UNITED NATIONS DEVELOPMENT PROGRAMME

Programme of Assistance to the Palestinian People

PROJECT DOCUMENT

Number:	**PAL50 = 43735 Proposal =39138**	*UNDP/and cost sharing*	
	PAL10= 43734 Proposal= 39137		
Title:	Support to the Palestinian Education Programme (CostSharing)	Donor : ITALY	
Duration:	18 months	*Programmable*	
Project Site:	*West Bank and Gaza Strip*	Amount	6,490,282 Euro
Sector & Sub-sector:	1700 social development 1720 Integration of Social Gr.		
Executing Agency:	UNDP/PAPP	UNDP Support Cost	519,222 Euro
Implementing Institution:	Ministry of Education		
Estimated starting date	March 2005	Total:	7,009,505 Euro

. The project intends to contribute to the following objective of the Five Year Education Plan:
1.　　　Providing access to education for all; and
2.　　　improving the quality of education
The specific activities covered under this project are not covered under current or pledged
assistance of other donors or the IFIs.
This project is intended to consolidate prior support provided by the Italian Government to the
Palestinian Authority in the education sector and further contribute to enabling MOE achieve the
priority objects of the Five Year Education Development Plan 2000-2001.
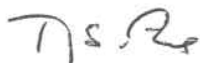
On Behalf of the	Signature	Date	Name/Title
United Nations Development Programme			Timothy S. Rothermel Special Representative

UN official exchange rate at the date of the signature of Project document: 1 Euro = 1.3 $

Dear Dr. Aloi,

Further to our discussion on the Italian Government planned support to the Educational System in the West Bank and Gaza Strip, we are glad to present you a with a project document outlining certain activities that will further support UNDP/PAPP's joint Programme with the Ministry of Education and Higher Education.

The Support to the Palestinian Education Programme (SPEP) is an ongoing UNDP's activity, that is currently being funded by several donor country including the Government of Canada, Japan, Luxembourg, as well as the Islamic Development Fund and the Saudi Fund to Aid the Palestinian People. The current commitments to SPEP is around 16 Million USD.

The Italian Government pledge of 7 Million USD will greatly enhance the SPEP's impact and services to the Palestinian people. We are greatly appreciative of your kind review of the attached project document and are hopeful that a trust fund agreement with your kind government can be establish to support the SPEP.

The project document intends to increase the enrolment capacity of the ministry of Education through the construction of 4 new schools as well as the renovation and extension of 10 existing schools. The project will furthermore; provide educational materials and equipment to 190 existing schools all over the West bank and Gaza Strip.

The project will also provide the MEHE with quality technical assistance carried out by a reputable Italian university and a local Palestinian university.

We hope that you review the document and please feel free to provide with any comment, you deem necessary.

Yours sincerely,

Andrea Tamagini
Deputy Special representative.

Dr. Antonio Aloi
Coordinator
Italian Cooperation
c/o Itaian Consulate
Sheikh Jarrah

The United Nations Development Programme

Programme of Assistance to the Palestinian People
And

The Palestinian Ministry of Education and Higher Education

Support to the Palestinian Education Programme
SPEP

Presented to the Italian Cooperation

February 2004

Annexes

A.   DEVELOPMENT CONTEXT

A1 Description of the sub-sector
Education in the Palestinian Context

The state of Palestine, regardless of what its final borders will be, is small and limited in natural assets. Its people are its primary resource, which renders demographic data highly important. Accurate information in that regard is now available and forecasts have become possible after the population census was conducted at the end of 1997. The results of the census registered the population of the West Bank, including Jerusalem, and the Gaza Strip at about 2.9 million.[1] The population is estimated to reach 4.9 million by 2010, 6.7 million by 2020, and 7.4 million by 2025.[2] The predictions indicate that increases in the population may be among the top challenges facing Palestine, but at the same time indicate that the human resources necessary for progress would be available, provided that suitable economic and social strategies are implemented. Human beings are simultaneously producers and consumers. Reaching equilibrium between production and consumption is a vital precondition for political stability based on a firm economic and social foundation that guarantees growth and sustainability.

Among the population issues directly connected to sustainable human development are the low average age of the population due to high fertility rates and the continuing migration of young adults in search of employment. Population between the ages 5-19 (school age) made up 39% of the population in 1997 and the percentage is expected to decrease slowly to reach 38% in 2010 and 35% in 2025[3]. Statistics indicate that the Palestinian education sector will assume enormous dimensions, requiring the attention of the state for at least a full generation. The growth of the education sector embodies the population challenge in both its aspects: providing the necessary resources to educate such a large population, and laying the basic foundations for development and prosperity by developing a modern education system. Education is a community investment in human resources whose benefits are not only economic, but also cultural and social. The educational challenge in Palestine is both qualitative and quantitative.

The situation in Palestine is complicated by a convergence of several problems. The failure of political negotiations after an entire decade had discouraging effects on the organizational and planning activities of the Palestinians. The long years of waiting dashed many of the aspirations that Palestinians had come to hold at the peak of the first Intifada, which was a reaction to attempts to destroy the Palestinian existence through occupation. The unstable conditions, embodied in the intermingling of interim and permanent status solutions, intensified the conflict between meeting immediate needs and working toward future goals.

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[1] . See: *Final Census Results*, summary; Palestinian Central Bureau of Statistics, 30 November 1998.
[2] . *Population in Palestinian Territories*, 1997-2025; PCBS, September 1999.
[3] . Previous reference.

The rise of unemployment is one of the primary examples of the contradiction of priorities. The crisis was relieved to an extent by broadening employment in the public sector and by rising enrollment in higher education institutions. The first phenomenon led to decreased productivity and higher production costs in the public sector, with salaries consuming almost 60% of the PNA budget, a burden that cannot be borne in the long-run. As for the second phenomenon of rising university enrollments, it can lead to deferred unemployment with effects that may be far worse than those of current unemployment levels.

The Palestinian economy is a problem that has evaded solution for many years. For half a century it has relied on external sources of income, making it feeble and highly prone to instability. At the beginning of the 1950s, the UN established the United Nations Relief and Works Agency (UNRWA). Soon after, employment in the Gulf States became available. With the Israeli occupation of 1967, work in Israel became a primary source of income, and Arab aid provided via the Jordanian-Palestinian Committee supported many vital projects. Other international aid began to flow into Palestine after the establishment of the PNA. The PNA was entrusted with responsibilities that outweighed its abilities in many economic sectors. The excessive reliance of the Palestinian economy on the Israeli economy made it structurally unstable. Also, land confiscation and control of water sources deprived the Palestinians of a large portion of the few natural resources they possessed.

General Education

The primary education sector in Palestine is relatively large and is continually growing. The number of students in the West Bank and Gaza in the year 1967-68, the beginning of occupation, was close to 220,000. When the PNA assumed responsibility for the education sector at the beginning of the scholastic year 1994-1995, the number had climbed to 650,000, tripling in 27 years. The number of students at present is about one million, and is expected to reach one and a half million in ten years.

Schools are categorized according to the supervising body as *governmental, private,* or *UNRWA,* The situation is different in Jerusalem, which has schools officially operated by the Islamic Waqf Directorate, although they are connected with the Palestinian Ministry of Education. Others are operated by the Jerusalem Municipality or the Israeli Education Department. Some private schools also operate kindergartens, but demand is low due to the fact that kindergarten lies outside the official education sector, although enrollment is constantly rising. There are boys' schools, girls' schools, and coed schools.

Table (4-1): Number of students in schools and kindergartens according to area

Area and school year	Kindergartens	Schools		Total
		Basic*	Secondary	

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Palestinian territories 1994-1995	36,829	572,529	45,339	654,697
2000-2001	69,247	830,765	76,363	976,375
West Bank 1994-1995	35,768	355,269	27,678	418,715
2000-2001	46,728	495,364	45,484	587,576
Gaza Strip 1994-1995	1,061	217,260	17,661	235,982
2000-2001	22,519	335,401	30,879	388,799

The continuing increase in the number of students is attributable to two factors: first, high fertility rates and the resulting low average age of the population, as mentioned earlier; and second, the constant increase in demand for education. In the 1970s, roughly half of all children attended school through basic education, and one-third remained to complete secondary level. Today, enrollment in the middle years is almost at 100% and more than half of Palestinian children complete grade twelve. In ten years, 75% of all children are expected to complete grade twelve.

It is worth mentioning that no substantial discrepancies are detected between the enrollment of males and females of school age, with male students making up 50.1% of the student base for the scholastic year 2000-2001 and female students 49.9%. The number of female students exceeded the number of male students in the secondary level, which is a worrisome indicator, attributed partly to the trend of school abandonment (dropping out) among male students in the secondary level (16 years and older,) most probably in order to accept menial jobs in light of the economic crisis.

It is interesting to note the high rate of kindergarten enrollment, especially in Gaza. It serves as a potential indicator of radical social changes in the development of educational aspirations and awareness in the family, the regression of extended family, which previously was a primary source of childcare, and the increasing number of working mothers. The time is now for kindergartens to be brought into the core of official Palestinian educational planning.

Undoubtedly, the growth in the size of the primary education sector will gradually decrease with a decrease in fertility rates and total enrollment of the school age population, but both of these elements will not come into play before 2010. Therefore, contending with the size of Palestinian educational needs, which is a problem and an opportunity at one and the same time, will remain a challenge for at least another decade. In addition, the number of returnees may not match the prediction upon which assessments were made, which poses an unknown element that may confuse expectations and impede implementation of plans.

Table (4- 2): Number of Kindergartens and Schools in 2000-2001

Area and school year	Kindergartens	Schools		Total
		Primary*	Secondary	
Palestinian territories 1994-1995	436	1,141	333	1910
2000-2001	811	1,316	519	2,646
West Bank 1994-1995	423	842	294	1,559
2000-2001	596	967	448	2,011
Gaza Strip 1994-1995	13	299	39	351
2000-2001	215	349	71	635
Source: The Palestine Annual Statistical Book (2) November 2001, PCBS.				

This unprecedented demand for education carries some negative effects; overcrowding in schools is much too high for a sound education process to be maintained. More than 100 schools employ a two-shift system. There are also a number of schools housed in unsuitable buildings. This situation is a leftover from occupation, which did not tend to build schools or hire teachers.

Table (4-3): Average Number of Students per Classroom

Level	Supervising Body			General Average
	Government	UNRWA*	Private	
Kindergarten 1994-1995	-	-	28.6	28.6
2000-2001	11**	-	25.0	25.0
Primary 1994-1995	35.9	43.6	27,8	37.1
2000-2001	36.1	461. ***	25.6	37.3
Secondary 1994-1995	31.9	-	19.6	30.2
2000-2001	31.5	-	17.7	30.2

Tables 2 and 3 show that the number of schools, which increases by 100 each year, has not been able to cope with the increasing number of students. While conditions improved at private schools, which require high tuition, governmental schools remained as is and conditions at UNRWA schools worsened, with congestion reaching levels unacceptable under any set of standards.

Table (4 - 4): Numbers of Teachers

	Kindergartens	Schools*	Total
Aggregate 1994-1995 2000-2001	1,211 2,743	19,843 32,502	21,054 35,245
Government 1994-1995 2000-2001	- 3	13,533 22,953	13,533 22,956
UNRWA 1994-1995 2000-2001	- -	4,370 6,129	4,370 6,129
Private 1994-1995 2000-2001	1,211 2,740	1,940 3,420	3,151 6,160

The numbers of teachers and the ratio of students to teachers portray a better picture than the actual conditions in overcrowded classrooms. The situation improved slightly in kindergartens and private and governmental schools, but regressed to an extent at UNRWA schools. There are complaints among teachers regarding low wages, especially at governmental schools, where salaries average $350 per month, forcing many to take second jobs to increase income.

Table (4 – 5): Ratio of Students to Teachers

Area and school year	Government al	UNRW A	Private Kindergarten	Total	Total
Palestinian territories 1994-1995 2000-2001	39.9 26.8	36.9 37.9*	19.5 17.3	30.5 25.2	31.1 27.7
West Bank 1994-1995 2000-2001	29.9 25.4	32.9 33.7	19.1 17.2	30.3 25.3	28.9 24.9
Gaza Strip 1994-1995 2000-2001	34.0 30.7	38.7 39.5	25.4 18.0	33.2 25.1	36.0 33.3

The student –to-teacher ratio at UNRWA schools registered 39.5:1 in 1999-200.

Source: The Palestine Annual Statistical Log (2) November 2001, PCBS.

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The conditions and trends illustrated in these tables may cause the education process to become a passing or trivial matter in the lives of students and teachers. It is impossible to predetermine the thin line between marginal improvement and collapse. The real danger may lie in the direction that seems to enjoy the widest backing on the political front, which is to allow the quality of the educational system to deteriorate to an unsalvageable level. Despite this grim possibility, there are serious efforts underway to improve education.

The handing of full responsibility for maintenance of the education sector to the Palestinians in August 1994 was a major turning point that occurred with unexpected speed. The Palestinians were informed that the responsibility was in their hands only a month before it was handed over, and the 1994-1995 scholastic year began three days after the transfer. The transfer was pulled off without a hitch, although the Israelis held back some information and files. The entire process came immediately on the heels of the Intifada and its disruption of attendance, which had left the educational system in a state of chaos. Added to that are the results of negligence of the sector by occupation authorities over many years.

The Five-year Education Development Plan

The Ministry of Education constructed a five-year comprehensive development plan that stretches from 2000-2001 to 2004-2005.[4] The plan targeted five main areas for development:

1. Raising enrollment to about 74% in the secondary stage by the year 2004, building new schools, and canceling the two-shift system.
2. Improving the quality of education by implementing the new curricula in full by 2004-2005, increasing the number of teachers, decreasing the number of students per classroom, and renewing school furniture and equipment.
3. Developing formal and informal education. This includes enacting the education law, developing technical and administrative aspects of school management, encouraging preschool education, and expanding vocational and technical education.
4. Developing managerial skills, which include planning, management, finance, and striving for a decentralized educational system.
5. Developing human resources in the education system by improving programs to train teachers before and during service.

The quantitative requirements of the plan are enormous, although the objectives are reasonable. In the governmental sector alone, without UNRWA and private schools, the objectives mean that the number of students from 1998-1999 to 2004-2005 would increase by 43%, and would require a 61% increase in the number of teachers and 67% more classrooms. Costs for implementing the plan were estimated at $1.9 billion, including $1.4 billion in operating expenses, mostly salaries, and the remaining $0.5 billion for capital expenses, mostly buildings. This requires that the Ministry of

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[4] . *Five-year Education Development Plan*, 2000-2001 to 2004-2005, Ministry of Education, October 1999.

Education budget for the year 1999-2000 be twice what it was for the previous year and doubled again for the year 2004-2005, reaching $480 million, close to 10% of the GNP.

The plan was proposed and discussed at an international conference on education held in Ramallah on 20-21 October 1999, when it was determined that the funding requirements of the plan were impossible to achieve. Therefore, the Ministry of Education began reviewing and reassessing the plan within the framework of comprehensive development. The reassessment included examining all possible alternatives and studying the cost-benefit analysis of each element in the immediate and long-term ranges, and an amended plan was published in September 2001. The amended plan clung to the principal bases and general guidelines of the original but decreased the desired percentage of enrolment in the secondary level in 2004 to 68%, ruled out the option of doing away with the two-shift system, and reduced some activities. The necessary budget dropped to $1.5 billion, including $1.2 billion in operating expenses. The amended plan was slated to be unveiled at a second international conference, but the political situation did not allow it.

The distinguished professionalism that marked the planning process at the Ministry of Education be it in determining priorities, setting goals, or calculating quantities, deserves recognition and praise. However, the deterioration of economic conditions in Palestine, with the rise in unemployment, the spread of poverty, and the destruction of infrastructure and businesses, looms heavily over the possibility of realizing the amended plan. The conditions that have been nothing less than abysmal for over a year require enormous resources for rebuilding and will increase the competition between meeting immediate needs and achieving educational goals. The education sector, by virtue of its size, is the first candidate among sectors that will *not* receive development funding at the current stage.

The education sector has suffered directly from the lack of security in Palestinian daily life. One hundred fifty schoolchildren have been killed and 148 school buildings hit with Israeli rockets. It has become extremely difficult and dangerous for students and teachers to reach school on a daily basis due to the hundreds of military checkpoints on roads. In 1994, the Palestinians constructed a strategic plan to rebuild and develop the education sector as well as many other sectors, but the current crisis dealt that plan a severe blow, jolting it backwards it many respects. Consequently, preventing further deterioration and reconstruction of the sector have become critical priorities, which will necessarily delay further development.

A2 Host Country Strategy

Lack of necessary resources is not the only obstruction to developing the education sector in Palestine. The human factor is no less significant, as it is the focal point of any radical change. The education outlook prevalent in Palestine is characterized by traditional ways of thinking. The Ministry of Education is engaged in several endeavors, including preparing curricula, training teachers, and building schools, and has recently been very active in training teachers and other educators, to improve their professional

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skills. However, the Palestinian education system is still blemished by authoritarianism in a community controlled by hierarchical relationships, with team-based, interactive relationships still noticeably weak. The Palestinian educational system desperately needs a clear vision that can adapt to the current situation and meet the challenges of a new century

A3 Prior and Ongoing Assistance

Assistance of Government of Italy

Italy has been one of the major donors in the education sector and in the development of basic education in particular. Italy's strategy in providing assistance focuses on Building Human Capacity across the broad spectrum of the responsibilities of MOE. In particular Italy's support focused on capacity building, the strengthening of the Ministry's capacity in education management and planning (Five Year Education Development Plan was elaborated with the Italian support), and the expansion of school facilities.

The projects supported by the Government of Italy are the following:

	Project	Value (US$)	Imp. Agency
1.	Strengthening of MOE	2,000.000	IIEP/UNESCO
2.	Improving the Quality of Basic Education	1,000.000	IIEP/UNESCO
3.	Capacity Building in Educational policy formulation and management for the Palestinian Authority	730,000	IIEP/UNESCO
4.	C Policy Analysis and Formulation for the Development of MOE	300,000	IIEP/UNESCO
5.	Capacity Building in Educational Planning and Budgeting	321,000	IIEP/UNESCO
6.	The support of the Palestinian Curriculum Dev. Center in Ramallah, Phase I & II	750,000	UNESCO
7.	Training of Teachers of Science and Mathematics, Phase I & II	300,000	IIEP/UNESCO
8.	Replacement of unsuitable schools and supplementary reading material	2,000,000	World Bank
9.	Support to the Palestinian Education system	5,800,000	World Bank

The above projects have contributed to strengthening MOE's capacity to develop and reform the education system, increase access to and improve the quality of education. The combined impact of Italian assistance has contributed significantly to the development of human resources in Palestine.

The latest projects implemented by the World Bank (Support to the Palestinian Education system) and UNESCO (Strengthening of MOE), have also established some solid grounds for the Italian Cooperation to tap on MoE's human capacities and resources for further assistance and cooperation.

On the other hand, MOE wishes the Italian Cooperation to continue to provide support in the same areas in order to consolidate the impact of the previous assistance and reach a critical mass that would make the notable impact on the development of the education system of Palestine.

Assistance of UNDP/PAPP

UNDP/PAPP ongoing **Support to the Palestinian Education Programme (SPEP)** was established to support the Palestinian Ministry of Education efforts to provide quality education to the Palestinian student population as well as to support its efforts in increasing the enrolment capacity of the educational system. Several donors has signed trust fund agreements in support for this programme. The information below n pertains to the projects UNDP has and is managing through SPEP over the past year.

The following projects were funded through a Canadian Employment Generation Grant:
1. Swedish Camp/Rafah – 6 temporary containers for a primary school.
2. Khaleyel Allouz/Bethlehem – Construction of a new primary school plus sanitary units.
3. Mrah Ma'alla/Bethlehem – Finishing works for primary school, including sanitary units.
4. Kfeiret/Jenin – Additional Classrooms for primary school.
5. Nazlet Zeid/Jenin - Additional Classrooms for primary school.
6. Jericho – Construction of two additional classrooms and rehabilitation of two sanitary units girls primary school.
7. Al-Dabaa/Qaqiliya – Finishing works including including sanitary units for the primary school.
8. Asawiya/Nablus – Construction of four additional classrooms in the primary school plus retaining wall.
9. Assira Qibliya/Nablus – Construction of four additional classrooms plus administrative offices. Sanitary units need completion.
10. Bureen/Nablus – Construction of two additional classrooms plus library.
11. Talfeet/Nablus – Construction of new primary girls school including four classrooms plus administrative offices and library.
12. Deir Ibzei/Ramallah – Two additional classrooms and a sanitary unit were constructed in the girls primary school plus administrative offices.
13. Jayyous/Qalqiliya – Completed finishing works for two classrooms, a meeting hall, a science laboratory, and boundary walls.
14. Marj Ghazal/Jericho – Completed retaining walls around the primary school.
15. Nazleh Sharqiyyeh/Tulkarem – Four additional classrooms were constructed in the co-educational Secondary School.
16. Baqqa Sharqiyyeh/Tulkarem – Four additional classrooms and a library were constructed in the Girls Primary School.

The following projects were funded through a Grant by the Government of Japan:
1. Mazra Al Qibliya/Ramallah – Construction of three additional classrooms, science and computer labs, home economics rooms, and storage space.

2. Marda/Salfeet – Construction of three additional classrooms, library, laboratory, and sanitary facilities at Marda Co-educational secondary school.
3. Silwad/Ramallah – Asphalting of courtyard of boys school.
4. Naseeba Almazinia/Jenin – Construction of a Sanitary Unit at the Naseeba Almazinia school.

The following projects were funded through a Grant by the Government of Luxembourg:
1. Dura Al Qara/Ramallah – Construction of a new co-educational primary school, including twelve classrooms, sanitary units, computer and science lab, home economics rooms, and administrative offices.
2. Jinsafoot/Qalqiliya – Additional works at Jinsafoot Girls Primary School
3. Zboba/Jenin – Construction of four classrooms, canteen, computer lab, library, sanitary units, and administrative offices and external works in Zboba school.

In addition to the above the Government of Japan is providing emergency funds to add classrooms in 10 existing schools as well as rehabilitation of 22 existing sanitary units in schools and the construction of additional units in 55 schools

The Islamic Development Bank and the Saudi Fund for the AID of the Palestinian People are also contributing to the SPEP, with planned commitment for the building and rehabilitation of a number of schools allover the West bank and Gaza Strip.

The Flexibility coupled with UNDP/PAPP internal capacities makes the SPEP a successfully module that is able to handle any additional funding that will be provided by any donor. The Italian Cooperation planned contribution will enable the SPEP to benefit more needy communities, however and more importantly will increase the SPEP focus on the quality of education, something that we were not able to focus on due to the emergency nature of most past and current contribution to the program.

B.   PROJECT JUSTIFICATION

If the goal of human development is understood as maximizing human capabilities to eradicate poverty, and enable people to live a long, healthy and creative life then one of the critical sites for any development strategy is the education sector. The education sector is a key determinant of the qualitative nature of a society's future human resources capabilities. For this reason, investment in education is an investment in human capital that can contribute to economic development and can raise the living standards of a society as much as investment in physical capital.

Moreover, investment in education can assist in improving the quality of life of a citizenry and their involvement in societal processes. By giving the population greater access to skills and knowledge, and most importantly the ability to think critically and utilize this knowledge, investment in education can improve the quality of a society's governance and the ability of the population to meet the challenges of development. The educational system, as a key site for the development of future human resources and a prerequisite for an informed and active citizenry, is thus a critical sector for any development strategy.

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The importance of the education sector for development in Palestinian society is perhaps even more marked for a number of specific reasons:

- Palestinian society is a young society with 47% of the population below the age of 15 and 20% below the age of five. Thus close to 30% of the population at any one time (and the future labor force) is attending school.
- The labor force, estimated at 680,000 persons in 1999 Q4, faces a potential demographic annual growth of approximately 4 percent in the number of working age persons. The vast majority of this large annual cohort enters the labor force directly from the educational system.
- Participation in the educational sector is very high (between grades 1-10 there is 97% attendance and between grades 10-12, 57%) thus a successful, concerted strategy aimed at the education system can have a significant impact on future generations.

B1.1. General Considerations to be addressed

The major problems, which the Five Year Education Development Plan 2000-2004 is meant to address, can be summarized as follows:

1. difficulties in providing access to school for all
2. low quality of education
3. inadequate formal and non-formal education (vocational and technical education)
4. Inadequate education planning and management capacity at all levels.
5. Large numbers of not properly qualified teachers.

Difficulties in providing access to school for all

Providing access to basic education for all presents many and serious challenges in spite of apparently favorable statistics. In the West Bank and enrolment rate in basic education is 95.70% (male 94.7% and female 96.91%), in the Gaza Strip it is 95.94% (males 93.53% and females 98.58%). Enrolment rates for females appear to be higher than for males in basic education, but decline sharply at the secondary level.

The main difficulty in providing access to all is due to the inadequacy of school premises both in terms of capacity to accept new students as well as in terms of suitability. Many buildings are in a bad state of repair while others are totally unsuitable to be used a schools. Furthermore, the latter present health hazards for the students due to inadequate air circulation on the account of undersized windows and to the absence of suitable toilet facilities, In general classrooms are rather small. To overcome the non availability of classrooms in sufficient numbers and size, in several areas school facilities are either being overcrowded or used in double shifts.

In spite of double shifts and overcrowding, the **present number of schools and classrooms are still insufficient** to accommodate expected natural increases in the student population.

Low Quality of Education

The low quality of education is due to the compounded affect of several factors. The major factors are the following:
- the absence of sufficiently qualified teachers;
- the absence of modern schools facilities as well as of modern teaching and learning aids;
- an inadequate system to evaluate student achievement; and
- The absence of extra curricular activities.

A major factor affecting the quality of education is the limited competence of the teachers, 50% of who do not hold university degrees. MOE has conducted a variety of teacher training activities to improve teaching methodologies. However, training programs focused on improving teaching of the existing old curricula. It should be noted that most of the teaching staff was compelled to teach under poor conditions during the period of Israeli occupation. These teachers will need more in depth and continuing training to be able to change the pedagogical attitudes to which they are accustomed.

Due to a series of factors, including the absence of adequate facilities (space, library books, maps, models, reference materials, science tools, etc.) as well as low pay and the absence of adequate supervision and incentives, **teachers' motivation is low**. The burden posed by the administrative responsibilities confronting headmasters and supervisors, coupled with the limited training received on how to provide pedagogical guidance, have affected adversely the teachers' teaching abilities and motivation..

B 1.2 Analysis of Objectives

To address the problems identified above, it is necessary to meet several related objectives; An analysis of the objectives is presented. The development of Palestine requires human capacity building and in particular to develop creative and reflective individuals with problem solving abilities and capable of higher-level thinking. To achieve this goal, the improvement of Basic Education becomes absolutely necessary.

To improve the quality of basic education, teaching has to be more stimulating and attractive to the student. **Teaching has to actively engage the student in the leaning process**. For this to take place, the teaching conditions need to be improved. The pressures on teaching and learning resulting from overcrowded classrooms and double-shifts should be reduced. Given that the elimination of double-shifts is difficult to achieve on account of the high rate of student population increase, measures should be taken, at least to avoid the increase in the use of double shifts.

To do so, <u>more schools and classrooms need to be built,</u> particularly, schools for female students in remote areas and schools in areas with special-needs. Furthermore, <u>there are many schools housed in unsuitable or badly run down buildings. These require urgent maintenance and rehabilitation.</u> **The construction of new schools and classrooms and the renovation of existing school buildings will contribute to facilitate and encourage access to education and will provide more equitable teaching conditions as well.**

Quality basic education requires integrating the various aspects of teaching and learning. Besides improved school facilities and a new curriculum, **teachers need to be training in modern and effective teaching practices**, particularly in the context of the new curriculum. **They need to be provided with teaching and learning materials**, as well as to be training in developing appropriate teaching aids, and in using them effectively. Guidance by head teachers and supervisors in the effective use of the new curriculum and related teaching and learning materials would motivate teachers to improve their teaching methodologies and their teaching abilities. All these factors will eventually lead to improving the quality of education.

B2 Project Description and Expected End of Project Situation

B2.1 Project Components

The project intends to contribute to the following objective of the Five Year Education Plan:

1. **Providing access to education for all; and**
2. **improving the quality of education.**

The specific activities covered under this project are not covered under current or pledged assistance of other donors or the IFIs.

This project is intended to consolidate prior support provided by the Italian Government to the Palestinian Authority in the education sector and further contribute to enabling MOE achieve the priority objects of the Five Year Education Development Plan 2000-2001.

This project not only enhances the common goals and objectives of the previous projects implemented by the Italian Cooperation through other implementing agencies, but it adds extra value as far as access and quality of education is concerned. In terms of quality of education technical assistance intervention will be emphasized and highlighted further, focusing on new approaches in information technologies, as well as on integrated and holistic approaches already tested in previous projects. An international chief advisor will ensure the transfer of lessons learnt in the implementation phase to the Ministry of Education and Higher Education and will support the Ministry's efforts in broadening their scope of intervention.

1. Providing Access to Education for All

Building Additional Schools and Classrooms

In the 1998/1999 school year the number of students enrolled in government schools totaled 549,404. The number of students is expected to grow to 724,354 by the 2003/04 school year reflecting an average increase of 35,000 students per year. This increase presupposes the need to provide each year some 520 additional classrooms in the West Bank and 345 in the Gaza Strip, for an average number of 40 students per class. In terms of schools, these numbers imply the construction of some 60 schools per year (MOE Five Year Plan projections).

The main challenge in providing school access to all children in the inadequacy of existing school facilities, both in terms of capacity as well as in terms of quality. First of all, existing school buildings are insufficient to accommodate all school age children and meet the natural increase estimated at 6.5% per year. To cope with the situation, many facilities are being used in excess of their capacity, resulting in overcrowded classrooms, while others are being operated in double shifts. Furthermore, many of the buildings are in a bad state of repair while others are totally unsuited to being used as schools.

In the Palestinian context, the limited number of schools and overcrowding are factors, which are particularly discriminatory for girls. Parents are reticent to send children to schools, which are distant from the places where they live, and public transportation, in many areas is not conducive to facilitating access to distant schools. The availability of schools near the homes of the children and less overcrowded classrooms will certainly facilitate overcoming this particular problem and will benefit girls in particular. MOE is quite sensitive to the needs of girl students.

2. Improving the quality of education

The key tasks are the following:

- Rehabilitate degraded and inadequate school buildings
- Equip schools and community rehabilitation centers with appropriate learning and teaching aids, and equipment
- Train teachers.
- Provide Technical Assistance to the MEHE
- Disbursement of Small Grants to School Districts

Rehabilitation of degraded and inadequate buildings

The teaching and learning environment is not suitable because many school building are in a rather deplorable state of maintenance. Moreover, many schools are located in rented buildings, which were not built for the purpose of being used as schools. The

absence of maintenance and upgrading during the many years of Israeli occupation led to a situation in which many schools buildings are severely degraded and pose health hazards to both the students and teaching staff as well.

Teaching Aids and Learning Materials.

The degradation of the school system, following the Israeli occupation, is also reflected by the degradation and non-upgrading of learning and teaching materials and school equipment in general. In effect, most schools lack the basic teaching and learning materials and equipment (reference books, science teaching equipment, audiovisuals and computer labs). Students lack the basic tools to be able to acquire the necessary skills to gain a living or to pursue further studies.

Teachers training.

Without well trained teachers the education process cannot at all achieve the set goals of producing modern, efficient citizens, the absence of a coherent and well functioning system of pre-service and in-service training is increasingly becoming an impediment to achieving progress in quality and relevance of education

Technical Assistance.

In the previous projects implemented directly by the Italian Cooperation, Bethlehem University designed and conducted a qualitative survey of East Jerusalem Schools, aimed for identifying the developmental needs of the E. Jerusalem schools in accordance to their human and physical resources. The participatory approach was used to explore 13 different themes using focus groups representing school community.

To build on the results of that phase, Bethlehem University's technical assistance may also be utilized in this project using the same approach to data gathering to complement the data gathering process initiated. This will enable to continue defining quality education using the holistic integrated framework of principles for education. This will require to translate the recommendations of the survey conducted into a networking mechanism and a training program including development of teaching and learning resources. The project will ensure an in depth discussion between the MEHE and the relevant subjects already involved in prior Italian interventions in order to replicate the same approach on a national scale.

While Bethlehem University enhance its contribution to this field for the schools of E. Jerusalem, an Italian University specialized in the use of new tech as educational and learning aids and tools will contribute to broaden the scope of the IT use and introduce new approaches not limited to IT literacy. Technical assistance could develop through the utilization of computer laboratories in non-formal educational activities that will improve the learning achieved through the curricular activities.

An international chief advisor will ensure the transfer of lessons learnt in the implementation phase to the Ministry of Education and Higher Education and will support the Ministry's efforts in broadening their scope of intervention.

Disbursement of Small Grants to School Districts.
Small grants will aim towards involving the school communities (parents, teachers, administration, and support staff) in activities related to the development and improvement of the learning environment. Lessons learnt from previous UNESCO projects will be used to support the MEHE in its efforts for decentralization and real participatory approach.

Project Purpose and Specific Objectives:

In the context of the overall project objective, and in line with the range of problems outlined above, the following specific objectives have been set for the project:

Objective No. 1:   *Increasing enrolment capacity for both girls and boys.*
Objective No. 2:   *Improving the quality of education.*

Such specific objectives are in keeping with the same two objectives of the five Year Education Development Plan (2000-2005)

Objective No. 1 – Increasing Enrollment Capacity

Access to education for all is one of the major goals of the Palestinian Five Year Education Plan (2000-2005) which aims at providing universal access to basic education (grades 1 to 10) and equip all youth (boys and girls) with the basic life skills and with the requirements for further education. Current school facilities are grossly inadequate to properly accommodate the present number of students let alone being able to accommodate additional numbers due to natural student population increases.

The project shall contribute to achieve the overall objectives of the Five Year Plan by focusing on the building of new schools and classrooms.

Objective No. 2 – Improving quality of Education

The quality of education is below Poverty Alleviation Rate (PAR) in the Palestinian Territories for a variety of reasons indicated earlier in this document. At this point it may suffice to mention the degraded state and inappropriateness of many school buildings.

Some school buildings are in such state of degradation that they pose health hazards to the students and the schools staff as well. In many cases toilet facilities are absolutely in adequate.

To support national efforts to raise the quality of education and enable children to be better equipped with the necessary skills to live productive lives and pursue further learning, the project will contribute to:

- enhance the availability of improved learning and teaching equipment and facilities;
- teacher training efforts;
- provide international and local technical assistance
- disbursement of small grants for improving learning environment

The following Table shows the project's linkages to the Five-Year Education Development Plan (2000-2004).

	Five-Year Education Development Plan	The project		
		Overall Project	**Enrolment Capacity Objective 1**	**Education Quality Objective 2**
Overall Objectives	Human Resources Development	Improve Education System	Increase Enrolment Capacity	Improve Quality of Education
Purpose	Improve the education system	-Increase enrolment Capacity. -Improve Quality of Education		
Results	-Enrolment capacity increased -Education Quality Improved. -Teachers Capacity Developed	-4 New Schools Built -10 School buildings rehabilitated -Teaching and Learning Facilities Provided to190 Schools	4 New schools built and 3 schools expanded providing additional 1880 new student places	-7 Schools Rehabilitated. -Teaching and Learning Facilities Improved in 190 schools. -4370 teachers trained.
Activities	-Build and Equip New Schools -Rehabilitate Inadequate and Deteriorated School Buildings -Provide Teaching and Learning Aids	-Build 4 New Schools - Rehabilitate 10 school buildings -Train grade teachers	-build 4 schools and 3 schools expanded	-Rehabilitate 7 School Buildings. -Provide learning and teaching equipment to 190 schools. -Training courses for 4370 teachers

	-Training Teachers			

B3 Project Beneficiaries

The primary beneficiaries of the project funded by the GOVERNMENT of ITALY will be the ministry of Education and higher Education and the educational sector in WBGS. Direct beneficiaries include:

- 1880 + 3297 Students attending the schools included in this project who will be provided with safer and better equipped educational facilities. Also the quality of teaching in the newly constructed and expanded schools will be significantly enhanced through less crowded classrooms and a more pleasant learning environment
- Students of 190 schools equipped with computer lab, libraries and other teaching equipment and aids
- Teachers benefiting from an improved working environment.
- 4370 teachers will be trained

Indirect beneficiaries

- University of Bethlehem, whom capacity will increase as a result of their role in this project
- Students' parents that prefer to keep their children, especially girls, within town and village boundaries and will be happy to see their children educated in a proper school environment.
- The families of the unemployed workers who will have their living sustained due to the income, although minimal, to be generated by their household heads.
- The Palestinian public institutions working in the field of education together with the various municipalities and village councils.

B4 Project Strategy and Sustainability

B4.1 Overall Strategy
Implementation Strategy

The main features of the strategy for implementation of this project are as follows:

- Close consultation with the local communities, including both the official and the general public, in the selection of sites;
- Commitment of the local authorities to provide maintenance for the up-graded facilities and local maintenance when operational;
- Building on local and international expertise in the provision of Technical Assistance to the Ministry of Education

- Using the participatory approach in identifying the educational needs by the schools' communities and in improving the learning environment
- Construction of the facilities as rapidly as possible and as soon as the needed resources are assured in order to relieve the growing distress quickly;
- Procurement of equipment and other teaching materials will be done locally using local providers.

B5 Implementation Arrangements

The overall execution of the program will be undertaken by the UNDP/PAPP. That would entail the following responsibilities for the UNDP/PAPP:

- The design of individual sub-projects within the framework of the project presented here, ensuring that detailed designs are prepared for each of the activities in accordance with acceptable standards. For that purpose, the UNDP/PAPP will utilize its large team of local experts in many fields located all over the country (engineering teams in the WB and GS, Technical Advisors and project staff, procurement specialists). The UNDP/PAPP will consult directly with the MOE, with the targeted communities representatives and with the implementation institutions suggested;
- The UNDP/PAPP will establish a Trust Fund for the project to be funded by the Italian Cooperation. Consultations with the Italian Cooperation will take place in order to ensure that the Trust Fund terms meet their requirements.
- In its capacity as Executing Agency, UNDP/PAPP will be accountable to the Italian Cooperation for the funds contributed. UNDP/PAPP will establish a separate account for the project.
- Special Memorandum of Understandings (MOU) will be drafted between the UNDP/PAPP and the selected implementation institutions whether governmental or non-governmental in close consultation with the Italian Cooperation. The MOUs will outline the responsibility of each of the parties and will ensure the projects are implemented in the most effective, transparent and accountable way. In this specific project the MOUs will be with a number of institutions
- Maximum use of labor-intensive methods of construction in order to generate as much employment as possible, with priority given to unemployed heads of households in the hiring of workers;
- Construction of the facilities as rapidly as possible and as soon as the needed resources are assured in order to relieve the growing distress quickly, with the due respect of calendar activities for the school year
- UNDP/PAPP will also provide all the technical assistance and managerial support needed by the various implementing institutions in preparing the designs and technical documents and supervising the works in the field. It will be following up on projects implementation, providing overall supervision of implemented activities;
- UNDP/PAPP will provide the Italian Cooperation with progress and financial reports as well as audited accounts;

- Visibility of the Italian Cooperation will be ensured to the maximum extent possible;

The following provides a clearer description of how each of the project components will be implemented:

-UNDP/PAPP will appoint an **international chief advisor** in order to liaise with the Ministry of Education and Higher Education, with the implementing agencies as well as with the Italian Cooperation in Jerusalem.
-UNDP/PAPP will assign a **Program Management Officer** and a **Project Engineer** from its core team of staff in Jerusalem.
-Also it will assign an **area engineer** from amongst its team in the regional office in the North of the West Bank. The engineer will be provided with an United Nations Vehicle to ease his/her movement around the projects' area. Additionally, the UNDP/PAPP will utilize the United Nations National Volunteers (UNV) modality to hire an engineer residing in or close to the targeted villages and cities to act as a site engineer.

The UNDP/PAPP team will be coordinating all support with the Ministry of Education.

C. DEVELOPMENT OBJECTIVE

The overall objective of the project is to contribute to improving the Palestinian Education System in keeping with the priority objectives of the Palestinian Development Plan (1999-2003) and the five Year Education Development Plan (2000-2004).

D. IMMEDIATE OBJECTIVE, OUTPUTS, AND ACTIVITIES

Objective No. 1 – Increasing Enrolment Capacity

Project outputs and activities

1. New capacity to enroll up to 1,880 students in West Bank created;

Output 1.1:   *New capacity to enroll students created in West Bank*

Indicators: Existence of four new schools and expansion of 3 existing schools with 17 additional classrooms

Verification: MOE building reports and Education Directorates reports and statistics.

Activity: Construction of Schools in West Bank

1.1.1 Four new schools shall be built in West Bank. The new schools will have a combined capacity to accommodate 1,880 students. Details about each school are provided hereafter and in Annex 5.

With regard to costing, UNDP and MOE has applied the average prices paid in the context of most recent tenders for the construction of similar schools in the area.

Terra Santa Co-ed school in Jericho
Construction of a new annex to the school in Jericho to accommodate 400 new students (boys & girls), comprising 15 classrooms, library, science laboratory, computer room, theatre hall type B, administration and sanitary facilities.

Bait Liqia – Boys school in Ramallah
Construction of a new school in Ramallah (grades 1 to 9) for 640 boys, comprising of 16 classrooms, library, science and chemistry laboratories, computer room, multi purpose hall type B, administration and sanitary facilities.

Seress– Boys school in Qabatia
Construction of a new school in Qabatia (grades 1 to 6) for 480 boys, comprising of 12 classrooms, library, science and chemistry laboratories, computer room, multi purpose hall type B, administration and sanitary facilities

Jeet – primary school for girls in Qalqilia
Construction of a new school in Qalqilia (grades 1 to 9) for 360 girls, comprising of 9 classrooms, library, science laboratory, computer room, home economics, arts and crafts, science and applied technology and sanitary facilities.

These schools shall replace existing schools located in unsuitable rented premises. Basic furniture and equipment will also need to be provided for the newly constructed schools.

Activity: Additional classrooms:

1.1.2 11 new classrooms will be added to the following existing schools:

1.Rummaneh school in Jenin	Boys	2 new rooms, septic tank and external walls
2. Qaraqa school in Ramallah	Boys	2 rooms and external works
3. Dawod Al Atawna - Hebron		7 new rooms and sanitary units

Project Activities

Activity: Furniture and Equipment and Library.
1.1.3 Newly- built and rehabilitated schools will be fully provided with necessary furniture and equipment.

Objective No. 2 – Improving Quality of Education

Output 2.1   Teaching and learning environment improved in 7 schools through the rehabilitation of degraded school buildings

Indicators and sources of verification

Indicators: 7 schools upgraded and expanded
Verification: Schoolmasters' and Head-teachers' reports

Project Activities

Activity: Rehabilitation of existing schools:
2.1.1 The following schools will be rehabilitated through sanitary, septic and maintenance works.

School	Gender	Work description
1. Al Menya School in Bethlehem	Coed	10 sanitary units and a septic tank
2. Abood school in Ramallah	boys	7 Sanitary unit and external works and septic tank
3. betonia School in Ramallah	Girls	External works and maintenance works
4. Salfit school in Salfit	Girls	Construction of retaining wall
5. Al Motassem school in Hebron	Boys	11 sanitary units and septic tank
6. Baqa Alhatab school in Qalqlia	Boys	7 sanitary units and septic tank
7.Terra Santa - Jericho	Coed	Renovation and external works

Output 2.2: Teaching and learning capacity upgraded in 190 schools through the provision of science lab equipment and teaching aids, computer centers, audio, visual aids and furniture and Technical Assistance provided by international Universities (Bologna University).

Indicators and sources of verification
Indicators: use of computer center Lab, library and equipment by students and teachers
Verification: Schoolmasters' and Head-teachers' reports

Project Activities

Activities: upgrading existing facilities (see annex 5):

2.2.1- ICT and computer Labs equipment in **30 schools**, 15 computers, one laser printer, local area network and internet connection facilities in each schools
2.2.2- science Labs equipment in **40 schools** to include 40 items of science equipment
2.2.3 – Libraries in **20 schools** with 171 new books.
2.2.4- Instructional materials in **100 schools** to include TVs, Video, copy machines

Activities: teachers training and improvement of the learning process.

2.2.5	– 50 schools' staff (1250 teachers) will undergo training on the use of computers and ICT in education
2.2.6	-80 science teachers from 40 schools will undergo training on the use of laboratory equipment.
2.2.7	-40 librarians will be trained in the use of classification.
2.2.8	-3000 teachers will be trained on the use of educational resources.
2.2.9	Technical assistance will be provided through a number of mission provided by the University of Bologna, mainly, but not limited to the ICT in education.
2.2.10	Definition of plan of action for the use of the equipment with the support Bologna University
2.2.11	Regular use of equipment, monitoring and evaluation with technical assistance of Bologna University

Output 2.3 Direct involvement and participation of schools communities in improving quality of education

Indictors and source of verifications
Indictors: number of school principals requests, number of teachers, students and parents involved.
Source of verifications: Project evaluation reports and MOE reports

Project Activities

Activity: small grant funds operating.
2.3.1 Establishment of educational improvement grant fund to target request made by school districts.
2.3.2 disbursement of funds
2.3.3 implementation of works
2.3.4 monitoring and evaluation

Project Activities

Activity: Action/research on quality of education.
The following activities may be implemented in East Jerusalem as a II phase of prior Italian intervention. A workshop will be held in cooperation between the Bethlehem

University and the Ministry of Education in order to assess the possibility to replicate the same approaches and activities at national level:

2.3.5 Identifying the pilot schools
2.3.6 Identifying the participants of the Focus Groups
2.3.7 Establishment and preparation of the School Development Project-School Based Team
2.3.8 Planning and implementation of the Pupils workshops
2.3.9 Writing the Mission Statement of the School.
2.3.10 Identifying the criteria for the school self review
2.3.11 Producing a new development plan
2.3.12 Offering workshops on a selection of themes relevant to the promotion of an appropriate psycho-pedagogical environment in the school.
2.3.13 Offering workshops on a selection of themes relevant to the promotion of active Learning approaches in the teaching and learning process in grades 1-4.

The Logical Framework

The following table summarizes the logical framework of the project:

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objective	Improve Education System	MOE Annual Education Statistics	Central Bureau of Statistics	5 Year Education Development Plan Implemented
Purpose	Increase Enrolment Capacity Improve Quality of Education	Enrolment records Improved Student Achievements Overcrowding reduced	Education statistics School Reports MOE reports	Availability of financial Means and Human Resources
Results				
1.1	Construction of Schools in West Bank	Existence of new Schools	MOE progress and final reports	Maintenance of Schools assured by regular budget of MOE
2.1	Rehabilitation of existing schools	7 Schools upgraded and expanded (2.1)	School masters' and head teachers' report	Equipment maintained by schools
2.2	upgrading existing facilities	Equipment installed 2.2 &	"	Equipment maintained by

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		2.3)		schools, and ability to use them improved
2.3	teachers training and improvement of the learning process	4370 teachers trained		Continuing education will be assumed by MOE
2.4	small grant funds operating	Grants provided	"	Schools principal will be more engaged and encouraged.
2.5	Action/research on quality of education	Research conduct and workshops carried out	MOE and UNDP reports	Ministry will increase their utilization of applied research conducted by other parties.

E. INPUTS

E1   The GOVERNMENT of ITALY

The Italian Cooperation will provide funding for all project components and will furthermore be engaged in supervision and monitoring of the project activities performance.

E2   UNDP/PAPP

Part of the services to be provided by the UNDP/PAPP are highlighted below:

2.1 Project Preparation UNDP/PAPP will undertake the following:

2.1.1   Consultation with relevant national institutions including Ministry of Planning and the Ministry of Education and beneficiary representatives;

2.1.2   Coordination with all parties including other donor countries supporting similar programs;

2.1.3   Data collection, needs assessment, sub-projects conceptualization and formulation up to the Project Document preparation and signature;

2.1.4   Selection of implementation partners including National Institutions, Municipalities and Local Councils etc;

2.1.5   Consultations and finalization of Agreements with donors, implementing partners and beneficiaries;

2.2   Operational Monitoring UNDP/PAPP will undertake the following:

2.2.1   Preparation of documents and designs or review of ones prepared by implementing partners. A large in house Engineering Department provides this service in the West Bank;

2.2.2 For the building of the school, preparation of terms of reference for the selection of design firms under a competitive bidding process;

2.2.3 Preparation of tender documents or review of ones prepared by consultants or other implementing partners to be utilized in the competitive bidding process;

2.3 Disbursement and Financial Monitoring

2.3.1 Be responsible for overall management and monitoring of the project budget to ensure that project components are implemented within financial conditions and limits of project funds and in accordance with the policies established by UNDP/PAPP and with donor requirements.

2.3.2 Transfer project funds under the ITALIAN COOPERATION Grant in accordance with agreed upon financial plans to the selected implementing agencies to cover the necessary costs for the implementation of the project as described in the Project Document.

2.3.3 Review financial reports, together with a list of expenditures and audited accounts provided on a monthly basis by the implementing agencies.

2.3.4 Directly contract sub-contractors to undertake certain works and issue interim payments to them against works accomplished

F. RISKS

Due to the nature of the work suggested under this project to the ITALIAN COOPERATION, the foreseen risks are minimal. Even if the closure continued, the works could be implemented. However the effect would be an extension in the project period.
Only a total escalation in the situation rendering it impossible to move or to work within the West Bank would pose a risk to the progress of the project.

G. PRIOR OBLIGATIONS

The only prior obligation to the start of this project is the receipt of pledged funds from the Donor in UNDP accounts.

H. PROJECT REVIEW, REPORTING AND EVALUATION

H1 Reporting

UNDP/PAPP will:
a. Prepare quarterly financial and operational progress reports to be submitted to the Donor.
b. Prepare any additional report, as requested by the Donor.

c.   Prepare a comprehensive terminal report no later than three months after project completion.

Implementing Agencies will:

d.   Prepare monthly financial and operational progress reports on implementation and employment achievements to be submitted to UNDP/PAPP.
e.   Prepare any additional report as required by UNDP/PAPP

H2 Review and Evaluation

The project shall be subject to evaluation upon completion by representatives of the UNDP/PAPP and the Italian Cooperation. A report on the effect of the project shall be distributed to the relevant parties.

Summary of Proposed Budget to the Italian Cooperation

The project proposed is expected to last 36 months and the following are the cost foreseen to implement the activities above-described.

Any cost effective way to reduce the costs will be worked out in the implementation phase.

Component	Description	Objective1	Objective 2
School construction	Bait Liqia	740,000	
	Seress	540,000	
	Jeet	590,000	
	Terra Santa	715,000	
	11 classrooms on existing schools	735.000	
Basic furniture/equipment	All + Franciscan sister school	287,285	
Subtotal		**3,607,285**	
School Rehabilitation and extension	7 schools		320,000
Furniture	10 schools (3 expanded + 7 rehabilitated)		121,000
Educational improvement grant fund			150,000
Educational materials and ICT equipment	IT equipment		439,790
	Laboratory equipment		200,020
	Library books		46,640
	Instructional equipment		308,000
Training and Technical assistance	MOE teacher training		379,770
	University of Bologna Technical assistance package*		240,000
	Local university educational services to MOE		300,000
	Chief technical adviser**		360,000
Subtotal			**2,865,220**
UNDP Support cost			517,800

@ 8% of the total			
Grand total	**6,990,305**		

* to cover the cost of fielding missions form Italy to Jerusalem(fees +DSA) and the cost of the technical assistance package. Actual cost will negotiated with UB at a later stage.
** cost calculated based on a UN established rate for International TA which is equivalent to UN rate for a P5 post.

Annex I : from Palestinian Central Bureau of Statistics,

Education - Current Main Indicators

1. Schools and Educational Institutions:

The main findings of the Educational Institutions Census 1999/2000 showed that there are 2,610 schools and kindergartens in the Palestinian Territory. These institutions are distributed by region as follows: 1,968 in the West Bank and 642 in Gaza Strip. They are distributed by supervising authority as follows: 1,289 governmental schools, 264 UNRWA schools, 214 private schools and 843 kindergartens. The results also showed that the number of UNRWA schools in Gaza Strip (168), which is higher than the number of UNRWA schools in the West Bank (96).

The findings reveal kindergartens and schools to be distributed by building ownership as follows: 1,965 are owned; 572 are rented; and 73 are owned and rented at the same time. The results also showed that the percentage of owned schools in Gaza Strip (83%), which is higher than in the West Bank (73%).

About the higher educational institutions, the results showed that there are 8 universities and 5 colleges offering B.A. degree in the West Bank and Gaza Strip. Among these universities and colleges there are 6 universities and 4 colleges in the West Bank and 2 universities and one college in Gaza Strip. The findings also showed that there are 17 community colleges in the West Bank and Gaza Strip, among them there are 14 in the West Bank and 3 in Gaza Strip.

2. Students (Pupils):

The census findings showed that there are 942,942 students (pupils) attending schools and kindergartens, of these 567,503 in the West Bank and 375,439 in Gaza Strip. These students (pupils) are distributed by gender as follows: 433,042 males and 465,900 females. They are distributed according to supervising authority as follows: 586,777 students in governmental schools; 223,085 students in UNRWA schools; 55,678 students in private schools and 77,402 Children in the kindergartens.

The findings also showed that there are 66,050 students attending universities in the scholastic year 1999/2000, of which 35,696 males and 30,354 females. Also there 5,157 students attending community colleges in the same scholastic year, they are distributed by gender as follows: 2,388 males and 2,769 females. Most of university students are in the college of Art, Education, Science and Technology and Business and Economic, the total number in these colleges was 39,784, which is 60% of the total number of students. But in the community colleges, most of the students are concentrated in the Administrative, Finance and Computer programs; the total number of students in these programs was 2,722, which is 53% of the total number of students.

On the other hand, the findings showed that there are 8,380 students graduated from universities in the scholastic year 1998/1999, of which, 4,449 males and 3,931 females. The total number of graduates from the community colleges was 1,780 students for the same scholastic year, of which 722 males and 1,058 females.

3. Classes:

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The results showed that there are 26,449 classes at schools and kindergartens. The classes are distributed by region as follows: 17,735 are in the West Bank and 8.714 are in Gaza Strip. Classes are distributed by gender as follows: 9,489 are male classes, 9,221 are female classes and 7,739 are co-ed. classes. They are distributed by stage as follows: 2,911 are kindergarten classes, 21,143 are basic stage classes and 2,395 are secondary stage classes.

4. Teachers and Other Employees:

The findings showed that there are 32,060 teachers in schools and kindergartens, they are distributed by region as follows: 21,087 are in the West Bank and 10,973 are in Gaza Strip. They are distributed by supervising authorities as follows: 20,438 are in government schools, 5,653 are in UNRWA schools, 3,095 are in private schools and 2,874 teachers are in kindergartens. They are distributed by the highest qualification as follows: 1,963 have Secondary or lower certificate, 13,907 have Lower Diploma degree, 13,927 have Bachelor degree, 1,711 have Bachelor and Educational Diploma degree, 120 have Higher Diploma degree and 432 have Master or higher degree. Also, the findings showed that there are 2,471 school principals, of these, 923 are males and 1,549 are females. Also, there are 4,836 administrators, 557 are technicians, 785 are employees and 3,075 are janitors working in schools and Kindergartens.

The total number of teaching staff in Palestinian universities for the scholastic year 1999/2000 was 2,904. They are distributed by gender as follows: 2,575 are males and 329 are females. Among them, 1,904 are working full time and 1,000 are working part time. The full time staffs are distributed by highest qualification as follows: 940 are having Ph.D., 694 are having MA/MSc, 12 are having Higher Diploma and 258 are having BA/BSc or lower degrees.

In community colleges, the findings showed that there is 467 teaching staff, of which, 332 are males and 135 are females. Among the teaching staff, 367 are working full time and 100 are working part time. The full time staffs are distributed by highest qualification as follows: 11 are having Ph.D., 71 are having MA/MSc, 5 are having Higher Diploma and 190 are having BA/BSc or lower degree.

5. School Facilities:

About the availability of the facilities at schools, the findings showed that there are 1,995 kindergartens and schools having canteen. These kindergartens and schools are distributed by region as follows: 1,521 are in the West Bank and 474 are in Gaza Strip. There are 2,140 kindergartens and schools with a permanent source of water, of which 1,548 are in the West Bank and 592 are in Gaza Strip. Also there are 2,428 kindergartens and schools with electricity (regardless of the source of the electricity), 1,827 are in the West Bank and 601 are in Gaza Strip. There are 637 kindergartens and schools having heating at classrooms (regardless of the type of heating); 596 are in the West Bank and 41 are in Gaza Strip.

6. General Indicators:

The census results showed that for the scholastic year 1998/1999 the repetition rate was 2.4%, while the dropout rate was 1.9%. These rates vary according to grade level. For example, the repetition rate was low in the lower grades (about 1.2%) and it increased rapidly in the middle elementary grades (grades 4-7) to reach 3.5%, and then decreased in the higher grades. The dropout rates increased rapidly from lower to

higher grades, from 0.2% in the first elementary grade to 1.3% in the 6th elementary grade, then jumped to 8% in the first secondary grade. It is noted that, the dropout rate among boys in the lower grades is higher than girls, up to the 10th elementary grade. However in 1st and 2nd secondary grades the dropout rate among girls becomes higher than boys.

Also, the average number of students per teacher in schools varies according to supervising authority. 28.7 in the government schools, 39.5 in the UNRWA school, 18.0 in private schools and 26.9 children per teacher in kindergartens.

About the average number of students per class, the findings showed that it varies from stage to another and from supervising authority to another. It reached 26.6 in kindergartens, 37.5 in the basic stage and 30.3 students per class in the secondary stage. While by supervising authorities it was as follows: 35.5 in government schools, 46.7 in UNRWA schools, and 25.1 students per class in private schools.

On the other hand, the census results reveal classroom area per student varies according to stage and region, whereas it was 1.08 square meters per pupil in the basic stage in the West Bank schools and 1.12 square meters in Gaza Strip for the same stage. In the secondary stage, the area per student in the West Bank was 1.5 square meters and 1.23 square meters in Gaza Strip.

Regarding the average number of classes per school, the results show that it differs by region, supervising authority and school gender (whether it is for boys, girls or for both sexes). For example, the average number of classes in the boys' government schools in the West Bank was 12.6 classes, while it reached 19.5 classes in the boys' government schools Gaza Strip. In girls' governmental schools in the West Bank, the average number is 12.9 classes, but it reaches 18.5 classes in the girls' governmental schools in Gaza Strip. At the same time the average number of classes in UNRWA girls' schools in the West Bank is 14.7 classes, and it is 18.9 classes per school in UNRWA girls' schools in Gaza Strip.

Educational Characteristics:

This section presents a brief summary of the main findings of the report on educational characteristics in the Palestinian society as derived from the Population, Housing and Establishments Census - 1997.

1. Literacy:

The literacy rate is 86.1% among individuals aged 15 years and over in the Palestinian Territory with small difference between the West Bank and Gaza Strip. This rate varies between males and females: 92.2% for males and 79.7% for females. The highest literacy rate is found among individuals living in urban areas (87.6%), while the lowest rate is found among individuals in rural areas (83.1%).

2. Enrollment:

The enrollment rate among males and females aged 6 years and over in the West Bank and Gaza Strip are 38.8% and 44.8%, respectively. The rate was similar among students living in the urban areas (41.7%), the rural areas (39.4%), and the refugee camps (42.3%).

3. Drop-Out:

The overall drop-out rate is 30.0%. However, the rate varies from age group to another, i.e. 0.4% among those aged 6-11 years; 5.6% for those aged 12-14 years; 24.0% for those aged 15-17 years; and 48.5% for those aged 18 years and over. There is a difference in the drop-out rate by type of locality. The rate was 33.5% for those living in the rural areas, 26.0% for those living in the refugee camps, and 29.2% for those living in the urban areas.

4. Educational Attainment:

The percentage of persons (10 years and over) who have never attended school or not completed any year successfully amounts to 10.5%. Regarding years of schooling successfully completed, the percentages were as follows: 29.2% completed 1-6 years; 25.3% completed 7-9 years; 23.0% completed 10-12 years; and 11.9% completed 13 years and more.

The distribution of males (10 years and over) by educational levels shows that: 6.3% having B.A/B.S and above; 4.5% having associate diploma; 14.4% having general secondary certificate; 23.4% having preparatory certificate; 26.8% having primary certificate; 24.3% have not completed any stage. For females, the distribution shows that: 2.5% having B.A/B.Sc and above; 4.0% having associate diploma; 12.2% having general secondary certificate; 22.2% having preparatory certificate; 25.4% having primary certificate; and 33.0% have not completed any stage.

General Education Projections 1999/2000-2009/2010

Students:

The estimates show that the number of students in the Palestinian Territory schools will increase by 77.36% from 812,722 during the scholastic year 1998/1999 to around 1,441,455 (male and female students) for the scholastic year 2009/2010.

Estimates also reveal that the number of studen in the Palestinian Territory schools, for the scholastic year 2009/2010, will reach 1,441,455, of which 733,108 will be male students and 708,347 females. It will be distributed by stage as: 1,291,949 males and females for the basic stage, and 149,506 for the secondary stage, and by region as: 878,320 males and females in the West Bank schools and 563,135 in Gaza Strip schools. Estimates also show that the number of students in governmental schools for the scholastic year 2009/2010 will amount to 1,000,620, of which 507,293 are males and 493,237 are females. The number of students will be distributed by stage as: 861,476 in the basic stage and 139,144 in the secondary stage, and by region as: 705,783 students in the West Bank schools and 294,837 in Gaza Strip schools.

According to these estimates, the number of students in UNRWA schools for the scholastic year 2009/2010 will reach 350,235 students, of which 172,737 will be males and 177,498 females, distributed by region as: 89,133 in the West Bank schools and 261,102 in Gaza Strip schools.

As for the number of students in private schools, for the scholastic year 2009/2010, it will reach 90,600, of which 53,078 will be males and 37,522 females, distributed by stage as: 80,238 students for the basic stage and 10,362 for the secondary stage, while distributed by region as: 83,404 students in the West Bank schools and 7,196 in Gaza Strip schools.

Teachers:

Estimates indicate that the number of teachers in the Palestinian Territory schools will increase by 61.8% from 27,511 (male and female teachers) for both basic and secondary

stages in the scholastic year 1998/1999 to around 44,507 teachers for the scholastic year 2009/2010.

Estimates reveal that the number of teachers in the Palestinian Territory schools for the scholastic year 2009/2010 will reach 44,507, of which 37,506 will be for the basic stage and 7,001 for the secondary stage. The number of teachers will be distributed by region as: 29,287 in the West Bank schools and 15,220 in Gaza Strip schools.

Estimates also show that the number of teachers in governmental schools for scholastic year 2009/2010 will amount to 32,073, of which 25,748 teachers will be for the basic stage and 6,325 for the secondary stage, distributed by region as: 23,222 in the West Bank schools and 8,851 in Gaza Strip schools.

However, the number of teachers in UNRWA schools for the scholastic year 2009/2010 will be 8,548 distributed by region as: 2,476 in the West Bank schools and 6,072 in Gaza Strip schools.

Pertaining to private schools, estimates indicate that the number of teachers for the scholastic year 2009/2010 will amount to 3,886, of which 3,210 are for the basic stage and 676 are for the secondary stage; distributed by region as: 3,589 teachers in the West Bank schools and 297 in Gaza Strip schools.

Classes:
Estimates indicate that the number of classes in the Palestinian Territory will increase by 72.5%, from 22,430 classes in the scholastic year 1998/1999 to around 38,682 in the scholastic year 2009/2010.

It is concluded from these estimates that the number of classes in the Palestinian Territory schools for the scholastic year 2009/2010 will amount to 38,682, of which 34,010 classes will be for the basic stage and 4,672 for the secondary stage. Classes distribution by region shows that there will be 26,215 in the West Bank schools and 12,467 in Gaza Strip schools.

It is also shown by these estimates that the number of classes in governmental schools for the scholastic year 2009/2010 will reach 27,513, of which 23,350 will be for the basic stage and 4,163 for the secondary stage. The distribution of classes by region shows that there are 20,556 classes in the West Bank schools and 6,957 in Gaza Strip schools.

Regarding estimates for the number of classes of UNRWA schools for the scholastic year 2009/2010, it will amount to 7,450, distributed by region to 2,228 in the West Bank schools and 5,222 in Gaza Strip schools.

And as for estimates for the number of classes in private schools for the scholastic year 2009/2010, it will reach 3,719 classes, of which 3,210 will be for the basic stage and 509 for the secondary stage. Classes will be distributed by region as: 3,431 in the West Bank schools and 288 in Gaza Strip schools.

ANNEX 2

The five Year Education Development Plan (2000-2004)

Goal 1: Provide access to education for all
1. Provide access to basic education (Grade 1-10) for all school age children
2. Provide access to all grades (1-12) for returnees
3. Increase enrollment rates in Grades 7 through 10 to close to 100%
4. Increase secondary level (Grades 11-12) gross enrollment to 68% by 2004
5. Improve access to basic education (Grades 1 to 10) for all children in under-served areas

⇒ Admission and promotion policies
⇒ Construction of schools and classrooms
⇒ Renovation of schools and classrooms

Goal 2: Improve the quality of education
1. Apply the new curriculum in all subjects
2. Provide all pupils with new textbooks and learning materials
3. Improve the quality of teachers
4. Modernize and add school facilities and improve their use
5. Develop remedial and extra-curricular activities
6. Strengthen assessment and evaluation system

⇒ Provision of in-service teacher training
⇒ Provision of training for ministry and district staff
⇒ Implementation of new curriculum
⇒ Production of new textbooks
⇒ Teacher/class ration increase and double shift containment policies
⇒ Setting up of support facilities; teachers training centers, resource centers, technology centers, and documentation centers
⇒ Modernization of school equipment; libraries, science labs, computer labs
⇒ Replacement of school furniture
⇒ Development and strengthening student achievement evaluation system

Goal 3: Develop formal and non-formal education
1. Enact and apply the Education Law
2. Develop basic education (grades 1 to 10)
3. Develop a diversified secondary education and upgrade efficacy of academic, technical and vocational schools
4. Develop professional and technical aspects of school administration
5. Extend community involvement
6. Develop pre-school education
7. Encourage and develop private schools

8. Strengthen the relationship with UNRWA and facilitate mobility of pupils into the Palestinian education system
9. Provide adult literacy training and continuing education for out-of-school youths

⇒ Development of vocational education system; curriculum, LMM, workshops, equipment
⇒ Organization of special programs to reintegrate out-of-school youths into schools
⇒ Organization of remedial and counseling programs & services
⇒ Development of pre-school and non-formal education programs
⇒ Carrying out specific programs to prepare and apply the Education law, decrees, by-laws covering all aspects of pedagogical management (teacher training, supervision, community participation, administrative management (personnel, finance, other resources), and policy management (planning and monitoring)

Goal 4: Develop management capacity for planning, administration and finance

1. Develop management capacity for all management functions (personnel, finance, budget, …etc.) at all levels (school, district and central)
2. Develop the planning and monitoring capacity for all functions at all levels
3. Prepare and implement a plan for decentralization of educational and managerial activities and decisions

⇒ Review and improvement of management organization framework
⇒ Review, updating and improvement of the availability and effectiveness of rules, regulations and procedures for all management structure
⇒ Assessment, review and provision of adequate staff and development of administrative and managerial skills of staff
⇒ Review and further development of MIS
⇒ Development and implementation of a framework for preparing, implementing and following up of coordinated and annual plans at the three levels
⇒ Development of mechanisms and indicators for monitoring and evaluation of the 5y education plan implementation

Goal 5: Develop human resources of the educational system

1. Improve the professional quality of teachers through in-service training
2. Improve pre-service teacher training programs
3. Develop staff administrative skills (at the school, district and central level)
4. Develop and support the supervision system
5. Coordinate and benefit from education and training programs provided by universities and other institutions
6. Develop the school as a unit for development
7. Strengthen cooperation between the Palestinian education sector and the international community

⇒ Conduction of capacity building activities at every level

⇒ Provision of training for teachers. Administrative staff at Ministry and District, and school management staff

ANNEX 3
World Bank Comprehensive Development Framework – West Bank and Gaza
Education and Training Sector: Basic and Secondary Education
Summary

	Issues	Goals	Key actions needed
1	Access	Maintain net enrollment rates for grades 1-6 and increase them for grades 7-12	1. Identify empirically major reasons that low enrollment groups do not keep children in school 2. Depending on results of these analysis, pilot ways to encourage families to keep children in schools 3. Add school site plans to the school mapping data base for the remaining districts and train staff in each district to use data base for district-level planning 4. Maximize the efficient use of facilities 5. Plan and provide inputs to accommodate projected higher enrollment rates
2	Quality	Steadily improve students' learning achievements in the foundation skills and higher order cognitive skills	1. Create a school culture of continuous improvements for both staff and students by establishing three things at the school level: a) some autonomy / discretion; b) staff capacities to reflect on and improve practice; and c) accountability 2. Organize curricular frameworks as frameworks, not of content alone, but also of learning or competency standards – what students should know and know how to do by grade 3. Ensure that secondary vocational / technical education reinforces students' foundation and problem-solving skills in the context of acquiring occupational skills 4. Assure that new school construction supports teaching the new curriculum (e.g. wiring for computer labs, science labs)

			5. Gradually change from a single textbook policy for each subject to a multiple textbook policy
			6. Sequence a strategy for improving the job-relevant skills of teachers in the system: a) establish and publicize the skills and knowledge that teachers need to perform well by grade and subject; b) set up tested measures of knowledge and skills for new and experienced teachers; c) set deadlines for when teachers will be hired, retrained, and promoted on the basis of their measured knowledge and skills, not just on the basis of their years of education and experience
			7. Pursue a sequenced strategy of assessing students' learning achievements in PA and private schools
			8. Devise separate examinations for secondary school leaving and university entry in order to focus the basic / secondary system on achieving learning standards set for this level of education
3	Governance	Increase checks and balances among government, markets, and beneficiaries	1. Increase public information on the sector's cost and its results, such as students' learning achievements, graduation rates, and labour market outcomes
			2. Extend pilots for school planning, which include integrating the community much more closely into the activities of the school
			3. Use competitive bidding, contract for services whose outputs can be specified and measured, such as printing, food services, or custodial services
			4. Encourage private schooling by reviewing regulations in order to enhance them to the essentials
			5. Publish value-added learning

4	Management	Establish empirically-based policy planning	1. Establish three rules of the planning game: statistics, evaluation, and research are a foundation for improving system performance 2. Create statistical indicators that measure the performance of the system, linking them to priorities of the 5-year plan 3. Identify skills required for a properly functioning policy planning unit and assure that this unit has adequate access to these skills
		Modernize capital and budget management	1. Modernize financial affairs directorate, train staff in new system, and identify performance standards for new responsibilities 2. Computerize budget planning and financial control processes if possible in the context of the governmental Financial MIS (GFMIS) system 3. In conjunction with the policy planning unit, develop basic models for evaluating recurrent and capital fiscal implications of increasing enrollments and policy alternatives for success and quality
		Ensure that administrative and budgeting regulations and personnel processes are consistent with actions required to implement 5-year plan	1. In the context of the 5-year planning exercise, identify rules and administrative procedures that impinge on the achievement of each priority 2. Determine if the rule is necessary, and if so, whether its spirit can be respected without interfering with the achievement of a 5-year priority
		Create cross-cutting teams within the MOE and at district levels to refine, adjust, and implement priorities of 5 year plan	1. In preparing the 5-year plan, set up semi-permanent cross-functional teams that continue coordinating actions and resources to accomplish priorities

The top of the table continues from the previous page with the fragment "outcomes of private schools" in the right-hand column.

		Gradually and in concert with changes in budget authority and skill training, decentralize certain functions to district and school levels	1. Determine which functions are best performed at each level of government and work out steps by which functions are reallocated among levels 2. Define clear roles and responsibilities for each level of government by writing new job descriptions and performance criteria 3. Ensure that responsibilities and resources (budget and technical and administrative capacities) are aligned
5	Efficiency	Increase the efficiency of capital investments in and maintenance of schools	1. Give guidance to Buildings Directorate on issues such as maximum class sizes and implications of the curriculum for school design 2. Using direct-level analysis, assess the capital and maintenance costs of providing school seats under a single shift versus double shift policy with alternative designs for double shifts 3. Evaluate tradeoffs between investment and operations and maintenance costs of alternative school designs and construction material 4. Create and update school maintenance data base at district and ministerial levels to rationalize maintenance expenditures
		Contract out as many services and goods as possible	1. Conduct an audit of all services and goods that the MOE now provides to assess which might be provided by the private sector 2. Assess private sector capacity
6	Financing	Assess adequacy of salaries of teachers and staff relative to costs of personnel required to perform competently in the sector	1. Conduct analysis of salaries in labour markets relevant to teaching and administration
		Rationalize use of West	

		Bank education tax	
		Increase community and private sector contributions and maximize their usefulness	

ANNEX 3

Possible roles for ICT in the Palestinian education system

Possibilities

Table (2) in section 2.2 has presented the main features of the various educational plans. The following table builds on these features and depicts the possibilities of ICT use in addressing the main educational concerns as defined in the national plans and strategies.

	Main Concern	Possible Areas of Intervention	ICT Utilization Possibilities	Direct Focus
1	Accessibility	Distance learning	1. ICT based distance learning	**STUDENT** More students with access to appropriate education.
2	Efficiency	Management system	2. MIS 3. ICT for educational administration	**MANAGEMENT** More effective management
3	Effectiveness	Human Resource Development	4. IT for teacher professional development & training 5. IT for exchange of experience / tech transfer / learning organization	**TEACHERS / TRAINERS** Better teachers & trainers, improved learning environment.
		Learning Resources	6. IT applications to enhance quality of learning / teaching	**STUDENTS** Improved learning appropriate to the knowledge society.
		Curricula Development	7. IT for curricula development and enrichment	**CURRICULA** Teachers continuously upgrade curricula, with students learning better

		8. Internet use in curricula and teaching		
		Learning and teaching methods	9. IT for learning / teaching management	**TEACHERS / TRAINERS** Teachers & trainers with better tools, thus providing better learning opportunities for students.
4	**Relevance**	Graduates follow up	10. ICT based follow up	**STUDENTS** Improved students' support system
		Linkages with business, industry and community	11. ICT for education / business and industry interfacing	**STUDENTS / TEACHERS** More relevant education & training
		Career counseling	12. ICT based career counseling	**STUDENTS** Improved students' support system
		Research	13. ICT for research	**TEACHERS / TRAINERS** Improved teachers & trainers, with students able to learn better
5	**Sustainability**	Financial	*14. IT for fund raising and financing (PR / advocacy / transparency / reporting / aid coordination)*	**EDUCATION / TRAINING INSTITUTIONS** *Greater access & better quality education*

Table (4): ICT possible use in addressing main educational concerns

The above can be summarized in the following:
1. IT for distance learning
2. IT as a tool for learning / instruction
3. IT for curriculum development & enrichment
4. IT for teacher professional development and training
5. IT for MIS (institution, national, industry interface, LMI, …etc.)

6. IT for educational support

description and benefits

Following is an attempt at describing what does it take and what does it bring about to do something in these areas.

	Intervention	Description	Value / Impact	Remarks
1	ICT for distant learning	Distance learning is a way in which learners can learn without being in close proximity with the teacher, trainer or facilitator of learning. ICT based distance learning requires: • HR: System developers, system integrators, operators, teachers with deliver skills, users • PR: A variety of physical resources can be utilized such as educational radio, educational TV, on campus, community centers • Content: EL/DL based content, on-line, off-line systems	If applied will solve one of the biggest & most expensive challenges of ensuring accessibility to all	Refer to note (1)
2	IT as a tool for learning / instruction	ICT based distance learning requires: • HR: Trained teachers • PR: Internet labs, access in secondary schools & universities, ..etc. • Content: IT based content • Enterprise:	Can be used for all subjects at all levels. Will make a difference in quality of learning. Will make learning more fun. Evidence indicates that when used effectively, "technology applications can support higher-order thinking by engaging students in authentic, complex tasks within collaborative learning contexts" (Means, Blando,	Refer to note (2)

			Olson, Middleton, Morocco, Remz & Zorfass, 1993)	
3	IT for curriculum development & enrichment	ICT based distance learning requires: • HR: • PR: • Content: • Enterprise:	Any instructor can benefit from curricula & training materials created by others, and also can add from his side. Research supports this, and proves that it cuts drastically on time	Refer to note (3)
4	IT for teacher professional development and training	ICT for teacher training requires: • HR: Administrators • PR: On campus access, community centers, affordable home access, Educational TV, Satellite broadcasting • Content: IT based content, on-line & off-line systems, Learning management & integrated systems	Specifically for further training and in-service training yields good results.	Refer to note (4)
5	IT for MIS (institution, national, industry interface, LMI, …etc.)	ICT based distance learning requires: • HR: MIS experts, system integrators, administrators, users • PR: Servers, Lans, Networks • Content: Application software • Enterprise:	Has good impact on efficiency and relevance of programs and institutions.	
6	IT for educational support	ICT for educational support requires: • HR: Trained counselors, web content developers, technicians • PR: Internet labs, access in secondary schools & universities,	Invaluable to students	

		..etc. • Content: web content, reporting systems, integrated systems between MOE, MOL & private sector • Enterprise: academia enterprise interface		

Table (5): Description of ICT Interventions

1. **IT for distance learning** (Source: Almost all of this is taken from the various guides of the University of Idaho found at www. Uidaho .edu /eo/dist1.html)
   Distance learning is achieved by linking teachers and learners in different locations by use of technology. Cartwright (1994) believed that the three crucial components of distance learning are interactivity, multiple locations and synchronous or asynchronous time frames. Using these criteria to describe distance learning would include education by past methods as mail, telephone and television and present technology such as video conferencing and computer-mediated communication.

   Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction, when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and when there is timely teacher-to- student feedback (see Moore & Thompson, 1990; Verduin & Clark, 1991).

   There is no mystery to the way effective distance education programs develop. They don't happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs rely on the consistent and integrated efforts of students, faculty, facilitators, support staff, and administrators.

The following briefly describes the roles of the key players in the distance education enterprise and the challenges they face.

1. **Students** - Meeting the instructional needs of students is the cornerstone of every effective distance education program, and the test by which all efforts in the field are judged. Regardless of the educational context, the primary role of the student is to learn. This is a daunting task under the best of circumstances, requiring

motivation, planning, and an ability to analyze and apply the instructional content being taught. When instruction is delivered at a distance, additional challenges result because students are often separated from others sharing their backgrounds and interests, have few if any opportunities to interact with teachers outside of class, and must rely on technical linkages to bridge the gap separating class participants.

2. **Faculty** - The success of any distance education effort rests squarely on the shoulders of the faculty. In a traditional classroom setting, the instructor's responsibility includes assembling course content and developing an understanding of student needs. Special challenges confront those teaching at a distance. For example, the instructor must:

   - Develop an understanding of the characteristics and needs of distant students with little first-hand experience and limited, if any, face-to-face contact.

   - Adapt teaching styles taking into consideration the needs and expectations of multiple, often diverse, audiences.

   - Develop a working understanding of delivery technology, while remaining focused on their teaching role.

   - Function effectively as a skilled facilitator as well as content provider.

3. **Facilitators** - The instructor often finds it beneficial to rely on a site facilitator to act as a
   bridge between the students and the instructor. To be effective, a facilitator must understand the students being served and the instructor's expectations. Most importantly, the facilitator must be willing to follow the directive established by the teacher. Where budget and logistics permit, the role of on-site facilitators has increased even in classes in which they have little, if any, content expertise. At a minimum, they set up equipment, collect assignments, proctor tests, and act as the instructor's on-site eyes and ears.

4. **Support Staff** - These individuals are the silent heroes of the distance education enterprise and ensure that the myriad details required for program success are dealt with effectively. Most successful distance education programs consolidate support service functions to include student registration, materials duplication and distribution, textbook ordering, securing of copyright clearances, facilities scheduling, processing grade reports, managing technical resources, etc.. Support personnel are truly the glue that keeps the distance education effort together and on track.

5. **Administrators** - Although administrators are typically influential in planning an institution's distance education program, they often lose contact or relinquish control to technical managers once the program is operational. Effective distance

education administrators are more than idea people. They are consensus builders, decision makers, and referees. They work closely with technical and support service personnel, ensuring that technological resources are effectively deployed to further the institution's academic mission. Most importantly, they maintain an academic focus, realizing that meeting the instructional needs of distant students is their ultimate responsibility.

When establishing a distance education program, one of the first things considered is the cost of the system. Several cost components factor into the design of a distance education system (Threlkeld & Brzoska, 1994):

- **Technology** - hardware (e.g., videotape players, cameras) and software (e.g., computer programs).
- **Transmission** - the on-going expense of leasing transmission access (e.g., T-1, satellite, microwave).
- **Maintenance** - repairing and updating equipment.
- **Infrastructure** - the foundational network and telecommunications infrastructure located at the originating and receiving campuses.
- **Production** - technological and personnel support required to develop and adapt teaching materials.
- **Support** - miscellaneous expenses needed to ensure the system works successfully including administrative costs, registration, advising/counseling, local support costs, facilities, and overhead costs.
- **Personnel** - to staff all functions previously described.

Although the costs of offering distance education courses may be high, there are high costs associated with offering conventional courses. Benefits of distance education courses to the learner include (Ludlow, 1994):

- Accessible training to students in rural areas.
- Students may complete their course of study without suffering the loss of salary due to relocation.
- Students are exposed to the expertise of the most qualified faculty.

2. IT as a tool for learning / instruction

The use of information technology will help enable all students to solve problems, improve their personal performance, and gain the critical and abstract thinking skills necessary to become lifelong learners and contributing members of their communities .To achieve this vision, students will:

- **use** information technology to structure inquiries, solve problems, and gather, organize, validate, and communicate information on a local and global scale

- **manage** information technology by making creative, productive, and efficient technology choices for the tasks at hand
- **understand** information technology and reflect upon the ethics and impact of its use, synthesizing new insights and making reasoned decisions as information technology evolves

A summary of findings of research and evaluation studies derived from several sources shows that (Cradler, John Summary of current research and evaluation findings on technology in education) the use of technology affect both learners as well as teachers, and accordingly learning as well as instruction.

"Student Outcomes: The effectiveness of technology tends to vary as a function of the curriculum content and instructional strategy delivered by the technology. When content and strategies are determined to meet accepted education standards, research shows that technology:

- Increases performance when interactivity is prominent.
- Increases opportunities for interactivity with instructional programs.
- Is more effective with multiple technologies (video, computer, telecommunications, etc.).
- Improves attitude and confidence-especially for "at risk" students.
- Provides instructional opportunities otherwise not available.
- Can increase opportunities for student-constructed learning.
- Increases student collaboration on projects.
- Increase mastery of vocational and work force skills.
- Help prepare students for work when emphasized as a problem-solving tool.
- Significantly improves problem-solving skills of learning handicap students.
- Improves writing skills and attitudes about writing for urban LEP students.
- Improves writing skills as a result of using telecommunications.

Educator Outcomes: Research on the benefits of technology for teaching is generally positive with a shift from the more traditional directive to a more student-centered approach. Research shows that educator-use of technology results in:
- Less directive and more student-centered teaching.
- Increased emphasis on individualized instruction.
- More time engaged by teachers advising students.
- Increased interest in teaching.
- Interest in experimenting with emerging technology.
- Teacher preferences for multiple technology utilization.
- Increases administrator and teacher productivity.
- Increased planning and collaboration with colleagues.
- Rethinking and revision of curriculum and instructional strategies.
- Greater participation in school and district restructuring efforts.

- Business partnerships with schools to support technology.
- Increased education involvement with community agencies.
- Increases in teacher and administrator communication with parents.

In order to support learning and teaching, research shows the following:

Technology development factors: Research shows that particular features of technology-based resources are critical for effective technology applications in education and should provide for or incorporate:
- Immediate adjustment of task difficulty in relation to student responses.
- Instant feedback of correctness of responses.
- Ease of use by students and teachers.
- Sustained interest and use by students.
- Simulations of tasks not possible in the classroom or from books.
- Student control of pacing the educational programming.
- Opportunities for individualized problem solving.
- Opportunities to use multiple technologies.
- Built in assessments and procedures to matched technology resources with learner needs.
- Field testing of technology-based resources with a variety of students in a variety of settings.
- Involvement in the development of educational technology programs.
- Alignment with curriculum frameworks and existing instructional resources.

Technology application factors: The following are general considerations that research and evaluation studies document as important features to include in the application of technology-based resources. These studies suggest that technology should provide for or promote:
- Instruction that cannot be easily accomplished without the technology.
- Guidelines for teachers on how and when to integrate the technology into instruction.
- Expansion or enhancement of the curriculum.
- Integration into to current and emerging curriculum standards and guidelines. (interoperability)
- Access to technology and educationally relevant programs.
- Ease of adaptation of technology into a variety of learning environments from school to home.
- Ease of use and of high interest in any environment.
- The use of the technology within the regular classroom or learning environment.
- Adults that can promote meaningful student-use of technology.
- Adapted uses of technology with diverse student populations.
- Involvement of teachers and administrators in the design and implementation of educational technology R & D."

3. IT for curriculum development & enrichment

Is it possible to develop quality curriculum more quickly using technology?

Lacking in resources and expertise, some curriculum designers may cut corners and produce educational materials that lack quality, usefulness, and longevity (Dowding, 1991). But, as the amount and complexity of information increases, the ability to quickly develop and adapt educational materials could be more critical to the learning experience than is now recognized.

The Agricultural and Extension Education Department at Penn State University conducted a comparison between traditional and IT based curriculum development. The comparison was made of development practices being used at the time (traditional methods) and the development and review of materials on an electronic database
The case study also compared the time spent by curriculum developer and the reviewers to learn more about the curriculum development process itself.

In the initial comparison, development time and effort were reduced by one-third (15 months vs. 24 months) using the electronic database. In following comparisons (1995 and 1997), support materials (mostly monographs) were produced in far less time (a 75-80% reduction).
These favorable results appear to be largely due to three factors:
1. the ability of the reviewers to locate and review materials quickly,
2. the reduction of the developer time spent coordinating the distribution and the replacement of lost materials and,
3. the opportunity for the developer to make changes to the electronic documents any number of times and still allow the review process to continue with limited reviewer confusion (which can happen when review materials are mailed out in different installments)

4. IT for teacher professional development and training

After the educational goals and vision of learning through technology have been determined, it is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet these goals. Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with it. Teachers need to be supported in their efforts to use technology. The primary reason teachers do not use technology in their classrooms is a lack of experience with the technology (Wenglinsky, 1998; Rosen & Weil, 1995). Wenglinsky (cited in Archer, 1998) found that teachers who had received professional

development with computers during the last five years were more likely to use computers in effective ways than those who had not participated in such training.

Ongoing professional development is necessary to help teachers learn not only how to use new technology but also how to provide meaningful instruction and activities using technology in the classroom. "Teachers must be offered training in using computers," notes Sulla (1999), "but their training must go beyond that to the instructional strategies needed to infuse technological skills into the learning process." In successful projects, teachers are provided with ongoing professional development on practical applications of technology.

Teachers cannot be expected to learn how to use educational technology in their teaching after a one-time workshop. Teachers need in-depth, sustained assistance not only in the use of the technology but in their efforts to integrate technology into the curriculum. Skills training becomes peripheral to alternative forms of ongoing support that addresses a range of issues, including teachers' changing practices and curricula, new technologies and other new resources, and changing assessment practices. This time spent ensuring that teachers are using technology to enrich their students' learning experiences is an important piece in determining the value of technology to their students. According to Soloway (cited in Archer, 1998), teachers always have been the key to determining the impact of innovations and this situation also is true of technology.

Besides pedagogical support to help students use technology to reach learning goals, teachers also need time to become familiar with available products, software, and online resources. They also need time to discuss technology use with other teachers.

Professional collaboration includes communicating with educators in similar situations and others who have experience with technology (Panel on Educational Technology, 1997). This activity can be done in face-to-face meetings or by using technology such as e-mail or videoconferencing. The effects of introducing technology on teacher professionalization include increased collaboration among teachers within a school and increased interaction with external collaborators and resources.

Research (Cradler) consistently supports specific school and district level program characteristics that enable teachers to effectively utilize technology. Such factors generally include:
   ♦ "Teacher-awareness of effective technology applications.
   ♦ Time for teachers to plan, learn about, and implement technology applications.
   ♦ A social network of other technology-using teachers.
   ♦ Availability of teacher-mentors or other peer support.
   ♦ Involvement of principals and other administrators in the planning and training.
   ♦ Development of the knowledge to critique and select technology applications.
   ♦ Development of school and classroom level technology plans by and for teachers.
   ♦ Involvement of teachers in deciding classroom uses of technology.
   ♦ Teacher-access to technology while planning.
   ♦ Understanding of ways to integrate technology into education reform.

- Preparation of new teachers for effective integration of technology into teaching.
- Long term staff development to support integration of technology into instruction.
- Increased opportunity for staff development and technical assistance.
- Access to technology and telecommunications resources.
- Awareness of and access to educationally relevant technology-based programs.
- Equitable access to centralized information resources related to technology use.
- Teacher- and student-access to computers outside of school.
- Opportunities for educators to communicate with peers in other schools and at conferences.
- School and district administrators committed to the use of technology.
- The systematic conversion of high-performance training technologies to support education.
- Shifting the media and telecommunications industry from entertainment to "edutainment."

It is worth mentioning that although the focus here was more on the use of ICT in teacher training, however it is perhaps more important to show that ICT can contribute to learning of teachers at an individual level, as well as for networking and the developing of a professional community.