



## Teacher Education Improvement Project (P111394)

MIDDLE EAST AND NORTH AFRICA | West Bank and Gaza | Education Global Practice |  
Special Financing | Investment Project Financing | FY 2010 | Seq No: 16 | ARCHIVED on 21-Jun-2019 | ISR36878 |

Implementing Agencies: Ministry of Education and Higher Education, Palestine Liberation Organization (PLO) for the benefit of the Palestinian Authority (PA)

### Key Dates

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Bank Approval Date: 24-Jun-2010	Effectiveness Date: 28-Oct-2010
Planned Mid Term Review Date: 24-Mar-2014	Actual Mid-Term Review Date: 24-Mar-2014
Original Closing Date: 30-Jun-2019	Revised Closing Date: 30-Jun-2019

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objective is to improve the quality of teacher education in Palestine and in doing so to contribute to enhancing students' learning.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

Yes

Board Approved Revised Project Development Objective (If project is formally restructured)

The objective is to improve the quality of teacher education in Palestine and in doing so to contribute to enhancing students' learning.

### Components

Name

Strengthening School-based Practice of Pre-service Teacher Education Programs:(Cost \$1.23 M)  
Continuous Professional Development of Primary School Teachers:(Cost \$1.35 M)  
Project Management and Implementation Support:(Cost \$0.42 M)

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Satisfactory
Overall Risk Rating	● Moderate	● Moderate

### Implementation Status and Key Decisions

In accordance with the established OPCS guidelines, this final ISR evaluates the Project's performance across the three harmonized criteria of: (i) relevance of objectives/design and implementation; (ii) efficacy; and (iii) efficiency with the overall project performance based on their total. A more thorough and comprehensive analysis based on most up-to-date data will be presented in the ICR.



**Project Context.** The Teacher Education Improvement Project (TEIP) of US\$5M was approved by the World Bank's Board of Executive Directors on June 24, 2010, became effective on October 28, 2010, and closed on December 31, 2015. Based on the initial project's progress, recognized relevance and successes, this was followed by an Additional Financing phase (AF) of US\$3M approved on November 2, 2015, which became effective on December 16, 2015, and is slated to close on June 30, 2019.

**Relevance of Objectives.** The project objectives, of reforming teacher professional development, continue to remain highly pertinent and reflect the priorities of (a) the World Bank's Human Capital Index (in which teacher effectiveness is recognized to be a key determinant in improving education outcomes and so human capital); (b) the Bank's Education Strategy (as expressed in the WDR 2018 report); (c) the new MENA Education Flagship Report *Expectations and Aspirations* (2018); and Palestine's Ministry of Education's Sector Strategic Plan (2017-22). Additionally, the best practices of teacher training established in the TEIP are being adopted in the new project in ECD that is in the pipeline. For these reasons, the rating for relevance of objectives is **High**.

**NOTE: It is because the Project did not change in scope, nature, or ambition from its original phase to its AF phase that this ICR does not consider the need for split ratings. [1]**

**Efficacy (Achievement of Project Development Objectives).** Project progress throughout the original and AF phase was solid. The first phase of TEIP closed in December 2015 with satisfactory progress towards the PDO and 100 percent disbursement. While conceived as a pilot, it was unequivocally successful in setting up quality programs for pre- and in-service teachers, in covering the envisaged number of schools and teachers with the collaboration of the leading universities in the country, and in improving teaching skills and competencies in the classroom. By all accounts, this AF phase of the Project was very successful. Not only were the original objectives met but the Project was also able to make significant contributions that strengthened those realizations by bringing them into line with each other. For instance, the development of the Palestinian Teacher Professional Development Index (PTPDI) was a framework that brought all work done in Component 1 Pre-service and Component 2 In-service into a coherent whole.

**In terms of progress towards PDOs,** by the end of the original phase, the Project had improved the competencies of 63 percent of class teachers, just shy of achieving the PDO indicator. In terms of intermediate indicators, it had also upgraded the qualifications of 79% of under qualified teachers, thereby exceeding the target of 62%, and had matched 29% of participating class teachers in mentoring (target 33%). This is mentioned because in the AF phase of the Project, this intermediate indicator became a PDO indicator. In terms of progress in the AF, the PDO indicators (and most intermediate indicators, to boot) had been achieved well before Project end – in some cases 18 months before the Project end: as for PDO indicator 1, 93.8% of class teachers graduating from teacher education and licensing programs in participating HE institutions scored above 70 % in readiness to teach instruments (target 80%) and, for PDO indicator 2, 91.6% of class teachers were qualified in relation to the total number of class teachers (target 80%).

**In terms of achievements,** each component produced a significant set of deliverables in line with international best practice in teacher professional development that will have a lasting effect on the education sector in Palestine, thereby consolidating the project's sustainability. Indeed, Palestine's CPD system is now a model of good practice for the region and beyond. These included:

#### **Component 1 Strengthening School-based Practice of Preservice Teacher Education Programs**

- The Readiness to Teach Index (RTTI) was developed and later expanded into the Palestinian Teacher Professional Development Index (PTPDI).
- Pre-service programs were redesigned and integrated around the Practicum.
- Practicums were extended from 4 to 14 weeks and college-based courses supported each Practicum period.
- Mentorships were designed, and mentors were identified and put into service.
- Portfolio development for evidence-based evaluation of trainee teachers.
- Handbooks for Teaching Practicum and Mentor training

#### **Component 2 Continuous Professional Development of Primary School Teachers**

- Nine new curriculum modules were designed, each incorporating content knowledge, pedagogy and pedagogical content knowledge, as well as training courses for the delivery of each module.
- Portfolio development for evidence-based evaluation of both trainee & practicing teachers.
- Handbooks developed for Portfolio-based Evaluation.
- In addition, the Palestinian Teacher Professional Development Index was developed, which is a multipurpose competency-based index, the first in the MENA region. It is a framework for use in: a) the evaluation of both trainee and practicing teachers; b) the design and development of Preservice, Induction and In-service/continuous professional development programs; c) the selection of Mentors and other teachers of excellence; d) teacher promotion within schools; and, e) promotion on the teaching ladder. A significant aspect of this Index is that it effectively links Pre-service and In-service in one harmonized, adapted and comprehensive competency-based performance framework.

It is for these reasons that the efficacy of the Project is rated as **substantial**.

**Efficiency.** A detailed economic analysis of the Project will be included in the ICR evaluating both the internal and external efficiency gains realized. It will also draw on findings of various studies undertaken during the Project lifetime, including the final impact evaluation. At that time, cost savings will be evaluated.

**Implementation efficiency.** Sound progress was made during the initial period of the Project, even if some challenges were encountered and subsequently addressed. For instance, the consulting firm (ABU) had to withdraw and another found, which resulted in some delays. The new firm,



Christ Church Canterbury University (CCCU), was instrumental in catching up and getting the project back on track. Incidentally, the MoEHE and CCCU received the prestigious Times Higher Education 2018 award for impact in international cooperation for TEIP. The solid foundations laid in the original phase of the Project allowed for substantial progress to be made in the additional financing phase of the project. Strong leadership in the Ministry and the PMU remained in place through the original phase into the AF phase. The only challenges in this regard had to do with the capacity of the accreditation body, AQAC, which the AF helped with considerably (including with international technical assistance).

Several factors contributed to this implementation efficiency: There had been an extensive consultative process that resulted in the drafting of a Teacher Education Strategy, which created great buy-in for the project among concerned stakeholders, including the Ministry, ministerial entities such as the National Institute for Education Training, and most importantly, universities (that provided Pre-service training and also participated in In-service). There was detailed planning by the Ministry over a two-year period. Ownership and management of the Project by the Ministry was outstanding throughout implementation. Even if Ministers changed, the Deputy Minister remained in office for the entire duration of the project and championed the project and its related reforms throughout the original and AF phases. Over the last months of the parent project implementation, and as the AF was being processed for approval, the Ministry ensured a sound level of readiness for the implementation of the AF with the successful signing of contracts with all participating universities and with the international consultant university. Thus, the new phase of the project started in 2015 strongly and seamlessly. Throughout the two periods, the PCU was proactive and engaged, with a stable team and an extremely capable leader/director. The only implementation agency where leadership was not stable was the accreditation body, AQAC, during the AF phase. Yet, with the help of the international consultant, AQAC also ended up delivering on the accreditation of preservice teacher training in all participating universities and is now fully committed.

Considering the above, efficiency during the Project was **substantial**.

**Overall Outcome Rating.** The overall outcome of **satisfactory** is based on **high** relevance, **substantial** efficacy and **substantial** efficiency in both the original and AF phases.

**Financial Management.** Financial Management (FM) under the Project is rated **satisfactory**. There were six audit reports undertaken during the project. These audits were of unqualified opinion as they revealed no significant irregularities. Reporting standards and protocols were adequate and Interim unaudited financial reports (IFRs) were submitted in a timely manner and in accordance with established Bank procedures. Early on in the project life, internal controls were insufficient with some ineligible expenditures and inadequate documentation. The FM staff had adequate experience to carry out their required tasks effectively. A final project audit is forthcoming, and the key findings and recommendations will be documented in the ICR.

**Project Management.** The performance of the Project Management Unit (PMU) was very strong across the life of the Project and is rated **highly satisfactory**. The PMU staff skill mix to manage was entirely adequate for coordinating the project's activities and operations. Its staff, particularly the last project manager, was proactive in further strengthening capacity and, where necessary, in engaging national and international consultants and firms to carry out select tasks.

**Procurement.** The project management unit included a functional procurement unit which was headed by an experienced procurement officer and this team was maintained throughout the life of the Project. Under the Project, the procurement unit followed the Bank's procurement procedures and no major issues were identified during the implementation support missions. Post-procurement reviews were conducted in line with the project design. On this basis, the rating for the Government's performance in procurement is rated **satisfactory**.

**Risk to development outcome.** As discussed in the section on efficacy, the Project has developed and implemented multiple institutions, policy tools and specific deliverables with enormous policy impact that will remain in use following Project close, thus strengthening the sector and so contributing to the sustainability of the project's legacy. The final supervision mission of April 2019 was devoted to addressing issues of sustainability that remained pending, such as the strengthening of the accreditation body. Further, the new ECD project (pipeline) will adopt several aspects of the Project, notably the teacher training approach used in TEIP for pre-service and in-service of teachers for pre-school, thereby also consolidating and sustaining TEIP's influence.

[1] At AF, the design was tweaked just slightly -- proof of the well-founded character of its original design. Slight changes were made were to ensure the sustainability of Component 1, by adding a new activity to support the Palestinian Accreditation and Quality Assurance Commission (AQAC) in accrediting the pre-service teacher education program (PRESET). The AF also introduced the following changes: (a) addition of new intermediate indicators to better reflect project interventions and include indicators/sub-indicators on citizen engagement and gender; (b) revision of the Results Framework to reflect these changes; (c) a change in the title of Component 2, (INSET) without changing the objective of the Component itself; and (d) elevating one intermediary indicator to a PDO-level indicator.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● High	● High
Macroeconomic	--	● Substantial	● Substantial
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Moderate	● Moderate
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Low	● Low
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Moderate	● Moderate

## Results

### PDO Indicators by Objectives / Outcomes

Improve the competencies and skills of Y1-4 class teachers				
▶ Percent of class teachers graduating from teacher education and licensing programs in participating HE institutions scoring above 70 % in readiness to teach instruments (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	93.00	93.80	80.00
Date	13-Jul-2015	10-Nov-2018	29-May-2019	31-Dec-2018
Comments:	Comp 1 = 96 (Total # of graduates from TEIs 939/978 = 96%) Comp 2 = 91.6 (Total # of Qualified Teachers in WB/G=7926/8651 = 91.6%) Average = 93.8 (96+91.6)/2			
▶ Ratio of qualified class teachers to the total number of class teachers (Comp. 2) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	62.00	90.00	91.60	80.00
Date	13-Jul-2015	10-Nov-2018	29-May-2019	31-Dec-2018
Comments:	Total # of Qualified Teachers in WB/G=7926/8651=91.6%			

### Intermediate Results Indicators by Components



C1: Strengthening School-based Practice of Pre-service Teacher Education Programs				
▶Percent of class teachers in participating schools engaged in mentoring student teachers (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	33.00	33.00	33.00
Date	13-Jul-2015	10-Nov-2018	29-Apr-2019	31-Dec-2018
▶Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,891.00	1,891.00	1,800.00
Date	13-Jul-2015	10-Nov-2018	29-Apr-2019	31-Dec-2018
▲Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	82.40	82.40	80.00
▶Regulatory framework of AQAC is in place (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No framework	Framework is in place and been validated. Target m	Framework is in place and been validated. Target m	Regulatory framework validated and in place
Date	13-Jul-2015	10-Nov-2018	29-Apr-2019	31-Dec-2018
▶Assessment and accreditation tools for AQAC are in place to carry-out program accreditation (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No tools in place	Tools in place and being used.	Tools in place and being used.	Tools in place and used
Date	13-Jul-2015	10-Nov-2018	29-Apr-2019	31-Dec-2018
Comments:	The tools are in place and are being used. The process of accrediting teacher training institutions has begun.			

C2: Continuous Professional Development of Primary School Teachers				
▶Beneficiaries that feel project investments reflected their needs (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	77.00	90.00	90.00	88.00
Date	13-Jul-2015	10-Nov-2018	10-Nov-2018	31-Dec-2018
Comments:	Results from surveyed teachers in Comp 2 (INSET)			



## Data on Financial Performance

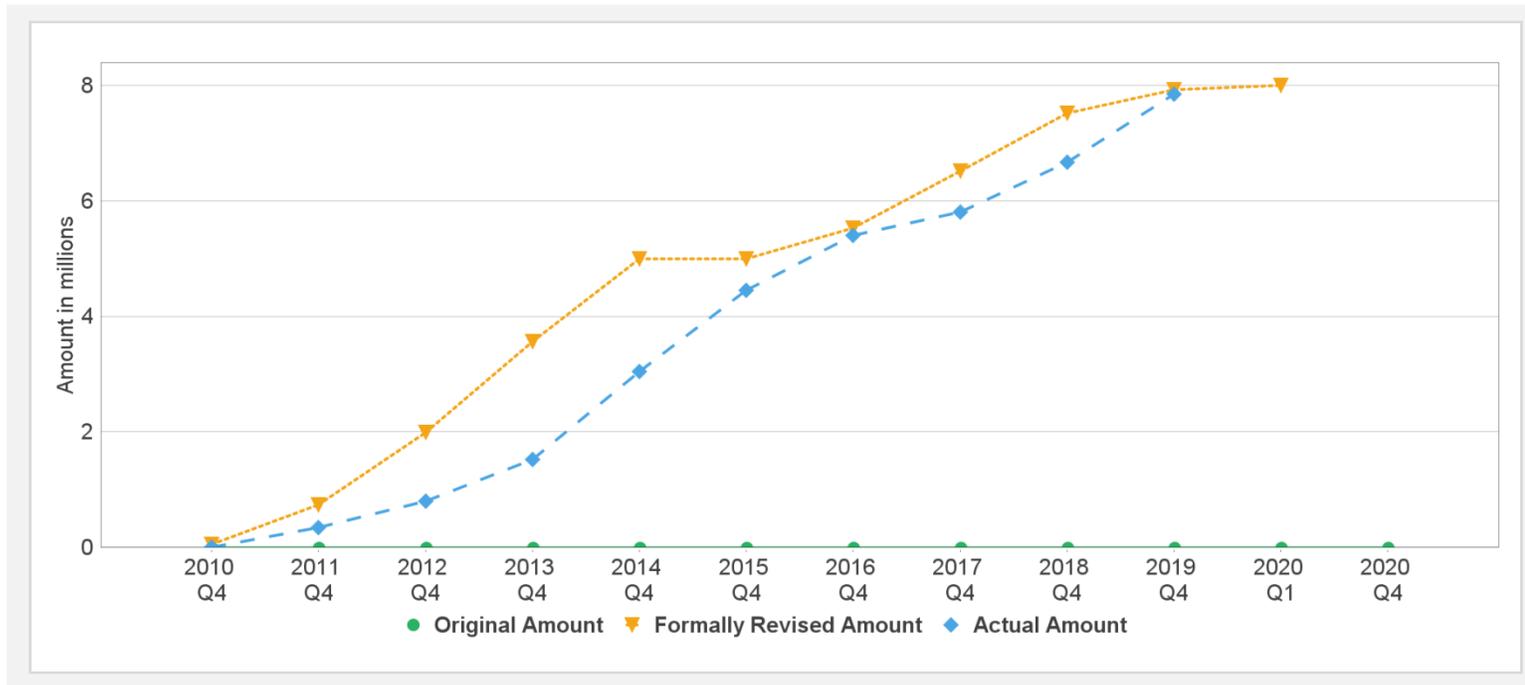
### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P111394	TF-97315	Closed	USD	5.00	5.00	0.00	5.00	0.00	100%
P111394	TF-A1241	Effective	USD	3.00	3.00	0.00	2.85	0.15	95%

### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P111394	TF-97315	Closed	11-Aug-2010	11-Aug-2010	28-Oct-2010	30-Jun-2015	31-Dec-2015
P111394	TF-A1241	Effective	13-Nov-2015	13-Nov-2015	16-Dec-2015	30-Jun-2019	30-Jun-2019

### Cumulative Disbursements





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## Restructuring History

There has been no restructuring to date.

## Related Project(s)

P152914-Additional Financing for Teacher Education Improvement Project

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