



**CTB**



# **ANNUAL REPORT 2012**

## **E-LEARNING CURRICULUM IN PALESTINIAN PRIMARY AND SECONDARY EDUCATION**

DGD CODE: NN 3008248  
NAVISION CODE: PZA0802311

DOCUMENT TYPE: Template	DOCUMENT TITLE : Annual report	DOCUMENT OWNER : Dr. Rashid Jayousi, Project Coordinator	DATE OF APPLICATION : Q4_2012	VERSION : 1.0
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## Acronyms

<List all acronyms used in the Annual Report (alphabetically; see examples below)>

BTC	Belgian Development Agency
EOI	Expression of Interest
Game Jam	Educational Games Design Competition
HQ	Head Quarters
LO	Learning Objects
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
NIET	National Institute of Educational Training
PEI	Palestinian Education Initiative
PEP	Palestinian E-Learning Portal
PMT	Project Management Team
RfP	Request for Proposal
RfQ	Request for Quotation
SLI	School Led initiatives
TOT	Training of Trainers
JICA	Japanese International Cooperation Agency
PSD	Partners for Sustainable Development

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## 1 Project form

Project name	E-learning Curriculum in Palestinian Primary and Secondary Education
Project Code	PZA0802311
Location	Palestine
Budget	4.000.000 €
Key persons	Mr. Basri Saleh, Assistant Deputy Minister for Planning and Development Dr Rashid Jayousi – Project Coordinator
Partner Institution	Ministry of Education and Higher Education (MoEHE)
Date of implementation Agreement	23 December 2009
Duration (months)	60
Target groups	Teachers Schools School Directorates
Global 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 <sup>st</sup> Century competencies by applying e-learning curricula, modules and practice, allowing the students to become autonomous and active learners.
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

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## 2 Summary

### 2.1 Analysis of the intervention

Intervention logic	Efficiency	Effectiveness	Sustainability
<p><b>SPECIFIC OBJECTIVE:-</b> to enhance the learning process of students acquiring 21<sup>st</sup> Century competencies by applying e-learning curricula, modules and practice, allowing the students to become autonomous and active learners.</p>			
<p><b>RESULT 1</b> e-learning actions involving students in-school and out-of-school are regularly enriched and structured and the learning environment is improved.</p>	<p>With the triple increase of winning second cycle of SLIs , the project is still within the initial budget for technological equipment for schools.</p> <p>Taking into consideration to foreseen administrative delays; all tender process were started at a very early stage, never the less the project still catching up to year two.</p> <p>The Baseline study has finally been completed and the PMT is disseminating its findings for the project's purposes, as well as to numerous MoE departments for their use as well.</p>	<p>Based on the expected high turn-out rate (300) of school led initiatives; PMT decided to once again triple the number of winning SLIs while still in budgetary range.</p>	<p>Based on SLIs cascading outlook and re-usability planning of the technological equipment to be delivered to schools and the high turnout rate of schools participating in the first cycle , the project expects this result to be sustained during the different cycles after completion of the project.</p>
<p><b>RESULT 2</b> 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>First payment for the incubator (Palestinian E-Learning Portal) of e-modules, tools and practices was finalized this year. Next year will witness completion of the portal and utilization and payment of the main component under this result.</p> <p>Based of PMT's multidisciplinary field of expertise and previous similar experience of assignments the ToR was</p>	<p>A beta version of the functionalities of the portal was tested, critiqued and utilized this year towards finalizing the</p>	<p>Upon completion of the portal, the portal will serve as the main sustainability tool for uploading,</p>

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	<p>expedited in a very timely manner; this year's beta launching focused on installation and testing version of the portal.</p> <p>Completion of the e-learning portal will coincide with completion of second phase of SLIs, and thus upload of their LO into the newly established portal.</p>	<p>actual portal, next year will witness measurable effectiveness of the e-learning portal in enriching the curriculum; where usability of the portal and its related statistics will measure the effectiveness of this tool in enriching the Palestinian curriculum.</p>	<p>using, re-using, and expanding teacher access to a platform of educational learning objects during the project's life time and more importantly afterwards.</p>
<p><b>RESULT 3</b></p> <p>Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources</p>	<p>A consultant has finalized the framework of the training of trainers in three venues (Instructional Design, Multimedia and Quality Assurance)</p> <p>Upcoming quarters will measure funds efficiency based on teacher participation in the training and teacher productivity and interaction with LO.</p>	<p>Once the TOT have been completed, those master trainers will set the foundation stones for building the capacity of teachers at different levels and thus enriching the educational portal with content.</p>	<p>The planned and essential cascading of the training as well as its integration with the SLI and LO management is expected to sustain this results for future cycles and beyond project duration.</p>
<p><b>RESULT 4</b></p> <p>Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels</p>	<p>A general framework for Monitoring and Evaluating all aspects of the E-Learning Project components was finalized this year, toward execution in 2013 and onwards.</p> <p>A major and centralized workshop on quality improvement of the second cycle of SLIs was conducted to first cycle non-winners; towards their re-application.</p>		

Budget	Expenditure per year	Total expenditure year 2 (31/12/2010)	Balance of the budget	Execution rate
<b>4,000,000</b>	352,565.12	484,543.77	3,515,456.23	12%

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## 2.2 Key elements

This year witnessed accumulated harvesting of two years of preparatory activities for the E-Learning Project's main components.

The **First cycle of e-content production was completed by SLIs teachers** since the equipment were delivered, installed and now operating in 97 Public, Private and UNRWA schools.

The **Second procurement of school IT equipment - International (for the first round of SLIs)** was started, where all administrative procedures have been completed and approved; purchase orders were submitted to vendors towards Q1 and Q2 2013 delivery to schools.

The main climax for this year was the two-day **Annual Showcase of School-led initiatives awards ceremony** in presence of BTC and MOE; part of the 500 participants, including local media and school –directorate officials. that summarized the main accomplishments of the project, that includes, but not limited to:-

- Display and Recognize of 50 of the best 97 of the first cycle of school led initiatives ( from almost 700 applicants)
- Honor 86 winners of 300 applicants of the second cycle of SLIs were
- Honor top 5 winners of first cycle of the educational game design competition.
- Recognize the 19 school directorate representatives who received advanced training in multimedia design and techniques.

Work is being carried on to improve the models been produced by the schools and to disiminate the experience gained in the first phase to other teachers within the school.

Another event that was conducted in ceremony was the Inauguration of the beta version of the **Palestinian National E-Learning Portal**, which followed months of follow-up from of local stakeholders, which include educators and IT experts from different institutes and firms towards a final launch next year. By then, the final portal design and implementation that includes its functionality and components, Learning Objects specifications, graphic design standards, Database structure and management, as well as the technological foundation for the educational portal should be finished.

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Also, other achievements were the detailed technical specifications and ToR specifications for a numerous of corner-stone documents for advancing e-learning in Palestinian schools, such as the **Training of Trainers Framework** in three disciplines of E-Learning by a regional expert. Where, the MoE's National Institute of Educational Training via supervision from the PMT is implementing it. Another was the **Customization of E-Learning Content Framework** towards setting local standards for selecting the best e-modules already developed in the 4 main disciplines (Mathematics, Science, English, Arabic) and customise them to the local Palestinian context; that includes the structure, functionality, and work-flow.

The same applies for the detailed technical specifications and ToR specifications for the **Corporate Educational Game Design**, where by next year, the Project hopes to institutionalize modern educational gaming practices supported by relevant technologies at the Ministry of Education, with emphasis, but not limited to the "core subjects", by developing educational games and embedding them into the Palestinian educational system to contribute to advancing the Palestinian curriculum at the e-learning level.

Another achievement was the completion of the **E-Learning Baseline Study**. The selected consultancy firm has completed the study, following months of interviews, data collection, data entry, the study reviewed, edited and revisited where the final version was approved by all stakeholders this year.

An E-Learning **Project Monitoring and Evaluation framework** was finalized, and a workshop was conducted for its integration within the Ministry of Education departments towards embedding E-learning monitoring and evaluation within the existing system at the Ministry of Education, next year will witness hard core steps toward this integration.

## 2.3 Key Risks

The main risks during this year centered on:-

- Un-foreseen socio-political strikes by employees of the public sector, that delayed follow-up with procurement and financial departments, and thus intervention by teachers, directorate staff and MoE staff; as well as that of the MoF staff.



## 2.4 Key lessons learned and recommendations

Lessons learned	Recommendations
1. To deal with any potential delays due to uncertainty on the socio-political environment that may result in strikes at financial and tendering departments.	Plan in advance to avoid procurement process delays and further start earlier the process.
2. Quality of the educational games produced by individuals did not meet the expectations of the TFF projections.	Organize a more advance and corporate-based game design for the Palestinian curriculum.

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## 3 Analysis of the intervention

### 3.1 Context

There is evidence that numerous “pilot” interventions have been undertaken and are still ongoing: Learning outcomes of students have improved in the wake of 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.<sup>1</sup> 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

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<sup>1</sup> 2007 Centsus of the Palestinian Central Bureau of Statistics (PCBS)  
<http://www.pcbs.gov.ps/Portals/pcbs/ICT/IC>TE7.htm>

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West Bank, 16,2 % in the Gaza Strip).<sup>2</sup>

In the face of these figures, the project has to deliver the proof that it is diminishing and not increasing the “digital divide”.<sup>3</sup>

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.<sup>4</sup>

### 3.1.1 Evolution of the context

Towards sustaining the project, the PMT started a culture of building upon the momentum created among the schools and among the directorates towards maximizing the use of ICT in education, where the number of applicants and winners in the SLIs is a showing example of such culture.

### 3.1.2 Institutional Anchoring

The institutional anchoring as stated in the TFF is very appropriate; it started two years with the IT department where the physical networking infrastructure is located,

<sup>2</sup> Same source, <http://www.pcbs.gov.ps/Portals/pcbs/PressRelease/CommTec06e.pdf>

<sup>3</sup> See the Hypotheses column in the Logical Framework Matrix) and chapter 3.6 “Assumptions and Risk”

<sup>4</sup> 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.

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completed and spearheading by the Network Department in cooperation with the PMT that includes the computer servers, accessories and their networking.

This year it reached Portal follow-up and implementation, where the MoE's Networks department and IT department in hand with the PMT are leading efforts towards successful execution, where each department is present in all planning and execution sessions.

Also, this year the main training of trainers component follow-up and implementation is conducted with the MoE's NIET toward smooth take-over once the project is closed and its directly anchored at the ministry.

A culture of unified efforts and cooperation within different ministry of education departments towards e-learning practices is beginning to evolve, especially between the Evaluation and Measurement Department, Procurement Department, IT Department as well as the Curriculums Centre.

### 3.1.3 Execution Modalities

The execution modalities as stated in the TFF are very appropriate; the co-management of the project between the MoE and the BTC through the PMT's co-management, as well as the legal framework and personnel efforts are suited for successful execution.

### 3.1.4 Harmo-dynamics

Harmonization with other donors in the e-learning sector is the key to very successful implementation of the project and its sustainability. Prior to implementation of the many items in the project's action plan, networking and lessons learned from other experiences have been sought and followed, specially the PEI (E-learning aspect) as well as USAID (MoE portal development initiative). Experts from other projects are part from the different committees of the project to help us with their experience in the field.

The E-learning project is closely collaborating , integrating and avoiding any overlapping activities with many MoE projects; specially Intel corporation, JICA, Model School Network, and PSD; specifically in the areas of teacher training, portal development and procurement of IT equipment.

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## 3.2 Specific objective

### 3.2.1 Indicators

<b>Specific objective:</b> 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.						
Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2013	End Target	Comments
<ul style="list-style-type: none"> <li>150 schools practice e-learning with support under R 1 and 1/3 have been served by activities under R2 and R3.</li> </ul>	963	1060 (+97)	1146 (+86)	1246 (+100)		Recently completed Baseline study reveals that 54% of Palestinian schools (1,783 schools) in the West Bank are exposed to e-learning practices)
More than 1/3 of the students of the targeted schools have acquired 21 <sup>st</sup> Century skills	810,150 students	TBA--- Approximated value is 837,342 (+27,192)	TBA--- Approximated value is 861,450 (+24,108)			<p>1.5 million students in the West Bank.</p> <p>1783 schools in the WB</p> <p>841 student/per school (30 students in each section)</p> <p>28 Sections in each school</p> <p>Recently completed Baseline study reveals that 36.973% of Palestinian schools practicing E-learning have participated in eleven 21<sup>st</sup> century skills.</p> <p>In order to achieve indicator, each school needs to create 8 additional SLI utilizing the eleven 21<sup>st</sup> century skills, thus serving 270 students in each school.</p>

### 3.2.2 Analysis of progress made

Since the project is in its second year, this year witnessed the successful reaping of all of last year's project's tenders; where more reaping of this year's work is beginning to show on its two major components, the school led initiatives and the portal and other actions to follow by next year.

### 3.2.3 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Political & Economic Situation	Medium	<ul style="list-style-type: none"> <li>-military barriers play a role in preventing the trainees to arrive in the appointed time for meetings or training courses.</li> <li>-Lack of rules and legislation that support the E-learning sector and graduates</li> <li>-Recent union strikes of all public sector employee delay follow-up and implementation; including procrastination (Due to months-long lack of salaries).</li> </ul>	Medium	B
Operational Risk	Medium	<ul style="list-style-type: none"> <li>- The continuous changes of technology need updating the infrastructure and equipment which is expensive.</li> <li>- The lack of will to implement the developed training programs based on the needs of the Palestinian curricula.</li> <li>- The E-Learning system is not clear, the absence of the unified national body that's responsible for the E-learning sector.</li> </ul>	Medium	B

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### 3.2.4 Quality criteria

Criteria	Score	Comments
Effectiveness	B	First cycle's SLI's LO output achieved is very promising , especially for dissemination purposes, as well as outlook for the upcoming two cycles.
Efficiency	B	Improved efficiency in the second year ,specially coordination with MoF and MoE, via BTC representative office intervention in the area of procurement.
Sustainability	B	Sustainability is very promising in the second year, where the MoE departments are absorbing many project activities that are the building blocks of a future embedding of E-learning in the ministry; including but not limited to the portal, TOT, and M & E.
Relevance	B	Since the project is in its second year, its relevance is very promising, where the MoE is taking PMT input in its upcoming 5 year strategic plan as well as new piloted ICT in educational projects.

### 3.2.5 Potential Impact

The project initiation phase probability 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" will lead to sectoral policies towards e-learning practices in the MoEHE is still valid and very probable based on this early stage of project indicators – where through-out the project life (four years) 150 schools were targeted, year two alone witnessed 86 schools, combined with year one's 97 schools participation for a total of 183.

Institutional capacity building through the portal development and execution of the project-initiated and completed frameworks (M&E, Customization, Training) are all tools toward multiplier effect for potential impact toward policies dealing with e-learning practices that will reach Palestinian students.

### 3.2.6 Recommendations

Recommendations	Source	Actor	Deadline
Maintain the increased number of winning SLIs as seen in the success of cycle one and two of this act.	3.2.5	PMT	Q2 2013
Anchor the monitoring and evaluation of the project/its output in the Evaluation and Assessment Department.	3.1.2	MoEHE	Q1 2013

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## 3.3 Result 1

### 3.3.1 Indicators

<b>Result 1:</b> E-learning actions involving pupil's in-school and out-of school are regularly enriched and structured and the learning environment is improved.						
Indicators	Baseline value	Progress 2011	Progress 2012	Target 2013	End Target	Comments
150 schools practice e-learning as support material, collaborative and communication tool via the project mechanism.	963	1060 (+97)	1146 (+86)	1246 (+100)		
<ul style="list-style-type: none"> <li>2/3 of the students of the targeted schools are satisfied with their e-learning practice.</li> </ul>	0	Exp 54, 384	Exp +48, 217	Exp +56,066		Recently completed Baseline study does not relate to this indicator; Mid Term Review data will be correlated with this project indicators for upcoming reports.
<ul style="list-style-type: none"> <li>1/3 of the teachers in the targeted schools use innovative teaching methods</li> </ul>						Recently completed Baseline study does not relate to this indicator; Mid Term Review data will be correlated with this project indicators for upcoming reports.
½ of targeted schools have disseminated their e-learning practices to at least 1 other non targeted school	0	+300 participants in the 1st preparatory annual SLIs workshop	+500 participants in the 2 <sup>nd</sup> annual show case of SLIs	Expec + 700 participants in the 3 <sup>rd</sup> annual show case of SLIs		Recently completed Baseline study does not relate to this indicator; additional data from the Mid Term Review data will be correlated with this project indicators for upcoming reports.

<b>Result 2:</b> 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						
Indicators	Baseline value	Progress 2011	Progress 2012	Target 2013	End Target	Comments
<ul style="list-style-type: none"> <li>2 million hits a year on the new e-learning portal from the second year onwards</li> </ul>	0	0	6000			Point zero started when beta version was launched
<ul style="list-style-type: none"> <li>200.000 students use e-learning materials on the portal. (download of learning objects)</li> </ul>	0	0	0			Point zero starts when portal when



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						final version is launched
<ul style="list-style-type: none"> <li>100 high-quality e-modules adapted to the needs and content per year (authenticated)</li> </ul>	0	0	0			Point zero starts when portal when final version is launched
<ul style="list-style-type: none"> <li>50 self-initiated e-modules developed by teachers uploaded to the portal each month</li> </ul>	0	41				Point zero started when portal was beta launched 2 months ago
<ul style="list-style-type: none"> <li>50 % of the teachers of the 4 disciplines use regularly e-learning tools</li> </ul>	0	0				Point zero starts when portal when final version is launched

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

Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2013	End Target	Comments
<ul style="list-style-type: none"> <li>At least 800 teachers trained and having upgraded their capacities in the use of IT and learner centred education</li> </ul>	0	0	+70	Exp 800		Point zero starts prior to project's training program. 2012 includes micro trainings on multimedia design, learning objects design, educational game design.  The main training of trainers, as well as training program will take place in 2013 as planned.
<ul style="list-style-type: none"> <li>80 % of targeted teachers apply the innovative methodologies they have learned in the training</li> </ul>	0	0	0			Point zero starts following the project's main training program

**Result 4:** Education sector policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels

Indicators	Baseline value	Progress year 2011	Progress year 2012	Target year 2013	End Target	Comments
<ul style="list-style-type: none"> <li>All managers and staff of the education sector have received information on e-learning and innovative learning practices</li> </ul>	0	0	0			Point zero starts prior to R4 execution
<ul style="list-style-type: none"> <li>Increased reference to reports and increased number of specific innovation in standardized monitoring</li> </ul>	0	0	0			Point zero starts prior to R4 execution

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• Sensitivity towards innovation	0	0	0			Point zero starts prior to R4 execution
• Education policy documents at all levels show increased reference to innovation and lessons learned	0	0	0			Point zero starts prior to R4 execution

### 3.3.2 Evaluation of activities

Activities <i>(See guidelines for interpretation of scores)</i>	Progress:				Comments (only if the value is C or D)
	A	B	C	D	
1 e-learning actions involving students in-school and out-of-school are regularly enriched and structured and the learning environment is improved		B			
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	-	-	-	-	Part of third year implementation
3 Teachers have built capacities in learner-centred pedagogy in their disciplines, making use of electronic tools and resources			C		Due to tendering delays, potential consultant will be required to work on parallel tracks to make up for delayed time
4 Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels		B			

### 3.3.3 Analysis of progress made

The correlation between the activities and the results as initially projected is still valid, next year will witness the measuring of factors for such a correlation where the vision of its validity will be revisited to check its feasibility and practicality on the ground.

The school-led initiatives are still holding the volume of winning schools from year one in this year (year two); where the output of results are starting to accumulate toward availability for other schools/teachers through the portal.

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The beta version of the national e-learning portal was tested through the different school directorates and the MoE departments; where next year will witness the launch of the actual portal following changes and modifications to benefit its usability and sustainability.

All framework consultancies (M&E, TOT, Customization) were completed, approved by the stakeholders and will be the main points of execution and reporting for 2013, thus anchoring all E-learning project activities and output to departments of the MoE.

### 3.3.4 Risks and Assumptions

No other risks, only the ones mentioned under previous section

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	

### 3.3.5 Quality criteria

Criteria	Score	Comments
Effectiveness	B	First cycle's SLI's LO output achieved is very promising , especially for dissemination purposes, as well as outlook for the upcoming two cycles.
Efficiency	B	Improved efficiency in the second year ,specially coordination with MoF and MoE, via BTC representative office intervention in the area of procurement.
Sustainability	B	Sustainability is very promising in the second year, where the MoE departments are absorbing many project activities that are the building blocks of a future embedding of E-learning in the ministry; including but not limited to the portal, TOT, and M & E.

### 3.3.6 Budget execution

See attached excel sheet for updated until Q4 2012 financial report

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### 3.3.7 Recommendations

No recommendation in this section, other than what previously was recommended

Recommendations	Source	Actor	Deadline

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## 4 Transversal Themes

### 4.1 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.

The E-learning project baseline study has revealed some gender-oriented statistics, such as:-

- The Palestinian school-types division are gender balanced to the almost-third, where 35.7 of the schools are boy-schools, 37% are female schooss, and 27.3 are mixed schools.
- The number of usable desktop computers at mixed-gender schools was at 10% compared with 14.7% at girl schools and 14.7% at boy schools.
- The percentage of schools with at least a single laptop was at 31.8% at mixed-gender schools, 38% at boy schools and 44.9% at girl schools.
- The percentage of schools with intranet is at 39.6% at mixed-gender schools, 39.6% at boy schools and an astonishing 48.4% girl schools.
- The percentage of schools with an LCD device is at 55.6% at mixed-gender schools, 76.6% at boy schools and an astonishing 83.5% girl schools.
- The percentage of schools with previous E-learning project participation was 38.2% at mixed-gender schools, 54.6% at boy schools and an astonishing 65.1% girl schools.

### 4.2 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

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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.

Some eco-modules are being implemented in the school-led initiatives; where the PMT and regional coordinators are encouraging schools to focus on the environment-related issues in their learning objects.

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## 5 Decisions taken by the JLCB and follow-up

Decisions	Source	Actor	Time of decision	Status
- Approval of the 2011 Annual Report as well as 2012 operational plan including procurement and financial plans.	Annual report 2011	Steering committee	Q1 2012	Done
- Approval of including the procurement of general IT equipment for different School-led initiative cycles with an estimate of 650,000 Euros in the procurement plan.	BTC No objection letter	BTC	Q1 2012	Done. Final awarding completed
- Approval of	No objection	BTC and PMT	Q1 2012	Done. Finished first

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the new approach for the training of trainers as described above, which includes the recruitment of consultants	letter			stage of consultancy, started second stage.
Approval of the recruitment of international advisor; the BTC to prepare the ToR for the approval of the steering committee.	ToR and no objection letter	BTC and MoE	Q1 2011	Done. TA started end of Q4 2011



## 6 Lessons Learned

Lessons learned	Target audience
Start procurement processes more early	PMT BTC Jerusalem MoE Procurement Dept

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## **7 Annexes**

### **7.1 Logical framework**

### **7.2 M&E activities**

### **7.3 “Budget versus current (y – m)” Report**

### **7.4 Beneficiaries**

### **7.5 Operational planning Q1-2013**