



**CTB**



# ANNUAL REPORT 2011

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

DGD CODE: NN 3008248

NAVISION CODE: PZA0802311



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## Acronyms

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
MoF	Ministry of Finance
MoEHE	Ministry of Education and Higher Education
MoF	Ministry of Finance
NIET	National Institute of Educational Training
PEI	Palestinian Education Initiative
SLI	School Led initiatives
LO	Learning Objects
HQ	Head Quarters
Game Jam	Educational Games Design Competition
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

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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-centered pedagogy in their disciplines, making use of electronic tools and resources

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	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 School Led Initiatives (SLIs), we are still within the initial budget for technological equipment for schools. The same applies to the Baseline study towards full payment in early next year.</p> <p>Taking into consideration the time required for administrative procedures; all tender process were started at a very early stage, where implementation of the baseline study will precede results achieved in the first cycle of SLIs.</p>	<p>Based on the surprisingly high turn-out rate (700) of school led initiatives; PMT decided to 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 we expect this result to be</p>

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			sustained during the different cycles after completion of the project.
<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>Payment of preparatory phase (workshops and consultants) for the incubator (Palestinian E-Learning Portal) of e-modules, tools and practices was finalized this year. Next year will witness actual 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 expedited in a very timely manner.</p> <p>Completion of the e-learning portal will coincide with completion of first phase of SLIs, and thus upload of their Learning Objects (LOs) into the newly established portal.</p>	All follow-ups this year focused on preparatory stages, 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 Palestinian curriculum.	<p>Upon completion of the portal, the portal will serve as the main sustainability tool for uploading, using, re-using, and expanding teacher a access to a platform of educational learning objects during the project's life time and importantly afterwards.</p>
<b>RESULT 3</b> Teachers have built	Upcoming quarters will measure funds efficiency based on teacher participation in the training and teacher productivity	Once the TOT have been	The planned and essential



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capacities in learner-centered pedagogy in their disciplines, making use of electronic tools and resources	and interaction with LO.	completed, cascading of 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.	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.
<b>RESULT 4</b>			
Education policy formulation benefits from monitoring and exchanges, taking in "lessons learned" from school level and other levels	Process initiated, this is planned for 2012.		

Budget	Expenditure per year	Total expenditure year 2 (31/12/2010)	Balance of the budget	Execution rate
<b>4,000,000</b>	208,539	225,357	3,774,643	5.63%

## 2.2 Key elements

This year began to witness the harvesting of many of the months-long preparatory activities for the E-Learning Project's main components.

Our first main climax for this year was the **School-led initiatives awards ceremony**,

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where 97 schools from almost 700 applicants were recognized in presence of BTC and MOEHE; part of the 200 participants, including local media and school –directorates officials.

Also, the second main climax was the detailed technical specifications and ToR specification for the Palestinian E-learning portal as spearheaded by an international expert. Where, a workshop was organized by the PMT and facilitated the E-learning consultant in presence of local stakeholders, which include educators and IT experts from different institutes and firms towards **an E-learning Educational Portal** in Palestine. The workshop formulated the needs and terms of references for 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.

In addition, all procedures have been completed for the **Educational Game Design Competition**, towards review of the games and awarding of prizes early next year. The competition is based on having local hobbyists and/or experts design online games that are entertaining, but more importantly have an educational objective as well as added-value to the Palestinian curriculum. The competition's short term objective is to educate school children via entertainment, and its long-term objective is to enrich the content of the Palestinian educational portal; 27 participants representing teachers, students, local IT firms as well as hobbyist submitted their work.

A consulting firm was recruited to conduct a baseline study, the process started in last quarter of 2011 towards **E-Learning Baseline Study** tools for a duration of 90 days to be completed. They have designed for data collection tools towards data gathering for pre-project status. The tools were reviewed, edited and revisited by the PMT, where we are awaiting the final versions by early next month to test with a small number of schools before expanding.

The process of selecting a consulting firm was initiated in 2011 to conduct the Training of Trainers program that aims to train 90 master trainers. The procurement process was terminated due to noncompliance with the World Bank procedures. A new proposal for training has been developed.

Towards formulating a concept paper on **Project Monitoring and Evaluation**, expression of interest individual CVs were received, applicants were interviewed by a

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committee, final candidate was requested to submit a technical and financial proposal; which was approved, he will start his work early next year.

Also, the **First procurement of school IT equipment (for the first round of SLIs)**

All administrative procedures have been completed and approved. Awaiting purchase orders to be submitted to vendors approved by MoEHE central tender department.

**Procurement of office IT equipment and supplies**

All office IT equipment and supplies have been received, enabling staff to fully utilize those resources in their daily tasks.

## 2.3 Key Risks

The main risks during this year centered on:-

- No major key risks

## 2.4 Key lessons learned and recommendations

	Lessons learned	Recommendations
1.	Address the appropriate timeline required for procurement to avoid delays to activities to e-learning project.	Hire a technical assistant to the PMT in order to assist in following-up process at all stages, and start process earlier.
2.	Meet the unforeseen high demand in e-learning activities	Increase the number of winning SLIs from 25-100 for upcoming cycles.
3.	Localize web presence and official e-mail and content management to avoid technical hardships as witnessed when hosting externally	Prioritize immediate usage of upcoming local server for PMT web presence, SLI registration, Game jam registration, as well as official e-mail accounts.
4.	Anticipate turnover of	Organize bi-annual competitions in specific

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participants in the educational areas of the Palestinian curriculum  
game design competition

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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 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

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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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connected to the Internet.

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

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<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”

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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, we started a culture of self assessment 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.

Also, 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.

### 3.1.2 Institutional Anchoring

The institutional anchoring as stated in the TFF is very appropriate; it started last year with the IT department where the physical networking infrastructure is located, completed and spearheading by the IT Department in cooperation with the PMT, that includes the computer servers, accessories and their networking.

### 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 co-management, as well as the legal framework and personnel efforts are suited for successful execution.

#### *Harmo-dynamics*

Harmonization with other donors in the e-learning sector is the key to very

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<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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successful implementation of the project and its sustainability. Prior to implementation of the many items in our action plan, networking and lessons learned from other experiences are 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.

## 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> <li></li> </ul>						Baseline study will be completed early 2012
More than 1/3 of the students of the targeted schools have acquired 21 <sup>st</sup> Century skills						Baseline study will be completed early 2012

### 3.2.2 Analysis of progress made

Since the project is in the post launching phase, this year witnessed the successful completion of most of the project's tenders for the first cycle; where reaping of this year's work is beginning to show with the school led initiatives and other actions to follow by



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next year.

### 3.2.3 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Political & Economic Situation	Low	<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> </ul>	Low	A
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
<b>Effectiveness</b>	B	Since the project is in its first year, its effectiveness is promising since the number of participants in the different components is above expectations.
<b>Efficiency</b>	B	Since the project is in its first year, its efficiency is promising since the previous attempts in e-learning similar components are taken into consideration. (i.e. the USAID portal initiative)
<b>Sustainability</b>	B	Since the project is in its first year, its sustainability is promising since the ministry of education different departments are already involved in the technical infrastructure as well as the terms of reference to most consultancies based on the ministry's vision.
<b>Relevance</b>	B	Since the project is in its first year, its relevance is promising since new partnership with the ministry of education is beginning to emerge based on the concept of e-learning and utilizing ICT in education (i. e. the Japanese and Jordanian mission)

### 3.2.5 Potential Impact

The 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 probable based on this early stage of project indicators – where through-out the project life (four years) 150 schools were targeted, year one alone witnessed 97 schools acceptance, and as appears below a recommendation to anticipate receiving more learning objects as outcomes and thus purchasing more computers.

### 3.2.6 Recommendations

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<b>Recommendations</b>	<b>Source</b>	<b>Actor</b>	<b>Deadline</b>
Increase the number of winning SLIs as seen in the success of cycle one of this act.	3.2.5	PMT	Q2 2012
Anchor the monitoring and evaluation of the project/its output in the Evaluation and Assessment Department.	3.1.2	MoEHE	Q3 2012

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### 3.3 Results

Below are the details of the different results.

#### 3.3.1 Indicators

**Result 1:** 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.						Baseline study is not conducted yet...this applies for all indicators under result one.
<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>						
<ul style="list-style-type: none"> <li>1/3 of the teachers in the targeted schools use innovative teaching methods</li> </ul>						
½ of targeted schools have disseminated their e-learning practices to at least 1 other non targeted school						

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

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-</li> </ul>		0				Baseline is zero, since no

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learning portal from the second year onwards	0					portal exists at this point. Same applies to remaining indicators under result two.
• 200.000 students use e-learning materials on the portal.	0	0				
• 100 high-quality e-modules adapted to the needs and content per year (authenticated)	0	0				
• 50 self-initiated e-modules developed by teachers uploaded to the portal each month	0	0				
• 50 % of the teachers of the 4 disciplines use regularly e-learning tools	0	0				

**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
• At least 800 teachers trained and having upgraded their capacities in the use of IT and learner centred education	0	0				Baseline is zero, since no e-learning specific training exists at this point. Same applies to remaining indicators under result three.
• 80 % of targeted teachers apply the innovative methodologies they have learned in the training	0	0				

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

Indicators	Baseline	Progress	Progress	Target	End	Comments
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	value	year 2011	year 2012	year 2013	Target	
<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				Baseline is zero, since no e-learning specific policy formulation exists at this point. Same applies to remaining indicators under result four.
<ul style="list-style-type: none"> <li>Increased reference to reports and increased number of specific innovation in standardized monitoring</li> </ul>	0	0				
<ul style="list-style-type: none"> <li>Sensitivity towards innovation</li> </ul>	0	0				
<ul style="list-style-type: none"> <li>Education policy documents at all levels show increased reference to innovation and lessons learned</li> </ul>	0	0				

### 3.3.2 Evaluation of activities

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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-centered pedagogy in their disciplines, making use of electronic tools and resources			C		The procurement process was terminated due to noncompliance with the world bank procedures. A new proposal for training has been developed
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.

### 3.3.4 Risks and Assumptions

No other risks, only the ones mentioned under previous section

### 3.3.5 Quality criteria

Same as section 3.2.4

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### 3.3.6 Budget execution

See attached excel sheet for updated until Q4 2011 financial report

### 3.3.7 Recommendations

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



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## 4 Transversal Themes

### 4.1 Gender

As was foreseen in the TFF 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 %).

### 4.2 Environment

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

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

<b>Decisions</b>	<b>Source</b>	<b>Actor</b>	<b>Time of decision</b>	<b>Status</b>
operational bank account to be opened	TFF	BTC	Q1 2011	Open
Bring an international consultant to help in settling the design of the portal	Backstopping mission	PMT	Q2 2011	Done
Approval of school initiatives implementation plan	Quarterly report	Steering committee	Q4 2011	Done
Approval of modified budget	Annual report 2010	Steering committee	Q1 2011	Done

DOCUMENT TYPE: 2011 Annual Report	DOCUMENT TITLE : Annual report E-learning	DOCUMENT OWNER : BTC	DATE OF APPLICATION : Q1_2012	VERSION :
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## 6 Lessons Learned

Lessons learned	Target audience
Start procurement processes early	PMT MoE Procurement Dept
Turnout of School Led Initiatives is higher than expected	PMT
Turnout of Educational games competition is higher than expected	PMT

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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 Q1-2012**