Review Report
Co-operation in Education Development the CED Programme PAL-0023

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Commissioned by The representative office of Norway, Jerusalem, The ministry of Education and higher education (MEHE)

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Co-operation in Education Development the CED Programme PAL-0023


Prepared For

The Representative Office of Norway- Jerusalem
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Prepared By Review Team

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Photos on the cover are:

1. School Hay Alshurouq Primary Boys, Gaza.
2. Girls class room, Al-Nahda Coed Primary School (Faisal Al-Husainy), Ramallah.

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Abbreviations

CE	**Continuing Education**
CED	**Co-operation in Education Development**
COC	**Chamber of Commerce**
EMIS	**Education Management Information System**
FRS I	**Final Report Stage I**
FYP1	**Five Year Plan of MEHE 2000-2005**
FYP2	**Five Years Plan of MEHE 2007-2011**
DBP	**Director of Buildings and Projects**
DE	**Directorate's Engineer**
DGB	**Directorate General of Buildings**

DGBP	**Directorate General of Buildings and Projects**
DGM	**Directorate's General Manager**
DGPD	**Directorate General of Gender Planning and Development**
DGTS	**Directorate General of Training and Supervision**
EAJC	**Engineers Association Jerusalem Center**
GTZ	**German Technical Cooperation**
GS	**Gaza Strip**
HCF	**Hebron Computer maintenance for Females- component CEDI-TVET**
HSIS	**Hebron Secondary Industrial School**
ICT	**Information Communication Technology**
IT	**Information Technology**
JSIS	**Jenin Secondary Industrial School**
LC	**Local Council**
MDG	**Millennium Development Goals**
MEHE	**Ministry of Education & Higher Education**
MFA	**Ministry of Foreign Affairs**
MoE	**Ministry of Education**
MoL	**Ministry of Labour**
MoP	**Ministry of Planning**
MOPIC	**Ministry of Planning and International Cooperation**
MoWA	**Ministry of Women Affairs**
MTDP	**Mid Term Development Plan (Palestinian National Plan 05-07, amended to 06-08)**
NGO	**Non-Governmental Organizations**
NIET	**National Institute for Education and Training**
NORAD	**Norwegian Agency for Development Cooperation**
NRO	**Norwegian Representative Office to the Palestinian Authority**
oPt	**Occupied Palestinian Territories**
PA	**Palestinian Authority**
Pal 0023	**The number in the NORAD system of project under review**
PCBS	**Palestinian Central Bureau of Statistics**
PD	**Project Document**
PT	**Palestinian Territories**
PTC	**Palestine Technical College**
PNA	**Palestinian National Authority**
PPU	**Palestine Polytechnic University in Hebron**
SPSS	**Statistical Package for Social Scientists**

SUT	**School as a Unit for Training**
TNA	**Training Needs Assessment**
TSIS	**Tulkarem Secondary Industrial School**
TTIP	**Teacher Training In-Service component**
TVET	**Technical, Vocational Education & Training**
TVET-GD	**Technical, Vocational Education & Training- General Directorate**
UK	**United Kingdom**
UNESCO	**United Nations, Educational, Scientific and Cultural Organization**
UNICEF	**United Nations United Nations International Children's Emergency Fund**
UNRWA	**United Nations Relief & Works Agency for Palestine Refugees in the Near East**
USAID	**United States Agency for International Development**
VE	**Vocational Education**
VTC	**Vocational Training Center**
WB	**West Bank**

1. Executive Summary

As a result of cooperation between Norad and the newly established Palestinian Ministry of Education since 1995, the Co-operation in Education Development programme (CED-PAL 0023) started in 1998. Following the Oslo peace agreement, the Palestinian Authority (PA) had taken over the responsibility of education in the WBGS CED and responded to the rebuilding needs of the sector by providing assistance to the three main components of infrastructure: teacher training and vocational education. The CED second phase (CEDII) started in 2003. It has operated to extend the support within the same three components towards contributing to the national educational goals.

The oPt has witnessed a complicated status resulting from devastated socio-economic and political situations starting 2001 that affected the whole population and all services provided by the PA. Within this difficult context, CED operated, reached its objectives, contributed to the Moe/MEHE strategy and PA national plans. In addition, the MoE/MEHE has remarkably managed to achieve the goals of its first five year plan (2000-2005), and prepared a second five year plan for education development for the period of 2007-2011.

Within such changes of context, status and needs; and upon the full completion of all CEDI elements, and towards the end of the CEDII project, a review mission was initiated to assess to what extent the CEDI reached its objectives, and to assess whether the CED II is on track; while deriving recommendations with regards to possible further support.

The MA'AN consultant team formed for the review mission conducted the review during the period March to June 2007. The team has collected data and qualitative information from a wide range of stakeholders and beneficiaries while utilizing several methods: the rapid participatory approach, questionnaires, structured and semi-structured interviews, group discussions and focus groups, desk review and data analysis, comparative visits and interviews. The Review Team managed to conduct field visits spread over the whole of the West Bank and the Gaza Strip in different governorates, covering over **52** schools and ministry buildings, conducting **over 100** interviews, had **61** focus groups and group discussions, as well as **two** mini-surveys and gathered information by tracer study of former graduates. The consultants verified information through various Triangulation methods.

The assignment was conducted in three phases: mobilization, conducting the review, the analysis and report writing. Findings are presented in the review report within the two main parts representing the two phases of the CED, while findings of each phase is subdivided into the three main components of infrastructure, teacher training (TTIP) and vocational education (TVET). Overall and specific recommendations are presented in separate sections. Detailed findings, tools used and related information are presented in the Annexes.

General Main Findings of CEDI component has revealed that its main strength and value added emerged from the time factor, and the type of the intervention. The support assisted in the handing over of the responsibility for education services to the PA in the WB & GS. Previously the education system suffered various deficits of exhausted and inadequate infrastructure, neglected human resources, and fragmented vocational education and training system. The CEDI supported these three related viable areas of education and contributed in building the basis to overcome the years of neglect.

CEDI has achieved its objectives, it has contributed to ***"ensure access to quality education for girls and boys in safe physical learning environment"*** leading to Impacts that are substantial and contributed to the Palestinian national goals. Qualitative effects were apparent in addition to the rebuilding efforts and the quantitative participation in that field. NIET is established and functioning and is the main training center for teachers. The TVET contributed to include women for the first time in Palestine in vocational education industrial stream. Additional effects of the CEDI components are discussed later in this review report.

General Main Findings of CED II revealed that it has contributed to the infrastructure development of the education sector leading to the planned expansion in enrollment that contributed to access for boys and girls in various locations leading to universal primary education, and increased access to secondary education. CED supported development of the Palestinian curricula as the teachers were trained on teaching techniques and related methodologies. The CEDII also contained an element of dealing with the atrocities of occupation through reconstructing the destroyed TSIS, in addition to a development element of adding women to vocational education in TSIS.

One value added by the CEDII was its ability to continue providing educational services during years of high tension and increased occupational measures against the Palestinian people. As mobility restrictions became an issue, many donors moved from development funding to emergency funding. CEDII, however, continued in the year of 2006 when many other projects were halted or delayed due to the imposed embargo on the PA. As a result CED gained respect by the PA and the Palestinian communities.

Detailed findings of each component in CED both phases and cross sectional elements revealed that objectives were achieved yet some shortfalls occurred. The respective sections of this review report present lessons learned and related recommendations to the different components and their changes in the context of implementation and needs.

Findings of the Infrastructure Component showed that in its two stages (CED1, CED2), it has contributed to MEHE frame work of General Education that requires applying the standards of **Inclusive and Quality Education** according to the FYP1.

This resulted in increasing the capacity of the education system which helped absorb part of the annual increase in school population through the construction of new schools and the extension and rehabilitation of existing ones in Gaza and WB, including the provision of furniture and equipment ***ensuring access to Quality Education for girls and boys in safe and stimulating physical learning environment***. In addition, it participated in the social adaptation of students with special needs contributing to their equality in education and the equality of education of women assisting MEHE plans for Inclusive Education.

The provision and equipping of special rooms (resource rooms, libraries, and multipurpose halls) had a direct impact on the quality of education as students could fulfill the practical requirements of the curriculum. However, these rooms were changed into classrooms due to a shortage in educational facilities to accommodate students. Others were used for different needs .

In addition, the program resulted in ***improving the capabilities of the educational administrators and enhancing their working environment*** by building two office building for the Ministry in Gaza and the Directorate in Ramallah.

In spite of these improvements, there are still some deficiencies that need to be improved such as developing the schools' sites providing larger green areas and more trees for shading, wind breaking, sound filtering and aesthetic landscaping, in addition to site layout and zoning in order to provide sufficient shaded areas and covered pathways, separate social activities areas from playgrounds and outdoor educational areas and develop drinking fountains' facilities.

The review showed also that the internal and external images of the schools need to be developed in order to provide a stimulating yet relaxing educational environment for both the students and the teachers. This requires developing the color scheme and the design details for that purpose.

According to the dissatisfaction of the classrooms temperature and the need to keep the running cost as minimum as possible, it was clear that the design criteria needs be developed based on environmental design measures.

The review findings has revealed that there were some changes in school usage, room usage and school gender of constructed schools from the originally planned ones. This has affected the achievement of component objectives.

The total number of students benefited from the program was **19,510** of which **8,798** girls and **10,712** boys reflecting gender sensitivity. The total no. of classrooms newly built or rehabilitated is **382** distributed all over the WB and Gaza in addition to **89** new offices.

The objectives set for this component of the program were achieved to a large extent where it is obvious that the educational environment has been improved, paving the way for Quality Education.

Findings of CED-TTIP indicates that it is well recognized due to the following:

- The projects have been going on for a long time; so far 8 years continually.
- The TTIP projects succeeded in providing training for most Palestinian teachers enrolled by MEHE.
- The training events proceeded concurrently with the new Palestinian curriculum and provided teachers with the appropriate skills & knowledge they needed. The Implementation of the projects affected & improved teacher performance in the classroom & in schools..
- Feedback from the field was used to improve the implementation of the projects. For example, based on the evaluation results of TTIP phase 1, it was considered to reduce the training hours from 60 to 30 hours.

The desk review of several documents related to CED Phase I -**TTIP**, revealed that the program reached its objectives by training most of the basic school teachers in methodology & the subject content as well as training of supervisors & headmasters. The implementation of the school as a unit for training (SUT) was a wise decision in order to meet teachers' needs for training. According to the evaluation made by teachers, headmasters and supervisors, this improved the effectiveness of the training. The construction & furnishing of the NIET resulted in the institute's multi-use functions and facilitated training places & accommodation for trainees, side by side with facilitating short workshop & conferences.

Although TTIP to a large extent has achieved its objectives, various lessons learned were deduced from the review. For instance in relation to the need to increase effectiveness of the training, to tailor it to various teacher needs, to be student focused and to improve quality of training in order to improve quality of education.

Findings also revealed among others the importance of supporting teachers and training headmasters, as well as careful selection of trainers and fairness of training and resource distribution.

Findings of the **r**eview of TTIP indicate that CED phases I & II successfully achieved the objectives as planned, clearly contributed to ***enhancing quality of education*** and to the achievement of the MEHE FYP1 (2000-2005). MEHE staff insistence, enthusiasm and the continuous support from Norway helped to carrying out the project activities in spite of all the obstacles encountered.

Findings of TVET-CED has revealed that supporting women in TVET provided women with access to secondary educations in non traditional streams and vocations. CED I was a pioneer in providing ***access to women to industrial education for the first time***. It was duplicated as a model in other areas and fields, and hence had an impact on Palestinian women's education. The opportunity CEDII provided for women at TSIS from surplus and savings indicates the commitment of CED towards providing access to women in vocational education, and would further contribute to ***equality in education.***

The CEDII-TVET component was able until now partially to reach the goals of the CEDII program; it has provided the TSIS students with an opportunity to ***have a safe, accessible and suitable educational environment***, following the reconstruction of the destroyed school by the Israeli forces in 2002. The year 06/07 has marked the re-operation of the TSIS in a safer location, after having to operate for four years in emergency with workshops spread all over the place. The spacious new constructed workshops and new purchased equipment would contribute to ***enhancing the quality of education*** at the TSIS.

The CEDI-TVET management modality was a success in terms of introducing a new model in a new field and new location, mainly in teaming up with gender sensitive persons and institutions active in gender development that provided gender support and monitoring. An important lesson learned that could be considered in introducing women in TVET.

Achievements of CED-TVET in both phases have contributed to its goals, nevertheless shortfalls have occurred that reduced the effectiveness of the projects on the one hand and could affect its sustainability on the other. First is the lack of the schools' market and community systematic linkages, especially the necessary elements for enhancing women graduates' access to work and income generation opportunity. Second is the absence of resources and mechanisms for ongoing systematized gender monitoring. While the gender support previously provided to women in CEDI needs to be continued and systematized. Making use of the lessons learned of the TVET component would increase its effects.

Up until now the CEDII was efficiently implemented regarding construction works and purchasing of equipment, although some related issues have been taken up. But the effectiveness of the component would need to be improved through extra measures and planning that would lead to the achievement of goals and objectives

Findings of Gender & inclusive education:

The CED programmes of both phases have contributed to social inclusions of the physically challenged through the infrastructure preparations of the new schools. One of the CED supported new schools was able to implement a program for special needs and include a resource room in the newly constructed school.

It was found that community, schools' and students' acceptance of integrating people with special needs in schools has been improved. Unfortunately as minimum support have been provided to them they still tend to drop out. Teachers' skills in this area are lacking.

The gender support through the CEDI & II programmes was very clear. 60% of infrastructure works were for girls or coed schools and the gender aspects was the main focus of the TVET component. Also in teacher training, gender balance was considered. ***Findings revealed that CED had provided girls access to primary, secondary and vocational education contributing to gender equality in education.***

However; providing opportunity for gender equality by the CED through providing access to school girls was jeopardized by the school gender changes that took part in CEDII, by changing gender of the two schools in Gaza from Girls to Boys, reducing the percentage of girls benefiting from the CED infrastructure component of both phases from over 60% planned to 45% actual. Nonetheless; CEDI had provided access for over 60% of school girls; hence contributing to gender equality.

The gender changes of the constructed and the extended schools have affected BOTH equality & equity. Reducing the number of spaces planned for girls in new or extended schools have affected equality in education. On the other hand; minimizing the coed schools from 5 planned to only 2 constructed have promoted more social separations, which would lead to social injustice and community exclusion, subsequently affecting equity. Isolation practices and measures were noted in visited coed secondary schools for women, also negatively affecting equity and would affect inclusion in the market and the community.

Findings revealed that there are no systemized gender mainstreaming at the ministry, no gender related policies, no mechanisms or monitoring system in place. This could jeopardize any gender supported activities and related results, such as changing school gender of supported projects.

The effect of decentralization of directorates and schools carried during the past period without enough capacity building of directors and staff, coupled with external mobility challenges, and the internal weak monitoring system of implemented policies has sometimes lead to directorates' & schools' mismatching policies with MEHE. More specifically, the gender related ones, as where the MEHE strategies is Human Rights Based, the community decision reflects the social injustices of women in the communities, contradicting national development goals. For instance, although MEHE decisions were for coed facility orientations at lower basic grades, some communities were for separation even at that small age, in addition to the gender changes at schools.

Gender related challenges have reflected negatively on CED and various recommendations were outlined to MEHE to confront these challenges. Such recommendations could be supported by NRO through future CED projects.. Findings enable the future design of the project to include measures to reduce its effects.

In summary; ***CED programmes of both phases had a clear impact on the ground and has contributed to gender equality, universal education and quality education. Yet contributing to gender equality in education was not accompanied by measures for gender equity***, leading to isolation and disparity, contributing to gender exclusion of the socio-economic structures and negatively affecting women equality and empowerment in the long run. Special measures and preconditions are recommended to increase effectiveness of CED programmes through contributing to gender equality and equity at the same time.

Findings of Programme Management: It was found that the financial management of CEDI & II and the continual cooperation between the Norwegian Representative Office and the Ministry of Education, through annual meetings and various communication methods, **was very effective** in that it maximized the programs' outputs by increasing its resources and the utilization of such resources through re-disbursement of the interest rates and the savings occurred via certain elements.

The CED program management was carried through the DGB being the coordinator, cooperating with the other MEHE DGs. Programme coordination and following the implementation has enabled components to reach its outputs. On the other hand, results based management and monitoring of the programme was lacking, as well as the link to other MEHE projects. It was recommended to carry out results based capacity building, to link CED with other MEHE projects and projects department, and to match results with MEHE FYPII for future projects.

The CED achievements were conveyed to other donors through the Education Sector Working Group, where information of other education support information is shared. It is recommended to move towards joining forces through sector wide approach support towards achievement of MEHE FYPII specific goals, while harmonizing support and procedures with other donors.

Review findings highlighted the demand for the continuation of Cooperation in Education Development between Norway and Palestine in the three designated components consolidating its strengths, learning from its lessons, and related recommendations to further improve effectiveness, efficiency and impact of CED.

Findings has also revealed the importance of moving towards the new MEHE direction stated in the new FYP (2007-2011) focusing on ***"Quality of Education"*** in all aspects moving from rebuilding to excellence through comprehensive planning, while continuing to meet the rising internal and external challenges within the frame of the MEHE guiding principles of: Education as a human right, as a basis for citizenship, as a tool for social and economic development, as basis for values and democracy and as a continuing, renewable and participatory process.

Recommendations

Recommendations presented in this section relate to the findings of the review illustrated in details in Sections 5&6 for each component in each phase. Recommendations respond to analysis of efficiency, effectiveness, impact, relevance, project management, transparency, sustainability, risk management and strength and weakness analysis. They address the gaps identified and lessons learned. Recommendations are presented in four parts, the general ones, the phase related ones and the cross sectional ones. They are presented in the beginning of the report in order to ease the follow up of the review by the main beneficiaries of the report: MEHE and NRO.

General Recommendations

1. To **extend the CED support into a third phase,** as previous support was highly appreciated by the different communities and supported sectors and lead to substantial impacts in times of distress and state building.
2. The CED support to take into account the changes in educational needs as the educational needs developed through a transition from addressing the basic needs of rebuilding the neglected; into **addressing the quality of education issue.**
3. The CED support to take into account the **changes within Palestinian context and the need** to prepare the human resources element of civil society (teachers, students and management) in addition to the technical preparation needed.
4. **The CED support to continue within the three main components: Infrastructure, TTIP & TVET but to reallocate** according to emerging needs and changes: as the infrastructure element was crucial in education support since 1995, and until 2005 increased the number of schools enormously by 60% (by over 600 schools) while the number of classes needed to absorb natural increases are now estimated at 800-1000 classes[2]. For sustainability in infrastructure , clear selection Of schools and areas to be supported is important to avoid running under capacity[3], still other needs exist. Spread strategy is important to reach rural wide areas in the WB while concentration of schools strategy is as important to reach condensed areas of GS. The trend of WB rural areas needs might be of class extension, while building schools in GS and densely populated cities of the WB. gender and special needs must also be relevant and apparent in any infrastructure support.
5. **Continue the support for the infrastructure component according to new detailed study of needs that is gender based**, to take into consideration absorption of natural increase, double shifts, over crowdedness, and isolation of areas by occupation. Needs to look at efficient use of classes, such as encouraging coed at secondary schools in remote areas. Such support would entitle the cooperation with different departments and projects at MEHE.

[2] MEHE, FYP 2007-2011, 2007

[3] David Dean, Analysis of Enrollment Patterns in Palestine 2000-2005

6. **Continue support of the TTIP**: the obligatory training activities within the MEHE and the SUT with more focus on teachers' real needs with regard to effective and active teaching methods, improving student learning, assessment, operational research, etc in the different levels for the new implemented curricula. This will contribute significantly to improving the quality of student learning if it is linked properly to indicators of improvement of achievement at the school and national level.
7. It is recommended that NRO **continues the support to increase access of women to TVET,** as this is relevant to the national and educational goals, in line with TVET strategy and would lead to increased access of women in secondary education and vocational education, hence to increase equality in education. It is also recommended that such support would be gender supported, community and market linked, benefiting from model developed in CEDI and lessons learned to enhance model.
8. It is recommended that **MEHE should exert efforts towards systemized gender mainstreaming. S**ynthesizing of programs, policies and human resources is a priority to protect gender related results gained by CED and other projects. Policies that would contribute towards elimination of gender-based disparities should be endorsed. **NRO could provide support** in this area **by integrating the gender component,** in future **CED projects.**
9. **MEHE with the support of NRO to integrate mechanisms that would provide ongoing monitoring of gender related policies and support**. Such mechanisms would ensure gender equity in addition to equality, and ensure sustainable effects of any support provided.
10. **Coordination between the NRO and the MEHE should be kept as flexible and close as it is currently while developing the MEHE project management and coordination structure**. It is recommended that CED is coordinated by DG of Project, while the three other DGs represent their components If coordination is not possible by DGP then linking CED with it is essential. It is recommended that the coordination role of MEHE is extended to include Results Based Monitoring and to relate projects with other sector support and to the FYP components.
11. **NRO to join forces with other donors** - when possible- **through the Education Sector Working Group:** NRO could give priority to harmonize support and procedures with other donors through a wide sector approach, in order to assist MEHE in achieving the sub sector goals of the FYPII.
12. **Capacity building** of MEHE is needed in order to enable CED to contribute to improve quality of education, to ensure **Results Based Monitoring** for effects and change and to reveal any setbacks when when they occur . Capacity building of related implementing departments is also needed as well as related policy changes.
13. **Broaden the implementation mechanisms to include communities' representation** so as to enhance their participation and ownership of the projects, particularly for the infrastructure and the TVET related components.
14. There is need for further **capacity building of MEHE DGs, Directorates and principles as well as teachers** in order to include gender awareness elements, human rights, civil society , and community participation.

15. In the opinion of the review team there is a need to **continue reviewing and follow up of CED**, but at shorter intervals. Mid-Term Reviews could be useful in improving the efficiency and effectiveness of the components.

Detailed recommendations for each CED component in each phase based on findings of the review are as follows.

CEDI Recommendations

CEDI Infrastructure Recommendations

In order to enhance and develop the Infrastructure component, we suggest the following recommendations to be considered in future projects:

For the MEHE:

- To consult school principals, teachers and DE in the process of rehabilitating existing schools and to developing the design program of new schools.
- For quality control, several acceptable trademarks for certain items to be suggested in the tender documents rather than using the term "*or equivalent*" which causes dissatisfaction and conflict.
- To raise the specifications of frequently used items such as water taps, toilet covers & door handles from moderate to a higher quality kind.
- The design and implementation of the following items should be reconsidered in order to contribute to **Inclusive and Quality Education**:
    - Covering pathways and canopies among buildings and next to playgrounds for exciting and durable design and colors.
    - Controlling internal and external noise levels by good zoning and natural means.
    - Controlling classroom temperature by implementing environmental design.
    - Providing privacy and intimacy for the counseling room in regards to its location and atmosphere.
    - Providing benches in the indoor and outdoor interaction areas
    - Providing outdoor studying areas apart from the playgrounds.
    - Providing indoor & outdoor places where students can be noisy and engage in physical activities.
    - Improving the ratio of toilets per students to comply with that recommended in 5YP1and UNISCO NORAD handbook (Future schools in Palestine) (1toilet / 25 students).
    - Improving the location, design and condition of drinking fountains.
    - Supplying the upper floors with a controlled source of water.
    - Providing a sanitary unit on the second floor when the school consists of four floors.
    - Controlling the quality of different items (toilets, sinks, flushing systems, door handles, locks ...etc).

  - Improving the school's image and developing a stimulating colour scheme.
- It is recommended to contract all the design and supervision works including small projects to local offices under supervision and in close cooperation with DGBP engineers, rather than doing them in house to avoid conflict of interest. This should save time and effort of the engineering staff of DGBP allowing them to:
  - Develop design criteria and standards.
  - Make the necessary auditing and revisions for the projects assuring quality control.
  - Manage the projects efficiently.
  - Consult DGMs, Des, principals and teachers to benefit from their remarks regarding design and construction criteria.

  In addition to that, it should:
  - Assist in building the capacity of the private consultants and improve their performing standards.
  - Help the MEHE in implementing a larger number of school construction projects while keeping the staff to a minimum.
  - Lead to competing prices among consultants and contractors and guarantee transparency.
  - Lead to competition in performance among consultants and contractors improving of the quality of works.
- It is recommended by the TVET consultant that DGB should develop a handbook or manual for optimum design of TVET workshops; could be supported by NRO.

CEDI TTIP Recommendations

Recommendations for this part are in line with the review report for PAL -0023 phase1, Kvalbein and Smith (2003) that recommended the following:

- The position of an annual course catalogue in each district to give schools and teachers the possibilities of choice of courses in order to involve schools more in planning of their development.
- Courses will need to focus more on pupil activities in the classroom if the desired changes in the learning environment are to be achieved.
- Training manuals will need to be more focused on pupils' different needs and abilities and should give more differentiation in examples for pupil's exercises.

CEDI TVET Recommendations

For the MEHE-TVET

CEDI-TVET/HCF project has ended leaving an impact; it produced a model that could be replicated, however the model needs enhancement and would require improvement of effectiveness. Therefore immediate and medium term actions and measures are recommended as follows:

Recommendations for MEHE immediate action:

To communicate with other DG at the MEHE and local directorates to ensure the allocation of a part time counselor and a part time sports teacher for women at HSIS and

other vocational schools for women. In addition, facilitation of such communication channels with directorate would assist HSIS in campaigning and supporting women in VE.

Monitor female training at VE, equal opportunities and the provision of support measures, and communicate on a regular basis with staff and girls at HSIS. It could be done once every three months, using the opportunity that the ex-supervisor of the project is part of the TVET-DG staff, or employing a gender monitor staff.

Enhance mechanisms for monitoring of female students at the market during their internship in summer practical training, and make it compulsory, as well as through the applied stream training in the market.

To look for support to host special intervention for linking women graduates of HCF with the market, and to integrate ongoing mechanisms within the training programme.

Enhance linkage with the community in order to increase women enrollment at the HSIS and hence increase accessibility to the system.

Recommendations for MEHE on the medium term:

To adopt TVET gender policies at the MEHE-TVET-DG, to be linked with the recommended overall gender policies to be adopted at the MEHE (2.4)

To integrate close monitoring mechanisms with Gender relevant projects, in order to ensure their effectiveness and implementation. To add gender staff or find certain mechanisms such as teaming up with MoWA is essential for systemized gender mainstreaming in TVET.

Integrate social support for female vocational education, as it is necessary for women to continue training to ensure market and community support through a role in the market and an ease of access to vocational education.

For the NRO:

It is recommended that NRO supports the project of enhancing the link of female HSIS graduates with the market so that a further impact and spread to other areas could be reached. CEDI project was a model for improving access of women to industrial education; additional support could enhance the model by enabling women access to market. It is suggested that a project be designed to enable women graduates of the system to be employed, through facilitation of entrance to the market, and providing support. Such piloting would be integrated in the training, and could be replicated to other VET for women.

In addition to enhancing women graduates' access to the market; further support could be granted in adding space and equipment on the medium term, while enhancing gender monitoring mechanisms (2.4).

CEDII Recommendations

CEDII Infrastructure Recommendations

In addition to CEDI- Infrastructure Component Recommendations [section 2.2.1], the following points deserve attention:

For the MEHE:

- To develop the technical evaluation system (pointing system) for consultants and contractors measuring their **qualitative rather than quantitative** achievements.
- When choosing a site for a new school, preference should be given to parcels with an area not less than 3 dunums and easily accessible if possible.
- The design and implementation of the following items should be reconsidered in order to contribute to **Inclusive and Quality Education**:
    - Providing larger green areas and using trees for shading, wind breaking, sound filtering and aesthetic purposes.
    - Revising the size and location of the administration room.

CEDII TTIP Recommendations

The consultants suggest some recommendations based on their review:

Continue for support of the TTIP as it is mentioned above.

Immediate recommendations:

- Support the need of revising and evaluating the draft for a new Palestinian curriculum, starting with grades 1-6.
- The implementation of training activities in effective teaching and learning that focus on student learning to teachers at all levels.
- The implementation of training activities on how to teach technology subjects (courses) for grades 5 – 12, to all teachers teaching this subject.
- The implementation of training activities in computers & internet for teachers with long experience.
- The implementation of training activities for teachers to deal with special needs students, especially slow learners.
- Support practical training that deals with using teaching resources effectively in the classroom.
- Support training sessions for headmasters in terms of follow up for teaching & learning.
- Support the activities related to the preparation of training material for head teachers.

Long-term recommendations:

- Support the establishment of a comprehensive monitoring and evaluation system for all the training activities at the MEHE (e.g. have new evaluation forms for training events, trainers training performance, and teachers' teaching performance, conduct impact studies for in-service training, support peer review, clarify headmasters' and supervisors' role with regard to assisting teachers after getting training …). This system could be linked to an incentive system.
- Support MEHE & school based activities with regard to teacher professional development opportunities (attending conferences, workshops, university programs or courses, creating an educational journal or special electronic site for teachers to enable them to communicate & discuss teaching issues, have training materials available for teachers on a website .. etc) This will enhance development of a professional culture among teachers.

- Enhance and equip NIET (WB and GS) with needed equipments and tools (e.g. science lab .. etc) to facilitate effective training and use them for different subjects including science and technology.

Recommendations for MEHE:

- Support authentically the implementation of MEHE strategies that are in the FYP (2007-2011) with regard to improving the quality of teacher training (pre-service and in-service). Kingdom of Norway has fulfilled the MEHE request to develop the National Teacher Education Strategy for pre-service & in-service teacher training projects by funding it through UNESCO. On March 2007, UNESCO took the responsibility for this project in cooperation with MEHE, Palestinian universities professors in education and other stakeholders. It will hopefully be ready on January 2008.
- Enhance the training department management procedures with regard to: redesigning the criteria to select trainers and the organization of the training activities to meet the needs of all those involved in the field (e.g. Consider the training timing to be at the end of the summer vacation or on Thursdays - one day of the 2 day weekends, or after the final exams).
- The co-education schools need more attention; namely Abu- Shkhadem School at Ramallah district.
- Reviewing & studying the Technology courses case; do we need it as course? Can we promote it with other courses such as science? Or do without it?

CEDII TVET Recommendations

For the MEHE-TVET

To improve CEDII-TVET/TSIS effectiveness and contribute to the impact and goals of the project, immediate and medium term actions and measures are recommended as follows:

Recommendations for MEHE immediate action:

To develop detailed ***Action Plans for integration of women training at the TSIS*** that will ensure starting the vocational education in the coming scholastic year of 07/08, enabling the first group of first-years from school girls surveyed to enroll if possible.

To cooperate and team-up with the MoWA and local women institutes on providing gender support, for those enrolled and to plan on increasing campaigning for women at VET for future enrollments. The support should be **based on lessons learned and evaluations of the CEDI** experience.

To enhance the construction related notes to occupational health and safety in TSIS, and to enhance the outside venues to allow integration of women trainees.

Recommendations for CEDII-TVET on the medium term:

Enhance relation of TSIS with community using different campaigning techniques, and with the directorate of education (for Tulkarem specifically and for the other Northern WB districts) for campaigning for VET both in general and for women in schools through providing basic education to increase enrollment of women..

Improve quality of vocational education by enhancing links of the TSIS with the market through various mechanisms and methods and improve career guidance for students towards the market.

Adopt gender policies, gender support and a monitoring system as mentioned in section 2.2.3, linking women trainees and graduates to the market.

For the NRO:

To further support enhancing the quality of VET at TSIS to produce a successful model of TVET for youth and women, by supporting the above mentioned recommendations for TSIS, and enhance the capacities at TSIS to improve effectiveness.

To follow-up of implementation plans for integration of women to be received from MEHE (that would include staffing, campaigning, supporting, etc). The implementation plan should be linked to a results based plan with clear results and indicators towards contributing to the impact.

To facilitate gender support measures and increase access of female TVET graduates to the market through capacity building of TSIS for enhancing market and community relations in general and within a gender sensitive context.

To support the formation of TVET sub sector working group in the education sector working group to better enhance the cooperation with MEHE and harmonize support of various donors to the sub sector.

It is recommended that the Norwegian Representative and Norwegian political figures put the issue of Israeli violations such as the shooting at TSIS to the Israelis, trying to obtain certain assurance from the Israeli side of not repeating the acts hence would not jeopardize Norwegian support, if possible.

Overall Gender & Special Needs Recommendations

For CED to increase its gender relevant impact, it is **recommended that MEHE undertake the following, reporting to NRO on the matter:**

- Systematized Gender mainstreaming and monitoring mechanisms as detailed in recommendation 8 & 9 and synthesizing of programs.
- Gender related indicators to be integrated in programmes, projects and MEHE strategy, including qualitative indicators.
- Working on eliminating gender-based disparities
- Teacher Training to include gender awareness for equality and equity in education
- Teacher Training and capacity building for management and directorates in civil society and gender equity to be enhanced.
- Teacher training to include education techniques to deal with students of different capabilities including slow learners.
- Integrate elements that ensure participation of women in the labour force and the community within the following components:
    - Link with market for vocational education
    - Broaden TTIP to include Counselors Training on career guidance and counseling, integrate it in their mandate, and link it with other related projects.
    - Train teachers and managers on facilitation of extra-curricular activities outside school

- o Monitoring system of implementation of policies, rules and regulation in all areas, including changing gender of schools and reporting on these changes.

NRO could provide technical and financial support through CED to enable MEHE to achieve the above.

Background and General introduction

Background

The Co-operation in Education Development Programme (CED - PAL 0023) officially started in 1998 as a result of cooperation between the PA and the newly established MoE and Norwegian Authorities since 1995.

When the MoE took over the responsibility of education in the WB & GS, the sector had been neglected during many years of occupation, suffering from underinvestment, lack of space, untrained teachers, outdated curricula, fragmented and neglected vocational education and training systems.

The first phase of CED (CEDI) was originally covering the years of 1998- 2002, supporting the initial stages of maintaining and building the required bases of education, within the three main components of CED namely infrastructure, teacher training and vocational education.

The MoE developed its first Five Years Plan (FYP1) for the years 2000-2005, setting its strategic goals and priorities and defining its indicators to measure such goals. The five set goals included providing access, quality education, developing formal & non-formal education, while developing human resources and management.

The CED second phase (CEDII) extended the support within the same three components towards contributing to the national educational goals.

The political context of the oPt following Sept 2000 was characterized by increased conflict and occupational measures of incursions, arrests, house demolitions, and the start of the isolation policy and increase of movement restrictions on people and goods. These policies have affected all areas and different sectors, affecting the economy severely, increasing poverty and unemployment.

Remarkably enough, during these difficult times, the MoE and MEHE managed to achieve most of its quantitative indicators, and also to move forward towards developing the second Five Year Strategic Plan extending from 2007-2011 (FYP2), moving from rebuilding to comprehensive planning, based on human rights, democracy and civil society values for education with the main strategy theme of quality education and learning, while developing systems and schools around the main theme.

The socio-economic status of the Palestinian people further deteriorated during the year 2006 after the PLC elections. On the one hand; the Israeli government suspended the regular transfer of revenues which it collects on behalf of the PA; increased mobility restrictions on access of persons and goods, increased the isolation of areas in the oPt and continued the building of the Separation Wall. The donor community on the other hand had imposed an embargo against the PA, where most donors suspended their support, causing projects that serve different sectors; including education to be halted. The Norwegian Kingdom and government continued their support for the PA, enabling the CEDII to continue functioning.

The current socio-economic & political context is even more complicated with internal fighting, the rise of internal human rights violations, increased polarizations and non-acceptance of others. In addition to the increase of unemployment and poverty, isolation and zoning of areas, mobility restrictions for person and goods, all stemming out from the occupational measures. the peace process remains at bay through these setbacks.

Within such a context; CED projects were implemented, various measures were taken by MEHE, and continual MEHE-Norwegian coordination was done to overcome unforseen impacts on the status of projects. The Norwegian support reached over 27MillionUSD, the CEDI total expenditure was 17,877,114 USD, while the CEDII reallocated budget reached 9,451,266 USD[4]. On the other hand an emergency programme of two phases was also financed by Norway with a total of 33,5Million NOK.[5] Such funding was found valuable by MEHE, it should be noted that evaluation of emergency funding was outside the scope of this review.

Upon the full completion of CEDI, and towards the end of the CEDII program, a review mission was initiated to assess to what extent the CEDI reached its objectives, and to assess whether the CED II is on track; while deriving recommendations with regards to possible further support.

CED Overview

"CED", Phase I:

The Agreement of 25th of November 1998 between the Kingdom of Norway and the Palestinian Authority regarding CED (PAL-0023, later called Phase I) encompasses three components:

- School Infrastructure.
- Teacher Training (TTIP).
- Female Vocational Training.

The goal is through long-term co-operation in the education sector with emphasis on basic education and vocational training to contribute to:

- Ensuring access to quality education for girls and boys in safe physical learning environment.

All three components were reviewed in 2000, but the review of the TTIP component was very limited in scope. At the Annual Meeting in March 2001, the parties decided to perform a joint mid-term review of this component, focusing on the qualitative aspects of the training program. However, due to the political instability in the region, this was delayed several times. Fieldwork was performed ultimo 2003 and the report was issues in March 2004.

Initially, the program was planned to be implemented during a three year period (1998-2001). Due to the negative political development on the ground, implementation was continuously delayed. Moreover, it was mutually agreed to add activities to the original scope of works due to savings from interests and positive gains on exchange rates on currency. Hence, the last activities were implemented during 2005, and the final report on

[4] Refer to tables 5.1.1 and 6.1.1 for details

[5] Information obtained from NRO

the agreement, including final auditing, was forwarded to the Representative Office in March 2006.

"CED", Phase II

The agreement of the 2nd of September 2003 between the Government of the Kingdom of Norway and the Palestinian Authority (through the Representative Office of Norway and Ministry of Education and Higher Education) regarding Co-operation in Education Development (PAL-0023, "CED", Phase II, 2003-2006) indicates that a Joint Review of the Program / parts of the Program should be performed during the third year of the Program cycle.

The "CED", Phase II, encompasses three components. These are:

- Construction & Rehabilitation of Schools and Administrative Buildings.
- Teacher Training In-Service Program (TTIP).
- Technical & Vocational Education & Training.

The goals are with emphasis on basic education, secondary education and school construction to contribute to:

- Improving and raising the quality of education.
- Ensuring equality in educational opportunities.
- Maintaining a safe, accessible and suitable educational environment.
- Improving the capabilities of the educational administrators and enhancing their working environment.

The Review:

In March 2007 the Government of the Kingdom of Norway and MA'AN development institute signed a contract whereby MA'AN was to organize a review mission team. The purpose and scope of work for the review are as follows[6]:

Purpose

The main purpose of the review was to provide information to the NRO and MEHE about progress with the program activities. The review was planned to:

- Assess to what extent the "CED", Phase I Program had reached its objectives.
- Assess whether the "CED", Phase II Program is on track; identify areas where implementation is as planned, and identify areas of implementation problems and make recommendations with regards to possible further support.

Scope Of Work

The review was to assess whether and to what extent the goals and the objectives of the program have been/will be reached to present an analytical and descriptive account of the development of the implementation of components so far, and to indicate future potential implementation problems. Accordingly, the following issues were the scope of work:

[6] For further details refer to TOR in Annex 1

- Relevance of the component,
- Efficiency of program implementation
- Effectiveness and achievement towards the goals
- Impact of the components on gender issues and educational goals
- Sustainability
- Strength and weakness of program,
- Programme management, transparency and risk management during program implementation stage

Furthermore; the review was to describe and assess the co-ordinating role of MEHE in relation to the Program and the benefits and disadvantages of the implementation modalities. In addition; the review should produce appropriate recommendations both to the implementers of the program as well as to the Representative Office of Norway and the Norwegian Government.

Notes on methodology

The consultant team conducted the review during the period of March to June 2007. The team has obtained data from a wide range of stakeholders and beneficiaries while utilizing the rapid participatory approach, and gathered qualitative information to satisfy some of the assessment requirements such as those pertaining to the scope of the review The review team used several multi tools such as questionnaires, structured interviews and semi-structured interviews, (for individuals and/or groups), in addition to group discussions and focus groups, desk review and data analysis as well as comparative visits and interviews All methods conducted during work in the field.

Rapid participatory approach was used to overcome the complexity of the CED review context, covering two large programs Each were divided into three components, implemented over many years, involved diversified stakeholders, spread over several sub-sectors with many parameters, and culminated with a sense of urgency of the review.

The review team has multiplied its work within the allocated period by working through **6 different teams**. The three main teams composed of the three main consultants were to assess each related component of the review: infrastructure, teacher training and vocational education. Furthermore the infrastructure team was divided into two teams to cover the work load, while the Gaza Strip review was covered with two additional teams. Nevertheless the review team cooperated closely and carried out joint interviews and meetings for gaining the overall view of the programmes.

The field visits have spread over the whole of the West Bank and the Gaza Strip, covering over **52** schools and ministry buildings, conducting **over 100** interviews, **61** focus groups and group discussions, 44 for TTIP in WB & GS and 17 for TVET and Gender. Meetings were conducted on different levels starting from MEHE, to directorate of education, supervisors and trainers, administration of schools and staff, hile information was gathered from beneficiaries in different locations through conducting two mini surveys, focus groups and interviews. Observation from the field was also used by the team each in their own capacity. **Two** mini-surveys were conducted for teacher training and infrastructure elements.

Quantitative and qualitative information gathered were processed, analyzed, and findings were deducted. Triangulation was used to validate findings, lessons learned and recommendations were extracted.

The assignment was conducted in three phases: mobilization, conducting the review, the analysis and report writing:

PHASE I: ***Project Mobilization*:**

During this phase, the review Team together with the international consultant coordinated with the NRO and the MEHE identified all primary and secondary sources of information, documents and materials needed for the review. The review team participated in a **kick-off meeting** including the NRO and the MEHE, in which the initial proposed work plan was presented, discussed and amended. The evaluators then prepared a detailed work plan for data collection for both the West Bank and Gaza Strip. Both quantitative data and qualitative data were decided to be collected to achieve the evaluation objectives with more emphasis on qualitative data.

PHASE II: Conducting the Review:

The Review Team conducted this phase through a set of combined tools for each and all components, as follows[7]:

a) **Review of Secondary Sources**[8]

b) **Review Procedure and Processes Followed During the Implemented Program Component**

c) **Questionnaire based survey**: This tool was used for both TTIS and Infrastructure components using **two** mini different surveys; another **Mini graduates tracer**: was used for TVET

d) **Site Visits for the projects ,** for all components, various locations were carried

e) **Observation of activities:** for TTIS observing classes, for TVET observing training & production

f) **Interview, with the Representatives of MEHE, NRO, Related Parties, Beneficiaries, Stakeholders and key informants**[9]

g) **Focus groups:** Several focus groups with different groups of people for TTIS and TVET

h) **Comparative review:** visiting other projects supported by other donors by TVET & Infrastructure

i) **Triangulation:** Findings were cross-checked by different methods

PHASE III: ***De-Briefing and Preparation of Reports:***

A debriefing meeting was conducted with the participation of MEHE and the NRO, where results were presented; findings were shared, with lessons learned and recommendations

[7] Refer to Annex 2 for the details of visits and methodology used

[8] Refer to list of References at the end of the report

[9] Refer to Annex 2 for list of people interviewed

of the three different components. Feedback was obtained. The final report was drafted, including feedback from the NRO & the MEHE.

Each main consultant has prepared their specific part of the report, findings, lessons learned and recommendations, while the Team Leader compiled the whole report with the overall parts.

Findings are presented in the review report within the two main parts representing the two phases of the CED being phase I & Phase II , while findings of each phase is subdivided into the three main components of infrastructure, teacher training TTIP and vocational education TVET. Overall recommendations and specific ones are presented in a separate section at the beginning of the report. Detailed findings, tools used and related information are presented in the Annexes.

The Review Team faced **Challenges during the review** namely related to the ongoing teachers' strike and Civil Servants strikes that limited the time possible for visits and interviews. Another internal challenge faced was the change of the involved engineering office just before the inception of the review that caused further delay. But the full cooperation of the MEHE team, MA'AN institute and the NRO has reduced the effects of these challenges.

Review Findings: CED Phase I

General

The CED is composed of three components: The School Infrastructure, Teacher Training and Female Vocational Training. The PAL 0023 programme integrated the previously signed agreement of PAL009 (infrastructure) & PAL 0024 (the female Vocational Training). The goal of the CEDI is to contribute to "ensuring access to quality education for girls and boys in a safe physical learning environment", through long-term co-operation in the education sector with emphasis on basic education and vocational training

The programme was planned to be implemented between 1998 and 2001, it was extended till 2005, while the overall spent budget is 17,877,114 US$, for the CEDI phase including all components as follows:

Table: 5.1.1: CEDI Cash Receipts and Disbursements, Budget & Actual

USD			
	Budgeted	**Actual**	**Disbursement /program**
PAL 009	6,275,843	5,952,033	**6,337,549**
PAL 0023	11,106,982	10,750,636	**B: 9,219,042**
			TT: 2,058,508
PAL 0024	240,360	240,360	**259,567**
Interest Revenues	0	925,167	**0**
Other Revenues	0	8,918	**0**
TOTAL	**17,623,176**	**17,877,114**	

Source: Ernest & Young, Independents Audit Report, Feb 2006

The **financial management** of CEDI and the continual cooperation between the Norwegian Representative Office and the Ministry of Education, through annual meetings and various communication methods, **was very effective** that maximized the programs output by increasing its resources and the utilization of such resources through re-disbursement of the interest rates and the savings occurred via certain elements. Related details of each component is reviewed in the related section of the report.

The programme management of the CEDI was also effective as the DGBP was the National Programme Coordinator, with the DG of each related department responsible for their components. This arrangement has served the programme with major component of the project being school infrastructure, while each component has acted independently with their own program management arrangements. This modality, at that time; caused the increase of efficiency and effectiveness of CEDI, as NIET was constructed through the DGBP but actually served the TTIP component. Further savings of the overall budget could serve the Female Vocational Training and the other components.

Information about the CEDI support was also provided to other donors through the Education Sector Working Group formed at the MOPIC, with all donors to the education sector participating.

CEDI strength and **value added emerged from the time factor of the intervention and the type of intervention**. Support followed the handing over of the responsibility of Palestinian education in the WB & GS to the PA, supporting viable areas in education, which contributed to building the basis to overcome years of neglect.

The significant contribution of the CEDI support to the education sector is apparent in the following table:

Table 5.1.2: CED contribution to the overall support of the Education Sector:

Million USD			
	Buildings	**Equipment**	**Capacity building &Training**
Overall (1995-2002)	140.2	4.7	**4.4**
CEDI[10]	**14.6003**	**1.138578**	**2.318074**
Percentage of CED support	**10.4%**	**24.2%**	**52.7%**

Source: World Bank, 2006

Ernest & Young, Independents Audit Report, Feb 2006

CEDI Impacts are very substantial and contributes to Palestinian national goals. Qualitative effects were apparent in addition to the rebuilding efforts and the quantitative participation in that field. NIET is available for first time, functioning and is the main training center for all teacher training programs. With the TVET qualitative addition of adding women for the first

[10] The CED support was subdivided into the education element support: as equipment is the equipment in infrastructure part and the TVET part, while the capacity building and training is TTIP and other elements in TVET.

time in Palestine in vocational education industrial streams, in addition to other effects illustrated in each component part.

The CED had its major effect over local communities, as all local councils, and different local institutes visited praised the support provided and the role of the Norwegian government and people. It was clear that education is a vital sector for the whole community, and its effect is apparent for all community members.

Findings of the review of CEDI three components are illustrated in the following parts in details.

CEDI Infrastructure

Development of the Component

CEDI Agreement (**PAL-0023)**[11], with new allocation of NOK 84.6 million for new activities as the construction of 60 CR in GS and 72 CR in WB as new schools, the rehabilitation /extension of 15 schools with 40 CR, special rooms and admin rooms + teacher training, was subject to several modifications as summarized in the table below:

[11] Information, numbers & tables in this page are in reference to *(CED) PAL-2003 Phase I Final Report.*

Table 5.2.1: Development of the Component

Event - Date	Output
Annual Meeting held on **25th Nov. 1998**	It was agreed, upon the MEHE request, to allocate $780,000 to build a teacher training center in Ramallah, based on a revised Project Document for TTIP dated 25th Nov,1998.
Second Annual Meeting which was held on **24th Nov. 1999**	It was agreed upon that MEHE should submit a revised Project Document for the school construction with a work plan which would comply with the project's budget.
12th Dec. 1999	MEHE submitted an updated project document that reduced the number of rehabilitated schools from 15 to 6, but increased the total number of construction of classrooms from 172 to 197, in addition to finishing and renovation of 57 classrooms
26th Jan, 2000	The above mentioned document was approved by the Representative Office of Norway
During **2002**	Good amount of saving were achieved due to different reasons mentioned in CEDI Final Report.
2nd January 2003	The above additional savings was approved to be used for building and furnishing a new school in Ramallah (Al-Nahda School) with an estimated cost of $910,000, and for furnishing the Teacher Training Center.
13th April 2004	Norway approved to increase the allocated budget of equipping and furnishing the training center to USD 494,000
30th May, 2004	Financial monitoring report revealed that there were additional savings of USD 128,000
14th June, 2004	Norway approved the utilization of the above savings to supply school furniture

There has been savings in the infrastructure and training components that has been utilized in building, finishing, renovating and furnishing more classes and the NIET.

The planned budget of the project was $8,910,000; the actual spent budget was $8,727,659 around 77.39% of CED1 budget.

Impact

According to the MEHE FYP1, the need for additional classrooms for the years (2000-2004) is listed in the following table; to assess the impact of this component of the program to the overall needs of the MEHE in school infrastructure, a comparison of the output of this component for the overall needs of the MEHE for new classrooms is shown in table 5.2.2.1:

Table 5.2.2 the output of infrastructure component compared to the overall needs of MEHE

Description	2000	2001	2002	2003	2004
Needs according to FYP1	833	842	850	844	851
Planned output, revised plan	154	110	0%	0%	0%
Impact of planned output	18.5%	13.1%	0%	0%	0%
Actual output	84	119	12	34	15
Impact of actual output	10.1%	14.1%	1.4%	4.0%	1.8%
Actual-Planned	-8.4%	1.0%	1.4%	4.0%	1.8%

The program was planned to be implemented in three years 1998-2001, but Israeli closures and curfews during the period of the program implementation delayed the benefits of the program until 2004. The impact of the Israeli occupying measures on the program could be observed clearly from the comparison of the impact of the planned output for the

years 2000-2004 to that of actual (table 5.2.2.1), which resulted in expanding the implementation period until the year 2005.

Enhancing and improving the conditions of unsuitable classrooms as well as repairing and finishing schools built by the local communities; resulted in improving the educational environment assessing the quality of education.

Through the surveys and observations, it was noted that the students, teachers and principals were satisfied with their schools' buildings and felt them a definite improvement over their previous situation. **83.5%** of the students and **90.6%** of the teachers considered the schools' physical features appropriate for providing suitable indoor and outdoor educational environments.[12]

Photo 4: Madinet Al-Zahra' Boys School (Sabra and Shatela)

The provision and equipping of special rooms (science labs, libraries, computer labs, and multipurpose halls) had a direct ***impact on the quality of education*** as students could fulfill the practical requirements of the curriculum.

Our visits to the schools showed that due to the shortage in the number of required classrooms, some schools used these special rooms as classrooms like in Dir Qiddeis while others used them for a different function like using the multipurpose hall in Samiha Khalil School for house economics classes (the school was originally designed for classes 1-4). Other schools changed these rooms into administrative offices like in Dir Abu Da'if, resulting in a continuous need for providing such spaces. The results of the students / teachers mini-survey showed that while science teaching laboratories and computer laboratories were satisfactory, only **50.5%** of the students and **56.5%** of the teachers considered the areas for teaching arts and house economy as satisfactory.

"The elimination of the second shift contributed to the quality of education" according to Ms. Azizeh Zalloum, the principal of Samiha Khalil Primary Co-ed School (Sateh Marhaba), this school used to be a second shift in Khawlah Bint Al-Azwar School before the construction of the new building.[13]

The impact of building and upgrading toilet units was significant as it resulted in a **more hygienic and comfortable environment,** especially for girls and students with special needs. Still **54.5%** of the students and **28.7%** of the teachers thought that the number of toilets compared to the number of students was not enough.[14]

[12] Refer to annex 3- Infrastructure Quantitative Findings

[13] Refer to annex 2, table (2.1) List of Visits and Methods Used

[14] Refer to annex 3- Tables of Infrastructure Quantitative Findings

The construction and adding of classrooms in several schools contributed towards the girls having the opportunity to complete their upper secondary education in their local communities, protecting them from dropping out and giving them the opportunity for further tertiary education contributing to equality for women in education. On the other hand, adapting schools for students with special needs assisted the MEHE plans for Inclusive Education and participated in the social adaptation of these students contributing to their equality in education.

The Implementation of the program had a great impact on the local communities as it "***encouraged them to invest in more participation in the provision of school building"*** according to Mr. Fares Naser the head of Dair Qaddes Local Council.

The construction of the NIET had a big impact on the quality of teacher training courses as it provided the basic space requirement and the necessary equipment for conducting the training courses. Nevertheless, the building still lacks scientific laboratories that are convenient for training the science teachers and form a model for the required laboratories in schools.

Efficiency of Program Implementation

The efficiency of the infrastructure component implementation was higher than anticipated, with less budget than expected

The following table shows that the expected results for this component have been substantially achieved taking into account that many of extended schools have also been subject to rehabilitation works; and that the constructed classrooms have been provided with furniture and equipment.

Table 5.2.3 The Planned Output CED1[15]

Activity	Planned Output		Achieved Output		
	Schools	Classrooms	Schools	Classrooms	Other Rooms
New Schools		132	11	167	104
Extension	15	40	8	44	37
Rehabilitation	6		7	53	15

There have been some changes in the needs of the different districts especially concerning gender due to the extension of the period of implementation[16]. We noticed that there were five schools that had their needs changed. Dair Abu Daif Elementary School was planned as a co-ed school but functioned as a girl's school for 5 years. It was later changed into a boy's school. **"The reason for the change was social"** as we have been told by Mr.

[15] This table is based on data from *(CED) PAL-2003 Phase I Final Report*.

[16] Refer to annex –A5.3 Gender Changes in the Reviewed Schools

Moh'd Eliat[17] the head of the local council. The school was located close to the boy's secondary school which caused some social problems that could have prevented some of the girls from continuing their studies. The village council reacted to that and built a new school close to the girl's secondary school from the Japanese grant, housing the girls elementary school here. and turning the current school into a boy's elementary school.

The program has been efficient regarding the output achieved in the infrastructure component as it has resulted in a **convenient and student/ teacher friendly** educational environment. The schools benefited from this program according to the observations of the review team and **65.4%** of the students and **61.7%** of the teachers[18].

The program also proved to be cost efficient regarding the infrastructure component in comparison with the KFW funded project as an example.

Effectiveness of Program Implementation

The objectives of the infrastructure component were the rehabilitation, extension and construction of schools and new classrooms in the West Bank and Gaza, including the provision of furniture and equipment ensuring access to quality education for girls and boys in a safe physical learning environment.

Photo 5: Beita Girls Secondary School

Throughout the study, it has been evident that the teachers, students and staff are pleased with their new environment. This is obvious in their responses to the most satisfactory and least satisfactory aspects of the building and classrooms. The most satisfactory features consisted of the large major spaces and opportunities within the general building and classrooms, such as the gallery, the courtyard or the abundance of light in the classrooms. While the least satisfactory aspects were the possibility of controlling internal and external noise levels and classroom temperatures. It was noticeable that the size of the classrooms was convenient and appropriate to the number of student's /class[19] allowing for a different grouping of students.. The classroom's atmosphere was comfortable and stress free according to **68.5%** of the students and **80.5%** of the teachers, while **61.2%** of the students and **72%** of the teacher considered it stimulating for learning. Thenew furniture provided was flexible allowing different arrangements depending on students.

The classrooms are directly connected to the outdoors, the fenestrations allow the penetration of adequate natural light and the viewing of the landscape keeps the classroom's environment comfortable and relaxing for both the students and teachers.

[17] All quotes refer to people interviewed during visits as listed in annex 2, table (2.1) List of Visits and Methods Used

[18] Refer to annex 3- Tables of Infrastructure Quantitative Findings

[19] The Ministry of Education & UNESCO Ramallah (1999). *Future Schools in Palestine*, a manual for designing schools funded by NORAD. Ministry of Education and Higher Education. Palestine

The classrooms' walls are conductive for displaying the students' works and explanatory drawings although they lack, in most of the cases, special pin boards for that purpose. **65.8%** of the students thought it was satisfactory, but it was noticeable that using the walls for this purpose resulted in raising the hangers in the classrooms which was not convenient for young students (1st & 2nd elementary).

Providing lockers and storage spaces for the students and the teachers should make them feel more relaxed and secured, the satisfaction concerning this item is very low as it is **12.2%** among students and **40.1%** among teachers.

The highest dissatisfaction was with the possibility of controlling the internal and external noise levels which was due to either to the location of the school and the small area of the site or to the lack of providing indoor and outdoor places where students can be noisy while engaged in physical activities. The degree of satisfaction concerning this point was **47.9%** among students and **70.3%** among teachers. The other deficiency was with the possibility of controlling the indoor temperature which was satisfactory only to **53.4%** of the students and **72.2%** of the teachers. The location and condition of student and teacher lockers where it was unsatisfactory for almost all of the students, only **12.2%** of the students and **40.1%** of the teachers were satisfied.

The building form is usually U, L or I shape with an opened or closed gallery along the facades overlooking the open court without a reflection of the different internal functions in most cases. The visual appearance of the exterior of the school's building provides elements of excitement and distinction to **74%** of the students, but the review team thinks that it could be improved by smoothening the brutal expression of the beams and columns that appear in the facades in order to improve the aesthetic appearance of the building.

Photo 6: Tal Al-Hawa Boys School (Nile Boys School)

Photo 4: Beita Girls Secondary School

The location of the teacher's room is appropriate in most of the cases, but there is a problem with the location and area of the administration offices in different schools like in Jaba' Girls Secondary school where the administration room is small and is accessed through the kitchen zone. On the other hand, the location and atmosphere of the counseling room is not appropriate in many schools only **58.4%** of the students and **67.3%** of the teachers thought that the location and atmosphere of the counseling room is appropriate.

Although there have been improvements in the general site of the schools included in CED1, only **53.2%** considered it satisfactory for the use of people with special needs. There were concerns about the location of the toilet units as only **63%** of the students thought that it is satisfactory, while **57.7%** were satisfied with the location of the kiosk and **48.7%** with the location and condition of drinking fountains as they are not durable and are subject to misuse and robbery. The covered pathways and canopies which are usually provided by the local community were satisfactory to only **58.9%** of the students, while the

convenience of the school's location seemed to be satisfactory to **72.4%** of the students and **87.0%** of the teachers.

The objectives set for this component of the program were achieved to a big extent where it is obvious that the educational environment has been improved paving the way for quality education.

The number of students to benefit from this component was estimated at **10,000** students. The actual number of enrolled students for the school year of 2005-2006 was **14,283** among them are **6,845** girls and **7,438** boys.[20]

Relevance

The out product of the infrastructure component proved to be relevant to the needs of the students, teachers and employees concerning both the schools and the NIET. The program also proved to be relevant to the priorities of the MEHE and the supporting policy of NRO.

Although the CED1 program has been delayed and the implementation spread over a longer period of time, it is still relevant to the current educational situation as it complies with the objectives that the MEHE has put in the FYP1. The main challenges which faced the educational system in Palestine at the time of preparing the funding proposal were not significantly changed. Building more classrooms especially for girls and adapting schools for people with special needs provide access to education for a larger number of students, reducing the number of drop outs and assist in enhancing the quality of education since it improves the educational environment.

There have been urgent needs for some of the projects submitted by the local communities, and due to that delay that happened in the program, the local communities managed to build some of the projects they applied for either by generous donations of people among them or by the support of other donors. This caused slight changes in the planned output, but the NRO approved these changes after the reasons were explained to them.

Sustainability

All schools built, extended and rehabilitated are under full operation; they are no longer under the maintenance guarantee of the contractors which lasted only for one year after the construction. They are now the responsibility of MEHE, District Offices and Local School's Councils. The community contribution is a basic source for the maintenance budget either through paying for the **Education Tax** that is collected by the municipalities of the cities and big towns, or by the donations and voluntary works conducted by the village councils or the schools'

Photo 5: Tal Al-Hawa Boys School (Nile)

[20] (CED) PAL-2003 Phase I Final Report

councils. *"People's contribution reached its minimum due to the prevailing economical situation after the banding of aid from the International community as a result of the Palestinian democratic choice for the Hamas government"* Mr. Fares Naser the head of Dair Qaddes Local Council claimed.

We noticed that most of the schools visited needed basic maintenance; this is normal as the review was conducted at the end of the academic year. But it was noticeable also that certain items of frequent use such as water taps, toilet covers & door handles needed serious maintenance and repair although they haven't been built for more than five years (the estimated time by DGBP before the school needs maintenance), this is due to misuse and robbery conducted by the students or outsiders breaking through after school hours.

The building materials used in the construction of the schools and buildings are durable and need less maintenance, but the quality of certain items of frequent use such as water taps, toilet covers & door handles is not durable

Risk Management

The risks that the infrastructure component has encountered were mainly during the implementation phase as a result of the Israeli measures during the Intifada. The Israelis imposed closures and curfews as a collective punishment, these occupation measures have blocked the free movement of workers and materials to the construction sites. They also prevent the free movement of the engineers of the MEHE to inspect the program's schools for routine follow up and to prepare the necessary tenders. Measures taken by the DGBP were the delegation of powers to the site engineers to manage the projects in order to reduce the damages.

The risks that still exist are related to the ability to provide enough money for the maintenance and running costs, this risk is directly connected to the general economical situation which is a direct reflection of the

Transparency

A thorough revision for the **full tender documents of one school** and a quick revision of the archive files of the 21 other schools was made by the review team[21]. According to PA procurement regulations (tenders and contracts), anti-corruption measures and audits, the infrastructure component was found transparent.

The tendering process was found legal and transparent,

NO SIGNS OF ILLEGAL PRACTICE OR CORRUPTION WAS FOUND.

Strengths and Weaknesses

Strengths	Weaknesses

[21] Refer to annex (A5.4) Table of Schools & Buildings which Tender Docs were Reviewed

1. Sustainable Building Materials. 2. Bright and stimulating learning environment. 3. Good Value for money ratio. 4. Overall design was successful and practical to a good extent. 5. Performance against the Strategic Plan monitored and reported. 6. Effective leadership and management. 7. Beneficiaries are generally satisfied and felt definitive improvement compared to their previous situation. 8. Significant community participation 9. Clear signs of gender sensitivity and equity.	1. Lack of Staff/Student involvement in school design. 2. Where principal relation with local community is weak, community involvement is weak. 3. Lack of possibility of controlling internal & external sound levels. 4. No student feedback sought and acted upon systematically. 5. Low durability of some fixtures (toilet seats covers, lavatories, flushing systems, door handles, locks ...etc.). 6. Lack of in-depth quality needs assessment. 7. Lack of possibility of controlling Classroom temperature. 8. Insufficient no. of DGBP engineers & DE in relation to the no. of projects and schools. 9. Risk of the ability to provide maintenance and running costs.

Program Management

The methods of implementation used by the MEHE were acceptable, transparent and convenient. The organizational structure of the program was successful and the annual meetings between the donor and the MEHE were a very helpful tool in reviewing the progress of implementation, the process of decision making, and kept the account of the program from running out of funds as the feeding of the account was always made on time.

Appointing the DGBP as the program's national coordinator eased the communication, reporting, planning, implementation and coordination of the program with the NRO. While appointing a Project Manager to follow up the implementation of the component has saved the DGBP from being overloaded and helped in keeping the quality of the works to the standards of the MEHE.

The relationship between the PM and the Site Engineers was managed well and the reporting and feedback was satisfactory. The deficiency seemed to appear in the periodical inspections run by the DGBP engineers; the contractors and the SE thought it was insufficient. "Another deficiency was in the relationship between the DGBP and the DE concerning the new projects and the projects under construction" according to a DE. The DE is supposed to make the link between the DGBP and the DGM in order to give the necessary feedback about the needs and any changes that might happen to them. He is not involved in this process until the school building is finished and becomes the responsibility of the DG.

The relationship between the schools and the local community is managed through the Schools' Councils which are headed by the principals of the schools. "Areas where principal relation with local community is weak, the community involvement is weak", eng. Fakhri Safadi, DBP stated.

Additional Aspects

Focusing on **gender** issues, in crosstab analysis we found that girls are more sensitive than boys in the following indicators:

- The location and atmosphere of the counseling room were unsatisfactory to **39.2%** of the girls in comparison to **22.4%** of the boys, since the girls are more sensitive to the counseling issue.
- Regarding the number of toilets to the number of students, **33.6%** of the girls and **22.7%** of the boys were very dissatisfied. **The higher percentage among girls is due to the fact that** urinals in boy's toilet units contribute to some extent in resolving overcrowding.
- Girls also appeared to be unsatisfied with the location and condition of the kiosk **41%** in comparison to **26.1%** unsatisfied boys, and the location and condition of drinking fountains **46.7% girls** to **33.7%** for boys. The reason according to one of the teachers we interviewed is because boys like to move around escaping their classes more than girls who seem to be more serious and strict about their education.

About the **location** differences between **West Bank** and **Gaza**:

- **46.7%** of West Bank students were unsatisfied with the possibility of controlling external and external noise levels, while the percentage in Gaza was **36.5%** only. This is related to location and the area of the school site, which is bigger in Gaza schools. The results of the mini survey showed that **33.8%** of the students in the West Bank were very unsatisfied versus **16.3%** in Gaza regarding the presence of places where students can be noisy and engage in physical activities.
- The location and condition of the drinking fountains were VU to only **17.6%** in Gaza, while it was **28.5%** in the west bank. The reason was mainly because of the convenient location and not the condition.

The other indicators were nearly the same regarding the gender and location.

Lessons Learned

- MEHE adopted an innovative financial management system for the implementation of the project that extended its output.
- It is important to consult the GDM and the DE after getting the donor's approval on a project and before setting the TOR for the design works, as the needs of the beneficiaries might change due to the time gap between the date of submitting the proposal to the donor and date of receiving the acceptance. This should reduce the changes that might be needed to the schools after construction whether they were gender or functional modifications.
- There is a substantial need to coordinate the efforts of MEHE, Village Councils, School councils and DE, together with students and teachers to ensure sustainability through providing budget for maintenance and repair.
- It is essential to refer to DGM, DE, the school principal if known, the students and parents if known and the village or city councils for feed back during design and implementation phases. This should result in a school that is more responsive to their developmental needs.

- When the educational conditions improve, students manner and attitude will become more positive towards each other, towards their teachers and principal and finally towards the school building and belongings; (according to more than one principal).
- The procedures adopted by (MEHE) for the evaluation of the design and construction tenders were good and transparent but if developed to measure qualitatively it would give a better indicator about the performance of the tenderer .
- When the counseling room was located away from that of the principal's room, more students approached it.
- Due to the collaborative work of NRO, MEHE and the Local Community under the effective leadership and management of MEHE, the program has contributed to the goals in ensuring access to quality education for girls and boys in a safe physical learning environment as stated in the TOR.

CEDI TTIP

Development of The Component

In 1998 MEHE introduced the TTIP project to make quality transformation in the Palestinian schools with regard to teaching and learning which will support the implementation of the new Palestinian curriculum. The aim of the TTIP is to help the school to be a place where active participation is possible. Through training, the supervisors and teachers in knowledge update, skills, attitudes and methods of teaching, qualitative changes in the learning environment will take place. The TTIP activities involve writing of in-service teacher training materials, preparation of trainers at central and district levels and actual teacher training courses. The intention is to give every teacher at least 30 hours of training each year, principally in the subjects they teach (MoE, 1998).

In 2000, the MEHE produced the first FYP (2000-2005) that addressed important challenges with regard to teacher training. There is a need to train all teachers, about 50.000 teachers, for every subject in the new Palestinian curriculum, in addition to establishing a well- functioning system for pre-service training together with in-service training. As a result, MEHE started two programs: the "obligatory" training for all teachers in the different subjects, and School as a Unit for Training (SUT) which was developed to support schools to relate training to the development of schools and to enable them to take more responsibility for their own development.

CED I 1998 agreement between Norway and PNA focused on developing training course manuals in Arabic, mathematics and science for grades 1 - 10, as well as the training of appropriate trainers and the mounting of courses for the teachers. These courses are in two parts, one for subject content, and another for methodology. Courses in general education, particularly for new teachers, have also been developed.

Expected results (with regard to in-service training component) are:

- Production of a series of 21 training courses.

- Train a cadre of trainers, 600 outstanding teachers and supervisors,30 hours each.
- Involve most Palestinian teachers, (i.e. 13.500), in training programmers (MoE 1998).
- Involve 450 schools and 8.000 teachers in schools based projects (SUT)
- Provide a National Teacher Training Centre with the required furniture.

Target group and beneficiaries: All teachers and supervisors in the MEHE are the direct beneficiaries. Indirect beneficiaries are students at the different schooling levels.

Impact of The Program:

The program contributed well to the FYP1 goals, such as "Improve the quality of Education." The educational process was very meaningful in terms of enhancing and improving the quality of learning by preparing & updating the teachers' knowledge in methodology & the subject content for the new Palestinian curriculum. In more details, the training courses took place for the basic education grades in 3 main subjects (Arabic, Math & Science) through three levels: from 1-4, 5 – 7, and 8 -10 (the total number of trained teachers was 24.996 and it was obligatory training). For the fourth subject "General education", 8.697 teachers were trained (they were without education background - mainly new teachers) for grades 1- 10, while for the fifth subject – Technology, 863 teachers in grades 5 – 10 were trained. This means that most of the basic school teachers were trained for the new Palestinian curriculum gradually & enabling them to be ready for implementing the new curriculum. Further data showed that 97 headmasters were trained. The total number of teachers who benefited from training at the school level was 54.105.

As the CED I project supported SUT for three years (after that it was run by the Word Bank), 150 schools participated each year, with about 19.452 teachers from schools in the WB and GS who benefited from it. Some schools participated in one training topic, and some participated in 2-3 topics (one topic per year).

The DGOB&P report that about 1.735 trainers were trained at the central or district level for 20 – 30 hours training for the above 5 mentioned courses.

The construction of NIET itself is a great contribution of the program. It was planned in the first phase & was established during phase 2 (its inauguration was on 13\feb\2005). The DGOB&P report and the head of the NIET stated that having this center facilitated the implementation of the different activities which included the following: Computer training and executive secretary courses, preparing training materials for school principles, developing and implementing pilot projects such as the preparation of training needs in Biodiversity and training of 55 trainers, training Birzeit university students on children literature, and offering lectures & seminars on educational topics e.g. creative thinking. Hosting workshops & conferences on the Ministry level (15 workshop & 2 conferences), and for other institutions & ministries (10 workshops & 5 conferences). Also, the video conference equipment made the connection & discussion with our colleagues on the other side of Palestine – GS, is available.

Note: NIET charges for usage of the hall for workshops as well as for conferences, which is provides income recourses as the head of the NIET said.

No doubt, achieving the mentioned activities show clearly how the project made a difference in improving and enhancing the capabilities those who are involved in the program with regard to teaching and learning, and enhancing a better classroom and school learning environment compared to the one that was present in the occupation period (the frozen period which last for 28 years) which left the Palestinian education

sector behind for along time without any development or improvement. This is clear as follows:

- Students benefited from the program by getting better education opportunities since their teachers acquired more skills in teaching & learning methodologies related to the new content & methodology.
- Supervisors had more experience in preparing training materials, and training trainers on the central & district level.
- In addition, the supervision & training department in the MEHE showed good management skills of administrating and running the program. The staff worked together from planning to designing to implementing the program. This exercise itself is a great event in the history of the new Palestinian MEHE.

Efficiency of Program Implementation:

Examining the different review reports of the Norwegian TTIP, CED I report by Kvalbein, and Smith (2003), and the DGOB & P final report (CED) PAL – 0023 Phase 1, February – 2006, it was clear that the activities of the CED I program have been achieved successfully. The activities included:

Table 5.3.1: Planned and achieved training activities according to MEHE work plan

Planned activities	Achieved activities
Production of 21 training courses	Producing 24 training materials *
Training 710 trainers	1058 Trained trainers **
Training 50.000 teachers & supervisors	54.105 teachers, headmasters &supervisors were trained ***
149 schools in the SUT project	784 schools participated in SUT project ****
Construction of National Institute fo Education & training	The opening was Feb\13\2005
Providing furniture & equipments fo the NIET	It is furnished

Comparing the above data with expected outcomes of the CED I, it was clear that the achieved activities were more than the planned activities as explained by the following:

* The production of 24 training courses for 5 subjects: Arabic Language, Mathematics, Science, Technology and General Education (30 hours training for each course). The reasons for developing these courses were the new Palestinian curriculum guidelines & the need to update the teachers' knowledge in the methodology & the subject content. The training courses took place for the basic education grades in 3 main subjects (Arabic, Math & Science) through three levels: from 1-4, 5 – 7, and 8 -10 (the total number of trained teachers was 24.996 and it was obligatory training). For the forth subject "General education", 8.697 teachers were trained (they were without education background - mainly

new teachers) for grades 1- 10, while for the fifth subject – Technology, 863 teachers in grades 5 – 10 were trained.

** There was an increase of 1.025 in the number of the trainers compared to what was planned (710 trainers). The DGOB&P reported that this increase goes along with the planned training period by solving the trainers movement problems due to Israeli closure either by road blocks or by the apartheid wall as well as area wide curfews. In addition, there is a necessity to have more trainers for the same subject for different levels and simultaneously into consideration the implementation of the new Palestinian curriculum. Moreover, supervisors & central trainers have other responsibilities that prevent them from doing all the training.

*** The additional number of trained teachers (4.105) can be attributed to the additional implemented Technology courses and the enrollment of new teachers without having education background.

**** Some schools participated in one training topic, and some participated in 2-3 topics (one topic per year). Initially, the plan was for a number of schools & not for number of topics for each school can participate. Also, it is clear that the training topics were attractive & fulfill teacher needs in training For this reason, some schools chose more than one topic. The following are the training topics in SUT: classroom management, teaching methods, curricula, teaching aides, educational psychology and teaching slow learners.

Effectiveness of Program Implementation

In February 2006, the DGOB&P reported "According to the Program Agreement, the Directorate General for Supervision & Qualification (DGSQ) was responsible for implementing the teacher training component". The majority of basic school students benefited from the project since the majority of their teachers participated in the training

In relation to program contribution, the DGOB&P report showed that 21 courses were planned, however, 3 new courses were added for Technology subjects (this is a new course added to the Palestinian curriculum for grades 5 - 10). As Kvalbein and Smith (2003) reported: *"The difficult situation also placed more responsibility for courses and development on the school districts, thereby speeding up a desired decentralization process. The cascade model was modified because more local initiative was required". (Page 28)*

It is important to note that teachers, headmasters & supervisors valued the SUT project as a successful program.

Sustainability

Furthermore, the reports of DGOB&P (2006) and Kvalbein & Smith (2003) pointed out the sustainability of the program, in which teachers & supervisors who were involved in the program were all employees of the MEHE, and the designed courses of TTIP will be used and support the qualitative development of the program. This may be considered for the pre- service & in-service training. Also, the NIET is available & equipped for training & trainee accommodation.

Transparency

There is full transparency in implementing the TTIP since it achieved the objectives of the program & impacted of it on several people in the education sector. The transparency showed in the process of preparing the training material, the training material reached every trainer & trainee. Selecting the trainers & train most of the basic school teachers. Supporting the training events with training materials & equipments such as OHP, LCD, and trainees travel expenses & accommodation Lessons Learned

Upon the completion of the program, some of the lessons learned which are reported in the Final report of PAL-0023 Phase I, Feb – 2006, (pages 25&26) are as follows:

- The very fruitful cooperation of the Representative Office of Norway and its understanding of the dynamic needs and priorities of the MEHE played a vital role in the successful implementation of the program.
- Increased co-operation between the DGSQ and the Palestinian universities.
- Teachers who were involved in the activities supported by the program became aware of their weaknesses in terms of pedagogical skills and subject-matter knowledge, and they were more motivated to improve their qualifications.
- The modernization of the cascade model has developed local initiatives which will be pursued in the future to further the decentralization policy.
- The importance of implementing the SUT since it improved effectiveness & met teachers' needs.
- The trainers' number for each training session more than it should be which affected the quality of training. To avoid this, MEHE started program in training teachers as trainers

CEDI TVET

Development of The Component

After the formation of the PA, the two ministries MEHE and MoL in cooperation with various stakeholders developed the TVET national strategy leading to sector reform[22]. As a result, support was requested from the donor community for the sector, including the Norwegian Government. Two NORAD Education Delegations visited the Palestinian Area (1995 and 1997) and discussed possibilities to establish Palestinian/Norwegian co-operation within the field of vocational education, cooperation that would provide substantial support for the sector with available limited resources. The basic project idea was developed in a joint meeting in June 1997 between MoE and the Second NORAD

22 The Palestinian TVET Strategy ,Palestinian Expert Team on TVET,1996 and 1999, Financed by the Swiss Development Organization, Ratified by President Arafat in 1999

delegation. It was further elaborated upon and a proposal from MoE was presented in October 1997, while an appraisal for the proposal report was prepared March 1998[23]. The proposal was based on the concept of intervening on the policy level with expansion of job opportunities while piloting female training for women in computer maintenance.

Later, this component was referred to as PAL-0024, then it became one of three components of the CEDI –PAL 0023 programme signed on May 1998, with the objective: **To contribute to elaboration and establishment of vocational training for female students preparing for working opportunities on an equal footing with men.**

The CEDI TVET component was planned to support the pilot project of training women in computer maintenance at Hebron Industrial School referred to as (HCF). It was supposed to be accomplished by the year 2001, but as delays were encountered in different elements of CEDI the project completed its activities on Dec 31st 2003, and was officially closed on Jan 6th 2005.

The project has added another field of training for women in electronics which started up in the year 2001/2002, following a Mid Term Review conducted in 2000.

The planned budget of the project was 240,000US$, the actual spent budget was 259,567 US$[24].

Impact of The Component

The CEDI-TVET Component contributed to the gender equality in education by providing access of women to quality education in a male dominated field in Vocational Education. It provided a model that spread over various other areas. It contributed to a changing perception of society towards female participation in industrial vocational education.

The CED has enabled the first program for Industrial Vocational Education for women in a public industrial school to exist[25], which had the following impact over VET for women in oPt as whole:

- Provided access for women for the first time in the field, percentage female students in industrial education was 0% before September 98, it became 5.6% to male students in the year 2005[26]. Introducing access for women meant:
  - The Qualitative Addition of women as a new group joining industrial education.
  - The quantitative addition and the spread over other governorates as it proved to VE family that it can be done, and women can be integrated in industrial training, hence the model was copied.
  - The increase options for secondary education for women, as females can now choose between 4 streams in vocational education: industrial,

[23] Wirak, A. & Abu Nahleh, L. Computer Maintenance for Females in Hebron, Norad Appraisal, March 1998

[24] Ernest & Young, Independent auditors report, Feb 2005

[25] The first program started in Electronics VET for women was in the YMCA-VTC year 1996

[26] TVET-DG statistics, presented in MEHE-DGB, CEDII 2006 Annual Report, Feb 2007

agriculture, commercial, or home economy that will allow reducing the gender gap in vocational education.

- It would add to lowering drop-out rates at secondary level as more options are available. This addition is substantial as only 70% of females are enrolled in secondary education.

- Successful model enabled its spread and possible support from other donors:
  - The construction of vocational schools with 4 industrial specializations in south Hebron Dora from USAID,
  - Four vocational units supported by World Bank, one of them in Gaza,
  - The establishment of agriculture branches in Al-Aroub agriculture schools (WB) and Beit Hanoun school (Gaza)
  - The planning of integration of women in TSIS –North WB by CEDII
- Women could establish their position in a new male dominant field and provide a model for other women outside the stigmatized roles, as:
  - Women could prove that they could succeed in this kind of education, one of the second group graduates had the highest marks over the whole of the Palestinian Territories, and others were listed among highest ten marks throughout the years.
  - Role models could encourage school girls to enter new fields. The importance of role model for women to follow and change of their perception of what they are able to do and can do, was stressed through various discussions of focus groups with school girls, specially in choosing their career, where it is stigmatized around work in the public sector, and mainly in education or health[27].
- People and the community are accepting women participation in the industrial vocational field, and it became an option in the Hebron Governorate for women at the end of the basic schooling, as interviewed Hebron Directorate of Education staff indicated.

- ***Hence introducing access for female students have contributed to women equality in education, have contributed to reducing the gender gap in Vocational Education, provided models of different roles.***

Efficiency of Program Implementation

The planned output was: 15 female students will take exams in maintenance of computers

It was realized that the efficiency of programme implementation was higher than anticipated, without much increase in the budget.

at Hebron Industrial School. (By the end of the planned project of 2001)

[27] Refer to Annex 9.1

The achieved output; by July 2001 was that 23 trainees had accomplished 12th grade, 18 of them had passed their national exam the Tawjihi, one of them got the highest marks in the Industrial Education in the Palestinian Territories.

By June 2007, the 8th women group had graduated from the HSIS, 183 benefited from the programme, 139 accomplished 12th grade and over 115 passed the Tawjihi (06/07 students are still undergoing Tawjihi exam)[28].

A second specialization was added to the planned computer maintenance in 2001; industrial electronics. This increased the capacity of female intakes in industrial education at HSIS. The addition was suggested by TVET-DG and endorsed by Mid Term Review consultants.

Inputs used to achieve the output were equipment, training, gender support and counseling, as follows:

- Equipment for the training was purchased for the training; it constituted a major part of the budget; over 70%. Purchasing the equipment in the right time enabled the training to run smoothly and trainees to graduate in timely manner.
- The project supervisor/counselor was employed for 2 years and ended his employment in February 01; he was carrying out the project coordination and relation to the community and his work had facilitated interaction with the community andmarketed the program. Training: Staff training was conducted in two fields: technical, and gender related.
    - In the technical field 900 hours of teacher training has been conducted. This element was conducted successfully although some trainers did not attend all of it.
    - Gender training was conducted by Zahira Kamal, head of DGPD at that time
- Monitoring and evaluation was undertaken by MOPIC- DGPD, that later became the Ministry of Women Affairs (MoWA), this cooperation and teaming up with MoE provided Gender support for the training. This input was so important for the success of introducing women in a new field and new male dominant domain.

Planned activities of the project were conducted, and savings in the budget allowed for additional activities suggested through the mid term review of the project.. These were mainly provision of self-assertiveness sessions for female trainees, provision of gender awareness sessions for both male and female students, enhancement of indoor female activity room, developing media items for women in vocational education campaigns.

Resources were used efficiently to increase activities and output. The efficiency of the programme is considered high as output achieved was even more than planned with minimum increase in the budget.

[28] Refer to annex 9, table A9.6

Effectiveness of Program Implementation

The objective of CEDI TVET component is to contribute to elaboration and establishment of vocational training for female students preparing for working opportunities on an equal footing with men.

The project concept was based on the fact that equal opportunities could be achieved through intervening at policy level with expansion of job possibilities for women, while intervening at practical levels for piloting non-traditional training programmes for girls, the project domain[29].

The consultant examined two indicators to assess the program's effectiveness towards achievement of objectives. First indicator: increase targeted women access to VT, second: targeted women access to market and job opportunities. Findings indicate the following[30]:

First Indicator: Increase access to Vocational Education:

- The programme allowed the introduction of women in industrial vocational education in a male oriented domain and school, as :
    - Women were introduced to two new fields of Computer maintenance and electronics.
    - Average number of women enrolled at the school annually is 24, they represent 19% of the overall intakes at the HSIS.
    - Average number of women graduates annually (accomplished 12th grade) are 18.5, with an 88% success rate.
    - Up until now, 183 women benefited from the programme,

Table 5.4.1: Annual average numbers of women at HSIS (from 2002/2003 to 2006/2007)[31]

Applied	Enrolled- 11th grade			Graduated 12th grade	Passed Tawjihi	Dropout	TOTAL
	(Total)	(Computer)	Electronics				
28	24.6	13.2	11.4	21	18.5	2	45.6

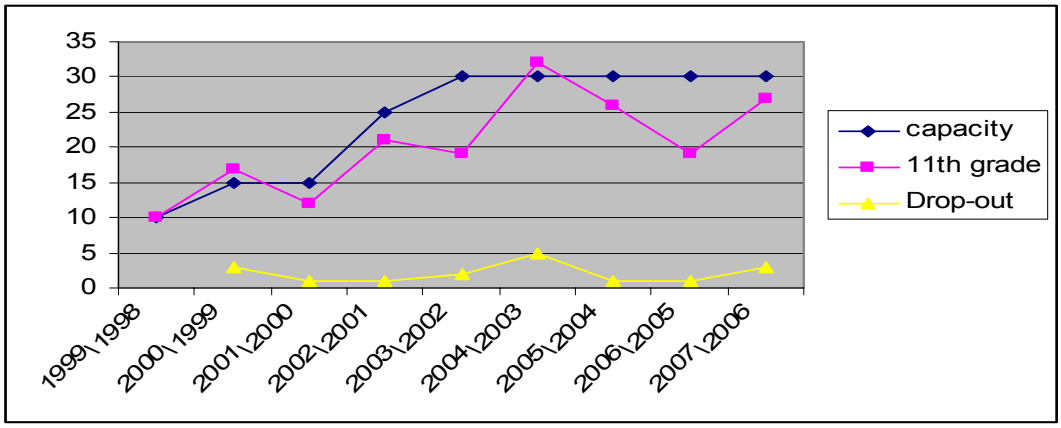
- The graduates interviewed mentioned that it was hard for some of them to enroll and change their family's views, but now they have relatives and friends who looked at them as role models and it was accepted for them and their families to enroll. Students interviewed did not mention any difficulty in convincing their parents of enrolling. One of the mothers even mentioned that her father encouraged her, while another mentioned her brothers encouraged her.
- The programme has enabled this change to occur gradually, as progress over year is illustrated below:

Figure 5.4.1: HSIS female student enrolment trends versus capacity (1998-2007):

[29] Wirak, A. & Abu Nahleh, L. Computer Maintenance for Females in Hebron, Norad Appraisal, March 1998

[30] Refer to Annexes 9 & 10 for details of the findings

[31] Numbers are obtained from HSIS records through the MEHE-TVET-DG, for detailed table over years, refer to annex 9,table A9.6



- Teachers also mentioned that trust of school girls, families and communities has increased over the years.

Below Capacity

- Although trends shows increase in female students numbers compared to the inception year of the project, it could be noted that women enrollment is still below capacity, reasons could be related to external factors, but shortfalls of the HSIS to increase capacity were:
  - The campaign undertaken by HSIS is still limited to the schools including students, teachers, counselors and headmasters.
  - Minimum approach to communities, and the market, although recommended since the beginning of the project. The recommended steering committee of community members and stakeholders was not formed, nor any other mechanism found.

  Although it is worth mentioning that female teachers are active in campaigning among school girls and visiting the schools, while there is a part time communication officer that prepares materials and presentations for school boys and girls during visits.
  - HSIS below capacity enrollment is gender relevant, as:
    - The average applicants /capacity for male students at the HSIS is 338% compared to that for females which is 93% . Two of the 6 professions that HSIS is offering are the same as those for women. 3
    - Average number of students accepted are 103 for a capacity of 90, (ie running at 1.15 over capacity), while women are running at 82% of the capacity.

Drop-out rates

- There is an annual average drop-out rate of 10% that is fluctuating. The fluctuation of enrollment in relation to drop-outs suggests that the female students are unsatisfied. One of the main reasons is the **limited spaces** for girls at the school, as female students mentioned in the interview. This is a main concern for them as :
  - There are 8 specializations at school with built area of 1286 m2 which is not convenient and sufficient for VT in the professions taught.
  - HSIS started with 3 professions for males; increased to six without increase in the constructed space.

- The policy of total isolation of female students in the HSIS has affected optimum usage of the space, especially in the 2 fields that are the same for male and female students.
- HSIS director and TVET-DG mentioned that the allocated space is minimal although they have 10 times the area of land compared to the built-up area, but they did not succeed in getting funding for constructing new workshop space.

▪ Female students don't play outdoor sports, and the indoor room, although designed by the project, is not utilized properly, as no physical education teacher is assigned to them. In addition; their isolation prohibits them from participating in general activities outside class room.

o External factors such as early marriage is one of the reasons behind the drop-out rate, but providing support and understanding is weak, as there is no counselor for female students that would provide the support for female students, although there is one available in all academic schools, ***all females students in TVET in focus groups or interviewed highlighted the need for a counselor***. This shortage could be due to:

▪ The restructuring of the TVET institutes under the central body of MEHE-TVET-DG, has enabled the institutes to get the technical benefit, and is preparing towards the unification of the system, but had limited their benefits from the ministry and governorate directorates, including placing a counselor, which could have been overcome through central and local links[32].

o It was noted that the closure policy of the West Bank carried out by the Israeli forces have decreased the number of students enrolling from the villages and towns in the governorate or in the South the WB.

Access to women enrollment at VE has increased but could be increased even more to reach its full capacity.

Increase access to higher levels of TVET[33]:

Findings reveal that trained women are able to continue their higher TVET education at technical college, or university, as:

o 70% of the women graduated in the years 04/05 & 05/06 enrolled at higher education TVET[34].

o This output matches female students and families' expectation of the training as 2 of the three mothers preferred that their daughters continue their education, and 4 out of 6 students would rather continue their education, although two of the 4 mentioned that they would continue education and work.

Zahira Kamal: pointed out that the project has campaigned for graduates' rights to continue their education in higher level of TVET, based on the TVET strategy adopted.

[32] Refer to Annex 9.2 group interview with Directorates of education, I3

[33] Higher levels of TVET are the Technician (level 4) & Specialist levels (level 5), provided by Technical colleges and universities respectively

[34] Based on phone survey carried by HSIS staff and designed by consultant, details of findings in Annex 9, table A9.8.

- TVET institutes started having women graduates from industrial education, in Hebron polytechnic, they represent 10% of those accepted from industrial education[35].

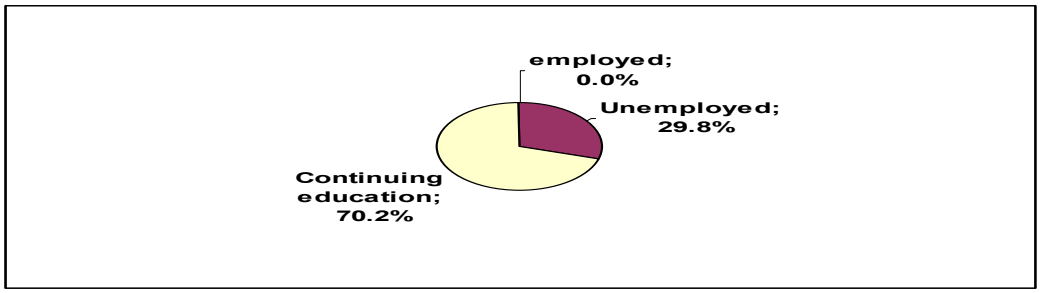
Second Indicator: Increase access to the market and job opportunities

Access to the market is an important factor that characterizes the vocational education and training, as cost per student is higher than any other streams of secondary education specifically the industrial education, where it's running cost is 4.6 more than academic education, surpassing all training related costs[36]. Hence effectiveness of any supported VET program is measured based on market relevancy of the training, it is assumed that cost effectiveness would be low if education did not lead to employment within the taught or relevant field.

Low employment rates of the graduates:

- The graduate survey conducted for the 04 & 05 graduate batches indicated that NONE of the graduates are working in the market; results revealed that 70% are continuing their education and 30% are unemployed, some of the unemployed women are married, but all mentioned that if there is a job opportunity they would take it.

Figure 5.4.2 Employment status of female 05 & 06 graduates:



- The four 2000 to 2002 graduates interviewed mentioned that most of the graduates are continuing their education and of the graduates they know there are only two employed in the taught vocation or other. They were employed after finishing their higher level education.
- This fact was concluded from a third source[37], that only 2 girls from 2004 group are working.
- Same source highlighted that although unemployment is high among VE graduates and especially in Hebron, Computer maintenance and electronics had among the lowest unemployment rates among male youth.

Such finding confirms that social barriers are the main obstacles to female employment, not market relevancy of the taught professions.

Employable skills:

[35] Refer to annex 10, tables A10.6 & A10.7

[36] World Bank, Education Sector Analysis, Sept 06

[37] From draft report: Zaroo, Salah, MEHE TVET-DG Tracer study for Vocational Education Graduates in Palestine, 07, supported by UNICEF

- Training has provided female students with the same technical training as male youth which is preparing them for the market.
- Training, especially in the non-traditional field and in a male dominated school has empowered their personality.
- "The school is at the far end of Hebron, taking a bus there was frightening me at the beginning" one student mentioned "but then it has empowered me and made me more independent". "Going to a boys schools and studying something different than my colleagues has empowered me", said another student.
- Teachers have confirmed this fact, they also highlighted the fact that students are trained by women engineers, not the norm for women jobs, which reflect their empowerment.

Challenges to employment:

One of the four interviewed graduate mentioned : "there are no job opportunities in the market, I finished my education from the Hebron Polytechnic after the HSIS and still no job opportunities". Another one stated: "Perception of the market and higher education institutes to Vocational Education is still negative". Another stated "MEHE does not accept VE certificate in employment"

- Identified challenges to female graduates' employment:
  - Devastated economic status and its effect on the market
  - Work conditions were not favorable for women, most wanted to work in big institutes, mismatch of expectation with the work environment.
  - Lack of career guidance and preparation for women to enter the job market.
  - MEHE policies of employment that excludes VE graduates.
  - The market is not prepared to accept them
  - Lack of employment preparation or trainees' planned linkages to the market, no integrated measures for training in the market, some did training in the market, it was not beneficial as it was not followed by the trainers.
  - Lack of entrepreneurial training for women to encourage them to open their own business.
- Graduates looked frustrated, some were seeking a job for the last 2-3 years, even after accomplishing their education at higher TVET level, some were married, but still looking for a job.
- Families would have preferred their daughters to find employment, some prioritized finding a job over continuing their education.
- Although there are constraints to employment in the market within the current status, it did not hinder the employment of male graduates in the field.
- It was noted by the consultant that the total isolation of women from male colleagues will not help her in entering the male dominant market place.

HSIS-Market Linkages:

- Summer practical training is a mechanism adopted by TVET-DG for its vocational schools, but it's not compulsory to students, or for teachers to follow-up and monitor. During the project phase, the supervisor used to ensure follow-up those students who wanted to train.
- The new curriculum facilitates a better link with the market, especially through the applied stream that requires the trainee to do an internship in the market place. Unfortunately, HSIS teachers mentioned monitoring the apprentice in the market is optional and not compulsory.
- It was noted that systematic linkages of HSIS with the enterprises working in related professions and their representatives as COC is very weak, and depends on some trainers' personal relation.
- COC has mentioned that skills would need to be upgraded for various professions if graduates are to find employment. They also stated that women are accepted in the market in various fields, if introduced formally. They were wiling to assist in introducing trained women to the market through planned measures.

Best Practices:

- It was obvious that women would need a special intervention with the market to enable them to enter the non-traditional field of work, learning from the different Best Practices of training and employment that used additional links to the market through internship or apprenticeship as follows:
  - Hebron COC training for women in executive secretary field in DORA and the market that lead to immediate employment to most of them.
  - Apprenticeship training in auto-mechanics by the GTZ with HSIS would lead to employment, as over 50% offered jobs and will be working in the place they trained in, as Moh'd Malki, GTZ stated.
  - Apprenticeship training in telecommunication for women in LWF-VTCR, where it has increased their employment from 30% to 50 %, while special support measures has also increased the percentage of girls to 80%[38].
  - Training within Industry of VET graduates by YMCA which raised their possibility of employment.

The programme has been effective in providing access for women in vocational education and further TVET education, but is still running below capacity. Its effectiveness in providing access for women to the market was not as successful,

Relevance

The project is relevant to the needs of the target groups:

1. School girls: the ongoing demand for the training and the continued enrollment at the HSIS demonstrates the need for such training. Many enrolled females are relatives of previous female graduates, 5/6 of interviewed HSIS female students enrolled due to this reason. For them VET provides the opportunity for both options of employment and further education.

[38] R.Hilal, NGO-VET League, employment ability of VT graduates, 07

2. Families: For families interviewed, all agreed that VE provides their daughter with an option for employment and further education.
3. The community : The community has supported the initiative:
    a. The MoE has conducted a workshop in the Hebron governorate inviting different representative of various sectors in the community, including businesses, COC, NGOs, women associations, school principles, prominent figures and representatives of other ministries. According to MoE these representatives gave their consent to women training at the HSIS during the workshop.
    b. Zahira Kamal informed: "All community representative we approached at the beginning of the project supported it, we have not heard a single word from the community opposing it "
    c. Employees met at the Hebron Governorate Directorate of Education, stating the importance of such education to the community and that people are viewing it as an option for their daughters.
4. The market: women graduates of VET levels are needed in the market, as:

The COC director elaborated: "the skilled worker level (VE graduates) is always needed in the market as they have the skills and knowledge acquired for the job and would save money and effort. VE Graduates requested are those trained for market demanded competencies. Women at that level are even more appealing for many business owners, as it is unlikely that they compete in the business after training in their place. Women are more stable, and sometimes women are more stable and content,"

The project provided the opportunity of employment for 6 women staff members at the HSIS, 4 women engineers of the specialties, 1 female theory teacher and 1 service woman.

CEDI-TVET component of female training at HSIS is relevant to the Hebron Governorate, as:[39]

- The population: Hebron is considered the most densely populated among the WB governorates, with 608,520 people in 86 localities.
- The economy: It is an economically active area, as the number of economic establishments is the highest among all oPt governorates, most of them privately owned.

The project is relevant to the TVET National strategy which is aiming to produce a Palestinian system that is relevant, flexible, effective, efficient, accessible, and which fulfils its general obligations towards Palestinian Society. It provided access to women in industrial training for the first time in public VET in a market relevant field that leads to next levels of TVET.

The CEDI-TVET component is relevant to the FYP 2000-2005, as Objective 3.3 aims to develop a diversified secondary education and upgrade efficiency of academic, technical & vocational schools, and improving access to them[40]

[39] Refer to annex 10 section

[40] MoE, Five Year Education Development Plan, 2000-2005

The project is relevant to the Palestinian national priorities asset at that time in developing the human resources needed for the emerging Palestinian state, and through contribution of skilled resources to the Palestinian economy. It is currently in line with the Palestinian development plans as set in the MTDP 05-07.

The project is relevant to the needs of the beneficiaries, the MEHE strategy, TVET strategy and the area.

The CEDI-TVET component is relevant to the international community priorities and the Millennium Development Goals, goal 1 & 3.

Sustainability

The project was accomplished over two years ago and yet it is still running within the same pattern as it did since 2001 till end 2004.

The HSIS started functioning in 1993 under the authority of the MoE and since then it was supported and governed by the ministry under the responsibility of MEHE TVET-DG. Women training became part of the overall operation of the school after project accomplishment.

TVET DG is committed to reforming TVET and mainstreaming females into the sector and is looking for support to spread the experience; they have accumulated accomplishments in this regard. They are part of the structure set for the TVET system together with other stakeholders represented at the higher council and the executive committee. They are committed to the TVET strategy.

The existence of women staff at the HSIS is a sustainable tool for the women VE to continue, although the administrators favor male training over female training in the school, and with limited space and resources this could affect the sustainability in the long run. Specific project related elements as counselor, sports teacher and provision of gender awareness were not continued after 2001. Support measures were perceived by TVET staff and HSIS administration as project related measures; hence was not integrated into the training element after the project ceased.

The limited gender support provided centrally from MEHE and TVET-DG due to lack of resources could be a threat to sustainability of the project. The limited support is a result of reduction of number of staff at the TVET-DG, the lack of gender related policies and the lack of gender related staff to monitor implementing such policies.

For financial sustainability, refer to section 6.4.6 Although production support is minimal, while community support through parents committee is available, it can add some in kind contributions to the school.

Risk Management

The CEDI TVET component has encountered various social, economic and political risks, and has also encountered internal risks in addition to external ones. Yet programme management succeeded through different measures to reduce parts of its effect, although some risks still need attention.

- Lack of acceptance of female students engaging in industrial training for the first time due to various reasons:
    - Minimum awareness of VET among people and the misconception of this type of education.
    - Lack of social acceptance of women enrolling in non traditional stream that would lead to working in non-traditional fields.

- Operating in a socially conservative area.

This risk was reflected in the low number of enrollment for the first group of 10 in spite of campaigning efforts, and was emphasized by some of the graduates of the early groups where their enrollment was encountered by non-acceptance of the family and the community at first.

Measures taken to reduce this risk effect during project period of 1998-2001, by MOPIC-DGPD, then by supervisor at latter stage of the project:

- Being prepared and expecting such risk before the project inception and hence putting measures to overcome its effects
- By campaigning heavily in schools, addressing the community and using media in campaigns.
- Visiting families and communities,
- By providing support for female students after starting the training.

Efficient external social-risk management during project implementation has reduced its effect on the project. Success of the project within such risks gave it more value.

- Internal risk was mainly the resistance to change carried out by the administration of the school and parts of the community that had its effect on rising conflicts during implementation. Part of the recommendations were not implemented, and total isolation of girls and the set back after project ended.

  Measures taken were mainly by:

  - The ongoing follow-up of the MOPIC-DGPD with TVET-DG and the school,
  - The allocation of a project supervisor.
  - Gender training of all staff and trainees

- ***Lack of gender policies at the MEHE, at the TVET-DG and the lack of gender staff that would follow-up such effects and ensure no set-backs. The above mentioned internal risk if not tackled then by future squeeze of the space at the HSIS, the female training could cease to exist at the HSIS and be replaced by male education and training.***

- Graduates lack of opportunities was one of the major risks that the program encountered with the first graduated group of the year 2000, where neither local universities nor the market accepted them
  - Measures taken were to approach Polytechnic and local university to accept students based on the TVET strategy that they are part of; they succeeded in opening up this opportunity.
  - No measures were taken directed specifically at the market except in the generic manner, through general discussions and general media campaigns.

- Increased isolation of zones and areas of the West Bank has affected the mobility and this has affected on the number of female students coming from villages and towns outside Hebron to enroll at the HSIS; this effect increased in years 04 and 05.
  - Measures: HSIS has focused its campaign on Hebron city to increase the capacity from the city until things ease.
  - The above external effect resulting in mobility restrictions coupled with increased poverty had a gender relevant effect on enrollment (tables A9.6 &A9.7), female applicants were reduced during 2004 & 05, while male applicants were still above capacity. No gender related measures taken to

ease transportation or cost of movement at that time, although during project implementation some savings were used to pay transportation allowances for poor women.

Risks encountered were tackled by the MOPIC-DGPD in close relation to TVET-DG during project period: 98-01. Still some of the effects of these risks exist such as output to the market that might jeopardize the achieved outcomes, the lack of gender policies and staff at MEHE and minimum awareness of the administration, with high utilization of the space and high demand of male students to VE that could jeopardize the outcome& sustainability of the project

Transparency

Financial transparency in purchasing equipment and in financial documenting and reporting was tested at an earlier stage of the project, however further related information is as noted in section 6.4.8. for CEDII.

Strength and Weaknesses of The Programme:

Strength	Weakness
o **Model for integrating women in vocational education** o **Provided access for the first time in public VET education in non-traditional field.** o **Duplicated in other areas** o **Students are self-asserted** o **Employed women engineers and teachers** o **Women teachers providing support** o **Gender support provided by MOPIC-DGGP** o **Mid Term review and suggestions made** o **Graduates had open access to higher TVET levels** o **High value for money for the project** o **The success of the project in a conservative area, in providing access to female vocational education**	o **Education only leads to higher education** o **Women Graduates are unemployed** o **Programme did not implement elements for market integration for women graduates** o **Link to the community is limited to academic schools** o **Girls' isolation doesn't prepare them for mixed market** o **No gender monitoring at the TVET-DG** o **Gender related policies at institute & policy level** o **HSIS Management attitudes towards women equality** o **HSIS & VE schools are away from the governorate MEHE directorates.** o **No counselor at HSIS, nor a physical teacher** o **Lack of physical spaces for girls** o **Weak link to the market** o **Internship or training of students in the market not monitored by teachers.**

Programme Management

The CEDI programme was managed through the TVET-DG at the MoE at that time, as they were part of the team working on CEDI component headed by the DG of Buildings and projects. TVET-DG worked in coordination with MOPIC-DGPD, being responsible for monitoring, evaluation and reporting.

Assessment of Programme Management:

- At the ministry level and in relation with NRO: Coordination was achieved on the CEDI component level with other parts of the team, relations with NRO continued, the mid term review was important to the program success and provided further suggestions.
- At the TVET-DG level:

- provided support for the project, as they were supporting women integration and women empowerment, they wanted to spread it further
- They did not take decisive actions regarding certain issues, such as rising conflicts or looking at the alarming indicators of unemployed graduates that DGPD reported on.

- At the TVET-DG and MOPIC-DGPD coordination level: the review consultant views this coordination as being essential that contributes to the success of the program Their involvement provided:
  - Ongoing cooperation that provided gender support to women trainees and the programme
  - Solved gender related conflicts and issues
  - Campaigned at the initial stages of the project among the community to raise acceptance among other TVET institutes for the HSIS graduates.
  - Provided support to school girls through ongoing monitoring and against any misconception of their role and participation either raised by the staff or community.
  - Traced the graduates and reported on their unemployment status
  - Campaigned through media for the program.
- At the HSIS level:
  - The technical part of the project, equipment and technical training was carried out smoothly.
  - Managing other parts that is gender relevant of the HCF project (which is a major element of it) by HSIS management faced difficulty, as the following were noted in mid term review and by the consultant:
    - Resistance to change was exerted by management
    - Resistance to women empowerment measures
    - Gender awareness sessions were not appreciated.
    - Some of the suggestions made by the Mid Term Review were not implemented such as forming the steering committee for the project from different community members & stakeholders.
    - The counselor and physical teachers do not exist although they were recommended
    - Women integration is not more than number addition that would bring resources to school.
    - Isolation of women in HSISthrough squeezing their physical space.
- Project Supervision level: was very essential to the success of the project, it provided:
  - Links to the community
  - Coordination between different parties involved in the project
  - Solving all relevant issues that appeared during implementation
  - Supported women training and linked with the parents.

Project Supervisor role has ended by Feb 2001, but the link to families and schools is currently carried partly by a part time communication officer. Women teachers are also currently assisting in this regard.

Teaming up with a gender sensitive body such as the MOPIC-DGPD has contributed to the success of the project, the role of the project supervisor was essential in the project, while the HSIS administration played a negative role in resisting the change.

After the year 2001, female training became the responsibility of the HSIS administration, follow-up and monitoring of the school is done by the TVET-DG without any specific gender sensitive measures.

Lessons Learned

The CEDI-TVET was a qualitative component that provided access to women to industrial education for the first time, it developed a model that encouraged other donors to invest in and assist the MEHE in duplicating it to other areas and fields. The pioneering project contributed to leaving an impact on women's education. The project had high cost effectiveness, it has contributed to the CEDI goal of ensuring access to TVET education for girls, yet it needed further enhancement in quality regarding market relevancy.

The program management modality during program implementation was a success for introducing a new model in a new field and new location, mainly in teaming up with a gender sensitive body, active in gender monitoring. However; the lacking of gender mainstreaming, policies and staff to monitor gender related policies and projects could affect its sustainability.

Qualitative Development Programs that would lead to change of behavior and accepting of new roles and norms would need project mangers and directors that are leaders and accept the attitude change, to act as driving forces in the programs.

Quality training provision is not enough to enable women graduates' access to work and income generation opportunity. Best practices and findings highlight the need for special intervention to facilitate women's access to the market.

The model would need further enhancement, namely increasing the space allocated for women, integrating gender monitoring at the TVET-DG level and facilitating women's access to the market.

Review Findings: CED Phase II

General

The CEDII was signed in September 2003 and it composed of three components, School infrastructure & administrative buildings, Teacher Training and Vocational Education. The goal of the CEDII is to contribute to quality education, equality, safe and suitable educational environment, improving educational administration and enhancing working environment, through long-term co-operation in the education sector with emphasis on basic education, secondary education and school construction.

The CEDII duration was planned to be implemented during period 2003 till 2006, but was extended till December 2007 to enable further utilizations of the savings in the budget resulting from exchange rates or from implementing certain activities. Delays were still encountered in implementation of elements in the components such as constructing the administration building of TSIS in TVET component that would delay the implementation till mid 2008. The budget of this phase of the cooperation is 65 Million NOK, budgeted and reallocated as follows:

Table 6.1.1: CEDII planned & reallocated budget

	CEDII Budget USD	Reallocation of CEDII Budget, USD August 06
School & Administration Building Construction	7,255,000	**6,347,335**
TTIP	250,000	**520,000**
TVET	1,195,000	**2,500,147**
Review & Unforeseen	83,784	**83,784**
	8,783,784	**9,451,266**

Source: MEHE, 2006 CEDII annual Report, 2007

Reallocation of budget usage was agreed upon during semi-annual meetings conducted between the MEHE and the NRO, an ongoing operation that eased the implementation and maximized its outputs. An addendum was signed Dec 2006 to modify the method of payment, whereby certain items to be reimbursed through direct payment from NRO, amendment was made to overcome any rising conflicts and internal procedures that would delay the project. The ongoing relation and flexibility of the NRO was an added value to the project that enabled it's ongoing function despite political changes.

Information about the CEDII was also shared with other donors interested in education support through the Education Sector Working Group. The group is formed at the MOP for overall support of education and meets regularly to discuss education plans and projects; such coordination gave a better chance for harmonization of support to the sector. The formation of education sub-sectors was discussed through group meetings including TVET sub sector for better harmonization of support.

The NRO-MEHE coordination for CEDII was carried through various close and regular mechanisms including annual meetings. These meetings were effective in financial monitoring, reallocation of budget based on surplus, and monitoring progress of project according to plans. The DGB is the national coordinator of the project, coordinates with the other DGs regarding their components. The programme management (PM) was efficient in coordination with NRO, financial management and ensuring the progress of the components. However PM could not carry out the results based management (RBM)[41] and the related monitoring system, nor was it able to coordinate with other related projects implemented by other departments in the ministry. The PM was not able to move the TVET component towards achieving its objectives and results (Section 6.4.10). On the other hand MEHE has structured a new DG of Projects that was heading the MEHE projects with related departments and matching them with MEHE FYP, while monitoring the results of the projects beyond the outputs. DGP was not involved in CED, nor were PM in coordination with DGP. Future arrangements could take this into account.

The CEDII components were mostly implemented during the time of the first MEHE FYP (00-05) and contributed many other supported projects to its remarkable success amid the rising occupational and political challenges. The FYPI set outcomes were reached, achieved indicators were impressive and better than other countries in the MENA region

[41] RBM relates outputs to results in a logical manner that ensures achieving objectives while measuring related indicators, objectives that would contribute to international themes & global development goals, new developed concept adopted by most donor agencies (OECD2001)

according to various external evaluations, including the World Bank (2006)[42].Yet it was also noted by the analysis that the "Palestinian education system has reached that turning point at which it is **critical to introduce policy changes geared towards building on the achievements of the rapid expansion and focus on quality improvement**". Within such a context; the MEHE is currently moving into the second planned FYP for the years 2007-2011 highlighting the quality of education.

The CEDII contributed to the construction work leading to the planned expansion. A Palestinian curricula was developed and the teachers were trained on teaching techniques and related methodologies with the support of the CED. The CEDII also contained an element of dealing with the atrocities of occupation through reconstructing the destroyed TSIS, in addition to a development element of adding women to vocational education in TSIS.

The value added the CEDII provided is the **ability to continue serving development of the education sector during years of high tension and increased occupational measures** against the Palestinian people. During these years, isolation of areas and mobility restriction became an issue while poverty increased, which forced many donors to move from development funding into emergency funding. Norwegian support extended into two emergency supports during the period, while CEDII remained active. It was an added advantage to the NRO-MEHE Coordination and Program management to be able to continue within such context.

CEDII continued in the year of 2006 were lots of projects were halted or delayed due to the imposed embargo on the PA, which **gave CED and Norway an advantageous edge, and earned respect of the PA and the communities**, some of the words heard from the people during visits, is that "Norwegians are the best, they did not abandon us when we were in need".

CEDII Infrastructure

Development of The Component

According to the agreement signed on the **2nd of September 2003**, and Addendum I signed on **4th of Dec. 2006** between Norway and The Palestinian Authority the program will be implemented by the MEHE through DGBP and the DGTS. MOP is the overall responsible authority for the implementation of the project, the total allocated budget of the three components of the program was **NOK 65,000,000 ($ 8,700,000)** in addition to an approximate amount of **$83,783** for reviews and unforeseen costs, and the duration of the program was 3 years from the date of singing the Agreement[43]

The objectives of the infrastructure component were the construction & rehabilitation of eight schools and two administrative buildings. During the implementation phase, considerable savings in the budget have been made. They resulted either from the increase in the exchange rate of the NOK against the USD or savings in the construction

[42] World Bank, Education Sector Analysis, 2006

[43] Information, numbers & tables in this page are in reference to *(CED) PAL-2003 Phase II Annual Report.*

prices. Upon the request of the MEHE, the NRO has approved the following saving utilization plans:

Table 6.2.1: Development of the Component

Event - Date	Output
26th Jan, 2005	MEHE submitted utilization plan for savings in the budget of the school construction with an amount of (USD 643, 23) to increase the total allocated budget for Industrial school in Tulkarm (USD 295,999), Ramallah District building (USD 155,000), and Ministry Building in Gaza(.USD 160,138).
23th March, 2005	Approval of the utilization for part of the savings for the rehabilitation of Dora School (USD 40,000).
19th Aug, 2005	Approval of the utilization for part of the savings (USD 832,195) for New administration building for Tulkarem Industrial School workshop (USD 596,050), for electrical works in Dora Vocational Secondary School (USD 30,000), and for additional teacher training courses (USD 270,000).
8th Nov, 2005	Approval of the utilization of savings for the amount of (USD180, 000) for the construction of additional six workshops in Tulkarem Industrial School.
14th June, 2006	Approval of the utilization of savings for supplying furniture & equipments for Ramallah Directorate of Education (USD 140,000) and Supply furniture & equipments for Tulkarem Industrial School (USD 250,000).
4th of Dec, 2006	Upon the request of the Norwegian Representative Office, the method of payment had been modified so that the NRO paid directly to the contractors for certain contracts, the grant of (USD 1,351,351) was transferred for the construction of the administration unit in Tulkarem Industrial School (USD 539,000), the engineering supervision on the construction of the administration unit (USD 24,933), part of the review (USD 60,000), and for other works (USD 725,739).

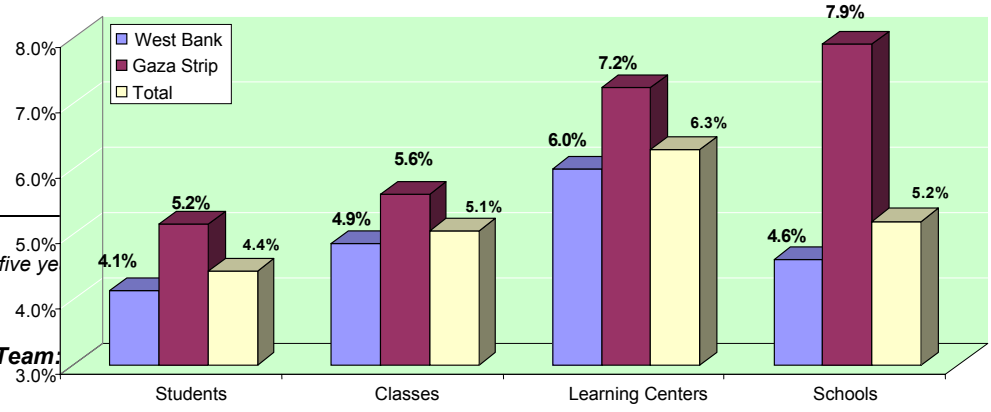
To conclude: there has been savings in the infrastructure component due to savings in the budget of the school construction and the increase in the exchange rate of NOK against the USD that has been utilized for the benefit of other or additional activities within the scope of the program.

The planned budget of the infrastructure component was $7,255,000; the actual spent budget was $7,072,797, around 70% of CEDII budge which totals

Impact

*Figure 6.2.2. indicates that the average annual increase in the number o*f students is **4.1%** in the WB and **5.2%** in Gaza, while the annual average increase in the number of classes reached **4.9%** in WB and **5.6%** in Gaza, these numbers reflect an improvement of the student/class ratio. In addition, the increase of the no. of classes in Gaza is higher than that in WB, confirming equality and justice in the practice of MEHE as schools in Gaza were known for being overcrowded than those in the west Bank.

Fig.6.2.2.[44] The average annual increase in the number of students, classes, classroom,



[44] MEHE (2000). *First five ye*

teachers and government schools by region during 1999/2000-2004/2005.

The student/class ratio improved from **35.4** in 1994-95 to **33.3** in 2006-07[45]. The annual average of increase in the number of schools reached **4.6%** in the WB and **7.9%** in Gaza, which exceeds that of students. The number of governmental school buildings in 1996/1997 was **1008**, while it reached **1376** in 2007[11]. This complies with the MEHE **5YP1** which aims at increasing the number of schools and classrooms to absorb the natural increase in the students numbers, reducing the crowding (number of students/class) to an acceptable average.

The implementation of the **infrastructure component** had many positive **impacts** on the education system and on the local economy. The main impacts could be summarized as follows:

- Increasing the capacity of the education system which helped in absorbing part of the annual increase in school population through the construction of new schools Table 6.2.2.
- Enhancing the safety conditions in the education system through replacing some unsuitable classrooms. And also through the provision of safety retaining & boundary walls in Ya'bad secondary school.
- Improving the hygienic standards (environment) in Araba Secondary School through the construction of the new sanitary unit (10+1) openings and different maintenance works in Araba and Dora Schools.
- Improving the performance and the administrative capabilities of the educational employees through the construction of the Ministry buildings for the MEHE in Gaza and the Directorate building in Ramallah.
- Enhancing the local trade in materials and equipments and providing new direct job opportunities of construction work's labor of 3,732 man-month and technical & engineering of 617 man –month.
- Inclusion of students of special needs: 2381 students (males and females) of special needs were included in government schools in 2002/2003. In 2004/2005 and as a result of considering their needs in newly built and rehabilitated schools, the number of students with special needs enrolled in government schools increased to 3588 students (males and females) with an increase of **50.7**%.[46]

Table 6.2.2. Impact of actual output of CED2/output 2003-06 in Gov. Schools[47]

Description	Number	%
Number of governmental schools in 1994/95	1080	
Number of governmental schools in 2002/03	1493	
Number of governmental schools in 2006/07	1775	
Increase in number of governmental schools 02/03-06/07	282	

[45] General Directorate of Educational Planning (June 2007), *Statistical Indicators on the Achievements of MOEHE during 1994/1995 - 2006/2007,* MEHE. Palestine

[46] General Directorate of Educational Planning (June 2007), *Statistical Indicators on the Achievements of MOEHE during 1994/1995 - 2006/2007,* MEHE. Palestine

[47] MEHE (2000). *First five year plan 2000-2005.* Ministry of Education. Palestine

No. of schools built under CED2	6	
Impact of output		2.13%
Number of classes in governmental schools 1994/95	11813	
Number of classes in governmental schools 2002/03	17233	
Number of classes in governmental schools 2006/07	22833	
Increase in number of classes in govern. schools 02/03-06/07	5600	
Number of classes built under CED2	124	
Impact of output		2.21%
Total no. of students in governmental schools 1994/95	418697	
Total no. of students in governmental schools 2002/03	686507	
Total no. of students in governmental schools 2006/07	760069	
Increase in number of students in govern. schools 02/03-06/07	73562	
No. of students benefited from CED2	5227	
Impact of output		7.10%

A close look at table 6.2.2. shows that the impact of building the new schools under CED2 / the increase in the number of governmental schools 2003-07 is **2.13%**, while the impact of the increase of classrooms is **2.21%** and that of students **7.10%**, this quantitative measurement of the impact reflects also a qualitative impact as explained above.

The infrastructure component of the program has contributed to the improvement of the educational environment for students and teachers and the working environment for the employees of the Ministry in Gaza and the Directorate in Ramallah.

Through the surveys and observations, it was noted that students, teachers and principals were satisfied with their school's buildings and felt a definite improvement over their previous situation; **86%** of the students and **92.9%** of the teachers considered the schools' physical features appropriate for providing suitable indoor and outdoor educational environments.[48] At the same time, employees were satisfied with their new working environment and thought it is a qualitative improvement, "***We are working in a more humane and stress free environment; employees became more productive***" said Afaf Aqel, Ramallah Directorate General Manager, commenting on the big difference between the environment of the old crowded building and the new facility.

CED2 resulted in increasing the capacity of the education system which helped in absorbing part of annual increase in school population through the construction of six new schools and the rehabilitation of three others; this assisted the improvement of the educational environment assessing the quality of education

Although the provision and equipping of special rooms (science labs, libraries, computer labs, and multipurpose halls) had a

Photo 6: Al- Hadiqa Boys School (Al-Razi)

[48] Percentages mentioned in this section are the results of the Infrastructu Findings. For more information please refer to the tables in Annex 3.

direct ***impact on the quality of education***, our visits to the schools[49] showed that due to different reasons, some schools used these special rooms for a different function resulting in a continuous need for providing such spaces. The multipurpose hall in **Al-Zahra** School was used as a classroom and the arts and crafts room as storage by the Directorate of Education in Jenin. While in **Qibia** School, the resource room was used as a male teacher's room. The results of the students/teachers mini-survey showed that while computer laboratories were satisfactory to **78.7%** of the students and **82.2%** of the teachers, only **43.2%** of the students and **71.7%** of the teachers considered the areas for teaching arts and house economy as satisfactory.

In addition, the construction of the new schools contributed to the alleviation of double shifts and the over-crowding in the existing classrooms, and in reducing the number of rented classrooms resulting in a better performance of the students and teachers. **Al-Razi** School (Al-Hadiqa) used to have double shift in a rented building, while **Al-Zahra** School solved the problem of crowding in **Al-Karama** School leaving it for boys.

The provision and equipping of special rooms (resource rooms, libraries, and multipurpose halls) had a direct impact on the quality of education as students could fulfill the practical requirements of the curriculum, but we noticed that some of them were used for different uses keeping the school in need for such a space.

The impact of building and upgrading toilet units was significant as it resulted in a **more hygienic and comfortable environment** especially for girls and students with special needs, where the number and condition of the toilet units for people with special needs among students, teachers and visitors were satisfactory in **75%** of the schools of phase II.

The project also had an impact on the **community** as it created jobs for Construction Workers, Technicians and Engineers in addition to enhancing indirect job creation in the Palestinian labor market. It also enhanced both Local and Import Trade through use of local and imported construction material and other goods.

The program has been efficient regarding the overall achievements in the infrastructure component although there have been deviations from MEHE frame work of General Education that requires applying the standards of Inclusive and Quality Education according to the 5YP1

Efficiency of Program Implementation

The main ***objective*** of this component was the ***construction & rehabilitation of eight schools & two administrative buildings*** to achieve the following:

- Absorb part of the annual natural increase in school population through providing new classrooms.
- Replace unsuitable classrooms.

[49] Refer to annex 2, table (2.1) List of Visits and Methods Used

- Alleviate double shift and the over-crowding in the existing classrooms.
- Provide furniture and educational equipment for the new classrooms and for the DGBS.
- Construct the office buildings for the MEHE in Gaza and the Directorate of Education in Ramallah to improve the performance and the administrative capabilities of the educational employees.
- Enhance economical development aspects through contribution to creating new immediate job's opportunities for skilled and unskilled labors as well as on the local/import trade.

Photo 7: Ministry of Education Building in Gaza

A total of 115 classrooms and special rooms/labs, administrative rooms, furniture and equipment were expected be provided for the benefit of 5,500 students. More than 330 employees were expected to benefit from two administrative buildings of 5,200 m2.[50]

The following table shows that the program expected results regarding the absorption of the annual natural increase in school population through providing new classrooms have been substantially achieved with the addition of the rehabilitation works of **Dora Vocational Secondary School**. The efficiency regarding the number of students benefited from the project was **95%** and **82%** regarding the no. of employees.

Table 6.2.3 Achieved output CED2 according to field survey

No	Project Name (school)	Works Descrip.	No of operating crs-offices/ built	Gender	level	Act. No. of Beneficiaries 2006/07
1	Al- Zahra	N.Sch.	21/20	Girls	Basic	654 St + 32 T,S
2	Al- Razi (Alhadiqa)	N.Sch.	18/20	Boys	Sec.	524 St + 30 T,S
3	Saremeldin Al-Nijmeh (Swisa)	N.Sch.	17/18	Boys	Sec. Eco	525 St +27 T,S
4	Qibia	N.Sch.	11/12	Girls	Sec	337 St + 24 T,S
5	Ramallah Direct. Building	N.Bld.	39/39	_	_	105 Empl.
6	Ministry Bldg.	N.Bld.	50/50	_	_	166 Empl.
7	Gastena (Mashrou'Amer)	N.Sch.	28/24	Boys	Basic	600 St + 28 T,S
8	Esddod (Al Awda)	N.Sch.	29/24	Boys	Basic	765 St + 34 T,S
9				Girls	Sec	494 St + 34 T,S
10				Boys	Basic	860 St + 35 T,S
11	Dora Sch.	E+Wa+	0	Girls	Sec.Voc.	468 St + 30 T,S
	Total		**124/118 crs. & 89/89 Off.**			**5227 St. + 274 T,S + 271 Empl.**

Photo 8: Qibia Girls Secondary School

N=New,T= teacher. S= staff, St= Student, Empl= Employee, M= Maintenance, E= External works, CR=Classroom

The program has contributed to lowering the percentages of rented classrooms from **8.6%** in 2002/03 to **8.3%** in 2006/07 and of evening classrooms from **13.4%** in 2002/03 to **12.7%** in 2006/07[51].

The program has been efficient regarding the overall achievements in the infrastructure component[52] although there have been deviations from MEHE frame work of **General Education** that requires applying the standards of **Inclusive and Quality Education** according to the 5YP1. This can be noticed from the increase in the number of

[50] *(CED) PAL-2003 Phase* II *2006 Annual Report*

[51] Same as previous reference.

[52] Tulkarem Industrial School is not included in the infrastructure review.

The efficiency of the infrastructure component implementation was higher than anticipated, with a decrease in the budget 10

functioning classrooms to the **built** classrooms which have been achieved by converting the use of the special rooms into classrooms. Although the component has been gender sensitive in the West Bank with equal numbers of schools for girls and boys, the two schools constructed in Gaza were planned for girls but utilized for boys responding to the needs of those areas. In spite of that, the direct objectives have been fulfilled.

The project was **planned** to provide direct job opportunities of construction works for 3,000-3,500 worker and 400- 500 technician & engineer accumulative per month in addition to enhancing the indirect job creation in the Palestinian labor market. The **actual** numbers who worked on the project were **3,732** and **617** in the same sequence[10]. The efficiency was **124.4%** for Construction Workers and **154.3%** for Technicians & Engineers, which proved that the project was efficient concerning this objective.

Effectiveness of Program Implementation

Through the surveys and observations, it was noted that students, teachers and employees in general were satisfied with their school or office building and felt a definite improvement compared to previous situations. They liked their new environment and appreciated the newness of the schools and office spaces. This was obvious in their responses to the relevant questions pertaining to buildings and classrooms in the questionnaire.

Photo 8: Qibia Girls Secondary School

Regarding schools, the most satisfactory features consisted of large major spaces such as the gallery and the courtyard, and appropriate size and abundance of light in the classrooms as they are directly connected to the outdoors, allowing the penetration of adequate natural light and the viewing of the landscape, keeping the classroom's environment comfortable and relaxing for both the students and teachers. When responding about the least satisfactory aspects of the schools, many mentioned the possibility of controlling internal and external noise levels, classroom temperatures, availability of lockers and the condition and location of water fountains.

The review team reviewed the schools in accordance to the **Specifications of Rooms and School Buildings** that complies with the standards of **Inclusive and Quality Education** as specified by MEHE in the 5YP1.

It was noticeable that the schools' environment was convenient for the educational process in general; the size and layout of the classes were convenient and appropriate to the no. of students/class and complies with the standards (no. of students/class ≤ 40) allowing different for a different grouping of students and resulting in stress free classrooms. The no. of students/class did not exceed 40 in any of the reviewed schools. **76.7%**[53] of the students considered the classroom comfortable and stress-free while the percentage among teachers was **95.3%.** The classroom atmosphere was considered stimulating for learning for **76.9%** of the students and **93%** of the teachers and the adaptability of classes for different uses was high as the new furniture is flexible and can be arranged in different ways if the no. of students in the class allows that.

[53] Percentages mentioned in this section are the results of the Infrastructure Quantitative Findings. For more information please refer to the tables in Annex 3.

The classroom walls are conductive for displaying student's works and explanatory drawings, but because the schools were recently finished and occupied, they lacked pin boards for display on the walls; **66.3%** of the students and **81.7%** of the teachers thought that using the walls for display was satisfactory, but it was noticeable that using the walls for this purpose resulted in raising the hangers in the classrooms which was not convenient for young students (1st & 2nd elementary), ***"The students can't reach to hang their coats, they wait for help from the teachers"*** said one teacher in Al-Zahra School commenting on the height of hangers. Although placing bulletin boards within the galleries immediately adjacent to the classroom are used to acknowledge student achievement but they are still missing.

Photo 9: Mashrou' Amer Boys School (Gastena)

While providing comfortable class temperature and sufficient lockers and storage space for the students and teachers make them feel more relaxed and secured, this was an obvious deficiency in the schools constructed under CED2. According to **55.8%** of the students and **81.2%** of the teachers, the **classrooms' temperature was unsatisfactory**, while the satisfaction concerning the provision of lockers and storage spaces was **12.7%** among students and **67.1%** among teachers.

Another deficiency was with the possibility of controlling the internal and external noise levels which was mainly due to a lack of providing suitable indoor and outdoor places where students can be noisy while engaged in physical activities; only **42.8%** of the students and **53.6%** of the teachers are satisfied with the provision of such spaces.

Classroom temperature, the possibility of controlling the internal and external noise level, and the provision of sufficient lockers and storage space for the students and teachers were unsatisfactory. [6]

The building form is usually U shape with an opened or closed gallery along the facades overlooking the open court or the playgrounds. "This form proved to be very efficient in controlling students in the free activity areas as they tend to escape teacher supervision, I can stand in one point and overlook all the school's parts" said Mr. Sa'adeh Ishtayyeh, the principal of Sarmidden (Swaisa) Secondary Boys School.

Photo 10: Swesa Commercial School (Sarm Eddin)

Concerning the visual appearance of the exterior of the school's building, the reviewing team has the same comments although 77% of the students thought that it provided elements of excitement and distinctive.

The location of the teacher's room is appropriate in most of the cases, but there is a problem with the location, size and zoning of the administration area in different schools like Jaba' and Al-Zahra, where the administration room was small and accessed nearby the kitchen and toilet. The location of the administration in Al-Zahra School was not practical and annoying to the principal, teachers and students and misleading to the visitors. The location and atmosphere of the counseling room was satisfactory to only **60.1%** of the students.

The provision and equipping of special rooms: Science laboratories, computer laboratories, arts & crafts, resource rooms, libraries, and multipurpose halls were essential to Inclusive and Quality Education as specified by MEHE in the 5YP1[12]

Photo11: Qibia Girls Secondary School

It was noticed that rooms of special purpose as that of laboratory, library, Art and Crafts, applied technology and Home Economics were provided in the design drawings of the schools that were reviewed, but the changes in use happened during operation. "*We don't know what are the original functions suggested by the designer, we never saw the design drawings, we are using the spaces according to our needs*" as was expressed by Ms. Ma'ali, the principal of Al-Zahra School. DE Ahmad Musleh, claimed that he didn't receive a copy of the design drawings of Al-Zahra School in order to know the original uses.

Although it is preferable that these rooms be distributed with flexibility, it is recommended to allocate the rooms for Technology and Applied sciences on the ground floor in order to be accessible for people with special needs.

During our visits, we noticed that there has been a definite improvement in the size and specifications of the science and computer labs of CED2, but still some of them were not equipped yet (Qibia), others were located on the upper floors (Al-Zahra), **57.3%** of the students and **79.5%** of the teachers were satisfied with the science labs.

The computer labs have been improved, but still the no. of computers is not satisfactory in some schools, Sarm Eldin Boys Secondary Commercial (Swisa) was originally designed as a primary school 1-9 then utilized as a secondary school with a commercial concentration. While 3-4 computer labs are required, there is only one available. **78.7%** of the students and **82.2%** of the teachers were satisfied with the computer labs.

Photo12: Al-Hadiqa Boys School (Al-Razi)

The library is a very special room that is supposed to have a relaxing yet stimulating atmosphere with sufficient light and appropriate area. The library in Al- Zahra School was placed in a small room that is inappropriate for such a function, while the library in Al-Razi (Al-Hadiqa) and Sarm Eldin (Swisa) Schools were spacious and appropriate.

The new schools built under CED2 were usually built on farther sites to provide enough area; only **64.6%** of the students and **69.4%** of the teachers were satisfied with the new locations of the schools. The dissatisfaction will be temporary, as the urban fabric is expected to expand and reach these areas as a result of natural population growth. A clear example concerning this indicator was Sarmidden (Swaisa) Secondary Boys Commercial School, "The number of commercial students enrolled in the school is **150** while the expected number was **300**; the reason for the drop was due to the remote location of the school. The students of the school used to be in three different schools, and they were gathered here" said Mr. Sa'adeh Ishtayyeh, the principal of Sarmidden (Swaisa) Secondary Boys Commercial School.

On the other hand, there have been improvements in the general sites of the schools regarding the open spaces (play grounds, social interaction spaces) ramps for handicapped, etc. **72.6%** of the students and **77.6%** of the teaches consider the outdoor play areas satisfactory, while **72.4%** and of the students and **83.5%** of the teaches consider that the outdoor public areas are frosting a sense of community. The review team noticed that the sites of the new schools built under CED2 **lack landscape and plantation**. Although that could be referred to the newness of the schools, yet it was still, **noticed that the areas left for plantation were very small in comparison with the paved areas leaving the overall image of the school site brutal and dry**. There were no signs of environmental design. The small trees that were planted did not tell that it was going to be used for shading, wind breaking or sound filtering. The sites of Mashro3 Amer Boys School & Esddud Boys School (Al -Awda) were striking examples.

Photo 13: Swesa Commercial Boys School (Sarm Eddin)

It was noticed that the sites of the new schools built under CED2 lack landscape and plantation; the areas left for plantation were very small in comparison with the paved areas leaving the overall image of the school site brutal and dry.

The location of the sanitary unit is satisfactory to **73.6%** of the students, while only **55.5%** of them considered that the number of toilets to the number of students was satisfactory. The location of the kiosk was satisfactory to **64.7%** of the students and **67.5%** were satisfied with the location and condition of drinking fountains.

The visual appearance of the exterior of the school's building provides elements of excitement and distinction to **86%** of the students and **91.8%** of the teachers, while the visual appearance of the interior of the school's building provides elements of excitement and distinction to **75.9%** of the students and **90.5%** of the teachers. As an overall result, the school's learning environment is convenient and student friendly to **64.9%** of the students and while **69.1%** of the teachers considered the school's learning environment convenient and teacher friendly.

Concerning the safety of the educational environment for the students, the new constructed schools are found safe with the exception of the height of the handrails of the galleries of Al-Zahra Primary School as the teachers considered it unsafe. The retaining wall that was built in Ya'bad Secondary Girls School assisted in providing a safe external environment. It was found through the walking tours conducted by the review team that Safety activities; including safety of persons, site and environment in the reviewed schools were satisfactory with a percentage of **90%**.

The expected numbers to benefit of this component were: **5,500** students, **330** employees and the actual numbers were: **5,227** students among them are **1,953** girls and **3,274** boys, and **271** employees. The component was not gender sensitive in Gaza as the two schools built there were for boys with **1365** students enrolled.

Concerning the two office buildings of the Directorate in Ramallah and the Ministry in Gaza, they were very effective in providing a better working environment for the educational employees. They were fully furnished with good quality furniture and fully equipped which was effective in holding the necessary meetings, workshops and trainings in house. There was a progress concerning the standards of these two buildings, whether it was related to the image of the building or the

Photo 14: Ramallah Directorate of Education

specifications and quality of materials and details used in the implementation. Actually this reflects a respectable image that delivers a message to the community expressing the government's concern of the educational sector and the high standard of education it provides.

The project was effective in creating jobs for both the Construction Works Labor and the Technicians & Engineers. But in spite of that, the review team noticed that the two schools and the Ministry building in Gaza and one school in the WB were designed and one was even supervised by DGBP. Although this could have resulted in creating work for the engineers of the DGBP or even creating more jobs in DGBP, it is more effective to contract engineering offices to do the work in order to support this sector who is suffering from the results of the economical sanctions imposed on the PNA.

The component achieved its objectives and managed to improve the educational environment providing quality education in those schools.

The Ministry & Directorate Buildings reflect a respectable image that delivers a message to the community expressing the government's concern of the educational sector and the high standard of education it provides.

Relevance

In general, the output of CED2 was relevant to the needs of the Educational Sector and complies with the objectives MEHE has put to achieve **Inclusive and Quality Education** in accordance to the FYP1. It has provided an appropriate **Educational Environment** that is student and teacher friendly. It had strong relevance to the priorities of the MEHE and the supporting policy of the donor community.

Although it has been planned to provide each school with the necessary activity rooms for students to fulfill the practical requirements of the curriculum, the need for more classrooms to absorb part of the annual natural increase in school population has caused using some of these rooms as classrooms leaving the schools short of such spaces.

Regarding the Directorate Office Building in Ramallah, and according to the DGM and the employees, the building is a dramatic change over their previous working environment. It solves the problem of crowdedness and provides special rooms to conduct meetings, workshops and training courses for inspectors and teachers but there is a problem with its location unless it is served by a regular public transportation.. "The location of the building is not convenient for the employees and the beneficiaries as it is not reached by public transportation directly, the thing that put burden on the employees concerning the cost of transportation" said Ms. Afaf Aqel DGM.

The Ministry Building in Gaza is relevant to the employees and beneficiaries; its location is convenient and the working environment is thrilling which has assisted in the improvement of the performance and administrative capabilities of the employees.

The project contributed to the community not only through providing schools for their children, but also through the enhancement of the economical development aspects by creating new job opportunities and flourishing internal and external trade.

In general, the output of CED2 was relevant to the needs of the Educational Sector and complies with the objectives MEHE has put to achieve Inclusive and Quality Education in accordance to the FYP1. It has provided an appropriate Educational Environment that is student

Sustainability

Photo 15: Al-Zahra Co-Ed School

All schools built or rehabilitated and the two office buildings built under CED2 are under full operation; they are no longer under the maintenance guarantee of the contractors which lasts for only one year after the provisional submission of works (the maintenance guarantee of Qibia has finished recently, but the contractor is still required to do some maintenance before the final acceptance of works). The schools are now the responsibility for MEHE, District Offices and Local School's Councils, while the two buildings are the responsibility of MEHE. The community contribution is a basic source for the maintenance budget either through paying for the **Education Tax** that is collected by the municipalities of the cities and big towns, or by the donations and voluntary works conducted by the Village or school Councils. *"Where the principal's relation with the local community is strong and active, the community's participation and donation is strong and productive"* eng. Fakhri Safadi, DBP stated.

As the schools and buildings of CED2 have been recently occupied, they are still in good shape and need minimum maintenance although some repair is needed due either to bad quality of the items installed by the contractor such as water taps, covers of toilet seats and door handles, or to the misuse and robbery conducted by the students or outsiders breaking through after school time. It will be 5 years before they need major repairs according the experience of MEHE provided that the quality of materials used is acceptable.

The building materials used in the construction of the schools and buildings are durable and need less maintenance, but the quality of certain items such as water taps, toilet covers & door handles is not

Risk Management

- The risks that the infrastructure component has encountered were mainly during the implementation phase as a result of the Israeli measures described in 5.2.7 (please refer to it).

Measures taken by the DGBP were mainly:

- Delegation of powers to the site engineers to manage the projects in order to reduce the damages.
- Increase the number of engineers in the DGB.
- The risks that faced and still face this component are mainly financial and have to do with the running and maintenance costs of the schools and buildings.

Measures taken were mainly:

- The use of durable construction materials and details that need less maintenance.
- The provision of natural day light in the classrooms and offices to save electricity.
- Establishing Schools' Councils chaired by the schools' principals as a tool for community outreach.
- The risk of misuse and theft.

Measures taken were:

- Closing the drinking fountains with special covers and locks.
- Having iron bars for the windows of the ground floor and the laboratories.
- Not providing the upper floors with a water source.

The risks that still exist are related to the ability to provide enough money for the maintenance and running costs, this risk is directly connected to the general economical situation which is a direct reflection of the political

Transparency

A thorough revision for the **full tender documents of two schools** (Al-Hadiqa & Al-Zahra) and a quick revision of the archive files of the 6 other schools and buildings was made by the revision team[13]. According to the PA procurement regulations (tenders and contracts), anti-corruption measures and audits, the infrastructure component was found transparent.

The tendering process was found legal and transparent,

NO SIGNS OF ILLEGAL PRACTICE OR CORRUPTION WAS FOUND.

Strengths and Weaknesses

Strengths	Weaknesses
In addition to the Strengths 1-7 mentioned in 5.2.9, the following strengths were noticed:	In addition to the Weaknesses 1-7 mentioned in 5.2.9, the following weaknesses were noticed:
1. Qualitative and practical overall design	1. Changing the use of special rooms into classrooms.
2. Adaptability for people with special needs	2. Insufficient lockers and storage space for the students and teachers.
3. Increased the capacity of the education system helping in absorbing part of annual increase in school population	3. The project was not gender sensitive in Gaza as the beneficiaries are all boys.
4. Provided direct job opportunities for Construction Workers & Technicians & Engineers.	4. Lack of sufficient green areas and environmenta design measures.
5. The provision of quality working environment for the educational employees.	5. The delay in providing furniture and equipment.

Program Management

Same as 5.2.10 Program Management, please refer to it.

Additional Aspects

Examining **gender** crosstab analysis in CED II, some indicators had different outputs as summarized below:

- The convenience of schools location was very unsatisfactory to **39.1%** of the girls in comparison to **10.2%** of the boys, this shows that the location of girls' schools in this phase was too far for them to reach, especially in the winter, where they have to walk a long distance under the rain.
- The number of toilets to the number of students went on the opposite direction since **36.8%** of the boys were not satisfied in comparison to **14.6%** of girls, even though the presence of urinals in boy's schools contributed in a positive manner. The reason for that was the toilet/student ratio which is higher in boys' schools than in girls' schools; it reached 1/30 in Esddod (El- Awdeh) School while it is recommended to be 1/25[54].
- The location and atmosphere of the counseling room were unsatisfactory to **44.7%** of the girls in comparison to **26.5%** of the boys. We suggest to locate away from that of the principal's to avoid making students feel that they are under observation

About the **location** differences between West Bank and Gaza:

- **30.1%** of the students were very unsatisfied with the classroom temperature in the West Bank while 10.7% was the percentage in Gaza. The reason for that is due to the cold weather winter in the WB in comparison to Gaza.
- Safe outdoor environments were unsatisfactory to **49%** in Gaza while the percentage was half of that **24.5%** in the West Bank. This was due to the presence of security bases near Gaza schools that became source of danger for students.
- Regarding the location and condition of drinking fountains, **18.6%** of West Bank students were very unsatisfied, while the percentage was **6.7%** in Gaza. That means the location and condition of drinking fountains in Gaza schools is convenient and should be adopted and developed.

Other **findings** in CED II:

- The availability of secured storage spaces (Lockers) for students were very unsatisfactory to **28.7%** of the students in addition to **52.6%** who answered **NA** affirming the inexistence of these facilities. It is well known that the presence of storage spaces for both students and teachers contributes to a good extent in bringing down stress levels, so the above result has things to say.
- Safe outdoor environment for students to learn and engage in activities were very unsatisfactory to **20.7%** since in most cases the playgrounds of the school occupy most of the land leaving little space for outdoor learning and activity areas.

[54] MEHE (2000). *First five year plan 2000-2005.* Ministry of Education. Palestine

- The possibility of controlling the internal and external noise levels was very unsatisfactory to **21.8%** of the students; this implies using noise barriers that could be natural in most cases.

Things that has **improved** in **CEDII** in comparison with **CEDI**

- Places where students can be noisy and engage in physical activities were very unsatisfactory to **28.5%** of the students in **phase I**, while the percentage in **phase II** was **17.7%** only since the new schools are built on larger parcels.
- The number of toilets to the number of students' ratio was very unsatisfactory to **29%** of the students in **phase I,** the percentage has improved in **phase II** to be **15.8%;** this marks a good improvement regarding this indicator.
- **25.2%** of the students were very unsatisfied with the location and condition of drinking fountains in **phase I** while in **phase II** they were only **13.5%,** indicating worthy of notice enhancement.

The other indicators were nearly the same in both CEDI and CEDII.

CED II TTIP

Development of The CED II Component

One of CED II component was in-service teacher training. The Goal is to provide teachers and supervisors with technical and pedagogical qualifications for teaching and implementing the new Palestinian curriculum as well as skills in crisis management (see agreement). An emergency program was implemented for technology training & research methodology training for supervisors.

Expected results of the Teacher Training In-service Program;

- Production of 17 training courses
- Training 500 trainers
- Training 3000 teachers
- Preparing manuals for the training center and supervision
- Train 400 supervisors on research writing.

Impact of Teacher Training

Data showed that the training influenced teaching performance at a certain degree at the classroom level. Some teachers reported **stories of their success** as impact of the training, "a female teacher from GS developed an ideal science lesson which was acknowledge by the MEHE & published to other school teachers". "A female teacher from WB won the prize for writing a story for children's art". A male from the WB participated in the MEHE site Zajel and received an award". "WB students from class 1-8: won the creativity computation in mathematics." Also, 10 supervisors out of 51 won the prize for conducting a good research.

The observation of some classrooms showed that only one math teacher used models (shapes) in teaching math for 5th grade, which facilitated the students' understanding. While, sometimes teachers used other methods of teaching such as role playing or group work. **Teaching is described to be "traditional" as it still focused on the teacher rather than**

the student. The students don't have the opportunity to perform certain tasks. Teachers were observed to be working hard to assist students in the learning process. Their attention is on “good students”. Quick feedback is provided to students. Many students in the classroom were not encouraged to participate, especially those who are described as “low achievers". There is some interaction between students and teachers, however, there is no time for reflection on tasks. **The same comments were reported in the phase 1 review as Kvalbein & Smith stated " The pupils were however not very active in the classrooms". It means that the training courses through the two phases did not change the teacher behavior in the classroom to focus on the student rather than other activities.**

Teachers’ response to item No 36 in the questioner showed that the trainers used educational resources during training as follow: the OHP & Slide projectors more than the other equipments and still not as it should be. The CDs are not used as it should be as they are useful, cheap & carry a wide variation for all subjects. See the following table.

Table 6.3.1: Educational resources used during training.

Educational resources	% of Used	% of Not used
Computer	36.0	64.0
LCD	30.9	68.1
CDs	33.0	66.6
OHP	42.2	57.8
Slides projector	42.2	57.8

Students' evaluations of the teaching process were somewhat positive. They said they enjoyed being in the classroom because teachers let them ask questions and discus issues related to the subject. They added that the teachers' knowledge about the new curriculum was good. When they were asked about the teaching methods, they stated that teachers use several teaching methods such as role play in languages Arabic & English, religion & history. Also practical work is used in laboratories for science & mathematics in classrooms.

It is very important to note that **technology subjects are taught as a "computer course" in the computer lab or are theoretical**. Teaching it depends on the teacher’s specialty & the school facilities.

Collected data showed that teaching methods used by teachers created positive attitudes among students towards some subjects such as science, math & languages. With regard to technology courses, students positively evaluated them, however they stated that "it is a difficult course" especially when some teachers do not know how to teach the subject well. Students added that some teachers' skills in using computers are weak. This result was not surprising to experienced teachers as they expressed clearly that they need training in how to use computers & to run the computer programs as well as the internet. The results of Rimawi (2007) study in the Palestinian governmental schools showed that the attitudes of 5-10th grade science teachers are positive towards using computers in their classes, but

there are several obstacles that reduce or prohibit them from using it in teaching. These obstacles are infrastructure such as: shortage of computers, printers, LCDs, internet, electricity in some schools (they are not connected with electricity), budget & maintenance. The most human obstacle is related to schedule conflicts between science classes & technology for using the computer lab; the priority of using the computer lab is for technology & computer classes.

In this regard, interviews with central trainers showed that they used applied practical work for vocational training sessions (Note: The CD is available when it is needed). When they were asked if they documented the training classes, they realized that it was important, but due to the lack of video cameras & monetary constraints they do not have the capabilities to do so. Also, they mentioned that technology training was one of the emergency projects in 2003, for vocational schools only**.**

As research shows, **it is important to focus on learning with technology**, not about technology and hardware, emphasizing content and pedagogy, giving special attention to professional development (Shaw. et al, 1997).

When girls were asked about their future vision about their careers, they showed a clear vision compared to boys' vision for female roles. Boys stated that certain careers suit girls better than others such teaching, medicine, secretary, arts, careers as they do not need that much physical effort.

Girls in co-education schools & schools for girls complain that they don't practice physical education & arts activities; teachers took these classes to teach academic subjects. Dean in his report Analysis of Enrolment Patterns in Palestine (20 Feb -2006) reported that the double shift system is still high, around 13.2% of students in Government schools enrolled in "evening shift" classes. This system also prohibited both the morning & evening shift to have their right to practice the physical education & arts activities. Also, Dean (2006, page 3) reported that there are many over – crowded classrooms in the four directorates of GS.

Students responses toward inclusive education were different, WB students accept the idea of having students with special needs to study together in the same classroom. While students in GS do not have similar attitudes with regard to inclusive education as they think. It means that there is a need for training session in this regard since there is no training session that took place through CEDI or CED II.

With regard to the teaching process at the classroom level, collected data from teachers showed that there are several reasons that inhibited transforming what was learned in the training at the classroom level, they are as follows:

- The difficulty of the new curriculum. They said "curriculum in general is full of knowledge & activities that we can not achieve it all on time". They added that the knowledge in some subjects is over the student level. With regard to technology courses, they said that it is a new subject to them & they are not specialists in the field explaining why they have some problems in teaching it and they need training in how to teach technology as it is mentioned before.
- Some training workshops were not linked to teachers' real needs. And not linked to school developmental plans. SUT in CED I were more linked to school developmental plans.
- Trainers' performance in some of the training activities was not very effective, in particular the arts subjects e.g Arabic language. This influenced the results of the training. Trainers were described by the majority of teachers, especially those with

extensive experience, as “traditional trainers” using “traditional training methods especially in arts courses” that puts trainers in the center and not the trainee.

- Supervisors monitoring at schools were not fully functional. Most of the supervisors indicated that they don't follow-up on teacher training in schools to find out the impact of the training. They said that they can not visit teachers more than one or two visits a year (routine visit) due to the large number of teachers to be visited. At times, supervisors can not reach schools due to closure areas by the Israeli Authorities. The principle should follow- up the teacher in school according to the supervisor’s report.
- No follow-up system from MEHE was planned to monitor teachers’ teaching performance. School administrators indicated that they do not have time to monitor teacher's performance.
- No reward system available to enhance new advances and the use of new approaches of teaching and learning. Teacher's motivation to make a real change was not the same among all teachers.

Lessons learned:

- There are many stories of success in the field.
- Classroom teaching needs to focus on the learner rather than the student. Teachers need to reevaluate their teaching methods and change them.
- Future training should focus on effective teaching methodologies for different groups of students where students reflect on performed tasks and teachers assist them by learning through authentic feedback.
- Training activities should be planned to meet the teachers' needs such as skills in using computer and to be linked to school developmental plans.
- Training methods and the use of different educational resources affects the teaching performance of the teacher in the classroom.
- There is a need to diagnose the problem of teaching technology.
- The MEHE should give more attention to the co-ed schools & the girls' right to practice non- classroom activities.
- More attention should be given to inclusive education.
- The selection of trainers should be done carefully. It is important to have trainers that could act as role models.
- Establishing a mentoring system at different levels for training activities is a must in order to get the training to achieve its results.
- No Head teacher position at schools, head teacher can monitor help, especially the new teachers at school.

Efficiency of Program Implementation

The overall objective of CED II (2003-2006) as stated in the agreement with PNA was as follows: "a cadre of teachers and supervisors with technical and pedagogical qualifications for teaching and implementing the new curriculum, as well as skills for crisis management". The MEHE work plan for 2007 showed that Teacher training activities up to 31-12-2006 were all completed. The following table presents the planned and the completed activities.

Table 6.3.2: Planned and achieved training activities according to MEHE work plan

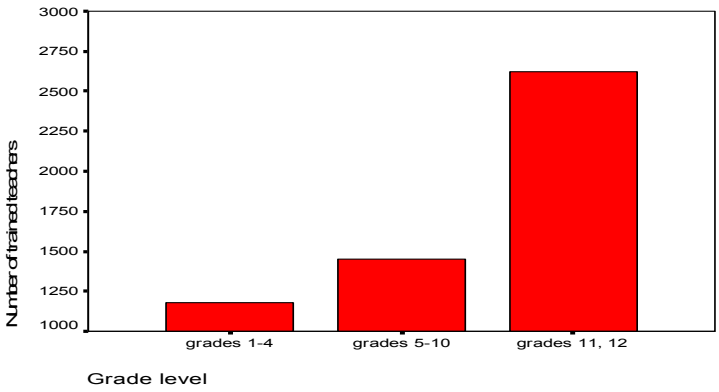
Planned activities	Achieved activities up to 31-12-2006
Production of 17 training courses	Producing 17 training materials
Training 900 trainers	1058 Trained trainers
Training 8000 teachers & supervisors	8804 teachers & supervisors were trained
Preparing 1 manual for the training center & supervision	Production of 1 training manual
Revising 8 training material (Additional planned output)	Revising 8 training materials
Supporting materials	26 Laptops, 5computers, 35 flashes & 8 LCD's

Comparing the above data with expected outcomes of the CED II, it is clear that more teachers and supervisors were trained.

Training courses:

The total number of Teachers were trained in 2006 on content & methodology as follows: 2623 teachers were trained for grades 11 and 12 in the subjects of Arabic, religion, English language, math, physics, chemistry, biology, history, geography, and science. 1453 teachers were trained for grades 5-10 on religion, arts & crafts, technology, social sciences. 1178 teachers were trained for grades 1-4 in Arabic & math. See the following chart where the focus on training was on grades 11 and 12.

Figure 6.3.1: Teacher Trained according to grade level subjects



Training in other topics showed that up to 31st December 2005, 635 persons were trained in the WB & GS for 30 hours each. The number of trainees was as follows: 64 trainers for Drama, 52 supervisors with a masters degree or high Diploma were trained for methods & theories of learning as refreshment, 519 trainers were trained for content & Methodology of grades 11-12, in 10 subjects (DGOB, February-2007). An emergency program was created to meet the MEHE needs, one of it was the technology training activities for vocational secondary school teachers and the other was train 400 supervisors on research methodology and writing research (Interview with the central trainers).

In the majority of the basic school teachers participated in the training (TTIP), more than 8800 different teachers, 20% of the MEHE teachers benefited from the TTIP. (DGOB, February 2007).

The training of trainers – central training (410 from 13 districts in the WB) were as follows:

- 199 trainers were trained on training skills – Content & Methodology (Religion, Arts & Crafts, Technology, Social Sciences, Math, Science, Physical Education, Arabic & English Language for grades 5-10).
- 166: 42 were trained in advanced Training skills & 74 (21 of them from the MEHE – Ramallah) were trained on Comprehensive Training.
- 41(28 from WB & 13 from GS) were trained on the use of ICT
- 67 trainers were trained on Arabic & Math for grades 1-4 grades.

Training materials:

The assessment of the training materials by the consultants showed that it was well designed, covers all subjects for all grades and is prepared by specialized people from universities & supervisors from the MEHE. The preparation of the materials starts through discussion meetings at the MEHE level, then goes through the announcement of the screening applications. Later, it goes through the development stage where a team for each subject works to prepare the materials. Finally the evaluation process takes place for each subject by experts. Full transparency appeared in this regard.

However, collected data from reports showed that there is a need to change the training materials in Arabic & Math for grades (1-4) to improve their quality as a result of the diagnostic exams in Arabic & Math for 3rd grade students in 2004/2005 & 2005/2006 and achievement tests in Arabic & Math for 4th grade students in 2005. In addition, the teacher

needs analyses for Arabic & Math of grades (1-7) which took place in 2005/2006 reinforced the same point (DGOB, February-2006).

Training manual:

The training manual for training procedures (1st Ed) was published in 2006 by the Directorate General of Training and Supervision (DGTS). It is a well prepared comprehensive training guideline for preparing and implementing any workshop. It consists of 5 units discussing steps to operate a workshop: training needs, material preparation, central & district training, evaluation & assessment supported by forms. It has several annexes: directions for preparing the activities, others for introducing the training material, for reservation stay place for the trainee, accommodation & traveling cost, forms for minutes & evaluation. In general, the manual is well prepared and comprehensive. The printing copy – design, paper & colors are of good quality.

Since the manual is new, evaluating it authentically will be needed before publishing the 2nd edition.

Lessons learned

- Teacher training in-service program reached all (11-12) teachers who are involved in teaching the new curriculum.
- Trainers were trained on different skills.
- There is a need to change the training materials in Arabic & Math for grades (1-4) to be more effective to support student learning.
- Use the training manual; evaluate its effectiveness based on use with trainers before publishing it next time.

Teachers' opinions with regard to training activities

In general, quantitative data collected from teachers in the field showed some what positive results with regard to the different domains of the training activities (Content of the training material, training environment & the trainers' performance, methods of training, educational teaching resources, training conducted place & time, School Unit Training).

The quantitative data ascertained the findings of the British Council evaluation study on 2005 as it showed that most of the teachers were in general *satisfied* from the TTIP, as it improved their knowledge in the subject matter for the new Palestinian curriculum and the teaching skills. Teachers mentioned several positive issues in this regard such as: “it helped them to handle & implement the new curriculum with confidence, communication with other teachers from other schools & exchange ideas and experience and to work to enrich the curriculum.”

Knowing that the total score for teachers evaluation for each of the domains of the training could be different in relation to key variables such as sex, experience, education level, area of specialty, location area and school stage; a separate analysis was conducted for each component taking into account the different variables. No differences in Teachers’ Evaluation of Different Aspects of the in-service teacher training (the six domains) were

observed with regard to the following variables: years experience", "area of specialization", and "school stage"

Table 6.3.3: Results for Differences in Teachers' Responses According to Sex

The Domain	Sex	Mean	T-test	Sig.
1. Content of the training material	**Male**	**2.6**	**2.6**	**0.01**
	Female	**3.1**		
2. Training environment & the trainers' performance	Male	2.7	1.5	0.12
	Female	2.8		
3. Methods of training	Male	2.7	1.5	0.13
	Female	2.8		
4.Educational teaching resources	Male	2.3	0.5	0.60
	Female	2.4		
5. Training conducted place & time	Male	2.6	1.3	0.19
	Female	2.8		
6. School Unit Training	**Male**	**2.6**	**2.7**	**0.01**
	female	**3.0**		

Scale used: 4=strongly agree, 3-agree, 2=disagree 1=strongly disagree

However, differences were observed when results were compared for males vs. female teachers in the domain of "content of training material" and "school as a training unit" favoring female teachers (see Table 6.3.3 for more details) . Data collected from group discussions in the field showed that female young teachers were more willing to engage into the different professional development activities to improve their teaching performance compared to male teachers. However, male & female teachers with long teaching experience were less motivated to engage in such activities as stated that they need something different to meet their career needs and to be obligatory. It is worth noting that most of the new hired teachers in the MEHE are females as most of the education graduates are females.

When data were analyzed statistically with regard to "education district", differences were observed with regard to "methods of training" and "school as training unit" (Table 6.3.4 presents the results). This shows that the implementation of the TTIP in the different districts in West Bank and Gaza is not the same. Results showed the source of variance between Qalqilya teachers along with Ramallah, Salfeet & Khanyounes teachers. Also, between Salfeet teachers along with Jerusalem subburb & Qalqilya teachers. It means that the most satisfied teachers in relation to this domain were Qalqilya teachers then Khanyounes & the least were Salfeet & Jerusalem teachers. Getting to School a training unit, the most satisfied teachers from this domain are Qalqilya teachers & the least satisfied are Salfeet teachers.

Table 6.3.4: Results for Teachers' Responses according to "Education district"

Domain	Source variance	Sum squares	DF	F- Value	sig
1.Content of the training material	BG	1.167	5	1.026	.410
	WG	15.017	66		
2.Training environment & the trainers' performance	BG	1.529	5	2.272	.057
	WG	8.882	66		
3. Methods of training	**BG**	**1.825**	**5**	**2.741**	**.026**
	WG	**8.785**	**66**		
4.Educational teaching resources	BG	2.024	5	1.199	.319
	WG	22.278	66		
5.Training conducted place & time	BG	3.328	5	1.853	.115
	WG	23.703	66		
6. School Unit Training	**BG**	**4.125**	**5**	**3.046**	**.016**
	WG	**17.337**	**64**		

The in-service "obligatory" training workshops took place, 3000 teachers attended the training courses, and 5000 trainers were trained on content & methodology skills for the different subjects & for the three school levels. 17 training materials were provided also, preparation of manual for the training & supervision. The DGTS personal was responsible for administering & managing the training project

The management and administration of the obligatory in-service training is completely done by the MEHE as it is embedded clearly in the system in spite of it being funded by external resources. Beside the construction of several schools in the WB & GS, construction of the new building for directorate of education in Ramallah (the location place in Al-Bireh) and construction of new MEHE in GS.

It is important to note that developing special evaluation forms for head teachers & supervisor to monitor and fellow up teachers training in the classroom, and preparing special brochure for head teacher besides other tools are necessary for the head teacher as a residence supervisor in schools, unfortunately this was not done, as the head teacher post is not created the MEHE yet.

Lessons learned

- Teachers need different opportunities for professional development in the MEHE or outside the MEHE
- Training activities should be tailored to meet the needs of different groups of teachers in future training events.
- The distribution of human and capital resources should be the same in the different districts as this influences the quality of the training activities, and so its impact on students.

Effectiveness of The Program

The effectiveness of the TTIP program is clear by achieving its objectives. The following are the achievements activities: production of 17 training material (as planned), revising 8 training material (as it planned), train 900 trainers, the planned number was 500 trainers; that means there was an excess of 400 trainers.Also, there was a plan to train 8000 trainers & supervisors, but there was an excess of 5,000. Production of one training manual for training & super vision. Supporting 26 laptops, 3 computers, 32 flash memories & 8 LCD (as planned).

The above activities indicate understandably that the MEHE 5 year program objectives are achieved: Improving and enhancing the character of training & building the capability of MEHE personnel. Improvement the character of training recognized by updating teachers & supervisors with knowledge, skills for conducting researches by supervisors, and pedagogy.

Students from all school levels are benefiting from the program as their teachers benefit too, E.G 1178 teachers for grade 1-4 were trained in Arabic language & Mathematics. They were teaching 47120 students (DGOB, February-2007- page 23). It was clear from the data collected by the consultant that both teachers (especially the new ones) and students are benefiting from the program activities.

Since the MEHE took place on 1994/1995, European countries & International institutions supported the Palestinian people to develop & improve their education after 28 years of occupation. The main donors for the education sector are the Islamic Bank, Norway, Japan, Netherlands, Belgium, Germany and France, also the World Bank, UNICEF & UNESCO .The first 5 projects started in 1995 & ended in 2004, funded by UK, UNESCO, Italy, Sweden & the UNICEF. There have been 14 teacher training projects in operation since 1997. These projects are complimenting each other and are helpful to the Palestinians to improve & repair their education system. Norway and Finland projects are going on for along period with cooperation with the MEHE; the Norway projects started since 1998 -2006, while the Finish project "Improvement of evaluation & assessment" started 1997-2009 (DGOB, February-2007).

The CED- TTIP projects are recognized among other projects by the following points:

- The projects were long term ones. They lasted for at last for 8 years continually and might be continued if there is a need. The World Bank project seeks "to improve quality of education through teacher training & SUT" that took place on 2001 – 2005 Also, Belgium project "Palestinian curriculum development teacher training" started 2001 - 2007.
- The TTIP projects succeeded in providing training for most Palestinian teachers enrolled in MEHE.
- The training events went concurrently with the new Palestinian curriculum which equipped teachers with the appropriate skills & knowledge they needed. The Implementation of the projects affected & improved teacher performance in the classroom & in schools too.
- Feedback from the field improved the implementation of the projects. e. g. Upon the evaluation results of TTIP phase 1, Norway took into consideration to reduce the training hours to 30 hours instead of 60.
- The emergency program succeeded in providing training in research methodology and conducting researches for all supervisors.

With regard to SUT, teachers, headmasters, central trainers and district trainers all indicated that SUT is a successful experience as their evaluation was "very positive". They stated that SUT fulfills the teachers & headmaster needs and go concurrently with the school developmental plans in addition to attracting the best trainers to conduct the training. They believe that the two types of training "obligatory" and the "SUT" are useful and needed in the Palestinian context as each type of training had points of strengths. In the obligatory training, teachers said that they get the chance to communicate and interact with new colleagues in the different schools and exchange ideas. This result is conformed in the evaluation of the in-service training that was conducted by the British council in 2005.

Teachers reported that the organization of the training activities was "ok. The duration of the training workshops was adequate. Some, teachers mentioned that they think that the organization of the MEHE in-service activities could done better. They stated that they were assigned to attend more than one workshop at the same time. Moreover, not enough time was given to them to plan for attending the training. The headmasters confirmed that saying, one of the negative aspects of training "obligatory" is the absence of more than one teacher at the same time which influences the daily practices of the school.

Regarding the training place, both teachers & district trainers stated that they were not fully satisfied when the training took place in schools. They prefer the training takes place in NIET. Moreover, the central trainers mentioned that training for science subjects needs equipped laboratories, which were available at secondary schools in Ramallah. They confirmed the points mentioned by teachers saying that NIET is the more suitable place for training.

Lessons learned

- TTIP projects are recognized among other projects
- Design of "obligatory" and "SUT" training programs was appropriate to achieve MEHE goals that were delineated in the FYP1. Different way of training should be planned to meet the new FYP2 (2007-2011) that focuses on improving the quality of student learning.
- More work at the MEHE should be done to establish a mentoring system for training events.
- More support should be given to the management of the DGTS
- Review the organization of the training events to meet teachers' needs
- Review the selection process of trainers.
- Establish science laboratories at NIET.
- Activate NIET more for training events.

When getting to training events themselves, data collected from teachers indicated that some training workshops were not effective as expected. The reasons for that were mostly related to trainers qualifications and training skills. Asking trainers about their performance, they said that several of the training activities were planned in a hurry without giving them time to plan the activities carefully. Moreover, they added that the absence of real follow- up from the MEHE to training activities also influenced the quality of work at

different levels. When they were asked about evaluation forms used after the training, they stated they do not use them as teachers' evaluations are not authentic.

Relevance

One of the important outcomes from the CED II has been its role to provide all teachers at grades 11, 12 with needed skills and knowledge to work with the demands of the first Palestinian curriculum. This means that MEHE at this stage trained all teachers and equipped them with necessary skills to implement the new curriculum. Most teachers, trainers and head masters indicated that the training workshops were linked to the new curriculum and to their schools practices. SUT was relevant to school educational needs.

Some teachers pointed out that some training workshops were very theoretical and not practical. Others mentioned that implementing what they learned at school and the class level is not an easy process. It needs resources, more time and a suitable environment to do so (several reported that headmasters are not always supportive). Moreover, they added that the problem of "low achievers" complicates their teaching process.

Lessons learned

- Ensure that training workshops are practical 'walk the talk" not only cover theoretical concepts
- Conduct short workshops to equip headmasters with information and skills needed to accelerate improvement processes at the school level.
- Provide schools with more resources to support teacher new practices.
- Conduct special training programs to train teachers on how to work with low achievers.

Sustainability

External funding was mostly reliant on the in-service teacher training program. The meetings with staff in the DGTS showed expertise and proficiency with the different tasks related to the program activities.

Moreover, it is important to note that the trained teachers are still employees of the MEHE and NIET is operating and has been staffed. The new directorate building of education in Ramallah is a meeting hall in use for some training courses in the Ramallah district level. The hall needs more equipment such Lap tops, LCDs, overhead projectors and other educational resources. There are also a team of supervisors who can prepare training materials and train teachers. The prepared training materials can be used for training new teachers.

Risk Management

The political situation has influenced the implementation procedures of the program. This is expected according to the daily Israelis closures the area. However, the MEHE worked on delivering the training activities to districts through training the trainers first then those trained the teachers in the different districts. Training teachers with different experiences & specialties considering training as a must for all to equip teachers with the recent

knowledge & skills necessary for implementing the new Palestinian curriculum was imperative. Teachers with long experience & holding education diploma need quality of training rather than quantity. The idea of training teachers to become trainers was not accepted by most of the teachers in the focus groups, they feel that those teachers' skills in training are not in depth to enable them to handle the training process. It is possible that they may need to work with an expert trainer by taking parts of training activities, one activity a time or day, An alternative is if they are trained to be head teachers which would be preferable.

The desk review & the data collection by the consultancy revealed that transparency occurred at all levels through all steps of the project. For developing training materials, 2 questionnaires distributed among schools & teachers asked teachers for grade 1-4 about theirs needs in Content & Methodology. According to the analysis of the answered questionnaires, the MEHE called for participants in writing the training material & selected the most qualified persons. A meeting was conducted with the team, giving them the guidelines for preparing the course material. After the team prepared the training material to DGSQ, the material was evaluated by a specialist & modified according to the evaluators' feedback & after that approved & used by trainers.

Strength & Weaknesses

Several strengths were observed in this project. They are as follows:

- Training of 635 trainers (supervisor & recognized teachers) at district level, enable the MEHE staff to reach all teachers in WB & GS while there are restrictions on the Palestinians movement from one city to the other because of closures, the apartheid wall & curfew occurred by Israelis. This step, gave the MEHE the opportunity to implement decentralization policy in teacher training.
- All teachers in WB & GS for grades 1-12, gradually trained with the implementation of the new Palestinian curriculum. Teachers & supervisors were trained to update their knowledge and skills, methods of teaching.
- Developing the training material & training manual by Palestinian supervisors & specialists.
- Training supervisors in research methodology & conducting researches, is a new education culture at the general education level.
- Development of positive attitudes towards people with special needs.

Points needed to be improved

- Teachers' needs with regard to training should be delineated accurately so as training should be conducted to meet their needs either through obligatory workshops or through SUT.
- There is a need to have a real comprehensive follow-up system for teacher training activities at the classroom level as the existing situation shows a poor follow-up system.
- Improve the quality of the training activities by focusing more on practical sides & teachers' reflection on teaching & learning.
- Develop teachers' knowledge and skills to focus their teaching on students to be in the center of the learning process.

- More support should be given to the professional development culture in the MEHE.
- The organization of training activities needed to be improved to make teachers more relaxed.
- More work is needed to link training activities with an incentive system in the MEHE.
- More training in how to teach technology subject (courses).
- Teachers' attitudes towards students with special needs are positive but more work is needed to assist teachers on how to deal and teach them effectively.

Program Management

Data collected showed that the program was managed in a systemic way & team work. Teachers' needs were diagnosed by analyzing of the questionnaires filled in by teachers before the training. A team from DGSQ evaluated the workshops (on the central & district level), in three ways: site visits, observation and filling its form by the supervisor and discussed it with the teacher.

Conclusions

Several data collection tools and validation strategies were used with different groups including teachers, students, central trainers, district trainers, headmasters, MEHE staff, districts officials throughout this evaluation study such as the use of questionnaires, focus groups discussions, personal interviews, site visits, observation in addition to the in depth analysis of related reports, documents and research studies.

The collected data were classified and analyzed taking into account that there were two kinds of data: quantitative and qualitative. The analysis was guided by the following main questions:

- Assessing to what extent the “CED”, Phase I Program (TTIP) has reached its objectives.
- Assessing whether the “CED”, Phase II Program (TTIP) is on track; identify areas where implementation is as per plan
- Identifying areas of implementation problems and make recommendations with regards to possible further support.

MEHE staff insistence, enthusiasm and continuous Norwegian support helped to carry out the project activities in spite of all the obstacles encountered. No serious obstacles faced the consultants while conducting the CED review.

It is worth noting that new FYP2 for the MEHE (2007-2011) has a special part on quality improvement with regard to training programs which includes the following: adopting only one authority as a reference for training, adopting specification for trainers and training materials by a specialized authority, connecting training with a system of incentives (administrative and financial), adopting a unified financial system for training, choosing the appropriate time for training, provided that it does not contradict with the work flow, adopting a comprehensive system to evaluate training, approving a system that binds transferring trainers’ experiences to their peers and coping with local, regional and international latest developments.

Also, the World Bank report in September 2006, pointed out that "the Palestinian education system has reached that turning point at which it is critical to introduce policy changes geared towards building on the achievements of rapid expansion and focus on quality improvement". Moreover, it indicated that there is a need for the development of an education sector strategy in Palestine to link and includes per-service and in-service as a developmental continuum and to coordinate training efforts to better meet the needs at all levels, which is now in progress and is mentioned before " National Teacher Education Strategy " .

Moreover, thirteen polices were stated by Sabri et al (2006) to improve the teaching profession, the following are part of them:

- Teachers who hold a bachelor's degree but do not have an education major should be prepared with professional training.
- Prepare programs to introduce the profession to new teachers.
- Employ experienced teachers (who could be named 'first rank teacher') whose job is to work with new teachers and follow up on students. To accomplish this, the teachers' workloads should be reduced.
- Encourage teachers to take courses at university every five years to refresh their knowledge. This could be accomplished by awarding them scholarships.
- Review all the new Palestinian school curricula, taking into consideration teachers' feedback, and study teachers' needs for training on it.

The review report for PAL -0023 phase1, Kvalbein and Smith (2003) recommended the following:

- The position of an annual course catalogue in each district to give schools and teachers the possibilities of choice of courses should be clarified to involve schools more in planning of their development.
- Courses will need to focus more strongly on pupil activities in the classroom if the desired changes in the learning environment are to be achieved.
- Training manuals will need to be more focused on pupils' different needs and abilities and should give more differentiation in examples for pupil's exercises.

CEDII TVET

Development of The Component

In 2002 the Israeli forces had destroyed the Tulkarem Secondary Industrial School (TSIS) Buildings; in consequence the MEHE requested the support for the rebuilding of the six destroyed workshops. The support was part of the CED-Phase II, TVET component, granted in 2003, with the objective of:

Reconstruction of Tulkarem Industrial School's Workshops including provision of furniture and equipment to make the training units functional and safe for the students at TSIS.

The CED-Phase II support for TVET has replaced an original proposal of constructing new TVET units for females; due to the emergency need for rebuilding the destroyed premises

of TSIS and provides the equipment for quality education, as justified in the appropriation document[55].

The project was extended in 2005 to incorporate construction of four new workshops, two new workshops for women and administration building. The project is planned to be accomplished in fall 2007, delayed till spring 2008.

The original planned budget of the project was 1.195MUS$, while the reallocated budget reached around 2.5MUS$ for this component.

Result of The Component: Towards Impact[56]

The CEDII-TVET Component maintained providing access to vocational secondary education for youth, provided access for women, raised the quality of education provision that would lead to employment and income generation.

Upon the success completion of the project, 360 male & female youth will train at the center, with180 new enrolments annually, that will contribute to the following results:

Access to secondary education for female and male youth, although there is a high enrolment at the primary level around 93% for males and females, this enrolment is lower at the secondary level, reaching 69.8% for male and 79.5% for female students[57].

Access to Vocational education for youth, as percentage of youth enrolled at Vocational Education is less than 5% (6.9% male and 2.9% female), although it is less than 10% in VET[58]. The capacity of VE is limited, preserving and increasing the capacity as CED II would contribute to the increase access to TVET.

Access to Vocational education for females as a measure to reduce the gender disparity in the field, (women in industrial education are 0.3% allowed in 3 schools only, while male are 3.4% in 14 schools), which will contribute to the millennium development goal of promoting gender equality and empowerment of women. The project is the first in the North of the West Bank that is allowing the opportunity for women to be enrolled in an industrial vocational education, and upon inception will allow students from five Northern districts of the West Bank to benefit from the training, Tulkarem, Qalqilia, Nablus, Jineen & Salfeet. And upon successfully running the program, it could provide a model for the other industrial school to learn from and provide this access for women. There is acceptance from school girls, families, students at the TSIS, teachers and director[59].

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[55] NRO, Appropriation document, CED Phase II 2003-2006

[56] It is very early to assess impacts, instead results achieved towards the impact are assessed, while expected impacts are noted

[57] PCBS, Women and Men in Palestine: Issues and Statistics, 2006.Ramallah-Palestine, refer to annex 10

[58] VET includes Vocational Training Centers of MoL, UNRWA and NGOs

[59] Refer to TVET findings in Annex 9

Upon completion of the project, the expected impact would contribute to gender equality and change of gender roles in the governorate, as well as to improve youth employment rates that would reduce poverty among them in the governorate, as CEDII-TVET would provide the following on the long run:

Access to employment for women graduates in non-conventional male-oriented fields, as graduating women in the fields of computers and communications would lead women to be employed in a new field and in a new gender role other than the public sector, changing and improving gender roles that will lead to reducing the gender gap.

Providing skilled labour for the economy, that would contribute to economic development and to reducing unemployment among youth Looking at best practices for quality market-relevant vocational training in Palestine have proven to lead to provide income generation opportunities for youth graduates[60]. If proper systems and policies are taken to ensure market relevancy, graduate employment will contribute to the MDGs and the national goal of eradicating poverty.

Empowering TVET national strategy, by preserving and enhancing the capacities of one of its main institutes. Implementing curricula and suggested measures will provide a model for the system.

In addition the CEDII allowed development projects in Tulkarem area, hence allowing geographical fairness of aid distribution after years of neglect during occupation, as mayor and head of education directorate mentioned.

Efficiency of Program Implementation

It was realized that the efficiency of programme implementation was higher than anticipated. Achieved output was double of that planned.

The planned outputs were set to construct six workshops and one warehouse with a total area of 1850 m2 and Offering a vocational education and training program for two years in a safe and healthy environmental place.

The achieved outputs; once the project is accomplished; would be the construction of twelve workshops, a ware house, an administration building and equipping the six additional workshops.

The construction of the six workshops was accomplished August 2006, hence the TSIS was able to start functioning in the one location, in its own premises, offering education and training for two years for Palestinian youth starting in the scholastic year of 2006/2007, after 4 years of emergency operation of the TSIS in other workshops spread over distant locations. It was difficult to ensure daily monitoring of operations.

The CEDII would provide the opportunity for women integration in the TSIS for the first time once accomplished and functional, it is expected that women would constitute 16.7% of male students in TSIS at the end of the project.

[60] Hilal, R., NGO-VET League, Employment Ability of the VET Graduates, April 2007

The project managed to obtain an electric generator that would maintain the operation of the vocational school regardless of the emergency status.

It is worth mentioning that doubling these outputs was the result of doubling the allocated budget to the CEDII-TVET component.

The equipment was purchased that serves ten of the workshops, including the new two for women. Participation of the staff was high in stating the needs, selecting and validating the equipment. Equipment is up-to-date and mostly serves the new curricula, which would increase the quality of training at the TSIS.

On the other hand; the location although safer than the original location; is still under the Israeli forces attack, especially at night were bullets have been shot at newly constructed workshops.

Despite all positive achievements, outputs were negatively affected by the lack of TSIS staff and management participation in planning and getting feedback on the design of the workshops, as they were the technical people that knew what is needed for their workshop, this setback coupled with the lack of set standards for TVET workshops design at the DGBP in the MEHE has led to some critical mistakes, regarding occupational health and safety of some workshops, as follows:

- The Carpentry & Metalwork workshops do not have a ventilation system, which is hazardous to the health & safety in specifically by the welding units.
- The Auto mechanics, refrigeration, central heating and metalwork workshops don't have gutters and channels in the ground for oil, liquids & fuels disposal.

These effects would influence the occupational health and safety conditions in the heavy duty workshops, although this could have been avoided, without much increase in budget, if participation was increased of the beneficiaries and technical staff and school management[61].

Outputs were negatively affected by the lack of TSIS staff and management participation in construction planning and giving feedback on the design of the workshops, with the lack of set standards for TVET workshops design at the DGBP which led to critical mistakes regarding occupational health and safety of some workshops,

The delay in receiving the carpentry equipment, and in constructing the administration buildings, affects the efficiency of the program implementation although it did not hinder the operations.

[61] This was noted through the walking tour of the consultant and the interviews with TSIS trainers and director

Effectiveness of Program Implementation Achievement towards objectives[62]

The general objective of CEDII is to ***establish a TVET system that includes about 15% of the relevant age group, that offers training and education according to market demand, and that produces vocational graduates qualified for the skilled worker market using appropriate curricula.***

Consultant examined two indicators to assess the program effectiveness towards achievement of the objectives. First indicator: increase of access to Vocational education, second: market relevancy of the training. Findings indicate the following[63]:

First Indicator: Increase access to Vocational Education:

- ***The programme will allow the introduction of women at the TSIS by adding 60 trainees annually*** through the addition of the 2 workshops, increasing the number of workshops to 12 compared to 10 workshops existed earlier in TSIS before the project.
- This addition will provide access to women in Vocational Education in an industrial school for the first time in the North of the West Bank. 30 spaces for new intakes every year will be available for women in two specializations.
- ***The CEDII would allow over 300 students to continue to have an access to VE***, by the end of the project:
    - Numbers have dropped due to the closure of the auto-mechanics department during the emergency status the school faced.
    - It was only in 06/07 that the school operated all departments,
    - it is expected that 07/08 the number of students in all workshop will attain over 300 students, reaching the full capacity of over 360, 16.7% of whom are women.

Enrollment Trends at TSIS (fig 6.4.1):

- It was noted that the closure policy of the West Bank carried out by the Israeli forces have decreased the number of students enrolling from the other governorates in the North of the WB on the one hand, while increased intakes from same governorate on the other.
- The inability of the TSIS to train in auto-mechanics vocation during years of 02/03 till 06/07 has affected the capacity of intakes, but TSIS management has increased the capacity of intakes by introducing two additional groups in the vocations of Computer maintenance and air conditioning; these were high in social demand.
- The consultant noted that the drop in numbers due to the emergency status the school went through was not managed by targeting the communities TSIS serves, ie by raising awareness campaigns at academic schools. The head of MEHE directorate sees a weakness in this part, and targeting the other North WB governorates to increase their students' numbers.

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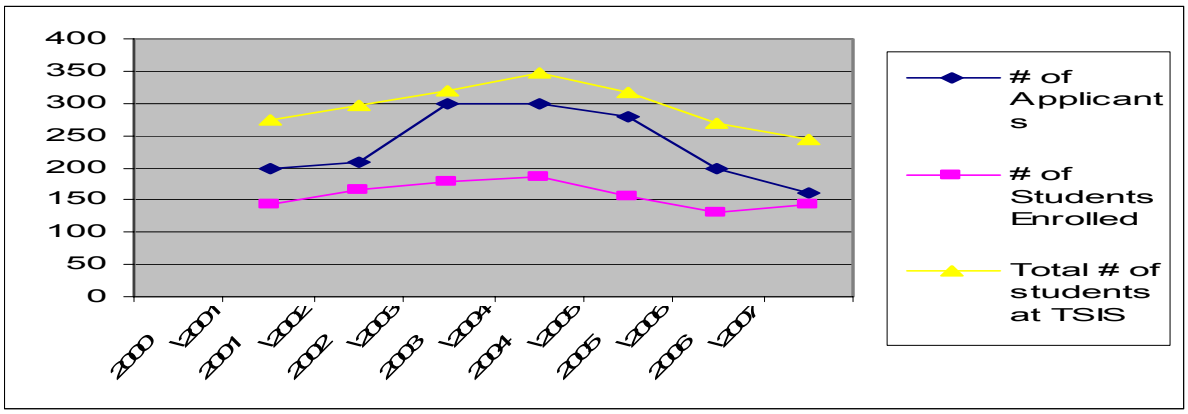
[62] For this section refer to TVET findings: focus groups, interviews & data analysis documented in Annex 9

[63] Refer to Annexes 9 & 10 for details of the findings

- Although during emergency years of 2002-2006 TSIS had to cooperate with VTC, Khadouri Technical College and the governorate to use their premises for training, but this role was thought to have ended by the end of the phase through the construction of the workshop by the CEDII project.

Figure: 6.4.1: Enrollment Trends at the TSIS: 2000-2006



Moving outside the school walls and linking with community will increase enrollment of students to reach maximum capacity and overcome closure effects over the TSIS and the governorate.

Second Indicator: Market Relevancy of VE at TSIS:

Most of the TSIS **graduates are oriented to enroll at higher level of education** or technical training on the expense of market orientation:

- Five of the graduates of TSIS that are currently continuing their education at Khadouri technical college/university or open university, stated that in 2 professions, at least 6 out of 11 of the carpentry students passed went to continue their education, and the 18 out of 18 students passed electric installations who went on to continue their education at Khadouri Technical college/university, or at open university[64].
- Director of TSIS stated that over 90% of passing graduates of the national certificate (Tawjihi) continues their education, while the rest would go to the job market. Statistics showed that the average success rate of this exam is 62%.
- Students at the TSIS stated that most would be aiming to continue their education; they would only go to the market if they didn't pass the national exam.
- Consultants noted that directors and teachers are interested in students passing the national exam; this is how they define success rather than rate of graduate success in the job market, which directs their guidance to students in this pathway.

[64] Refer to Annex 9, table A9.5

- Although having an open system is important, VET is characterized by its market link and output leading to the market through clear links and channels that should not be neglected.

Link of the TSIS to the market is weak, as:

- TSIS lacks the link to the Chambers of Commerce, to the market place, or to the employers. They don't follow-up on their graduates, as TSIS director and TVET-DG stated.
- Chambers stated that link is non existent, although they showed a willingness to participate, and that there is a market demand to add training in certain professions. Changes in the market is not monitored by training institutes.
- TSIS Training of their trainees in the market was carried during years of emergency the TSIS went through (2002-2006). Training enhanced their market relations. Unfortunately, this has ended as soon as the TSIS was reconstructed and could operate in its location.
- The new curricula applied stream encourages internship of trainees under supervision of trainers in the market. But these are only 15% of students, while supervision of teachers is optional.
- The concept of linking the TSIS with the market is lacking among staff as well as mechanisms for that.

Low employment rates of the graduates:

- The graduates interviewed mentioned that most of the graduates are continuing their education and of their colleagues/graduates they know there are only few employed in the taught vocation or other.
- Jayousi, A. 1995 graduates is a successful graduate working in industrial electronics although graduated from central heating, he was extensively trained in his new field of work after graduation. He mentioned that:

> ***1995 graduate stated: "There is no demand for the profession he graduated from, yet school still teaching it , none of his colleagues worked in the profession there is a high competition in the field. He is training new TSIS graduates in his field of work, his comments is that new graduates lack information and skills of new technology, and that VE at TSIS suffers a gap with the market".***

- He also mentioned that if he would go back in time and choose his profession, he would choose computers, carpentry, or industrial electronics, as they are mostly what the market demanded.
- The market relevancy is not the main factor in starting new training by TSIS or TVET-DG, ***a market survey was not done when choosing the women profession or reconstructing the workshops.***
- TVET-DG responded that they see the market relation gap. They believe that the market link issue would be solved through the implementation of other projects, linked to the quality of training and education towards TVET strategy implementation. Some of these projects were approved but had to be halted due to the political status, even if

> ***Effectiveness of the project is affected by the lack of other quality elements integrated in the project; that is TVET strategy related, such as increase the link to the market and the community for market-relevant training, which would lead to "VE that produces vocational graduates qualified for the skilled worker market" and would increase accessibility to the system.***

projects were implemented it would take time to achieve its results.

In conclusion, there is a weak market link that affects graduates employment, lower orientation towards training for market needs, and an inability to monitor market changes.

Relevance

The project is relevant to the needs of the target groups of the TVET system:

1. School girls and families: according to the social demand surveyed targeted school girls and families[65]: 66% of the 133 surveyed families and 44% of school girls out of 315 surveyed showed interests in industrial education.
2. Youth: as various needs assessments done among the youth showed the high demand from youth for vocational training that would lead to employment.
3. The community and the market as stated by the mayor and the COC, that VET's graduates are important to the development of the private sector. It was noted that 55.5% of VET graduates were working in the private sector and that 14.2% are self-employed, compared to 33% & 5.7 % respectively; of university graduates[66].

The CEDII-TVET component is relevant to the MEHE Five Year Plan 2000-2005, as Objective 3.3 aims to develop a diversified secondary education and upgrade efficiency of academic, technical & vocational schools, with clearly stated related targets of providing modern workshops and equipment[67]

The project is relevant to the TVET National strategy which is aiming to produce a Palestinian system that is relevant, flexible, effective, efficient, accessible, and which fulfills its general obligations towards Palestinian Society.

The project is relevant to the Palestinian development plans[68] as set in the MTDP 05-07: economic growth and social protection are two main goals of the strategy, to which accessibility for vocational training and education that would lead to employment is a main mechanism to achieve such goals. The project is targeting women and youth whom are two of the main vulnerable groups identified by the national development plan, as both groups suffer high unemployment and marginalization. The project is reconstructing the destroyed school by the Israeli forces is in line with objective 4: alleviating the impact of the occupation policies that obstruct development and state building.

The CEDII-TVET component is in relevance with the international community priorities and the MDG goals 1 & 3 as mentioned in part 5.4.5.

Meanwhile TSIS is serving: Tulkarem and other North WB governorates, with an inhabitance of over three quarter of a million, and is the only Vocational School in the

[65] MEHE- TVET-DG 2006, "Provision of Industrial Education for Females in Tulkarem Secondary Industrial School and Identification of the Priority Specialization". Ramallah

[66] Palestinian Central Bureau of Statistics: PCBS, (2005). Conditions of Graduates (Higher Education and Vocational Training Survey-Main Findings. Ramallah-Palestine.

[67] MoE, Five Year Education Development Plan, 2000-2005

[68] MOP, Palestinian Medium Term Development Plan 2006-2008, Jan 2006

Tulkarem districts with an inhabitance of around 200 thousand in 2007[69] , that was neglected over years of occupation and destroyed in 2002.

Although the project allows for accessibility of youth and women, the relevancy of the fields trained with the market need is not fully examined by the MEHE. In their proposal; MEHE relied on an earlier study conducted in 1998 for market relevancy of professions, which only related to a few of the professions taught.

The project is relevant to the needs of the beneficiaries, the MEHE strategy, TVET strategy and the area, it is the only SIS in the area, destroyed by Israelis in 02.

For women training, only social demand is examined where neither a market relevant Training Needs Assessment was carried, nor data were obtained regarding the employability of TSIS graduates in the related fields.

Sustainability

The TSIS started functioning in 1985 under the authority of the MoE and has since then been supported and governed by the ministry. After the Oslo agreement and the formation of the PA, MoE was governed by the Palestinians, with all schools under its responsibility. Upon completion of the project the MEHE-TVET-DG will continue its support and supervision of the school.

Financially; expenses are divided into two components, the first is salaries that are covered by the MEHE centrally; as employees are on the pay roll of the MEHE. Second are other expenses that includes maintenance, school supplies, renewable tools, utility, stationary and miscellaneous. The industrial schools are allowed by the Ministry of Finance to use their local income in covering for their expenses. In a study of an annual TVET institute's budget[70], it was found that local income covers 90% of the expenditures (except for salaries) and that local income includes mainly production (6%), fees (38%) and canteen (18%) ; contribution of local community is perceived to be included in the future.

The project has provided the opportunity to increase the local income through production, were it reached 10% of the expenditure for the first time this scholastic year 06/07; compared to the projected 5%, according to the director, and due to new workshops that added space which allowed for the increase in production.

The social acceptance of women at the TSIS by director, staff, students and the community, the TSIS location beside Khadouri technical college and university and Al-Najah department for agriculture, both are coed would ***allow for the sustainability of women training after the completion of the project.*** Although sustainability would increase if lessons learned of CEDI-TVET component were taken into consideration.

Risk Management

The project has operated during very complicated contexts that reflected itself on adding risk factors to the project during various phases, yet the programme management succeeded through various measures to reduce part of its effects, while the un-tackled risks would still need special attention, as follows:

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[69] PCBS, Small area Population 1997-2010, Ramallah-Palestine, 1999, refer to Annex 10, table 10.1

[70] MEHE-TVET DG, Costing of given TVET development items and annual TVET institutions' budgets, 2006. Ramallah

- Increased ***isolation of zones and areas of the West Bank*** has affected the mobility of goods and people between areas and exported goods to the West Bank, this has delayed the purchased materials and equipment to reach TSIS, as follows with action taken (Risks and Measures):
  - The carpentry equipment was delayed, most were received in April 07, there was a major element in training in that department, forcing the ***TSIS to continue use the outside carpentry workshops in the VTC and in the market to substitute*** for the training using the equipment during 06/07.
  - The time extension of the program to accomplish delayed activities and to cater for the addition of others due to the surplus in the budget. The close cooperation between the MEHE and the NOR has enabled rescheduling and extension to be granted in good timing.

There were various delays and effects of the closure over the program with no action taken, such as (Risks without measures):

  - The equipment for the women training was delayed, that affected the planning for starting the training coming scholastic year of 07/08. No substitute plans were set by TVET-DG and TSIS, although questions raised various options were thrown on the table, in which TVET-DG needed to study and plan for.
  - The number of students coming from other governorates has decreased, a plan needs to be set by the TSIS & TVET-DG to reduce the effect of this risk.
  - The increase of unemployment in the governorates could affect graduates employment opportunities[71].

- The aftermath of the PLC election in Jan 2006, and the resulting imposed embargo over the PA has affected some of the related funded projects and delaying others:
  - Some of the equipment was to be purchased by the USAID project which was halted, and equipment was not purchased[72],
  - Linking with the market through the curricula, a project funded by the Belgium Technical Cooperation, was delayed. Link of the graduates and TSIS to the market is analyzed as weak and special attention needs to be emphasized in order to improve effectiveness of the project.
- The long strikes held by the teachers due to inability of the PA to pay their salaries, reflected as follows:
  - The inability of the trainers and teachers to implement the new curricula fully, has affected the quality of training and hence would affect the enrollment of students to the TSIS.
  - The planning for the project and support provided from TVET-DG to TSIS was affected, as days of schools functioning forced both sides into carrying on the urgent duties and discussing the new curricula.
- The continued violations of the Israeli forces, by shooting at the school would risk future acts of destruction.

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[71] Refer to table 10.1 in Annex 10

[72] This support was not for TSIS in specific, but rather was part of a plan to support TVET-DG and its schools through supporting certain professions.

- Increasing the height of western and southern External Walls was added to the construction work, upon the request of the TSIS director to reduce such risks.

Risk management at the output level has been more or less effective during the project. Risk management at the outcome and impact levels are not managed as effective, and it is recommended that certain attention should be focused here.

Transparency

Disbursements under CEDII component were for infrastructure and equipment. Procedures followed were based on the procurement law 9/1998, and the construction law 8/1999, general guidelines supervised by the Ministry of Finance; and the procedures of the MEHE. The procedures are divided into two parts. They start and ends at the Finance & Procurement GD in MEHE according to the general guidelines, with participation of relevant departments. Technical selection of products and services were conducted and supervised by related directorate, GDB for construction works, TVET-GD for equipment, while procurement debt for furniture.

A thorough evaluation of the TSIS construction and maintenance was examined through an earlier review undertaken by CEP in Dec 2006. The review revealed that there were efficient selection and evaluation procedures. Reports revealed there were some concerns about other areas, that was later dealt with by DGB & NRO[73].

The procedures for technical selection of equipment and furniture procurement and construction works are according to the departments' techniques for selection, in equipment and furniture it is mostly related to specification and price.

Through consultant review, it was noted that general procedures for announcement were transparent, criteria for selection was obvious to the department but it was not documented. Technical qualifications and selection of suppliers done by TVET through technical staff from different SIS and from the TSIS are validated through comparison with the set technical specifications.

Clear criteria and weighing system is not followed, that would allow for non-compliance of expected specification, this was witnessed in the school furniture bidding. Criteria are not documented, but methods used allows for different verifications. Receiving and verification of equipment and furniture is also done properly.

However, follow-up, dealing with delays and setting penalties could have been done in a more firm way, as delay of receiving the carpentry equipment for more than 8 months affected the operations and training of the school. Procurement Directorate within the Finance GD evaluated the reason for the delay, and it was due to external status and internal reasons related to the supplier.

The two raised concerns were:

- Procedures adopted lack the documentation needed in a guidebook[74].
- Clear criteria and weighing system is not followed, that would allow for non-compliance of expected specification,

Procedures followed for procurement of equipment were found transparent. No signs of illegal practice or corruption was found. Procedures have lead to purchasing quality equipment according to specifications from various suppliers, and with high involvement of director and relevant trainers/teachers in specifying the needs, the selection and the verification of received purchased ones. They were highly satisfied with equipment and procedures. Nevertheless, documentation and setting clear criteria will assist more proper

Strength and Weaknesses of the programme:

Strength	Weakness
o **TSIS highly technical quality, new workshops and updated equipment** o **Trainers are qualified** o **Management & trainers relation to trainees** o **New curriculum** o **Production pays for maintenance & running** o **During the closure they cooperated with community, Municipality, VTC, College (Khadouri) & the market.** o **There is an electric generator for emergency** o **High respect for education in area, Women have access to education.** o **Acceptance of women integration in TSIS** o **Women constitute over 40% of the MoL VTC** o **Not a lot of projects were constructed in the governorate** o **Opportunity for employing women trainees and social workers.**	o **Gender sensitive policies at institute & policy level** o **Systemized link to the market,** o **Systemized link to community** o **Lower enrollment than capacity** o **No plans or actions for start of women training from the TVET directorate or the school** o **No transfer of gained experience from CEDI to CEDII/TSIS for women integration** o **Weakened directorate of the TVET** o **More trends of community towards higher education rather than Secondary level or VET** o **Support of the educational system (counseling, system of selection,…)** o **Results Based Management system** o **Awareness for VE is lacking in the community** o **Market is limited** o **The highly skilled qualification is lacking**
Opportunities	**Challenges**
o Acceptance of women training and education within the community o No other women industrial education in the North of the WB o No other Male industrial school in the Governorate	o The existence of Israeli forces opposite to TSIS and their sporadic shooting of TSIS o The zoning of areas and isolations of cities and villages, the separation wall, and the resulting mobility restriction between areas o Economic status and effects on employment rates

Programme Management

The CEDII programme was managed through the TVET-DG at the MEHE, as they were part of the team working on CEDII component headed by the DG of Buildings and projects.

Assessment of Programme Management:

- At the MEHE level: Ongoing coordination was achieved on the CEDII component level with DGB that provided support and led the operations according to plan, although the prevailing status delayed the implementation but management of CEDII was able to deliver the outputs.
- At the MEHE-NRO coordination level: ongoing cooperation that increased the possibility to achieve more output than originally planned.
- At the TVET-DG- TSIS level:
    - The DG had an ongoing communication with TSIS regarding identification of needs for the programme.

- Feedback from TSIS director and staff regarding the design of the construction working in relation to technical usage was not incorporated back, while they participated in assessing and selecting equipment.
- Management of the implementation of the project as done through DGBP for the building item, and through TVET-DG for the equipment item.
- It's worth mentioning that running the TSIS within the emergency status oPt faced is a plus to the TVET-DG &TSIS management.

- ***Results Based Management (RBM) was lacking:*** CEDII components were divided between building and equipment, output of the project was related to these components. However; its objectives and hence expected results are linked to the TVET system, and is the responsibility of TVET-DG, monitored by project coordinator. The consultant noted that special programmes to achieve results were not set, as:
  - There were no plans to reopen the TSIS and integrate more trainees/students through campaigning and reaching out to the community
  - There were no plans to integrate women for the first time in the TSIS,
    - No plan of action made to introduce women
    - The experience gained in Hebron through CEDI (in planning, reaching out to communities, supporting and integrating women) was not transferred to TSIS
    - Coordination was not made with any other ministry or body to provide the social and gender support as Hebron did through MOP-gender unit,as neither the TVET-DG nor in the MEHE have such resources.

Hence opening the new training for women is not managed from MEHE-TVET beyond output levels.

It's worth mentioning that the addition of women was done at a later stage of the project utilizing the financial surplus. It was expected that year 2006 will witness such planning. It's also worth mentioning that TVET-DG supports the integration of women training in all its schools in different fields, but management of the element beyond the output into achieving their vision was lacking. DG explained that lack of resources was the main reason behind that; added to external reasons:

- MEHE-TVET-DG shortage of staff, 2006 has witnessed resignation and shrinkage in the number of staff, including the director general of TVET, that limited their capacities.
- The ongoing strikes during year 06/07 have affected planning ability for the project, supervision and adequate interaction with the TSIS.

- **At the TSIS level**: ownership and commitment of staff and director to the project, and openness to new ideas would lead to developing the project towards achievement of its objectives, and mechanisms of coordination outside the school walls. This is a shortfall in this regard.
- **Coordination of the project by the DGB** was efficient in relation to NRO, financial management and implantation of the building component, but the DGB

was not able to move the TVET project towards achieving its objectives and results. On the other hand, there is a GD for projects that is different than the Building dept. GD of Project. It is implementing funded projects of different departments of the ministry, as it became a general directorate in the year 2005 that was developed originally from GD of Building and Projects. It is recommended that for future projects, it should be supervised by GD of projects, especially for multi- component projects other than the infrastructure. The department is in line with results based management, preparing LOGFRAMES and looking beyond the outputs. For future projects there should be a clear RBM mechanism and supervision.

- ***Efficient Financial management of the overall CEDII programme by the MEHE team and the ongoing cooperation with the NRO has assisted in increasing the benefit and outputs of the TVET element,*** by moving some of the savings and the interest on currency exchange into reconstructing and equipping. They were able to achieve more than planned for the project. The original planned budget of 1.195MUS$ was doubled to reach around 2.5MUS$[75], which enabled doubling the outputs of the CEDII TVET component.

Other Challenges encountered that affected managing the programme:

- The lack of involvement of gender relevant employees, body or department in the implementation structure of the project, DG during CEDII did not coordinate efforts or communicate with MoWA where the MOP-Gender unit has moved to, to involve them in implementing this part of the project. They did not have the capacity nor did the MEHE. Whereas the involvement of the MOP-Gender unit in CEDI led to providing the gender support needed for its success. Although the strategy of the ministry had a major component of supporting women in vocational training, according to Zahira Kamal head of MOP-Gender unit during CEDI and Ex-Minister of MoWA until March 2006.
- The delay in implementing the TVET strategy and realizing its planned organizational structure has affected the development capacity of TVET-DG, as according to plans the Development Center of TVET would lead the development, including enhancing the link to the market and community.
- The suspension of aid to some projects have affected the development of other related elements such as enhancing curriculum through involvement of the market supported by BTC and the support of the TVET system by the USAID.
- The link of the TSIS to the Tulkarem directorate is affected by the change in structure that unified all TVET institutes and linked them centrally, which enabled better technical follow-up, but had isolated them from their directorates, and their links to other schools in the governorate.

Lessons Learned

CEDII-TVET component is relevant to the needs of youth, women, the community and the market generally. It would contribute significantly to the impact on increased programme effectiveness. The gender element of the programme is relevant, applicable and expected to be sustainable.

[75] MEHE-DG of Building, CED-PAL0023-phase II 2006 Annual Report, Feb 2007

The CEDII-TVET component was able until now to reach partially the goals of the CEDII program, while it is expected that by the end of the project and if recommendations were implemented goals would be achieved.

The programme would provide the opportunity for ensuring equality of educational opportunities by integrating women in the two professions that would allow the annual absorption of 30 women students in the TSIS. Such an opportunity would be ensured if a model of CEDI program was duplicated, with its lessons learned taken into consideration.

The project provided the TSIS students with an opportunity to have a safe, accessible and suitable educational environment maintained, after having to operate for four years in emergency with workshops spread all over the place The year 2006/07 has marked the re-operation of the TSIS in a safer location, but it is still suffering sporadic shooting by the Israeli occupation.

Improving and raising quality of education was partly achieved through the spacious workshops newly constructed by the program instead of the demolished ones by the Israelis. But full achievement of quality had to take the market relevancy into consideration.

The construction of the administration building with facilities by spring 2008 would improve the capabilities of the educational administrators and enhance their working environment, although the TSIS operation during 2006/07 in one new location has contributed to enhancing the working environment.

Up until now, the project was efficiently implemented regarding construction works and purchasing of equipment, although some related points has arisen. But the effectiveness of the component would need improving through extra measures[76] and planning that would lead to the achievement of goals and objectives, contributing to the impact.

Review Findings: Cross-sectional issues: gender & special needs

Gender Analysis Main Findings

Gender analysis is a cross sectional issue for CEDI & CEDII three components, and was part of the TOR for the review. The goals of CEDI and CEDII are directed towards ***ensuring access and equality in educational opportunities***. Specific issues related to the different components in the programmes are raised within the relevant sections, while the main findings of the overview of this vital cross sectional issue are presented here.

Equality of Educational Opportunities:

It was found that the programmes have provided an opportunity for gender equality by:

1. **Providing Access to Education for School Girls As:**

9 out of 17 new schools were constructed for school girls or coed, while 33 classes were added and 6 girls' schools had renovations to their infrastructure and building conditions

[76] Highlighted in 6.4.4 and listed in recommendations 2.3.3

There are 8,798 girls that benefits annually out of 19,510 students, from the works shown below[77]:

Table 7.1: CED providing access to school girls:

Programme	Constructed schools for girls Coed	Classes added for girls & Coe through extension	Renovations
CEDI	7/11	33/44	**4/6**
CEDII	**2/6**	**-**	**2 /3**

Source: MEHE final reports and review data, Annex5.3 [78]

These statistics were part of the overall efforts carried by the MEHE with the donor community through sector wide approach. Efforts have reached impressive results in this area during the last 12 years illustrated by gender relevant indicators of the education sector[79].

CED has also provided support for teacher training, where most teachers & principles participated, where female teachers are over 50% in government schools[80]. The result of such training will be reflected upon girls & coed schools.

2. Providing Access to Secondary Education

CEDII support has put emphasis on secondary education in addition to primary and vocational education. CEDII has provided women's access to secondary education as 3 out of 6 supported schools were secondary schools for girls supported by CEDII. Supporting female access to secondary school was essential for various communities, and together with other donors CED has supported the efforts of MEHE in increasing female participation in secondary education[81].

3. Providing Access to Vocational Secondary Education

CEDI support provided pioneering access for girls to industrial vocational education and a model that was replicated in other locations through support of other donors; such intervention has minimized gender disparities in the field. CEDII support is expected to increase access for women in secondary vocational education and to spread it to the north of the West Bank[82].

Providing opportunity for gender equality by the CED through providing access to school girls was jeopardized by the school gender changes that took part in CEDII, reducing the percentage of girls benefiting from the CED programmes infrastructure

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[77] Refer to sections 5.2 & 6.2 of the report

[78] MEHE final report of CEDI & 06 report for 06 were the base of the statistics. Data were validated through field visits, as team visited all schools supported by CEDII and 14 schools from CEDI, refer to Annex 5.3 & 2.3 for details.

[79] Refer to annex 10.3

[80] Refer to annex 10, table 10.8

[81] Refer to annex 9 for interviews and focus groups in secondary schools, and to annex 10 for indicators.

[82] Refer to sections 5.4 & 6.4 of the report

component from over 60% planned to 45% actual. None the less; CEDI had provided access for over 60% of school girls, hence contributing to gender equality.

Equity of Educational Opportunities:

Providing equality for school girls have provided fairness in opportunities, but it had not necessarily provided equity for school girls that would lead to empowerment and future participation in the community.

Gender-based disparities were identified as follows:

1. Inequalities in allocated resources:
    a. Spaces in co-ed secondary schools: TTIP & TVET consultants found out through their review that school girls are squeezed in certain areas, their spaces are limited, breaks are separated so that boys can use the outside grounds while girls would in most schools sit in their classes.
    b. Extracurricular activities: these activities are not practiced in coed schools by girls, although boys can practice it. In girls' schools that don't have big walls, or are situated near the populated areas, they can't practice outside sports activities as well.
        - During focus groups with TVET & gender consultant school girls emphasized the need for these activities and requested more dedication of school management for such activities; they consider them as important as the academic classes.
        - DG of extracurricular directorate at MEHE emphasized the importance of such activities to school girls and boys in moving outside the boundaries of school, personality building and excelling
        - Indoor multipurpose rooms at schools are non-existent and if they are planned for, then in practice they were transferred into a class room or administration room, section 5.2 & 6.2.
    c. Teachers and counselors:
        - It was found that sports teachers for girls at coed schools are missing
        - Counselors don't exist at VE schools visited, (this is related to organizational reasons, section 5.4)
        - Designed Counseling rooms in most schools visited were turned into store rooms or teachers' rooms. Section 5.2 & 6.2.
    d. Changing schools' gender:

It was noted by the consultants that school gender of the CED supported infrastructure item was changed, as follows:

Table 7.2:CED changed school gender of the 18new & extended visited schools[83]

	Boys	Girls	Co-ed
Planned CED I	**4**	**4**	**4**
Actual CED I	**4**	**6**	**2**
Planned CED II	**2**	**3**	**1**

[83] Refer to Annex 5.3 for details, of the newly and extended schools visited by infrastructure consultants, Gender consultant visited part of them with an additional one in Hebron, annex 2.3. The visited schools were the bases of this table, as numbers from MEHE were contradicting, the data centrally did not necessarily match the actual ones, and team visited all CEDII schools, and 14 schools out of 26 from CEDI.

Actual CED II	**4**	**2**	**0**
Planned CED (I&II)	**6**	**7**	**5**
Actual CED (I&II)	**8**	**8**	**2**

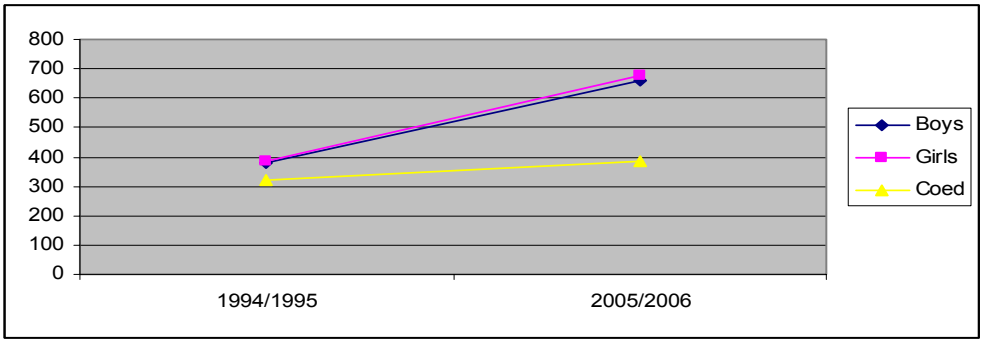
Deviations were:

- Only 2 coed schools existed from the 5 visited, 2 were turned to girls' schools and 1 to boys' school.
- The two coed schools were only limited to certain classes at lower basic grades (of 1 to 4 Grades).
- 3 girls schools from Gaza were turned to boys' school (one from CEDI & two from CEDII)
- 2 boys school turned to girls schools in Jab'a in Jenin & Madinat el-Zahra, in GS.
- ***Changes in CEDI did not affect gender equality as such, but the ones in CEDII affects the CEDII contribution towards promoting gender equality in education, as the two girls schools in Gaza were turned into boys schools, while the one coed school was turned to girls school.***
- The changes that took place in CEDII phase were **NOT** reported in MEHE 2006 annual report produced in Feb 07, reporting was as planned not as actual.

On the general level, it was noted that throughout the last 12 years, the number of schools has increased from 1084 to 1725, a 60% increase. While girls and boys schools have increased by 76% and 75% increase, co-ed schools have only increased by 20%. Such change indicates that most of the support was directed towards gender separation of schools.

Changing school gender affects equality, equity and schools efficiency as most of the schools visited have lower capacities at secondary grade classes than other classes. Capacities would double if these schools were coed, this was especially witnessed in rural areas of the West Bank. This is confirmed through analysis of EMIS for the year 04/05, which indicated that the number of underutilized classrooms has reached 123 in the year[84], with 47 schools running under capacity.

Figure 7.1: School Gender Development over years (94/95-05/06) in oPt[85]:



2. Career preparation:

[84] David Dean-MEHE, Analysis of Enrollment Patterns in Palestine 2000-2005, Feb 2006

[85] Refer to table A10.9 , in annex 10

a. No preparation for community participation:
   - Unwritten policy of isolation among some of the communities, and their representatives has facilitated less preparation for women integration in the community. These policies are affecting directorates of educations and schools.
   - Government coed schools are not really facilitating coed education; on the contrary they are isolating girls in a space that is shared by male and female students, section 5.4.

b. No preparation for career participation , education is not necessarily a path to career for girls[86]:
   - School girls at focus groups mentioned that they were not extensively knowledgeable about world of work, nor on how to choose their career or education. Career guidance is lacking, nobody is providing that role not even the counselor, they have only limited information in technology subjects.
   - Most of the school girls mentioned that they wanted to continue their education, but they lacked info on related directions.
   - Some of the school girls wanted to study non-traditional fields, but they were not sure that they will do that, as most of the girls in their community were teachers or health workers. Support is lacking to enter such non-traditional fields.
   - Only a minimum number of women wanted to enroll at VE programs, 1-2 in a class of 30, all in traditional info, they lacked info about other fields; some of the groups knew nothing about it.
   - Families interviewed have mentioned that they and other families would support female students into continuing her education in university, even if it was far away, in which she would have to board.
   - Principles of girls' schools mentioned that there are high drop-outs at the tenth & eleventh grades, and all due to early marriage, no awareness programmes are carried[87].
   - It was stated by girls that role models at their localities opens chances for women to enter new fields of education or work.
   - Challenges girls face to having a career as they stated are: economic, universities are far from their localities, possible marriages, employment is limited, although self-employment is possible.
   - Indicators show women high participation in secondary education, mostly in literal streams, while a minimum number of women are pursuing scientific or vocational education, findings indicated the challenges mostly being the lack of these streams in their areas, and families would rather enroll them in nearby options, added to lack of information on vocational streams, and career guidance.

[86] Refer to Annexes 9 & 10 for related focus groups, interviews and data analysis.

[87] This is confirmed through education indicators presented in Annex10, table A10.3

- Indicators also show high access to education, over 50% of students at schools and higher education institutes are girls, while women participation in the labour force is approximately 13.4%.

Gaps that promotes gender inequities:

Gender inequities are facilitated through various gaps, on various levels, analysis of these gaps are important to avoid for enhanced impact of the CED programs on the gender equality.

- **At the Policy Level:**
  - Although MEHE have policies that promote equality and directors that believe in equal opportunities, policies that promote **equity are lacking**.
  - There is no Gender Policy at MEHE, or gender relevant indicators for MEHE strategic plans.
  - There is no gender monitoring or programming dept at the MEHE,
  - There is no monitoring of implementation of policies adopted on the governorate or district level.
  - Hence there is no institutionalized gender mainstreaming at the MEHE.[88]
  - These findings are in line with MDG-oPt progress report (2005)[89] that pointed out many challenges to MDG3, that related to MEHE is: "Ensuring gender sensitization of the education system, including curricula, teachers and administration, so that educational & labour force opportunities and role models are fostered on the basis of gender equality & equity", it also stressed the assumption for achievement of the goal as: "gender mainstreaming mechanisms within the Palestinian authority are institutionalized" "not strictly limited to the MoWA". The eport was prepared by Palestinian national committee, whom the MEHE is a member of, and supported by UN.
- **At the Governorate/District Level:**
  - There was a big concern about having class rooms that fulfill the needs of the growing population, and to minimize over crowdedness and double shifts. Every year they present a plan for new distribution of classes to MEHE that they are ready to change planned arrangement to fit classes for number of students.
  - There was a big concern about having the lower primary grade being a mixed classroom, as some individuals did not favor implementing a decision made by the MEHE to create a coed classroom.

They stated if any donations were to be provided it would go into these two directions, over-crowdedness and gender separations.

- It was noted that most changes happened in governorates away from the center, mainly in Gaza and Jenin, where mobility restrictions forced

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[88] World conferences on women **definitions of gender mainstreaming** conform to the **UN Economic and Social Council** defined concept: *Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.*

[89] The Palestinian National MDG steering committee, MDG-oPt 2005 Progress Report, UN, Dec-2005

decentralizations and gave more power to the directorates of educations and the community to take the decisions.
    - The 3 schools that changed from Girls to Boys in CEDI & II in Gaza does not reflect the demand as distribution of schools by gender shows higher number of boys schools than girls schools in GS[90].

- **School & local Community Level:**
    - Increase of class rooms is their main concern, even if they change all facilities to class rooms. Local communities are taking part in allocating and rehabilitating rooms, that they could change schools and classes to fit needs.
    - Separation is a concern in some locations more than others.

- **Teacher level**
    - No preparation in gender sensitive topics or training **at all** that would change attitudes towards social participation and roles.

Teachers responded to the gender equality item in the TTIP questionnaire positively, as the mean for both male & female teachers were 3.0 out of 4. The TTIP consultant observed the same result in the co-ed classrooms, teachers treat all students equally for answering questions or ask questions, male teachers relationship with female students are very polite & giving them special respect.

- **Families:**
    - Families do support clever female students, as families mentioned in interviews[91], although they don't like her to stay away from them, but they are ready to send her to university on her own.
    - They would prefer their daughter (as the community) to work in traditional vocations

Results of such gaps over CED are:

One could argue that gaps of inequity is MEHE relevant, nevertheless it would definitely affect any support that have a gender relevant component. It has actually affected CED as follows:

- Some supported schools to be for girls or coed, transferred to be for boys, or totally girls, by the district or community. MEHE has noted this result and consequently issued a new policy that doesn't allow communities and directorates to change supported schools by donors from the actual planned , in relation to gender or names or any other related detail, according to DG of planning.
- Local communities and directorates of remote governorates from the MEHE, especially with mobility restriction status prevailed during CEDII implementation and with weak monitoring system, had the liberty to do the gender changes of constructed schools different from what was planned, reproducing social injustice,. This **would affecting the contribution towards the CED goal of promoting equality in education.**

General Results of such gaps are:

[90] Refer to Annex 10. table A10.10

[91] Refer to annex 9

Lower efficiency in some schools at rural areas in WB, in specific at secondary schools for boys; as some times these schools have both academic streams with a lower number of students in each. It was recorded that some schools that have 30 students in each classroom will have 11 or 12 at the secondary level.

Most of the time, Girls have only the option of a literary stream in her village or she would have to go to another village for a scientific stream, instead of going to the nearby boys school. Other times both go for scientific streams to other villages while she goes to coed classes at boys schools for a literal stream.

Such results affects the real needs for new schools or classes, and would run some of them under capacity, while will limit the women's access for certain secondary streams.

CED support to reduce inequities:

The NRO has been presenting the importance of including gender and special needs elements in CED through out all dialogue with the MEHE, it was apparent in annual meetings minutes, correspondence and regular dialogue and when deciding upon utilization of savings. The utilization of savings of CEDII component into adding women training in the TSIS, is an example. Such special focus has assisted the MEHE in implementing their plans towards achievement of their strategies of ensuring access to women in TVET, and gender equality in education.

Such practice has been effective towards achieving CED gender related indicators, future CED support could also assist MEHE in overcoming gaps that affects gender inequities, in developing policies, monitoring systems, training of trainers on macro level, while continuing to support access to women and co-ed education, and access to various secondary streams[92].

Special Needs Main Findings

- In 1998 MEHE started modifying school buildings to include children with physical disabilities, up till 2005 MEHE have modified 523 schools, around 1/3 of the governmental schools.
- In 2002/03 MEHE started inclusive education, in 2004/05 there are over 3588 Students integrated in schools, according to MEHE.
- UNESCO with the support of NORAD produced a handbook for future schools of Palestine. Handbook together with others produced by engineering association includes construction standards for physically disabled students in new schools. The handbooks are resources for DGB in the construction of new schools and the rehabilitation of schools.
- **The infrastructure consultants ensured that all newly built schools by the CED support were adequate for physically handicapped students.**
- According to TTIP consultant review, WB school children are accepting integration of special needs in their classrooms, and are aware of the importance of such integration, while GS students have different attitudes in this regard, they see that special attention should be given to this issue.
- Regarding teacher's attitude: Teachers' attitudes are positive, when they were asked in the TTIP survey if they accept students with special needs in their classes

[92] See recommendations in section 2.4 for details

the mean was 2.7 out of 4 (2.9 for females teachers & 2.8 for males teachers) it means that there were no significant differences between them. The focus group results show beside the teachers' positive attitudes in this regard but that they are not equipped with the necessary skills to deal with students with special needs.

- According to teachers of visited schools: there are at least 2 students in each class that are slow learners or with minor disability, teachers can not deal with such cases and they are isolated to the back of the class, they would drop-out after a period of time.
- According to representative of the community there are always special needs[93] that would drop-out after years of schooling, such as after 4 or 6 grade, due to the physical unaccommodating of the physically handicapped, the inability of teachers to deal with them or the lack of needed equipment. Some times, this was due to lack of family or community awareness.
- They would continue education until certain schooling (lower basic then drops out), teachers & community.
- Minimum human and physical resources in directorates & schools to deal with such status, there are equipped private schools or NGO supervised schools that MEHE cooperates with to use such resources, but they still have limited capacities to address the needs of the governorates.
- **One of the supported schools through CEDI program[94] managed to have a special program through another project with such girls and then reintegrate them back in the class again, MEHE still to evaluate the project.**
- Very limited resources and investment in this field. Although support was made to physically challenged people, still minimum investment made to other sorts of disability.

The CED programmes of both phases have contributed to social inclusions of physically challenged students through the infrastructure preparations of the new schools. One of the CED supported new schools was able to implement a program for special needs and include a resource room in the newly constructed school.

Lessons Learned

The gender support through the CEDI & II programmes was very apparent, more than 60% of infrastructure works went to girls or coed schools in CEDI, while to less than 40% of CEDII, gender support to TVET component was apparent, and the teacher training had benefited equally.

The gender changes of the constructed schools have affected BOTH equality & equity, equality in reducing the number of spaces planned for girls in new or extended schools, while affected equity in promoting more social separations that would lead to social injustice and community exclusion.

There is NO institutionalized gender mainstreaming at the ministry, NO gender related policies, NO mechanisms or monitoring system placed. This could jeopardize any gender supported activities and related results, such as changing school gender of supported projects.

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[93] Special needs that are either physically handicapped, vision & hearing impaired and slow learners

94 Wadi El-Harreya school in Hebron ,built through CEDI

The effect of the past period of decentralization of directorates and schools before its full preparation, coupled with the weak monitoring system of implemented policies has lead sometimes to a mismatching of policies with MEHE. More specifically within the gender related topics, as where the MEHE strategies is Human Rights Based, the community decisions were reflecting the social injustice of women in the communities. For instance, although MEHE decisions were for coed at lower basic grades, some communities were for separations even at that young age.

Donor support and MEHE efforts has upgraded 1/3 of schools to accept physical disabled students, still the mental disability and slow learners are not dealt with comprehensively, there is lack of human and physical resources to ensure their inclusion although some models exists. Vision or hearing impaired students still lacks adequate resources. Although more acceptance of integration of special needs in schools is noted, but minimum efforts have been provided to them that they are still dropping out. Teachers' skills in this area are lacking.

CED contribution, although humble in this area, was able to provide access for physically challenged people in new constructed schools while providing the locations for further development in the field.

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