

Ministry Of Education and Higher Education

EDUCATION DEVELOPMENT STRATEGIC PLAN

EDSP 2014-2019

A Learning Nation

March 2014

Ministry of Education and Higher Education

Directorate General of Planning

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Acronyms

AQAC	Accreditation and Quality Assurance Commission
ASR	Annual Sector Review
AWPB	Annual Work Plan and Budget
CDTP	Commission for the Development of the Teaching Profession
DG	Director General
ECD	Early Childhood Development
EDSP	Education Development Strategic Plan
EMIS	Education Management Information System
ESWG	Education Sector Working Group
HEI	Higher Education Institutions
JFA	Joint Financing Arrangement
KfW	German Bank for Reconstruction and Development
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoEHE	Ministry of Education and Higher Education
NER	Net Enrolment Rate
NIET	National Institute of Educational Training
NQF	National Qualification Framework
PA	Palestinian Authority
PER	Public Expenditure Review
SMART	Specific, Measurable, Accurate, Reliable, and Timely
T/L	Teaching and Learning (Process)
TES	Teacher Education Strategy
TVET	Technical & Vocational Education & Training
TWG	Thematic Working Group
UNESCO	United Nations Education, Science, and Cultural Organization
UNICEF	United Nations Children's Fund

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Foreword by His Excellency Minister of Education and Higher Education

I am pleased to present the Third Education Strategy 2014-2019-Palestine 2020: A Learning Nation. In the next six years, we are looking for education to do more to help set our country on a strong course for the future.

Education in Palestine is the most essential investment in the future of our country. Education is about enhancing the well-being, life skills, and holistic development of our children and advancing the goals and aspirations of our society. The more we invest in reforming our education system, the higher returns we will harvest in economic, social, and political terms. Education must meet the needs of the students, the labor market, and the economy.

Our main target is to transform the education system from a textbook transmission/memorization model to student-centered dynamic pedagogies with the teacher as a facilitator of learning and skill development as opposed to a provider of factual knowledge. Such a foundational shift in the education system requires deep and difficult reforms in the current curriculum, the roles of teachers and supervisors, and a more results-based education management system.

The title of the third education strategy- 'A Learning Nation'-captures the intended holistic approach to learning as well as the reality of our condition as a people building their own country and institutions against all odds. Learning requires a high degree of openness to new ideas and ways of seeing and doing, which is essential for any system reform.

I thank my team at the ministry, especially the General Directorate of Planning, for the year-long efforts to develop the new education strategy in close partnership with internal and external stakeholders. I also thank our international partners for their continued generous support for the education sector in Palestine.

I am committed to working with everyone in the sector to achieve our vision.

*Dr. Ali Zeidan Abu Zuhri
Minister of Education and Higher Education
State of Palestine
February 2014*

Acknowledgments

On behalf of the Ministry of Education and Higher Education and of the DG of Educational Planning and with much respect and consideration, it is my pleasure to thank all those who contributed to produce the Third Strategic Educational Development Plan 2014-2019: A Learning Nation.

This document is the result of intensive hard work by the ministry staff and education sector stakeholders-individuals, organizations, and groups- who provided valuable input.

It would not have been possible to develop this document without the excellent input of the team of the DG of Educational Planning as well as the other DGs who actively contributed in the established committees for the sector situation analysis and overall planning process.

The energy and enthusiasm of my colleagues from the Policy Committee, and the commitment of all who took part, added greatly to the deliberations on the direction of the plan.

Thanks are also extended to all those who participated in the workshops and focus groups at the district and school level during the consultations undertaken in preparing the plan, especially the directors of education and their deputies, heads divisions, planning committees at district and school cluster level , school principals, teachers, students and parents

Work on the plan benefited greatly from the input of national and international experts, who provided much needed evidence, international comparisons and external viewpoints.

Special thanks & gratitude to the Joint Financing Partners for the financial and technical support (in particular through ICON Institute), which has greatly advanced the production of this Plan and inspired confidence that the intended deep reforms can be implemented

Finally, our sincere thanks are offered to all students, teachers, and parents who remind us every day that public service is primarily about our children who embody the future and hope of a free Palestine.

Eng. Saadeh Hammoudeh
Director General of Planning

EXECUTIVE SUMMARY

The third strategic plan spans the period of 6 years from 2014-2019. The Education Development Strategic Plan (EDSP 3) portrays what Palestinian general education should be like in the year 2020. Despite the pending reconciliation between the West Bank and the Gaza government, technical staff in Gaza has commented on and welcomed the plan as a very effective approach to the education sector. As a precautionary measure given the repeated governmental segregation, Higher Education is not covered in this strategy.

Building and operating an education system under military occupation and without full political, territorial, and physical freedom is a major challenge. Though in most schools civil control is exercised by the Palestinian government, there are many schools in Area C, Jerusalem, and South Hebron that are exposed to continuous attacks by Israeli settlers and soldiers. Since the ministry does not have direct control in these areas to protect Palestinian students the international community has been playing an increasingly essential role to enable construction, maintenance, and access to education. Thus, EDSP 3 has identified clear objectives for continuous and enhanced coordination in this regard to protect the human right of education for all Palestinians.

This strategy itself contains the move to a Direct Service-Delivery Program Structure, which is a major reform step by itself. Apart from a thorough Situation Analysis outlining the current status, challenges, and strategic options and anticipated results for each major theme, the heart of this document is *'Chapter VIII Policy and Results Framework'* that sets specific Goals, Objectives and Annual Targets for the Programs of Pre-school, Basic, Secondary, Vocational, Non-Formal education as well as Management. This new program structure, which is supported by an M&E system to track progress and design annual policy adjustments, is meant to enhance implementation management, accountability, stimulate and enable system-wide reforms, and improve educational service delivery to the Palestinian public.

The High-Priority Reform Tracks are Curriculum Reform, Ministry Management Reform, and School Restructuring to harmonize the schools according to the levels of Grade 1-4, 5-10, and 11-12 to the extent possible. These three reform tracks are of utmost importance as they are deemed foundational for a well functioning public education system.

The anticipated systemic transformation from a memorization and test driven education model to a student-centered dynamic pedagogy exhibited across all classrooms depend on deep structural reforms ranging from the Palestinian curriculum to the further improvement of teacher education to the enhancement of accountability and results-based management. Any reform intervention must closely integrate with all main 'quality' pillars- assessment, supervision, curriculum, and teacher education- of the education system. The need for such a systemic mindset constitutes one major lesson learnt from EDSP 2 in order to tackle the high social complexity of often conflicting relationships and expectations embedded in education.

The total financial envelope for the 6-year strategy in terms of development budget amounts to **786.3 million USD**, together with the operating costs (the major part being teacher salaries) and considering the growth in student numbers, the total 6-year budget amounts to **4,639,911.5 million US**. In terms of aid management, the ministry will continue to improve the experience and execution of the Joint Financing Arrangement, which has proven to be a major catalyst for institution building and assuming gradually more responsibility and ownership.

Exemplary public leadership to align all efforts, staff, and partners to a collective purpose of offering the best possible educational services to Palestinian children is in high demand to implement the ambitious strategy outlined in the following pages.

PART ONE

I. Introduction

1. Educational Planning with Uncertainty: A State under Military Occupation

On November 29, 2012, in a 138-9 vote (with 41 abstentions and 5 absences), the United Nations General Assembly passed resolution 67/19, upgrading Palestine from an "observer entity" to a "non-member observer state" within the United Nations system. Despite the large international political support, Palestine's reality has not improved with the Israeli occupation and settlement enterprise becoming more deeply entrenched on Palestinian land. Israel controls the external borders (and therefore the collection and transfer of customs duties for Palestine) as well as internal movement of goods and people with hundreds of checkpoints, a Separation Wall, and more than 500,000 Israeli settlers spread throughout the West Bank. Area C makes up more than 60 % of the West Bank and is under full Israeli civil and security control. Jerusalem is entirely cut off from the rest of the West Bank with no official Palestinian representation left operating.

Since the Palestinian education system is exposed to these political, financial, physical constraints and vulnerable to many variables that cannot be controlled, uncertainty has become part of everyday life for a student, teacher, and administrative staff. The Ministry of Education is well aware that many variables are beyond its control. However, the ministry tried to draft the 6-year Education Strategy 2014-2019 (EDSP 2014-19 or Palestine 2020)¹ largely on the basis of factors and considerations that are within its control.

The most vulnerable places in the West Bank are Area C and East Jerusalem where Israel exercises full control over land and people and the educational process is often interfered with and basic rights violated by settlers and soldiers. Thus, in both these areas the ministry relies on direct international involvement and assistance to provide educational services to the least protected part of Palestinian students and teachers.

¹ The term *Palestine 2020* refers to the name of the EDSP 2014-19 indicating the planned status of the education system in 2020 after the implementation of the this 6-year education strategy.

When thoroughly examining the situation of education in Palestine, it is essential to sustain and enhance efforts that have been exerted to advance education and make use of all opportunities within the framework of a new strategy addressing the persisting challenges and viewing education as an instrument for national liberation and investment in the future. The development of a third strategic plan for the general education sector in Palestine represents a continuity of previous efforts balancing between openness to the external world while preserving the Palestinian national identity and cultural heritage.

2. Linkages with Higher Education

The ministry strives for a full integration between General and Higher Education in terms of planning, monitoring, aid management, and implementation. However, the repeated merge and separation between the two subsectors into different ministries during the past government changes have cautioned the ministry to keep the Higher Education strategy as a separate track. Thus, this strategy only covers Palestinian General Education sector.

Despite this separation, there are important areas of active cooperation and logical systemic linkages between General and Higher Education:

- ***Secondary curriculum and Tawjihee reform***

The fact that on average 75 % of students enrol in the humanities stream represents a clear mismatch with the actual labor market demands and thus job opportunities. As a result, more than 25 % of university graduates are unemployed. To counter this trend, a deep structural reform of the secondary stage streaming system and the tawjihee exam need to be carried out in close cooperation and consultation with Higher Education. Issues such as university admission policies and relevance of curricula can only be tackled jointly.

- ***Teacher Education Strategy***

At this point in time, 7 out of 11 universities are aligned with the Teacher Education Strategy (TES). Universities play a central role in offering pre-service teacher qualification programs and thus shifting the education model from memorization to modern student-centered dynamic pedagogies.

During the period of this strategy teacher education will be fully institutionalized within universities further strengthening the already established linkages between general and higher education. Teacher Education is discussed in more detail in Chapter IV of the Sector Situation Analysis.

- **TVET**

The ministry is keen to increase the enrolment of students in the vocational stream in Grade 11 and 12 and also expand and upgrade the Technical Colleges to attract more students to meet the growing market demand in technical and vocational skills. Overcoming the prevailing stigma of vocational education being of lesser reputation than other studies requires a close cooperation between general and higher education. The new program structure of this strategy elevates vocational education, now having its own program, to a higher level of importance in terms of planning, budgeting, and ministry focus, reflecting the strategic choice to build up a well functioning and attractive TVET sector.

3. Jerusalem and Area C

Despite the full Israeli military and civil control in Area C and Jerusalem, the ministry regards Jerusalem and Area C as an integral part of its planning and budgeting efforts. Both areas are an integral part of the State of Palestine as outlined in numerous UN resolutions and other international legal references. Thus, if not otherwise mentioned, the interventions in this strategic document and the extracted Annual Work Plans and Budgets also cover Area C and Jerusalem. For targeted interventions, Area C and Jerusalem are specifically mentioned. The specific challenges affecting these two areas are discussed in the Sector Situation Analysis in Chapter III.

4. Coordination with Gaza

The ministry has included Gaza in some of the planned interventions, such as, for example, school construction. Despite the political stalemate between the West Bank and Gaza government with regards to the intended reconciliation process, technical coordination has not stopped. Thus, this strategic plan document has been shared with the Ministry in Gaza and positive feedback has been received with the added statement that the EDSP is highly appreciated and endorsed.

II. Basic Characteristics and Statistics for General Education

Following an overview of basic characteristics and statistics of the Palestinian Education System, the key components of the education system are outlined with regards to the current status, challenges, and strategic options and anticipated results.

1. Basic Characteristics of the Palestinian General Education System

The Ministry of Education (MoE) holds responsibility for managing public schools (including regulatory overview of schools run by the private sector), overseeing 67.08% of the total number of Palestinian students. United Nations Relief and Works Agency (UNRWA) oversees 24.07%, while the private sector oversees 8.85% of the total general education student population.

The Palestinian general education system is comprised of the following sub-sectors:

- A. Pre-school education:** Pre-school education refers to services for children from 4-6 years for two years. Pre-school services are provided by local and international institutions, with the local private sector services increasing rapidly. Currently, MoE only indirectly oversees this type of education. However, MoE is directing its policies towards establishing pre-school education in public schools as part of this education strategy.
- B. Primary Education (PE):** PE includes grades 1-10. Basic education ranges from Grade 1-10 and is compulsory. It is divided into two levels the lower basic stage of grades 1-4 and upper basic stage (empowerment) including grades 5-10.
- C. Secondary Education (SE):** SE consists of academic and vocational education for grades 11-12. Vocational education includes four streams: commerce, agriculture, industry and tourism. Academic education includes the science and humanities stream.
- D. Non-formal Education (NFE):** MoE grants licenses for NFE centers according to specific conditions. MoE provides two non-formal education programs: parallel education program provided to dropouts who had completed 5-6 years of basic education, and literacy program and adult education, provided for those over the age of 15 who are not proficient in reading and writing.

The main education service providers in Palestine are:

- **Government:** The MoE oversees the majority of schools in the West Bank and Gaza, except for the City of Jerusalem which is still under Israeli occupation with full civil and security control. In East Jerusalem, there are two types of public schools: public schools supervised by the Islamic *Waqf* and administered by the Palestinian MoE, and public schools supervised by the Israeli Ministry of Education.

- **UNRWA:** The UN agency with the longest running assistance program is responsible for schools for Palestinian refugees. Apart from Palestine, it also operates in Lebanon, Jordan, and Syria.²
- **Private Sector:** The growing education service provider is supervised and funded by charities, religious groups, private enterprises and individuals.

2. Basic Statistics for General Education in Palestine

Students

0.1 The **total number of students** in Palestine **increased** from **1,109,126 in 2008/2009 to 1,138,965 in 2012/2013**, as shown in Table (1) below. The annual increase rate during this period reached 0.67%.

Table (1): Student distribution per educational stage, (2008/09 – 2012/13)

Year	First grade		Primary Education		Secondary Education		Total number	
	No	Change in %	No	Change in %	No	Change in %	No	Change in %
2008/2009	100,268	2.02%	963,991	0.60%	145,135	3.50%	1,109,126	1.00%
2009/2010	102,953	2.68%	961,654	-0.20%	152,148	4.60%	1,113,802	0.40%
2010/2011	108,471	5.36%	967,300	0.60%	149,691	-1.60%	1,116,991	0.30%
2011/2012	109,935	1.35%	980,213	1.30%	149,325	-0.20%	1,129,538	1.10%
2012/2013	110,087	0.14%	992,470	1.40%	146,495	-1.00%	1,138,965	1.10%

Source: Department of Statistics, DGoP

0.2 The student number in **public schools** declined from 771,864 in 2008/2009 to 762,499 in 2012/2013, an annual decrease of 0.30%, as shown in the table below.

² UNRWA offers education services only for Grades 1-9. After the completion of the 9th grade, most UNRWA students transfer to public schools to continue their education.

Table (2): Student distribution in public schools by educational stage (2008/09 – 2012/13)

Year	1 st grade		Primary		Secondary		Total	
	No	Change in %	No	Change in %	No	Change in %	No	Change in %
2008/09	55,926	-0.17%	632,769	0.13%	139,095	3.2%	771,864	0.67%
2009/10	56,337	0.73%	620,209	-1.98%	145,981	4.95%	766,190	-0.74%
2010/11	59,342	5.33%	622,724	0.41%	143,510	-1.69%	766,234	0.01%
2011/12	58,549	1.34%	619,189	-0.57%	142,502	-0.70%	761,691	-0.59%
2012/13	59,215	1.14%	622,787	0.58%	139,712	-1.96%	762,499	0.11%

Source: Department of Statistics, DGoP

0.3 As indicated in Table (2) above, the student number in **first grade** in Palestinian schools gradually increased since 2008/2009, from 100,268 to 110,796 in 2012/2013. The number of first grade students in public schools also increased from 55,926 in 2008/2009 to 59,215 in 2012/2013.

0.4 The total number of students in the **primary stage** in Palestine reached 992,470, 622,787 of which are enrolled in public schools in 2012/2013.

0.5 The annual increase rate of students in Palestinian secondary schools reached 1.06% between 2008/2009 and 2012/2013, compared with 0.88% in primary stage schools. On the other hand, there was an annual increase in the student number in secondary schools during 2008/2009 and 2009/2010, while it gradually decreased over subsequent years as the overall number of students in secondary stage reached 146,495 in 2012/2013, of which 139,712 students are enrolled in public schools.

0.6 The average number of students in public schools reached 374.1 students per school, in 2012/2013, in the West Bank and Gaza. However, when analysis by region is made, the difference in average between the West Bank and Gaza is almost double.

Teachers and Other School Personnel

0.7 Studying the reality of human resources in schools requires focusing on the actual number of teaching positions rather than the number of the staff employed since for example school principals may be occupied with administrative work and with teaching few classes weekly. Table 3 below shows an increase in total number of governmental teaching positions, from 33,468 in 2008/2009 to 36,763 in 2012/2013, an increase of 2.39% across Palestine. In the West Bank, the number of teaching positions increased by 2.11%, from 24,320 to 26,714, and in Gaza the number increased in 3.20%, from 9,148 to 10,049.

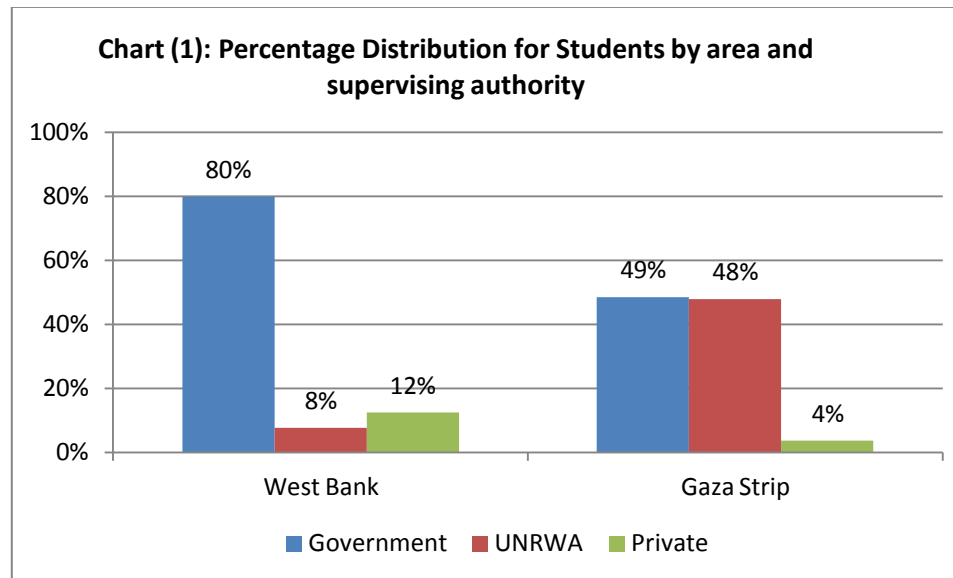
Table (3) – Teaching, administrative, and technical positions in public schools by area and year

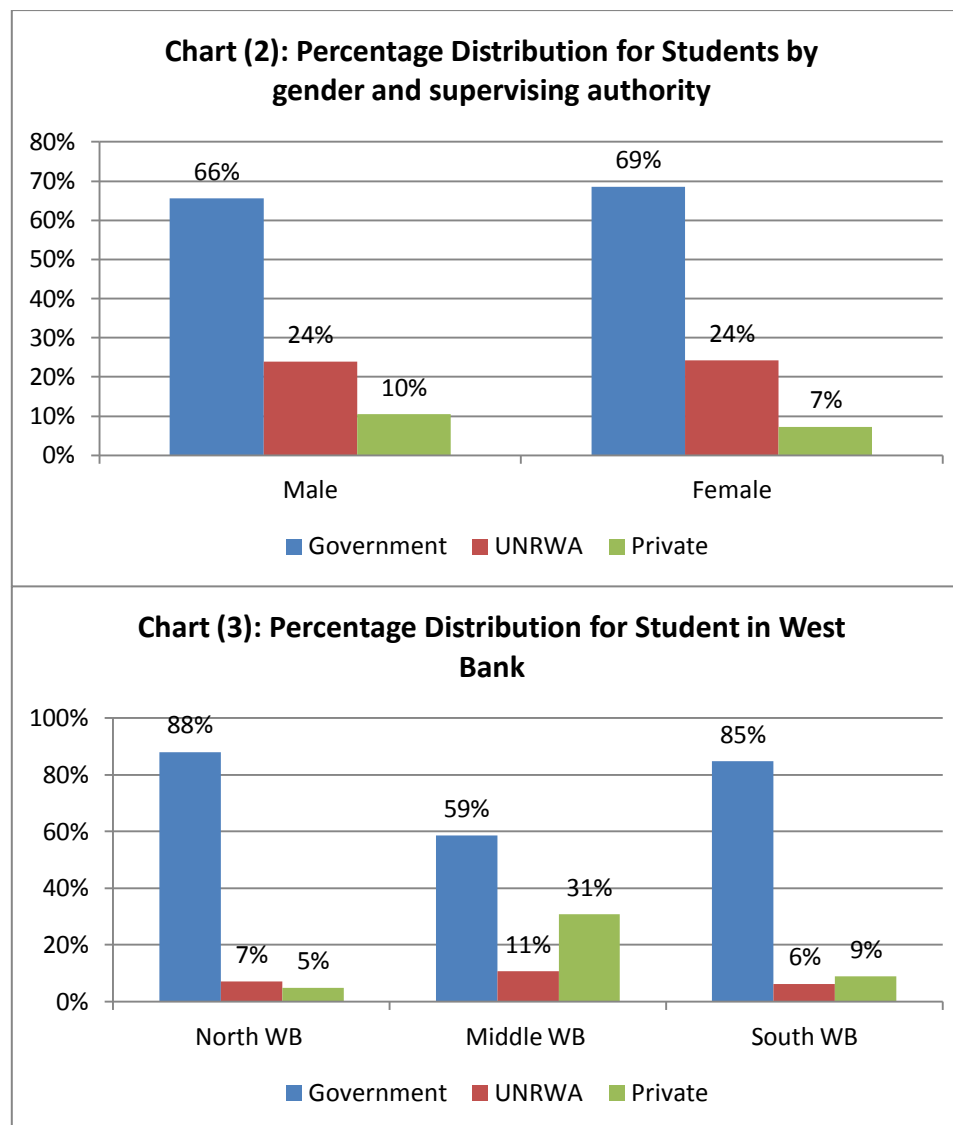
Year	Area	Admin position	Teaching position	Technical position	Other	Total
2008/09	WB	3361	24320	797	2311	30790
	Gaza	1167	9148	282	777	11373
	Total	4528	33468	1079	3088	42163
2009/10	WB	3668	25099	834	2452	32053
	Gaza	1167	9148	282	777	11373
	Total	4835	34247	1116	3229	43427
2010/11	WB	3824	26156	907	2465	33352
	Gaza	1328	9711	413	1485	12937
	Total	5152	35867	1320	3950	46289
2011/12	WB	4026	26603	684	2470	33783
	Gaza	1234	9951	464	1601	13249
	Total	5260	36554	1148	4071	47032
2012/13	WB	3600	26714	1597	2511	34422
	Gaza	1296	10049	557	1553	13455
	Total	4896	36763	2154	4063	47877

Source: Database/Department of Statistics, DoP

0.8 The **student/teacher ratio** in the WB and Gaza decreased from 23.1 students per teaching position in 2008/2009 to 21.6 in 2012/2013, indicating a decrease in number of students per teacher. However, when looking at the statistical data in each area, a decrease in this ratio is noticed both in the West Bank and Gaza throughout the first four years, followed by an increase in the fifth year.

0.9 The distribution of students per supervising authority, per gender, and within the WB as well as the growth is as follows:





Schools and Classrooms

0.10 There are **1,881 school buildings** in Palestine (among which 136 are rented buildings; 40 are located in Jerusalem, and 70 buildings are located in Hebron and Nablus). The total number of government owned buildings reaches 1,705, of which 800 are new buildings (after the advent of the PNA). The remaining number (ca 900) was built prior to 1990.

Table (4) – Number of public school buildings by area and years

Years	School buildings		
	West Bank	Gaza	Total
2008/2009	1,465		
2009/2010	1,494	295	1,789
2010/2011	1,561	303	1,864
2011/2012	1,600	244*	1,844
2012/2013	1,634	247*	1,881

* Some buildings were closed for maintenance. Source: Database/Department of Statistics

0.11 The number of governmental classrooms in Palestine reached 23,252 in 2012/2013 - an increase of 1,792 classrooms since the year 2008/2009, of which 10.3% operate in double shift, and 5.9% are rented.

0.12 As for government classrooms in the West Bank, its number reached 19,391 classrooms in 2012/2013, of which 0.1% operates in double shift and 7.1% are rented, constituting an **increase of 1,739 classrooms since the year 2008/2009**. This increase resulted in a decline in the number of classrooms operating in double shift and in rented rooms, which is in line with the second five-year plan.

0.13 The following are main statistical indicators for general education in Palestine:

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Item	WB	Gaza	Palestine
Number of Directorate	16	7	23
Number of Schools	2059	694	2753
Number of Kindergartens	965	358	1323
Number of Students in Basic Stage.	586347	403897	990244
No of Students in Secondary Stage	86825	59670	146495
Number of Children in Kindergartens	69588	41869	111457
Percentage of Drop-out	1.2%	0.6%	0.9%
Average No of Students per Class.	27.3	36.1	30.3
Average No of Students per Teacher	20	25	22
Number of Teachers	40532	21578	62110
No of Disabled Students in govt schools	5702	3805	9057
% of Schools covered by Counselors.	65.3%	68.7%	66.2%
% of Schools which have Computer Lab.	73.6%	91.4%	78.1%
% of Schools which have Scientific Lab	66.2%	69.3%	67.0%
% of Schools which have Library	73.5%	83.5%	76.1%
% of Students in Vocational Stream	2.8%	0.4%	1.8%
Percentage of Students in Scientific Stream.	23.9%	22.4%	23.3%

Table (5): Main Statistics for General Education in Palestine

III. EDSP 2 Lessons Learnt and Achievements

A. Achievements and Lessons Learnt from EDSP 2

The **main achievements of EDSP 2** are as follows:

- Achieving high enrolment levels in both primary and secondary education and bridging the gender gap at all levels, as well as achieving reduction in illiteracy and dropout rates.
- Making significant improvements in developing and improving educational infrastructure and educational environment
- Reforming the teacher education and qualification system through the implementation of a comprehensive strategy aimed at effecting a structural change in the teaching profession, where teachers have a distinct career and where the role of a teacher is changed to become a facilitator of the learning process.
- Strengthening the monitoring and evaluation system at the policy as well as implementation levels of the education system
- Achieving improvement in student performance in some areas, which is evidenced in the achievements of Palestinian students in national and international tests such as the 2011 Trends in International Mathematics and Science Study (TIMSS).
- Enhancing the administrative and financial system in terms of procedures and technology
- Strengthening the administrative practices in program-based planning and budgeting as well as the implementation capacity of a new funding modality (Joint Financing Arrangement) that applies local systems and procedures

EDSP 2 has also served as a regulatory framework for partnership with relevant Palestinian public institutions and NGOs. It has also been a reference framework for the provision of financial and technical development support, which has led to quality improvements in this regard: a shift from item-based to program-based budgeting has increased alignment of MOEHE annual plans and budgets as approved by the Ministry of Finance (MOF), as well as alignment in the financial management procedures between MOEHE and MOF. Furthermore, the first JFA in Palestine was launched, with five major

donors committed to SWAP principles in the form of a basket fund supporting the implementation of the EDSP, aligning international support to national priorities, thereby furthering the Paris Principles.

The **main lessons learnt** are as follows:

- To achieve deep educational reforms a higher level of synergy and a fully integrated reform approach between Curriculum Reform, Teacher Education, Supervision System, and Assessment is needed.
- If the curriculum is not reformed and the role of supervisors changed in line with such a reform and new modern teaching pedagogies, little change is possible to shift from the memorization and exam driven model to a student-based approach.
- Departments are not horizontally integrated, causing at times conflicts and duplication of activities
- Ministry Management reform is a precondition for enabling deep structural education reforms
- The practice of the ministry has mainly been to provide inputs to the education system rather than manage for results

Both the achievements as well as the lessons learnt are highly considered in the selection of the high-priority reform tracks and annual targets set for each program as well as in the move to the direct service-delivery structure.

B. Lessons Learnt from EDSP 2 related to adoption of Joint Financing Arrangement (JFA)

Apart from being a novel and first-of-its-kind aid modality in Palestine that embodies the principles of aid effectiveness, the JFA has highly contributed in institution building in different aspects ranging from reporting to consultation and management to the improvement of internal and local procedures in planning, finance, budgeting, procurement, and M&E. The JFA has acted as a main catalyst for several institutional and administrative improvements across the ministry that need to be built on and further enhanced during the coming years.

The achievements and lessons learnt can be categorised into two types

1- Achievements that need to be built on:

- Changing from project based to program based planning and from itemised to program based budgeting; a ministry-wide procurement plan, resource-based planning and a comprehensive monitoring and evaluation system
- Establishment of Management Team and Core Team as key fora for decision-making and institution building
- Operations Manuals in Program-Based Planning and Budgeting, Financial Management, and Evaluation that further institutionalize essential ministry procedures

2- *Issues that need further development:*

- Results-based and accountability management
- Implementation Capacity and Speed
- Aligning implementation progress with procurement and financial expenditure reporting
- Analysis of large amounts of available data for reporting and management decision-making purposes
- Full alignment of all Development Partners to the ministry's planning and budgeting cycle

IV. Planning Methodology

1. Planning Logic and Structure of the EDSP document

The Planning Logic is closely aligned with the new program-based planning and budgeting guidelines introduced by the MoF. While there are sector-wide policies organized around the key pillars of access, quality, and management, each program (such as Basic Education) has its own program-level policies. These program-level policies must be SMART, meaning that they are specific and achievable with clear targets. The program-level policies are organized in terms of *Goal* (long-term: what is achievable by 2019?), *Objectives* (short to medium-term: what is achievable within 1-3 years), and *Outputs*. Linking the Outputs directly with the Objectives under each Program is an essential improvement from the previous EDSP as the planning logic gains more coherence in terms of intervention logic and it is more evident how tangible results (i.e.: outputs) contribute to the achievement of the Program Policy Objectives and Goals.

2. Evidence Sources and Situation Analysis

The quality of any plan is dependent upon two essential elements: evidence and analysis of that evidence. Evidence is the substitute for opinion and analysis the substitute for guesswork.

The ministry has been gradually building up its evidence base over the past two decades and has a wealth of information at its disposal. The challenge is to analyze all this data and thus to enable the ministry to identify the determining factors that go into developing an efficient and effective education sector, one which directly serves the pupil, the teacher, the classroom and the school.

The first full sector analysis was carried out by the World Bank in 2006/7 with the cooperation of the then ministry. This laid the foundation for the development of the EDSP 2008-12 (carried over to 2013 to align with the National Development Plan phase). It was therefore appropriate that a new sector analysis is carried out to lay the basis for the development of the EDSP 2014 -19. This situational analysis has been carried out by the ministry with the support of and contributions in the form of external studies from international consultants.

The process of planning at the Ministry had gone through several developmental stages over the past years, starting with the Emergency Plan in 1994, going through the first five-year plan of 2000-2005 and the second five-year Plan of 2008-2012, which had led to the development of various and accumulative experiences in the fields of planning, monitoring and evaluation.

The outcome of these developments has been clearly reflected in the adoption and implementation of program-based budgeting, the promotion of the Sector Wide Approach (SWAP), as well as the development of a monitoring and evaluation system for outputs, outcomes, and results. This progress has encouraged donor countries to support both the strategic plans and the subsequent annual plans derived from them.

The objectives of the 2013 Sector Situation Analysis are to:

1. **Analyze** the current situation of the education sector to identify strengths and weakness, and to compare progress with the set goals and expected results.
2. **Shed light** on issues considered as top priority in terms of attention and intervention in order to identify recovery procedures, and address and identify development requirements.
3. **Critically assess** global concepts, content and tools to strengthen EDSP 2014-19.

The full sector situation analysis can be found on the ministry's website.

3. Plan Preparation Methodology and Approach

The **overall management** of the planning process was carried out by the DG of Planning.

The **stakeholders** involved and consulted in the planning process at various stages were:

- a- Policy Committee comprised of the Minister plus the Office of the Deputy Minister and his Assistants
- b- The Management Team comprised of the Deputy Minister and his Assistant Deputy Ministers, DG of Planning and DG of Public Relations

- c- Nation Planning Team comprising representatives of civil society (NGOs etc.) and other relevant ministries
- d- Development Partners, in particular the Joint Financing Partners (JFPs) and all others through the ESWG
- e- Technical Teams from all Directorate General In the Ministry
- f- Planning Teams at each district consisting of Assistant District Director, Heads of Division of Planning, Supervision and Building
- g- School Cluster Level planning teams consisting of Supervisor, School Principals, Counsellor and Parents

The following approach was adopted for carrying out the situation analysis:

1. **Internal evaluation and reviewing the educational reality:** through reviewing M&E documents, conducting field studies, and establishing committees.

This was carried out on three levels:

Level I: Reviewing Implementation Progress and M&E documents

- Reviewing and assessing progress level in implementing activities and in outputs of the plan, revealing deviation extent from what is expected of the five-year plan and its annual plans.
- Reviewing and assessing the results of key and intermediate performance indicators of the three main sector objectives, and comparing them with base year objectives published in the Monitoring and Evaluation 2012 which is considered as an accumulative comprehensive report for monitoring policy progress of the five-year plan 2009 – 2012, with 2009 as a base year.

Level II: School-Level Survey 2013

A School Survey Study Based **on Systemic Change Framework** was conducted in all public schools in the WB and Gaza to address factors regarded as critical for assessing quality. The survey included students, parents, school principals, teachers of Arabic, Math, Science and English. The survey also included several focus groups.

The survey measured the assessment of all stakeholders vis-a-vis a set of questions covering, inter alia, the following:

- To what degree do students possess basic knowledge and higher-order thinking skills such as critical thinking, life skills and core values?
- To what extent do teachers and other educational professionals learn together and exchange experiences and knowledge, and perform peer supervision?
- To what degree are school management and the local community involved in furthering quality of education?

- To what extent do the ministry and district management undertake efforts to ensure improvements in the quality of education?

The survey participants ranked the levels of urgency to address a whole set of quality and management issues to improve the education system. The findings of the school-based survey were compiled in a 100-page report and are being used for micro-planning purposes at the school and district-level.

Level III: Thematic committees to analyze the main components of the education system

13 committees were established under the authority of Director Generals:

- Integrating technology in teaching
- Expanding vocational education and linking it to the labour market
- Non-formal education
- Students with special needs
- increasing focusing on schools located in Area C
- Curriculum Development
- Pre-school (kindergarten) education
- Teacher Training
- Restructuring schools by educational stages (primary, basic, secondary)
- Enrolment in basic and secondary education
- Enhancing the utilization technology in management system
- Supportive educational programs (extracurricular)
- Administration and Management

The Directorate General of Planning (DGoP) supervised the work of these committees and each committee had one coordinator.

To ensure coherence in the whole exercise the following steps were taken:

- DGoP made presentations clarifying concepts and strategies of education analysis for committee chairpersons, starting reviewing and diagnosis and on through policies and strategies, and finally implementation and operational planning.
- Individual meetings with each committee and its coordinator were held to clarify work mechanisms and divide roles
- Workshops were held in order to allow exchanging experiences, clarifying intersection in committees' work and strategies.

2. School Profile Projections (Simulation System): DGoP updated data for the simulation system based on trends from the past five years, and calculated projections for the EDSP 2014-2019, adjusting national statistical information from PCBS with EMIS data.

3. Identifying training needs for administration staff at the Ministry. A working group, composed of Directorate General of Planning, National Institute for Training (NIET), and Administrative Affairs Departments was formed to identify the required skills for each function, through conducting a comprehensive study and survey over the period of two years (2011-2013) to study the availability and level of these skills among the ministry's cadres. This study had identified all general and specialized training needs for each administrative function in the Ministry, which will be the main reference in staff performance evaluation process.

4. General Administrative Analysis: In cooperation with AMIDEAST an administrative analysis, aimed at identifying administrative and technical needs for schools, districts, and the Ministry, was carried out in order to improve the quality of education. To achieve this, the work was divided into three phases. The first phase: a committee composed of different departments was established to review all documents relevant to school's standards and evaluating performance, in addition to interviews conducted with school principals, teachers, counsellors and parents. The results of the first phase had revealed a set of technical and administrative needs, which will be categorized by the districts' offices into needs that can be achieved at the second phase, and other needs (that are not achieved at the second phase) to be presented to the Ministry for consideration at the third phase. The results of the three phases are integrated in the Ministry's third Strategic Plan.

5. External evaluations and studies of the education sector³: through the assistance of external experts from various educational and financial fields, who had conducted several studies on educational reality after the final implementation of the second EDSP. These studies are:

a. External Evaluation of ESDP 2008-12: An external education expert was commissioned to carry out an independent external evaluation. The report has been submitted to the Policy Committee and its recommendations are regarded as critical inputs to the new plan.

b. Public Expenditures Review (PER): this is regarded by the MoEHE as a critical input to the development of EDSP3. The draft report was presented in July 2013 and a presentation made to the MoEHE in August, following which the final report was presented.

c. Curriculum review: An international expert reviewed the general framework of the curriculum, books and the structure of the curriculum centre. The report was distributed to relevant stakeholders and to the Policy Committee and the Plan's committees. Several meetings to draw lessons and challenges to be included in the third strategic Plan 2014-2019, were held with the relevant committee and Policy Committee.

d. School Infrastructure Analysis: this was carried out by an external expert who produced a report on the situation of school infrastructure from an organisational and space requirement dimension.

³ All sources of evidence used for *Palestine 2020* are accessible on the Ministry of Education website: <http://www.mohe.gov.ps/>

The issues, findings, and recommendations of the external studies have been translated and integrated into the Planning Logic and Structure of the new Programs.

- 6. Updating of the situation analysis document of the year 2007 on which the second EDSP2008-2012 has been built to the year 2013.**
- 7. Annual Sector Reviews:** these provided the opportunity to carry out formative evaluation of the sector and to strengthen the consultative basis of annual planning. The Recommendations of the ASRs 2011, 2012, and 2013 have been taken into consideration during the planning process.
- 8.** The MoE applied the **Problem Tree /Solution Tree method** for analysing the challenges and convert them into appropriate interventions. A problem tree provides an overview of all the known causes and effect to an identified problem. This establishes the context in which interventions are to occur. Understanding the context helps reveal the complexity of the education system and this is essential in planning for successful reforms. A problem tree involves writing causes in a negative form (eg. lack of knowledge, not enough money etc). Reversing the problem tree, by replacing negative statements with positive ones, creates a solution tree. A solution tree identifies means-end relationships as opposed to cause-effects. This provides an overview of the range of interventions that need to occur to solve the core problem. Conducting a problem tree/solution tree analysis provides a means to review the existing understanding of the causes to a specific problem and how it can be overcome. A problem tree will likely reveal multiple branches (cause & effect relationships) leading to the core problem. This is very valuable as it identifies factors that may not be addressed by the planned intervention.
- 9. Using 2013 as a base year:** As the MoEHE has up to date data for the academic year 2012/13, this will be used as the base-line year for all programmes.
- 10. Coordination and linkage with the National Development Plan through cooperation with Ministry of Planning**

The MoEHE (Planning) ensured that the goals and targets of the draft National Development Plan 2014-2016 are considered and addressed in the situation analysis. There is full alignment between EDSP3-2014-2019 and the PNA Sector Plan 2014-2016. Moreover there is a notional Planning Team from Ministries, NGOs, UNRWA, UNESCO, UNICEF and they met regularly to discuss all the proceedings of the EDSP3 planning process.

PART TWO

V. VISION and Sector-Wide Goals, Policies, and Priorities

The vision of the third strategic plan is an extension of EDSP 2 and focuses on the type of citizens the education system shapes. The vision goes beyond the third strategic plan, but informs its direction and ultimate purpose of the public education system in Palestine;

To prepare human beings who are proud of their religious values, national identity, country, and their Palestinian, Arab and Islamic culture; who contribute to the development of their society; who think critically and actively seek knowledge, innovation and creativity; who interact positively with the requirements of scientific and technological development and are capable to compete; who are open to other cultures and regional and international markets; who are capable of building a society based on equality between males and females and upholding human values and religious tolerance; and build up an education system which is accessible, diversified, multiple, flexible, effective, efficient, sustainable, responsive to local needs and qualitative.

In order to achieve the above vision, based on lessons learned and findings of the independent external evaluation of the second strategic plan, the situation analysis, and the learning from innovative educational initiatives at the local, regional and international levels, and in response to national educational challenges facing Palestinian society, and upon building on institutional achievement in the second strategic plan (program based approach, pool funding, institutionalization of the SWAP, strengthening local procedures and systems etc.), the third strategic plan for the education sector will be guided by the following **specific vision** (i.e.: the status quo at the end of the third strategic plan at the beginning of 2020 (hence the name 'Palestine 2020')):

A results-based, student-centered, and inclusive education system that provides 21st century relevant education services at all levels with high quality and full equity considering individual needs and being at the heart of the political, economic, and social development in and for Palestine.

This vision for Palestine 2020 informs the deep educational reforms, especially a reform of the Palestinian curriculum as the carrier of the education process, the new strategy intends to implement during the coming 6 years. The vision responds to the national priorities as well as international trends in education as outlined below:

National Priorities

- Ensure free and safe enrolment, especially in Jerusalem and areas marginalized by the Israeli measures, such as Area C
- Forge partnerships to promote education as a high social value and a lever for national advancement
- Improve educational achievement levels, especially for essential skills and knowledge at all educational levels
- Promote national identity and citizenship and focus on consolidating the value system and the rule of law
- Improve teachers' professional and material conditions
- Preserve the unity of education system throughout Palestine
- Pay increased attention to secondary education towards a better student distribution among its streams and expand opportunities for enrolment in the preschool level

International trends in the field of education development:

- Paying attention to school standards to ensure quality enrolment in education, with a focus on the content and quality to ensure equality in terms of enrolment and quality of the teaching and learning environment.
- Accentuating the importance of engaging all stakeholders in the teaching and learning process, including the learners themselves and their teachers, to ensure effective participation of all stakeholders in the development of the education system.
- Expanding the scope of educational system's performance beyond achievement in local and international tests, to include a focus on citizenship, the 21st century's skills, student-centred learning, and promoting opportunities for creativity, entrepreneurship and well-being
- Paying attention to all aspects that contribute to enhancing the teaching career and promote confidence in teachers, as well as employing evaluation systems for educational improvements within a framework of school-based and learner-oriented development, with focus on formative assessment
- Investing in scientific and technological developments to diversify learning resources
- Focusing on educational leadership as a permanent component in the capacity development of all education human resources

The ***three sector goals-access, quality, and management***- and the related policies and strategies as well as main priorities are as follows:

Sector Goal 1: Ensuring safe, inclusive, and equitable access to education at all levels of the system

Main Policies and Strategies

- ❖ Ensure access of all Palestinian children to education according to law and as a human right. Special attention to be addressed for children in area c including Jerusalem
- ❖ Provide the means to increase inclusion of students with special needs in schools with focus on all groups, including the gifted, within a national strategy that defines relations with all concerned stakeholders, the role of each stakeholder and requirements to achieve such inclusion.
- ❖ Maintain progress towards expansion of enrolment in early childhood programs, including the expansion of MOEHE engagement in the provision of such service to children in remote areas in the form of preschool programs attached to lower-level basic schools
- ❖ Take measures to expose and protect from the Israeli occupation's policies and procedures against children's right to free and safe education, seeking to provide effective solutions that ensure access to the right to education for children in areas fully controlled by Israel

Main Priorities

1. Keeping the high level of enrolment in low basic stage
2. Track the out of the system students after grade 8 so as to increase the enrolment rate in high basic and in secondary level
3. Increase the enrolment of TEVET, especially for female students and base it on a demand driven scheme
4. Increase enrolment for preschool education
5. Establish stronger ties with international community to guarantee and protect educational rights for Palestinian students in Area C and Jerusalem

Sector Goal 2: Developing a student-based teaching and learning pedagogy and environment

Main Policies and Strategies

- ❖ All students will be given the opportunity to acquire the essential skills at early stage of education .
- ❖ Promote a learner-centered education and respect of differences and diversity, and adopt all measures needed in this direction in terms of curriculum development, teacher qualification and provision of appropriate teaching and learning resources.
- ❖ Maintain efforts to reform the supervision system on the provision of technical support to teachers within the framework of the school clusters' and teachers' professional learning communities.
- ❖ Align the education system's outputs with individual learners' needs to allow them to pursue further education or positively engage in the community development process, and to compete at the regional and global levels
- ❖ Conduct a thorough and comprehensive reform of the general education curricula and assessment and evaluation system to equip the students with the 21st century skills
- ❖ Enhance entrepreneurship, creativity and excellence among students and teachers programs,
- ❖ Expand options and opportunities available to students, especially at the secondary level, by raising their awareness of their academic and vocational capabilities and inclinations.
- ❖ Create an appropriate environment supportive of teachers through the profession of education depending on the national standards
- ❖ Enable all students to employ technology to support teaching practices
- ❖ Promote the role of education system in the development of national identity and develop programs required to strengthen the sense of national belonging, preserve the cultural heritage and help channel youth potentials in the optimal way.

- ❖ Promote the quality of vocational education by linking it to the labour market, and increase interest in learning entrepreneurship skills and provide graduates with opportunities for self-employment.

Main Priorities

1. Curriculum reform at all levels to address all related challenges and recommendations from external and internal studies and analysis and raise the qualitative level of teaching and learning according to 21st century skills
2. Implementation of Teacher Qualification Strategy Qualification of teaching staff
3. Shift the supervision system practices from command and control to empowerment of teachers
4. Upgrading assessment and evaluation system in line with curriculum reform
5. Enhancing quality of vocational education and to be a demand driven

Sector Goal 3: Enhance Accountable and Results-Based Leadership, Governance and Management

Main Policies and Strategies

- ❖ Development of the Palestinian education law and review the related regulations and instructions.
- ❖ Ensure the development of effective partnerships based on strategic planning that is built on a program based
- ❖ Promote a decentralized approach to educational management and take measures to delegate additional powers to field-level and school-based administrations and to promote community partnership in education development and management.
- ❖ Preserve the unity of the Palestinian educational system in the West Bank, Jerusalem and Gaza Strip
- ❖ Develop regulations and measures that would improve the administrative and financial performance of the education system, towards efficiency and effectiveness of educational services and promote transparency and accountability.

- ❖ Improve accountability in the education system by institutionalizing monitoring and evaluation procedures in line with the strategic plan in all aspects and levels of work.
- ❖ Develop the organizational structure of MOEHE, district level directorates and schools and train and enhance the available human resources in line with the service delivery programs and goals and objectives of the strategic plan.
- ❖ Restructure the grade composition of schools in line with the structure and levels of education in Palestine and ensure equitable distribution of schools based on agreed upon standards.
- ❖ Entrenching a culture of innovation and excellence and access to a conveniently featured educational system
- ❖ Develop mechanisms for decision-making based on the evidence
- ❖ Strengthening the engagement of all stakeholders in education at all levels, and promote community participation
- ❖ Protect and maintain the delivery of education services during emergency

Main Priorities

1. Reform the central ministry management and operational structure in line with the new service delivery program structure
2. Institutionalize the results-based management approach across all levels of the ministry
3. Restructure the school levels to harmonize the school types according to Grade 1-4, 5-10, and 11-12
4. Ensure safe quality and equitable education in Area C including Jerusalem through intensive internal and external advocacy
5. Enhance the internal and external efficiency and effectiveness at all levels

VI. Sector Situation Analysis and Strategic Options

The following chapters summarize the results of the situation analysis for each main component of the education system describing the (1) current situation, (2) challenges, and the (3) strategic options and anticipated results.

Chapter I Access to Education and School Infrastructure

Palestine has performed well in terms of guaranteeing access for all students, especially in the lower grade levels where there is almost full enrolment. All children of 6 year old are enrolled and the average GER for basic education is almost 95 %. Drop out remains a challenge in secondary stage, especially for male students. The school infrastructure program has been a high performing program during EDSP 2 with significant school additions, improvements and expansions to accommodate all Palestinian students and provide an appropriate educational environment. Concepts such as green building and child-friendly schools are increasingly being applied in the school construction program.

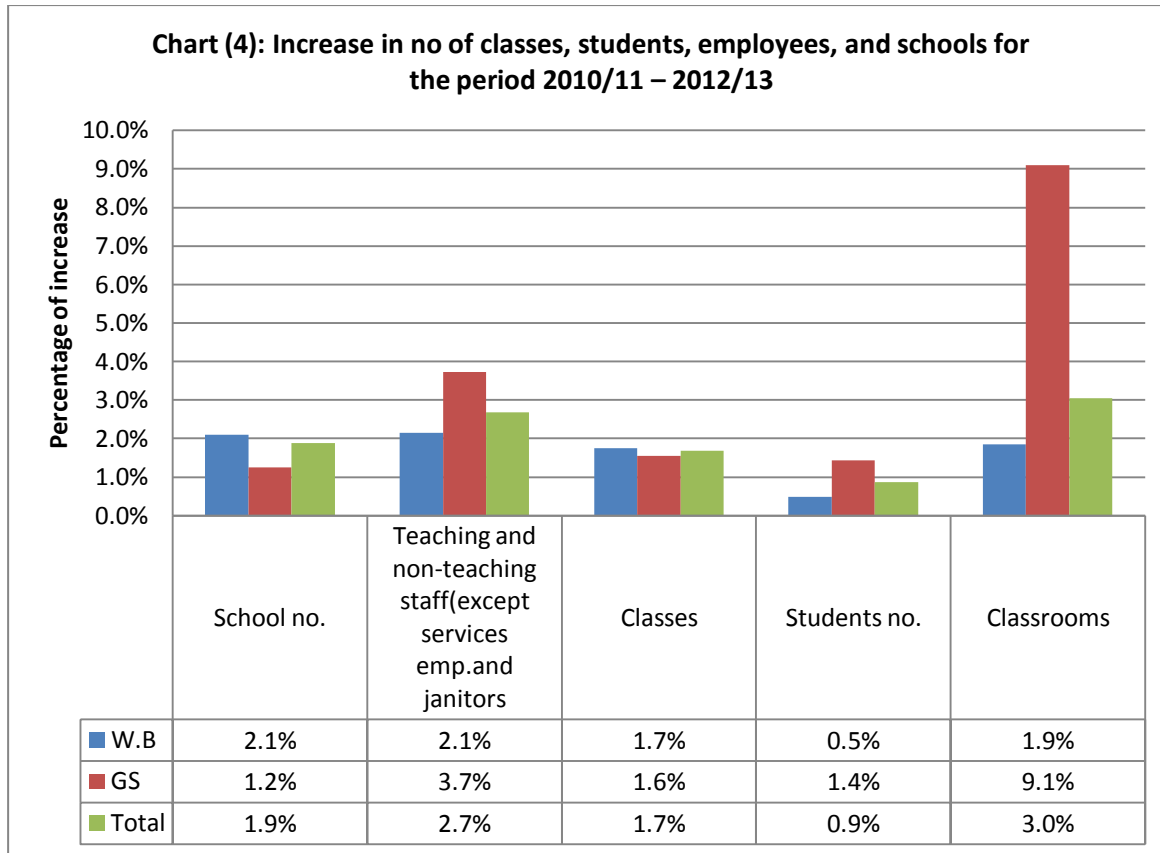
1.1 Current Status

The data of the second five-year plan indicates a **Gross Enrolment Rate (GER)** for first grade of 100.6% (100.4% male and 100.8% female) at the end of 2011/2012, and 99.7% (99.3% male and 100.1% female) for the year 2012/2013, both in the West Bank and Gaza. That means that all children of 6 years old were enrolled in schools, achieving *Education for All* goals regarding access for both genders, with an enrolment rate for basic education of 94.4% (93.1% male and 95.9% female), and for secondary stage 73.5% (64.9% male and 82.5% female) at the end of the second five-year plan during the year 2012/2013.

The **Net Enrolment Rate (NER)** of the population aged 6 years reached 98% (97% male, 99% female) during the year 2012/2013, and these rates reached 100% for the age of 7, and 69% for age 17. There is a discrepancy in enrolment of both genders in favor of males age (7-9), however, gender discrepancies have vanished at age 10-11, and enrolment rates for both genders were equalized, while gender discrepancies was more significant at age 12-17 in favor of female, which is linked with an increased drop-out rate among males at secondary stage.

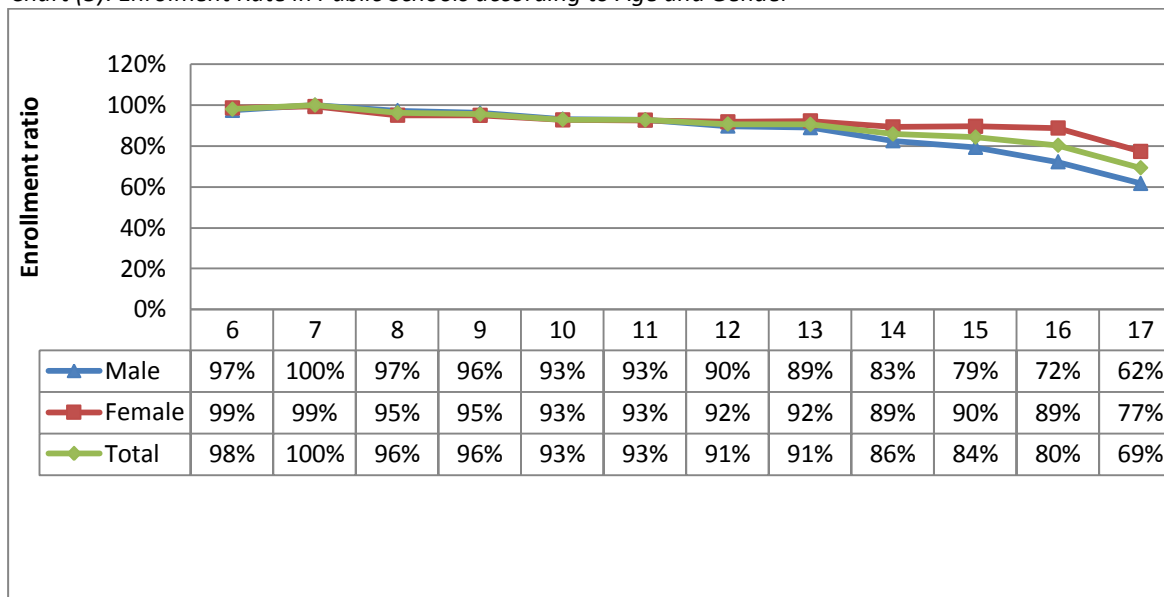
Comparing demand (increase in number of students) with supply (increase in number of classrooms, schools, and teachers), demonstrates the ability of the education system to improve. Chart 5 below compares the supply and demand in public schools during the period 2010/2011- 2013/2012, with the following conclusions:

- The average annual increase in number of students in Palestinian schools (in all educational authorities) is nearly 0.9% (0.50% in the West Bank, and 1.4% in Gaza).
- The average annual increase in number of classes in Palestinian schools is approximately 1.7% (1.7% in the West Bank, 1.6% in Gaza).
- The average annual increase in number of classes (1.7%) is higher than the increase in number of students (0.9%) in both the West Bank and Gaza, which indicates an improvement in student number per class, and that the increase in number of classes in the West Bank (1.7%) is higher than the increase in number of classes in Gaza (1.6%)
- The average annual increase in number of employees in Palestinian schools (not including non-teaching staff and janitors), is 2.7% which exceeds the average of increase in classes and student number. The increase in number of employees is higher in Gaza (3.7%) than in the West Bank (2.1%).



As for government classrooms in the West Bank, its number reached 19,391 classrooms in 2012/2013, of which 0.1% operates in double shift and 7.1% are rented, constituting an **increase of 1,739 classrooms since the year 2008/2009**. This increase resulted in a decline in the number of classrooms operating in double shift and in rented rooms, which is in line with the second five-year plan.

Chart (5): Enrolment Rate in Public Schools according to Age and Gender



Source: DG Planning

Drop Out

Dropout rate in public schools in the West Bank increased from 1.1% in 2008/2009 to 1.4% in 2012/2011, with an increase in basic stage from 0.76% to 0.96%, and secondary stage from 2.34% to 3.50%. As shown in below tables, the drop out of students is higher in Gaza than the WB:

Table (6.1) Dropout rates in public schools in West Bank by stage and gender

Year	Basic Stage	Secondary Stage		Secondary Stage	Secondary Stage	
		Male	Female		Male	Female
2008/09	0.76%	1.01%	0.51%	2.34%	2.37%	2.31%
2009/10	0.71%	0.98%	0.43%	2.32%	2.21%	2.42%
2010/11	0.96%	1.37%	0.55%	3.47%	3.50%	3.44%
2011/12	0.96%	1.36%	0.56%	3.50%	3.45%	3.53%

Source: Database/Department of Statistics, DoP

Table (6.2) - Dropout rates in public schools in Gaza by stage and gender

Year	Basic stage	Male	Female	Secondary stage	Male	Female
2008/09	0.71%	0.74%	0.69%	2.65%	2.13%	3.13%
2009/10	1.17%	1.21%	1.13%	1.45%	1.36%	1.53%
2010/11	1.43%	2.04%	0.88%	2.88%	2.60%	3.11%
2011/12	1.55%	0.96%	2.08%	1.01%	0.86%	1.14%

Source: Database/Department of Statistics, DoP

Old or unsuitable classrooms

Roughly half of the schools in the West Bank were built prior to the advent of the PNA in 1994. 47% of the schools were built before the year 1990, of which 24% were built before the year 1960, meaning its lifetime is over 53 years.⁴ Schools which were built prior to the year 1994 were set up without engineering supervision and are not compatible with current standards and measurements and with no civil defence conditions and anti-earthquake defences, in addition to non-compliance with space and ventilation standards, lighting and the availability of roofed corridors.

Furthermore, many locations prevent the expansion of schools (such as in the town centre), or the lack of possibility for adding floors since the buildings are old. Its maintenance is not sufficient due to the deterioration of its construction and non-construction elements and the cost of maintenance. Therefore, replacing the buildings is financially and educationally more efficient.

There are nearly 1,881 school buildings in Palestine (among which 136 are rented buildings; 40 are located in Jerusalem, and 70 buildings are located in Hebron and Nablus). The total number of government owned buildings reaches 1,705, of which 800 are new buildings (after the advent of the PNA). The remaining number was built prior to 1990. It is possible to replace these building over a duration of twenty years according to time-table and depending on the individual conditions.

Maintenance work is done annually with an estimated annual cost of USD 10 million. It is carried out either in the form of **regular or emergency maintenance**. The cost for this type of maintenance is estimated by annual cost of approximately **\$5 million for repairing 100 schools**. Some schools need **general maintenance** covering all elements of these schools, in addition to regular maintenance. These works raise the cost of maintenance as these

⁴ (Baseline report, Dr. Bergman, 2013)

incomplete items are added to the overall maintenance cost. There is a need to repair 20 schools annually, with an **estimated cost of \$250,000 per school/project**, which means a cost of **\$5 million for repairing 20 schools**.

Educational Technology and School Facilities

The number of schools with educational facilities are as follows:

Table (7) - Percentage of public schools with educational facilities in Palestine

Year	Computer lab			Science lab			School library		
	WB	Gaza	Palestine	WB	Gaza	Palestine	WB	Gaza	Palestine
2008/09	61%	*	*	56%	*	*	64.1%	*	*
2009/10	65%	*	*	58%	*	*	67.7%	*	*
2010/11	68%	67%	68%	63%	72%	65%	71%	80%	73%
2011/12	72%	79%	73%	66%	82%	69%	75.8%	91.2%	78.80
2012/13	73%	87 %	76%	67%	80 %	70 %	76.4%	92.2%	79.5%

Source: Database/Department of Statistics

35% of the total schools include at least one unsuitable **educational facilities/lab**, and 28% include at least one unsuitable library, and 3% include at least one unsuitable computer lab, and 17% include at least one unsuitable science lab. 62% of the total schools do not include at least one educational facilities/lab, 24% do not include at least one library, 16.2% do not include at least one computer lab, and 30% do not include one science lab at least.

School Structure

The current school stages in the WB contain many different school types in terms of levels:

Table (8) - Current situation of school stages in the West Bank, 2012/13

First group/level of schools	Number of schools	Percentage
(4-1)	137	8.35%
(9-1)	74	4.51%
(10-1)	122	7.44%
(9-5)	16	0.97%
(10-5)	14	0,85%
(12-5)	85	5.18%
(12-10)	72	4.39%
(12-11)	40	2.44%
Second group/level of schools	Number of schools	Percentage
1-2, 1-3, 4-7, and other		65.83%

1.2 Challenges

The main challenges in terms of **enrolment rate, dropout, maintenance,** and the **school structure are as follows:**

1. Maintaining high GER in first grades and in the basic stage for both genders.
2. Maintaining adequate rates of number of students per class in public schools in the WB and Gaza, in spite of natural increase in the population, while focusing on overcrowded schools.
3. Reducing spatial overcrowding (no less than 1.2m² allocated per student) in public classrooms (the West Bank, Gaza, and Jerusalem district in particular).

4. Reducing dropout rates in public schools (in Gaza and WB) in basic and secondary stages for both genders, in particular for males
5. Reducing number of classes operating in double shift in public schools in certain districts
6. Reducing number of classrooms not suitable for use according to educational standards
7. Increasing number of students with special needs integrated in public schools.
8. Increasing high quality of educational facilities/lab according to school buildings standards and equipment
9. Activating or enhancing school standards incentive for attracting students⁵
10. Reducing overcrowding in external school space (playgrounds etc.)
11. Separating males from females in grades 5-12 if locally demanded
12. Maintenance and reconstructing in existing school buildings to improve educational environment.
13. Developing school environment in terms of location, safety, and facilities readiness, and providing all safety and security requirements.
14. Replacing or expanding sanitation units to improve its quality and adjusting it to number of students in the schools. Currently, the standard applied is one restroom for every classroom. Many of the restrooms are in dire shape and require refurbishing or replacement.

1.3 Strategic Options and Anticipated Results

Enrolment and Drop Out

- Increasing GER in the secondary stage for both genders (with an emphasis on male), more specifically from (94.3%) in 2012/2013 to (96.1 %) at the end of the 6-yr plan, 2018/2019
- Increasing transition rate for (M&F) students from basic to secondary stage (11-12), from (73.0) % in 2012/2013 to (74.8 at the end of the 5-yr plan, 2018/2019.
- Providing back-to-school programs to incentivize dropped out students to return to the education system

Maintenance

- Continue the approach to maintenance applied to EDSP 2, while paying particular attention to hygiene facilities

⁵ Monitoring and Evaluation Report 2012

Restructuring Schools by Educational Stage

The final proposed model for these stages comprises three groups

1. First group: schools composed of 1st – 4th grades
2. Second group: schools composed of 5th – 10th grades
3. Third group: schools composed of 11th -12th grades

To achieve this ideal model, the Ministry needs a gradual transition stage with two phases:

1. First 'transitional' phase: reformulating schools to two main stages 1-10 and 11-12

- a. Reformulating basic level schools, including current basic education schools with 10th grade or below (1st -10th), consisting of various levels 1-4, 1-6, 5-10, 1 -3, and etc., which amount to 947 schools, constituting 57.7% of the total number of schools in the WB.
- b. Reformulating mixed stages (basic and secondary), which are currently numbering 649 schools (39.6% of the total schools). This phase will produce additional basic schools.
- c. Secondary schools, including schools with 11th -12th grades only, in addition to secondary school resulting from reformation of mixed schools mentioned in "b".

2. Second phase: reformulating of school stages mentioned in the first phase to be harmonized with levels (1-4), (5-10), and to be gradually implemented.

- ✓ Schools at stage (1-4): The current number of schools consistent with this level is nearly 137 schools (8.36% of the total number of schools in WB).
- ✓ Schools at stage (5-10): currently including 14 schools (0.85% of the total schools).
- ✓ Schools at stage (11-12): currently including 40 schools (2.44% of the total schools).

The committee assigned for implementing the separation process suggests the following implementation sequence with regards to school location:

- a. Schools located in cities
- b. Schools located in rural (villages) areas
- c. Schools located in small catchment areas
- d. Schools located in disadvantaged areas, and areas threatened with confiscation warrants and construction is banned.

The restructuring of the school types constitutes a high priority reform intervention during the period of the strategic plan and is mentioned in Chapter VI on High Priority Reform Tracks.

Chapter II Vocational Education

Vocational Education is an important component of general education. In Palestine, vocational education has suffered from a governance vacuum, which is partly due to the year-long division of the Ministry into HE and GE as well as the involvement of various other ministries and agencies. Also, society's attitudes are generally negative toward vocational education and it has suffered from the repeated MoE and MoEHE split. Several elements have been developed, such as new courses, a National Qualification Framework, closer relationship with some private sector players, however, establishing a unifying governance structure with clear rights and responsibilities is of utmost importance.

2.1 Current Status

The Ministry of Education and Higher Education (MoEHE) oversees vocational schools, which offer vocational education in a number of streams: industrial, agricultural, tourism, home economics and commerce. Students enrol in these streams for duration of two years, after successful completion of the 10th grade. Following successful graduation, students can enrol in higher education institutions or in the labour market. In addition, the Ministry oversees technical colleges granting diploma certificates or Bachelor degrees. The **Ministry of Labour (MoL)** oversees vocational training centers where students enrol in these centers for a duration of one or two years. Other Ministries oversee various centers, such as **Ministry of Social Affairs (MoSA)** which oversees number of training and vocational centers targeting students with special needs. In addition, several private centers and institutions offer various professional trainings.

In total, there are 19 vocational schools in Palestine, out of which 14 are public ones and 4 are private ones, with one being a multi-purpose center. Vocational schools allow students to study for 2 years in grade 11 and 12, with the option to also complete the tawjihee exam. The focus in the vocational schools is on practical training and the majority of students go to the labor market rather than to the tertiary sector. Vocational schools exist in all districts in the West Bank except for Jericho and Tubas, noting that the districts of Jerusalem, Jerusalem suburbs, and Bethlehem have only private vocational schools, while in Gaza Strip, vocational schools teaching industrial and agricultural streams, and are located only in three areas (north, east, and central Gaza). In Jerusalem there are three vocational schools (1 private, 1 Waqf, 1 Israeli controlled)

The percentage of students enrolled in vocational education in public schools, of the total number who had completed the 10th grade, is approximately 1.8% (2.7% in the West Bank, and in 0.5% in Gaza Strip) in 2011/2012 (not including commerce stream). The number of students enrolled in vocational education in all its streams (industrial, agricultural, tourism, home economics, and commerce) increased from 8,200 students in the year 2008/2009 to 9,478 in 2012/2013, an increase of 15.6%. The increase was accelerated during the first two years, reaching 12.9%, and began declining later to reach 1.3% during 2011/2012, and -2.7% during 2012/2013.

Female participation in vocational education remains low due to the limited offer of suitable programs and socio-cultural conditions. As of 2013, women’s participation in the labor market stood at 14.6% as opposed to 85.4% for men. There are about 600 students enrolled in private institutions.

Table (9): Student distribution in vocational public schools 2008/09 – 2012/13 (not including commerce stream)

Year	WB			Gaza			Palestine
	Both genders	M	F	Both genders	M	F	Total
08/09	1,649	1,504	145	333	254	79	1,982
09/10	1,882	1,694	188	331	233	98	2,213
10/11	2,121	1,868	253	308	283	25	2,429
11/12	2,051	1,793	258	372	322	50	2,423
12/13	2,094	1,814	280	305	234	71	2,399

Source: DG of Planning

2.2 Challenges

The key challenges of TVET are multi-fold and interrelated:

1. Lack of coordination and a unified governance structure and central decision-making authority in the form of the Higher Council
2. Limited involvement of and sharing of responsibilities with the private sector
3. Lack of accreditation of TVET courses by AQAC
4. Developing a National Qualification Framework at all levels and the Palestinian Occupation Classifications that will be accepted and approved
5. Attracting more students to TVET and raising public awareness about its importance
6. Female participation in vocational education remains low due to the limited offer of suitable programs and socio-cultural conditions. As of 2013, women’s participation in the labor market stood at 14.6% as opposed to 85.4% for men.
7. Financing of the TVET sector

2.3 Strategic Options and Anticipated Results

The Ministry developed a national strategy for Technical and Vocational Education and Training (TVET)⁶ complying with universal trends. The strategy was reviewed by specialized teams with the participation of a wide range of stakeholders and social partners from the public and private sectors. Four key areas were identified in this strategy:

- ✓ Developing organizational structure for vocational and technical training system
- ✓ Developing organizational structure for vocational and technical training institutions
- ✓ Developing human resources sector working in the system
- ✓ Improving the quality of teaching and training of technical and vocational education

The single most important step is to agree on the **governance structure** for the TVET sector in the form of the Higher Council.

Related is the need to **create a TVET agency** under the Higher Council, and this as a semi-autonomous body with its own budget and staff. The TVET Agency should have the opportunity to respond fast and flexible to the requirements of TVET centres and schools that are to work in line with the rapidly changing requirements of the private sector.

In addition, **accreditation** of TVET courses and linking all TVET institutions with the formal education system is of high importance.⁷

By the end of 2019, MoE anticipates to have the following results:

- Increasing the percentage of students in vocational stream at sector public from 1.72%: (males 3.2%, females 0.4%) to 2.3 % (males 3.8%, females 1.1%) of completers at 10th grade by the end of 2018/2019. This figure does not include the private sector nor the commercial stream.
- Reformed educational vocational curricula by module system intended to enhance the skills and knowledge with the needs of the labor market in annual rate of 17% for 4 specializations at the end of the sixth-year plan 2018/2019.
- A National Qualification Framework (NQF) and Palestinian Occupational Classifications fully applied to give value to all competences.
- A TVET working group operating since 2015 with a clear TOR and as part of the ESWG reform, which is done in 2014.
- Apprenticeship program rolled out across all vocational schools.

⁶ National TVET Strategy for Palestine can be viewed on the ministry's website.

⁷ Please see ASR Aid Memoire 2013

Chapter III Education under Duress: Jerusalem and Area C

Education in Jerusalem as well as Area C, which makes up 60 % of the WB, has been suffering from an increase in Israeli violations and interference. Full Israeli military and civil control over this area deprives 5 % of the Palestinian population (about 300,000 residents) from proper and secure educational services. In Jerusalem, the Palestinian education system also suffers from Israeli political pressures to abolish the Palestinian curriculum and adopt the Israeli one. Also, limited entry permits and low wages (as compared to Israeli schools) have led to a lack of qualified teachers in Jerusalem. Any progress in Area C and Jerusalem requires more political and technical support from the international community.

3.1 Current Status

There are 186 schools located in Area C, constituting approximately 11.3% of all public schools in the WB, including a total number of 2,073 classes, and providing educational services to 9% (48% are males and 52% females) of the total number of public school students in the West Bank. The number of staff employed in Area C schools amounts to 3,362 teachers (1,622 males and 1,740 females), which is 9.9% of teaching staff employed in West Bank public schools.

More specifically in Area C, 30 schools (16% of the total Area C schools) are affected by the Israeli Separation Wall, 34 schools by Israeli settlements, another 34 schools by settler and military harassment in Hebron, while 12 schools are in particularly remote areas.

The types of violations against Palestinian education in Area C are as follows:

Table (10) – Violations in Area C recorded in 2011 and 2012

Type of violation	2011	2012
Arrest	125	99
Detention	31	14
Injury	14	18
Killings	2	3
Attacks on schools/vandalism	32	28
Lack of safe access	11	5
Demolition warning sent to schools	5	1

These recurrent violations force students to go schools in Area A or B, reducing the demand for education in Area C in the long run, or drop out of school entirely. The number of students enrolled in schools in Jerusalem reached approximately 83,935 in 2012/2013, distributed over 186 schools and supervised by 5 authorities:

- **Al-Waqf schools:** 40 schools supervised by the PNA, with 12,017 students, of which 4,486 are males (37.34%), and 7,530 are females (62.66%). Staff employed in these schools, including teachers, administrators and technicians, reached 826 in 2012/2013, of which 135 are male teachers (20%) and 533 are female teachers (80%), 86 administrators, and 72 technicians.
- **Private schools:** 68 schools, 97% of them receive monthly aid from the municipality of Jerusalem, with 25,439 students, of which 13,488 are males and 11,951 are females. The staff employed in these schools reaches 1,326 teachers, of which 22.5% are males and 77.5% are females.
- **UNRWA schools:** 8 schools supervised by UNRWA, with 2,215 students, of which 32% are males and 68% are females. The number of male teachers in UNRWA schools reaches 26 (25%), while the number of female teachers is 86 (75%).
- **Municipal schools:** 52 schools supervised by the Israeli-controlled Jerusalem municipality, with 38,293 students.
- **Quasi-governmental schools:** 18 schools supervised by the Israeli municipality, with 5,971 students.

3.2 Challenges

- The lack of a single authority overseeing education in Jerusalem is one of the most significant obstacles facing the MoE in intervening more effectively and comprehensively in the education sector in Jerusalem. The multiple actors apply also different curricula, rendering it impossible to have a unified education policy.
- The continuous Israeli pressure to substitute the Palestinian curriculum with an Israeli curriculum, which is already applied in municipal schools, constitutes a highly political challenge to Palestinian national identity.
- Jerusalem faces a big challenge in recruiting sufficient qualified teachers and in employing more male teachers (only 25 % as of 2013). This challenge is partly due to the lack of Israeli permits for qualified WB teachers to work in Jerusalem as well as the low wages paid for teachers. Teachers employed in Israeli municipal schools receive higher wages compared with wages in the PNA, noting that the PNA grants additional payment for teachers teaching in Jerusalem estimated by 1,500 NIS/month, however, wages of Palestinian employees in Jerusalem remain low and do not reach the poverty line of 4300 NIS. In 2013, 65% of Jerusalemite families live below poverty line, out of which 95,000 are children.
- The lack of protection and safe access for students and teachers in Area C and Jerusalem are of great concern to the ministry. Apart from repeated violations by Israeli settlers and soldiers, 20% of students and teachers are forced to cross military checkpoints and electronic gates at least twice a day, exposed to humiliation, prevention, and getting late to school. In Jerusalem, there is a need to provide more health and counselling services in order to mitigate the negative effects of the destructive policies, which led to a significant increase in dropout rates, smoking and drug abuse.

3.3 Strategic Options and Anticipated Results

Since the main challenges are political, providing international protection and support for Palestinian educational institutions, staff, and students is of the utmost importance. Other interventions to remedy the duress of education in Area C and Jerusalem are as follows:

- Continue and expand the collaboration with the international community to receive building permits in Area C and support for renting or purchasing buildings in Jerusalem
- Resist the pressure to substitute the Palestinian with the Israeli curriculum
- Lobby to receive permits for (especially male) WB teaches to work in Jerusalem
- Raise the salary to prevent Palestinian teachers switch to Israeli-controlled schools due to higher wages
- Increasing counselling and health services, awareness campaigns, and educational remedial programs to reduce the negative effects (drop out, poverty, and drug abuse) of the difficult conditions experienced by the students

Chapter IV Teacher Qualification Program and Supervision System

The Teacher Education Strategy (TES) is a core component in improving the education system and student performance in Palestine. The TES covers both in-service training and pre-service qualification programs. The CDTP was established in 2009 and has increasingly taken on the core responsibilities for the implementation of the qualification framework and standards, while four universities (pre-service) as well as NIET (in-service) have established and operate the teacher training programs. The independent external evaluation concluded that the TES is a major achievement of EDSP 2, with the TES measures now positively impacting on teacher development, most notably the excellent in-service training programmes led by NIET. The principals and supervisors complement the trio responsible for enhancing quality of education in the classroom. While the principals shall increasingly assume the role as resident supervisor, supervisors shall adopt a comprehensive follow-up approach during the coming years and act as teacher ‘empowerment’ officials rather than pure controllers.

4.1 Teachers

4.1.1 Current Status

The Ministry had established the Commission of Developing Teaching Profession (CDTP) in the year 2009, which coordinates with all relevant stakeholders of the Teacher Education Strategy (TES) and is responsible for establishing mechanisms for granting practitioner license and developing comprehensive and specific standards for the teaching profession in educational institutions to improve the social status of teachers. The status of and perception toward teachers has deteriorated over the years due to low wages and working conditions. Some of the factors are the shifting teacher role in schools and communities, the availability/access to various sources for information, and low wages compared with other professions.

The TES identifies *qualified* teacher who obtains the following qualification certificates:

- ✓ Teacher teaching in basic education stage (1-4): holder of B.A., classroom teacher, a graduate of the College of Education.
- ✓ Teacher teaching in basic education stage (5-10): holder of:
 1. B.A. in specific area (one subject or more), a graduate of the College of Education, or
 2. B.A. majored in specific subject and holder of educational teaching certificate
- ✓ Teacher teaching in secondary schools: holder of B.A. in specific subject and holder of educational teaching certificate.

Level of progress in TES 2009/2010-2012/2013:

The number of teachers in the public education sector reached 27,310 during the year 2012/2013, and within the frame of eligibility criteria of TES the percentage of qualified teachers in public schools increased in the WB from an average of 27.3% for both genders (22.9% for males and 30.7% for females) in the year 2009/10 to an average of 30.6% for both genders (26.4% for males and 33.7% for females) in the year 2012/13, an average increase of 12.1% for both genders (15.9% for males and 9.8% for females). The percentage of newly recruited qualified teachers in public schools, according to the TES in the WB reached 46.0% for both genders (42.4% for males and 49.4% for females) in the year 2009/10, and the rate reached 60.1% for both genders (58.8% for males and 60.9% for females) in the year 2012/13, which is an increase of 30.7% for both genders (39.3% for males and 23.3% for females). The TES requirement of receiving employment applications of qualified teachers only begins in 2014/2015.

The TES aims training all teachers up to the year 2019/20, with currently 30.6% of in-service teachers are considered qualified teachers. In partnership with universities, the ministry adopted teachers' qualification program for **unqualified in-service teachers**, in addition to continuous professional development programs for teachers.

The two main in-service training programs are:

Qualifying teachers teaching grades (1-4): The program aims at qualifying 2,500 teachers over a period of three year (2012/13 to 2014/15). In 2012, the program started with qualifying 697 teachers in the WB and Gaza, and was implemented at 5 universities: *Al-Najah*, *Ber zeit*, *Alquds*, Hebron, and *Al-Azhar*, which works in coordination with other universities in Gaza (Islamic University and *Al-Aqsa* University). Implementation of this program commenced at the beginning of the 2012/13 academic year, and 400 teachers graduated at the end of the second semester of 2012/13. 297 teachers are expected to graduate the program at the end of the first semester in 2013/14. The program trains basic educational competences and skills.

Qualifying teachers teaching grades (5-10): the program includes qualifying schools' teaching staff where 300 principals and 2,700 teachers are expected to be trained, over a period of three years from 2012/13 to 2015/16. The program was launched at the beginning of the second semester of 2012/13, targeting 547 teachers and 94 principals in 4 districts: Jenin, Qabatiya, Ramallah, and south of Hebron, in 5 subjects (Arabic language, English, science, mathematics and technology). The program trains main competences and skills with a focus on content.

To increase the percentage of new qualified teachers in public schools, MoEHE in partnership with universities provides **pre-service programs** for the preparation of teachers in 4 Universities: Bethlehem, Arab-American University, *Al-Najah*, and *Al-Azhar*, for teachers teaching in basic stage (1-4). This program, which started in 2012/13 and admitted 301 students, includes training hours in schools as of the second year. The program will be circulated to colleges of education in all the Palestinian universities. The Ministry decided not to accept employment applications from unqualified teachers beginning from 2014/2015.

In addition, 56% of the teachers surveyed in a study examining employment conditions of teachers indicated that students are not attracted to teaching profession due to the lack of policies attracting outstanding students to join the teaching profession, in spite of the availability of some scholarships and reduction in fees granted to students enrolled in education professions.

To support teachers during their profession, the ministry provides programs for continuous professional development:

- School leadership program LTD: This program targets schools' principals, consisting of 340 training hours divided to face-to-face meetings, workshops, and e-learning, throughout one year.
- Model Schools Network Project, 40 schools' principals in 4 districts (Bethlehem, Ramallah, Jenin, and Hebron), and approximately 2,000 teachers were trained in the following subjects: Arabic language, English, math, and science.
- Training 150 schools' principals within the training programs offered by the Ministry and conducted by the National Institute for Educational Training (NIET) throughout 2012 and 2013.
- Within the Ministry's plan to implement education strategy for administrators, approximately 200 administrators, at various administrative levels, were trained during the previous two years, 2011 and 2012, in several management fields and capacity-building.

Since its establishment, the CDTP in partnership and coordination with all partners achieved the following:

- **Professional standards for teachers (new teacher, teacher, first teacher, and expert) and principals⁸**
- **Composing/drafting a charter of teaching profession ethics and the code of conduct for teachers⁹**
- **Developing a draft for trainers' standards¹⁰**
- **Licensing practitioner¹¹**
- **Recruitment tests and related question bank¹²**

⁸ **Professional standards for teachers** refer to knowledge and understanding, professional skills, professional attitudes and values. Professional standards for **school principals** relate to the leading teaching and learning processes, professional skills and practices, and management of the school as an educational institution.

⁹ The **Charter** promotes teachers' commitment for the profession and its mission, enhancing social and academic status of teachers, urging teachers to adhere to values and ethics while applying them in practice, and setting a frame of reference for teachers to ensure ethical commitment. The findings of the diagnosis of the current situation conducted by DGoP in 2013 indicated a need for further attention to this field.

¹⁰ These standards are designed to provide clear standards for training, coach/trainer, training materials, and institutions, in a specific unified system that meets the needs of teachers and principals, as well as all other groups, within professional standards framework.

¹¹ Establishing a system for teaching licensing practitioner, its application will commence at the beginning 2013/2014 academic year (including public education sector and vocational training sector).

¹² MoEHE conducts annual **recruitment tests** for new teachers. These tests are updated each year to meet the needs of the educational process and curriculum development. The Ministry is currently working to complete **question bank** for recruitment tests, which is expected to commence in 2014 and will eventually be in

- **Performance Evaluation Forms**¹³
- **Initial steps to build a Monitoring and evaluation system of TES implementation**¹⁴
- **Studies** to monitor the implementation of the TES¹⁵
- **Media and awareness campaign:** to introduce TES, various media and awareness programs were designed and CDTP web-site built

In addition to the TES formal training requirements, additional trainings are offered through the ad hoc cascade method and the cluster approach whereby teachers from a specific school cluster train together to better relate to the peculiar local challenges. These trainings, which are offered by DG Supervision and NIET, are either mandatory or electives and focus on leadership, critical thinking, active learning etc. However, according to a recent survey among students and teachers, very few of the lessons learnt are actually applied in the classroom. Finally, for the TVET sector, a TES and HR system is being developed in cooperation with GIZ.

4.1.2 Challenges

1. NIET and DSQ (Directorate General of Supervision and Qualifications) have not co-ordinated with each other resulting in inconsistencies.
2. Developing a unified system for training and qualifying in-service and pre-service teachers.
3. Developing clear policies to recruit outstanding graduates of education faculties.
4. Developing a unified management structure in the Ministry as a reference to teacher training programs.
5. Expanding training and qualification programs to include, in addition to the public education sector, other educational sectors: kindergarten, non-formal education, and vocational education.
6. Expanding training and qualification programs to include teachers teaching at various stages, especially 11th and 12th grades.
7. Developing and expanding the strategy's policies and programs to include groups with special needs, Jerusalem area, disadvantaged and marginalized areas, principals, supervisors, counsellors and teachers in inclusive education.

electronic format. Regarding recruitment of principals, MoE organizes training courses annually, attended by interested candidates for the position of school principals in the future. After the announcement on vacancies, applicants undertake tests that measure their technical and administrative capacities, followed by a personal interview.

¹³ A form for evaluating teachers' performance based on professional standards was designed and used at the end of 2012/2013 school year. The study on teacher' employment conditions 2011 indicated that teachers (and new teachers) should be evaluated by the school and directorate district on a regular and transparent basis to curb the influence of personal relations and nepotism prevalent in schools. Apparently, the evaluation process enhances this impression, where teachers raised concerns regarding the transparency of the evaluation process, where they do not learn about the results, which does not leave much room for teachers' improvement.

¹⁴ : Although the implementation of the TES begun in 2009, the monitoring and evaluation system is not in place yet. Work has been done to develop a teachers' indicators system as one step towards building the system.

¹⁵

8. Applying practitioner licensing system to all educational sectors and groups employed in education, while emphasizing the role of teachers' training programs and incentives for innovations employed in the teaching profession in this system.
9. Developing, and applying monitoring, evaluation, and accountability for the implementation of teachers' education strategy based on unified, inclusive, and modernized information system.
10. Expanding media and awareness programs regarding the strategy, its elements and programs
11. Contributing to the improvement of the social and economic status of teachers

4.1.3 Strategic Options and Anticipated Results

- **Since TEIP and other teacher education programs are in their early pilot phase, a sharp focus on the centrality of the reform of teacher education for both teachers and teacher educators is indispensable for the development of a high quality and effective education system in Palestine. Much work still needs to be done to meet international good practice norms.**
- The training activities of both NIET and DG of Supervision need to be reviewed and harmonised (including the integration of their separate training databases) and fully co-ordinated so they provide training consistent with the PCK (pedagogical content knowledge) focused training of NIET under LTD and TEIP.
- The proposed delineation of responsibilities between NIET and Supervision is as follows:
NIET Mandate: 1. Training programs for under-qualified in-service teacher; 2. Leadership programs for principals; 3. admin staff capacity building linked to job description.3. Continuous professional development programs by NIET or DGs
Supervision Mandate: 1. Enhance performance of teachers inside of schools; 2. Enhance teacher evaluation system; 3. pre-service practicum with HEIs
- Reviewing the New Teachers' Standards and check the criteria are sufficiently inclusive of active learning approaches.
- In primary education, increasing the percentage of qualified teaching staff & supportive staff according to programs and standards of teachers' education strategy from (40.5) % in 2013/2014 to (99.9 %) in 2018/2019.
- In secondary education, increasing the percentage of qualified teaching staff & supportive staff according to programs and standards of the teacher education strategy from (40.5) % in 2012/2013 to (88.5) % in 2018/2019.
- M&E system for the TES completed and fully operational

4.2 Training of Principals and Supervisors

4.2.1 Current Status

The principals are considered an essential part of improving the quality of education in schools. The ministry has adopted several training programs ranging from educational school leadership and activation of learning groups to training as resident supervisor, a new role aimed at supporting educational supervision. The number of trainees of principals ranged from 171 in 2010-2011 to 1,612 in 2012-2013, where a remarkable progress in the number of principals trained in the principal resident supervisor program can be noticed.

Supervisors were trained in, *inter alia*, educational supervision, employing technology, and educational assessment. Trainees number had varied from (22) trainees in educational planning training to (1,704) trainees in educational supervision. Some of the trainings are offered as optional, while others are developmental.

4.2.2 Challenges

- According to the school-based survey, which measures the perception of students, teachers, and the parents, the impact of the trainings is yet to be felt in the classroom and schools, providing evidence that translating offered trainings into changes in actual practice remains a challenge.
- Several principals and supervisors complained about missing too many hours away from school due to a high number of trainings

4.2.3 Strategic Options and Anticipated Results

- Ensure content and method of training can be translated into actual changes in practice in schools and make necessary quality controls if necessary
- Institutionalize the role as resident supervisor for the principal and the new approach of comprehensive follow-up for supervisors.

4.3 Reforming Supervision System

4.3.1 Current Status

Educational supervision is defined as the interactive process between the educational supervisor and the educational organs of the process at school (principals, teachers, students, and curriculum) aimed at improving student and teacher performance. The main underlying assumption of supervision is that teachers are regarded as key to the T/L process and should apply the principles of confidence, empowerment, and reflection.

Educational supervision works on two levels: **resident educational supervision** and **comprehensive follow-up**. As resident supervisors and equipped with observation tools and interactive methods, the supervisor devotes time to practicing educational issues, correcting teachers' attitudes and practices,

empowering (especially new) teachers. Teachers are identified by categories (new teacher / teacher / first teacher / expert teacher) and tasks assigned to each category. The resident supervisor functions as quality coordinator, who is responsible for technical issues related to students' achievement, improving the quality of education in cluster schools through increasing teachers' competences. Schools in all districts were re-structured as clusters and educational areas, each area including a number of educational clusters ranging between (4-6) clusters, each cluster consisting of (5-10) schools, which all constitute an integrated educational unit.

Comprehensive follow-up is an all-encompassing diagnosis of the reality of schools focusing on performance of school leadership, teachers and students as well as the learning environment. A school's performance is measured and categorized to develop and improve their performance. The comprehensive follow-up team consists of the head of supervision department, and five supervisors specializing in Arabic language, math, English, and basic stage education (grades 1-4). Work is conducted according to special reports within the above mentioned four main areas in the T/L process. Each area was divided to four themes, including measurable indicators on performance assisting schools in self-evaluation, and assisting the comprehensive follow-up team in diagnosing the reality of the school; noting that the area of school leadership scores (20%), teachers (faculty) scores (30 %), while the students score (40%), and school environment area scores (10%). Schools are identified at the beginning of the school year, taking into account the school type and size, geographical distribution, and level of students' achievement. Comprehensive follow-up is conducted to at least 30% of the schools in each district directorate annually.

The main tasks of the supervisor is developing an educational plan for the subject the supervisor specialized in, at district and school levels, follow-up on the plan's implementation, assessing teacher performance and providing feedback to teachers, supporting teachers to meet their professional needs through learning communities and workshops, and submitting recommendations on appointing teachers, identifying the school's needs for specializations, coordinating quality of education in clusters, and supporting the school's principal in functioning as resident supervisor at the school.

Table (11) - Number of educational supervisors and their quorum among teachers during 2007/08 – 2012/13 in WB

Year	Total no of supervisors	Resident supervisor	No of teachers	Teacher/resident supervisor
2007 / 08	360	360*	24333	67.6
2008 / 09	400	400*	25090	62.7
2009 / 10	457	381	26091	68.5
2010 / 11	474	382	27178	71.1
2011 / 12	492	400	27530	68.8
2012 / 13	502	410	27999	68.3

* no separation between resident supervisor and comprehensive supervisor

The table above shows an increase of approximately (39.4%) in supervisors between 2007/08 and 2012/13, which is an annual increase of approximately (7%), which is not in line with the average increase in number of teachers. Although the quorum of the educational supervisor in 2008/09 was less, the

comprehensive follow-up team in that year was performing both tasks (comprehensive follow-up and supervision), which caused a high burden on the educational supervisor. The average number of teachers per supervisor ranged from (62.7) and (71.1) teachers per supervisor during that period, which was not in line with the desired objectives of the second five-year plan (50 teachers) due to issues related to ceilings on appointments.

The ratio of subject teachers per subject supervisor is still high and far from the expectations, exceeding (69.2) for each one due to the adoption of the new supervisory patterns (comprehensive follow-up), consistent with the evaluation report of the previous five-year plan, which had recommended the separation of the work of resident supervisors from the work of comprehensive follow-up, and the overall ratio is still far from expectations of the five-year plan policies.

The distribution of supervisors per specialization is as follows:

Table (12) - Distribution of supervisors by specialization in 2012/2013, not including comprehensive follow-up teams

Subject/specialization	No of supervisors	No of teachers	% of teacher/resident supervisor
Islamic studies	30	2051	68.4
Arabic language	44	3945	89.7
Math	38	3038	79.9
Science	42	3120	74.3
English language	49	3762	76.8
Social sciences	36	2451	68.1
Technology	24	1424	59.3
Physical education/sports	32	1078	33.7
Home economics/art	23	713	31.0
Basic education	83	6580	79.3
Languages (French)	3	27	9.0
Management and commerce	12	590	49.2
Total	416	28779	69.2

Source: DG Supervision

Table (13) below shows that comprehensive follow-up team consisting of (5) supervisors in addition to the head of supervision department (6 members) in each district, not including the district of Jericho, which is assisted by a team from another district. However, this number is not sufficient in some large districts such as south of Hebron, Ramallah and al-Bireh, and Nablus, which requires additional supervisors for social studies and basic stage due to the large number of teachers in schools.

Table (13) Distribution of supervisors according to comprehensive follow-up in WB 2012/2013

Subject/specialization	No of supervisors
Head of supervision department	16
Arabic language supervisors	15
Math supervisors	15
Science supervisors	15
English language supervisors	15
Basic stage supervisors	16
Total	92

Source: DG Supervision

4.3.2 Challenges

- The supervision system, though excellently well run, is based on a compliance or ‘command and control’ model rather than teacher empowerment approach, leading at times to a wrong set of incentives for teachers (such as finishing the textbooks formally rather than focusing on actual leaning and higher order thinking skills, which by definition are more time consuming).
- Separation of the work of resident supervisors from the work of comprehensive follow-up
- Ration of supervisor/teachers did not meet the planned targets of EDSP 2

4.3.3 Strategic Options and Anticipated Results

The focus of educational supervision during the coming period of the third strategic plan shall be as follows:

1. Reducing the ratio of teachers supervised by each supervisor to reach 50/1.
2. Increasing the number of comprehensive supervisors particularly for basic stage education.
3. Conducting or implementing trainings in the clusters (in the schools).
4. Activating and applying ICT in education.
5. Implementing the teachers’ education strategy and qualifying teachers according to categorizations of teachers (first teacher, expert).

6. The requirement to join forces between the teachers and professionals at the school, and the parents in order to coordinate and integrate parents' efforts and actively involve them in the process of learning and teaching.
7. Promoting standards and learning objectives relevant to the concept of student-centered teaching and learning process, especially students with special needs. (The diagnosis of the educational reality research, 2013)
8. Reducing teachers' quorum and handwriting load. In addition, inhibiting teachers from teaching subjects irrelevant to their majors, and hindering teachers, counsellors and health employees from working in more than one school
9. Raising teachers' wages (as well as counsellors, principals, and etc.) and expediting the process of designation in accordance with the titles proposed by teachers' education strategy based on objective grounds.
10. Developing a system of financial/materialistic and moral incentives to encourage teachers' participation, initiatives and creativity. Developing evaluation methods that are inclusive, diverse and address all aspects of learning, taking into consideration individual differences among students, including students with special needs. Applying the assessment's results effectively to improve the teaching and learning process.
11. Improving educational planning and practices, through the application of active-learning strategies, and selecting appropriate methods for all segments of students, including students with special needs. Educational planning should be based on students' evaluation results (the diagnosis of the current situation, 2013). This requires setting a learning environment for an "active class" in the lower basic stage (1- 4), including classrooms holding a designated area for an in-class library, classroom tools, and equipped with electronic learning aids, in addition to play-area and an assistant teacher.
12. Selecting qualified and specialized teachers for the educational process, to develop a system that stimulates and encourages good teachers to become creative and take initiative, and train unqualified teachers.
13. Follow-up on teacher-student relation and avoid teachers' harassment (beatings, insults and threats).
14. Developing training programs for teachers, including planning, implementation and follow-up to meet the actual needs of teachers.

Chapter V Curriculum Reform

Educational reform rests on four key interlinked drivers: changes in assessment (of pupils and teachers), supervision, teacher education and curriculum. Test structure and curriculum content have a great influence on teaching. The current curriculum fails to support higher order thinking skills (such as critical thinking and research skills) as well as life skills and encourages rote learning. Also, there are too many subjects, especially in Grade 1-4, with the result that children are not acquiring basic skills and may lag behind throughout their whole educational formation years. One main limitation is the narrow notion that ‘curriculum equals textbook’. There is a strong consensus and intent among ministry staff as well as parents and other stakeholders that it is high time to undertake a comprehensive and deep curriculum reform for all grades during the coming years. By 2019 a new Palestinian curriculum will be operating across Palestine as a result of the implementation of the 2014-19 Strategy.

5.1 Current Status

During the EDSP 2 several studies to analyze the Palestinian curriculum were commissioned. The main findings across these studies establishing the current status of the curriculum are as follows:

- The notion of curriculum is used synonymously with ‘textbook’, limiting any interventions to superficial changes in the textbook rather than conducting a full-fledged curriculum reform that regards the curriculum as the ‘carrier’ of the education system
- The curriculum is too long, contains overwhelming information and is based on memorization. This may be part of the reasons why 45 % of Grade 8 students lack the minimally required math skills.
- Apart from traditional testing, schools are not using alternative methods and tools to assess performance
- Leadership concepts like motivation, confidence, creativity, and innovation are not at the core of the curriculum and classroom experience of students
- Teachers are not fully provided with techniques and educational multimedia tools to deliver the curriculum in a more flexible and effective manner
- 78% of teachers believe that several topics are above the comprehension level of the students and the short class time prevents the teachers from delivering the subject in a sufficient manner and achieving the stated educational objectives

Student Performance based on various key exams:

International (TIMMS)

Palestine has participated in Trends in International Mathematics and Science Studies (TIMSS) in 2003, 2007 and 2011. This indicator is monitored every four years by targeting a sample of eighth grade students. The national assessment's indicators for 2007 are considered as the baseline year. The study adopted a normative standard of marks at an average of 500 points and a standard deviation of 100, where the Palestinian students had scored an average of 404 points in mathematics and 420 points in science on the same scale. The Palestinian students' performance on the TIMSS in math and science was higher in 2011 comparing with 2007, in mathematics it increased in 37 points, which is considered a tangible progress as it was the highest among all countries participating in the study. In science, there was an increase by 16 points in 2011; however, it remained lower than in 2003.

National Tests

The national tests represent the second level of indicators of educational achievement. The Ministry has been implementing these tests once every two year since 2008. The national tests samples include students in Grade 4 and 10 in Arabic language, mathematics and science. The results revealed that the average score of fourth grade students was 59 (out of a scale of 100) in Arab language, 33 in math, 47 in science, while the average of tenth grade students was 51 in Arab language, 29 in math, and 43 in science.

Standardized Tests

The standardized tests are the third-level of indicators for student achievement. In math, the average achievement of fourth grade students (in a scale on 100) was 46; the average achievement of eighth grade students was 39. In the Arabic language, seventh grade students achieved an average of 60, and ninth grade students achieved an average of 35 in science.

5.2 Challenges

1. The notion of curriculum needs to be extended to go beyond 'textbook' to encompass the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Clarity on the concept informs the depth and structure of the planned curriculum reform.
2. The ministry's own M&E system examined the extent to which the curriculum's content and methodologies meet the educational needs of the Palestinian society addressing the important area of life skills. The analysis of the results on textbooks 2010 indicated that life-skills components included in science, Arabic, and geography, are incomplete, random and unorganized, and largely depending on the teachers' capacity and time to deliver the skills. The analysis of the results revealed that the level of proficiency in student critical thinking and life skills is well below accepted mastery levels.
3. Reconstructing the curriculum so it aligns with the new educational trends especially becoming more student-centered
4. Reducing the number of subjects in order to focus on student's competencies and 21st century skills.
5. Emphasizing teaching higher thinking skills in the curriculum itself and in the different teaching, learning and assessment processes.
6. Reforming the Curriculum Development Centre structure and organization to be in line with the new curriculum reform plan
7. Improving coordination and collaboration between the Curriculum Development Centre with all other departments and initiatives associated with ensuring the quality of teaching.
8. Developing a unified, integrated and comprehensive plan to assess and enhance curriculum and including all relevant variables such as the Teacher Education Strategy, e-education initiative, computerizing the curriculum and including kindergarten and non-formal education in any reform initiative.
9. Developing a clear vision for the development of the current secondary education system and exam.
10. Reforming the curriculum in order to reduce the number of titles and subjects in order to reduce the number of teachers required which also contributes to strengthening the quality of learning and optimize the efficient use of financial and human resources

5.3 Strategic Options and Anticipated Results

The strategic options and anticipated results for curriculum reform are as follows:

1. Start to prepare an overall perception of the curriculum to establish a general framework that includes its philosophy, vision, major goals and at the same time attain life skills, concepts of citizenship, national identity and characteristics of humanity etc.
2. Reconstruct the objectives for each grade and for each stage in the Palestinian Education System.
3. Introducing higher order thinking skills into the curriculum, test structure and teaching habits and emphasize teaching the 21st century skills for all stages
4. Adapt the curriculum to accommodate students with special needs and the pre-school education as well.
5. Adopt a development plan 'strategy' for the preparatory stage curriculum including all its components (textbooks, teachers, assessment process). The plan will implement 'integrative education' model and reduce the number of subjects but still maintain the basic concepts and competencies students need to obtain.
6. Assign a timeline to carry out the suggested plan including its different stages (development, implementation, evaluation and reconstruction).
7. Start to form curriculum committees with their tasks, responsibilities and permissions are clearly defined (supervisory & executive committees).
8. Put forward a specific perception 'view' to reform PCDC existing structural frame so it is in line with the nature of the new phase and function.
9. Compose a special committee for the secondary education to decide on several points such as streaming, the number of years and subjects. Actually, a committee has already started working on that
10. Set up an education quality committee that incorporates all the units and departments associated with this issue encompass
11. The technology curriculum for grades 5-12 has already been developed this year and the new grades 5 and 6 technology curriculum is actually in use the present academic year (2013-2014)

Chapter VI Educational Technology and Facilities

Educational Technology and Facilities (Libraries, Computer Labs, and Science Labs) provide essential infrastructure for the teaching and learning process to use practical means instead of the predominant theoretical explanations. IT is a rapidly expanding field with a significant impact on education. The ministry has launched and implemented several IT initiatives during EDSP 2 and intends to deepen the inclusion and usage of IT in the T/L process in the coming years. The integration of educational technology and facilities in the T/L process remains a significant challenge.

7.1 Current Status

67% of Palestinian schools have science labs, 70% have libraries, and most of the schools have different educational tools and learning aids. However, these facilities are not used as actively as intended, as shown by the annual M&E results of previous years.

According to the M&E results, **libraries** hardly played any role as part of the educational process during EDSP 2. The use of **computer labs** decreased in 2012 reaching 33%, comparing with 2011 where the percentage was 41 %. The reasons range from the lack of sufficient number of computers to serve the number of students to the time spent by teachers for theoretical and practical explanation as well as a result of the teacher strike forcing teachers to make up lost class time at the expense of using computers. Also with regards to **science labs**, the percentage of students applying scientific activities decreased to 42.4 % in 2012 compared with 47.1% in 2011. The majority of the activities are carried out by teachers at the theoretical level, which leaves little room for students to use the tools practically. There was an increase in the use of traditional means and a decrease in the use of technological methods and educational tools in 2012 compared to 2011.

Although the Palestinian curriculum supports the use of technology in education, the textbooks and teaching methods do not reflect such attitude. The Ministry has started to build the capacity of teachers in using technology in education through various interventions such as the Intel project, SEED, BTC e-learning, WLAR, and school leadership program. However, these projects lack integration with each other and lack a sustainable alternative once they are finished.

With regards, to e-learning, the ministry supports access to e-services through electronic forums (such as the Zajil website of the educational network of Palestinian schools, educational e-mail, e-Learning forum, and the SEED forum). However, it is not activated as required due to the lack of a unified forum and comprehensive IT strategy for educational use.

7.2 Challenges

1. Minimal usage and inclusion of educational facilities-libraries, science and computer labs- in the education process
2. Limited qualification of teachers to make use of educational technology as part of T/L process
3. Lack of a coherent 'IT in education' strategy that integrates all initiatives

7.3 Strategic Options and Anticipated Results

1. Formulating systematic policies and a clear vision to the use IT in the educational process and reconstructing a clear infrastructure for IT covering all schools in an equitable manner. (Reforming the 'IT curriculum')
2. Raising awareness of teachers and among parents about the necessity for using technology in education, and reducing their resistance to change to the application of the latest developments in this field.
3. Improving the technological and physical environment through improving tools and educational facilities, computer labs and internet networks, to activate the use of technology and e-learning in education. Connecting all schools with internet is a clear target for 2019.
4. Creating incentives for teachers to promote various forms of creativity in the use of technology in education and providing appropriate educational tools and computers to be used by the students themselves rather than observing their teachers. 90 IT trainers will support schools as 'tech pioneers'.
5. Providing qualified professionals and resources to activate the use of technology in education through regular maintenance and enhancement (computers and accessories, lab equipment, teaching aids, and etc.) and expanding the content in Arabic.

Chapter VII Supportive Educational Programs

The three main supportive educational programs are educational counselling, schools health, and extracurricular student activities. The ministry intends to further expand and professionalize educational counselling, which it regards as an integral part of educational services. In terms of school health, there is a clear correlation between health indicators and student performance. The ministry has been providing direct health services (such as vaccinations and medical check-ups) as well as nutritional support and hygiene-related improvements in the school environment. Student activities are an important complement to the educational experience as it furthers well-being and provides an important social, physical, creative, and cultural outlet for children.

7.1 Educational Counselling

7.1.1 Current Status

The educational process also addresses personal growth and development of the students. Educational counselling services in the school complements the educational process as a vital and integral part of education, contributing to the development of the student's personality.

The number of educational counsellors has increased from 115 (at a ratio of one counsellor per three schools) in 1996, to 694 in the year 2012-2013. Educational counselling covers 1,050 public schools (396,791 students) which is equivalent to 64% of the total number of public schools in the WB (1,639 public school). This indicates that some schools are excluded from educational counselling, thus counsellors might be obliged to work at two schools at the same time. 32% of the schools covered by educational counselling services employ a full time counsellor in one school.

The lack of resources is the main reason for the shortage of educational counselling in all public schools. To deal with this constraint, standards have been developed to classify schools by priorities in terms of the size of the school, proximity to critical areas (settlements, Separation Wall, bypass roads), and the school's types of needs.

The Ministry adopted a set of standards for the accreditation of educational counsellors, with a B.A degree in relevant fields such as educational psychology as a minimum requirement. Also, in-service training courses are conducted, either as required by counselling projects and programs, or as specialized courses. The majority of counselors hold B.A. degrees, and the number of counselors obtaining postgraduate degrees has increased over the past five years, reaching approximately 103 counselors in the year 2013.

Several training programs (reduction of violence, conflict resolution, mental health, psychological counseling etc.) were implemented to enhance the profession of educational counseling, and to provide the necessary support for students, counselors, and schools in general. The programs targeted students, teachers, staff at district offices directorates, and parents and related manuals, in particular or professional guidance counseling for Grad 11 and 12 and Grade 8-10.

7.1.2 Challenges

1. **Lack of separate counselling room and tools:** The number of schools allocating a separate counselling room reached 1,037 of the total number of public schools in the West Bank (1,639 school) in 2012-2013. The educational counselling room is essential to the professional work of educational counselors, with more students approaching counseling when a room was available. Moreover, the ability of the educational counselor to follow-up on individual cases and meeting with students and parents in private increased when a room was available. Apart from the challenge to provide more separate counseling rooms, the availability of equipment and tools, and educational games is also limited. These tools activate and support the work of educational counselors at schools, since they facilitate interaction and identification of needs, and assist students in expressing themselves. The lack of educational tools and games limits the work of the counsellor.
2. **Qualification of Counselors:** Coordinating with Higher Education and universities the development of programs including field work in areas of psychological counseling and social work, as part of the academic studies and to be prerequisite for practitioner licensing.
3. Reorganize internal ministry structure and roles to better follow-up and guide educational counselling profession

7.1.3 Strategic Options and Anticipated Results

The strategic options and anticipated results for educational counselling are as follows:

1. Assigning a counsellor to every school and providing counselling centres in schools where necessary.

2. Conducting a study on the performance of counsellors and counselling supervisors, to identify their training needs, and their level of satisfaction with their career, as well as obstacles affecting the effectiveness of their work.
3. Conducting a study on the direct and indirect impact of educational counselling, and their effectiveness on the target groups.
4. Evaluating the implemented programs and projects in order to adopt them as policies by the Ministry.
5. Increasing educational counseling in Area C and Jerusalem.
6. Appointing a head of department for counseling supervision at the Ministry, to follow-up counseling supervisors in the field.
7. Accredited training program for candidates recruited as educational counselors and develop job descriptions

7.2 School Health

7.2.1 Current Status

School health interventions are based on the concept of ‘comprehensive health’, which includes education and awareness, direct health services, school environment, nutrition, psychological and social health, and physical education and sports. The percentage of unhealthy behaviors such as smoking remains high (40%¹⁶), and 22% of the students are subject to violence within the school by other students and teachers, while 51% of Palestinian children are subject to domestic violence within the family¹⁷.

During EDSP 2, the ministry achieved 100% coverage in the area of vaccinations and more than 90% in checkup tests and provided health improvement programs for students, teachers, and the school environment. Despite these achievements, checkup tests revealed that 29.3 5 of seventh grade students suffer from dental caries and other dental problems. The percentage of visual or sight problems for the fifth grade students reached 8.5 %, and the number of students injured reached around 2 % due to accidents in playgrounds, violence between students and traffic accidents.

¹⁶ Palestinian Ministry of Health, findings of GYTS survey on smoking, 2009.

¹⁷ PCBS 2011, Main findings of the survey on violence in the Palestinian society, Ramallah – Palestine

In total, 291 environmental clubs were formed during EDSP 2, with 5,236 male and female student participants and supervised by 614 teachers. Since 25% of schools include active environmental clubs, which improve the physical environment and follow-up on the cleanliness of sanitary facilities, over 50% of the students are aware that hand washing prevents diarrhea. Although 47% of sanitary facilities are constantly clean, 44% of the students still refuse to use them¹⁸.

A study carried out in 2011, highlighted key issues regarding the level of health and hygiene standards related to the school environment. According to this study, the education sector suffers from a shortage in the number of restrooms (which are below standard), and lack of gender appropriate toilets or separate restrooms for girls and boys in mixed schools, a shortage of water in schools without public water networks, especially in Area C, and the poor quality of water in schools in Gaza. Also, in the WB, school surroundings are not free of waste in one third of schools (32.9 %), while the percentage is slightly higher in Gaza (41.2 %). In addition, 14% of schools located in urban areas in the Gaza Strip, have stagnant-water areas nearby schools. There is a lack of sufficient numbers of toilets for females (one toilet per 40.46 females), comparing to one toilet per 28.9 male. In Gaza, there is an average of one toilet per 76.11 female and an average of one toilet per 59.11 male. The international standards recommend the provision of one toilet for every 25 or 30 females, and one toilet in addition to a urinal for every 50 males, or one toilet per 60 males. 15% of schools in the West Bank and 18.3% of schools in Gaza do not have one clean restroom while the majority of all restrooms lack toilet paper. In terms of hand-wash sinks, the average number of students per sink is 81.6 in the West Bank and 126 in Gaza. MoE recommends providing one sink to wash hands per 30 students at the most. Thus, the majority of schools in Palestine fail to meet the official Palestinian recommendations.

The ministry provided 6000 fire extinguishers to all schools, with an average of 3 extinguishers per one school. However, only 50% are in good condition for use, while the others need to be replaced. First Aid kits are available in every school, but the contents of the kit is unavailable in at least 50% of the schools.

¹⁸ MoE, 2011, Survey on hygiene in schools

In terms of nutrition, 79% of schools have a separate canteen with different levels of standards and facilities. In Area C, 56 % of schools have a suitable canteen¹⁹. The ministry's strategy to hand over school canteen management to female business owners has led to the reduction of student intake of unhealthy food.

The ministry has provided meals for a number of students as up to 40% of the students do not eat breakfast in their homes. Thousands of students are provided with a cup of vitamin-enriched milk throughout the school year. However, the indicators of malnutrition are still low as the rate of anemia among students reached approximately 30% and the rates of over-weight and obesity has increased to almost a quarter of all students.

7.2.2 Challenges

The main challenges for school health are as follows:

- Enforcing international hygiene standards and adapting the school environment accordingly
- Ensuring the provision of essential health-related tools such as fire extinguishers and first aid kits to all schools
- Reducing a high level of school violence
- Avoiding the intake of unhealthy foods such as chips and soft drinks through a more responsible and supervised school canteen policy

7.2.3 Strategic Options and Anticipated Results

1. Developing and setting clear national health standards for the quality and regular provision of water and increasing the number of sanitary facilities: constructing new facilities for water, sanitary and hygiene, including latrines for female students, with priority given to Gaza
2. Ensuring the availability of requirements for hygiene practices, including the provision of toilet paper, soap, cleaning materials in a sustainable manner
3. Supporting the curriculum with educational health information and training all teachers in health awareness and skills
4. Activating and enforcing existing health policies (i.e. the policy on reducing violence, and school's instructions on the prevention of smoking in schools, school canteens, instructions on safety and security in schools).
5. Training medical staff working in schools, and strengthening their capacity to cover all students targeted for medical examinations.
6. Strengthening health referral system and strengthening the role of parents in the follow-up on the health of their children.

¹⁹ MoE, 2011, A study on qualified canteens in Area C

7. Developing further the relationship between female businesses and canteen management to guarantee healthy food provision
8. Continue to provide school milk and vitamin enriched meals to meet 25% of the student daily needs of caloric intake.
9. Ensuring that the non-violence policy is integrated in teacher training standards and relevant psycho-social programs are offered.

7.3 Extracurricular Student Activities

7.3.1 Current Status

Palestine has a long tradition of scout activities, which contribute to the development of personal and life skills. The following table illustrates the increase in scouting activities over the period of EDSP 2:

Table (14) - Number of guide scout teams and leaders compared to the number of schools through the years 2007-2013

School year	No. of public schools	No of teams	No of leaders	% of increase in teams
2007/2008	1460	1405	1310	
2008/2009	1485	1422	1323	1.19%
2009/2010	1534	1449	1442	1.54%
2010/2011	1573	1476	1471	2.21%
2011/2012	1609	1557	1541	5.48%
2012/2013	1639	1583	1569	1.66%

Among the scout guide teams, there are 728 female teams (19,444 female subscribers), 751 male team (19,741 male subscribers), and 104 mixed gender teams (2,555 subscribers). Thus, 96.58 % of public schools in the WB have scouts teams.

Apart from scouting activities, schools implement various sport activities. During EDSP 2, there is a marked increase in the number of specialized teachers of physical education, while the number of sport rooms also increased in the WB from 502 to 657, which is equivalent to the annual increase in number of new school. The number of talent clubs increased from 28 to 36, and summer camps had increased from 70 to 150. In addition to sport, schools have also expanded the extracurricular services in art, culture, and music, often forming relevant clubs in schools. However, the available space to conduct

these extracurricular activities is neither appropriate nor sufficient, requiring more attention during the coming years. Also, the available specialists and skills for these student activities are far below the student demand.

7.3.2 Challenges

The main challenges to be tackled in the coming 6 years are:

1. Low number of qualified specialists and specialized teachers: The number of specialists in the field amounts to 40% of what is required in the area of artistic activity and 10% of specialists in the area of music
2. More adequate facilities to perform student activities and inclusion of disabled students in extracurricular activities
3. Cancelling student activities for the sake of making up regular classes

7.3.3 Strategic Options and Anticipated Results

1. Increasing the number of specialized teachers and suitable distribution of artistic and musical education teachers in schools over the number of classes in the weekly schedule
2. Raising awareness about the importance of student activities for education and avoiding re-allocation of time/classes designed for sports to other subjects and allowing students to practice activities in facilities out of school hours
3. Enhancing Palestinian folklore such as *Dabkeh*, *Zajal* and popular embroidery
4. Expanding sport rooms, playgrounds, and music rooms to facilitate student activities and training, and accommodate students with disabilities
5. Maintaining qualified teachers involved in some of the activities in their schools and refraining from transferring them to other schools
6. Provision of tools and equipment to include disabled students

Chapter VIII Students with Special Needs

Individuals with special needs face several obstacles and challenges that prevent their effective participation in society on equal terms with others. The lack of social acceptance to individuals (especially females) with disabilities often leads to discrimination, marginalization and isolation from society. A recent survey illustrated that most parents do not want their children to be in the same class with disabled students. Despite the inclusive education policy adopted by the ministry in 1997 as part of the EFA policy, students with disabilities are still not fully accommodated in the education system and further improvements and adaptations need to be made. At the heart of the challenges is the lack of a coherent and integrated policy across all institutions driven by national need rather than funding availability.

8.1 Current Status

A 2011 PCBS survey on individuals with disabilities in Palestine highlighted that the average percentage of disabled individuals in the Palestinian community reached 2.7% (2.9% males, and 2.5% females) according to a narrow definition of disability, while this percentage reaches 7% when applying an expanded definition of disability.²⁰ The highest rate of disability was found in the district of Jenin (4.1%), followed by Hebron district (3.6%) and Jerusalem district (1.4%). The report also indicates that the highest disability rate was in mobility (48.5%), followed by slow learning (24.7%).

The ministry adopted a policy of integrating students with disabilities in public schools through the inclusive education program on the legal basis of the Law of the Rights of Persons with Disabilities (No. 4, enacted in 1999) to ensure that persons with disabilities obtain all rights, including the right for education. However, the law lacked mechanisms to oversee accountability and ensure its full implementation.

²⁰ Defining disability is controversial in many cases due to the lack of a standard definition of children with disabilities. According to the World Health Organization (WHO) and the Washington Group for Statistics on Disability (WG), the following standard definition to measure difficulties (disabilities) in any society is applied: "People who suffer from physical or mental or long-term sensory difficulties."

According to 2011 PCBS data, the percentage of individuals with disabilities according to the education stage is as follows:

Table (15) - Percentage of individuals with disability by level of education and region

Educational status	WB	Gaza	Total
Illiterate	51.5 %	56.3%	53.1%
Below secondary stage	36.6%	29.3%	34.2%
Secondary stage	6.7%	8.7%	7.4%
Higher education	5.2%	5.7%	5.3%

Source: Palestinian Central Bureau of statistics (PCBS), 2011

Although 16 years had passed since the implementation of the inclusive education program in public schools, 37.6 % of individuals with disabilities of any kind (including mental disabilities) did not access education at all, while 33.8% of them were enrolled and had some education, but dropped out before completing secondary stage education.

As demonstrated below, 5,152 male and female students with special needs have been integrated in public schools in the WB up to 2012/2013. The average percentage increase throughout 2009/10 and 2012/13 reached 13.33%. The percentage of students with special needs integrated in public schools reached approximately 0.96 % of the total number of students in public schools in the WB.

Table (16) - Number of students by type of disability in public schools over various years

Year	Type of Disability					Total Number
	Visual	Hearing	Mobility	Speech	Mild Mental	
2009/10	1018	762	984	1,578	554	4,896
2010/11	910	645	867	1,290	492	4,204
2011/12	1,088	814	1,055	1,589	473	5,019
2012/13	1,426	864	1,076	1,786	550	5,702

Source: Division of Statistics, DGoP, MoE

Special Needs Education Staff

MoE has appointed counselors for inclusive education (referred to as Inclusive Education Counselor – IEC). Despite an increase in demand, the IEC number had decreased from 36 in 16 districts (at a ratio of 2-3 counselors per district in the WB) to 27 counselors (at a ratio of almost one counselor per district) by the end of the year 2012/2013. IECs received various training courses in the field of special education; however, the trainings were not based on focusing on specialties in specific type of disability.

Adapted Physical and Educational Environment

The physical environment is mostly unsuitable for all types of disability except for mobility where 1,013 WB schools have been equipped with ramps, while 492 schools are still unequipped, and 64 schools cannot be equipped.

Although the ministry has worked to provide educational methods and supportive tools for individuals with obvious disabilities (hearing aids, wheel chairs, Perkins machine, glasses, Braille books etc.), there is still a lack of equipment for students with less obvious disabilities. The lack of diagnostic tools to accurately identify the specific disability (moderate and severe mental disabilities, autism, learning difficulties etc.) results in inappropriate evaluation tools used by teachers that do not consider individual differences and capacities. Also, with the exception of Braille books for Grade 1-3 in mathematics, the Palestinian curriculum is not adjusted to meet the needs and capacities of individuals with special needs.

In coordination with the AED, a secondary school tests for students with disabilities has been designed, however, at this stage it is limited to visual, hearing, and mobility disabilities.

Resource Rooms

Resource rooms are classrooms equipped with the necessary means of educational games, suitable furniture and provided with a special education teacher where special needs students take part-time classes in Arabic and math, while the rest of the day they study in a regular classroom. There is no clear policy for the use and integration of resource rooms in the educational process. The resource room project was launched in 2004, initially adding three

rooms for students with low performance in the Arabic language and mathematics. The number has increased to 23 resource rooms in 2006, and continued to increase to reach 82 resource rooms in the year 2013 across all districts.

Resource Centers

In 2005, the resource centers project was launched as a regional pilot in Palestine with one center in Ramallah and one on Gaza, followed by another in 2009 in the district of south of Hebron. Resource centers provide supportive services through a team of experts in the field of speech therapy, functional therapy, counseling, and special education. The team operates in a mobile manner to conduct field work, individual evaluation plans, and train teachers and family members in order to enhance the integration process of students with various disabilities.

8.2 Challenges

The actual disability rate exceeds the official figures due to the following reasons:

- Unreported disabilities, particularly on females, since some families do not register siblings with disabilities due to social considerations
- Lack of a unified definition and strategy to address individuals with disabilities in Palestine
- Lack of unified database where the official authorities (Ministry of Social Affairs, Ministry of Health, and Ministry of Education and Higher Education) as well as the Union of Disabled Persons register cases of disability for analytical, comparative and policy purposes
- The dire economic situation pushes some families to provide inaccurate data in order to obtain the support and assistance
- Legal incompatibility: The Employment Law requires hiring persons with disabilities by at least 5% in the public sector, while the Civil Service Law in article (24) states that employment applicants must be healthy and free of impairments (deficiencies) and diseases. This may partly explain the high number of 87.3% of unemployment among individuals with disabilities.

One main limitation faced by students with disabilities is the fact that schools primarily focus on accommodating students with mobility constraints and are only scarcely prepared to address mental and other disabilities.

The lack of a coherent and integrated policy across all institutions driven by national need rather than funding availability led to the following weaknesses:

- Lack of equity in terms of distribution of funding and services across the country
- Lack of sustainability in providing services to individuals with disabilities due to short-term project cycles leading to the termination of the services when the funding is over.
- Projects are not derived from an all-inclusive and integrated strategy for all partners, stakeholders and beneficiaries.
- Lack of clear and specific referral system addressing all types of disabilities between governmental and private institutions.
- Services provided are limited to individuals with mild disability while few services are available to those with mental or intellectual disability or autism.
- Absence of a well-rounded team combined with the lack of qualified specialists to assist in the process of diagnosing disabilities.
- Lack of safe and adequate transportation as well as financial support, at times leading to dropout.
- In terms of exam design, the secondary stage tests are applied to all students in the same manner. There is no specification or exceptions for students with disabilities, such as blind students to provide them with Braille printed test or a printing machine. Also, there is no exception or specific guidelines for the evaluation. Some groups face challenges in writing listening comprehensions (i.e. deaf students), and there is a lack of an alternate mechanism to take the tests such as typing on the computer. Furthermore, the curriculum imposes serious difficulties on students since it is based on memorization of the material, thus adds hardship on students with special needs in taking the tests. The challenge of adjusting the curriculum to the capacities of students with special needs is shall be part of the curriculum reform.

8.3 Strategic Options and Anticipated Results

The strategic options and anticipated results between 2014 and 2019 are as follows:

1. Developing a national policy for inclusive education and a unified national database for all school-age students with disabilities who are in school age. Such policy needs to spell out the precise use of resource rooms and centres. Resources centres shall operate a database with all relevant statistics and provide counselling services and consulting and training programs.

2. Establishing an integrated diagnostic centre that relates to all relevant governmental institutions and activates the cooperation with MoSA with regards to the ID card for disabilities.
3. Training HR employed in the field of special education and increasing the number of experts of all categories of disabilities, including gifted students and learning difficulties, autism etc.
4. Amending relevant legislation to specify rights and implementation modalities
5. Expanding the services in psychosocial, educational and social support to increase the percentage of students with disabilities and special needs integrated in public schools.
6. Incorporating a professional diploma program into the field of special education within HEIs and expanding professional licensing to include relevant teachers, supervisors and counsellors.
7. Providing specific procedures and methods to discover gifted students and providing them with support and care programs to be followed up within the school.
8. Improving school environment through the provision of appropriate educational and health facilities, and providing the means and facilities necessary for the process of education.
9. Setting clear and specific mechanisms for complementing the roles of schools and parents in the educational process for special needs students.

Chapter IX Pre-School Education

Evidence suggests that children that attend pre-school perform higher throughout their educational years. Pre-school is an important part of early childhood development and socialization whereby early interventions allow for early detection of educational problems and are of particular importance to strengthen the Palestinian education system. By 2020, the ministry intends to have an official pre-school curriculum and a GER of at least 60% of children in pre-school.

9.1 Current Status

Currently, 43.1 % of Palestinian children-aged between 4 and 6 years- are attending kindergartens, which are administered by different bodies such as councils, charitable organizations or individual initiatives. This fact suggests that a variety of curricula are used. The MoE can supervise, but doesn't have access to all kindergartens, and lacks information for planning. At this stage, the MoE doesn't have a planning or a management system resulting in an unsustainable manner of support for pre-school education. Also, the lack of a collective strategy resulted in weak monitoring and supervision by official institutions and hampered the introduction of modern teaching and learning methods.

The MoE started a pilot initiative of introducing Grade Zero with 8 classes in the WB and will begin with 14 classes in Gaza in 2013/14. Eight classes were opened as a pilot project by the beginning of the second semester of the scholastic year 2012/ 2013 in four directorates (South Hebron, Jericho, Salfit and Jenin). 8 educators were appointed by the MoE, with UNICEF participating in the supply of educational toys and acting as a key partner in training pre-school teachers.

MoE has constructed 4 Early Childhood Training Centers, 2 in Nablus and Bethlehem and 2 in Gaza. One Training Center was purchased in Jerusalem and is in need of equipment. These Training Centers conduct training for in-service KG teachers. The MOE IS also working on establishing a training center in Hebron that serves Hebron Directorate, and South Hebron and North Hebron and also plans to build a training center in Jenin that serves three directorates (Jenin, Qabatia and Tubas).

9.2 Challenges

The main challenges faced by pre-school education are:

1. Lack of a standardized pre-school curriculum
2. Licensing and supervision: many private schools lack a license to operate educational services
3. Shortcomings in physical infrastructure (i.e. apart from a pre-school classroom, some schools lack outdoor games and gardens and distances to sanitation units are often too far.)
4. Pre-schools suffer from under-qualified nursemaids with often no educational and professional experience.

9.3 Strategic Options and Anticipated Results

1. MoE is planning to build/operate kindergartens in all schools. Every new school built also contains a pre-school classroom.
2. One key goal of the strategy is to unify the curriculum and the decision-making as well as strengthen the data availability and funding strategies.
3. Rehabilitation of schools and provision of furniture and supplies wherever needed.
4. Designing training materials to upgrade competencies of kindergarten teachers
5. Training grade zero nursemaids, first grade teachers, school principals, counselors and parents on subjects related to preschool childhood.

By the end of the education strategy, MoE anticipates the following results with regards to pre-school education:

- Assessing and reforming the de facto curriculum to establish an official one to meet the needs of Palestinian children by the end of the year 2018/2019
- Increasing GER for children in kindergarten (kindergarten and pre-school) from 45.3% in 2012/2013 to 60% at the end of 2018/2019
- Increasing the percentage of qualified nursemaids, kindergarten supervisors and supervisors in kindergartens (mainly in governmental kindergartens, but also in private kindergartens) according to the standards of TES from 65.2% to 70% by the end of the year 2018/2019
- Providing qualitative education services inside the classrooms for all children with an annual average of 32 public kindergartens including 800 children.

Chapter X Non-Formal Education

Non-formal education (NFE) in Palestine refers to both adults and teenagers aimed at enabling them to acquire basic numeracy and literacy skills outside of the formal education system. Since the Israeli occupation has been affecting thousands of students with detention, imprisonment, or unwilling disruption of schooling due to economic hardships within the family, non-formal education programs are playing an important safety net and re-socialization function. One of the biggest challenges are to create a comprehensive and integrated database that captures the content, criteria, and HR capacities of all NFE services offered by numerous institutions, enabling the ministry to develop a more evidence-based NFE strategy.

10.1 Current Status

The concept of NFE encompasses the narrower concept of adult education in Palestine.²¹ Given the increasing unemployment rate and the detention and imprisonment of thousands of young men, NFE plays an important part in Palestine.

Recent PCBS data on population and housing for the year 2011 indicates that the illiteracy rate among individuals aged 15 and above amounted to 4.7% of the population, 2.9% males and 9.1 % females. Though Palestine has a traditionally high literacy rate compared to other countries in the region, the prevailing social, economic and political circumstances force many to discontinue formal education.

The institutions that provide NFE programs and activities are MoE, MoL, MoSA, Civil Society Organizations (CSOs), cultural centers, and the private sector.

The ministry offers the following NFE programs:

- Literacy programs offered to individuals who do not master reading and writing skills and math, have never had any form of education, or have completed 1-2 years of basic education and dropped out and thus became illiterate with time. After the 2-year program a certificate equivalent to that of the sixth basic grade can be obtained.
- Parallel education offered to school drop-outs who finished 5-6 years in basic education and are engaged in professional life. After this 2-year program a certificate equivalent to Grade 9 can be obtained.

²¹ There are various definitions used ranging from a rather extensive one adopted by the Arab Organization for Education, Culture, and Science (ALESCO) to the 'life-long learning' idea adopted by DVV, to UNESCO's concept of 'education that improves professional qualifications and creates changes in attitude and behavior and eradicates illiteracy as the minimum of educational aims'. In Palestine, the latter definition is the preferred one.

- Evening education programs for high school students who study at home or have low performance rates.

The MoL and MoSA offer semi-formal vocational training programs. MoL runs 37 programs that focus on skills in agriculture and industry as well as trade and services in 9 centers in the WB and 4 centers in Gaza. Admission to these centers is open to students above the age of 16. The MoSA provides vocational training programs for trainees aged 12-18 in youth rehabilitation centers, of which 7 are in the WB and 12 in Gaza. These programs are designed for teenage dropouts with social problems, persons with disabilities, and members of families registered with the MoSA. UNRWA, NGOs, and charitable organizations also provide various training programs for the socially disadvantaged and drop-outs. Also, the private sector runs many for-profit training centers (91 are licensed in the WB and 80 in Gaza) in the area of management, computer skills, and other labor market relevant professions.

10.2 Challenges

- Essential data such as target group, gender, age, level of education, level of enrolment, number and capacities of teaching staff, employment rates etc. is dispersed and not consolidated into a central database. Thus, as can be seen in the program results framework, several baselines for NFE are to be established in 2014.
- Due to the first challenge, a clear strategic plan for NFE and adult education in Palestine that also includes a professional qualification scheme for NFE teachers is lacking.
- NFE institutions and programs lack sustainable funding, raw materials, equipment, and infrastructure.
- Societal perception of vocational training centers and some non-formal education programs is still negative limiting the number of eligible students to enrol.
- There is no national organizational governance structure that oversees all non-formal and adult education. The recent establishment of a national committee to organize the NFE sector may prove otherwise.

10.3 Strategic Options and Anticipated Results

- Developing a comprehensive national database for NFE programs that contains all necessary data for the design of a national NFE strategy
- Approving NFE strategy²² to tackle problems of funding and infrastructure constraints can be tackled in a comprehensive manner
- Upgrading the NFE programs is part of a larger awareness campaign to attract more trainees and students and help them overcome the social stigma attached to NFE
- Promoting an e-learning and life-long learning culture
- Reducing illiteracy rate, while focusing on females in areas with high percentage of illiteracy, from (4.7%) to (2%), at age 15 and above and increasing number of learners in parallel education from 260 to 860 learners, at the end of the sixth-year plan 2018/2019

²² The draft NFE strategy can be downloaded from the ministry website

Chapter XI Administration, Management and Finance

The Management and Administration component has made significant progress during EDSP 2. Through the adoption of the JFA, which uses exclusively local systems to channel external aid, and Program-Based Planning and Budgeting, the ministry started to focus more on strengthening its internal procedures and operations. Three Operations Manuals in Planning, Budgeting, Financial Management, and Evaluation have been developed and management operations and support functions improved with the Management Team as well as Core Team established. Also, the ministry developed the first-ever ministry-wide Procurement Plan in the PA. A high-priority reform track starting in 2014 is the management reform to fully align and institutionalize the new direct service-delivery program structure with the organizational structure and operations of the ministry. Challenges remain with regards to the multiplicity of databases and Management Information Systems that need to be more closely integrated with each other rather than continue on a stand-alone basis. Also, genuine decentralization in planning, finance, and management and more open and transparent decision-making and reporting *vis-a-vis* the districts, schools, and wider public is a major goal for the EDSP 3. Though there are some improvements, there are still several shortcomings in coordination with the private sector and UNRWA that need to be addressed in the coming

11.1 Current Status

The administration and management component of the education system encompasses several elements, which are addressed below.

Education Act, Regulations and Guidelines

The Education Act contains all relevant legislation, provisions, rights, and responsibilities as well as the educational reform program (such as this education strategy) to further increase the standards of education for all children and regulate the education system. As of today, the Act is pending approval by the President. In terms of regulations, parents and students asked to make more use of schools after regular hours to accommodate extracurricular and remedial activities.

Administrative structure and Job Descriptions

Since 2005 several administrative units (CDTP, Complaints Unit, Gender Unit, M&E) were added to the organizational structure as well as seven district directorates. Job descriptions were developed for all functions and the PA Personnel Council has approved them.

Education Information Systems

The ministry has an abundance of data and databases and educational information systems. This wide range of data is essential in moving to a more evidence-based planning and decision-making system and enable access to all data for all relevant stakeholders, including for research purposes. The responsibility rests mainly with the DGoP, especially the Division of Educational Statistics, which plays a centralizing and organizing role across the whole ministry. The school ID number is a key coding tool.

The main educational database consists of three components: a. General School Data (Number of students, teachers etc.), b. Specialized School Data (sanitation units, libraries etc.), and c. Qualitative school data (educational performance, annual national tests etc.).

The ministry has numerous databases and information systems such as follows:

- Budget and Accounting System (MoF, Bisan system)
- HR Management System
- Survey of schools and kindergartens
- GIS (school mapping)
- NIET Training Database
- Supervision Training Database
- School Health Database
- Database on Furniture and Supplies
- Educational Facilities Database
- Projects Database
- Database on Tests (national, standardized, and international)
- Students with Disabilities
- Field Follow-Up covering settler and military violations in Area C
- School Management Information System (in preparation)
- Planning and Projects Management System (PPM)

Some of the above databases are well advanced, while others need further improvements in the coming years.

IT infrastructure for administrative use

The ministry has recently established a Data Centre that has the potential to integrate and harmonize all ministry computer networks, servers and databases. The central ministry has various wireless access points across the ministry premises and all staff has a modern desktop with Windows software. Though many schools have computer centres, more than 70 % of schools are currently not connected to the internet. Though planned and despite the development of various IT systems such as e-school, e-exam etc., a comprehensive ICT policy was not achieved during EDSP 2.

Decentralization and Emergency Plan

Apart from emergency situations, systematic process and clear policy of decentralization was not achieved during EDSP 2. There are several historical and political factors as well as the highly centralized and overly controlled financial management system linked to the Ministry of Finance. Yet, the ministry has started to form school clusters with 5-7 schools supporting each other in self-development and improvements. A focus on whole school effectiveness is helpful in enabling all schools to tailor improvements to best address their own particular weaknesses and even out the gaps between the high and low performing schools. Empowering school level reform has been a feature of initiatives targeting school leadership and cluster based professional development. **Evidence from the evaluation suggests that where principals have taken on the role of head teacher and are empowered to lead educational development of their schools, the response is positive.** Such principals ask for greater autonomy, flexibility, training and support from a deputy and First and Expert Teachers.

In some instances, for example several attacks on schools by Israeli settlers or some educational matters are concerning students and teachers, the ministry delegates authorities to the districts and schools to deal with issues affecting teachers and students as well as interact with the local community. A more detailed description of the **emergency plan** can be requested from the DG of International Relations.

Relations with private sector, civil society, local community, donors and UNRWA

The involvement of the private sector is of particular importance for vocational education. However, the coordination and communication mechanism is weak, which is partly based on mistrust. Also, NGOs are often implementing small projects without an impact. Parent involvement in educational and schools matters remains rather weak despite evidence suggesting that the more parents are involved, the better educational outputs are produced.

The relationship with UNRWA is of utmost importance as UNRWA, which applies the same curriculum, is the second largest provider of education. Coordination happens to some degree with regards to textbooks, curriculum, and student activities, but remains weak in teacher training as well as long-term planning where UNRWA has a lot of experience.

Preparation and Implementation of Annual Work Plan and Budget and Financial Management

The ministry has made great technical and management improvements in developing an Annual Work Plan and Budget (AWPB). Related to the implementation of the AWPBs is the reporting system including the Annual and Semi-Annual Progress Narrative Report, the M&E report, the Procurement report as well as the Quarterly Financial Reports. While the quality of the reports has improved, they are in need of more analysis to better inform and guide ministry decision-making and involvement of Development Partners. Also, aligning implementation reporting with financial expenditure reporting is partly dependent on harmonizing the Bisan system with the new program-based budgeting and planning logic whereby outputs are linked to policy objectives.

11.2 Challenges

1. *Education Act*: Updating and refining the Education Act and ensuring its approval by the President (in the absence of a working parliament)
2. *Organizational Structure and Job Descriptions*: Aligning and reforming the new organizational structure and job descriptions in line with the principle of results-based management as well as the new program structure necessitates a thorough review and modifications of the existing job descriptions and TORs for administrative units.
3. *Education Information Systems*: Standardizing the data collection methods, classification and indexing is a major challenge. In other words, speaking the same language across all databases to make use of inter-linkages between variables to generate quantitative and qualitative reports and avoid duplications. Staff needs to be trained in relevant IT software and in the use of databases and analysis. Also, more staff is needed to make more effective use of data across the ministry and establish clear administrative responsibilities and roles is another challenge. Linking educational databases with national ones is also essential.

4. *IT infrastructure for administrative use*: The split between the ICT Department and Computer Networks, in other words the division of software and hardware, has led to fragmentation of policy direction and some confusion over provision and responsibilities. Thus, the development of a comprehensive ICT policy covering both the administration as well as the schools remains a major challenge.

5. *Decentralization and Emergency Plan*: The administrative and reporting demands on schools are very high. The Ministry should consider establishing 'focal point' departments in Districts tasked with co-ordinating information flows across schools, districts and central ministry. Schools should no longer be required to provide information to multiple departments on matters such as equipment, statistics, trainings, staffing etc. Also, the emergency delegation of authorities is not evaluated more regularly and staff lacks more training to deal with emergencies.

6. *Relations with donors, civil society, local community, and UNRWA*: Activating a more systematic and regular communication mechanism between UNRWA and the ministry to share experience and professional know-how is a challenge that needs to be addressed. This is especially important as after Grade 9, Palestinian students shift to public schools. As in other sectors, NGOs and the private sector are quite independent players, making a true internal SWAP a difficult challenge.

7. *Preparation and Implementation of Annual Work Plan and Budget and Financial Management*: Aligning implementation reporting with financial expenditure reporting in terms of time and data remains a challenge as long as some external donors are working off budget and do not disclose financial information and the Bisan system does not contain outputs for reporting purposes. Such an improvement would enable a linkage between the financial management system and the planning system

11.3 Strategic Options and Anticipated Results

- **Reforming the central ministry management in line with the new service delivery program structure** to achieve an efficient, effective and accountable results-based system.
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- Developing a comprehensive administrative IT policy in 2014 as the basis for any computerization intervention.
- Developing human capacities and institutionalizing **Capacity Building** programs at Ministry, districts, and school levels *to internalize the new structure and operations.*
- Developing the **legal and institutional framework** regulating the education sector at all levels
- Improving the physical environment necessary for managing the educational system at all levels, to utilize it efficiently and effectively. This includes connecting all schools to the internet.
- Developing and activating policy-making and decision-making platforms, and follow-up and accountability at all levels, to enhance the process of delegation of authorities to districts and schools (*Implement decentralization in policy development, management, finance; evidence base, policy making, authorization matrix etc.*)
- Develop a comprehensive policy on decentralization on the basis of evidence and with clear roles and responsibilities. Consider giving schools greater control over staffing (not recruitment), a degree of budget control and flexibility over school use – including school times. This includes the freedom in selecting projects and activities, organization of the curriculum, financial and administrative issues, and etc.
- Train human resources at schools and districts on planning, decision making and preserving education in emergency situation, as well as drafting reports to prepare for decentralization authorities.
- Form a “crisis cell” at ministry, districts, and schools to follow-up on Area C and Jerusalem as these areas suffer regular Israeli violations and abuses
- Enhancing partnerships with national and international partners and stakeholders on the basis of inclusivity, harmonization, and alignment.
- Establish a permanent joint committee with UNRWA with a broad mandate to address common issues and policies.

VII. High Priority Reform Tracks and Direct Service-Delivery Programs

1. High Priority Reform Tracks

The **high priority reform tracks** of the third strategic plan, which the ministry regards as **foundational reforms** that are systemically linked and impact many other areas of the education system, are as follows:

- **Curriculum Reform**

A comprehensive deep curriculum reform is of the utmost importance. The type and content of the curriculum has a direct impact on teacher behaviour, structure and content of exams, the supervision system, and learning approach. Thus, if the curriculum is not reformed to be in line with 21st century skills, including critical thinking, research skills, and other life skills, other key components of the education system-teacher training, supervision, assessment and evaluation- will be 'blocked' due to the interdependence and interconnectedness of these major components with the curriculum. In other words, curriculum is at the heart of the education system and a deep and serious reform has the potential to act as the catalyst and leverage point for other 'quality of education' reforms, including in Supervision and Student Assessment. With regards to the latter, reforming the tawjihee (the decisive end-of-high school examination) is also a high priority.

The ministry will adopt a sequential curriculum reform approach starting with the lowest grades of Grade 1 and 2 in 2014, which will then be tested in the following year while Grade 3 and 4 are being reformed and so on. Every year two grades will be reformed with the goal that by the end of the 6-year strategy a completely reformed curriculum will be in place that is at the heart of the shift from the memorization and exam-driven model to student-centred dynamic pedagogies.

- **Ministry Management Reform**

The adoption of the direct service-delivery program approach as well as the program-based planning and budgeting approach requires a significant reform of the organizational structure and management operations. Direct service delivery programs focus on results and outcomes rather than inputs and require hands on day-to-day program managers that can be held accountable for results. Reforming the central ministry structure in terms of the new program structure will also enable the ministry to start a process of decentralization vis-a-vis the districts and also schools as the levels and service types (i.e.:

subsectors) of the education system become synonymous with the programs and allow for more clarity and openness in terms of planning, budgeting, and management accountability. Similar to the curriculum reform, the ministry regards the ministry management reform as foundational due to its interrelatedness with other administrative reforms (such as the school structure reform and decentralization). One major finding of various external studies is the weak horizontal coordination between departments. To address this weakness, the intended management reform will focus on structure as well as practices and ensure a more integrated operational and decision-making structure.

▪ **Restructuring the School System**

Palestine has a very 'uneven' and fragmented school system with 81 different school types in terms of levels. During the period of the third strategic plan, the ministry will implement a comprehensive reform of harmonizing the school levels for lower basic (Grade 1-4), upper basic (5-10), as well as secondary levels (11-12).

The main benefits of restructuring the schools levels are as follows:

- Harmonization of school levels across the country will be in line with new program structure in terms of planning, budgeting, project allocation and monitoring. Significant cost reductions for educational interventions and use of educational technology are anticipated in the long term.
- Potential to apply results-based management at the corresponding school level and school management level
- A harmonized schools structure system will enable schools to move toward more autonomy
- Allows for greater transparency and accountability for each school
- Every school will be linked to a specific program in accordance with the service-delivery structure
- Focus of educational reform and interventions distributed more equitably and relevant to school levels in terms of TES, curriculum etc.
- Teacher deployment: Class teacher for 1-4, while subject teachers for higher grades
- M&E can be carried out in a more efficient and focused manner
- The separation between lower basic and higher basic as well as secondary also contributes to a reduction in violence and mobbing between older and younger students.

All three reforms are meant to shift the fundamental structure, practices, and culture in districts, schools, and classrooms to positively influence the relationship among teachers, students, and curricula as well as ministry, districts, and schools.

2. Accountability, Results-Based Management and Direct Service-Delivery Programs

Adopting the new program structure enables the shift in mindset and practice from an input-driven system to a result based management system. This shift will enhance internal accountability at all levels and create more focus on linking outputs with policy goals and objectives. Also, the public will get more involved as it will be more transparent what interventions the ministry plans and commits to. Moreover, since the schools are more 'visible' with the new program structure, decentralization processes between the ministry and the districts and school –based development become politically and organizationally more feasible.

Relevant MoF guidelines and procedures support the ministry in institutionalizing the results-based management approach through program-based planning and budgeting. The role of the new program managers is vital. Program managers are directly involved in planning as well as day-to-day implementation of their programs. A key advantage of the new program structure is the separation between the policy-making and reform level and the day-to-day management of program implementation, avoiding any conflict of interest between policy makers and the execution of the programs.

The results-based management approach will be streamlined throughout all levels of the ministry through trainings and workshops in the coming years.

VIII. Programmes: Policy and Result Framework

1. Adopting the Direct Service-Delivery Program Structure

The decision to adopt the direct-service delivery program structure is of strategic importance and the most significant step with implications for the organizational structure and day-to-day management. Such a transformation is intertwined with the stated ambition to reform the ministry structure and performance to a results-based and accountability management system. This strategic decision is also requested by the Ministry of Finance for all line ministries with relevant binding guidelines issued in 2013.

One of the main advantages of adopting the new direct service-delivery program structure is the ability to see the different types of education (also referred to as subsectors) offered by the ministry more clearly. In other words, the structure of the education system becomes synonymous with the main services provided to students and the Palestinian public at large. Also, the move to a direct-service delivery structure has the potential to act as a catalyst for significant management reforms ranging from decentralization between the ministry and districts to gradually transfer more financial and management autonomy to the school-level. Moreover, for a proper functioning of the new program structure, the traditional vertical mode of operations will be incentivized to become more horizontally integrated across subjects and departments.

Some of the main benefits are as follows:

- Closer Operational Relationship between MoF and line ministries
- Change from Input to Results-Accountability
- Education System more transparent, easier to plan and budget ('Seeing the Schools')
- Enhances possibility of genuine school-based autonomy and management accountability (e.g.: school-based finance)

2. Policy Structure of the Third Strategic Plan 2014-2019

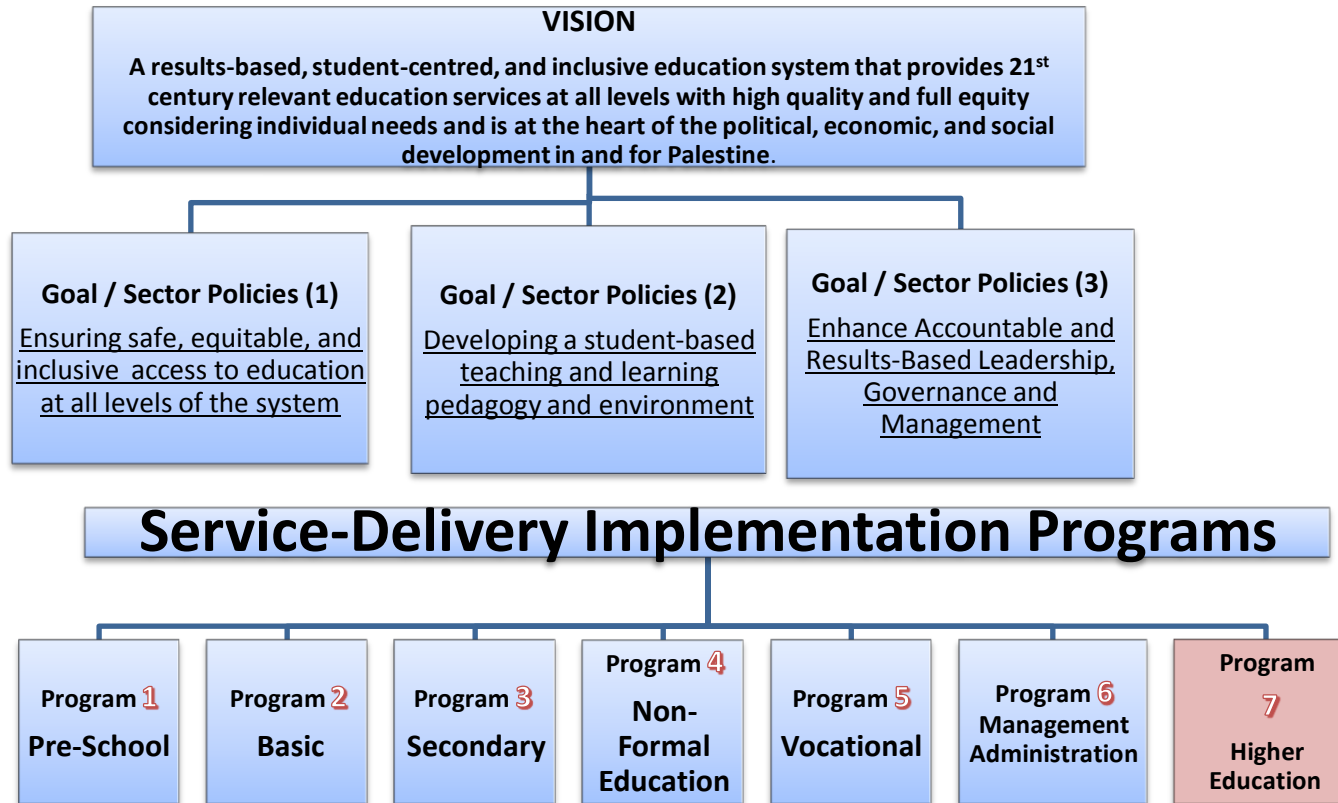


Figure 1: Policy Structure (Note: Program 7-Higher Education- is not covered in this document as outlined in the Introduction)

3. Program Policy Framework with Goals, Objectives, Baseline, Targets and Indicators for each program

The main characteristics of the following program results frameworks are as follows:

- Each program is structured in a matrix with through the intervention logic between General Program Outcome to Goal, Objective, and Annual Targets
- The program-level indicators are mentioned after the introductory box and numbered in Roman; intermediate indicators are linked to the Program Goals and numbered accordingly, but not always to each Objective levels and **are in some occasions not directly correlated to the Objective mentioned in the same row.**
- Many baselines will be established in 2014 and subsequent targets, which are now designed based on assumptions, may be adjusted accordingly.
- High Priority Reform areas and related essential reform interventions are highlighted in dark orange color.
- Apart from Program 6, generally speaking for all other programs, Goal 1 relates to enrolment, Goal 2 to teacher qualification, Goal 3 to qualitative student-centered services, and Goal 4 to curriculum reform.
- Each program starts with a short introduction highlighting the major issues.

A detailed **verification mechanism and protocol** for each target is being developed by the ministry for internal accountability management purposes and for the eventuality of employing a Disbursement Linked Indicator (DLI) system as an incentive to deliver the planned high priority reform results.

As mentioned above, the **Planning Logic** is closely aligned with the new program-based planning and budgeting guidelines introduced by MoF. While there are sector-wide policies organized around the key pillars of access, quality, and management, each program (such as Basic Education) has its own program-level policies. These program-level policies must be SMART, meaning that they are specific and achievable with clear targets. The program-level policies are organized in terms of *Goal* (long-term: what is achievable by 2019?), *Objectives* (short to medium-term: what is achievable within 1-3 years), *Annual Targets*, and *Outputs*. Linking the Outputs directly with the Objectives under each Program is an essential improvement from the previous EDSP as the planning logic gains more coherence in terms of intervention logic and it is more evident how tangible results (i.e.: outputs) contribute to the achievement of the Program Policy Objectives and Goals. The specific outputs are not part of this strategy document. They are in the extracted Annual Work Plan and Budget 2014 and subsequent AWPBs.

Program 1: Pre-School Education

The ministry took a strategic decision to expand the opportunities in the pre-school sector by expanding the number of pre-school classes in public schools and qualifying pre-school staff in line with the ECD strategy. Offering pre-school services is an essential element in the holistic approach to child development with clear evidence that children attending pre-school will perform better throughout their whole (school) life. One key target by the end of the 6-year strategy is to have a pre-school curriculum tested and approved and a significant increase in licensed pre-schools that meet the required professional, safety and health standards.

General Program Goal (Outcome): Services for all children of kindergarten age to attend pre-school offered and prepared to move to the basic education stage and their holistic development enhanced.

[Key Performance Indicator at Program Outcome:

I. Gross Enrolment Rate (GER) in Early Childhood (ECD)]²³

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
1. Gross Enrollment Rate (GER) for children in kindergarten and pre-school increased from 47.3% in 2012/2013 to 60% at the end of 2018/2019 (KG 1 & 2)	1.1 Number of licensed kindergarten and pre-schools in the private sector increased	1323	1389	1455	1521	1587	1653	1719	1a. Percentage of students in government pre-school classrooms
	1.2 Number of pre-school classes at public sector in Area C and socio-economically disadvantaged areas increased.	8	28	48	68	88	108	128	1b. The annual increased percentage in number of licensed pre-school classrooms (private and public)
	1.3 Classrooms, furniture and equipments in existing public pre-schools maintained and rehabilitated.	25%	100%	100%	100%	100%	100%	100%	1c. The percentage of children with special needs enrolled in pre-school classes

²³ A new qualitative KPI will be developed in conjunction and in line with developing a pre-school curriculum, applicable as of the third year of the strategy.

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	1.4 Percentage of students with disabilities and special needs (M&F) integrated in public kindergartens increased.	NO BASELINE	Baseline established through survey, 0.1% ¹	0.2%	0.3%	0.4%	0.5%	0.6%	
	1.5 Awareness of community and parents on the significance of education and early childhood issues raised.	NO BASELINE	Establishing baseline through Perception Audit (5%)	5%	10%	15%	20%	25%	
	1.6 Number of pre-school classrooms under international and local protection and support in Area C and in Jerusalem expanded.	NO BASELINE	Baseline established through a survey; 10	20	30	40	50	60	
2. Increased percentage of qualified pre-school teachers, kindergarten supervisors and supervisors in governmental and private pre-schools according to the standards of TES from 65.2% to 70% by the end of the year 2018/2019.	2.1 Standards for qualifying teachers in kindergartens and pre-schools corresponding with the standards of TES developed and implemented.	Existing standards	New qualification standards developed and approved;	50 % of educators reorganized according to new qualification standards.	50 % of educators reorganized according to new qualification standards.	New staff organized per new qualification standards	New staff organized per new qualification standards	New staff organized per new qualification standards	
	2.2 Teachers and head masters in all public and private kindergartens and pre-schools qualified..	NO BASELINE	644	Baseline established; 644	644	644	644	644	2a. Percentage of pre-school staff qualified according to new standards
	2.3 Supervisors, teachers and headmasters in all public and private kindergartens and pre-schools qualified.	NO BASELINE	Construction of training center and a model kindergarten in Jenin started. Designs for training center and a model kindergarten in the Jerusalem	A training center and a model kindergarten in Jenin and Jerusalem suburbs is completed; 4%	5% of staff qualified according to new qualification standards of objective 2.1	0.1	0.15	0.2	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			suburbs ;2%						
3. Child-centered qualitative education services for all public pre-school children provided	3.1 Percentage of pre-schools using educational & learning technology during the T/L process increased.	NO BASELINE	Baseline established; 10% (2 Pre-school)	20% (4 Pre-school)	30% (6 Pre-school)	40% (8 Pre-school)	50% (10 Pre-school)	60% (12 Pre-school)	
4. Curriculum assessed and reformed to meet the needs of Palestinian children by the end of the year 2018/19	4.1 Pre-school curriculum framework and curriculum developed and implemented.	Existing curriculum	Analysis of existing curriculum done.	Official curriculum developed	Draft curriculum in selective pre-schools tested	Official curriculum and related teacher manual finalized	In-service pre-school teachers trained on new curriculum	Official Curriculum applied in all pre-schools	4a. Percentage of pre-school staff trained according to TES (managers, supervisors, and nursemaids) and new pre-school curriculum
	4.2 Evaluation and diagnostic methods developed. for all learning aspects in accordance with the philosophy of general curricula framework for pre-school and ECD National Strategy	NO BASELINE				Draft evaluation method developed	Evaluation strategy in line with new curricula set up.		
5. Administrative system, policy frameworks and decision-making and follow-up at all levels developed and activated.	5.1. Regulations and instructions for the various areas of work in line with the Palestinian Child Law reviewed and upgraded.	NO BASELINE	Laws and regulations of licensing standards developed and approved.	Laws and regulations of licensing standards implemented	Laws and regulations of licensing standards implemented	Laws and regulations of licensing standards implemented	Laws and regulations of licensing standards implemented	Laws and regulations of licensing standards implemented	5a. Percentage of pre-school teachers and other staff in possession of professional license
	5.2. Coordination between public and private sectors working on kindergartens activated.	NO BASELINE	3 centralized workshops held (with Higher Council and the Early Childhood)	4 central meetings held to discuss matters of childhood in the district.					

¹⁾ Percentage from all pre-school eligible children
²⁾ 10 % of the existing public pre-school classes

Program 2: Basic Education

Transforming the general education system from a memorization-based and test-driven to a student-centered dynamic pedagogy model is at the heart of the 6-year strategy. Such a deep shift requires an integrated systemic approach that covers genuine reform in curriculum, assessment, supervision, and teacher education. Changing the role of supervision from a control to a teacher empowerment system and applying authentic as opposed to traditional assessment are a precondition for any successful educational reform. The ministry will build on the initiated change process to shift the role of the principal from pure administrative tasks to dealing with educational quality matters as a *resident* supervisor. The implementation of the Teacher Education Strategy (TES) will expand its coverage significantly with the goal to have all working teachers qualified by the end of the 6-year strategy. The ministry also responds actively to the rapid changes in the IT field to make use of its potential for enhanced and more autonomous learning. Further strengthening inclusive and special education services across the education system continues to be a challenge the ministry will address intensively. Also, establishing robust mechanisms of cooperation with the international community to protect the right to education for all Palestinians in Area C and Jerusalem remains a key objective. Finally, one major ‘system’ reform carried out as part of the 6-year strategy is the restructuring of the schools according to Grade 1-4, 5-10, and 11-12

General Program Goal (Outcome): Student-centered, equitable, and inclusive educational services for all primary school levels provided, and higher order thinking skills, capabilities and their full human potential enhanced

[Key Performance Indicator at Program Outcome Level

- I. Net Enrolment Rate (NER) in basic stage
- II. Students’ performance in national and international standardized tests
- III. III. The percentage of students at the benchmark level in national and international standardized tests in Math and Arabic language
- IV. The degree of students’ possession of life skills and high thinking skills: analyzing, reflection, creativity, and critical thinking
- V. The degree of students’ possession of values and attitudes: cooperation, honesty, voluntarism, respect (of time) and regulations, and hygiene]

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
1. Increased GER in basic stage (1-10) (for M and F), from (94.3%) in 2012/2013 to (96.1 %) at the end of the 6-yr plan in 2018/2019	1.1 Number of classrooms meeting educational standards of physical environment increased.	NO BASELINE	<u>Baseline established: 752</u>	722	753	676	773	712	1a. Admission rate in first grade 1b. Gross enrolment rate (GER) 1c. Student survival rate for grade 5 1d. Student survival rate for grade 10
	1.2. Existing school buildings maintained.	NO BASELINE	5% of schools	5%	5%	5%	5%	5%	1e. Drop-out rate in basic education 1f. The percentage of students with special needs enrolled in basic education

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	1.3 Percentage of students with special needs and disability ³ that are integrated in basic public schools in WB ⁴ and Gaza increased.	0.83%	0.88%	0.93%	0.98%	1.03%	1.08%	1.13%	1g. The percentage of classrooms and educational facilities meeting educational requirements (classroom space size, green spaces, squares and playgrounds, light and ventilation, etc)
	1.4 Basic school restructuring policy according to the curricula philosophy, excluding schools that are non separable, designed and implemented.	151	A Study conducted and restructuring strategy developed within Management Program (<i>included in program 6</i>).	Awareness raised in (Management Program) and restructuring strategy approved by the Cabinet	797 basic schools restructured into stages (1-4) and (5-10) to achieve 97 % of all basic schools as reform target	Management and coordination arrangement for non-separable schools in place	Management and coordination arrangement for non-separable schools in place	Management and coordination arrangement for non-separable schools in place	1h. The percentage of schools separated by educational stage according to the strategy of separating basic and secondary stages.
	1.5 Protection and safe access for all schools (Male & Female) in Area C and Jerusalem, in coordination with international human rights and humanitarian organizations.	NO BASELINE	Survey about involvement of diplomatic community in protection and access facilitation in all 153 Area C and Jerusalem schools, <u>and baseline established</u>	Protection strategy agreed upon with international community	Protection strategy implemented for 153 schools	Protection strategy implemented for 153 schools	Protection strategy implemented for 153 schools	Protection strategy implemented for 153 schools	
	1.6 Policy developed and strategy applied for students (M&F) who transfer outside the official educational system to informal education institutions and	NO BASELINE	Survey about conditions of students outside the formal system completed, <u>and baseline established</u> .	Policy and strategy with regards to qualification standards designed and approved	New policy for students who transferred to informal education system	60% of students covered	80% of students covered	All students that transferred to informal education	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	training centers.				implemented; 40 % of students covered			institutions are linked to qualification standards and covered by the new policy.	
2. Percentage of qualified teaching staff & supportive staff increased according to programs and standards of the TES from (40.5) % in 2012/13 to (88.5) % in 2018/19.	2.1. Percentage of qualified teachers and headmasters (M&F) at public schools increased according to the TES	40.5%	48.5%	56.5%	64.5%	72.5%	80.5%	88.5%	2a. Percentage of qualified teaching staff in the basic cycle in accordance with TES 2b. The percentage of teachers classified according to teachers' practitioner licensing
	2.2 Standards, policies and programs for teachers, administrative and supportive education staff in basic stage developed and implemented	NO BASELINE	Professional standard, code of conduct, evaluation & Licensing Scheme for <i>School Principals</i> developed and implemented.	Professional standard, code of conduct, evaluation & Licensing Scheme for <i>Counselors</i> developed and implemented.	Professional standard, code of conduct, evaluation & Licensing Scheme for <i>Inclusive Education Specialist</i> developed and implemented	Professional standards for <i>grades (1-4)</i> developed and implemented.	Professional standards for <i>grades (5-7)</i> developed and implemented.	Professional standards for <i>grades (8-10)</i> developed and implemented.	
	2.3 Teaching profession system applied on the teaching staff at public, UNRWA and private schools	0%	8% (public) 3 % private, 3 % UNRWA	8% (public) 3 % private, 3 % UNRWA	8% (public) 3 % private, 3 % UNRWA	8% (public) 3 % private, 3% UNRWA	8% (public) 3% private, 3% UNRWA	8% (public) 3% private, 3% UNRWA	2c. Percentage of teachers and other staff in BE in possession of job license
	2.4 Continuous	NO BASELINE	12148	13178	14176	15226	16226		2d. Percentage

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	career development for teachers and supporting staff (M/F) at schools implemented according to the TES							17,336	of graduated teachers enrolled in continuous professional development programs
3. Qualitative student-centered education services inside the classrooms for all M and F students in the age of basic education provided.	3.1 Educational, health, psychological aspects enhanced through extra-curricular interventions to strengthen T/L process and incentivize creativity and learning for all students, teachers and supportive staff.	NO BASELINE	34 camps scout held; 16 sporting activities held, 188 club (for talented students held, 14 competitions held, 20 health committees trained on life skills, 220 medical tools for students, remedial and preventive plans to drop out reduction, 20 activity (training courses, festivals and health committees held and executed.	34 camps scout held, 16 sporting activities held .208 club (for talented students held , 20 effective (training courses, festivals and health committees held and executed ., 20 of the Commission healthy trained on life skills, 500 medical tools for students, and preventive treatment plans to drop out reduction	34 camps scout held, 16 sporting activities held .208 club (for talented students held , 20 effective (training courses, festivals and health committees held and executed ., 20 of the Commission healthy trained on life skills, 500 medical tools for students, and preventive treatment plans to drop out	34 camps scout held, 16 sporting activities held .208 club (for talented students held , 20 effective (training courses, festivals and health committees held and executed, 20 of the Commission healthy trained on life skills, 500 medical tools for students, and preventive treatment plans to drop out reduction	34 camps scout held, 16 sporting activities held .208 club (for talented students held , 20 effective (training courses, festivals and health committees held and executed ., 20 of the Commission healthy trained on life skills, 500 medical tools for students, and preventive treatment plans to drop out	34 camps scout held, 16 sporting activities held .208 club (for talented students held , 20 effective (training courses, festivals and health committees held and executed ., 20 of the Commission healthy trained on life skills, 500 medical	3a. Degree of applying Student-Centered Learning 3b. Degree of active involvement of students in T/L process

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
					reduction		reduction	tools for students, and preventive treatment plans to drop out reduction	
	3.2 Teacher empowerment enhanced by reforming the supervision system, follow-up and technical support programs for all teachers (M& F)			Reform of Supervision system developed <u>within "prog 6"4.3.13" by the end of year 2015</u>	Reformed supervision system approved; prog 6"4.3.13" by the end of year 2016	Reformed supervision system applied	100%	100%	3c. The degree of variation in students' assessment methods 3d. Categorization of questions presented at the classroom according to Thinking Skills
	3.3 Remedial and supportive programs for male & female students increased.	NO BASELINE	20000 students	22000	24000	26000	28000	30000	3e. Degree of healthy environment standards enhancing learning
	3.4 Leadership, entrepreneurship, creativity, and scientific innovation for the teaching staff and/or students (M& F) enhanced.	NO baseline	400 programs achieved by schools	400 programs achieved by schools	400 programs achieved by schools	400 programs achieved by schools	400 programs achieved by schools	400 programs achieved by schools	3f. Percentage of students/teachers exposed to violence at schools
	3.5 Number of schools that apply the resident supervision, comprehensive follow up, and school quality ranking at public schools increased.	NO baseline	1854	1900	1950	1990	2030	2060	3g. Percentage of students participating in extracurricular activities supporting and connecting learning with their life outside of school
	3.6 Percentage of application the educational technology	Library / 8.1%, Lab / 42.4%, the	Library / 9.1%, Lab / 42.6%, the comp-lab / 33.2 %, teaching	Library / 10.1%, Lab / 42.8%, the comp-lab / 33.4 %,	Library / 11.1%, Lab / 43.0%,	Library / 12.1%, Lab / 43.2%, the	Library / 13.1%, Lab / 43.4%,	Library /14.1%, Lab /	3h. Degree of utilization of educational

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	in the teaching and learning process inside the classrooms expanded	comp-lab / 33%, teaching aids - teacher / 27.8%	aids - teacher / 27.9 %	teaching aids - teacher / 28.0 %	the comp-lab / 33.6 %, teaching aids - teacher / 28.1 %	comp-lab / 33.8 %, teaching aids - teacher / 28.2 %	the comp-lab / 34.0 %, teaching aids - teacher / 28.3 %	43.6%, the comp-lab / 34.2 %, teaching aids - teacher / 28.4%	technologies and resources.
	3.7 Percentage of existing schools with suitable educational facilities and aids increased.	75%	76.40%	77.80%	79.20%	80.60%	82.00%	83.40%	3i. Percentage of students who benefit from remedial programs. 3j. Percentage of entrepreneurship and creative initiatives at schools.
4. Palestinian curricula for basic stage (1-10) assessed and reformed commensurate with the needs of students (M&F) while adopting skills-orientation or goal-orientation at the end of the six-year plan 2018/2019	4.1 Curricula of grades (5-10) studied and analyzed through systematic evaluation and analysis to measure achievement of the desired educational goals.	Current curriculum and evaluation methods	Curricula for Grade 5-10 studied and analyzed. Evaluation methods on curricula studied.						4a. Percentage of actual achievement compared with the planned accumulated annual milestones for evaluating and reforming of curricula of basic cycle.
	4.2 Curricula (1-10) developed and reformed according to the skills-orientation or goals-orientation methodology	Current curriculum	Curricula general framework, curriculum and manuals for Grade 1-2 reformed	New curriculum 1-2 tested; Curricula and manuals for Grades 3-4 reformed	New curricula for Grade 3-4 tested; Grade 5-6 reformed	New curricula for Grade 5-6 tested and Grade 7-8 reformed	New curricula for Grade 7-8 tested and Grade 9-10 reformed	New Curriculum for Grade 1-8 approved and Grade 9-10 tested	4b. Degree of inclusion of universal standards in textbooks (competencies trend, integration, educational culture, constructivism, and utilization of technology)
	4.3 Evaluation and diagnosis methods developed for all aspects of learning and in accordance with the	Current evaluation strategy	1500 teachers on evaluation methods trained. Evaluation strategy developed and trained on it	Evaluation strategy completed (<i>within program 6 (4.3.1)</i>), TIMSS 2015 conducted.	Evaluation strategy approved (<i>within program 6</i>	Evaluation strategy applied (<i>within program 6</i>	Evaluation strategy applied" (<i>within program 6</i>	TIMSS 2015 conducted, national	4c. Degree of authentic assessment methods included in textbooks

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	philosophy of the curricula and teacher education strategy and student-based learning for (M&F).		(within program 6 (4.3.1). National exam, TIMSS experimental exam, question bank improved	National evaluation report 2014 issued. 2000 teachers trained.	(4.3.1) National exam 2016 conducted, 2500 teachers trained.	(4.3.1) Publication of national evaluation report 2016, 3000 teachers trained.	(4.3.1) National exam 2018 conducted, 3500 teachers trained.	evaluation report 2018 published, 4000 teachers trained..	
	4.4 Curriculum in line with the needs of students with special needs (M&F) and learning disabilities adapted for grades (1-10) of basic education subjects.	Current curriculum for special needs	Math Braille textbook for two grades printed.	Math curricula for two grades (7-8) adapted	Math curriculum for grade 9 adapted, evaluation and Diagnosis means for disabled students developed	Math curriculum for grade 10 adapted.	Math curriculum for grade 11 adapted	Math curriculum for grade 12 adapted.	

[1] Percentage from all pre-school eligible children

[2] 10 % of the existing public pre-school classes

Program 3: Secondary Education

The main reforms and interventions mentioned under Basic Education (in particular curriculum, supervision and school restructuring) also relate to Secondary Education. The ministry aims to resume its efforts for a comprehensive *tawjihee* (final high school exam) reform as part of the wider curriculum and assessment reform. Also, designing more effective policies to address the relatively high drop-out of boys is a key challenge. A **key 6-year target** that pervades several objectives in both Basic and Secondary Education is that **by the end of 2019, curriculum, assessment, teacher education, and supervision system must be fully aligned and integrated with each other**

General Program Goal (Outcome): Student-centered, equitable, and inclusive educational services provided, qualified graduates from the secondary phase for higher education and /or professional life prepared

[Key Performance Indicator at Program Outcome:

- I. Degree of student possession of skills enabling them for integration in university admission and labor market
- II. NER in secondary cycle
- III. Percentage of students enrolling in the *tawjihee* exam (scientific, literary, commerce, and vocational streams)
- IV. Student achievement in secondary stage exams (*tawjihee*)]

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
1 Transition rate for (M&F) students from basic to secondary stage (11-12) increased from (73.0) % in 2012/13 to (74.8) % in 2018/19.	1.1 Increased number of classrooms and the educational facilities classrooms meeting educational standards of physical environment at secondary schools	NO BASELINE	47	185	258	246	288	232	1a. GER in secondary cycle
	1.2 Existing school buildings maintained	NO BASELINE	5% of the existing schools maintained	5% of the existing schools maintained	5% of the existing schools maintained	5% of the existing schools maintained	5% of the existing schools maintained	5% of the existing schools maintained	1b. Transition rates from basic cycle to secondary cycle
	1.3 Percentage of students with special needs and disability (M&F) that are integrated in secondary public schools (WB) increased.	0.83%	0.88%	0.93%	0.98%	1.03%	1.08%	1.13%	1c. Drop-out rate in secondary cycle 1d. Percentage of students with

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	1.4 Secondary school restructuring policy to separate from the basic schools according to the curricula philosophy designed and implemented (excluding schools that are non separable).		A study conducted and restructuring strategy developed within Management Program (directly correlated to Objective 1.4 of Basic Education Program)	Separation system completed	Separating secondary school, and some of the mixed grades schools (Sec, Basic) from the all schools which are (649 schools)	Management and coordination arrangement for non-separable schools in place	Management and coordination arrangement for non-separable schools in place		special needs enrolled in secondary cycle
	1.5 Protection and safe access enhanced for all schools (Male & Female) in Area C and Jerusalem, in coordination with international human rights and humanitarian organizations.	NO BASELINE	Survey conducted as part of Objective 1.5 of Basic Education Program; 32 schools	Protection strategy agreed upon with international community (developed as part of Objective 1.5 of Basic Education); 32 schools covered	32 schools	32 schools	32 schools	32 schools	1e. Percentage of classrooms and educational facilities meeting educational requirements (classroom space size, green spaces, squares and playgrounds, light and ventilation, etc)
	1.6 Enrolment strategy at secondary schools for streams developed.	NO BASELINE	Reasons for enrollment of students at the secondary stage to certain academic streams studied, considering also gender aspects.	New branches opened at the secondary level based on the results of the study 2013/2014 (5% of schools) and in line with reform under Objective 4.3.	Open new branches at the secondary level based on the results of the study 2013/2014 (5% of schools)	Open new branches at the secondary level based on the results of the study 2013/2014 (5% of schools)	Open new branches at the secondary level based on the results of the study 2013/2014 (5% of schools)	Open new branches at the secondary level based on the results of the study 2013/2014 (5% of schools)	
	1.7. Clear policy	NO	Survey about	Policy and	New policy	60% covered	80%	All students	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	applied for students (M&F) who transfer outside the official educational system to informal education institutions and training centers.	BASELINE	conditions of students outside the formal system completed and baseline established <i>(Intervention included at the program 6)</i>	strategy with regards to qualification standards designed and approved	for students who transferred to informal education system implemented ; 40 % of students covered.		covered	that transferred to informal education institutions are linked to qualification standards and covered by the new policy.	
2 .Percentage of qualified teaching staff & supportive staff increased according to programs and standards of TES from (40.5) % in 2013/2014 to 88.5 % in 2018/2019.	2.1 Teachers and school principals (M&F) at public secondary schools <u>qualified</u> according to the teacher education strategy.	40.5%	48.5%	56.5%	64.5%	72.5%	80.5%	88.5%	2a. Percentage of qualified teaching staff in the sec cycle in accordance with TES 2b.The percentage of teachers classified according to teachers' practitioner licensing
	2.2 Standards, policies and programs for teachers, administrative and supportive education staff developed for secondary stage	Existing standards	Monitoring and evaluation system for TES developed	Standards, and ethical profession, and license of profession for supervisors developed.	Criteria for health workers developed.	Preparation of standard employment for teaching supportive teams	Curriculum 's standard for grades (11-12) developed.	Creative and pilot programs prepared for teachers and support staff	2c. Percentage of teachers and other staff in sec cycle in possession of job license
	2.3 Teacher profession system at public, UNRWA and private schools applied.	0%	16.7% public, 3% private, 3% UNRWA	16.7% public, 3% private, 3% UNRWA	16.7% public, 3% private, 3% UNRWA	16.7% public, 3% private, 3% UNRWA	16.7% public, 3% private, 3% UNRWA	16.7% public, 3% private, 3% UNRWA	
	2.4 Continuous career development programs for	NO BASE LINE	4846 of teachers and supporting staff	5036	5276	5526	5806	6226	2d. Percentage of

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	teachers and supporting staff (including counselors and supervisors) at schools according to the TES for M/F enhanced.								graduated teachers enrolled in continuous professional development programs
3 Qualitative student-centered education services inside the classrooms provided for all male and female students in secondary education	3.1 Leadership, entrepreneurship, creativity, and scientific innovation for the teaching staff and/or students (M& F) enhanced.	NO BASE LINE	100 programs	100 programs	100 programs	100 programs	100 programs	100 programs	3a. Percentage of entrepreneurship and creative initiatives at schools
	3.2 Teacher empowerment enhanced by reforming the supervision system, follow-up and technical support programs for all teachers (M& F)	Current Supervision System	Reform of supervision system initiated.	<i>[Linked with Basic Education Objective 3.2:]</i> Reform of Supervision system developed in accordance with recommendations by independent external evaluation;	Reformed supervision system approved	Reformed supervision system applied			
	3.3 Educational counseling, school health programs, and non-violence interventions enhanced at public secondary schools for both gender in Area (C) and Jerusalem.		(61) Guidance counselors trained on planning and follow-up within the reproductive health program in WB, Jerusalem and Area (C) Districts. 20 headmasters trained in environmental education and violence reduction in	(61) Guidance counselors trained on planning and follow-up within the reproductive health program in WB, Jerusalem and Area (C) Districts. 20 headmasters trained in environmental	(61) Guidance counselors trained on planning and follow-up within the reproductive health program in WB, Jerusalem and Area (C)	(61) Guidance counselors trained on planning and follow-up within the reproductive health program in WB, Jerusalem and Area (C) Districts.	(61) Guidance counselors trained on planning and follow-up within the reproductive health program in WB, Jerusalem	(61) Guidance counselors trained on planning and follow-up within the reproductive health program in WB, Jerusalem and Area (C) Districts.	3b. Percentage of students/teachers exposed to violence at schools

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			line with the Non-Violence Policy ²⁴	education and violence reduction	Districts. 20 headmasters trained in environmental education and violence reduction	20 headmasters trained in environmental education and violence reduction	and Area (C) Districts. 20 headmaster s trained in environmental education and violence reduction	20 headmasters trained in environmental education and violence reduction	
	3.4 Number of schools that apply the resident supervision, comprehensive follow up, and school quality ranking at public schools increased	New Resident Supervision System	1334	1380	1430	1480	1520	1550	
	3.5 Percentage of application of the educational technology in the T/L process in the classroom increased	Library / 8.1%, Lab / 42.4%, the comp-lab / 33%, teaching aids - teacher / 27.8%	Library / 9.1%, Lab / 42.6%, the comp-lab / 33.2 %, teaching aids - teacher/ 27.9 %	Library / 10.1%, Lab / 42.8%, the comp-lab / 33.4 %, teaching aids - teacher / 28.0 %	Library / 11.1%, Lab / 43.0%, the comp-lab / 33.6 %, teaching aids - teacher / 28.1 %	Library / 12.1%, Lab / 43.2%, the comp-lab / 33.8 %, teaching aids - teacher / 28.2 %	Library / 13.1%, Lab / 43.4%, the comp-lab / 34.0 %, teaching aids - teacher / 28.3 %	Library /14.1%, Lab / 43.6%, the comp-lab / 34.2 %, teaching aids - teacher / 28.4%	3c. Degree of utilization educational technologies and resources.
	3.6 Percentage of existing schools with suitable educational facilities and aids for (M&F) increased.	75.0%	76.4%	77.8%	79.2%	80.6%	82.0%	83.4%	
	3.7 Educational, health, psychological aspects enhanced through extra-curricular	NO BASELINE	<u>Baseline established under Objective 4.3 in prog 6:</u> 6 scout camps held, 4	6 scout camps held, 4 sporting activities held . 2 Clubs for talented	6 scout camps held, 4 sporting activities	6 scout camps held, 4 sporting activities held	6 scout camps held, 4 sporting activities	6 scout camps held, 4 sporting activities held	

²⁴ The Non-Violence Policy was developed with the help of UNICEF and piloted in 2009 and is now used as a basis for the work of counselors.

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	interventions to strengthen T/L process and incentivize creativity and learning for all students, teachers and supportive staff.		sporting activities held . 2 Clubs for talented students formulated, 8 Cultural clubs held, 3 scientific,cultural and musical competitions held , 20 health committees trained on life skills,1000 medical tools provided for students, remedial and preventive plans for dropouts students carried out.	students formulated, 8 Cultural clubs held, 3 scientific,cultural and musical competitions held , 20 health committees trained on life skills,1000 medical tools provided for students, remedial and preventive plans for dropouts students carried out.	held . 2 Clubs for talented students formulated, 8 Cultural clubs held, 3 scientific,cultural and musical competitions held , 20 health committees trained on life skills,1000 medical tools provided for students, remedial and preventive plans for dropouts students carried out.	. 2 Clubs for talented students formulated, 8 Cultural clubs held, 3 scientific,cultural and musical competitions held , 20 health committees trained on life skills,1000 medical tools provided for students, remedial and preventive plans for dropouts students carried out.	held . 2 Clubs for talented students formulated, 8 Cultural clubs held, 3 scientific,cultural and musical competitions held , 20 health committees trained on life skills,1000 medical tools provided for students, remedial and preventive plans for dropouts students carried out.	. 2 Clubs for talented students formulated, 8 Cultural clubs held, 3 scientific,cultural and musical competitions held , 20 health committees trained on life skills,1000 medical tools provided for students, remedial and preventive plans for dropouts students carried out.	
4. Palestinian curricula (11-12) reformed commensurate with the needs of students (M&F) and labor market demand while adopting skills-orientation or goal-orientation at the end of	4.1 Curricula of grades (11-12) studied and analyzed through systematic evaluation and analysis to measure achievement of the desired educational goals.	Existing curriculum		Scientific curriculum at the secondary level analyzed and evaluated.					4a. Percentage of actual achievement compared with planned accumulated annual milestones for

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
the six-year plan 2018/2019									evaluating and reforming of curricula of secondary cycle.
	4.2 Curriculum subjects of (11-12) grades adapted in line with the needs of students with special needs and learning disabilities (M&F) by three grades.	Current formal curriculum		2 subjects adapted according to the needs of students with disabilities for the grades of 11+12	2 subjects adapted according to the needs of students with disabilities for the grades of 11+12	2 subjects adapted according to the needs of students with disabilities for the grades of 11+12	2 subjects adapted according to the needs of students with disabilities for the grades of 11+12	2 subjects adapted according to the needs of students with disabilities for the grades of 11+12	4b. The extent to which universal standards are included in secondary stage textbooks (competencies trend, integration, educational culture, constructivism, and utilization of technology)
	4.3. Streams of secondary education reformed in order to enable student development in accordance with their abilities and increased percentage of enrollment in the scientific, vocational and commercial streams.	Current curriculum and tawjihee system		Development plan for secondary education and evaluation system (tawjihee) completed.					4c. Degree of authentic assessment methods included in secondary stage textbooks
	4.4 Curricula (11-12), according to skills-orientation or goals-orientation methodology developed and reformed	Current curriculum		Curricula framework for the secondary stage developed	Curricula for 11+12 grades in technology subject and manuals for teachers developed	Curricula for 11+12 grades in technology subject and manuals for teachers developed		Curriculum of grades (11 +12) reformed according to integral approach	
	4.5 Evaluation and diagnosis methods developed for all aspects of	current curriculum	Evaluation strategy developed <u>"within program 6</u>	Evaluation strategy completed	Evaluation strategy	Evaluation strategy	Evaluation strategy	TIMSS 2018 conducted.,	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	learning and in accordance with the philosophy of the curricula, teacher education strategy and student-based learning.		<u>(4.3.1)</u> : 1500 teachers trained in evaluation methods. Reform direction of national exam – tawjihee-agreed.	<u>"within program 6 (4.3.1)."</u> TIMSS 2015 conducted. National evaluation report 2014 issued ; 2000 teachers trained	approved " <u>within program 6 (4.3.1)</u> " Questions bank in line with the needs of secondary tests, including final secondary exam, developed; ; National exam 2016 conducted, 2500 teachers trained	applied "within program 6 (4.3.1)" National evaluation report 2016 published, 3000 teachers trained	applied "within program 6 (4.3.1)" National exam 2018 conducted, 3500 teachers trained.	national evaluation report 2018 published;, 4000 teachers trained	

Program 4: Vocational Education Program

Agreeing and activating the proposed governance structure for the TVET sector in the form of a Higher Council will address a long overdue management and coordination gap. Mainstreaming the new apprenticeship program across all vocational schools will significantly improve the relevance and attract more students to the vocational stream. Also, having a National Qualification Framework (NQF) and the Palestinian Occupational Classification (POC) constitutes a major milestone in capturing previously unrecognized qualifications offering much needed recognition and job opportunities for a large number of professionals. Additional vocational schools aim to attract and increase the number of female students in vocational education.

General Program Goal (Outcome): Competent graduates prepared for working life, labor market and university.

[Key Performance Indicator at Program Outcome:

- I. Percentage of students enrolled in vocational schools
- II. Degree of student possession of skills and competencies enabling them for integration in labor market and university admission

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
1. Percentage of students in vocational stream at sector public increased from 1.72% (M 3.2%, F 0.4%) to 2.3 % (M 3.8%, F 1.1%) of completers at 10th grade by the end of 2018/2019.	1. Vocational school buildings, furniture and equipment maintained and rehabilitated	NO BASELINE	2 schools maintained, 14 schools' furniture and equipment upgraded and rehabilitated	1 school maintained, 3 schools' furniture and equipment upgraded and rehabilitated	1 school maintained, 4 schools' furniture and equipment upgraded and rehabilitated	2 schools' furniture and equipment upgraded and rehabilitated	1 school building maintained	1 school building maintained	1a. Annual percentage increase in specialization streams
	1.2 Percentage of integration of students with disabilities and special needs in vocational schools increased.	0%	0.10%	0.2% Base line parameters study	0.30%	0.40%	0.50%	0.60%	1b. Annual percentage increased specialization workshops
	1.3 Number of public vocational schools with a special focus on female students increased.	13	14 schools; Kufr Ne'ma vocational school finished	15 schools	16 schools	17 schools	No new schools	No new schools	1c. Percentage of students enrolling in vocational streams due receiving vocational

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
									guidance.
	1.4 Partnership and networking activated and developed between vocational educational institutions (governmental and non-governmental) and the labor market.	NO BASELINE	Baseline established; (2) Governorates	(2) Govern.	(2) Govern.	(2) Govern.	(2) Govern.	(2) Govern.	1d. Percentage of students with special needs enrolled in vocational education
	1.5 Professional specializations/streams in existing schools developed in line with the needs of the labor market.	23	23	25	27	29	31	33	
	1.6 Awareness raised among students, teachers (M&F) and community regarding the importance of vocational education.	NO BASELINE	400 meetings held to raise awareness in the tenth grade students and their parents	400 meetings held to raise awareness in the tenth grade students and their parents	400 meetings held to raise awareness in the tenth grade students and their parents	400 meetings held to raise awareness in the tenth grade students and their parents	400 meetings held to raise awareness in the tenth grade students and their parents	400 meetings held to raise awareness in the tenth grade students and their parents	
	1.7 Supervision and comprehensive follow-up developed and implemented at schools	NO BASELINE	A system to supervise vocational schools developed and approved.	4 supervisors recruited	Application of a supervision system at 16 schools	Application of a supervision system at 17 schools	Application of a supervision system at 17 schools	Application of a supervision system at 17 schools	
2. The National TVET strategy, including institutional and capacity building for training and rehabilitation of vocational education	2.1 The TES for vocational streams completed (Educational qualification) and finalized for in-service and pre-service.	CURRENT STRATEGY	Human resources program developed and the educational diploma units/courses are complete. The human resources	Application of the training programs for all vocational schools (14 schools) and (50) teachers trained	Application of the training programs for all vocational schools	Application of the training programs for all vocational schools (16schools) and (50)	Application of the training programs for all vocational schools (17	Application of the training programs for all vocational schools (18	2a.The percentage of qualified teachers (academics and engineers in workshop) in

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
staff, applied (M&F) in all public vocational schools by the end of 2018/2019.			unit is established.		(15schools) and (50) teachers trained	teachers trained	schools) and (50) teachers trained	schools) and (50) teachers trained	accordance with TES and TVET strategies
	2.2 The TES for vocational streams completed (Subject specialization qualification) and finalized for in-service and pre-service.	NO BASELINE	30	30; Base line parameters study conducted.	30	30	30	30	2b. Percentage of qualified vocational counselors for following-up and implementing vocational guidance 2c. The percentage of vocational teachers and other staff whom obtained job license
3. Qualitative student-centered and demand driven educational services, provided for all male and female students of the vocational education.	3.1 Vaccination and medical check-up and accidents insurance provided for all students and students with special needs in particular.	0%	100%	100%	100%	100%	100%	100%	3a. Percentage of students enrolled in vocational education according to labor market needs
	3.2 Percentage of students and teachers (M&F) using the educational technology increased during the T/L process at workshops and educational facilities.	NO BASELINE	3 schools trained; 100% of workshops supplied with tools and raw materials	Base line parameters study; 3 schools trained; 100% of workshops supplied with tools and raw material	3 schools trained; 100% of workshops supplied with tools and raw material	3 schools trained; 100% of workshops supplied with tools and raw material	3 schools trained; 100% of workshops supplied with tools and raw material	3 schools trained; 100% of workshops supplied with tools and raw material	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	3.3 Number of existing schools that receive educational means increased annually.	NO BASELINE	3	3	3	3	3	3	
	3.4 Educational, health, psychological aspects enhanced through extra-curricular interventions to strengthen T/L process and incentivize creativity and learning for all students, teachers and supportive staff.	0%	20 specialized vocational scouts clubs held for 480 male and female students (scouts, scout guide ages 13-14 years).	20 scout clubs established	20 scout clubs established	20 scout clubs established	20 scout clubs established	20 scout clubs established	
	3.5 National Apprenticeship strategy rolled out and mainstreamed across vocational schools and relevance increased.	76 students (beneficiaries) enrolled at apprenticeship prog.	126 students enrolled at Apprenticeship prog.	176 students enrolled at Apprenticeship prog.	236 students enrolled at Apprenticeship prog.	296 students enrolled at Apprenticeship prog.	376 students enrolled at Apprenticeship prog.	466 students enrolled at Apprenticeship prog.	
4. Educational vocational curricula assessed and modified by module system intended to enhance the skills and knowledge with the needs of the labor market in annual rate of 17% for 4 specializations at the end of the sixth-year plan 2018/2019.	4.1 Curriculum studied and analyzed in compliance with education system's goals.	CURRENT curriculum	Curriculum analyzed and linked to the needs of the labor market	Analysis of electricity curriculum.	Analysis of mechanical curriculum.				
	4.2 Curricula developed in accordance with the requirements of the labor market and training modules designed.	CURRENT curriculum		Market needs analysis held for new (2) specializations, and training modules (curriculum) developed	2 modules of new specializations (curriculum) adopted and approved and applied based on the	2 modules of new specializations (curriculum) adopted and approved and applied based on the study of market needs	2 modules of new specializations (curriculum) adopted and approved and applied	2 modules of new specializations (curriculum) adopted and approved and applied based on the	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
					study of market needs of professions in the plan of the year 2015 Market needs for new additional specializations (2) analyzed, and the training modules (curriculum) for them developed.	of professions in the plan of the year 2016 Market needs for new additional specializations (2) analyzed, and the training modules (curriculum) for them developed	based on the study of market needs of professions in the plan of the year 2017; Market needs for new additional specializations (2) analyzed, and the training modules (curriculum) for them developed.	study of market needs of professions in the plan of the year 2018 Market needs for new additional specializations (2) analyzed, and the training modules (curriculum) for them developed.	
	4.3 Evaluation and diagnosis methods for all aspects of learning developed in accordance with the philosophy of the curricula and vocational education strategy.	NO BASELINE	Training programs on assessment methods identified and developed.	120 teacher training on assessment and evaluation methods conducted	120 teacher training on assessment and evaluation methods conducted				
	4.4 Vocational education and training (curricula) adapted for grades (11-12) in line with the needs of students with special needs and learning disabilities at a rate of (3) subjects annually.		Study to determine the type of occupations that are commensurate with the needs of students with special needs and learning disabilities carried out	Curriculum in line with the needs of people with disabilities (for one profession) developed as per the disability type	Curriculum in line with the needs of people with disabilities (for one profession) developed as per the disability type	Curriculum in line with the needs of people with disabilities (for one profession) developed as per the disability type			

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	4.5 A National Qualification Framework- NQF ⁵ - and the national Palestinian Occupational Classification-POC- developed in line with the Arabic and international classifications	Concept Paper NQF; Arab Occupational Classification	Current qualifications programs revised	Management system for the NQF set up; AOC reviewed and POC designed in formal and non-formal and semi-formal systems	Standards for granting qualification certificates developed; Qualifications standards fully developed	NQF and POC fully applied	NQF and POC fully applied	NQF and POC fully applied	

^[5] NQF covers the whole education sector and is not exclusive to TVET. The NQF defines descriptors of skills, competences and knowledge at 8 different levels to give value to anyone qualified regardless of formal examination.

Program 5: Non-Formal Education

In Palestine, adult education refers to anyone above 15 years of age, while parallel education allows students between 14 to 40 years of age to enrol in afternoon classes for two years and receive a 9th Grade certificate. The ministry has a limited authority in the non-formal education sector and depends on close coordination with 5 other ministries and agencies. The ministry will contribute to develop a Non-Formal Education Strategy that will introduce clear concepts, categories, and interventions organizing the whole sector. In this regard, establishing the National Commission for Adult Education in the first year of the strategy will support sector-wide coordination efforts.

General Program Goal (Outcome): Enhance and develop the non-formal education to ensure its continuity, equity and quality.

[Key Performance Indicator at Program Outcome:

I. Literacy rate in Palestine]²⁵

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
1. Illiteracy rate, while focusing on females in areas with high percentage of illiteracy, reduced from (4.7%) to (2%), at age 15 and above and number of learners in parallel education increased from 260 to 860 learners at the end of the six-year plan 2018/2019	1.1 Number of learners (M&F) in literacy centers and adult education centers increased from (981) to (1281) learners, at a rate of (300) learners annually with a focus on females in areas with high percentage of illiteracy.	981	1281	1581	1881	2181	2481	2781	1a. Percentage of learners enrolled in parallel education program among those who completed illiteracy program
	1.2 Number of learners (M&F) in parallel education increased from 260 to 360 learners while focusing on females in the areas with high dropout rates.	260	360	460	560	660	760	860	1b. Annual increased percentage in learners in non-formal education programs.

²⁵ More indicators will be developed during the first year in parallel to the curriculum development and planned organization of the non-formal education sector.

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	1.3 Percentage of dropouts in literacy centers, adult education, and parallel education reduced at a rate of 3% annually in WB and Gaza	NO BASELINE	3%	3%	3%	3%	3%	3%	
2. National strategy for adult education programs implemented in coordination with the relevant institutions by the end of 2018/2019.	2.1 Annual operational Plan of 2013-2014 that emanating from the strategy of Adult Education in Palestine in cooperation with local community institutions developed and applied.	0%	The 2014 Operational Plan designed, developed and implemented in collaboration with partners.	The 2015 Operational Plan designed, developed and implemented in collaboration with partners.	The 2016 Operational Plan designed, developed and implemented in collaboration with partners.	The 2017 Operational Plan designed, developed and implemented in collaboration with partners.	The 2018 Operational Plan was designed, developed and implemented in collaboration with partners.	The 2019 Operational Plan was designed, developed and implemented in collaboration with partners.	2a. Percentage of actual achievement compared to what was planned in accordance with the accumulated milestones for implementing the adult education strategy (process indicator).
	2.2 Number of cultural centers (that offer adult education) that are licensed by MoEHE increased from 200 to 380 centres.	200	230	260	290	320	350	380	2b. Percentage of non-formal teachers & other staff in possession of job license
	2.3 National organizational structure that unifies non-formal and adult education institutions restructured	0%	The National Commission for Adult Education formed (in collaboration with partners), tasks and responsibilities defined.	A training course for the commission's members	Standards for the quality of adult education (licensing requirements, accreditation, quality programs etc.) developed	A comprehensive database of adult education (graduates, centers...) set up	Legislation updated and developed for adult education sector	Evaluation Study on the achievement of adult education strategy conducted	
3. Percentage of	3.1 Standards for	0%	Enhanced		Enhanced			A	3a.

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
teachers and supervisors (M&F) trained in literacy programs, adult education and parallel education according to the standards of the TES increased from (0%) to (100%) in the year 2018/2019.	qualifying teachers of literacy and parallel education developed in consistency with the standards of the TES		standards for qualifying teachers and supervisors.		standards for teacher training issued and adopted			workshop held to discuss the appropriateness of the standards with the needs of teachers of literacy and adult education	Percentage of teachers and supervisors qualified for working in literacy and parallel education centers
	3.2 Number of qualified teachers (M&F) at literacy and parallel education centers increased from 140 to 170 teachers and from 52 to 77 teachers	140	170	200	230	260	290	320	
	3.3 Supervisors (M&F) in non-formal sector qualified and experiences exchanged with administrative and technical supervisors of the governmental literacy, adult education, and parallel education centers	NO BASELINE	Baseline established; 20	20					
4. Curricula framework for literacy programs and adult education assessed and reformed and new programs commensurate with the needs of the Palestinian adults at the end of the five-year plan 2018/2019	4.1 Curriculum for literacy, adult education, and parallel education developed and designed to meet the needs of the Palestinian adults	0.00	An Arabic (Level 1) literacy and adult education book designed.						

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	4.2 Evaluation and diagnostic methods developed and applied to all aspects of learning for learners (M&F) in literacy and adult education.	Existing strategy	The passing examination for students attending literacy and parallel education centers, designed and conducted.	Financial instructions updated for the staff's centers, exam for students in literacy centers and parallel education prepared and conducted					
	4.3 Teaching aids, learning technology and textbooks necessary provided and produced for literacy and adult and parallel education programs	NO BASELINE	(3) teaching aids produced at centers	(3) teaching aids produced at centers	(3) teaching aids produced at centers	(3) teaching aids produced at centers	(3) teaching aids produced at centers	(3) teaching aids produced at centers	

Program 6: Management and Administration

A high-priority reform track of the 6-year strategy is a comprehensive ministry management reform to reflect the newly adopted direct service delivery programs and the new roles of program managers. This major reform is aimed at shifting the ministry operations from primarily input driven to results-based and accountability management and opening up space for higher degrees of decentralization and community participation. Such a comprehensive management reform will be accompanied by an intensive on-the job training and capacity building program for the new functions and operations. The ministry will exert its efforts to develop the official Education Law and secure its approval within the first two years of the strategy. In terms of equity, the ministry will review the options to enforce the collection of the Education Tax across the whole country as well as ensure a more even distribution of interventions across all schools. Deepening and further institutionalizing the principles and procedures of the SWAP through the catalyst of the Joint Financing Arrangement (JFA) is a clear objective in the coming years.

General Program Goal (Outcome): Efficient, effective, and results-based educational management system with well developed institutional and human capacities and with high degree of accountability and community participation

[Key Performance Indicators at Program Outcome:

- I. Level of the ministry’s consideration of good governance aspects and management accountability
- II. Cost per students in the education sector
- III. Percentage of expenditure on education (from the total national budget)
- IV. Percentage of committed annual budget versus EDSP 6-year budget
- V. Percentage of actual expenditure versus approved resource-based budget
- VI. Percentage of total development funding committed through JFA
- VII. Percentage of Development Partners commitments in line with ministry’s annual budgeting process]

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
1. The system and human resource skills enhanced for planning, management, and specific expertise areas at the level of the Ministry, districts, and school.	1.1 A system and strategy for improving administrative capacities developed in line with this strategic plan, key reforms, service-delivery structure, results-based management, and job descriptions.		4 studies conducted to assess the impact of administrative training sessions and the quality of training to identify the training needs of administrators; Orientation programs in the field of public functions and jobs	Training strategy of administrators developed and approved based on the ministry management reform under Objective 2.3, results of training's impact study, the needs assessment and	New Training and capacity building strategy implemented				1a. Degree of utilization of skills acquired through capacity building trainings by the employees (Ministry and Districts)

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			implemented.	job description and specification for each job title					
	1.2 Training programs and courses for administrators and technical staff (M&F) developed and institutionalized		Trainers from the Ministry and districts trained and qualified in various fields	Trainers from the Ministry and districts trained and qualified in various fields	Trainers from the Ministry and districts trained and qualified in various fields	Trainers from the Ministry and districts trained and qualified in various fields	Trainers from the Ministry and districts trained and qualified in various fields	Trainers from the Ministry and districts trained and qualified in various fields	
	1.3 The percentage of employees in administrative and technical areas (M&F) who acquire the conditions required for the functions increased		Range of equitable distribution of positions studied and revised at ministry level	Range of equitable distribution of positions studied and revised at ministry level	A strategy prepared for the application of the equitable distribution of positions at and ministry	A strategy adopted for the equitable distribution of positions at ministry	A strategy applied for the equitable distribution of positions at ministry	A strategy applied for the equitable distribution of positions at ministry	
	1.4 The percentage of administrators and technical staff (M&F) who received specialized training in their field increased		700 technicians and administrators trained on administrative, specialized, and technical skills	600 technicians and administrators trained on administrative, specialized and technical skills	600 technicians and administrators trained on administrative, specialized and technical skills	600 technicians and administrators trained on administrative , specialized and technical skills	600 technicians and administrators trained on administrative , specialized and technical skills	600 technicians and administrators trained on administrative , specialized and technical skills	
	1.5 Technical capabilities and material resources enhanced for the development of human capacity in the educational system		Ministry and districts networks updated, maintained, and developed; Software and anti-virus purchased; Web sites in the ministry developed; Office furniture and equipment	Ministry and district networks updated, maintained, and developed. Office furniture and equipment provided for the ministry and districts.	Office furniture and equipment provided for the ministry and districts.	Office furniture and equipment provided for the ministry and districts.	Office furniture and equipment provided for the ministry and districts.	Office furniture and equipment provided for the ministry and districts.	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			provided for the ministry and districts.						
2. Ministry structure and operations in line with the new program structure and results-based management approach reformed. Legal and structural frames regulating work in the education sector developed at all levels to achieve an efficient, effective, and accountable system and to maintain the status quo of education.	2.1 A national and modern Education Law for Palestine finalized.		Education Law developed; the preparation of educational regulations and instructions finalized. Sport laws and policies of health environment completed and printed; instructions for students with disabilities prepared.	Education Law developed in line with the educational development; 3000 copies of sport law and sports magazines printed and distributed	Education Law refined and approved by Cabinet; Printing 3000 copies of sport law and sports magazines printed and distributed	Education Law refined and applied in line with the educational development; 3000 copies of sport law and sports magazines printed and distributed	Education Law refined and applied in line with the educational development, 3000 copies of sport law and sports magazines printed and distributed	Education Law refined and applied in line with the educational development, 3000 copies of sport law and sports magazines printed and distributed	
	2.2 Regulations and instructions reviewed and updated in various areas in compliance with the new law.		Instructions prepared for the staff of internal control at district and ministry level	Workshop conducted for 50 people regarding work instructions for the staff of Internal Control at districts and ministry	Workshop conducted for 50 people regarding work instructions for the staff of Internal Control at districts and ministry	Workshop conducted for 50 people regarding work instructions for the staff of Internal Control at districts and ministry	Workshop conducted for 50 people regarding work instructions for the staff of Internal Control at districts and ministry	Workshop conducted for 50 people regarding work instructions for the staff of Internal Control at districts and ministry	
	2.3 Organizational structure, functional roles and job descriptions of the Ministry in line with new service delivery programs reformed.	Current ministry management structure	Management structure and job descriptions of the Ministry and districts restructured in line with new service delivery programs and submitted for	Cabinet approval for new ministry management structure secured. Awareness and Capacity building for new	Detailed individual job descriptions finalized and approved for the new service-delivery focused	Internal feedback from central ministry, districts, and schools on new functions and roles collected and	Corrected measures approved and implemented	Performance assessment of the new management and operational structure conducted. Effective and	2a. Degree of compliance with new TOR for new function of Program Managers; 2b. Degree of

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			cabinet review and approval. ToR for new function of Program Managers developed and approved.	functions and roles conducted. New management and operational structure implemented	management structure.	analyzed.		efficient management structure in place.	compliance to approved new functions and job descriptions;
	2.4 Manuals and procedures for administrative, financial, and technical functions, and follow-up mechanisms developed and updated at all levels.		Educational work procedures manuals of supervision, psychological counseling etc. developed and printed. Operational Manual for Financial Management officially approved and related training conducted on.	Administrative work procedures developed	Administrative work procedures approved and adopted	Administrative work procedures manual applied and issued at ministry website.	Administrative work procedures manual applied at the ministry and districts	Administrative work procedures manual applied at the ministry and districts	
3. The physical environment necessary for managing the educational system improved at all levels to utilize it efficiently and effectively.	3.1 Unsuitable parts/elements, of the administrative infrastructure of MoE and districts improved, maintained, or replaced		Administrative buildings of the ministry maintained, buildings of Qabatiya district finished, the construction of districts and administrative buildings started in Jerusalem suburbs (engineering design), South of Nablus, Tubas and north of Hebron, central warehouse,	Administrative buildings of the ministry maintained; the construction of districts and administrative buildings continued on: Jerusalem suburbs, South of Nablus, Tubas, north of Hebron, central warehouse, scout camp, and sports	Admin buildings of the ministry maintained, finished the building of Jerusalem suburbs, south of Nablus, Tubas, north of Hebron. Scout camp, and sports hall, construction of district's building at Gaza started.	Admin buildings of the ministry maintained, construction of district's building in the North of WB started	Admin buildings of the ministry maintained, the construction of district's building in the North of WB continued.	Admin buildings of the ministry maintained, the district's building in the North of WB finished.	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			garage, scout camp, and sports hall. The building of the Ministry of Education expanded and resource center opened.	hall. The building of Ministry of Education finished.					
	3.2 The physical, technical, and logistical capacities in the work environment enhanced		Safety measures applied to all service staff; 10 field cars purchased to upgrade logistical capabilities;, devices and equipment for service system provided	Safety measures applied to all service staff; 10 field cars purchased to upgrade logistical capabilities;, devices and equipment for service system provided	Safety measures applied to all service staff; 10 field cars purchased to upgrade logistical capabilities;, devices and equipment for service system provided	Safety measures applied to all service staff; 10 field cars purchased to upgrade logistical capabilities;, devices and equipment for service system provided	Safety measures applied to all service staff; 10 field cars purchased to upgrade logistical capabilities;, devices and equipment for service system provided	Safety measures applied to all service staff; 10 field cars purchased to upgrade logistical capabilities;, devices and equipment for service system provided	
	3.3 Computerization of administrative and financial systems, and working on its integration in line with the e-governance initiative completed.		Comprehensive administrative IT strategy for MoE developed and approved.	Administrative and financial systems computerized in line with new administrative IT strategy.	Administrative and financial systems computerized in line with new administrative IT strategy.	Administrative and financial systems computerized in line with new administrative IT strategy.	Administrative and financial systems computerized in line with new administrative IT strategy.	State-of-the-art computerized administrative system with HR, Finance, Planning, Budgeting, and Procurement fully linked electronically.	3a. The level of effectiveness of utilizing computerized systems on all levels
4. Policy-making and decision-making platforms, and follow-up and accountability developed and activated at all levels,	4.1 Mechanisms and platforms for policy and decision-making developed at all levels with a strong focus on		Educational studies conducted	Educational studies conducted	Educational studies conducted	Educational studies conducted	Educational studies conducted	Educational studies conducted	4a. Degree of fluctuation in equitable distribution of

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
to enhance the process of delegation of authorities to districts and schools.(i.e.: decentralization)	accountability and according to new trends in the field of education.								projects in schools
	4.2 Educational information systems developed and activated at all levels		The schools and kindergartens' annual survey statistical data collected, analyzed and disseminated; a database developed for monitoring health problems.	The schools and kindergartens' annual survey statistical data collected, analyzed and disseminated;	The schools and kindergartens' annual survey statistical data collected, analyzed and disseminated,	The schools and kindergartens' annual survey statistical data collected, analyzed and disseminated; a database for monitoring health problems upgraded.	The schools and kindergartens' annual survey statistical data collected, analyzed and disseminated,	The schools and kindergartens' annual survey statistical data collected, analyzed and disseminated.	4b. Degree of utilization of various reports and data for decision making
	4.3 Strategies developed, reform impact studies conducted, and Operations Manuals upgraded in areas of evaluation, financial management, planning, and personnel management etc.		A national evaluation strategy prepared. Educational studies carried out to support the planning and implementation of plans and preparation of strategic plans, the strategy of using a computer tablet in schools developed, a study conducted on the transmission of students to non-formal education, A study conducted to measure the impact of	Continuing the preparation of national evaluation strategies, the annual plan for 2015 prepared and issued in Arabic and English, a national strategy of inclusive education approved.	A national evaluation strategies adopted, the annual plan for the year 2016 prepared and issued in Arabic and English, a national strategy of inclusive education applied	A national evaluation strategies applied, the annual plan for the year 2017 prepared and issued in Arabic and English, a national strategy of inclusive education applied	A national evaluation strategies applied, the annual plan for the year 2018 prepared and issued in Arabic and English, a national strategy of inclusive education applied	A national evaluation strategies applied, the annual plan for the year 2019 prepared and issued in Arabic and English, a national strategy of inclusive education applied	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			restructuring schools levels on the quality of education; a national strategy for inclusive education in Palestine prepared; Operations Manual for Program-Based Planning and Budgeting revised and implemented trainings on.						
	4.4 Decentralization of authorities achieved to district departments and schools contributing to effective and efficient achievement of the plan's goals.		The options and potential of authority delegation to districts and schools studied. Former experience of school-based management applied to 3% of schools of each Directorate	A study conducted to identify and define the schools' empowerment and authorization, school - based management system applied at a rate of 3% of each Directorate	School - based management system applied at a rate of 3% of each Directorate	School - based management system applied at a rate of 3% of each Directorate	School - based management system applied at a rate of 3% of each Directorate	School - based management system applied at a rate of 3% of each Directorate	
	4.5 Monitoring and evaluation system promoted and applied at the level of Ministry, district, and schools and discussed openly with all local and international partners.	Current M&E system	Indicators of the M&E system refined and monitored, monitoring and evaluation reports issued. Operations Manual for Evaluation upgraded and	Indicators of the M&E system monitored, monitoring and evaluation reports issued.	Indicators of the M&E system monitored, monitoring and evaluation reports issued.	Indicators of the M&E system monitored, monitoring and evaluation reports issued.	Indicators of the M&E system monitored, monitoring and evaluation reports issued.	Indicators of the M&E system monitored, monitoring and evaluation reports issued.	

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			translated and related training conducted.						
	4.6 The mechanisms of accountability strengthened in the educational system, improved transparency in administrative, financial, and educational performance		Education Tax options for enforcement to ensure equity reviewed and proposal developed; External Audit conducted and results discussed internally and with MoF and DPs.	Interactive media website as part of new ministry website for all the educational system in place; M&E report published and used; Teacher rehabilitation reports issued. External Audit conducted and results discussed internally and with MoF and DPs.	M&E report published and used; Teacher rehabilitation reports issued. External Audit conducted and results discussed internally and with MoF and DPs.	M&E report published and used; Teacher rehabilitation reports issued. External Audit conducted and results discussed internally and with MoF and DPs.	M&E report published and used; Teacher rehabilitation reports issued. External Audit conducted and results discussed internally and with MoF and DPs.	M&E report published and used; Teacher rehabilitation reports issued. External Audit conducted and results discussed internally and with MoF and DPs.	
5. Relations developed and activated with all parties of the educational process in Palestine and with international partners.	5.1 The level of community involvement improved at all levels and in all aspects of the educational process.		Community-based educational councils formed in (350) school clusters, 2400 parent-teacher meetings held in 200 child-friendly schools, 2500 bulletins (for parents) on the educational supervisor's role printed, TV program on educational issues	Community-based educational councils formed in (350) school clusters, 2400 parent-teacher meetings held in 200 child-friendly schools, 2500 bulletins (for parents) on the educational supervisor's role printed, TV program on	Community-based educational councils formed in (350) school clusters, 2400 parent-teacher meetings held in 200 child-friendly schools, 2500 bulletins (for parents) on the educational supervisor's	Community-based educational councils formed in (350) school clusters, 2400 parent-teacher meetings held in 200 child-friendly schools, 2500 bulletins (for parents) on the educational	Community-based educational councils formed in (350) school clusters, 2400 parent-teacher meetings held in 200 child-friendly schools, 2500 bulletins (for parents) on the educational	Community-based educational councils formed in (350) school clusters, 2400 parent-teacher meetings held in 200 child-friendly schools, 2500 bulletins (for parents) on the educational	5a. Degree of local community involvement in schools

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			produced.	educational issues produced.	role printed, TV program on educational issues produced.	supervisor's role printed, TV program on educational issues produced.	supervisor's role printed, TV program on educational issues produced.	supervisor's role printed, TV program on educational issues produced.	
	5.2 Communication mechanisms enhanced and activated between the Ministry and the field on one hand, and its local and international partners on the other hand, in all matters related to education.		The Ministry of Education Participated in local, regional, and international conferences; Ministry website in both Arabic and English developed.	The Ministry of Education Participated in local, regional, and international conferences	The Ministry of Education Participated in local, regional, and international conferences, Ministry web site in both Arabic and English upgraded.	The Ministry of Education Participated in local, regional, and international conferences	The Ministry of Education Participated in local, regional, and international conferences	The Ministry of Education Participated in local, regional, and international conferences, Ministry web site in both Arabic and English upgraded.	
	5.3 Policies and procedures of the military occupation violating the right of children to a free and safe education, especially in Jerusalem and areas located behind the Wall and in Area C, documented and exposed.		An archival media database about violations against the schools in Area C and Jerusalem prepared and maintained; booklet prepared and issued on the suffering of schools in Area C; Monthly campaigns and field visits to school in Area C carried out; An advertisement produced and broadcasted in Arab and	An archival media database about violations against the schools in Area C and Jerusalem prepared and maintained; booklet prepared and issued on the suffering of schools in Area C; Monthly campaigns and field visits to school in Area C carried out; An advertisement produced and broadcasted in	An archival media database about violations against the schools in Area C and Jerusalem prepared and maintained; booklet prepared and issued on the suffering of schools in Area C; Monthly campaigns and field visits to school in Area C carried out;	An archival media database about violations against the schools in Area C and Jerusalem prepared and maintained; booklet prepared and issued on the suffering of schools in Area C; Monthly campaigns	An archival media database about violations against the schools in Area C and Jerusalem prepared and maintained; booklet prepared and issued on the suffering of schools in Area C; Monthly campaigns	An archival media database about violations against the schools in Area C and Jerusalem prepared and maintained; booklet prepared and issued on the suffering of schools in Area C; Monthly campaigns	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			international satellite channels for supporting the public and higher education in Jerusalem.	Arab and international satellite channels for supporting the public and higher education in Jerusalem.	An advertisement produced and broadcasted in Arab and international satellite channels for supporting the public and higher education in Jerusalem.	and field visits to school in Area C carried out; An advertisement produced and broadcasted in Arab and international satellite channels for supporting the public and higher education in Jerusalem.	and field visits to school in Area C carried out; An advertisement produced and broadcasted in Arab and international satellite channels for supporting the public and higher education in Jerusalem.	and field visits to school in Area C carried out; An advertisement produced and broadcasted in Arab and international satellite channels for supporting the public and higher education in Jerusalem.	
	5.4 The exchange of information regarding success stories promoted in the educational field between the Ministry and its partners.		5 schools networked with schools outside the country to portray the successes and innovations of schools located in Jerusalem and Area C, 2000 brochures about successful educational initiatives distributed. Awareness and media programs held for teachers, supportive staff, and the local community on professional	5 schools networked with schools outside the country to portray the successes and innovations of schools located in Jerusalem and Area C, 2000 brochures about successful educational initiatives distributed. Awareness and media programs held for teachers, supportive staff, and the local	5 schools networked with schools outside the country to portray the successes and innovations of schools located in Jerusalem and Area C, 2000 brochures about successful educational initiatives distributed. Awareness and media programs held for teachers, supportive	5 schools networked with schools outside the country to portray the successes and innovations of schools located in Jerusalem and Area C, 2000 brochures about successful educational initiatives distributed. Awareness and media	5 schools networked with schools outside the country to portray the successes and innovations of schools located in Jerusalem and Area C, 2000 brochures about successful educational initiatives distributed. Awareness and media	5 schools networked with schools outside the country to portray the successes and innovations of schools located in Jerusalem and Area C, 2000 brochures about successful educational initiatives distributed. Awareness and media	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			standards, the code of ethics, the performance appraisal system, occupational licensing,	community on professional standards, the code of ethics, the performance appraisal system, occupational licensing,	staff, and the local community on professional standards, the code of ethics, the performance appraisal system, occupational licensing,	programs held for teachers, supportive staff, and the local community on professional standards, the code of ethics, the performance appraisal system, occupational licensing,	programs held for teachers, supportive staff, and the local community on professional standards, the code of ethics, the performance appraisal system, occupational licensing,	programs held for teachers, supportive staff, and the local community on professional standards, the code of ethics, the performance appraisal system, occupational licensing,	
	5.5 Relations and cooperation and coordination mechanisms between the ministry and UNRWA enhanced	Current coordination practice	Regular coordination meetings held with UNRWA to discuss educational matters	Regular coordination meetings held with UNRWA to discuss educational matters	Regular coordination meetings held with UNRWA to discuss educational matters	Regular coordination meetings held with UNRWA to discuss educational matters	Regular coordination meetings held with UNRWA to discuss educational matters	Regular coordination meetings held with UNRWA to discuss educational matters	
	5.6 Cooperation with the private sector enhanced to encourage and increase its investment in education.		A conference held for private sectors to provide financial support for education, coordination with the private sector to apply teacher training strategy. Annual meetings held with organizations, to determine the needs of education system: counselors	A conference held for private sectors to provide financial support for education, coordination with the private sector to apply teacher training strategy. Annual meetings held with organizations, to determine the	A conference held for private sectors to provide financial support for education, coordination with the private sector to apply teacher training strategy. Annual meetings held with	A conference held for private sectors to provide financial support for education, coordination with the private sector to apply teacher training strategy.	A conference held for private sectors to provide financial support for education, coordination with the private sector to apply teacher training strategy.	Annual meetings held with organizations, to determine the needs of education system: counselors and the heads of divisions at schools and districts...	

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			and the heads of divisions at schools and districts.	needs of education system: counselors and the heads of divisions at schools and districts.	organizations, to determine the needs of education system: counselors and the heads of divisions at schools and districts.	Annual meetings held with organizations, to determine the needs of education system: counselors and the heads of divisions at schools and districts.	Annual meetings held with organizations, to determine the needs of education system: counselors and the heads of divisions at schools and districts.		
	5.7 SWAP further strengthened and expanded in financial and coordination terms to more effectively intervene in the education system	Current stakeholder management approach	Education Sector Working Group (ESWG) reform developed and approved. TORs for working groups developed.	Reformed ESWG implemented and program-level and thematic groups with clear TORs operating.	Reformed ESWG operative and fully integrated in planning and budgeting cycle; 2 additional DPs secured for Joint Financing Arrangement	All external aid fully aligned with ministry Goals, Objectives, and Outputs as reflected in bilateral project agreements	80 % of aid is channeling resources through the local system and making use of system-wide reports in project design		
	5.8 The financial support and financing for schools in Area C increased.		A conference held for private sectors to provide financial support for education in the city of Jerusalem, an advertisement Produced and forecasted on Arab and international satellite channels	A conference held for private sectors to provide financial support for education in the city of Jerusalem, an advertisement Produced and forecasted on Arab and	A conference held for private sectors to provide financial support for education in the city of Jerusalem, an advertisement Produced and forecasted on	A conference held for private sectors to provide financial support for education in the city of Jerusalem, an advertisement Produced and	A conference held for private sectors to provide financial support for education in the city of Jerusalem, an advertisement Produced and		

Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
			to support public and higher education in Jerusalem	international satellite channels to support public and higher education in Jerusalem	Arab and international satellite channels to support public and higher education in Jerusalem	forecasted on Arab and international satellite channels to support public and higher education in Jerusalem	forecasted on Arab and international satellite channels to support public and higher education in Jerusalem		
	5.9 Local community awareness conducted regarding organizing the educational programs according to services and organizing schools according to stages.		Workshops held in cooperation with relevant institutions and local community to raise awareness towards services delivery programs and school restructuring strategy	Workshops held in cooperation with relevant institutions and local community to raise awareness towards services delivery programs and school restructuring impacts	Workshops held in cooperation with relevant institutions and local community to raise awareness towards services delivery programs and school restructuring impacts	Workshops held in cooperation with relevant institutions and local community to raise awareness towards services delivery programs and school restructuring impacts	Workshops held in cooperation with relevant institutions and local community to raise awareness towards services delivery programs and school restructuring impacts	Workshops held in cooperation with relevant institutions and local community to raise awareness towards services delivery programs and school restructuring impacts	
6. The emergency management system activated in the education at the three levels (ministry, districts, schools) to ensure the continuity of education.	6.1 Decentralization and devolution of powers enhanced during emergency by setting up regulations and rules.	Current emergency system	Regulations and rules for emergency management reviewed, updated, and approved.	Awareness raised among all levels about new regulations and rules adopted.	Training on new rules and regulations conducted at all levels.				

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Goals	Objectives	Base year 2012/13	Target Year 2013/14	Target Year 2014/15	Target Year 2015/16	Target Year 2016/17	Target Year 2017/18	Target Year 2018/19	Intermediate Indicator at Goals and Objectives
	6.2 The educational environment supported on three levels with the needs of emergency.		An analytical study conducted on enrollment and dropout rates in remote and marginalized areas, 26 crisis cells formed at 26 schools, training conducted on: crisis management skills, schools trained on evacuation, fire fighting, and first aid; schools provided with first aid tools, Jerusalem districts staff trained on planning and dealing with emergencies.	An analytical study conducted on enrollment and dropout rates in remote and marginalized areas, 26 crisis cells formed at 26 schools, training conducted on: crisis management skills, schools trained on evacuation, fire fighting, and first aid; schools provided with first aid tools, Jerusalem districts staff trained on planning and dealing with emergencies.	An analytical study conducted on enrollment and dropout rates in remote and marginalized areas, 26 crisis cells formed at 26 schools, training conducted on: crisis management skills, schools trained on evacuation, fire fighting, and first aid; schools provided with first aid tools, Jerusalem districts staff trained on planning and dealing with emergencies.	An analytical study conducted on enrollment and dropout rates in remote and marginalized areas, 26 crisis cells formed at 26 schools, training conducted on: crisis management skills, schools trained on evacuation, fire fighting, and first aid; schools provided with first aid tools, Jerusalem districts staff trained on planning and dealing with emergencies.	An analytical study conducted on enrollment and dropout rates in remote and marginalized areas, 26 crisis cells formed at 26 schools, training conducted on: crisis management skills, schools trained on evacuation, fire fighting, and first aid; schools provided with first aid tools, Jerusalem districts staff trained on planning and dealing with emergencies.	An analytical study conducted on enrollment and dropout rates in remote and marginalized areas, 26 crisis cells formed at 26 schools, training conducted on: crisis management skills, schools trained on evacuation, fire fighting, and first aid; schools provided with first aid tools, Jerusalem districts staff trained on planning and dealing with emergencies.	

PART THREE

IX. Financing the Plan

1. Main Assumptions

The ministry's financial planning and forecast for the coming 6 years is based on six interlinked assumptions:

1. The move to the new service-delivery structure is accompanied by a reformed and significantly enhanced implementation management system to increase expenditure as compared to EDSP 2. Ministry management reform is on top of the agenda as of 2014.
2. The financial crisis, which has been a major internal risk factor, affected the implementation and expenditure of EDSP 2, especially the lack of internal revenues and MoF development funding. The ministry assumes that the financial deficit and crisis will not continue throughout the 6-year period of this strategy and that the PA is able to increase its internal revenues.
3. The previous assumption leads to the linked belief that teachers and public sector employees will not enter prolonged periods of strike, which caused significant delay in implementation in 2012 and 2013.
4. Both the MoE and the MoF as well as the JFPs have been familiarized with the mechanism of the JFA, which played a crucial role in strengthening the local system and operations in financial, procurement, planning, reporting and M&E terms. Thus, donor harmonization and internal accountability as well as self-management have grown during 2012 and 2013 as a basis for higher levels of performance.
5. The annual performance and financial targets under each objective are more realistic, modest and controllable as compared to the rather ambitious targets of the previous EDSP.
6. The ministry expects that 'internal development budget' as well as funds channelled through the local government system will gradually increase during the 6 years to reach 80% at the end of the strategy as a result of the aid management reform and expansion of the SWAP (i.e.: ESWG reform etc.)

2. Public Expenditure Review of EDSP 2

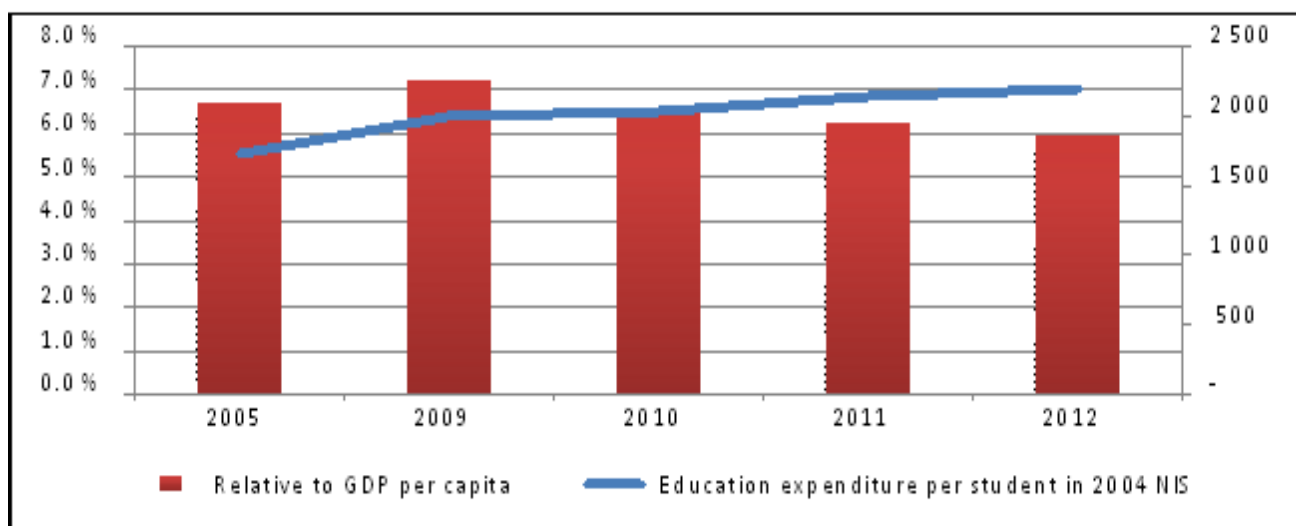
During 2013 a Public Expenditure Review²⁶ of the period of EDSP 2 was commissioned by the ministry. The **key findings** of the Public Expenditure Review are:

- **Spending on education has increased in real terms.** In some years the increase has been more than growth in total expenditures resulting in a higher share of public expenditure on education than eight years ago. In 2012 education accounted for 15.7% of public expenditure as compared to 13.1% in 2005.
- **Measured as percent of GDP, education sector expenditure in Palestine is on par with other Lower Middle Income Countries** and countries in the region. Spending on education constituted approximately 4.9% of GDP and 15.7% of total public expenditure in 2012 which compares well with most countries in the region.
- **Expenditure on education has increased despite that external concessional finance from numerous development partners in total has been reduced.**
- **Non-wage operational expenditures increased as share of total education expenditures from 12.9% in 2005 to 20.2% in 2012.** The level of non-wage expenditure was in 2012 more than double the level in 2005 of which transfers to tertiary institutions, various school level operational expenditures and inputs as well as investments in new schools and classrooms have accounted for the major share of this change.
- **During 2005 – 2012 an increasing share of the education budget has been allocated to the schools.** Gradually more resources have been allocated to service delivery compared to management and administration at higher levels of the education system.
- **Education Tax is not collected equitably.** Six municipalities accounted for 91% of the education tax collected in 2012, and only municipalities in West Bank collect this form of tax (and only 27 of the total number of 352). This form of tax and expenditure assignment creates an additional challenge in reducing disparities across schools and locations.

According to the PER, the Palestinian government expenditure per student and as share of GDP per capita can be illustrated as follows:

²⁶ The full PER report can be downloaded from the ministry's website.

Figure 7 - Government expenditure on education per student and as share of GDP per capita



Source: M O F data.

Chart 7: Government Expenditure on education per student and as share of GDP per capita (Source: PER report 2013)

3. Major reforms in funding modality and budgeting methods

With regards to educational finance, funding modalities, and budgeting, the ministry has adopted the following major reforms²⁷, which have modified the way of costing and budget preparation:

- Joint Financing Arrangement

²⁷ The mechanisms and novel operational procedures of the JFA and Program-Based budgeting have been discussed in detail elsewhere and will not be elaborated upon here.

Apart from its obvious aid effectiveness benefits, the JFA has had a major impact in building a resource-based budget and no longer working on the assumption that there is a permanent funding gap to meet the actual needs, which is common default behaviour in development cooperation. The resource-based annual budget has forced the ministry to prioritize and weigh the alternative options of achieving the same results with less, thus introducing efficiency pressures and real policy discussions that are linking content with financial considerations.

- Program-Based Budgeting

The recent improvements in program-based budgeting allow costing every output, SMART objective, and goal. The ministry will consolidate the methods and tools for program-based budgeting during 2014 in close coordination with the Ministry of Finance.

- Costing methods and Simulation Model

Costing the strategic plan is based on historical data and future projections. Data is collected across the DGs and the Supply Department to arrive at **standardized unit costs** for most input items (such as equipment, learning tools, construction material, computers as well as consultancies). Once the policy parameters are agreed upon and the targets are set for each output, objective, and goal, the outputs are costed.

The ministry is using a sophisticated **Simulation Model**. This model is a tool for the planning process which consists of three variables, baseline parameters using the most recent data from the school levels, the policy parameters sourced by the policy makers and planners, to produce the results parameters. This system uses internal formulations to correlate the baseline and policy parameters to project output result parameters which are the future needs of the schools.

The simulation model is for schools and the data and projections covers students (promotion, repeaters, dropouts and transfer [government, private etc.]), and the other fields include number of schools, classrooms, furniture, textbooks, laboratories, computer laboratories, libraries, supervision, student counselors, teachers and salaries.

It is now installed at both the Ministry and the District levels. The Planning Department has developed a manual for the model. The model is the tool used for scenario planning to test the viability of the education and development strategy and for indicating alternatives to cope with on-going change. It is a strategic planning and management tool to enable evidence-based policy dialogue at the Policy Committee level and contributes to ensuring the MoE's holistic approach to educational strategic development.

Following training provided in projection techniques and building simulation models by the International Institute for Educational Planning of UNESCO (IIEP) the model has been tailor-made by the Planning Department in the 'Excel' environment (workbook with work sheets) with the Policy Committee providing forecast criteria for the years of the strategy. The system is entirely dependent on the EMIS database.

The outputs from the simulation provide the inputs for the Annual Work Plan as well as the 6-year strategy.

The simulation model structure consists of the following tagged work sheets:

- | | |
|------------------------------|----------------------|
| a. Summary | g. Private (schools) |
| b. Policy and targets | h. Al Maref |
| c. Population | i. All authorities |
| d. WB data (WB and Gaza) | j. Plan |
| e. Projection for government | k. Finance |
| f. UNRWA (projection) | |

A more detailed discussion on how the ministry is doing its annual costing and projections for the 6-year strategy can be found in the Operations Manual for Program-Based Budgeting and Planning. Also, please **see Annex I** for the policy parameters being used for the 6-year strategy.

With regards to budgeting, two challenges are allocation equity across schools and areas and execution capacity. The ministry is well aware about these two challenges and is eager to cooperate with all Development Partners to ensure a fair distribution of educational interventions across the whole system as well as make realistic assumptions and forecasts that match with its execution capacity.

4. Fiscal Framework for 2014-19

The projected annual cost for the education strategy from 2014-19 is as follows:

i. Annual Budget forecasts for 2014-2019 (in 000 USD) (Table 17)

	2014	2015	2016	2017	2018	2019	Total
Current	595,758.9	613,631.6	632,040.6	651,001.8	670,531.8	690,647.8	3,853,612.5
Capital	129,420.8	140,907.3	136,249.6	131,193.7	125,841.4	122,686.3	786,299.0
Total	725,179.7	754,538.9	768,290.2	782,195.5	796,373.2	813,334.1	4,639,911.5

The term ‘current’ refers to operating/running costs, while the term ‘capital’ refers to ‘development budget’, which is largely dependent on external finance. The total financial envelope for the 6-year strategy in terms of development budget amounts to **786.3 million USD**, together with the operating costs (the major part being teacher salaries) and considering the growth in student numbers, the total 6-year budget amounts to **4,639,911.5 million US**

For 2014, the anticipated **cost per student** for General Education amounts to about 8573 USD is as follows:

Program	Current	Capital	Total	No. of Students (2014)	Cost per student (\$)		
					Current	Capital	Total
Pre-School Education	551.7	1854.37	2406.08	1536	359.2	1207.3	1566.5
Basic Education	420,821.3	88987.19	509808.53	629220	668.8	141.4	810.2
Secondary Education	110,999.9	22181.44	133181.37	134500	825.3	164.9	990.2
Vocational Education	6,519.6	3943.58	10463.21	2370	2750.9	1664.0	4414.9
Non-Formal Education	912.8	238.98	1151.76	1641	556.2	145.6	701.9
Management Program	55,953.5	12215.25	68168.71	763720	73.3	16.0	89.3
Total	595,758.9	129,420.8	725179.66	1,532,987.0	5,233.7	3,339.2	8572.9

Table 18: Cost per student for 2014 budget

The following table illustrates the projected budget per year and per program level for each program for 2014:

ii. Program-level annual budget forecasts for 2014-19 (in 000 USD)

Year	Exp. Type	Pre-School Edu	Basic Education	Secondary Edu	Non-Formal Edu	Vocational	Management	TOTAL
2014	current	551.71	420821	111000	912.77	6519.63	55953.46	595758.86
	capital	1,854.37	88,987.19	22,181.44	238.98	3,943.58	12,215.25	129,420.80
	total	2,406.08	509,808.53	133,181.37	1,151.76	10,463.21	68,168.71	725,179.66
2015	current	568.26	433,445.98	114,329.93	940.16	6,715.22	57,632.07	613,631.63
	capital	3,640.61	90,690.40	22,988.24	181.37	10,048.60	13,358.04	140,907.27
	total	4,208.88	524,136.38	137,318.17	1,121.53	16,763.82	70,990.11	754,538.89
2016	current	585.31	446,449.36	117,759.83	968.36	6,916.68	59,361.03	632,040.58
	capital	1,842.61	92,570.90	23,826.37	175.97	8,927.40	8,906.32	136,249.58
	total	2,427.93	539,020.26	141,586.20	1,144.34	15,844.08	68,267.35	768,290.15
2017	current	602.8737	459,842.84	121,292.63	997.41	7,124.18	61,141.86	651,001.79
	capital	1,848.91	86,254.55	27,860.02	157.97	8,284.60	6,787.66	131,193.71
	total	2,451.78	546,097.39	149,152.65	1,155.39	15,408.78	67,929.52	782,195.50
2018	current	620.96	473,638.13	124,931.40	1,027.34	7,337.90	62,976.11	670,531.85
	capital	1,838.91	91,163.91	23,942.49	160.97	2,021.40	6,713.72	125,841.40
	total	2,459.87	564,802.04	148,873.90	1,188.31	9,359.30	69,689.83	796,373.25
2019	current	639.588777	487,847.27	128,679.35	1,058.16	7,558.04	64,865.40	690,647.80
	capital	1,846.91	88,645.59	24,260.97	240.97	1,201.60	6,490.24	122,686.28
	total	2,486.50	576,492.86	152,940.32	1,299.13	8,759.64	71,355.63	813,334.08
Total	current	3,568.72	2,722,044.94	717,993.07	5,904.20	42,171.65	361,929.93	3,853,612.50
	capital	12,872.32	538,312.52	145,059.53	1,156.25	34,427.18	54,471.23	786,299.03
	total	16,441.04	3,260,357.46	863,052.60	7,060.45	76,598.82	416,401.15	4,639,911.53

Table 19: Program-level annual budget forecast

5. Projected Funding Sources for the coming 6 years

The funding sources of the strategic plan are the Ministry of Finance, local contributions, the Joint Financing Partners through the JFA, as well as external donors. With regards to external donors, some work 'off budget' (meaning outside the local financial system in terms of procurement and accounting and sometimes planning etc.), while others work 'on budget'. The latter one is referred to as *External Donor (1)*, while the first one is named *External Donor (0)*.

In line with the ministry's aid management objective (see Objective 5.6 of the Management Program) to reduce the external aid that is channelled and managed outside the government system, by the end of the 6-year strategy the target is to have 80% of aid channelled through the government system, either through the JFA and the Single Treasury Account or at least making use of local procedures in terms of procurement, annual planning, and system wide reports such as the M&E report as the basis for bilateral interventions.

A related objective is to have about 50% of funding under "Internal Development" (MoF and JFA) making exclusive use of the national government system without any earmarking of aid. The contribution from the MoF has been unreliable in the past and is assumed to remain low in 2014, but then reach the past average for the following years (of about 20-25 million USD annually) for developmental activities. In case of a continued low level of MoF developmental budget, the ministry will make efforts to expand the JFA with additional partners and/or contributions.

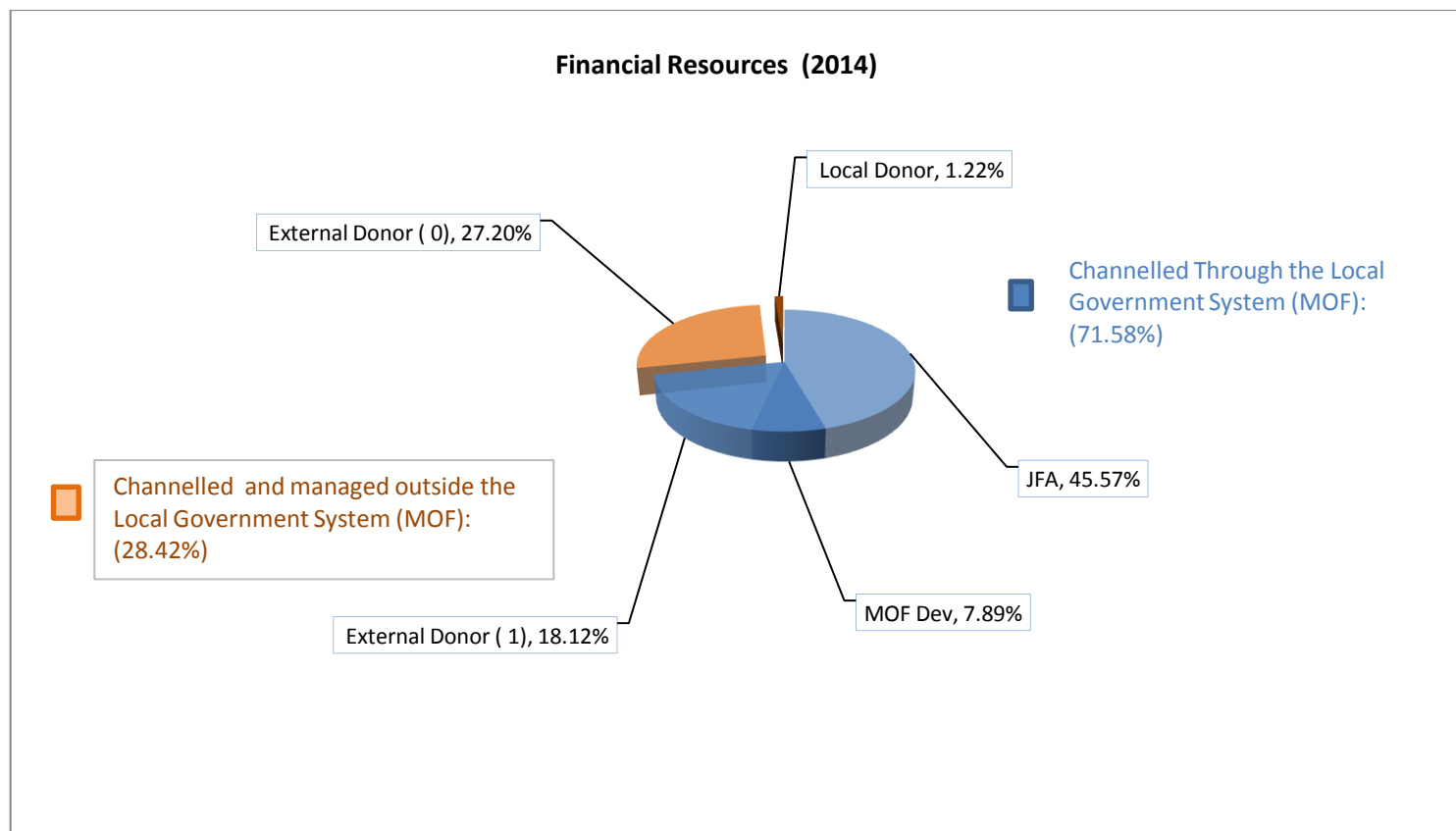
Since the ministry does not collect nor approve the use of the **Education Tax** (which is under municipal control), the projected financial forecast does not include the Education Tax. However, the concept and highly inequitable enforcement of the Education Tax, as pointed out by the PER, are being reviewed and a proposal is being developed as the 2014 annual target for Objective 4.6 of Program 6 and also as part of developing the Education Law. Depending on the eventual nature of the Education Law and in case of a modification of the Education Tax in consultation with the Ministry of Local Government and MoF and with an option for ministry control, the Education Tax will be added as part of internal revenues to the Annual Budgets in the future.

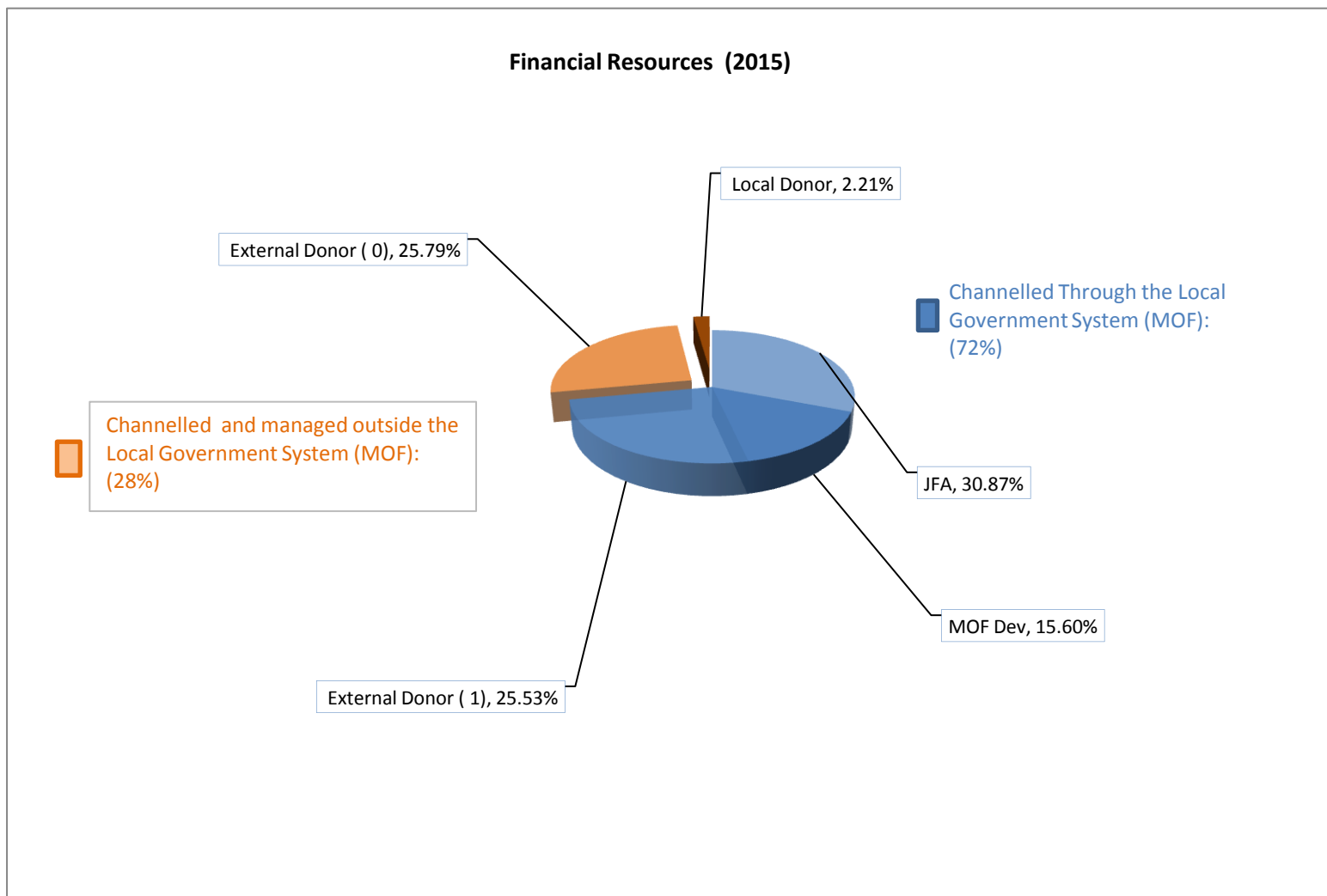
School fees, which amount to about 20 million NIS annually and are the only direct control schools have over funds, are considered as local contributions. However, the school fees are to more than 80 % under the school control (a minor part is transferred to the district) and are used for urgent minor purchases such as chalk, boards or small maintenance (i.e.: broken window). Although the ministry formally approves the district-level school fees budget annually, there are no substantive changes as the items are repetitive from year to year.

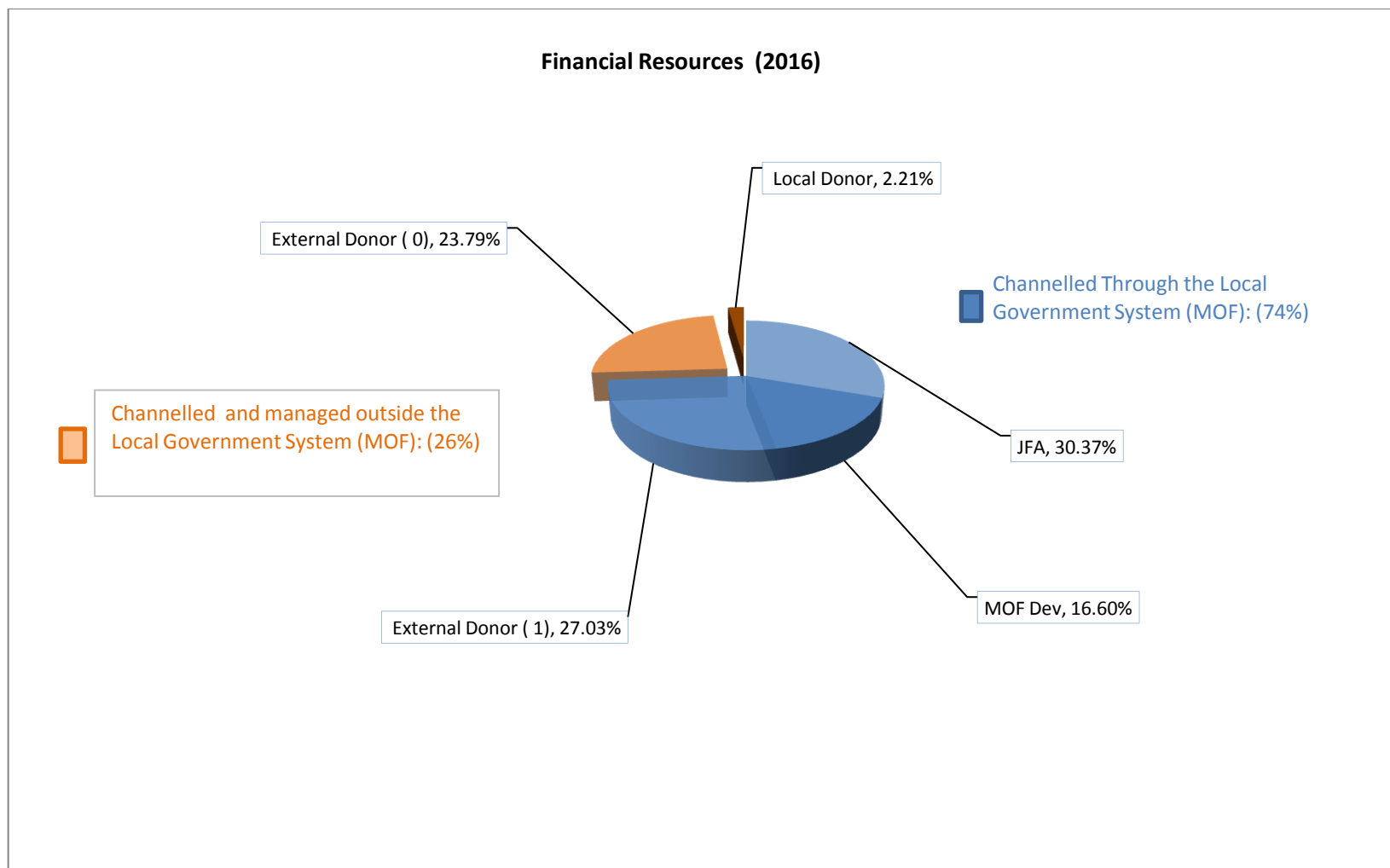
The projected financial resources for the whole 6-year strategy are illustrated in below table and then graphically represented in a pie chart for each year. Please note that in 2014 the JFA contribution is significantly higher due to the large amount of commitments entered into (contracts signed or tenders under the procurement process) until the end of 2013, which are expected to be spent in 2014.

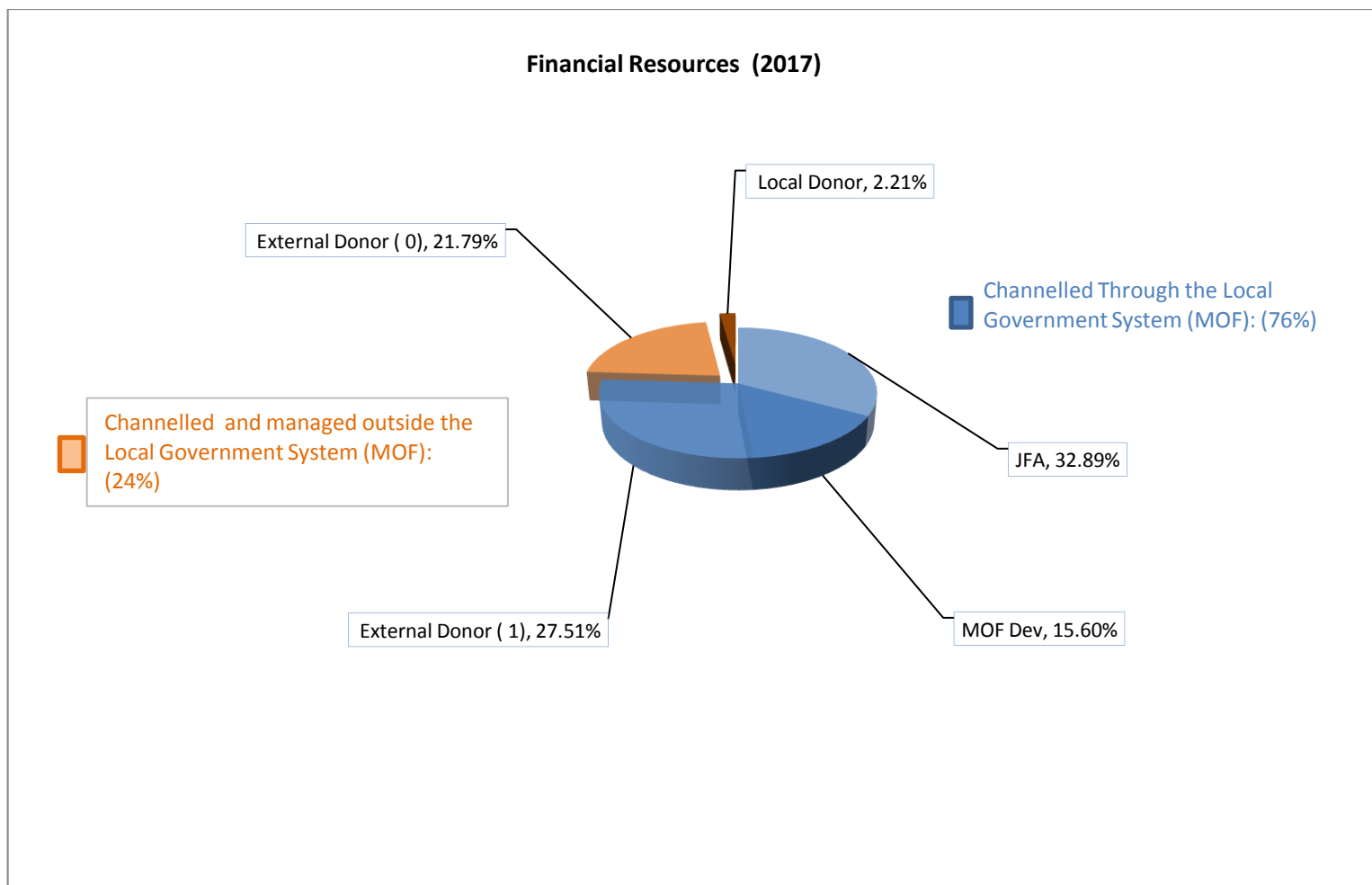
Projected Financial Resources for 6 - Year Strategy							
Year/ Percentage	Sources of Funding (000 \$)					Dev. Resource based Budget (000\$)	Financial Resources Channelled Through Local Government System
	External Donor(1)	External Donor(0)	Local Donor	Internal Development			
				MOF Dev	JFA		
2014.0	23454.8	35208.8	1558.8	10216.8	58981.6	129420.8	92653.3
Percentage	18.12%	27.20%	1.22%	7.89%	45.57%	100%	72%
2015	35973.625	36339.984	3114.051	21981.534	43498.073	140907.266	101453.2
Percentage	25.53%	25.79%	2.21%	15.60%	30.87%	100%	72%
2016	36828.261	32413.774	3011.116	22617.430	41378.996	136249.576	100824.7
Percentage	27.03%	23.79%	2.21%	16.60%	30.37%	100%	74%
2017	36091.389	28587.109	2899.381	20466.219	43149.611	131193.709	99707.2
Percentage	27.51%	21.79%	2.21%	15.60%	32.89%	100%	76%
2018	35160.087	24904.013	2781.095	19631.259	43364.947	125841.401	98156.3
Percentage	27.94%	19.79%	2.21%	15.60%	34.46%	100%	78%
2019	35677.170	21825.889	2711.367	19139.059	43332.794	122686.279	98149.0
Percentage	29.08%	17.79%	2.21%	15.60%	35.32%	100%	80%

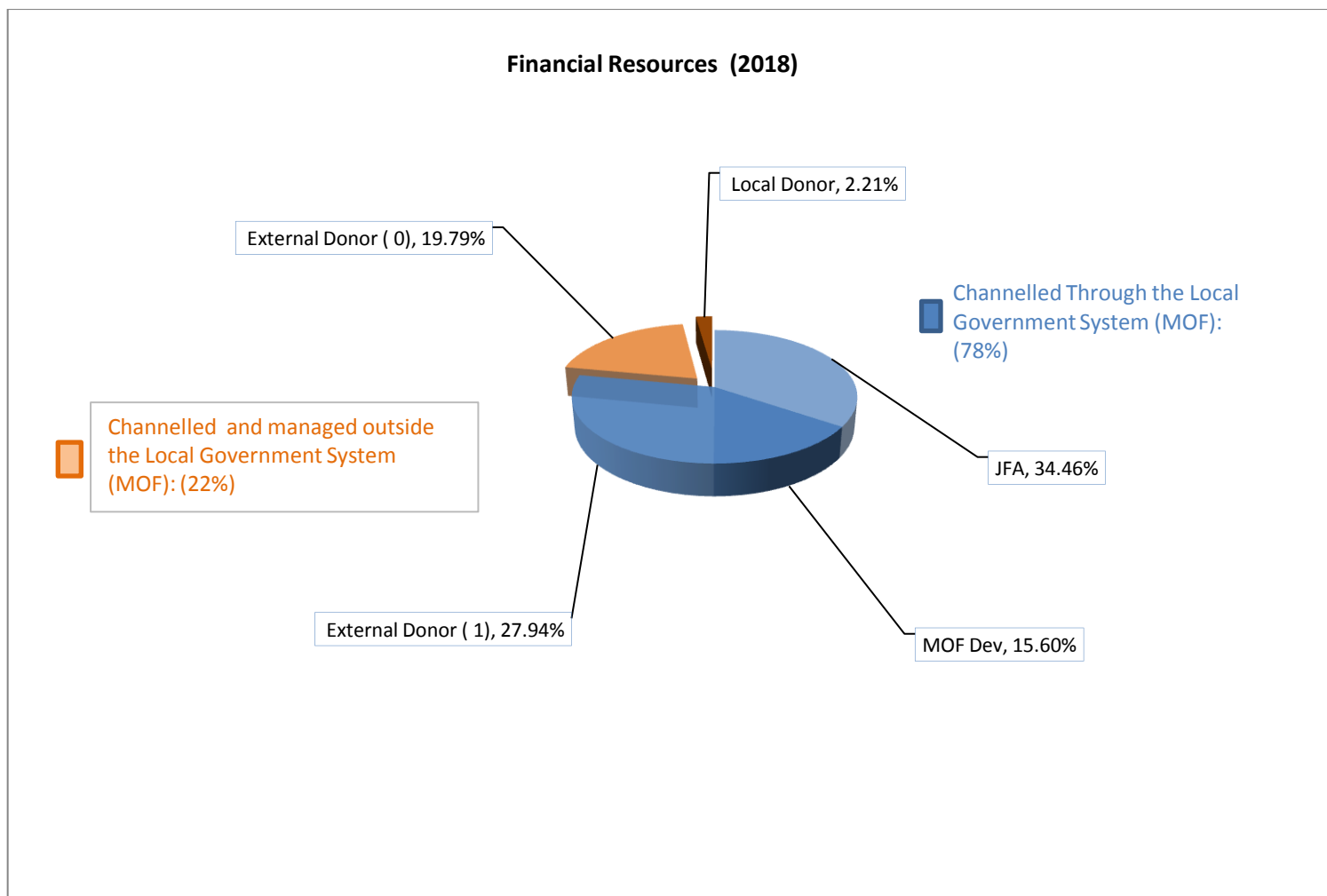
Table 20: Projected Financial Resources for 6-year strategy

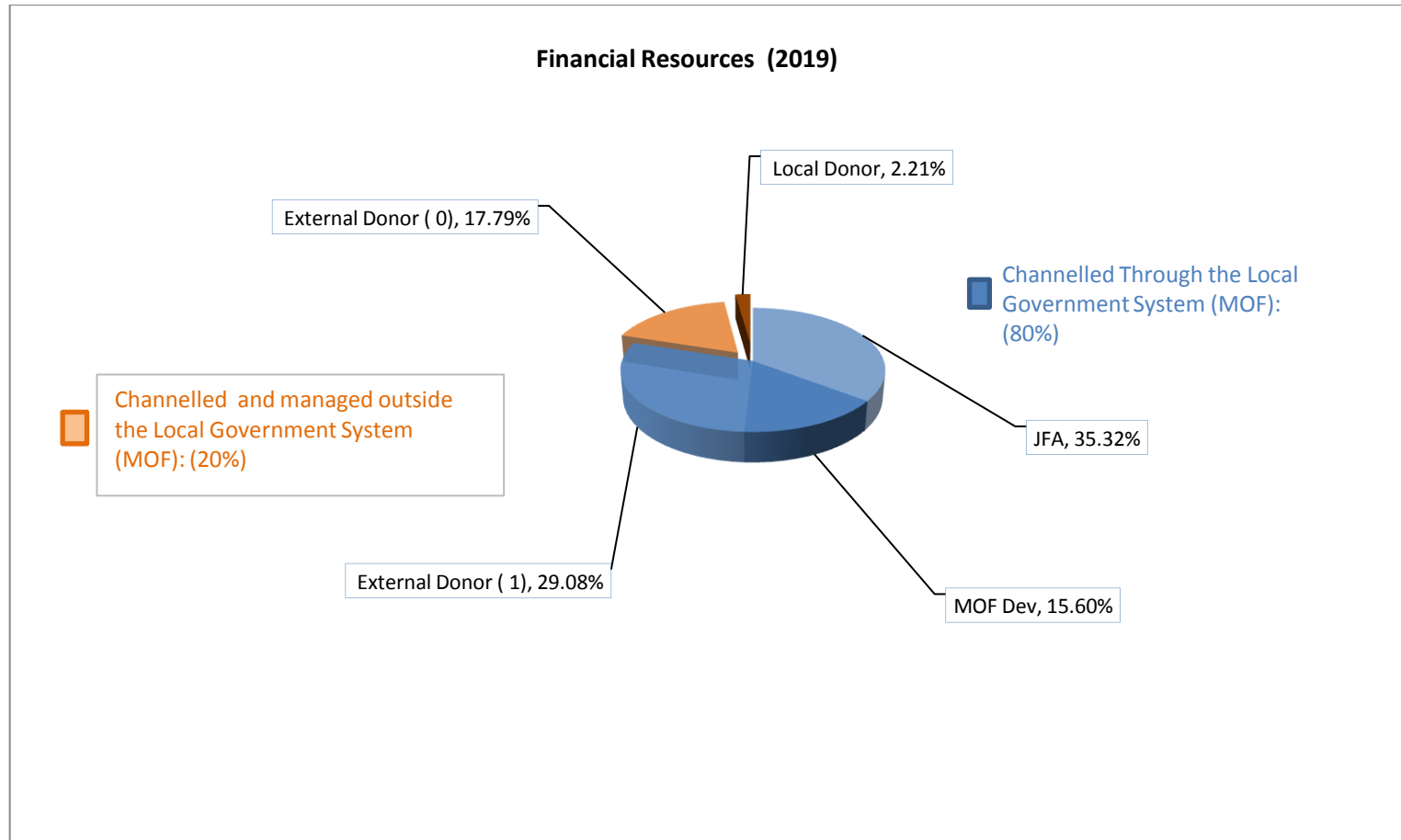












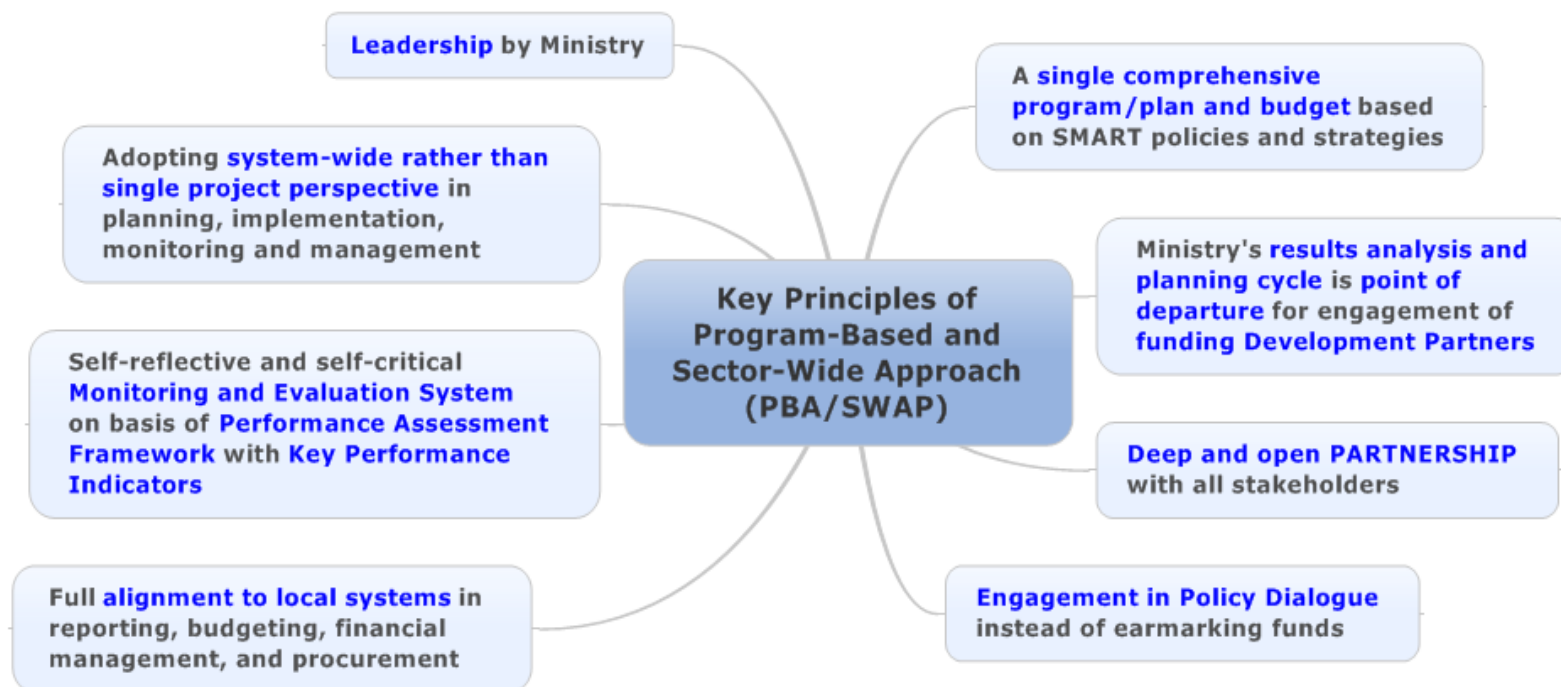
Chart(s) 8: Developmental Budget distribution by funding sources for 2014-19

Based on the projected costs and funding needs, the ministry is adopting specific aid management and sector coordination criteria and principles, which are outlined in the following chapter.

X. Management of the Sector and Sector Aid Coordination

1. Strategic Direction of Sector Management: Sector-Wide and Program-Based Approach

The guiding criteria for managing the education sector and coordinating aid are intimately linked with the principles of the Program-Based and Sector-Wide Approach (SWAP) as outlined below:



As mentioned in the PER report, the current reality of aid for the education sector is a fragmented one whereby not all international donors are working with and through the local national systems, especially with regards to budgeting, payment procedures, and procurement. The ministry has been encouraging all Development Partners to live up to the Paris Principles, especially with regards to ownership and harmonization.

The adoption of the first ever pool-funding mechanism in the form of the Joint Financing Arrangement (JFA) in 2011 was the most strategic decision in terms of institutionalizing the principles of aid effectiveness, in particular ownership and harmonization with regards to sector management and aid coordination. The JFA allowed the ministry to **gradually build more institutional independence** in terms of management, decision-making, and operations for the benefit of the education system.

The following mechanisms and tools are essential to further deepen institutional independence during the coming 6 years. The ministry encourages all Development Partners to make use of these system-wide tools and reports to inform the design and implementation of all education interventions:

- **Annual Sector Review**
 - During the first half every year (usually in May) the ministry invites all DPs to attend and participate in a review of the performance of the previous year. This review is an important opportunity to discuss the most difficult challenges the education sector faces and jointly agree on interventions on how to address them. The content of the ASR is documented in the form of an Aid Memoir and available on the ministry's website.
- **Monitoring & Evaluation system**
 - The ministry's M&E system covers the entire strategy organized according to indicators for each program outcomes, goals, and objectives. The Monitoring system has been developed during EDSP 2, while the Evaluation System has recently been built and will apply as of 2014.
- **Narrative Implementation Progress Reporting**
 - The ministry provides a semi-annual narrative report about the implementation of all outputs of the AWPB identifying progress and challenges.
- **Quarterly Financial Reports**
 - Every three months the MoF provides quarterly financial expenditure reports for the entire AWPB taken directly from the Bisan system.
- **Procurement Reports**
 - Every 6 months the ministry provides procurement progress reports on the basis of the Procurement Plan.

All reports are **management tools for both the ministry as well as the Development Partners** and can be requested from the DG of International Relations as well as accessed through the ministry's website.

The ministry is keen on advancing aid effectiveness by ensuring that in its sector coordination efforts:

- All Development Partner interventions are to be fully aligned with the outlined SMART objectives and goals for all program policies and interventions are planned in line with the ministry's planning and budgeting cycle
- All Development Partners provide timely information on financial and procurement progress if done outside the local system.
- All Development Partners make use of the available system-wide reports to further alignment and harmonization.

2. Reformed Education Sector Working Group

The ministry and selective partners, in particular UNESCO, France, JFPs, and LACS ('Core Group') have begun to design a reform proposal for the Education Sector Working Group (ESWG). The proposal suggests establishing Technical Thematic Groups (TTG) on the basis of key challenges and priorities or the new programs adopted as of 2014 in this strategy. The TTGs would be more focused and 'equipped' with technical know-how and report back to the ESWG forum. Such a set-up would ensure both a deeper level of understanding and a higher level of quality of information.

The ministry is keen to agree on a new format of the ESWG in line with the direct service-delivery program structure as well as specific thematic groups (such as curriculum reform) if needed. In early 2014 a decision will be taken in consultation with the Core Group on how to improve and reform the existing coordination and consultation mechanism.

XI. Execution of Annual Plans and Budgets

1. Annual Work Plan and Budgets and Procurement Plan

The main reference for execution of education interventions is the **Annual Work Plan and Budget**, which is fully aligned with the strategic framework and program policy goals and objectives laid out in this education strategy. An important implementation management tool is the ministry-wide **Procurement Plan**, which is developed on the basis of the Annual Work Plan and Budget. Since the AWPB is built as a resource-based plan containing the annual cash flow needs (as opposed to the full cost of a project (defined as a collection of or simply one output), the Procurement Plan offers essential information on the tendering process and time-line over a period of 2-3 years to indicate the cash flow needs until full project completion. As of 2014, the Procurement Plan will contain all procurement needs regardless of the funding source. One main benefit of the un-earmarked JFA contribution is the option to collect similar inputs (such as furniture, IT, equipment etc.) across various outputs into **collective tenders allowing the ministry to buy in bulk and therefore significantly reduce costs operating a more efficient system than other ministries.**

2. Ministry Implementation and Management Structure

As mentioned above, the ministry will embark upon a significant management reform to fully align with the requirements of the new direct service-delivery program structure. This High Priority Reform Track will enhance accountability and management practice with the objective to deliver better educational results for each subsector.

The main novelty in terms of management is the new role of program managers for specific subsectors of the education system. Thus, there will be **Program Manager for Primary, Secondary, Non-Formal, Pr-School, and Vocational Education** as well as a **Program Manager for Administration and Finance**. As in the previous three years, the ministry will continue to have a Management Team and a Core Team. The **Management Team** consists of the newly appointed Program Managers that will follow up the day-to-day management and implementation of interventions under their respective program.

During the planning and budgeting process, the Management Team defines and applies the Prioritization Framework that determines the resource allocation in terms of volume and decides on adjustments within and across programs to produce a resource-based Annual Work Plan and Budget. The **Core Team**, which consists of essential operational staff including Planning, Budgeting, Finance, M&E, Procurement, and International Relations, will continue to act as the catalyst for institutional and procedural reform making recommendations for improvements to the senior level of the ministry. Since the Core Team members are at the heart of operations, their knowledge of and insight into operational and technical challenges constitute a key ingredient in any reform initiative.

To ensure timely and efficient implementation of the AWPB, every DG develops an **Execution Plan** for the interventions they are involved in. This Execution Plan is linked to the AWPB and also contains relevant procurement and project management information.

As mentioned above, the ministry has developed and institutionalized a set of system-**wide annual and semi-annual** financial, implementation progress, and procurement **reports** that will inform and guide ministry management in decision-making.

3. Operations Manuals

The ministry has further institutionalized its main procedures and operations in the form of three Operations Manuals²⁸:

- Program-Based Planning and Budgeting-Developing Annual Work Plans and Budgets
- Financial Management and Relations with the Ministry of Finance
- Evaluation

All three manuals provide step-by-step instructions on how to implement and sequence essential internal operations, including working and decision-making steps. The manuals are updated annually in case of new guidelines or additional lessons learnt (such as the 2013 MoF Program-Based Budgeting Guidelines). Apart from further institutionalizing essential ministry procedures and therefore strengthening ministry management, the manuals further deepen the process of building a more robust implementation and accountability system to deliver better educational results across all sub-sectors.

²⁸ All Manuals are available upon request.

4. Reporting

As indicated above under the Chapter of Sector Aid Management, the ministry has developed and improved a set of system-wide reports during the past 3 years. These reports provide detailed insight into implementation progress from a financial expenditure, output, tendering, and M&E perspective and cover all AWBP interventions regardless of the funding source. All reports are publicly available in Arabic as well as English and are a key part of strengthening internal accountability within the ministry as well as vis-a-vis all national and international stakeholders. These implementation progress reports play a particularly crucial role during the annual planning and budgeting cycle and constitute an important source of information outlining key challenges and possible responses in the form of new interventions in the education system.

PART FOUR

XII. Risk and Vulnerability Analysis

Risk Analysis asks the fundamental questions of what *could hold us back and what is beyond our control* to implement this ambitious education strategy. There are two main challenges and constraints that highly affect the plan implementation are political (Israeli occupation) as well as financial (PA liquidity crisis). One alleviation and risk management measure the ministry will adopt is its **Prioritization Framework**, which is similar to the one that has been adopted in EDSP 2 and helps ranking the outputs in terms of Priority 1, 2, or 3 in order of importance during the resource allocation and execution phase.

Other factors are both internal and external:

- External to the sector:
 - Political circumstances may change rapidly with an impact on external finance, which Palestine is highly dependent on.
 - Tensions may intensify further with the Israeli occupation and settlement practices and looming failure of negotiations, interfering with proper service provision
 - The global financial crisis may force some Development Partners to shift their priorities geographically and sector-based
 - High vulnerability and risks in Area C and Jerusalem due to Israeli military and settler violations on freedom of movement, safety, and development

- Internal to the sector
 - Ministry management reform may take longer than intended with implementation and expenditure progress performing under expectations
 - The continued split between the WB and Gaza may also impact and further entrench the beginning bifurcation of the education system into two different and conflicting systems with incompatible values and goals
 - The lack of a working parliament (Legislative Council) decreases the public pressure and demands to deliver better results and higher educational standards
 - Teacher strikes may continue throughout 2014 and beyond slowing down reform interventions as well as disrupting the education across the WB
 - A deepening economic crisis may force some Palestinians, including well qualified teachers, to emigrate and may further weaken the options for vocational school graduates

XIII. Result-Based Monitoring and Evaluation (M&E) for EDSP 2014-2019

1. Result-Based Monitoring System

The M&E system has been built together with the second EDSP 2008-2012. The M&E system supports all stakeholders to know when plans are not working, when circumstances have changed, and proposes recommendations for interventions that affect change. Most importantly, it provides early warnings in case of failure to detect its causes and propose amendments at the appropriate time.

In 2009 the Ministry established a special unit for the M&E system at the DGoP. The system helps all stakeholders, partners and decision makers to actively contribute to the reform of the education system for the larger purpose of having well educated and labour market competitive citizens. During the last years, the M&E system was strengthened and improved on a yearly basis both in terms of operations and reporting. The M&E reports are published annually both for the central ministry covering the whole education system as well as for each district with a strong focus on school, teacher, and student performance.

For the strategy 2014-2019, after a thorough review, the M&E of the Ministry is fully aligned and adjusted to the new planning logic of the system with indicators at the levels of output, objective, goal, outcome and impact. Linking the M&E system directly to the service-delivery programs will allow institutionalizing the result based management approach (RBM), which the ministry has begun to gradually adopt in all its operations and management. The program-level outputs, objectives and goals, which are all designed in a SMART manner, can be fully controlled, while the levels of outcome can only be influenced. Impact goes beyond each program and refers to the system-wide performance that is subject to external factors as well.

The main objectives of the M&E system are:

- Strengthening results-based management and accountability across the education system
- Assessing suitability of adopted policies through verifying the correlation between implementation and results (objectives, goals, and program outcomes) and providing reasons in case of deficiencies
- Tracking the achievement level of program outputs, objectives and goals
- Using the annual M&E evidence as reference points during the annual planning cycle and for policy making and management

Since the Ministry is adopting and institutionalizing Direct Service Delivery Programs, the M&E system has been reorganized to track the program outcome, goal and objective level as well as output implementation and expenditure level for each program as indicated in the figure below:

Result Based Monitoring and Evaluation (M&E) System of the Strategic Plan 2014-2019

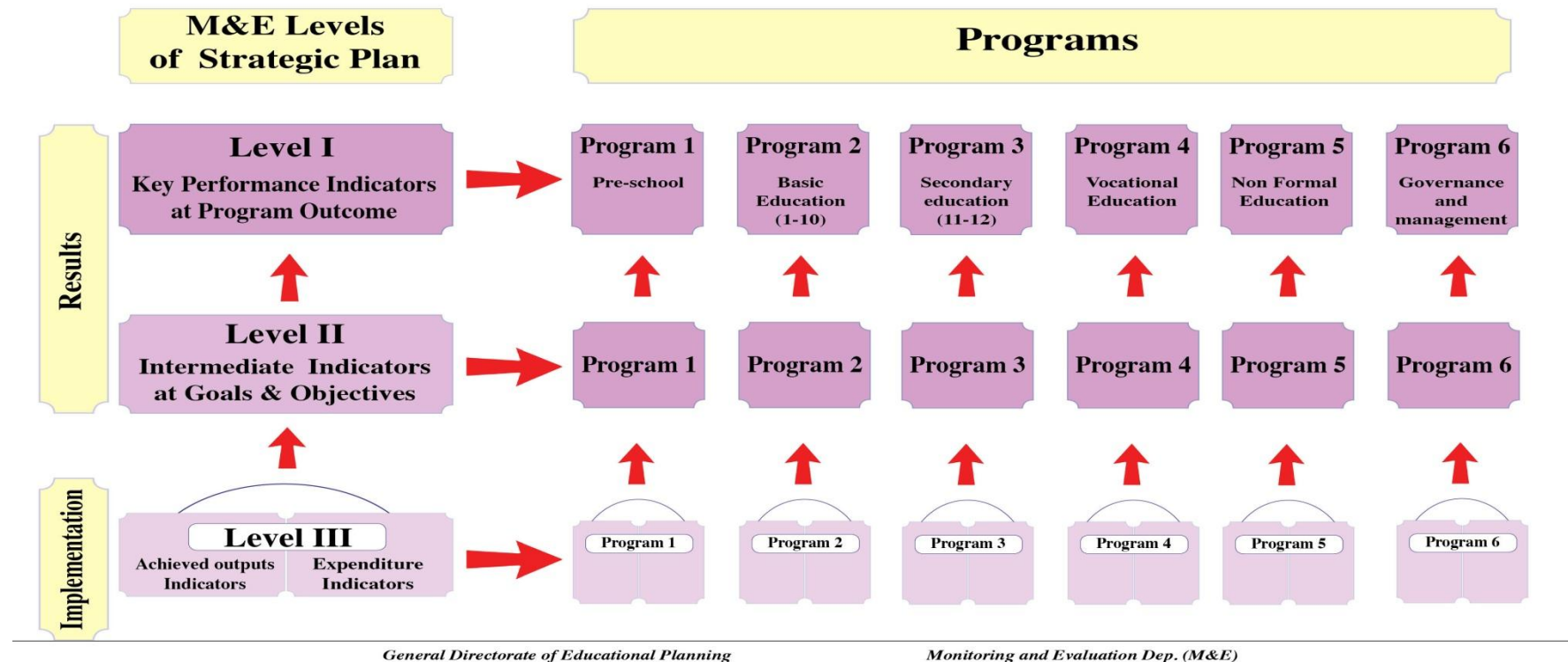


Figure 2: Result-Based M&E System for 2014-19

M&E indicators are classified into three levels according to the result chain, first level includes Key Performance Indicators (KPI's) at each program linked to the program purpose (i.e.: outcome), and the second level presents indicators at program goals and objectives, while the third level handles the output and expenditure indicators.

The ministry's M&E method applies three concrete steps:

- Measuring the Indicator on the basis of actual data collected (WHAT?)
- Analysis of difference between actual data and target and identification of reasons and Bottleneck Analysis in case of unmet targets (WHY?)
- Generate Recommendations for Policies and Interventions for the Annual Planning Cycle (HOW?)

Apart from the indicator analysis and evaluation, annual system-wide evaluations will be carried out.

As part of its objectives in 2014, the ministry is in the process of refining some of its indicators and developing appropriate conceptual frameworks and tools for the M&E levels for Pre-School, Primary, Secondary, Vocational, Non-Formal, and Administration/Management programs of the 6-year strategy. Fragility is measured in all the programs for Area C, Jerusalem, and fragile areas.

2. Monitoring of Fragility in Palestine

Palestinian education in schools located in Area C, Jerusalem, and the old city of Hebron are characterized by Israeli military and settler presence and often unpredictable violations. The number of governmental schools in Area C amounts to 187 schools, which are about 10% of the governmental schools in the WB providing education for 9% of total students (48 % males and 52 % females) in the West Bank public education system. The ministry classified these schools according to their location and violation type into six groups as illustrated in the Chart below:

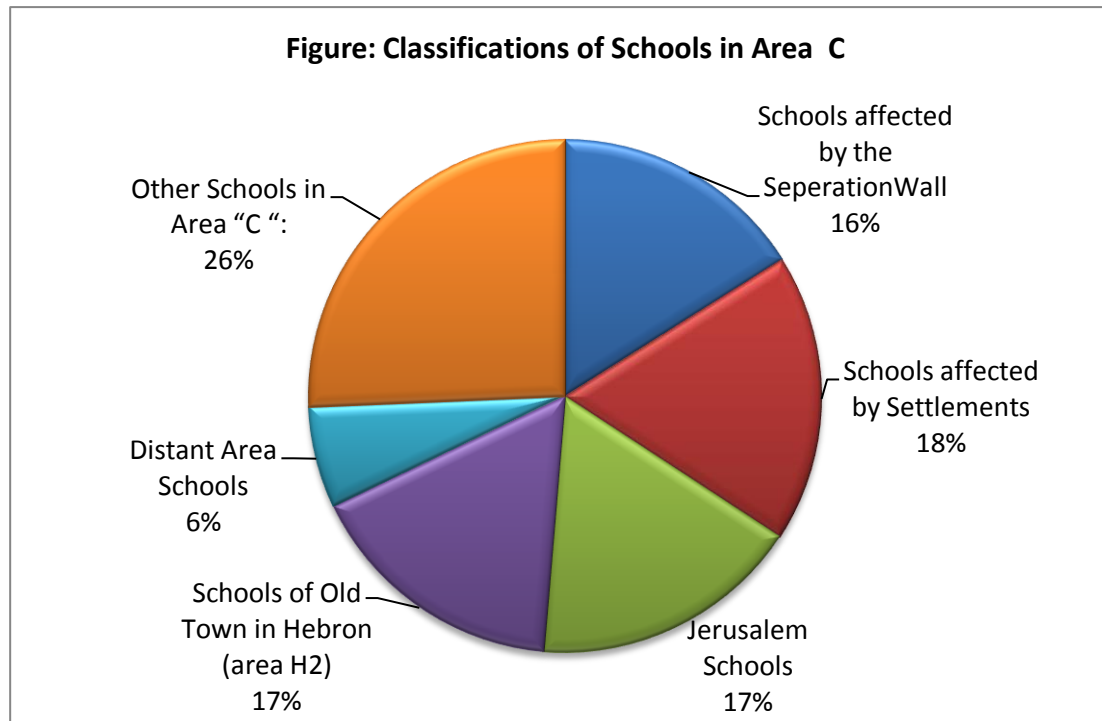


Chart 9: Fragility Indicators

The Fragile Indicators present details on the Israeli violations against the infrastructure of schools, aggressions against students and teachers and loss of education time due to these violations.

Indicator of Fragility

1. No. of schools exposed to aggressed against infrastructure.
2. No. of students/ teachers physically violated by the Israeli army or settlers (traffic accidents, aresst, injury by pullets...)
3. average of late hours (education lose) for students and teachers due to violation.
4. Percentage of students drop- out from the schools of area C.
5. Degree common psychological and behaviour problems of the students of area C.
6. Percentage of class sessions in Math, Science, and Arabic that are not taught by teachers specialized in teaching these subjects for Grade 5-12 according to MoE criteria in the Jerusalem District
7. Percentage of students in Jerusalem district supervised by the Ministry of Education.
8. Percentage of accomplishment in building, furnishing and equipping new class rooms in accordance with the annual requirement plan in area C and marginalized areas.
9. Level of suitability of schools' buildings located in Jerusalem which meet educational standards
10. Number of educational projects implemented in fragility areas
11. Degree of effective responding of local and international institutions for Israeli violations in schools
12. Percentage of students suffering from safe access to schools
13. Number of vocational programs implemented in Jerusalem's schools meeting supply and demand

3. Strengthening the Evaluation Function within the Ministry of Education

The realization that evidence-based planning is directly linked to the degree of possible educational reform has been growing gradually. Managers and stakeholders need to understand how the activities being implemented are working, to know how effective, efficient, sustainable, equitable they are and how relevant to actual educational needs. Monitoring is very good at pointing out what areas of the Plan are underperforming or indeed reaching targeted results. But of itself, Monitoring does not point the way to the 'how' of change and give the deeper understanding of the underlying mechanisms and issues displayed in the indicators of progress or problem areas. For this we need to evaluate by taking a closer look at what outcomes and impacts the Plan is having on the educational system, asking why and how things are working or not achieving their objectives and, on the basis of evidence, offer recommendations for future planning through a strengthened evaluation function.

A strong evaluation function is a key prerequisite for the implementation of the Programme Based Approach (PBA) and Sector Wide Approach (SWAP), which are supported by the Joint Financing Arrangement (JFA). Also, the Paris Aid Effectiveness Principles define a functioning M&E system as a key element of a PBA in practice. The purpose of the PBA is to adopt a system perspective and hence enable the ministry to design and implement system-wide interventions and reforms. There is also evidence that a PBA requires institutionalized decision-making and internal accountability function that is based on a 'Results Based Management' approach in planning and implementation of activities that are not earmarked and pre-designed. In particular there remain tenacious gaps between planned outputs, delivery and results achieved. Shifting to a results focus requires that findings from evidence on implementation and impacts of activities are taken seriously. There is a need then to further strengthen the Evaluation and Monitoring system to provide a deeper evidence base for management decision making and help build a culture of evaluation across the whole organization.

A strong evaluation function will:

- Provide a deeper and broader evidence and recommendations for change
- Enable annual evaluation of performance
- Reinforce existing monitoring results
- Enhance internal accountability and results-based management

The following table (*Table 21*) provides a set of relevant evaluation questions relevant to each program and on the basis of the main evaluation criteria:

Evaluation Questions According to the Evaluation Criteria

Criterion	EVALUATION QUESTION
<p style="text-align: center;">Relevance</p>	<ol style="list-style-type: none"> 1. To which extent are the implemented interventions relevant to the objectives, goals, and outcomes? 2. To which extent are the interventions of the Annual Work Plan based on evidence, such as the M&E report, Narrative Progress Report, ASR and ESWG Aid Memoirs?
<p style="text-align: center;">Coherence</p>	<ol style="list-style-type: none"> 1. To which extent are the school- and district-level annual plans in synergy with the Annual Work Plan and Budget? 2. How consistent and internally coordinated are the annual interventions with EDSP strategy?
<p style="text-align: center;">Sustainability</p>	<ol style="list-style-type: none"> 1. To which extent are the program objectives and goals adding lasting value to the education system?
<p style="text-align: center;">Effectiveness</p>	<ol style="list-style-type: none"> 1. Were annual outputs implemented as planned? If not, why not? 2. Were the annual targets of performance indicators for Level 1 and Level 2 Results under each of the programmes achieved and if not what are the reasons for this?
<p style="text-align: center;">Efficiency</p>	<ol style="list-style-type: none"> 1. To what extent were the available resources used to the highest potential to achieve the annual outputs? 2. What is the current status of the quantitative internal efficiency for the education system?
<p style="text-align: center;">Equity</p>	<ol style="list-style-type: none"> 1. To which extent are the criteria for prioritization of interventions clear, fair and equitable? 2. To which extent is there support specifically to Area C, Jerusalem and Gaza? 3. To what extent was the distribution of educational outputs (projects) and financial resources among schools fair and needs-based?

ANNEX I: Simulation Model and Related Policy Parameters

The Ministry has developed and updated the ANPRO simulation model which was built during the first five year plan 2000-2005 with the help from UNESCO. It has been used for calculating the quantitative inputs related to access for education such as student number, enrolment rate, no. of new classes and no. of teachers etc. based on certain variables, such the population projections within the age-specific group and also on the actual data and rates from the previous six years and calculated the projections for the next six years and it depends on a set of policies and assumptions.

The main policy is to ensure that all Palestinian children have access to education according to the law and focus on it as a human right and paying special attention to children living in areas under Israeli control as Jerusalem, Area C and other marginalized areas.

I. Enrolment rates

- Raise the GER for basic high stage from 94.3 % (95.7 % females and 92.8 % males) to 96.1 % (97.5 % females and 94.7 % males) at the end of the plan.
- Increase the GER at the secondary level for both sexes (with a focus on male) from 73% (males 64.5 %, females 82.1 %) to (74.8%), (66.1 % males, 84% females).
- Increase rates of transition from elementary to secondary school at the secondary level for both sexes (with a focus on male) from 90.9 % (males 89.2 %, females 92.3%) to (92.9 %), (91.1 % male, 94.5 % female).
- Keep absorption rates or access for new students for both sexes (99.6 %) as they are in the base year until the end of the plan.
- Maintain distribution of students across authorities overseeing the education as it is in the year 2012/2013 as follows: government (53.9 %), UNRWA (30.8 %), and the private sector (17.5 %).
- Natural growth rate of 0.9 % students per annum.
- Provide classrooms to accommodate the natural increase in the rate of (338) rooms annually for the basic stage, and (104) rooms in the secondary stage annually in the WB and Gaza.
- Increase the number of students with special needs in government schools in the WB in the primary stage from (1 %) in the year 2012/13 to (1.2%) of the total students.
- Increase the number of students with special needs in government schools in the WB in the secondary stage from (1.4%) in the year 2012/13 to (1.6%) of the total students.

II. Student / Class ratio

West Bank:

- Keep the rates of student / class in the primary stage in government schools as they are in the base year (28.5 %).
- Reduce student / class at the secondary level in public schools as they are in the base year (23.7 %)

Gaza Strip:

- Reduce student / class in the primary stage in government schools from (36.2) % in 2012/13 to (36.1 %) at the end of the year 2018/19.
- Keep the rates of student / class at the secondary level in public schools as it is (35.1 %).

III. Space Overcrowding:

Palestine:

- Reduce the number of classrooms in the primary stage, which suffers from space overcrowding (with less space per student than 1.2 m2 / student) of 4,364 classrooms in the year 2012/13 to (3836) classrooms at the end of the plan at a rate (88) classrooms annually.
- Reduce the number of classrooms at the secondary level, which suffers from space overcrowding from (575) classrooms in the year 2012/13 to 364 classrooms at the end of the plan at a rate of (35) room annually.

West Bank:

- Reduce the number of classrooms in the primary stage, which suffers from space overcrowding from (3,783) classrooms in the year 2012/13 to (3455) classrooms at the end of the plan at a rate of (55) room annually.
- Reduce the number of classrooms at the secondary level, which suffers from space overcrowding of spatial (271) classrooms in the year 2012/13 to (180) classrooms at the end of the plan at a rate of (15) room annually.

Gaza:

- Reduce the proportion of classrooms in the primary stage, which suffers from space overcrowding from (581) classrooms in the year 2012/13 to (381) classrooms at the end of the plan at a rate of (33) room annually.
- Reduce the number of classrooms at the secondary level, which suffers from space overcrowding from (304) classrooms in the year 2012/13 to (184) classrooms at the end of the plan at a rate of (20) room annually.

IV. Double shift

Palestine:

- Reduce the number of classrooms in the primary stage double shift from (2,040) classrooms in the year 2012/2013 to (1492) rooms at the end of the plan year 2018/2019 at a rate of (91) rooms annually.
- Reduce the number of classrooms at the secondary level, which maintains (349) evening classrooms in 2012/2013 to (149) room at the end of the plan year 2018/2019 at a rate of (33) rooms annually.

West Bank:

- Reduce the number of classrooms in the primary stage, with double shift of (27) classrooms in the year 2012/2013 to (0) room at the end of the plan at the end of the year 2014/2015.
- Maintain the lack of classrooms at the secondary level with double shift until the end of the plan year 2018/2019.

Gaza:

- Reduce the number of classrooms in the primary stage, with double shift of (2013) classrooms in the year 2012/13 to (1492) room at the end of the plan year 2018/19 at a rate of (87) room annually.
- Reduce the number of classrooms at the secondary level, which with double shift of (349) classrooms in 2012/13 to (149) room at the end of the plan year 2018/19 at a rate of (33) room annually.

V. Dropout

Palestine:

- Reduce the dropout rate in public schools in the primary stage from 0.63 % (Male 0.85 % and Female 0.35%) in the year 2012/13 to (0.54 %) (Male 0.81 % and Female 0.29 %) at the end of the year 2017/18
- Reduce the dropout rate in public schools at the secondary level from (1.95 %) in the year 2012/13 to (1.47 %) at the end of the year 2018/19. (Male from 1.49% to 1.47 %) (Female from 1.96 % to 1.48 %)

VI. Specialized rooms

- Increase the number of schools in the basic stage where there are specialized rooms with 52 schools annually.
- Increase the number of schools at the secondary level where there are specialized rooms at a rate of 10 schools annually.

- **Unsuitable Rooms**

Reduce the number of unsuitable rooms in Palestine at a rate of 106 rooms per year for the basic stage and 37 rooms at the secondary level annually.

- **Rented rooms**

Reduce the number of rooms rented in Palestine at a rate of 80 rooms per year for the basic stage and 7 rooms in the secondary stage annually.

VII. Rooms instead of separate stages

- Construction of 20 classrooms per annum to separate schools by educational level in the primary stage.
- The construction of 10 classrooms per annum to separate schools by educational level in the secondary level.

VIII. Vocational education

- Increase the percentage of entering or moving to vocational education in the public schools by (1.7%) (males 3.2% , females 0.4%) of the total successful students in the tenth grade in the year 2012/13 to 2.3% (males 3.8%, females 1.1 %) at the end of the year 2018/19. Use a rate of 0.1 % per annum.
- Increase the number of professional disciplines from (23) in 2012/13 to (35) allocated at the end of the year 2018/19.
- Increase the number of agricultural vocational schools from (2) in the year 2012/13 to (3) at the end of the school year 2018/19.
- Increase the number of vocational schools from (13) in the school year 2012/13 to (17) at the end of the school year 2018/2019.
- Increase the number of workshops in vocational schools from (96) in the year 2012/13 to the (126) workshops at the end of the year 2018/19.

ANNEX II: Glossary of Terms²⁹

The following definitions reflect the use of these terms in the context of the monitoring and evaluation of multi-stakeholder partnership for education, based on the OECD/DAC Glossary of Key Terms in Evaluation and **Results Based Management** (2002) and the UNESCO Internal Oversight Service Education Section Evaluation Handbook (2007).

Accountability: As a criterion of evaluation, the extent to which accountability is defined, accepted and exercised by partners and along the partnership responsibility chain within a partnership, starting with the activities of the governing body and going down to the management team, task leaders, on-the-ground implementers, and ultimately, the beneficiaries (i.e. teachers and learners).

Activity: An action taken or work performed through which inputs are mobilized to produce a specific output. An example of an activity for a multi-stakeholder partnership for education project would be the development and implementation of a teacher training programme.

Appraisal: An evaluation carried out ahead of implementing a partnership initiative – a type of formative evaluation that is intended to improve performance by identifying the likely benefits, costs, opportunities and risks of the partnership

Baseline: An analytical description of the situation prior to a partnership intervention, against which progress can be assessed or comparisons made

Effectiveness: The extent to which the partnership programme has achieved, or is expected to achieve, its objectives, taking into account their relative importance. In this context, cost effectiveness assesses whether the costs of an activity can be justified by the outcome and impacts. At the design stage, the purpose is normally to identify the lowest cost alternatives that will achieve the specified objectives. At the monitoring and evaluation stage, the purpose is to analyse what outcomes have been achieved at what cost.

Efficiency: A measure of how economically partnership inputs are converted to results

End-of-term: Typically a summative evaluation designed to assess whether an existing multi-stakeholder partnership for education should be sustained and, if so, how; or for learning purposes to assist other multi-stakeholder partnerships for education, which may be set up in future. If a further phase of the partnership is envisaged, the evaluation is more formative as its key purpose will be to identify strengths and weaknesses and improve the design of the next term.

Evaluation: Evaluation is a systematic and objective assessment of an ongoing or completed policy, programme or project, its design, implementation and results. The aim is to provide timely assessments of the relevance, efficiency, effectiveness, impact and sustainability of interventions and overall progress against original objectives. Evaluation essentially concerns the following questions: Are we

- doing the right thing?
- Are we doing it right?
- Are there better ways of achieving the results

²⁹ The ministry has planned an internal workshop among its staff to continue customizing the specific educational terminology used. The full glossary of terms is posted on the ministry website and is being updated and improved regularly.

Ex-ante evaluation: The same as an appraisal – an evaluation carried out ahead of implementing a partnership initiative.

Formative evaluation: An evaluation that is intended to improve performance, most often conducted during the implementation phase of a partnership.

Goal: desired component of overall sector policy to be delivered by programme delivered through outputs over long-term

Governance: The structures, functions, processes and organizational traditions put in place within the context of the partnership's authorizing environment, to ensure the partnership and its activities are run in such a way that they achieve the and transparent manner. It constitutes the framework of accountability and responsibility to users, stakeholders and the wider community within which the partnership takes decisions and exercises its functions in order to achieve its objectives.

Impact: The primary and secondary, positive and negative, intended and unintended long-term effects of a partnership intervention. An example would be attainment of higher grades and levels of employability amongst school-leavers as a result of training provided to their teachers.

Inclusive Education: indicates the full participation of students with disabilities in general education rather than in separate special schools or classrooms.

Independent evaluation: An evaluation carried out by entities and persons free from the control of those involved in the making of policy, management or implementation of a partnership and its programme of activities. This entails organizational and behavioural independence, protection of interference and avoidance of conflicts of interest.

Indicator: A quantitative or qualitative variable that allows the verification of a change brought about by a partnership intervention and that shows a result relative to what was planned. An example would be the number of teachers trained as part of an education project plan.

Input: Human, financial or other resources used to produce an output.

Logic frame: A management technique used to develop the overall design of a partnership to improve implementation monitoring and strengthen evaluation by presenting the essential elements of the partnership's programme clearly and succinctly. It takes the form of a cause and effect model which aims to establish clear objectives and strategies, based on a results chain, to build commitment and ownership among stakeholders during the preparation of a programme, and to relate the partnership's interventions to the intended outcomes and impacts for beneficiaries.

Mid-term evaluation: An evaluation carried out during the implementation phase of a partnership. This is a type of formative evaluation intended to improve performance.

Monitoring: Monitoring is an ongoing function that employs the systematic collection of data related to specified indicators. It provides management and the main stakeholders of a development intervention with indications of the extent of progress and achievement of expected results and progress with respect to the use of allocated funds. Monitoring provides an early indication of the likelihood that expected results will be attained, as well as an opportunity for validating programme theory and logic, and making the necessary changes in programme activities and approaches. Monitoring provides essential inputs for evaluation and therefore constitutes part of the overall evaluation process.

Management: The day-to-day operation of the programme within the context of the strategies, policies, processes and procedures that have been established by the partnership's governing body.

Objective: Short to medium term result that is controllable and achievable.

Outcome: A short-term or medium-term effect of an intervention's outputs. It can be positive or negative, expected or unexpected. An example would be a demonstrable increase in the skills and knowledge of teachers as a result of training.

Output: Goods and services that are produced by a programme / sub-programme to contribute to achievement of short to medium term Programme Objectives and Long-term Programme Goals. Outputs can be (a) direct (supplied to beneficiaries) or Intermediate (used as inputs for other outputs)

Partners: Stakeholders who are involved in the governance or financing of a partnership and evaluation.

Pre-School: the year before Grade 1 in a narrow sense for ministry interventions

Program: a meaningful group of work tasks based on main functions of the organisation that can be managed together and contribute to programme goals (long term) and objectives (short-medium-term) that deliver SMART outputs , which contribute to delivery of objectives

Reach: The beneficiaries and other stakeholders of a partnership intervention, or the degree to which the outputs of the intervention are extended to a broad range of beneficiaries in order to achieve more extensive results.

Readiness assessment: In relation to the establishment of a partnership monitoring and evaluation system, an exercise to assess the capacity and political willingness of partners to monitor and evaluate the achievements of the partnership's goals and to develop a monitoring and evaluation/performance-based framework.

Relevance: The extent to which the objectives of an intervention are consistent with the partnership's goals and strategies, beneficiary requirements, country needs and global priorities. Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances

Review: The periodic assessment of the performance of a partnership intervention. This may draw on the results of ongoing monitoring and the due process of evaluation.

Resources: The inputs used in the activities of a programme. Broadly speaking, the term encompasses natural, physical, financial, human and social resources.

Result: A describable and measurable change in a state that is derived from a cause and effect relationship, that is, an outcome or impact. It is specific and can be captured either in quantitative or qualitative terms. It is mainly expressed and measured by performance indicators.

Results chain: The causal sequence for a partnership intervention that stipulates the necessary sequence for achieving the desired objectives – beginning with inputs, moving through activities and outputs, and culminating in outcomes, impacts and feedback.

Special Needs: Primarily physical and mild mental disabilities that the education system integrates in public schools through special resources and equipments.

Summative evaluation: An evaluation study conducted at the end of a partnership intervention or term to determine the extent to which anticipated or desired outcomes were achieved.

Sustainability: The continuation of benefits from an activity after partnership assistance has been completed.

Stakeholders: The parties who are interested in or affected, either negatively or positively, by the partnership's programme of activities. Stakeholders are often referred to as 'principal', for example, the partners themselves and the beneficiaries, and 'other', or 'direct' and 'indirect'.

Target: A target defines what can be achieved in terms of reaching a desired outcome within a specific timeframe (in the case of the Program Results Framework this education strategy defines annual targets for each objective). Target-setting is the final step in building a multi-stakeholder partnership for education monitoring and evaluation system performance framework.

Tawjihee: The Palestinian end of high-school exam carried out over a period of 14 days and highly decisive in the career and higher education options depending on the achieved score.

Transparency: As a criterion of assessing partnership governance and management, the extent to which a partnership's decision-making, reporting and evaluation processes are open and freely available to the general public and interested stakeholder groups.