



Ministry of Education & Higher Education
National Forum for E F A

Education For All

*Part One :
Diagnosis and Challenges*

Summary Report

2004

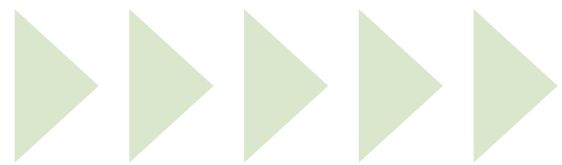
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part one





Summary Report

Education for All (EFA) The Present Situation and Future Challenges

Preface:

Palestine, like other countries, participated in the EFA assessment of 2000 to review what was accomplished in the field of "Education for All" since the Jomtien Conference in 1990. The evaluation was done in accordance to international standardized indicators. The International Forum for EFA convened in Dakar, Senegal, in 2000, and set six goals to be accomplished by each participating state by the year 2015, through designing national plans for EFA. The goals are:

1. Expanding and developing comprehensive education at the stage of early childhood especially the needy students.
2. Giving children access to good and free primary education by the year 2010, and encouraging them to continue their education afterward, especially young girls, needy children, and children of minority groups.
3. Guaranteeing that the requirements of EFA, for children and adults, are met through providing equal learning opportunities and the needed life skills.
4. Reducing the level of illiteracy to 50%, especially among women, and providing equitable chances of education at the level of primary education, as well as continuing education for adults.
5. Removing the gender differences in primary and secondary education by 2005, and instituting equality in education by 2015, by focusing on complete and equitable opportunities for young girls in primary education.
6. Improving the quality of education and insuring that all students will benefit from their education, especially in reading, writing, arithmetic, and other vitally needed skills.

Producing an EFA plan should be part of the existing program for education. Therefore, the EFA plan is based on the five-year plan for the years 2000 through 2004, and on the National Development Plan, taking into consideration the specificity of the Palestinian case, particularly during Al-Aqsa Intifada which started in September 2000. The Intifada illustrated the necessity for a plan that responds to the basic

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needs in Palestinian education, as well as the emergency needs of the situation. Thus, EFA is intrinsically linked to the Ministry's Five-Year Plan, the Development Plan, Dakar's goals, and the particularity of the Palestinian situation.

Work on this plan started during the early months of 2002 by establishing the National Forum for the EFA. The forum includes representatives of Palestinian ministries and institutions, and non-governmental organizations (NGOs), to ensure that the developed plan is credible and applicable, and represents the views of the educational sector, as well as all other relevant sectors in Palestinian society.

Two National Forums were formed in the West Bank and Gaza. The two teams worked in parallel and complementary manner, and included representatives from the Ministry of Education and Higher Education, the Ministry of Social Affairs, the Ministry of Health, the National Central Bureau of Statistics, NGOs; in addition to private and international institutions interested in the issues of childhood, basic education, illiteracy, adult education, continuing education, and vocational training.

Targeted Groups:

This work targeted four main groups that were identified in three stages: Stage one, or the diagnosis stage; in stage two, the main challenges were identified; stage three, these challenges were compiled in four major fields: Early childhood, basic education, literacy, and continuing education.

1. Early Childhood: This includes children less than 5 years of age, especially those who can attend nurseries and kindergartens.
2. Basic/Formal Education: This includes children 5 to 17 years old; age 5 to 15 years old enroll in primary education, and 16 to 17 years enroll in secondary education, with focus on children in primary education. Special attention was given to drop-outs while focusing on the reasons that lead them to leave their schools.
3. Literacy and Adult Learning: This includes the population above 18 years of age that are enrolled in literacy programs and adult learning.
4. Continuing Education: This includes the general population of different age groups who are currently enrolled in out-of-school education and training programs, or drop-outs enrolled in vocational training, or those who do not participate in vocational training programs.

Results of Analysis

I. Early Childhood

Children are surveyed at different educational, social, and health levels, and the educational context of this stage was presented. This included a description of the different educational levels and the educational supervising authorities, description of the required age for enrollment in the different levels of this stage for both genders, and identification of the different indicators: students, sections, kindergartens, teachers and staff, enrollment rates, and the percentage of those participating in programs of early childhood development. These indicators were put in a time-frame starting 1999/2000-2003/2004 while paying particular attention to gender disparity in children. Other important social and health indicators, with special focus on needy students, were also identified.

I.1 The Educational Context of the Early Childhood Stage:

Palestinian pre-school education is not included in the formal educational structure. It is run by the private sector, charitable, and women associations; whereas, the role of the Ministry of Education and Higher Education is only limited to legal and technical supervision. The age limit for enrollment in pre-school learning is between 3 years 8 months to 5 years 8 months. Children under age three attend nurseries.

Enrollment in pre-schooling in Palestine is not a prerequisite for enrollment in primary education. The Ministry of Education and Higher Education is facing difficulties in its attempts to expand its role in the development of kindergartens. These difficulties are due to limited funding and the absence of proper legislation. Despite this, the Ministry is trying to work on expanding this role, depending on its own resources and on the help and assistance of various international and local institutions.

Several challenges were noted in this regard:

- * The absence of unified programs in kindergartens.
- * The absence of certain goals relating to the building of the child's capacity to acquire, comprehend, and develop vital skills of adapting to social values, and blending in the society in which the child lives.
- * The absence of specific programs for developing the child's mental abilities, learning skills, and the use of modern technology.
- * The absence of comprehensive programs for training teachers to deal with special situations such as the present conditions of the Intifada.

The most significant conclusions of studying this stage showed that the enrollment rate in kindergartens for the year 2003/2004 is 29.0% for the population of 4-5 years old, while it was 30.1% in 2001/2002. In 2002/2003 it dropped to 26.7%. It was also noted that the percentage of children enrolled in Grade 1 who were previously enrolled in pre-school programs was 58.3% in 2001/2002; it dropped to 56.8% in 2002/2003, and rose to 67.1% in 2003/2004.

The results are summarized in the following

Item	2001/2002	2002/2003	2003/2004
No. of KGs	806	758	847
No. of sections	2692	2432	2761
No. of teachers	2572	2310	2668
No. of males in KGs	34958	32264	36578
No. of Females in KGs	31598	29609	33595
Total No. of Students	66506	61874	70170
Gross enrollment rate for males	31.1%	27.4%	29.8%
Gross enrollment rate for females	29.1%	26.0%	28.3%
Gross enrollment rate for males and females	30.1%	26.7%	29.0%
Net enrollment rate for males	26.6%	23.0%	22.7%
Net enrollment rate for females	24.4%	21.4%	21.4%
Net enrollment rate for females and males	25.5%	22.2%	22.1%
Percentage of male participants in early childhood programs	59.9%	57.5%	67.7%
Percentage of female participants in early childhood programs	56.6%	56.0%	66.4%
Percentage of female and male participants in early childhood programs	58.3%	56.8%	67.1%

As for children under four years of age, they go to nurseries that are supervised by the Ministry of Social Affairs which authorizes, registers, accredits, and sets the safety and environmental standards required for granting accreditation. Additionally, the Ministry of Education and Higher Education facilitates the training of teachers for this sector.

Nurseries receive less than 1% of the children less than four years of age due to economic, social, and cultural reasons. The total number of nurseries that are registered by the Ministry of Social Affairs for the year 2001/2002 is 138 of which 102 are located in the West Bank and 36 in Gaza. In 2003/2004 the number increased to 181 nurseries. 2,978 children are registered in these nurseries, of which 1,546 are boys and 1,432 are girls.

1.2 Health Indicators of Early Childhood:

The death rate among children is considered the most important health indicator in early childhood. Statistics show that there is a huge decline in infant mortality in Palestine. In 1998 infant mortality in Gaza was double that of the West Bank

(excluding Jerusalem). The death rate among children under 5 years old declined to 12 per 10,000 in the West Bank and 27.7 per 10,000 in Gaza. The combined death rate among children under 5 years old is 17.7 per 10,000, a decline from 36 per 10,000 in the previous year. In 2002, the death rate increased among infants to 20.5 per 10,000 and among children under 5 years old to 22.33 per 10,000. There are three reasons for this increase: miscarriages, lung infections, and inflammatory diseases.

Palestine is considered an advanced country in the vaccination of its children. The Palestinian Ministry of Health achieves such programs in collaboration with the World Health Organization, UNICEF, and UNRWA to vaccinate all children in a timely manner.

In 1997, according to the Palestinian Central Bureau of Statistics, there were 155,467 children under 18 years of age that suffer from one or more permanent disabilities. This translates to the rate of 1,120 disabled children per 100,000 under age 18.

Health services for women and children are provided in public health clinics. In 1996, the number of clinics was 152. This number increased to 163 in 1999 and 408 in 2002: 329 in the West Bank and 89 in Gaza. A nutritional survey conducted by the Palestinian Central Bureau of Statistics in 2002 illustrated that 36.4% of Palestinian families face difficulties in attaining health services for their kids due to various reasons: 76.5% were unable to pay expenses, 71.9% were unable to attain these health services due to the Israeli siege policy and their inability to move from one place to the other, and 37.2% were unable to access these health services due to Israeli imposed curfews on their towns.

There are 609 primary health care centers, of which 508 are in the West Bank and 101 in Gaza. 61.6% of these centers are supervised by the Palestinian Ministry of Health, 8.4% are supervised by UNRWA, and 30.4% by NGOs.

As for anemia among children, a survey conducted by the Palestinian Central Bureau of Statistics shows that the percentage of children with anemia among ages between 6 and 59 months old reached 38%, or 35.5% in the West Bank and 41.6% in Gaza. Moreover, the percentage of children with anemia among ages 12 to 23 months old reached 53.4%.

L3 Social Indicators of Early Childhood:

The population survey of 1997 which was conducted by the Palestinian Central Bureau of Statistics found that almost 3.1% of Palestinian children under 18 years of age are living with single parents, of which 92.5% live with their mothers and 7.5% live with their fathers. Families that are run by females in Palestine constitute 8% of the total number of families.

The poverty rate of children living with their mothers has exceeded those of children living with their fathers. This could be explained by the fact that females are not allowed to take greater role in the workforce and that their wages are much lower than their male counterparts. Also, many of these families depend on financial aid from charity associations, yet this aid is not always stable. These social conditions highly affect the child's physical and mental health since they live in separated families, or in dormitories, where there is potential for physical, sexual, and psychological abuses.

The Ministry of Social Affairs supervised 25 dormitories in 2002/2003, of which 13 were housing 145 children under 6 years of age.

2- Basic Education:

2.1 Education Context of the Primary School Education:

The Palestinian Education sector is considered one of the largest service sectors run by the Palestinian National Authority (PNA), represented by the Ministry of Education and Higher Education. One-million children, that constitute 30.3% of the total Palestinian population in 2001, attended primary and secondary education. The Ministry of Education and Higher Education is responsible for financing all public schools; private schools are limited to supervision. In the current academic school year 2003/2004, UNRWA administers 12.9% of the total number of schools, while the Ministry administers 74.9% and the private sector is 12.2%.

School education is divided into primary education and secondary education.

1. Primary Education is compulsory. This phase refers to school Grades 1-10 and consists of two parts: lower primary education (preparatory education) that includes Grades 1-4 (children between 5 years and 8 months to 9 years old), and upper primary education which includes Grades 5-10 (children 10-15 years old).
2. Secondary Education: This includes academic as well as vocational education (children 16-17 years old). In the academic field, students can choose, based on their academic level, between the science and the literary streams. As for vocational education the student can choose between four different specializations: commercial, agricultural, industrial, and hotel management. Once students finish Grade twelve, they are entitled to obtain a high school certificate which qualifies them to take the Tawjihi National Exam.

The main results of the study show that the gross enrollment rate in Grade 1 and in the basic level in the years 1999/2000-2001/2002 (after the beginning of Al-Aqsa Intifada) was affected positively; the gross enrollment rate in this stage increased

from 97.5% in 1999/2000 to 98.2% in 2001/2002. Whereas the gross enrollment rate in Grade 1 declined from 106.3% in 1999/2000 to 97.2% in 2001/2002. This result constituted a major challenge for educational development.

The main results of this stage are summarized in the following table:

a- General Education Indicators:

Indicators	2001/2002	2002/2003	2003/2004
Schools	1,918	2,006	2,109
Classrooms	25,907	27,261	28,660
Total no. of students	947,299	984,108	1,017,443
Student/classroom	36.6%	36.1%	35.5%
Total no. of students in primary education	869,643	891,799	916,837
Teachers	33,857	35,286	37,210

b- Education for All Indicators for the Regulatory (Formal) Basic Education:

Item	1999/2000	2000/2001	2001/2002
Gross Enrollment Rate in Grade 1 (Males)	107.1%	101.0%	97.6%
Gross Enrollment Rate in Grade 1 (Females)	105.5%	100.4%	96.9%
Gross Enrollment Rate in Grade 1 (Females + Males)	106.3%	100.7%	97.2%
Net Enrollment Rate in Grade 1 (Males)	103.8%	98.0%	94.6%
Net Enrollment Rate in Grade 1 (Females)	102.5%	97.6%	94.2%
Net Enrollment Rate in Grade 1 (Females + Males)	103.2%	97.8%	94.4%
Gross Enrollment Rate in Grades (1-10) for Males	96.7%	97.1%	97.5%
Gross Enrollment Rate in Grades (1-10) for Females	98.3%	99.3%	99.0%
Gross Enrollment Rate in Grades (1-10) / Females + Males	97.5%	98.2%	98.2%
Net Enrollment Rate in Grades (1-10) for Males	92.3%	91.9%	93.3%
Net Enrollment Rate in Grades (1-10) for Females	93.4%	94.0%	94.2%
Net Enrollment Rate in Grades (1-10) / Females/ Males	92.9%	92.9%	93.7%
Student/Teacher Ratio (Basic Education)	32:1	31:6	27:7

c- Quality Education Indicators:

Here, our focus was on the exam results in basic subjects as an indicator to the quality of education in Palestinian schools:

Grade	Year	Arabic	Mathematics	Science
4	1999	53.9	38.7	39.7
6	1998	53.6	40.5	49.5
8	2000	44.6	33.1	
10	1999	51.5	29.9	

3- Drop-Out Incidence:

The term ‘drop-out’ refers to students who leave school during a scholastic year and do not attend any other school, or students that finish the school-year and do not enroll in the following Grade level.

There are several reasons for dropping-out which include economic reasons such as poverty, unemployment and under-employment; social reasons such as tradition, customs, and family disputes; academic reasons such as the academic failure; psychological reasons such as anxiety, low self confidence, dependency, and loss of interest in studying; political reasons such as imprisonment and resistance to occupation; and other reasons that relate to the present academic situation at school, such as ill-treatment of children by teachers or the administration.

The drop-out rate in basic education declined from 1.2% in 2000/2001 to 0.7% in 2002/2003. As for secondary education, the drop-out rate declined from 4.5% in 2000/2001 to 3.1% in 2001/2002. It then increased to 3.7% in 2002/2003.

Drop-out rates in Palestinian schools by educational level in 2000/2001-2002/2003

Scholastic Year	Educational Level		
	Primary	Secondary	All Levels
2000/2001	1.2	4.5	1.5
2001/2002	0.8	3.1	0.9
2002/2003	0.7	3.7	1.0

4. Illiteracy and Adult Learning:

In this stage illiteracy was defined and illiteracy rates were studied. According to the population survey of 1997 the illiteracy rate reached 11.6% of the total population. The educational context for this type of education was presented as well as the bodies responsible for it. In addition, the different indicators were identified: students, staff, and the number of centers available. Finally, the different problems facing this special kind of education were identified.

4.1 The Educational Context of Illiteracy and Adult Education:

* Governmental Literacy Centers: Working towards a future with no illiteracy, the Ministry of Education and Higher Education plan aimed at increasing the number of literacy centers and allocated the needed budget for achieving such a goal. The Ministry started work in 1997 by preparing the required curricula and training the staff. In 1998, the Ministry opened 15 pilot centers and merged 32 divisions for male and female students. The number of students in these centers reached 679.

The number of these centers increased to 58 with 91 divisions in 2001/2002 (31 for males and 60 for females). The number of students had also increased to 1,684 (590 males and 1,094 females), with 92 male teachers and 59 female teachers.

- * Non-Governmental Literacy Centers: In 1999/2000 the number of these centers reached 33, including 68 divisions, and 1,261 students. In 2000/2001 this number increased to 51 and included 780 students. In 2001/2002 there were 99 divisions that included 938 students.

4.2 Basic Indicators for Adult Education

The 1998/1999 literacy rate among the population of 15-24 years old: this indicator shows the number of people of 15-24 years of age that are able to read, write, and comprehend a small part of their daily lives. The literacy rate reached 97% (96.6% among males and 97.2% among females).

- 1- The literacy rates among the population of 15 years and above: this indicator shows the percentage of people above 15 years old that are capable of reading, writing, and basic comprehension. This includes the literacy terms of arithmetic literacy and linguistic literacy. Arithmetic literacy is the ability to conduct basic arithmetic equations. Linguistic literacy reflects the accumulative learning in primary education and literacy programs among adults. The literacy rate for this group reached 86.4% (92.2% for males and 79.9% for females).
- 2- The literacy equivalence rate among adults represents the literacy rate among females in relation to the literacy rate among males age 15 and above, which is equal to 86.4%. This indicator measures the progress in terms of gender equality for learning opportunities.

5. Continuing Education:

The results of this study were achieved in accordance with the supervising bodies: Ministry of Labor, the Commission of Detainees and Ex-Prisoners (by Israel), and cultural centers. As in the previous study, the contextual context was presented along with the educational programs, the indicators and statistics on the enrollment rates, graduates, staff, etc. Finally, the problems and difficulties facing continuing education were presented. Continuing education may be divided into two types based on who is supervising it and the programs it offers:

- * Vocational and Technical Education and Training that is supervised by governmental and non-governmental institutions including the Ministry of Labor, Ministry of Social Affairs, Ministry of Education and Higher

Education, Commission of Detainees and Liberated, UNRWA, cultural centers, and different educational institutions; and General Education that is supervised by cultural centers, universities, non-governmental educational institutions, and Ministry of Social Affairs.

This kind of education complements official education and is considered an important factor for economic and social developments based on knowledge, skills, and previous experience of the target group. It aims at accomplishing personal, professional, and social needs.

a- Vocational and Technical Education/Ministry of Labor:

The Ministry of Labor has taken responsibility for vocational training centers on 10/9/1995. It worked to establish an effective, efficient, and relevant Palestinian training system. In order to achieve this aim, an advisory council that included all stakeholders was developed. The training is done in two shifts:

- 1- Morning Sessions:** 92 training courses were conducted in these centers. In 1999, 1772 students were enrolled in these centers of which 1231 graduated and 546 dropped out (30.7% of the total number).
- 3- Evening Sessions:** 9 training centers conducted evening session courses. In 1999/2000, 57 evening training courses were conducted. 1369 were enrolled in these training courses of which 1355 graduated and 14 dropped out (1% of the total number).

b- Vocational and Technical Education/Commission of Detainees and Ex-Prisoners:

In 1995, and with European aid, the program of rehabilitation of liberated detainees was initiated. This program financed education for released detainees through providing vocational training in areas of carpentry, vehicle driving, computer, and others.

In 1999, Abu Jihad College was developed into eight subdivisions in the West Bank and Gaza. In 1995-2002, 8730 graduated from this college. In 2001/2002, 147 were enrolled yet only 10 graduated due to the current political situation and the Israeli siege policy that prevents movement to and from these centers.

c- Vocational and Technical Education/Cultural Centers:

Cultural centers are distributed throughout Palestine, particularly in the cities. Students of different ages enroll in these institutions. A higher rate of enrollment was noticed in recent years. Nonetheless, these centers are not given the support they deserve from the official bodies and the decision makers. There are no studies conducted on the quality of the training provided by these institutions though this

sector had occupied a great part of the five-year plan of the Ministry of Education (2000-2004).

Cultural institutions are included in non-formal education. They offer training courses in different fields. The duration of each training course depends on the type of training. There are no formal bodies that supervise the quality of training offered at these centers. The centers are licensed by the Ministry of Education and Higher Education. Licenses are in most cases given automatically. Graduates of these centers are usually granted a certificate upon their completion of a training course. In 2000/2001, the number of these centers reached 320, included 29,200 trainees and 1,964 trainers.

Challenges Pertaining to EFA:

The EFA plan works towards achieving the general goals and commitments set forth in the International Educational Framework in Dakar, Senegal, in 2000. While working towards the goals, strategies, and operational programs, and including them in the national action plan that would identify the features of quality education by the year 2015, a certain number of challenges were identified through studying the four sub-sectors in formal and non-formal education: early childhood, basic education, literacy, and continuing education.

As for early childhood, stated in goal number one of this plan, and through studying this sub-sector, a number of challenges were identified:

1. Enhancing collaboration between the relevant governmental and non-governmental institutions in society, in order to set the required national strategic plans.
2. Activating the Law of the Palestinian Child, drawing all the required legislation in all fields (health, educational, civil rights), and taking all necessary steps to ensure the application of this Law.
3. Enhancing and expanding the Ministry of Education and Higher Education's monitoring role in quality education, trainer training, and updating and unifying the curricula.
4. Including the child's needs in the different strategies and the development plans, as well as in the media.
5. Enhancing the role of the local community and the parents in developing educational programs for children.

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6. Increasing the gross enrollment in pre-schools from 29.0% in 2003/2004 to 100% towards the end of the plan.
7. Increasing the Ministry of Education and Higher Education's share in providing enrollment opportunities for children in kindergarten.
8. Reaching a comprehensive, and unified, vision among the different sectors on the concept of early childhood.
9. Identifying national unified indicators among the different sectors (health, media, legislation, culture) for studying this stage.
10. Developing evaluation methods and operational research among the various sectors dealing with early childhood.

Based on the notion of providing gender equity and access that includes the two variables: enrollment and increasing the capacity of Grade 1, as stated in goals one and five above, the main challenges in achieving these goals are:

1. Building more schools that would respond to modern educational developments, the needs of special education, and new technological developments. It is important to note that less than half the governmental schools do not have enough classrooms, and many of the administrative rooms and libraries are used as classrooms. Many of the schools have morning and night shifts. 11.4% of governmental schools (or 80 schools) operate two shifts.
2. Reactivating the role of the private sector in supporting the educational process as the percentage of private schools is 12.5% of the total school number and includes students that are equal to about 6% of total enrollment.
3. Increasing the gross enrollment rate in Grade 1 from 94.0% in 2001/2002 to 100% towards the end of the plan.
4. Increasing the gross enrollment rate in Grades 1-10 from 95.9% in 2001/2002 to 100% towards the end of the plan.
5. Enhancing the role played by the Ministry of Education and Higher Education towards absorbing students with special needs in formal education.

Emanating from the urgent need to follow global technological, social, economic and cultural developments and to reach levels of sustainable development, the results of analyzing a few programs of non-formal Continuing Education and Early Childhood

that shed light on the necessity of achieving goal three mentioned above face the following main challenges:

1. The absence of a national unified plan for governmental and private continuing education programs that respond to the market needs. Only 42.2% of graduates of these programs find jobs once they graduate.
2. Increasing the awareness of the internal nature of the child and providing the needed environment for its development.
3. Enabling families, institutions, and society to cope with the current situation that faces the child.
4. Promoting the level of interaction between children and the parents on one hand and among children themselves on the other hand.
5. Changing the attitudes of adults towards children.
6. Developing educational materials for children.
7. Developing a sense of appreciation of a child's mother language.
8. Training teachers and parents to assist their children acquire new skills.

The decisions of the EFA conferences did not include Palestine among the states that suffer from high levels of illiteracy. However, primary studies have recommended that fighting illiteracy is important as was stated in goal five above. The main challenges of achieving this goal are:

1. Strategic planning for fighting illiteracy and setting programs for adult learning and preparing a national comprehensive plan with action plans towards ending illiteracy in all its forms.
2. Analyzing the true level of illiteracy and identifying the real targets as there are no comprehensive studies available in this area. The available studies only identify one variable set by UNESCO which lists the number of school years needed to eliminate alphabetical illiteracy. These studies did not take into consideration the variable of basic skills (reading, writing, arithmetic) that are specific to the Palestinian educational system. For instance, in 1999 the success rate among students in Grade four (the number of years needed to be free of illiteracy) was in Arabic 58.8 and mathematics 28.7.

3. Providing sufficient support for the implementation of national plans towards ending illiteracy.
4. Developing incentives that would attract drop-outs and illiterate people in educational programs by establishing a higher committee for fighting illiteracy that would include representatives of the public and private sectors.
5. Developing new and modern curricula for adult learning.

As for developing the quality of education as proposed in goal six, the following challenges arise:

1. Developing the qualifications of teachers, the core of the educational process, especially in the emergency situation in Palestine under the Israeli siege, necessitates the presence of qualified teachers in every city, village, or refugee camp. Implementation of educational participatory leadership principles necessitates the participation of teachers in decision making. In 2001/2002, the percentage of teachers with diplomas was 38.5%, B.A. graduates numbered 51.4%, and the percentage of M.A. graduates did not exceed 2%.
2. Decreasing the student/teacher ratio as stated in the development plan as it reached in 2002: 27 students per teacher in public schools and 37 in UNRWA schools where it should have been 24.4 in public schools as indicated in the 5 year plan.
3. Developing new strategies and plans for in-service teacher training that respond to the new teaching methodologies.
4. Replacing traditional academic supervision techniques with new clinical supervision techniques that respond more favorably to the principles of participatory school administration.
5. Developing human resources at all levels (schools and Ministry) in areas that include strategic planning, implementation, and supervision.
6. Upgrading the level of students in the basic subjects. In 2000 the averages of students in both Mathematics and Arabic in Grade 8 were (33.1, 44.5) respectively. Whereas it was in Grade 10 in 1999 (29.9, 51.5) respectively.
7. Mobilizing clinical and counseling educational programs as well as extra curricula activities.

8. Activating the role played by electronic libraries, media, and publishers in educational programs such as distant learning, educational and counseling and guidance.
9. Activating the program of educational guidance inside the schools through establishing a credible vocational guidance system, providing each public school with an educational counsel, developing a strategy for training a counseling team and developing a section for psychological health in each area.
10. Upgrading and developing the strategies of educational measurement and evaluation.
11. Increasing the educational counselor to teacher ratio.
12. Setting the standards for teacher qualification.
13. Enhancing the application of new information technologies in the educational process especially in computer labs and school laboratories.
14. Developing health services through developing free treatment and preventive services to all students. Cooperation between the private and public sectors is essential. A health information system should also be developed.
15. Improving the health environment and the clinics inside schools. A survey done in 2002 showed that the number of students per clinic is 58 whereas international standards show a ratio of 20 students per clinic; national standards show 40 students per clinic. 23% of the total school number does not get water through a public network, 47% school cafeterias do not have filtered water, and 67% of the schools do not have soap for the use of the students.

The absence of political and economical stability, and in the context of the Israeli military control of the Palestinian territories (school shelling, attacks on students, curfews, and closures), impeded any development plans and forced the Palestinian MoEHE and other relevant institutions, to adopt new strategies that provide safe, and healthy environment, and EFA programs under the circumstances.