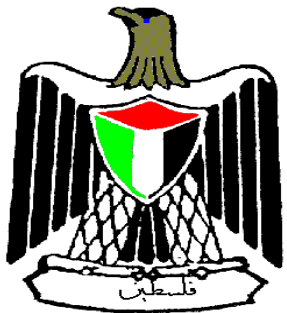




BTC PALESTINIAN TERRITORY

E-Learning Intervention in Palestinian Schools



***BUILDING
A FAIR WORLD***

**THE BELGIAN
DEVELOPMENT COOPERATION**



Vision

- **The Ministry of Education and Higher Education (MoEHE) has been investing significant efforts to improve the quality of the learning and teaching process in the Palestinian education system.**
- **The MoEHE Strategy explicitly refers to the importance of making “a shift from teacher-centred to student-centred learning”**



Student-Centred learning



- **Education should primarily be centred on the learner by:**
 - **Stimulate active learning processes by teaching activities focusing on facilitation, coaching,**
 - **scaffolding and enabling rather than instructing,**
 - **commanding and controlling, and**
 - **making students actively seeking knowledge and transferring it into practice.**

Project Intervention



- **To enhance teaching and learning at Palestinians schools through encouraging the use of ICT in the classrooms to create a paradigm shift from teacher centred approach to learner centred approach.**

How ?



- School Initiatives:
Encouraging school to develop and implement e-learning modules.
- Capacity building of e-learning experts at the MoEHE.
- An education portal to host e-learning modules to be used by teachers.
- Building best practices in e-learning through building tools to monitor and evaluate the e-learning activities



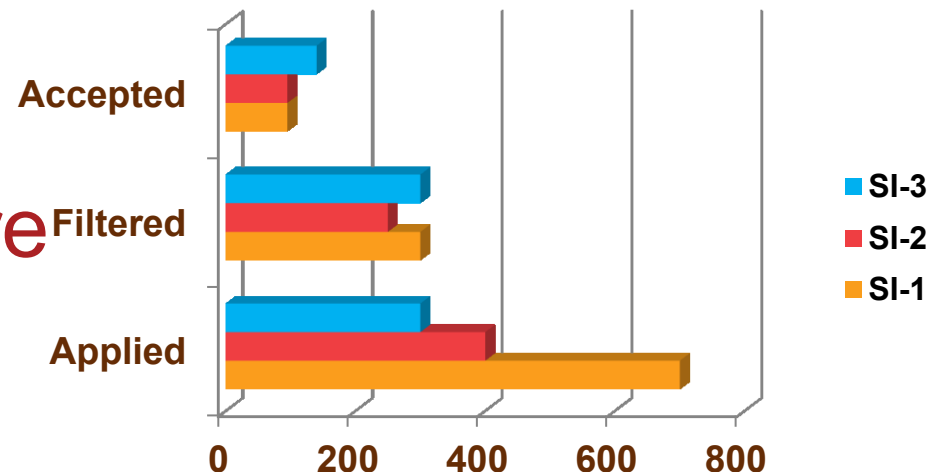
School Initiatives

Bottom-Up Approach



- The project provided help and assistance to schools to build learning objects (Los) related to the Palestinian curriculum and to be uploaded to the portal and used by all teachers.

Three school initiatives cycles were conducted, around 300 schools were involved.



E-Learning Portal - 1

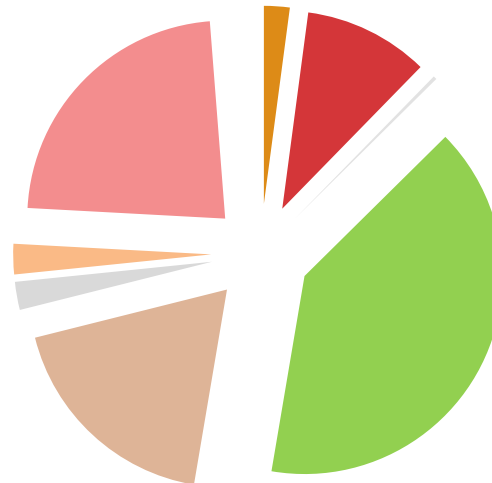


- Repository of Learning Objects for teachers to help them to deliver lessons in learner-centred approach.
- To be integrated to the e-school as well as different MoEHE platforms.

E-Learning Portal - 2



Distribution of Units According to Type



- Experiment
- Lesson Plan
- Books
- Illustration
- Lesson
- Simulation
- Example
- Activities

Total Number of Units (up to date) :1048

Capacity Building

- **Training framework for TOTs had been designed.**
- **The preparation is on-going in close cooperation of related MoEHE departments.**
- **The training will be done using hands-on approach.(Cascade 90 masters and practicum are done in parallel with coaching)**
- **The output of the training will be trainers whom are capable for developing LOs as well as training/assisting teachers on best practices for using such LOs within the classroom.**



Education Policy Formulation

- **Conducting scientific follow up, assisting the Project Management Team (PMT) in assessing change process in learning environments and collecting lessons learned and formulating policy recommendations.**
- **Conducting regular results-based monitoring of the education system, with special focus on quality improvement in learning environments and students acquiring the so called “21st Century skills”.**

SUCCESS STORIES



- **LO's are developed and applied in class and a portal for sharing is almost ready.**
- **Students feel more involved, like visuals and understand complicated topics better**
- **In some cases teachers who involve students in the design of learning objects have more motivated students**

- **Teachers are motivated by having more different methods to engage their students and save time in explaining difficult topics**
- **Schools with an enthusiastic and supportive school principal have spin off and exchange with other schools**
- **Capacity is being developed at schools, the Directorate and MoEHE**

CHALLENGES

- **Some teachers still show resistance due to work overload, lack of appreciation and the pressure of Tawjihi!**
- **E-learning objects are used in class; limited for lessons in computer labs, e-school or for self-learning (at home)**
- **The level of “Professionalization” with teachers in designing and programming to create attractive material for kids is at a low level (bottom up)**

- **Approximately 15 % of schools have internet access and obtaining ADSL connection is not easy!**
- **Infra: Most schools have only 2 – 4 laptops and 2 – 4 LCD projectors**
- **M&E results & lessons learned on e-learning lacks indicators to measure impact @MoEHE level**

Projection



Computer labs, PCs, Tablets, E-content, ...
= not important;
merely tools to answer the following
questions:

- **How will students become active, autonomous self-learners?**
- ***How will teachers obtain the capacities to promote self-learning, active learning and using the student-centred approach?***
- ***How do we support schools to have the appropriate infrastructure and lesson materials in place (enabling environment)***

Opportunities to Scale Up



- **The MoEHE has expressed its commitment to invest in E-learning in EDSP 2014 – 2019 (push)**
- **Students like technology! & There are enthusiastic teachers! (pull)**
- **Teachers Training Strategy and the Curriculum Reform support the change: *student centred approach* (push)**
- **Capacity is being developed in the MoEHE on e-learning (push => pull)**

Open ended challenges for future scale up @ MoEHE

- **The priorities regarding e-learning and capacity development towards a student centered approach in EDSP 2014 – 2019 remains a ? (vision => action plan => budget)**
- **Sustainability**
- **How will lessons learned and the process of capacity development for e-learning be organized in the MoEHE, Directorate and Schools? (knowledge base)**

Close the Gap => lessons to be learned from inside and other countries

- **E-learning = new, rapidly changing, constant innovation => key roles for piloting & pioneering!**
- **Learn from each others**
- **Opportunities are many! Choices as well. Not necessarily the most expensive are the best choices (role for pragmatic creativity).**

THANK
YOU