in progress as part of the Action Research and the school visits of the PMT	In progress
						Regular and realistic planning based on updated political situation	PMT	Continuous	Regular monitoring through BTC Security Plan	In progress
								Continuous	Regular monitoring of project planning	

3 Steering and Learning

3.1 Strategic re-orientations

Despite the developments presented throughout the previous sections, the project has not been able to complete the implementation of all its activities as was planned in the original project documents within the set timeframe. Hence, during the second half of 2014, the PMT has worked together with the MoEHE and BTC on a project extension request. The aim for the extension was twofold:

- Ensuring that key activities are given the necessary time in achievement of the specific objective in qualitative manner: Several activities are in progress or have been identified to be rolled out to ensure the meeting of targets for each of the project results as well as the specific objective of the project. However, the implementation of many of these (soft) activities involve a multitude of stakeholders and are deliberately channeled through the relevant Ministry departments and district offices. The latter inevitably has an impact on the pace of the implementation, leading to some delays. The revised activity planning has been done in a conservative manner.
- Preparing the adequate absorption of PMT functions through an exit strategy and institutionalization plan. Various MoEHE departments are already involved in many of the project activities; however the further integration of these activities (such as the national education portal, the national Palestinian E-learning Pioneers training, monitoring of 21st century skills, etc.) will require further attention to ensure the embedding of these corner stones of the E-learning project in the new strategic plan of the ministry. Core functions of the PMT should gradually be taken over by the MoEHE departments, as foreseen in the extension proposal.

During the third and fourth quarters of 2014, project extension request was approved by the SC and its donor DGD subsequently. The extension phase must focus on implementing the most prominent project activities in the most efficient and effective way in order to achieve the intended results and the specific objectives. A special focus will be given to third and fourth results of the project, namely teacher training and lessons learned that benefit education policy formulation at the MoEHE, in addition to completing all activities of the first and second results. During the extension phase too, a comprehensive and exit strategy and an absorption plan must be finalized. These documents must assure that all relevant MoEHE directorates and departments are appropriately involved in their development in order to encourage a sustainable capitalization on project results, outputs, and activities.

3.2 Recommendations

Recommendations	Actor	Deadline
Focus on sustainability by developing an exit strategy and an absorption in close coordination with the relevant directorates and departments at the MoEHE	PMT	April 2015
Prioritize the implementation of the core remaining activities	PMT	March 2015
Utilize the ToT training for enhancing the use of portal	PMT	February 2015
Focus on sustainability aspects by creating a specialized E-learning structure at the MoEHE that can fill the space the project staff will leave after the end of the project	MoEHE	January-June 2015

Recommendations	Actor	Deadline
Upstream policy advice based on the recommendations of the Action Research policy papers' and project lessons learned	MoEHE	March-September 2015
Mainstream the use of the portal in all future MoEHE training	MoEHE	January-September 2015
Marketing role models of SI supported by the PMT by MoEHE	MoEHE (supported by the PMT)	March-September 2015
Present policy papers to the JFA and encourage dialogue regarding the implementation of their recommendations	MoEHE (supported by the PMT)	June-December 2015
Institutionalize M&E E-learning processes and tools in the MoEHE standard M&E work	MoEHE (supported by the PMT)	March-September 2015
Utilize experience gained by the PMT for future related E-learning activities	MoEHE (supported by the PMT)	September-December 2015
Consult with gender and environment advisor on ToR for final evaluation of the project.	OPS, EST, RESPZA	April 2015

3.3 Lessons Learned

Lessons learned	Target audience
Mobile learning interventions are risky given the lack of clear vision and strategy at the MoEHE in this regard	MoEHE and BTC
Accountability should be enforced through the SC, mainly in the area of procurement and management. For example, the MoF is not part of the SC and no efficient mechanisms are in place to ensure needed follow up	SC and MoEHE
Coordinate and twin with other stakeholders (donors) to advance mainstreaming of transversal themes in the future interventions	EST, RESPZA

4 Annexes

4.1 Quality criteria

1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries					
Assessment RELEVANCE: total score		A	B	C	D
		X			
1.1 What is the present level of relevance of the intervention?					
X	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.			
	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.			
	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.			
	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.			
1.2 As presently designed, is the intervention logic still holding true?					
X	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).			
	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.			
	C	Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary.			
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.			
2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way					
Assessment EFFICIENCY : total score		A	B	C	D
				X	
2.1 How well are inputs (financial, HR, goods & equipment) managed?					
	A	All inputs are available on time and within budget.			
X	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.			
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.			
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.			
2.2 How well is the implementation of activities managed?					
	A	Activities implemented on schedule			
X	B	Most activities are on schedule. Delays exist, but do not harm the delivery of outputs			

	C	Activities are delayed. Corrections are necessary to deliver without too much delay.
	D	Serious delay. Outputs will not be delivered unless major changes in planning.
2.3 How well are outputs achieved?		
	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
	B	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
X	C	Some output are/will be not delivered on time or with good quality. Adjustments are necessary.
	D	Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N

Assessment EFFECTIVENESS : total score	A	B	C	D
	X			

3.1 As presently implemented what is the likelihood of the outcome to be achieved?

	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.
X	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.
	C	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.
	D	The intervention will not achieve its outcome unless major, fundamental measures are taken.

3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?

X	A	The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.
	B	The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.
	C	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome.
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).

Assessment POTENTIAL SUSTAINABILITY : total score	A	B	C	D
		X		

4.1 Financial/economic viability?

	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.
X	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.

	D	Financial/economic sustainability is very questionable unless major changes are made.
4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?		
	A	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.
X	B	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.
	C	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
	D	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?		
	A	Policy and institutions have been highly supportive of intervention and will continue to be so.
X	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.
	C	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.
4.4 How well is the intervention contributing to institutional and management capacity?		
	A	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).
X	B	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.
	C	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
	D	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

4.2 Decisions taken by the steering committee and follow-up

Decision		Action			Follow-up		
N°	Decision	Actor	Action(s)	Resp.	Deadline	Progress	Status
1	Utilize some TIMSS statistics as a base for some project indicators	PMT	Look for indicators already available that may help in monitoring project	M&E Focal Point	Q1 2013	Work ongoing with newly established M&E committee	ONGOING
2	Endorsement of MTR report	SC	Follow up recommendation mentioned in MTR report	PMT, BTC, MoEHE	Q3 2013	Ongoing process	ONGOING
3	Approval of budget modification	SC			Q3 2014	Finished	CLOSED
4	Approval of new focal point for M&E	MoEHE	Appoint MoEHE focal point for integration project monitoring in relevant MoEHE departments		Q3 2013	M&E committee established within MoEHE in Q22014; consultant hired to facilitate process	CLOSED
5	Endorsement of the tablet concept paper	PMT	Purchase tablets for use inside classrooms	PMT, MoEHE	Q3 2013	Tablets distributed, absorption still work in progress	ONGOING
			Launch action research analysis impact pilot and potential upscaling	PMT, MoEHE	Q3 2013	Action Research is launched, specific tablet component is in preparation	
6	Endorsement of PMT management plan	PMT & SC	Endorse and implement	PMT	Q1 2014	Follow-up under implementation and absorbed in project extension	ONGOING
7	Requirement of detailed exit strategy, investigating need for project extension	PMT	PMT to prepare exit strategy, including sustainability & institutionalization plan, specifying: a) activities to be done in 2014 and b) those activities that might carry over into 2015 and c) which activities can be channeled through the JFA and d) which management structure is required to implement each stage of this exit strategy		Q2 2014	Project extension signed (for 1 year), including exit strategy with commitments for both parties for further follow-up	CLOSED
8	MoEHE to facilitate a link between E-school and the project portal	SC	Facilitate link with E-schools	MoEHE	Q3 2013		ONGOING

Decision		Action				Follow-up	
N°	Decision	Actor	Action(s)	Resp.	Deadline	Progress	Status
9	MoEHE to initiate the establishment of an e-content clearing house committee to check and approve learning objects	SC	Appoint e-content committee clearing house PMT to seek opportunities for global technical expertise to support the project in issues such as e-content management.	MoEHE	Q3 2013	Finished	ONGOING
10	Ensuring the commitment of participants to ToT training	MoEHE	PMT arrange workshop for master training MoEHE to ensure commitment of master trainers (reducing workload for trainees where needed)	PMT	Q4 2013	Master training has taken place pending	ONGOING

4.3 Updated Logical framework

Indicator	Data Source & Verification Method	Baseline Value	End-of-Project Target
Overall Objective: To enhance the competencies of individual learners to become active members of the knowledge society			
No indicators			
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			
1) Number of schools that have, at least, one teacher who applies learning objects that effectively shifts the students from being passive to become active learners	<ul style="list-style-type: none"> Project: school survey MoEHE (M&E Dep.): T/L data MoEHE (AED Dep.): active involvement data 	n/a	150 schools
2) Percentage of students in the participating schools that show a significant change towards acquiring 21st Century competencies	<ul style="list-style-type: none"> Project (Action Research - 10 schools) MoEHE (M&E Dep.): life skills and T/L data 	n/a	30% of students
Result # 1: E-learning actions involving students in school and out-of-school are regularly enriched and structured and the learning environment is improved			
1) Number of participating schools that utilize ICT as a support in teaching	<ul style="list-style-type: none"> Project: school survey MoEHE (AED Dep.): TIMSS and National Test surveys 	n/a	250 schools
2) Percentage of students in the targeted classes who prefer the new teaching methods (i.e. student-centered, ICT-oriented approach)	<ul style="list-style-type: none"> Project: school survey MoEHE (AED Dep.): TIMSS and National Test surveys 	n/a	30% of participating school students
3) Percentage of participating teachers who disseminated their E-learning practices to, at least, one other teacher in the targeted school	<ul style="list-style-type: none"> Project: school survey 	n/a	30% of participating school teachers
4) Percentage of targeted schools that disseminated their E-learning practices to, at least, one other non-targeted school	<ul style="list-style-type: none"> Project: school survey 	n/a	30% of participating schools
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			
1) Number of hits on the E-learning portal	<ul style="list-style-type: none"> Project: portal statistics 	0	3,000,000 hits
2) Number of students that have been exposed to learning objects in or out of classroom	<ul style="list-style-type: none"> Project: school survey 	n/a	150,000 students

Indicator	Data Source & Verification Method	Baseline Value	End-of-Project Target
3) Number of learning objects developed by teachers, endorsed by MoEHE, and uploaded to the portal	<ul style="list-style-type: none"> Project: portal statistics MoEHE (IT Dep.): List of endorsed learning objects 	0	150 learning objects
4) Number of downloads of the learning objects by (active) users on the portal	<ul style="list-style-type: none"> Project: portal statistics 	0	20,000 downloads
5) Percentage of Palestinian teachers who are (active) users of the portal	<ul style="list-style-type: none"> Project: portal statistics 	0	10% all Palestinian teachers
Result # 3: Teachers have built capacities in learner-centered pedagogy in their disciplines, making use of electronic tools and resources			
1) Percentage of trained teachers who upgraded their capacities in the use of learner-centered education meeting MoEHE standards	<ul style="list-style-type: none"> Project: school survey MoEHE (Supervision Dir.): classroom observation 	0	60% of participating teachers
2) Percentage of trained teachers who upgraded their capacities in the use of ICT meeting MoEHE standards	<ul style="list-style-type: none"> Project: school survey MoEHE (Supervision Dir.): classroom observation 	0	60% of participating teachers
3) Percentage of targeted teachers who are users of the portal	<ul style="list-style-type: none"> Project: portal statistics 	0	80% of participating teachers
4) Percentage of targeted teachers who apply learner-centered methods and utilize ICT in their classes showing an above average degree of active involvement of learners in T/L process according to MoEHE standards	<ul style="list-style-type: none"> Project: school survey MoEHE (Supervision Dir.): classroom observation MoEHE (AED Dep.): active involvement data 	n/a	60% of participating teachers
Result # 4: Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels			
1) Number of relevant MoEHE staff who enhanced their knowledge, attitudes, and practices (KAP) in mainstreaming ICT and learner-centered T/L processes	<ul style="list-style-type: none"> Project: KAP survey 	n/a	150 staff members
2) The degree of utilization of the knowledge base that the project created at MoEHE on E-learning by relevant MoEHE staff	<ul style="list-style-type: none"> Project: KAP survey 	0	3.5 out of 5
3) Degree of reference to learner-centered approach in policy documents and standardized monitoring of MoEHE M&E work (M&E Department)	<ul style="list-style-type: none"> Project: plans, reports, speeches, interviews, etc. MoEHE (M&E Dep.) 	n/a	3.5 out of 5
4) Degree of reference to utilization of learning objects in standardized monitoring of MoEHE supervision work (Supervision Directorate General)	<ul style="list-style-type: none"> Project: plans, reports, speeches, interviews, etc. MoEHE (Supervision Dir.): classroom observation 	n/a	3.5 out of 5

4.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	Yes, but new version to be submitted on the SC February 2015
Baseline Report registered on PIT?	Yes
Planning MTR (registration of report)	May 2013 (completed)
Planning ETR (registration of report)	October 2015
Backstopping missions since 01/01/2014	January 2014, June 2014

4.5 "Budget versus current (y – m)" Report



Budget vs. Actuals

Click on the object on the object to access document.

4.6 Communication resources

- Article for DGD annual report (E-learning in Palestinian schools: ICT enabling a student-centred education reform) (December 2014)
- Junior Assistant contributions to BTC blog (January, May, July 2014)
- Article on E-learning portal for thematic BTC Impact magazine (October 2014, published in January 2015)
- National conference/exhibition: project video uploading and dissemination via YouTube
- Mobile learning: video introducing mobile learning and 4 tutorials uploaded on YouTube channel and portal
- Al-Quds Educational TV: interview with Dr. Rashid Jayousi on School Initiatives
- Various news reports on project activities related to the four results
- BTC newsletter on Palestine (spring 2014)
- Portal: www.elearn.edu.ps

Budget vs Actuals (Year to Month) of PZA0802311

Project Title : E-learning curriculum in the Primary and Secondary Education in Palestine

E01
EUR

Budget Version:
Currency:
Y/M :

Year to month : 31/12/2014

Report includes all closed transactions until the end date of the chosen closing

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
A SPECIFIC OBJECTIVE: TO ENHANCE THE LEARNING								
01 e-learning actions involving students in school and out-								
01			3.165.310,00	996.364,07	1.048.604,88	2.044.968,95	1.120.341,05	65%
			1.946.850,00	763.914,11	703.362,32	1.467.276,43	479.573,57	75%
01		COGES	91.800,00	64.589,77	19.486,23	84.076,00	7.724,00	92%
02		COGES	18.800,00	24.720,36	0,00	24.720,36	-5.920,36	131%
03		COGES	1.622.300,00	673.820,87	682.485,34	1.356.306,21	265.993,79	84%
04		COGES	6.600,00	773,34	1.390,75	2.164,09	4.435,91	33%
05		COGES	7.350,00	9,77	0,00	9,77	7.340,23	0%
06		REGIE	200.000,00	0,00	0,00	0,00	200.000,00	0%
			551.960,00	148.965,03	84.608,52	233.573,55	318.386,45	42%
02 e-learning modules enriching the curriculum are largely								
01		COGES	0,00	0,00	0,00	0,00	0,00	??%
02		COGES	15.360,00	0,00	0,00	0,00	15.360,00	0%
03		COGES	183.600,00	96.117,20	28.341,41	124.458,61	59.141,39	68%
04		COGES	90.000,00	46.254,35	4.257,50	50.511,85	39.488,15	56%
05		COGES	80.000,00	5.181,87	3.899,86	9.081,73	70.918,27	11%
06		COGES	100.000,00	0,00	48.109,75	48.109,75	51.890,25	48%
07		COGES	0,00	0,00	0,00	0,00	0,00	??%
08		COGES	30.000,00	1.411,61	0,00	1.411,61	28.588,39	5%
09		COGES	0,00	0,00	0,00	0,00	0,00	??%
10		COGES	0,00	0,00	0,00	0,00	0,00	??%
11		COGES	0,00	0,00	0,00	0,00	0,00	??%
		REGIE	759.220,00	194.010,11	72.197,84	266.207,95	493.012,05	35%
		COGEST	3.240.780,00	1.217.291,11	1.099.938,17	2.317.229,28	923.550,72	72%
		TOTAL	4.000.000,00	1.411.301,22	1.172.136,01	2.583.437,23	1.416.562,77	65%



Budget vs Actuals (Year to Month) of PZA0802311

Project Title : E-learning curriculum in the Primary and Secondary Education in Palestine

Budget Version: **E01**
 Currency: **EUR**
 Year to month: **31/12/2014**
Report includes all closed transactions until the end date of the chosen closing

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
12 Evaluate the portal (content-wise, programming)		COGES	3.000,00	0,00	0,00	0,00	3.000,00	0%
13 Enhance the Ministry capacities in terms of e-content & 03 Teachers have built capacities in learner-centred		REGIE	50.000,00	0,00	0,00	0,00	50.000,00	0%
01 Appoint "e-learning, training and e-content Committee" (in		COGES	405.200,00	31.927,31	232.977,97	264.905,28	140.294,72	65%
02 Prepare training package for training teachers involved in		COGES	0,00	0,00	0,00	0,00	0,00	?
03 Plan implementation structure of training, organise		COGES	7.800,00	6.024,21	0,00	6.024,21	1.775,79	77%
04 Conduct the training in e-enabled learning for teachers out		COGES	0,00	0,00	0,00	0,00	0,00	?
05 Monitor the quality, practice and "outcome" of the training,		COGES	358.000,00	16.747,08	229.395,19	246.142,27	111.857,73	69%
06 The teachers can ask for support for e-content		COGES	5.600,00	0,00	0,00	0,00	5.600,00	0%
07 Conduct basic ICT-training as it is the entry level for any		COGES	0,00	0,00	0,00	0,00	0,00	?
08 Provide training content on 'e-learning' to pre-service		COGES	20.000,00	9.156,02	3.512,70	12.668,72	7.331,28	63%
09 Follow-up, monitor and evaluate basic ICT training		COGES	12.000,00	0,00	0,00	0,00	12.000,00	0%
10 Produce final version of e-learning training modules (and 04 Education policy formulation benefits from monitoring		COGES	1.800,00	0,00	70,08	70,08	1.729,92	4%
01 Conduct Baseline Study of "School-based e-learning		COGES	261.300,00	51.557,62	27.656,07	79.213,69	182.086,31	30%
02 Conduct regular results-based monitoring & evaluation in		COGES	0,00	0,00	0,00	0,00	0,00	?
03 Do results-based monitoring of change process through		COGES	50.100,00	2.867,17	8.174,84	11.042,01	39.057,99	22%
04 Conduct external Mid-term Evaluation (after 18 months		REGIE	10.000,00	0,00	0,00	0,00	10.000,00	0%
05 Conduct external final evaluation (6 months before project		REGIE	0,00	0,00	0,00	0,00	0,00	?
06 Conduct scientific follow-up, assisting PMT in assessing		REGIE	0,00	0,00	0,00	0,00	0,00	?
		COGES	70.000,00	8.953,42	0,00	8.953,42	61.046,58	13%
		REGIE	759.220,00	194.010,11	72.197,84	266.207,95	493.012,05	35%
		COGEST	3.240.780,00	1.217.291,11	1.099.938,17	2.317.229,28	923.550,72	72%
		TOTAL	4.000.000,00	1.411.301,22	1.172.136,01	2.583.437,23	1.416.562,77	65%



Budget vs Actuals (Year to Month) of PZA0802311

Project Title : E-learning curriculum in the Primary and Secondary Education in Palestine

E01
EUR

Budget Version :
Year to month : 31/12/2014

Currency :
YIM :

Report includes all closed transactions until the end date of the chosen closing

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
07 Inform pupils, teachers and school principals on innovative		COGES	48.000,00	34.499,26	12.878,01	47.377,27	622,73	99%
08 Provide information and support to active District		COGES	49.800,00	701,87	5.340,00	6.041,87	43.758,13	12%
09 Collect information and organise national and international		COGES	23.400,00	4.535,90	1.263,22	5.799,12	17.600,88	25%
10 Formulate an annual report on e-learning including good		COGES	10.000,00	0,00	0,00	0,00	10.000,00	0%
X RESERVE BUDGÉTAIRE			0,00	0,00	0,00	0,00	0,00	7%
01 Réserve budgétaire			0,00	0,00	0,00	0,00	0,00	7%
01 Réserve budgétaire REGIE		REGIE	0,00	0,00	0,00	0,00	0,00	?
Z GENERAL MEANS			834.690,00	414.937,15	123.531,13	538.468,28	296.221,72	65%
01 Human resources			546.520,00	236.428,92	105.933,65	342.362,57	204.157,43	63%
01 Project Advisors (international)		REGIE	264.620,00	97.400,48	46.974,88	144.375,36	120.244,64	55%
02 Project Coordinator (national)		COGES	125.600,00	86.440,95	25.965,90	112.406,85	13.193,15	89%
03 Administrative and Financial Officer		REGIE	62.400,00	23.828,22	8.543,29	32.371,51	30.028,49	52%
04 Cashier		REGIE	0,00	0,00	0,00	0,00	0,00	?
05 PMT staff DSA on missions outside Ramallah		COGES	2.500,00	2.227,22	380,87	2.608,09	-108,09	104%
06 International Advisor DSA on missions in Palestine		REGIE	0,00	0,00	0,00	0,00	0,00	?
07 International Advisor travel missions to and in Palestine		REGIE	6.400,00	3.471,93	2.055,14	5.527,07	872,93	86%
08 5 Field Coordinators (consultants FTE or half-time		COGES	40.000,00	23.060,12	10.082,25	33.142,37	6.857,63	83%
09 National Project co-manager		REGIE	45.000,00	0,00	11.931,32	11.931,32	33.068,68	27%
02 Capital expenditure			96.270,00	91.647,49	0,00	91.647,49	4.622,51	95%
01 Installation of project within MOEHE buildings, office		COGES	12.700,00	18.884,07	0,00	18.884,07	-6.184,07	149%
		REGIE	759.220,00	194.010,11	72.197,84	266.207,95	493.012,05	35%
		COGEST	3.240.780,00	1.217.291,11	1.099.938,17	2.317.229,28	923.550,72	72%
		TOTAL	4.000.000,00	1.411.301,22	1.172.136,01	2.583.437,23	1.416.562,77	65%



Budget vs Actuals (Year to Month) of PZA0802311

Project Title : **E-learning curriculum in the Primary and Secondary Education in Palestine**

Budget Version: **E01**
 Currency: **EUR**
 YMM :
 Year to month : **31/12/2014**
Report includes all closed transactions until the end date of the chosen closing

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
02 Regional Project Facilitators office furniture & ICT		COGES	16.000,00	11.575,40	0,00	11.575,40	4.424,60	72%
03 Workshop facilitation equipment Project Office & Regional		COGES	3.650,00	0,00	0,00	0,00	3.650,00	0%
04 Audiovisual equipment Project Office & Regional Project		COGES	13.120,00	8.240,26	0,00	8.240,26	4.879,74	63%
05 Project vehicles : 2		COGES	30.000,00	33.021,28	0,00	33.021,28	-3.021,28	110%
06 TA vehicle		REGIE	20.800,00	19.926,48	0,00	19.926,48	873,52	96%
03 Running cost			81.900,00	37.477,74	14.904,27	52.382,01	29.517,99	64%
01 Transport Project Office & Field Coordinators (petrol for 2		COGES	5.000,00	2.191,53	1.307,03	3.498,56	1.501,44	70%
02 Communication Project Office & up to 5 Field Coordinators		COGES	54.400,00	28.385,64	11.500,29	39.885,93	14.514,07	73%
03 Stationary & supplies Project Office & Field Coordinators		COGES	13.500,00	5.200,23	1.909,00	7.109,23	6.390,77	53%
04 Maintenance office equipment Project Office & Field		COGES	9.000,00	1.700,34	187,95	1.888,29	7.111,71	21%
04 Audit, backstopping and evaluation			110.000,00	49.383,00	2.693,21	52.076,21	57.923,79	47%
01 BTC Monitoring Missions: Project strategy and		REGIE	30.000,00	20.541,50	2.693,21	23.234,71	6.765,29	77%
02 Mid-term and Final Evaluation (subcontracted by BTC)		REGIE	68.000,00	22.841,50	0,00	22.841,50	45.158,50	34%
03 Auditing		REGIE	12.000,00	6.000,00	0,00	6.000,00	6.000,00	50%
99 Conversion rate adjustment			0,00	0,00	0,00	0,00	0,00	??
98 Conversion rate adjustment		REGIE	0,00	0,00	0,00	0,00	0,00	??
99 Conversion rate adjustment		COGES	0,00	0,00	0,00	0,00	0,00	??
		REGIE	759.220,00	194.010,11	72.197,84	266.207,95	493.012,05	35%
		COGEST	3.240.780,00	1.217.291,11	1.099.938,17	2.317.229,28	923.550,72	72%
		TOTAL	4.000.000,00	1.411.301,22	1.172.136,01	2.583.437,23	1.416.562,77	65%

