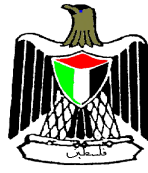


Ministry of Education and Higher Education Palestine



## EDUCATION DEVELOPMENT STRATEGIC PLAN

2008-2012

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Towards Quality Education for Development

July 2008

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## ABBREVIATIONS AND ACRONYMS<sup>1</sup>

AQAC	Accreditation and Quality Assurance Commission (at MoEHE)
AP	Action Program
ATS	Apprenticeship Training Scheme
CBMC	Competency-Based Modular Curricula
EDSP	Education Development Strategic Plan (2008-2012)
EFA	Education for All
EMIS	Education Management Information System
ER	Expected Result
ESWG	Education Sector Working Group
DGoDSR	Directorate General of Development and Scientific Research (at Palestinian MoEHE)
DGoP	Directorate General of Planning
GER	Gross Enrollment Rate
HE	Higher Education
HEIs	Higher Education Institutions
IIEP	International Institute for Educational Planning
MDGs	Millennium Development Goals
MoEHE	Ministry of Education and Higher Education
MoF	Ministry of Finance
MoP	Ministry of Planning
NESP	National Education Strategic Plan
NER	Net Enrollment Rate
NFE	Non-formal Education
NGO	Non-Governmental Organization
NIET	National Institute for Education Training
NTVETS	National Technical and Vocational Education and Training Strategy
PEI	Palestinian Education Initiative

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<sup>1</sup>: For definitions concerning certain concepts, please see the EDSP link in the Ministry website ([www.moehe.gov.ps](http://www.moehe.gov.ps))

PLO	Palestine Liberation Organization
PNA	Palestinian National Authority
PRDP	Palestinian Reform and Development Plan (2008-2010)
PRSP	Poverty Reduction Strategy Paper (in Palestine: National Poverty Report)
SWAp	Sector-Wide Approach
TA	Technical Assistance
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization
UNRWA	United Nations Works and Relief Agency for Palestinian Refugees
VE	Vocational Education
WB	West Bank

## FOREWORD

The period 2001-2005 was characterized mainly by responses to emergencies during the second intifada. The West Bank and Gaza suffered from Israeli military incursions and closures of borders, heavy restrictions on movement and travel and other obstacles to normal life imposed by Israel. Furthermore, the Separation Wall constructed by Israel in the West Bank has led to the isolation of communities and, in a number of cases, their separation from the closest schools for their children. Internal travel within the West Bank became extremely difficult due to Israeli military checkpoints, and between the West Bank and the Gaza Strip it became almost impossible. Yet, the Ministry of Education & Higher Education (MoEHE) tried to keep a long-term strategic view. It tried its best to implement the Five-year Education Development Plan (2001-2005) and tried to maintain its cooperation with donors and other development partners.

The Palestinian Legislative Council elections in January 2006 and the rise of Hamas to power in the Palestinian Government led to a formal withdrawal of most donors and development partners from cooperation with the MoEHE. Consequently, completion of the second five-year plan (the present EDSP 2008-2012) was considerably delayed.

In late 2007 and early 2008, Palestine witnessed a revival in strategic planning within all sectors and all ministries of the PNA due to the renewed interest of donor countries in the peace process and in providing financial support to the PNA. Having had worked on the education sector diagnosis and the preparation of EDSP since late 2005, the MoEHE found itself well prepared to contribute to the Palestinian Reform and Development Plan (PRDP) whose preparation started in late 2007 and which now sets the developmental framework within which sector plans should be drawn. PRDP was presented to donors at the Paris Conference in December 2007 and received pledges for financial support.

The Palestinian Reform & Development Plan sets out a strategy for implementing the PNA's vision of the future Palestinian state. It highlights the steps the PNA has already taken to restore good governance, how the PNA will reform the security sector and re-establish the rule of law, improve access to justice, move toward a more fiscally sustainable position, improve management of public finances, strengthen the capacity of the public sector, and improve local governance. The PRDP stresses that the Palestinian private sector must be the engine of sustainable economic growth and that it has to be encouraged in an enabling environment.

As regards education, the PRDP draws heavily on the present EDSP. It maintains the position that education is a basic human right. It is also a vital tool for socio-economic development, and for instilling moral values and civic responsibility. The PRDP will seek to guarantee citizens' equitable access to a comprehensive education system consisting of: pre-school, basic and secondary education; formal and non-formal education; technical and vocational education; and higher education. The focus is on the modernization of the education system and better preparing Palestinian citizens, particularly the youth, for the future. This will include modernization of the curriculum in line with PNA's vision of a future Palestinian



state – a state with a knowledge-based economy, connected to the global community that embraces humanistic values and is tolerant.

The EDSP also envisages implementing policies and programs that focus on further improving the quality of education at all levels and cycles. This will be realized through pre-service and in-service teacher training, upgrading mechanisms to evaluate and improve teacher performance, curriculum development, better (and cost effective) facilities, and modern equipment in the 600 lowest performing schools across Gaza and the West Bank, and then later and after a pilot period, to several hundred more schools. It also includes a quality development fund for higher education.

The EDSP also proposes the systemic reform of management and decision-making systems and processes within the education sector. These reforms will focus on investing in more cost-effective infrastructure and facilities, provision of public financial management capacity building, and other measures that progressively increase the sustainability of sector spending.

The EDSP will focus on the provision of vocational and technical training at the secondary and tertiary levels, to better prepare young Palestinians for the job market. It is very important that stakeholders develop a unified and demand-oriented TVET system comprising all educational and training institutions under a common supervision system and body; provide students and trainees with skills necessary for their entry into the labor market; and provide equal opportunities for female students to participate in the TVET system both as students and as employees. The overall objective of the EDSP remains to be the development of a TVET system that is efficient, effective, relevant, flexible, sustainable, and equitable.

The Palestinian Higher Education Financing Strategy was prepared by the Ministry of Higher Education and Scientific Research in 2002. The purpose of the Strategy was to build a stakeholders' consensus on the rationale and mechanisms for financing reform and to provide the analytical underpinning to donors who may wish to provide financial support for the strategy implementation. It is expected that the strategy which is adopted by the present EDSP will contribute gradually to a secure and stable financial coverage. The strategy addresses seven main challenges: meeting increasing demand; achieving financial sustainability; improving internal efficiency; raising external efficiency; improving equity; and enhancing management. Implementation of the strategy also covers administrative and regulatory measures.

Finally, the intention of the EDSP to better coordinate with UNRWA, NGOs and the private sector during the coming years is clearly expressed. The need for a SWAp (Sector-Wide Approach) is equally expressed and preparatory work for its realization has already started.

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With much respect and consideration, it pleases me to thank all those who contributed to produce the Second Educational Development Five-Year Plan. This document is the result of many months of hard work by the Ministry of Education & Higher Education and the valuable input of the individuals, groups and organisations who participated to bring the work to light.

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## EXECUTIVE SUMMARY

### **Purpose of the Plan**

This is the second five-year Education Development Strategic Plan (EDSP). It spans the period 2008-2012. It portrays what Palestinian education should look like in five years' time, excluding physical growth of UNRWA and private institutions. At the same time, it outlines what needs to be done and the resources required for its implementation. The central focus of the Plan, is the promotion of quality education in all educational institutions in Palestine, and better linking it to the socio-economic development needs of society and the labor market, particularly in the area of higher education, technical and vocational education. and training.

### **Methodology for Preparation of the Plan**

A participatory process involving stakeholders and development partners was adopted from the onset (late 2005). It was also decided to base Plan preparation on evidence. Hence, activities started with a comprehensive diagnosis of the education sector at all levels. Surveys and studies were conducted for this purpose. Use was also made of available major studies, reports and other documents produced by MoEHE and its partners. A review of the process of preparation and implementation of the first five-year plan (2001-2005) was undertaken in order to learn from this important experience and to build on the lessons learnt. Technical teams were formed to conduct the diagnosis and the review of the performance of the sector. These involved various Directorates General within MoEHE, both for general and higher education.

Based on the diagnosis and the review of sector performance, various MoEHE teams then set the policies for their areas of work, the targets they would like to achieve and the priority action programs and the related activities to achieve them. All these were formulated within the overall vision of MoEHE, the basic principles which guide its work and the main policies which have been approved by the senior management of MoEHE. These main policies embody the outlook and commitments of the Palestinian National Authority, the reform and development goals of the Palestinians for the medium and long term, and the needs and aspirations of society.

In order to assist the senior management in decision making and to facilitate policy dialogue with all concerned partners, two simulation models were developed: one for General Education utilizing UNESCO's ANPRO Model, and one for Higher Education. These models facilitated the creation of scenarios for plan implementation and the costing of these scenarios. They constitute a good tool to negotiate securing of funding.

When policy-formulation, programming and costing for EDSP were finalized, further consultations were organized with stakeholders and development partners in order to get their comments and feed-back and consequently the draft Plan was modified accordingly. Around that time, the Palestinian National Authority embarked on a process to prepare the Palestinian Reform and Development Plan (PRDP) for the years 2008-2010. The MoEHE provided a summary of its EDSP programs and financial resources to the team preparing the PRDP which was incorporated into the plan. In turn, while finalizing the EDSP, the MoEHE closely

aligned its programs and the required financial resources with the PRDP which had already been presented at the donor conference in Paris on 17 December 2007, before the launching of the EDSP.

## **Review of Education Sector Performance**

A review of the education system indicated that Palestinian education has made significant achievements in terms of access since the establishment of MoEHE in late 1994. Net Enrollment rates in first grade and in basic education at large are high and the ratio of female pupils to male pupils in basic education is satisfactory. Palestine is on the right track towards realizing the EFA quantitative goals regarding basic education. However, EFA goals related to pre-school enrollment rate, quality of education at all levels, and the status of non-formal education need further significant attention, efforts and resources.

Net enrollment rate in secondary education can still be improved, and the quality of secondary education in terms of teaching-learning processes, educational resources utilized, and student services provided and student activities organized is in need of significant improvement. In this context, the Palestinian curriculum – which is considered a proud achievement of MoEHE during the past period – needs to be reviewed and a number of textbooks need to be improved.

The percentage of students in the secondary cycle following vocational education is noticeably low (5.06%)<sup>2</sup>, as is the percentage of students in TVET at post-secondary level. Female participation at secondary level in TVET is (33.5%)<sup>3</sup> (MOEHE, 2008) which is not satisfactory compared to other countries in the region. It is to be noted that most of the girls in this sector enroll in commercial courses<sup>4</sup> whose nature is more academic than vocational and whose graduates take up post-secondary education rather than joining occupation jobs in the labor market similar to the other vocational sub-streams and occupations.

At post-secondary level, the percentage of females' enrollment in higher education institutions is (53.8%)<sup>5</sup>, whereas the enrollment rate at the technical institutions (Technical Education, TE) is (42.13%). Despite the fact that the general percentage has increased, higher rates of female enrollment are desired.

Enrollment in higher education institutions, particularly universities, for both females and males, in comparison to that in Arab States and in developing countries at large, is high (25% of the relevant age group, 18-24 years)<sup>6</sup>. This fact, coupled with insufficient financial resources is impacting negatively on the quality of education.

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<sup>2</sup> MoEHE, (2008) Year Statistical Report. Ramallah, Palestine.

<sup>3</sup> MoEHE, (2007) Year Statistical Report. Ramallah, Palestine.

<sup>4</sup> Females' enrolment rate in the TVET sub-streams are: 44.4% in the commercial, 6.9% in the Agricultural, 10% in the Industrial (including the Home Economics SS) and 0% in the Hotel.

<sup>5</sup> MoEHE (2008). Yearly HE Statistical Book. Ramallah, Palestine.

<sup>6</sup> MoEHE (2008). Unpublished Statistical Report on HEIs. Ramallah, Palestine.

Relevance of TVET and higher education to socio-economic development needs are rather weak. The challenge is there to better link TVET and its outputs, quantitatively and qualitatively, to the widely diversified needs of the labor market. Research in all fields, and especially in science and technology, needs to be guided by a national policy and encouraged with provision of resources.

Although a policy of inclusion of students with special needs in regular educational institutions at all levels of education has been adopted and implemented during the period of the first five-year plan, their numbers can still be increased and, more importantly, adequate facilities and relevant services for these students need to be made more readily available.

Palestinians under the poverty line, and in isolated areas (due to Israeli measures) will be given special attention in educational services whether in their localities (through school construction and non-formal education programs) or through scholarships and student loan schemes in higher education.

Capacity for policy formulation, planning and management within the education system and at the central and decentralized levels of the MoEHE has partially been eroded during the past seven years due to the overall political and economic conditions in the country. Systems to support decision-making and technical skills need to be developed as part of present reform of governance within the PNA.

Although the first five-year plan was prepared through a broad participatory process, many MoEHE units at central and district levels did not draw yearly operational plans based on the plan. Many donors did not comply with the need to provide financial support and technical assistance (TA) within the framework of the Plan. The MoEHE and the Education Sector Working Group (ESWG) did not pursue their efforts, which they had started at the beginning of the first five-year Plan period, to follow a Sector-Wide Approach process (SWAp) of funding the education program.

The first five-year Plan did not include the educational work/achievements of UNRWA and the private institutions. Although the MoEHE held regular high-level meetings with UNRWA in order to exchange information and to coordinate educational activities, this relationship ran less systematically with time, especially during the past three years. Such partnership needs to be strengthened, as well as the relationship with NGOs and the private educational institutions.

### **National Development Context**

In order to link EDSP to development needs at the national level and in order to be in harmony with international efforts in the field of education, the MoEHE considered major relevant policy and development documents, both national and international, its preparation of the plan, the most important of which are:

- Palestinian Reform and Development Plan 2008-2010 (PRDP)
- The National Poverty Report 2004
- Education for All (EFA) Plan
- Ten-Year Plan for Education in the Arab World
- The National Technical and Vocational Education and Training Strategy (NTVETS)
- The Five-Year Education Development Plan 2001-2005
- A number of unpublished policy papers on Higher Education.

## **Vision for Education**

The vision for education adopted by the MoEHE gives the overall long-term direction for education developmental work including policy formulation and educational strategic planning.

Palestinian education will prepare human beings who are proud of their religious values, nationality, country, and their Arab and Islamic culture; who contribute to the development of their society; who actively seek knowledge and creativity; who interact positively with the requirements of scientific and technological development and who are capable of competing in scientific and applied fields; 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 a higher education system which is accessible, multiple, diversified, flexible, effective, efficient, sustainable, competitive and qualitative<sup>7</sup>.

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<sup>7</sup> *Accessible* (open to all individuals that are academically qualified despite their social status, nationality, residence, and/ or disability).

*Multiple* (Includes educational programs and specializations in all fields, offered at governmental, public, and private institutions that issue degrees up till doctoral level)

*Diversified* (includes different types of educational programs; traditional, technical and vocational, open and distant learning, lifelong learning, and ICT based)

*Flexible* (capable of adapting quickly to the changing environment and circumstances).

*Effective and efficient* (capable of achieving its objectives through the effective use of resources and methods while keeping low dropout percentages).

*Sustainable* (financially covered from diversified financial resources).

*Relevant* (able to respond to local labor market needs and to contribute towards achieving sustainable development and global knowledge).

*Competitive* (attain standards that match standards of distinguished HE systems in the region and the world).

*Qualitative* (possesses high quality standards according to the benchmarks set by AQAC).

## **Main Policies of MoEHE**

Education for all: The MoEHE is committed to providing quality education for all children of school age, both girls and boys. Similarly, increasing access to quality education at the levels of higher education, technical and vocational education and non-formal education will be pursued.

Gender: Although noticeable achievement has been made in this regard in the education system at large, additional measures will be taken to bridge any remaining gaps between females and males in enrollment and completion rates at all levels and in all kinds of education. More women will be encouraged in employment in education at all levels, especially in higher decision-making positions.

Poverty reduction: Special attention will be given to the poor in the provision of educational services as well as scholarships and student loans and aid schemes.

Students with special needs: Additional efforts will be made in the area of inclusive education at all levels of education.

Focus on quality: The improvement on the quality of education will be the main focus in the coming period. A national strategy for teacher education will be implemented; the General Education curriculum and textbooks will be reviewed and developed periodically. For TVET, the MoEHE will produce Competency-Based Modularized Curricula. And, a major effort to improve the quality of higher education will be made, including encouraging research.

Relevance and link to socio-economic development: A special focus will be put on linking education, especially post-secondary education, to the labor market(s) and to the needs of society.

Science and technology: The study of science and technology will be improved, with special attention being given to the expansion of the utilization of information and communication technology in education at all levels and computer-related studies. A science and technology policy in higher education will be developed on the national level and related research will be encouraged.

Role of the private sector: The involvement and strategic partnership with the private sector through policy advice, especially in higher education and vocational education, shared implementation of activities, and through investment in education will be encouraged.

Improving partnerships: Coordination and cooperation with UNRWA, NGOs, the private sector and international development partners will be enhanced. Participation of all partners in policy dialogue, planning, implementation, and monitoring and periodic reviewing of progress in implementation of plans will be realized. EDSP will be the framework for this improved partnership and major investments outside this framework will be discouraged.

Capacity for planning and management: Decision support systems and skills for planning, implementation of EDSP and management at large will be developed. A strategy for training in relevant areas will be developed, implemented and linked to incentives for trainees. The



work of various MoEHE units at central, district, HE institutions and school levels will be evaluated based on progress in the implementation of relevant programs in EDSP.

Decentralization and restructuring of MoEHE: A systematic move towards decentralization will be undertaken. The organizational structure of the MoEHE, at all levels and institutions, will be reviewed as well as rules, regulations, mission statements and job descriptions.

Jerusalem: Education in Jerusalem will receive special attention, especially in the areas of provision of classrooms, schools, vocational education and programs and improving employees' salaries. Poor students from Jerusalem in HEIs will receive special consideration in terms of loans and aid. Donors will be urged to invest in education in Jerusalem.

Geographical Unity: Despite the current situation in Gaza, the MOEHE will not neglect the Gaza Strip. Equal importance, the situation allowing, will be given to improve the education system quantitatively and qualitatively.

## Goals

The following goals will be achieved at the end of the planning period:

**Goal 1:** To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (**Access**)

**Goal 2:** To improve the quality of teaching and learning (**Quality**)

**Goal 3:** To develop the capacity for planning and management and to improve the financial and management systems used (**Management**)

**Goal 4:** To realize a gradual conversion of the HE Sector and TVET sector from a supply- oriented to a demand-oriented sector, which, accordingly, guarantees more compatibility between outputs and labor market(s) needs (**Relevance**)

## Expected Results

A number of priority action programs have been elaborated in the various sub-sectors in order to achieve the above goals. These action programs are listed in Annex (II) for General Education and in annex (III) for Higher Education. The implementation of these action programs will lead to the following most important expected results:

### Results related to Access:

- *New educational institutions*, both governmental and non-governmental, will be established at all levels of education (kindergartens, schools and higher education including VE).
- *The intake capacity* of existing educational institutions will be increased and their ability to retain students will be improved through provision of more competent staff and better educational facilities, services and follow up.

- Inclusion of *students with special needs* will be further promoted.
- *Special TVET institutions for females* will be established *and special programs* for females in co-educational TVET institutions will be introduced in priority geographic areas.
- *Laws, regulations and mechanisms* will be reviewed to better regulate non-governmental institutions at all levels and also to encourage enrollment in TVET.
- *Career guidance* services will be introduced to better guide students in secondary and post-secondary institutions to future careers especially in TVET-related areas.
- *The private sector role will be strengthened through partnerships in the hope that the sector will invest more* in education by establishing institutions and providing scholarships and fellowships especially for students in post-secondary education.

### Results related to Quality:

- *Teachers at all levels* will be better trained through the implementation of the National Teacher Education Strategy.
- *Lecturers at all levels* in HEIs will be better trained through the design and HRD programs according to real needs.
- Design and implementation of effective, integrated technical and administrative training programs at local, regional and international levels, and institutionalization of a medium and long-term training. The promising design shall be demand-driven.
- A curriculum for pre-school will be developed.
- *The curriculum for grades 1-12* will be reviewed *and the textbooks* will be modified accordingly and provided to students.
- The curriculum for non-formal education will be further developed.
- *Competency-Based Modularized Curricula (CBMC) for TVET*, according to priority occupations, and with special consideration to females, will be developed.
- *Educational facilities* including infra-structure, buildings, furniture, equipment, educational materials, labs and libraries in institutions at all levels will be improved.
- *New modes and approaches to learning & teaching* through activities: ICT, E-Learning, Blended-Learning ... will be introduced.
- Special attention will be given to *science and technology education* at all levels of education in line with world-wide technological developments.
- *Student services and activities* will be improved at all levels of education.
- *Quality assurance in higher education* will receive further attention and thus building up on achievements so far.

- **Scientific research** will be encouraged and compatibility with national development needs and priorities will be ensured. **A national science, technology and research polic/strategy** will be formulated.
- An extensive and updated **database on Palestinian professional and experienced human resources** available inside and outside Palestine will be constructed.
- Students' achievements on national and international tests will be improved.

### **Results related to Management**

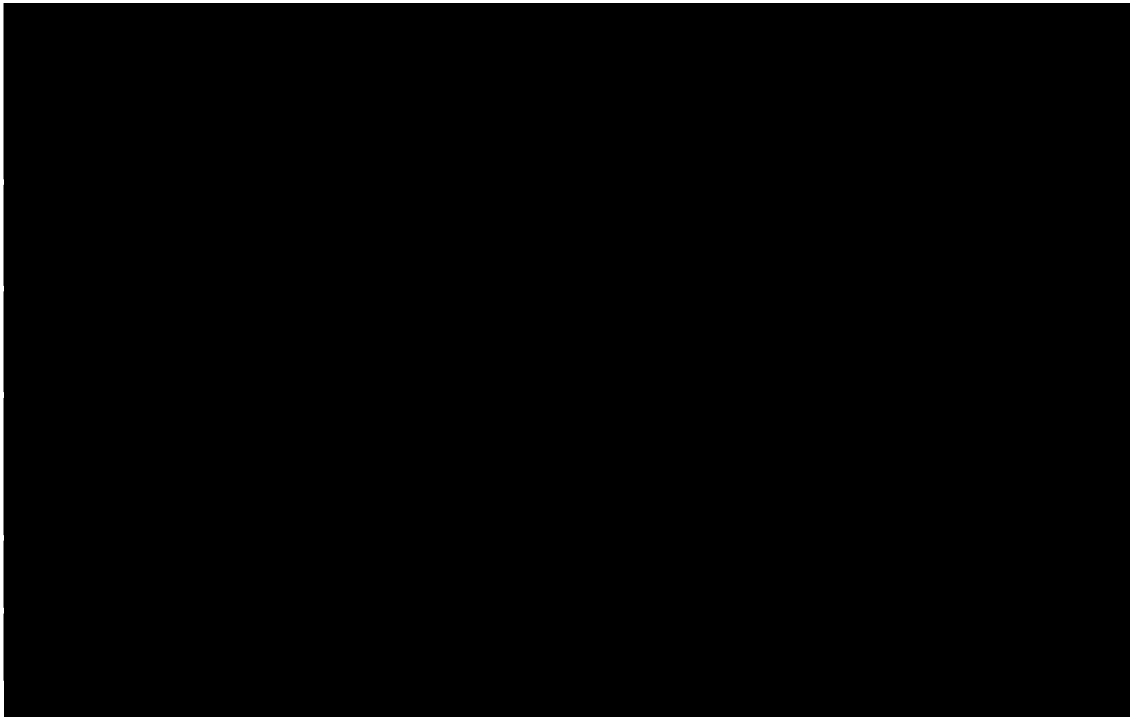
- **The structure of the MoEHE, at all levels and institutions** will be reviewed and modified in order to reflect recent and expected developments and to prevent overlap in functions. **Rules, regulations, mission statements and job descriptions** will be reviewed accordingly.
- **The move towards decentralization in management** will continue delegating more responsibilities to the district and institutional levels (*Palestinian Law number 11, 1998*).
- Capacity development for EDSP implementation and review will be developed.
- Yearly MoEHE budget will be prepared based on EDSP yearly operational plans.
- **Computerized databases and financial management systems** at MoEHE and at HEIs will be developed, interfaced, and harmonized with those of other relevant Ministries (especially MoF). Initiatives toward e-government will be encouraged.
- Capacity for self-financing of HEIs will be improved, including development of an administrative-financial system for reclaiming students' loans for the benefit of Student Revolving Fund.
- **A unified classification of employees in the HE institutions** will be designed and adopted, and human resource development will be done in accordance with this classification.
- **Cooperation between MoEHE and HEIs** on the one hand and among the HEIs themselves on the other hand will be enhanced.
- **Cooperation of MoEHE with its partners**, especially UNRWA, non-governmental organizations and institutions and international development partners, will be strengthened. **A SWAp process** will be formulated and adopted.
- The National TVET Strategy will be implemented.

### **Results related to Relevance**

A gradual conversion of the system of post-secondary education from a supply-oriented to a demand-oriented system, which is indicated by higher employability, will be "gradually" started and "partially" realized.

## Estimated Budget

**Table 1: Budget summary for General Education & Higher Education**



## Funding

**Table 2: General & Higher Education by Source of Funding**

Item	Recurrent(US\$ 000)	Capital(US\$ 000)	Total (US\$ 000)
Plan Budget	2,820,905.78	655,837.51	3,476,743.29
Available through PRDP	90,452.750	138,819.100	229,271.85
MoF	2,425,626.03	0	2,425,626.03
Other (community donations)			5,000
Gap			816,845.41

## **Implementation and Monitoring Arrangements**

Each year, EDSP will be translated into a yearly operational plan for the whole Ministry. The operational plan will be built on the yearly operational plans for various MoEHE units and institutions at central and district levels. The process will start by requesting each district and HEI to prepare its yearly operational plan. These will be incorporated within the yearly operational plans of the various General Directorates. These in turn will be integrated into the yearly operation plan of the MoEHE. The operational plans for the two sub-sectors (General Education and Higher Education) will be integrated into one yearly operational plan and endorsed by the MoEHE's Policy and Planning Committee.

The yearly budget for the education sector will be prepared based on the comprehensive operational plan for the same year. Yearly programming and operational planning should lead the budget preparation process. After the budget is approved by the Government, operational plans might have to be adjusted in case the approved budget figures differ from those originally proposed by the MoEHE.

In addition to linking operational plans to yearly budgets, and in order to ensure that EDSP and the yearly operational plans based on it are adhered to, the yearly performance of Directorates General and other units at central MoEHE and that of other levels will be evaluated based on how much they have achieved of the targets agreed upon in the yearly operations plans. The quarterly progress reports will give an indication of whether various MoEHE units are moving in the right direction and at an appropriate pace. Corrective action might be necessary in case a major deviation from plans is detected.

The performance of various MoEHE units, at central and decentralized levels, will be essentially evaluated based on EDSP implementation.

## **Joint Yearly Review Meetings and Rolling Plans**

In coordination with the Education Sector Working Group (ESWG), MoEHE will organize a joint yearly review meeting to review progress in EDSP implementation during the previous year and to agree on the targets for the following year. This will be an opportunity for renewed commitment to the joint responsibility for EDSP implementation by the PNA at large, MoEHE stakeholders and donors and other development partners. Various partners including MoEHE and other major Ministries will make presentations, including their overall position related to EDSP implementation and plans for later years. MoEHE and ESWG will continue organizing quarterly meetings as they presently do in which they might discuss quarterly progress reports.

The MoEHE envisages developing a rolling plan process to go hand in hand with the rolling Palestinian Reform and Development Plan (PRDP). The Palestinian National Authority, through the Ministry of Planning, is already rolling PRDP 2008-2010 into PRDP 2009-2011. A rolling plan will encourage the MoEHE to make forward planning a tradition which will assist the national and international funding donors to always know ahead of time the funding requirements of the MoEHE; and if they indicate their levels of commitment to the education sector for the next three to five years, it will provide the MoEHE with a certain level of

predictability in the flow of funding resources. The latter is highly needed for realistic planning.

The MoEHE also envisages organizing a mid-term review of progress in EDSP implementation as well as an evaluation at the end of the five-year period.

### **Sector Wide Approach (SWAP)**

Donor harmonization has been a topic of discussion in the Palestinian education sector for almost ten years now, but most of the ideas and recommendations have remained on paper. The Education Development Strategic Plan (EDSP) includes the establishment of a Sector Wide Approach (SWAP) and the Education Sector Working Group (ESWG) supports this issue. A Technical mission was contracted and whose mission was to help develop a concrete strategy for a program-based approach. The mission introduced major stakeholders to approaches to sector wide modalities and the instruments to finance them and a report was finalized in June that summarised the findings and recommendations to assist the Ministry of Education & Higher Education (MoEHE) and the SWG in the preparation of the modality.

## METHODOLOGY

Work to formulate the Education Development Strategic Plan (EDSP) 2008-2012 started in November 2005 soon after the implementation of the first 5-Year Education Development Plan 2001-2005 was completed. The task of formulating a comprehensive plan for all education sub-sectors (from kindergarten to higher education), and including non-formal education, was entrusted to the General Directorate of Planning (GDoP) and the General Directorate of Development and Scientific Research (GDoDSR) at the MoEHE.

For the GE part of the EDSP, a Technical Team from the Directorate General of Planning was formed. It included a representative from each Directorate General within the MoEHE. The Technical Team set up three working groups:

Group one was entrusted with the responsibility of reviewing all relevant literature and documenting necessary background information.

Group two was assigned the responsibility of data collection for the simulation model, and the development of indicators, and if need be, to further develop the simulation model that was used in the first five-year plan;

Group three was responsible for general education sector review and analysis and for deciding on the content of the plan in consultation with all the other working groups, the Technical Team and the various Directorates Generals.

For the HE part of the EDSP, the sector review depended mainly on literature review that came from a series of participatory planning sessions. What characterized this part: was the fact that it was completely produced by the HE sector staff. Furthermore, no technical or financial assistance was enlisted except in the finalization stage of the whole document. However, the deviation in the HE budget from the PRDP budget is very low.

From the onset, the MoEHE decided to adopt a participatory approach in plan formulation. National stakeholders and donors and other development partners were invited to get involved in the plan preparation process and to support it technically and financially. The Palestinian-Finnish Education Program (PALFEP III) provided technical and financial assistance for plan preparation. The political situation led to considerable delays in the plan preparation process. Recently, discussions with development partners have resumed on regular basis, through the Education Sector Working Group (ESWG). It is hoped that these discussions will eventually lead to a Sector-Wide Approach (SWAp) in the implementation of the education reform and development plan.

As a first step in plan preparation, a sector review was conducted by the Technical Team in order to learn from the experience gained during the implementation of the first five-year plan and to define the major challenges facing the education sector within the present national context. The sector review tried to make use of analyses, reviews, and studies that had already been conducted by other partners such as the World Bank and UNESCO, and those related to the "Education for All Plan" and the Mid Term Review.

Workshops for stakeholders were organized in various districts. Students, parents, teachers, school principals, technical as well as administrative members of staff in directorates, private schools, and schools for children with special needs were involved in those workshops. The sector review focused on three major areas: access, quality, and management of the education sector.

The vision statement of the MoEHE was formulated and the goals, objectives, targets, programs, projects and activities to reach the targets were agreed, based on consultation with various Directorates Generals within the Ministry, and in line with the Education for All (EFA) plan, the Millennium Development Goals and the PRDP. The simulation models were then used to make projections for the coming five years and to cost the proposed activities needed to reach the targets.

Fruitful consultations were held within the Education Sector Working Group. The detailed plan was presented to the donors and their comments were integrated. The final Plan document was finalized with technical assistance from UNESCO's International Institute for Educational Planning (IIEP). During the period of Plan document finalization, the Palestinian Reform and Development Plan (PRDP) was being produced. Major programs of the education plan were integrated within the PRDP. On the other hand, the finalization of the present EDSP document took into consideration the themes included in the PRDP regarding the whole sector of education.

The methodology that was followed in preparing the EDSP embodies the following major principles:

- setting policies, goals and targets based on evidence and on comprehensive sector review and diagnosis;
- enhancing partnership in planning and decision-making with national stakeholders at all levels, as well as the community at large, as well as with donors and other international development partners;
- following a participatory process in plan formulation within MoEHE so as to create a sense of ownership and to enhance the capacity for sector analysis, policy setting and planning of staff in the various Directorates General and at district level;
- Learning from international experience in educational planning and following the most recent methods and trends in educational planning;
- Learning from past experience and utilizing the institutional experience.



# CHAPTER ONE: REVIEW OF EDUCATION SECTOR PERFORMANCE 2001-2007

## 1.1 BACKGROUND

As a result of the Oslo Accords and as a consequence of the Early Transfer of Authority Agreement between the PLO and Israel, the Palestinian Ministry of Education and Higher Education came into existence in August 1994. While the Ministry was setting itself up and recruiting its officers and employees, it had to quickly take over the responsibility of the Palestinian education system in the West Bank and Gaza from the Israeli authorities. It had to simultaneously: (1) build its own structure, (2) recruit staff, (3) develop its management systems and its capacity for planning and management, (4) design development programs and fundraise for their implementation, (5) develop the first ever unified Palestinian curriculum for the West Bank and Gaza, and (6) manage the whole education system on a daily basis. It was an ongoing uphill effort for the creation of the Ministry and for the reconstruction and development of the education sector after 27 years of Israeli occupation.

In early 1999, the MoEHE launched a participatory process for preparing its first five-year education sector development plan (2001-2005). Various MoEHE units at central and decentralized levels, as well as stakeholders and development partners, took part in the process. Furthermore, a number of concrete attempts were made to move towards a Sector-Wide Approach process for the implementation of the Plan, and a number of relevant consultancies and studies were conducted.

Immediately after launching the Five-Year Education Development Plan (2001-2005), the second Intifada started in October 2000. During the intifada, most development activities in Palestine either came to a halt or were seriously delayed. Still, the Plan was put to implementation in parallel to activities and arrangements to respond to needs arising from the new emergency situation. At the end of the plan implementation period, in late 2005, the Ministry launched a sector review process to diagnose the pre-tertiary education sub sector, identify the challenges and conclude the lessons learnt from the implementation of the first five-year plan. Simultaneously, a sector study of higher education was conducted by the MoEHE in cooperation with the World Bank. A comprehensive and in-depth analysis of the Technical and Vocation Education and Training (TVET) sub-sector had earlier been conducted. The purpose of this Chapter is to present the findings of these reviews for each education sub-sector. In order to better understand the situation of the education sector and to set the tone for the presentation of the findings of the reviews, the next sections describe the structure of the Palestinian education sector and the governance of its various sub-sectors.

## 1.2 ORGANIZATIONAL STRUCTURE OF PALESTINIAN EDUCATION

The formal system of Palestinian education supervised by MoEHE, consists of three stages: pre-school education, school education (basic and secondary), and tertiary education. In addition, there is the non-formal education which is mostly related to school education.

**Pre-school education** (kindergartens) lasts for two years. It meets the needs of children in the 4-5 age group. Local, national and international institutions and organizations provide these educational services. The Ministry of Education and Higher Education indirectly supervises this sub-sector through issuing licenses to establish kindergartens according to a set of specifications regarding the physical facilities and criteria regarding the cadre who run the service and the curriculum used. The MoEHE has set up and manages very few kindergartens.

With regards to **school education**, this sub-sector lasts for 12 years, starting at grade 1 and ending at grade 12. Children are accepted in the first elementary grade at age six. School education (General Education) is divided into two cycles:

- Compulsory **basic education** cycle: grades 1-10.
- **Secondary education** cycle: this consists of **Academic Education** and includes grades 11-12 which are within the General Education Sector of the MoEHE; and **Vocational Education** which includes grades 11-12, and is linked to Technical and Vocational Education and Training (TVET), and supervised by the Directorate General of TVET which is within the MoEHE's Higher Education Sector. The age group of pupils in this cycle is 16-17 years. At the end of this cycle students sit for a matriculation exam (the General Secondary School Certificate Exam – Tawjihi).

**Higher Education** consists of TVET institutions and programs, and academic, technical and community colleges and universities – public, private, governmental and UNRWA.

In addition to the above, there are the following types of education which are supervised by the MoEHE's Directorate General of Educational Counseling and Special Needs and Directorate General of General Education:

- **Special education:** This is offered to those with special needs such as the gifted, the disabled or those who need special care. Such groups with special needs have been included in formal education as part of the "Inclusive Education" approach and projects.
- **Non-formal education:**
  - *Literacy and Adult Education* (including pilot activities and programs in Continuing Education): This type of education is designed for people over the age of 15 who have not joined education at all or who have joined but only for short periods of less than four years, and who are unable to read and write well.
  - *Parallel Education:* This is a program for out-of school youth, aged 15-20 years, who dropped out of formal schooling after 5<sup>th</sup> grade. It is designed to allow them

to complete basic education, and then secondary and post-secondary education and training.

- *Courses in private centers:* This type of education is offered through short courses for several months or weeks in special “cultural” centers within the private sector. Examples of such courses are: computer science and programming, business administration, and Hebrew language. The MoEHE gives permission to these centers to run courses according to specific criteria.

### 1.3 GOVERNANCE OF EDUCATIONAL INSTITUTIONS<sup>8</sup>

In terms of governance (management, supervision and funding) there are four types of educational institutions (pre-schools, schools and higher education institutions):

**Governmental:** The Palestinian National Authority runs and finances the majority of basic and secondary schools in the West Bank and the Gaza Strip. In Jerusalem, government schools are run by the Islamic Endowment (Waqf) Department, under the supervision of the Palestinian Ministry of Education and Higher Education.

**UNRWA:** The United Nations Relief and Works Agency (UNRWA) for Palestine Refugees run schools **and** post-secondary institutions for Palestinian refugees in the West Bank, including Jerusalem, and the Gaza Strip where most refugee camps are located. In terms of numbers, schools run by UNRWA come second to schools run by the Palestinian Government. Private schools are third in terms of numbers. Most UNRWA schools are in Gaza where more than half of the total number of schools is run by UNRWA.

**Private:** These institutions are run and financed by several foundations, charitable societies, religious **denominations**, individuals and companies. They can be for profit or non-profit.

**Public:** Almost all pre-schools are private. Most of higher education institutions (universities) were set up and grew mostly during the period of Israeli occupation of the West Bank and Gaza. They are non-profit institutions. They fundraise and receive government funding as well. The majority of universities are of this type.

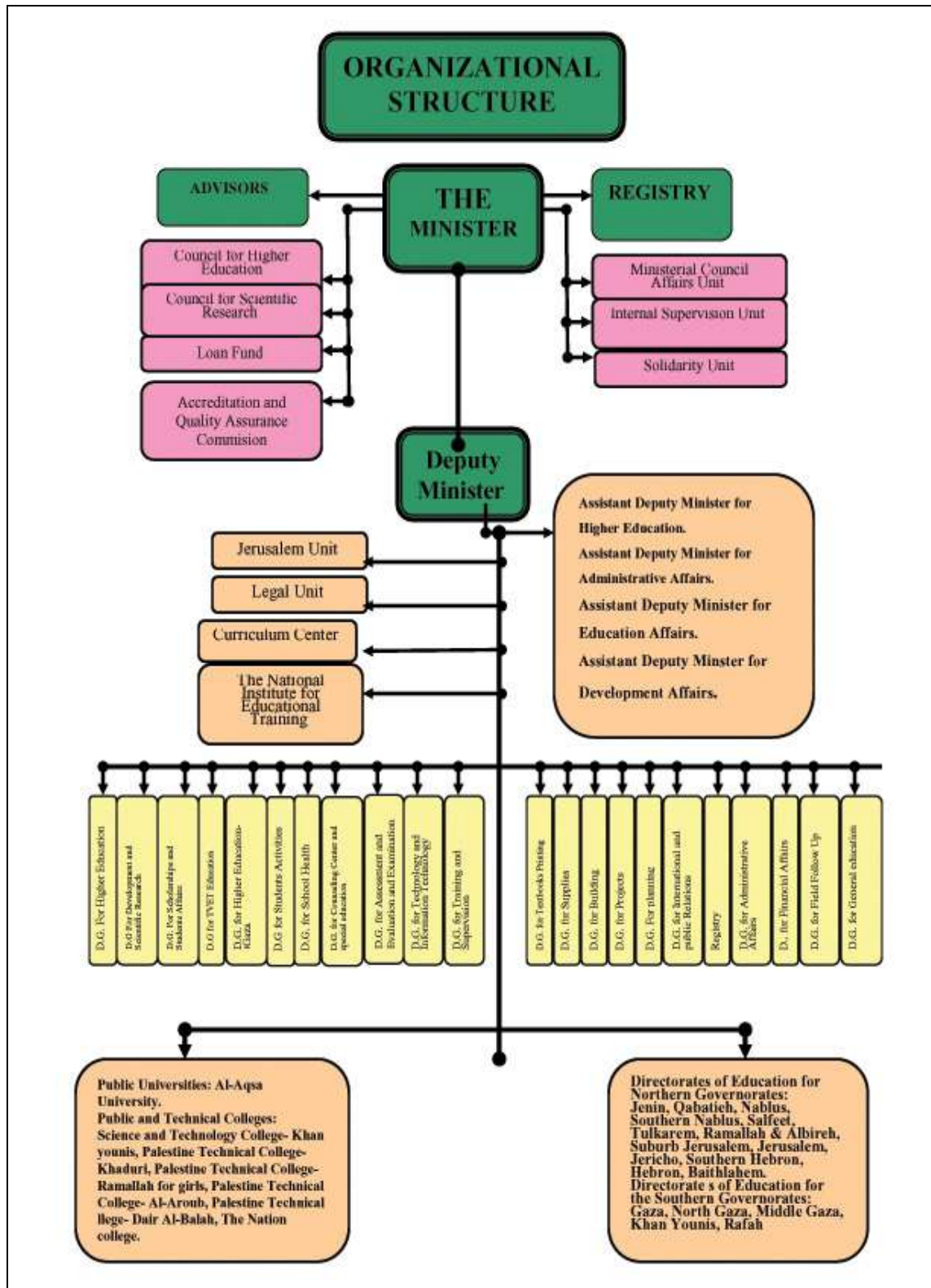
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<sup>8</sup> Before the occupation of the City by Israel in June 1967, there were governmental schools which were being run by the Jordanian Ministry of Education, and now run by the Israeli Ministry of Education.

## 1.4 THE ORGANIZATIONAL STRUCTURE OF THE MOEHE

The organizational structure of the Ministry of Education and Higher Education at central level is shown in figure (1). A list of the 21 Directorates of Education at district level is also shown in the Chart as well as a list of a list of 7 governmental HE institutions. In developing this structure, the MoEHE has taken into consideration the hierarchical flow of the job relationships among various units; the harmony and integration among the units of the Ministry in the two parts of the country (West Bank & Gaza); adoption of one unified organizational structure for both parts of the country to facilitate work between them. The organizational structure of the Ministry consists of 41 administrative units at the central level in both the West Bank and Gaza Strip. Of these, 22 units are at the level of Directorate General, five of which are technical ones related to the Higher Education sub-sector. There are twelve technical Directorates General in the General Education sub-sector, and five administrative and financial Directorates General that serve both sub-sectors.

Figure (1): The Organizational Structure of the MoEHE



## 1.5 SECTOR REVIEW OF PRE-SCHOOL AND GENERAL EDUCATION

At the end of 2005, the MoEHE with the assistance of a number of development partners embarked on an elaborate diagnosis of the general education sub-sector to identify major achievements and, more importantly, the challenges faced. It also conducted a review of the process of preparation and implementation of the sector development plan 2001-2005 in order to derive lessons. The MoEHE viewed this sector review process as an important first step in the preparation of its (current) second five-year Education Development Strategic Plan 2008-2012.

In diagnosing the education sector, it was decided to collect and analyze data related to three main domains: (i) access by students to educational services and their survival or retention at various levels, (ii) quality of education provided and of the teaching-learning process, and (iii) management of education and the relevant capacity development, or human resource development, and the needed systems development. Obviously, these three domains are inter-related and the possibility of overlap in diagnosis and reporting exists. To avoid duplication in the collection of information and data by various teams, the MoEHE held a number of internal discussions with various units and working teams in order to agree on the classification of various items related to the diagnosis within the three domains. These discussions and the classification exercise proved to be beneficial at a later stage, especially during the plan preparation process, including the identification of programs and activities and the estimation of their related budgets.

The detailed report on sector diagnosis can be accessed on the EDSP link on MoEHE website: [www.meohe.gov.ps](http://www.meohe.gov.ps). The following are the important findings resulting from the diagnosis for each sub-sector:

### 1.5.1 Pre-school education

Regulating and developing the quality of this sub-sector of education at the national level started with the establishment of the MoEHE in 1994. At that time, as is still the case at present, pre-school education was provided by the private sector, by private non-profit schools and by charitable societies. The Ministry currently supervises this sector through setting specifications regarding kindergarten physical facilities and the criteria for their personnel and their programs on the basis of which the MoEHE issues permits and licenses to kindergartens to operate. The MoEHE has specified the age of children joining kindergartens between a minimum of three years and eight months and a maximum of five years and eight months. After this age, children join elementary education at first grade. Children who are below this age join nurseries. Although desirable and encouraged, attendance of pre-school education is, however, not considered as a criterion or a pre-requisite for enrolment in the elementary cycle.

- **Enrollment and percentage of first grade pupils who have attended pre-school:** The decline in the number of kindergartens during the first three years of the second intifada (2001-2003) was quite noticeable. This was due to insecurity, economic recession, and decline in investment by the private sector. After this period, the number was on the rise again. A positive development is the percentage of increase in the total number of kindergartens during the period in question (1999/2000-2005/2006) which stands at 10.9%. The total number of children in pre-schools for the

same period has, however, slightly decreased. The percentage of pupils in the first grade of basic schooling who had enrolled in pre-school programs has also decreased: from 73.3% in 1999/2000 to 53.3% in 2005/2006. Rising poverty, the Separation Wall built by Israel and the quality of pre-school programs seem to be three of the causes for these decreasing percentages. This is a challenge for the next five years: to increase enrollment in kindergartens which presumably have a positive impact on development of children and their readiness for first grade schooling, and hence the quality of elementary education. Increasing the enrollment of children with special needs is, also, a specific challenge which includes adapting kindergartens in terms of physical and material facilities and human skills for their inclusion. Another specific challenge is increasing enrollment of children from poor families. The difference between enrollment of males and females is slight but still needs attention.

- **Quality**

Teachers: Although the number of kindergarten teachers during the diagnosis period increased – thus reducing the child/teacher ratio – both the percentages of teachers carrying secondary school certificates and post-secondary diplomas dropped noticeably. MoEHE works to raise the skills of staff working in kindergartens through organizing annual training courses at central level for kindergarten supervisors from the districts who in their turn hold training courses for kindergarten principals and teachers at district level. In addition to organizing training, the supervisors also conduct field visits to kindergartens to assist them in maintaining the quality of pre-school education.

Supervisors: The MoEHE officers directly in charge of quality control in pre-schools are the kindergarten supervisors in each Directorate of Education at the district level. The number of these supervisors is insufficient for the desired quality control and support, as each is responsible for supervising 50-90 kindergartens.

Curriculum and learning resources: The MoEHE has always maintained the position that textbooks for pre-school should not be used, favoring worksheets and practical activities instead. A curriculum is still needed, however, and guides for teachers are lacking especially in the light of the fact that it is the teachers who produce the learning materials for the children.

Services: (i) Kindergartens are not licensed by the MoEHE unless they have signed contracts with medical doctors who conduct periodic medical checkups and keep a file for each child. (ii) Upon encouragement of MoEHE, children with disabilities have been included in kindergartens, yet most of their needs have not been met due to lack of appropriate resources. (iii) The MoEHE has not developed a system for educational and psychological counseling, although it has organized a number of activities related to ways of dealing with children in situations of emergency and conflict.

- **Management**

The diagnosis revealed the need for developing national criteria and indicators agreed upon and adopted by all concerned to comprehensively monitor the situation of children in Palestine. Supervisors and managers of kindergartens are still in need of further training related to proper management and the raising of standards of pre-school education.

### 1.5.2 General Education

- **Enrollment**

Enrollment of students in this sub-sector has been defined as providing the opportunity for education to the population at school education age. This includes receiving the new students in schools, boys and girls equally; being able to keep them in the system; moving them to higher grades and transferring them from one cycle to another; schools enrolling students with special needs; the education system recruiting the required teachers and other workers; MoEHE providing school textbooks, educational aids, classrooms and other facilities.

Both the total net and gross enrollment rates of children in the 1st Basic Grade during the period of diagnosis were high. This means that almost all children at the age of six years had joined school. The gross enrollment rates of students in the whole basic cycle (grades 1-10) were also high. Less than 10% of children in the age group are not enrolled. In the secondary cycle, it is being estimated that about 80% of the children in the age group are being enrolled. So the challenge is to keep the ratio for the 1st Grade students high and to increase the percentages in the basic and secondary cycle, thus decreasing dropout rates and increasing the rate of transfer from the basic cycle to the secondary cycle. For this purpose and in order to overcome crowding and double-shifting in school, additional schools and classrooms have to be built and equipped; additional teachers have to be recruited; and the availability of teaching-learning resources has to be improved. Special attention has to be given to the enrollment of girls, especially in the secondary cycle. Some geographic disparities exist and have to be addressed. Further work needs to be done to include students with special needs - awareness-raising among students, teachers and parents; better equipping schools for the disabled; and further training of teachers to deal with special needs.

- **Quality**

The MoEHE has defined improvement in quality of education as improvement in student achievement, especially in Arabic, math, science and technology; and acquisition of life skills, through improvement in the curriculum and the teaching-learning process; in addition to improvement in student services and extra-curricular activities. Student achievement is affected by the performance of teachers, the relevance of curriculum to individual and societal needs, the availability and quality of textbooks and the availability and use of teaching-learning resources.

*Curriculum*: Developing a Palestinian curriculum and textbooks for all grades (1-12) during the period 1995-2006 was one of the most pressing priorities. Its accomplishment was a major national achievement and a source of pride. However,



surveys conducted as part of the diagnosis indicated that there is a strong opinion among students, parents, teachers and principals that many topics are difficult and that the curriculum is long. There is need to review the curriculum. This was originally envisioned by the MoEHE when the curriculum development plan was formulated.

*Teachers:* Studies conducted during the diagnosis concluded that many teachers are not adequately trained or supported to teach the curriculum. Practical activities specified in the textbooks and in teacher guides are not applied. Science labs and other teaching and learning resources are not sufficiently utilized. Frontal teaching and lecturing are the predominant methods of teaching. Although numerous in-service training courses have been organized during the period 2001-2005, they were not sufficient. Universities have pre-service teacher training programs but they are not designed to equip teachers for the implementation of the Palestinian curriculum. The need for a comprehensive national strategy for teacher education arose in which the universities would play a leading role in teacher education and in the follow up and support system which are relevant to the needs of the education sector. A national strategy was in fact recently finalized and approved after extensive consultation. The challenge now is to implement it and verify that it is leading to the outcomes related to the quality of school education.

*Tests and measurement:* Results of students' achievement in national and international tests (TIMSS 2003) are still low. Studies are needed to identify the factors which have the highest impact on student achievement. National tests, their reliability and validity have to be further improved and conducted.

*Teaching and learning resources:* Although the percentages of schools possessing science labs, laboratories, libraries, specialized resource rooms and educational and information technology have increased significantly, there are still many schools which need to be properly equipped. Furthermore, although available, these resources are still not sufficiently or adequately utilized, and lecturing and rote learning are still the predominant teaching and learning methods.

*Student services and activities:* The MoEHE has introduced many student services and activities in schools since its establishment. These were virtually non-existent in schools prior to 1994. This is a major achievement. Still, a high percentage of schools and students (almost half) do not get sufficient support in these services – the most important of which are school health, educational guidance and career counseling. In addition, although student activities have flourished, many schools still lack proper physical, material, financial and human resources to further disseminate and improve the quality of these activities.

- **Management**

When the MoEHE was established in 1994, it implemented education and civil service laws and management rules, regulations and procedures which already existed in the West Bank (Jordanian ones) and Gaza (Egyptian). Databases related to teachers and administrative staff as well as other education management information systems had to be created from scratch. Technical skills for strategic planning and for implementation and monitoring of plans at national level were very limited. Since then, a gigantic effort has been made using significant resources in formulating a draft

Palestinian education law and developing the MoEHE's organizational structure, the decision-making and management systems and the capacity to analyze, formulate policies, prepare plans and manage their implementation. The development partners were of great assistance to the MoEHE by providing technical and financial resources, as well as sharing experiences from other countries.

Despite the above achievements, the diagnosis of the capacity of the Ministry and the human resource situation related to planning and management revealed a number of problems, needs and challenges. These relate to the whole sector, from pre-school, to general and tertiary education, including non-formal education. The following is a brief summary of the main challenges. As indicated above, details related to this section and to the whole diagnosis can be accessed at [www.moehe.gov.ps](http://www.moehe.gov.ps)

*Education law, rules and regulations* A draft education law prepared by the MoEHE is still to be ratified in its third reading by the Legislative Council. The new Palestinian civil service law has resulted in many improvements related to the standard of living of employees (as compared to the Jordanian and Egyptian laws in effect previously). Rules, regulations and directives are numerous. Some are old (from Jordan and Egypt) and need updating and modernization. Others need to be coordinated and harmonized, and all need classification under clear topics and headings in order to facilitate their retrieval and use. Education members of staff should be made aware of laws, rules, regulations and directives in order to be able to refer to them or use them.

*MoEHE's organizational structure*: The structure was revised and approved in 2005 as part of a government-wide administrative and financial reform. The new structure did not, however, solve the problem of duplication and overlap in responsibilities and roles among the various units within MoEHE. Related to this, job descriptions need clarification in many cases, and criteria for evaluation of performance do not exist and need to be created and used for accountability and promotions.

*Databases and decision-support systems*: Although a good number of databases have been created from scratch, some of them are not regularly updated. They need to be interfaced and harmonized in terms of coding and definitions, and unification of the terminology used. Education officials need to be trained in order to make good use of these systems in their work, especially in decision-making.

*Decentralization*: This topic has been on the agenda of the MoEHE for many years but not actively pursued. The emergency conditions which prevailed during the second intifada have, however, necessitated some delegation of responsibilities from central MoEHE to the Directorates of Education at the district level and from these in turn to the schools. This delegation has enabled all concerned to respond to arising issues promptly and to resolve many problems quickly and efficiently. Some schools have started experimenting with, or fully implemented, the concept of self-management. However, since there is no proper study to analyze the needs and then formulate and formally approve a strategy and a plan of action for decentralization, many problems are arising and will continue to arise.

Capacity for planning and management: Through a number of training programs and workshops locally and abroad and through the experience gained in preparing the first five-year plan 2001-2005 and working on various development programs together with consultants from abroad, the MoEHE developed considerable planning and management capacity. This accumulated capacity has been somehow partially dissipated due to the difficult circumstances which the Ministry has passed through during the past two years. An attrition of skilled staff from MoEHE took place. Teamwork has also been eroded. The Ministry has recently started once more building technical skills and experience through the process of diagnosis, policy formulation based on the diagnosis, and the preparation of the current ESDP. A number of external consultants contributed to these tasks and, hence, to skills development. Still, the MoEHE is in need of further capacity development for planning and plan implementation, monitoring and evaluation as well as management at large. It also needs to develop national sustainable training capacity in the fields of educational planning and management, especially within the MoEHE's National Institute for Educational Training (NIET), and also partially within some MoEHE's units, notably within the Directorate General of Planning. This training capacity will enable the MoEHE to organize its own training workshops on a regular basis without reliance on ongoing international technical support. Furthermore, as the possibility for further conflict in Palestine still cannot be ruled out, the capacity within the education sector to plan and manage under situations of emergency has to be maintained and even further developed.

Financial planning and management: The MoEHE has created a relatively well functioning financial management system which is harmonized with that of the Ministry of Finance. It needs to be developed so as to become a tool for planning and yearly program budgeting, and a tool for negotiation with various Directorates General, district Directorates of Education and schools in the process of yearly budget preparation. The present item line budgeting system does not allow this to happen easily. Program budgeting and program-based financial monitoring is needed, linked to ESDP. Further computerization of the system will be needed to facilitate monitoring of ESDP programs by the responsible Directorates General and district Directorates. The process of codification of the various programs and activities listed under them has already started.

Relations with stakeholders and development partners: The various local and international partners in education have played a significant role in providing educational services and have contributed effective and sizeable support to the education sector. UNRWA provides education to more than 24% of the total number of Palestinian students in schools in the West Bank and Gaza. Private schools provide formal schooling to around 6.22% of the total number of students. In addition to moral support and cooperation, the local community and civil society (including parents, municipalities and others) provide noticeable material and financial support - land plots for school construction, construction of classrooms and schools, maintenance of existing schools, donation of equipment, financial donations, and

other forms of concrete support. NGOs also contribute to educational development and provide various forms of educational services. Relations with partners have to be regularized and organized. Development partners have to support MoEHE's strategy and priorities (EDSP) and not their own priorities and projects. They have to avoid possible duplication and, sometimes, competition among themselves. They have to coordinate and harmonize their support and procedures and align them to the procedures of MoEHE and the Palestinian National Authority (PNA) at large. NGOs working in education need to be better organized and represented at regular meetings with MoEHE (and other stakeholders and development partners) in order to work within the same strategic framework and in order to achieve the goals in the medium term as expressed in the EDSP. The finalization and launching of EDSP, which has been developed in a participatory manner, is a first step in possibly realizing a sector-wide approach (SWAp) to educational development which would involve stakeholders and partners in policy dialogue, planning, joint and periodic (at least yearly) reviews of progress in plan implementation and further planning for the near and medium-term future within the national socio-economic development framework. The diagnosis also revealed the specific need for regular consultation and coordination with UNRWA and for taking into consideration developments in the education of Palestinian refugees, not only in the West Bank and Gaza but also in other host countries. The first five-year plan did not include work carried out by UNRWA and only partially included educational work done by the private sector. During the current EDSP implementation period, more attention should be given to overcoming the omission of UNRWA's work and development plans, although the present EDSP document still suffers from this omission.

### **1.5.3 Non-formal Education**

- **Access**

The major program in non-formal education executed by the MoEHE is the Literacy and Adult Education Program. In addition there are limited activities in Parallel Education and Continuing Education programs. During the period of the diagnosis (1999/2000-2005/2006), the number of learners in Literacy and Adult Education Centers run by the MoEHE increased from 1,503 in 1999/2000 to 4,292 in 2005/2006. The number of centers increased from 150 to 266, and teachers from 140 to 256. Other Palestinian organizations and institutions also run centers for the same purpose, notably Birzeit University's Continuing Education Department, Red Crescent Society, Ministry of Social Affairs and a number of charitable societies. The relationship of these centers with the MoEHE is weak and not clearly defined. The number of learners in these centers fluctuate and are not in total as big as those in centers run by the MoEHE. Surveys indicate that the illiteracy rate in Palestine, in the 10 year and above age group, is on the decline: from 11.6% in 1997 to 6.1% in 2004. However, if Palestine is to achieve EFA goals by 2015, non-formal education should be further enhanced in order to eradicate the remaining pockets of illiteracy. The private sector, and civil society at large, should be encouraged to invest in non-formal education to widen the scope of its reach and to guarantee its sustainability and independence of donor support.

- **Quality**  
As the National Poverty Report 2004 concluded, education in general and non-formal education in particular are inversely linked to poverty. The more people are educated, the better is their likelihood to overcome poverty and contribute to economic development. The contents and the teaching methods of the programs should not only be aimed at acquiring reading and writing skills. They should also be closely linked to the various needs of the individuals and to the needs of the labor market, as well as to the needs of socio-economic development at large. This linking would require that programs include components of “functional literacy” and other activities and readings aimed at skills development and cultural awareness. This is a major challenge related to quality in non-formal education. A unified curriculum for these programs is still lacking. Hand in hand with curriculum development, teachers of adult learners should be further trained.
- **Management**  
Complementarity and harmonization between Literacy and Adult Education Programs run by MoEHE and those run by other partners are still lacking. Means have to be conceived in order to realize them. A database for non-formal education is needed in order to facilitate tracking of adult learners and encourage them to further their studies to higher levels. The database is also needed for the facilitation of record keeping for awarding certificates and diplomas. Keeping a good record of training courses taken by teachers of non-formal education is a necessity to raise their skills and qualifications to certain agreed standards. Other challenges in the management of non-formal education and needs for its development have been addressed under section above.

## 1.6 SECTOR REVIEW OF HIGHER EDUCATION INCLUDING VOCATIONAL EDUCATION

### 1.6.1 Background

The Ministry of Education and the Ministry of Higher Education were merged into one ministry in 2002. Both sub-sectors (general education and higher education) had been under one ministry when MoEHE was set up in 1994 until it was divided into two ministries in 1996. At the moment, the Assistant Deputy Minister for Higher Education supervises the sub-sector while the responsibility for policy formulation related to the development of the sub-sector rests with the Council for Higher Education which was activated in 2003. Furthermore, in order to avoid fragmentation, planning and supervision of secondary vocational education has been put under the Directorate General for TVET.

In accordance with international norms, the Law of Higher Education (Number 11 of 1998) combines two approaches: (i) central national planning and supervision by MoEHE and the Council for Higher Education, and (ii) self-management, self-monitoring and self-control at the institutional level. This means that higher education institutions enjoy autonomy and self-management. They are responsible for admissions, recruitment of staff, assessment of students, granting of degrees and diplomas, and the development of facilities. In addition to the Council of Higher Education, and in accordance with the Law of Higher Education, a

Council for Scientific Research and a National Commission for Accreditation and Quality Assurance were set up. With regards to TVET, the Law also stipulated setting up a Supreme Council and an Executive Council for TVET.

According to the Law of Higher Education, HE institutions can be one of the following:

- Universities: consisting of no less than three colleges or faculties, and granting BA degrees or higher;
- University colleges: offering academic, technical or professional programs and granting two- or three-year diplomas or the higher BA degree;
- Polytechnics: granting diplomas or BA and higher degrees in professional and technical fields;
- Community colleges: offering academic, professional or technical programs of no less than one year duration and leading to diplomas in the respective programs.

All 43 Palestinian post-secondary institutions in the West Bank and Gaza are relatively young –the oldest has only been in existence for 30 years. More than 180,000 students are enrolled in these institutions. It is estimated that gross enrollment rate for the age group 18-24 years is more than 25%<sup>9</sup>. These percentages are relatively high in international standards, especially in comparison to countries in the Middle East and to developing countries in general.

### **1.6.2 Process of Sector Review**

During a number of sessions involving various Directorates Generals, a SWOT analysis was facilitated by the Technical Planning Team within the TVET and the Higher Education Division of MoEHE in order to identify the achievements, the potential, the challenges and the external factors which might affect the future and the development of TVET and higher education. This analysis and review process depended extensively on numerous relevant documents. During the past ten years, several sector studies were conducted, and they covered various aspects of the sub-sector. Many policy and strategy papers were written, discussed and nationally approved. Furthermore, as regards TVET, curricula were designed, guidebooks for teaching and training were developed, glossaries were produced and numerous project documents were written. Documents which are most relevant to the review process are included in the list of references at the end of this document and can be accessed at the following internet link: [www.moehe.gov.ps](http://www.moehe.gov.ps).

### **1.6.3 Major Issues and Challenges Facing Higher Education (including TVET)**

#### *In the Area of TVET*

Enrollment in secondary vocational education is still low, only 5.06% of the total number of students in the secondary cycle in 2007/2008, up from 4% in 1999/2000. Although the percentage of female students of the total number of students in secondary vocational education increased, it still remained at (33.5%)<sup>10</sup>. Increasing these enrollment percentages

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<sup>9</sup> MoEHE (2008). Yearly HE Statistical Book. Ramallah, Palestine.

<sup>10</sup> MoEHE, DG of TVET (2007) Year Statistical Report. Ramallah, Palestine.

remains the major challenge, in addition to improving the availability of well equipped schools.

The main reason for the low percentages of enrollment in TVET at secondary and post-secondary levels is the negative regard society has for technical and vocational education. Traditionally, it is thought that those who fail in academic studies or who are not admitted to academic programs of study end up in vocational and technical specializations. Career counseling in schools and post-secondary institutions is still almost non-existent which exacerbates this problem. Special effort is needed to attract females to TVET in general and to non-tradition programs of study which necessitates awareness-raising to make these socially acceptable.

A major challenge is to better link TVET and its outputs, quantitatively and qualitatively, to the widely diversified needs of the labor market. Since the latter are quick to change within the present globalized world economy, programs of study should be flexible and easy to be continuously updated and modernized, which is not the case at present. This might also be difficult to realize since such continuous change will require ongoing adaptation of the physical facilities and the educational resources whose cost might be beyond the financial means of the Palestinians in the West Bank and Gaza.

#### Access

A major challenge continuously facing post-secondary institutions is insufficient funding. The scene of higher education has always been characterized by competition between these institutions to attract more students in order to increase their income. New programs were added for this purpose without due attention to the needs of Palestinian society. Supply and, as indicated above, rates of enrollment are already high. The negative consequences on quality are evident. While rates of enrollment in general are high, access of students with special needs and from poorer segments of society is still in need of further attention, especially through the improvement of the student loan program.

#### Teaching and Training Staff

Low salaries have led staff members to take up extra work, which has its negative impact on the quality of teaching and on the amount and quality of research, especially at university level. The professional growth of staff members is restricted due to the absence of regular fellowship and scholarship programs to upgrade their qualifications and their teaching skills.

#### Quality and Relevance

This is the central challenge facing tertiary education. The weak link of programs to the needs of the labor market is presently a central issue in all national development programs and projects, notably PRDP. The high percentage of students studying social sciences (75%) is a major contributor to unemployment among graduates.

The high student/teacher ratio is a factor leading to the lowering of standards of teaching and learning. How it is to be addressed will prove to be a challenge under the present financial constraints. As will the issue of the limited physical, material and educational resources which could enhance quality and relevance. In this regard, the need to improve the electronic linking and networking of local universities with Arab and international university resources and research networks is an issue which frequently came up during the SWOT analysis.

Research is still not considered a priority by the national and the international funders of higher education. Funding as is the case, is therefore, limited and irregular. It is an uncontested fact internationally that research has a direct impact on the quality of teaching. Programs are needed to encourage research and to provide information about what research is being conducted and where. A national policy for science, technology and research is also required.

There is an evident need to better link the two sub-sectors of general education and tertiary education, as the outputs from one provide input to the other. It is hoped that the National Strategy for Teacher Education, if implemented properly, will make a significant contribution in this regard since most of its implementation is supposed to be executed by post-secondary institutions.

#### Governance and Management

Although the Council for Higher Education was reactivated in 2003, its relationship with institutions of higher education should be better organized, structured and institutionalized. Coordination and cooperation between MoEHE and the institutions, and among the institutions themselves, need to be strengthened. Management information systems at the institutional level and at the central Ministry level still need to be improved, harmonized and interfaced and the skills of MoEHE staff to update them and use them for decision making have to be further developed. Important policies and strategies approved by MoEHE and the Council for Higher Education are not adhered to at the institutional level. Institutions still do not appreciate the regulatory, planning and developmental role which MoEHE can play and which is needed to link higher education to the needs of the labor market and socio-economic development at large.

#### Funding Tertiary Education

As mentioned above, insufficient funding is an ongoing major concern and it is having a seriously negative impact on the quality and relevance of higher education. Between 60-70% of operating budgets of universities are covered by tuition fees. Since there is no regularity and consistency in payment of tuition fees, budgets of universities suffer yearly deficits. An amount of US\$ 20 million has been the constant figure allocated to higher education in the PNA yearly budgets since 2002. However, in most cases, only around 60% has been disbursed per year in the course of the mentioned period. Revolving funds for student loans, although of significant importance, have suffered from total no repayment by students and from lack of grants from international sources and important contributions from the national budget.

### 1.7 LESSONS LEARNED FROM FIVE-YEAR EDUCATION DEVELOPMENT PLAN 2001-2005

The preparation of MoEHE's Five-Year Education Development Plan lasted more than a year. It was an exercise in activities related to (i) sector analysis, (ii) policy formulation, (iii) planning including program design, priority setting, estimating cost of programs and activities as well as estimating funding from various resources, identifying progress indicators, and thinking about implementation arrangements, review processes and about engaging all partners and stakeholders in a SWAp process. A sense of ownership and pride in



the participatory process in plan preparation and the product (the Plan document) could be easily felt within MoEHE.

Implementation, however, faced many challenges. The second intifada broke out soon after the Plan was finalized and soon after implementation started. Measures to overcome problems resulting from the situation of conflict and emergency took precedence over systematic plan implementation most of the time. The Plan was not really followed in all cases by various Directorates Generals and by district Education Directorates. The link between Plan implementation and the yearly budgetary process was weak. Donors and other development partners did not all, or always, give support within the framework of the Plan. The programs of other providers of educational services, notably UNRWA, the private schools and NGOs, were not reflected in the Plan and coordination with them became weaker during the period of the second intifada. The Higher Education sub-sector was not included in the Plan since at the time of Plan preparation; Higher Education had a separate ministry (MoEHE was divided into two ministries between 1996 and 2002). All these are challenges for the immediate future, for the implementation of EDSP.

The present document is really not a “national” sector development plan in the sense that it focuses only on the development of the sector run by MoEHE and not by other providers (UNRWA and the private institutions). This is necessitated by the need to quickly and closely link this Plan and its estimated cost to PNA’s Palestinian Reform and Development Plan (PRDP) which focuses only on the work of the Government in various sectors, and its recurrent and development costs. It is hoped that through the yearly joint reviews (with stakeholders and development partners) and the resulting yearly operational planning, this shortcoming will be practically addressed in the coming five years. A SWAp process, if developed and implemented, will also be beneficial in addressing challenges mentioned here. More details of lessons learned from the first Plan preparation and implementation can be found at [www.moehe.gov.ps](http://www.moehe.gov.ps).

## CHAPTER 2: NATIONAL DEVELOPMENT CONTEXT

### 2.1 INTRODUCTION

The period 2001-2005 was characterized mainly by responses to emergencies during the second intifada. The West Bank and Gaza suffered from Israeli military incursions and closures of borders, heavy restrictions on movement and travel and other obstacles to normal life imposed by Israel. Furthermore, the Separation Wall constructed by Israel in the West Bank has led to the isolation of communities and, in a number of cases, their separation from the closest schools for their children. Internal travel within the West Bank became extremely difficult due to Israeli military checkpoints, and between the West Bank and the Gaza Strip it became almost impossible. Yet, MoEHE tried to keep a long-term strategic view. It tried its best to maintain its work for implementing the Five-year Education Development Plan 2001-2005 and tried to maintain its cooperation with donors and other development partners.

The Palestinian Legislative Council elections in January 2006 and the consecutive rise of Hamas to power in the Palestinian Government led to the formal withdrawal of most donors and development partners from cooperation with MoEHE. The process of sector diagnosis and the preparation of the second five-year plan (the present EDSP) were considerably delayed.

In late 2007 and early 2008, Palestine witnessed a revival in strategic planning within all sectors and all ministries of the PNA due to the renewed interest of donor countries in the peace process and in providing financial support to the PNA. Having worked on the education sector diagnosis and the preparation of EDSP since late 2005, MoEHE found itself well prepared to contribute to the Palestinian Reform and Development Plan (PRDP) whose preparation the PNA started in late 2007 and which now sets the developmental framework within which sector plans should be drawn. PRDP was presented to donors at the Paris Conference in December 2007 and received pledges for financial support which exceeded the requested total budget.

This chapter tries to capture, in a summary form, the national development context in Palestine by referring to the main available national strategy documents. While preparing EDSP in a participatory manner, MoEHE and its partners have taken into consideration the reconstruction and development goals set by PNA, and reflected in a number of documents (especially PRDP), and the needs and aspirations of Palestinians as expressed by various stakeholders in consultation meetings and other important conferences and workshops.

### 2.2 PALESTINIAN REFORM AND DEVELOPMENT PLAN (PRDP)

The Palestinian Reform & Development Plan was prepared by the PNA through a bottom-up policy-making, planning and budgeting process rooted in the Palestinian National Policy Agenda framework. It was (almost) finalized and was presented to donors in Paris in December 2007. PRDP set out a strategy for implementing PNA's vision of the future Palestinian state. It highlighted the steps the PNA has already taken to restore good governance and the rule of law to the West Bank and which the PNA aspires to replicate in Gaza. The PRDP document sets out how the PNA will reform the security sector and re-

establish the rule of law, improve access to justice, move toward a more fiscally sustainable position, improve management of public finances, strengthen the capacity of the public sector, and improve local governance.

PRDP stresses that the Palestinian private sector must be the engine of sustainable economic growth and that it has to be encouraged in an enabling environment. While pursuing a private sector-led approach to economic growth, the PNA will at the same time safeguard the welfare of vulnerable groups by investing in social development and continuing to build effective mechanisms for social assistance and protection.

As regards education, PRDP drew heavily on the present EDSP. It maintains the position that education is a basic human right. It is also a vital tool for socio-economic development, and for instilling moral values and civic responsibility. PRDP will seek to guarantee citizens' access to a comprehensive education system consisting of: pre-school, basic and secondary education; formal and non-formal education; technical and vocational education; and higher education. PNA's commitment to the education sector is illustrated by the fact that education accounts for more than 30% of PRDP's proposed budget support for recurrent expenditures and approximately 20% of donor support requested for the public investment program. The focus is on the modernization of the education system and better preparing Palestinian citizens, particularly the youth, for the future. This will include modernization of the curriculum in line with PNA's vision of a future Palestinian state – a state with a knowledge-based economy, connected to the global community that embraces humanistic values and is tolerant.

In accordance with EDSP, PRDP stresses equitable access to all levels of education from pre-school up to – and including – university education (the 'Access to Education' (ATE) Program). The PNA plans to resume financial support to the public universities and ensure that a well-targeted student loan facility is in place to improve access to tertiary education.

PRDP also envisages implementing policies and programs that focus on further improving the quality of education at all levels and cycles (the 'Quality Education For All' (QEFA) Program).

This will be realized through pre-service and in-service teacher training, upgrading mechanisms to evaluate and improve teacher performance, curriculum development, better (and cost effective) facilities, and modern equipment in the 600 lowest performing schools across Gaza and the West Bank, and then later and after a pilot period, to several hundred more schools. It also includes a quality development fund for higher education.

PRDP also proposes launching the 'Education Performance & Efficiency' (EPE) Program aimed at systemic reform of management and decision-making systems and processes within the education sector. These reforms will focus on investing in more cost-effective infrastructure and facilities, provision of public financial management capacity building, and other measures that progressively increase the sustainability of sector spending.

The 'Vocational Training Initiative' (VTI) Program will focus on the provision of vocational and technical training at the secondary and tertiary levels, to better prepare young Palestinians for the job market.

Financial forecasts in PRDP were based on the assumption that donors would provide substantial levels of predictable aid over the next three years to support the recurrent budget and public investment program. The forecasts, however, did not include the financing needs of UNRWA, NGOs and the social services provided by private educational institutions.

## 2.3 NATIONAL POVERTY REPORT 2004

This Report was produced by the Pro-Poor Participatory Planning Project at the Palestinian Ministry of Planning. It was prepared in close cooperation with the Palestinian Central Bureau of Statistics and was published in March 2006. The Pro-Poor Participatory Planning Project's aim was to inform policy makers, local communities and the international donor community on ways of incorporating poverty-related issues into their planning and advocating for greater emphasis on the needs of the poor. The Project was implemented with support from UNDP and funding from DFID. The Report's aim was to enhance the analysis of poverty-related issues in Palestine and to mainstream them into national development activities, particularly given the dramatic increase in poverty rates during the previous four years (characterized by severe Israeli restrictions) and difficulties faced by Palestinians during the second intifada.

The Report was prepared through a participatory process and provided an opportunity for ordinary people to be engaged in setting the priorities for Palestinians that could in turn have a powerful effect on their lives.

Among other conclusions, the Report found that there is an inverse relationship between levels of education attained by the head of the household, both formal and non-formal, and incidence of poverty. Poor families whose head has achieved less than secondary education constitute 79% of the total number of the poor families. Based on this, the Report recommended giving priority to the provision of quality education, especially in poorer areas (Southern Gaza, the Jordan Valley, Hebron, Qalqilya, and Jenin) and in areas isolated by the Israeli military authorities by the construction of the Separation Wall or by checkpoints.

## 2.4 MILLENNIUM DEVELOPMENT GOALS (MDG)

In December 2005, the UNDP published the "Millennium Development Goals: Occupied Palestinian Territory 2005 Progress Report". It reported that MoEHE had formulated the first Five-year Education Development Plan and that many of the education goals were accomplished during 2001-2005. It further reported that MoEHE had focused on keeping the school system functional, that enrollment in basic education had been sustained at pre second intifada levels and that, although population data were no longer reliable to estimate Gross or Net enrolment rates (the last census dates back to 1997), enrolment targets in both primary and basic education had been reached. The Report considered that introducing the new curriculum in grades 1-10, and producing and distributing textbooks on a 1/1 ratio every year was an impressive job. In addition, most of the quantitative targets for teacher training had

also been met. In addition, the Report underlined the immense and satisfying progress made regarding bridging the gender gap in enrollment rates at all levels of education. Disparities between males and females are almost disappearing and rates of female enrollment in higher education have exceeded those of males. Nevertheless, the Report indicated that the quality of primary education (as measured by national and international tests) is far from being achieved and that this will remain a major challenge.

## 2.5 EDUCATION FOR ALL (EFA) PLAN

Soon after its establishment in 1994, MoEHE was made aware by UNESCO of the universal effort to realize Education for All (EFA) based on the World Declaration on EFA issued at Jomtien, Thailand, in March 1990. The first significant activity to join this universal effort was undertaken by MoEHE in 1999. With financial support from UNESCO, MoEHE set up a national team to assess efforts made in Palestine related to EFA. The concrete output was the “Education for All: The Year 2000 Assessment Report of Palestine” published by UNESCO (<http://www.unesco.org/education/wef/countryreports/palestine/contents.html>) and presented at the Regional Conference on Education for All for the Arab States in Cairo, Egypt, 24-27 January 2000.

In April 2007, another national team headed by the Minister of Education and Higher Education was set up in order to (i) ensure that educational activities related to realizing EFA goals and Millennium Development Goals are implemented and (ii) produce the national Palestinian EFA Mid-Term Review Report 2007. The report was published by MoEHE in August 2007 and was presented at the EFA Mid-Term Review Conference for the Arab States Region in Doha, Qatar, 19-21 February 2008.

The preparation of each of the above two reports coincided with and fell in the same period of the preparation of the first and second five year plans. As such, the reports strongly reflected the sector diagnosis reports produced in preparation of the concurrent five-year sector development plans. The EFA reports, however, did not include an analysis of higher education and did not significantly report on development activities related to post-secondary education.

## 2.6 NATIONAL TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING STRATEGY (NTVETS)

Work on NTVETS lasted between 1996 and 1999 and was done in a participatory process involving the Ministry of Labor, MoEHE, educational institutions and other stakeholders from the private sector. The stakeholders decided to (i) form a unified and demand-oriented TVET system comprising all educational and training institutions under a common supervision system and body; (ii) provide students and trainees with skills necessary for their entry into the labor market; and (iii) provide equal opportunities for female students to participate in the TVET system as students and employees.

The overall objective of the Strategy is to arrive at a TVET System that is:

- Efficient: by achieving efficient coordination between the various education and training providers; especially in using the available resources in a well-organized way.
- Effective: through the development of human resources and developing curricula and systems (including criteria for licensing and accreditation).
- Relevant: by establishing a real partnership with industry and business especially in the design and training provision.
- Flexible: by adopting the modular curricula and introducing a flexible mobility between training levels and streams.
- Sustainable: through the provision of minimum governmental funding and diversifying sources of funding.
- Equitable: by providing equal education and training opportunity for all groups.

Important initiatives have already been undertaken towards the gradual implementation of part of the NTVETS components. Examples of these components are: production of Competency-Based Modular Curricula (CBMC); piloting an Apprenticeship Training Scheme, ATS (a dual training with private sector companies); and piloting a Career Guidance service towards the provision of a systematic CG service. NTVETS is a major reference for development work to be done within EDSP 2008-2012.

## 2.7 FIVE-YEAR EDUCATION DEVELOPMENT PLAN 2001-2005

The long-term vision for education as well as the main goals (related to access, quality including relevance, and management) as formulated in the first five-year Plan are still the same for the coming five-year period. The lessons learned (referred to in the Sector Review in Chapter 1 above) have influenced ESDP preparation and will influence its implementation. Very specifically, the need to translate EDSP into yearly operational plans linked to the budget and monitoring progress based on a number of benchmarks and indicators is of absolute importance. Some shortcomings in the first Plan have already been overcome: EDSP is better linked to the national development context and plans (especially PRDP); the tertiary education sub-sector is an integral part of EDSP; the intention to better coordinate with UNRWA, NGOs and the private sector during the coming years is clearly expressed; and the need for a SWAp process is clearly expressed and preparatory work for its realization has already started.

## 2.8 DRAFT WORK PLAN FOR THE DEVELOPMENT OF HIGHER EDUCATION IN PALESTINE

As a response and reaction to many major and crucial challenges facing the HE sector, the Ministry, in cooperation with most HE and education institutions and local expert individuals, has started in 2005 an analysis of the sector. It mainly depended on the review of major studies and other literature documents produced in the sector with great summarization and comparisons made by 10 groups of specialists. The 10 groups were grouped according to the education programs (clusters of education programs) in the HEIs. The Plan overlooked the

Sector in 7 aspects: structure of the sector, governance, standards of the academic programs and specializations, standards for retaining students in the HE system, measures for the attraction of qualified lecturers and researchers, quality and financing.

The Plan presents its contents in 2 parts: the first contains the analytical frame and the second presents a work plan for the implementation of the Plan recommendations.

## 2.9 PALESTINIAN HIGHER EDUCATION FINANCING STRATEGY

The PHEFS was prepared by the Ministry of Higher Education and Scientific Research in 2002. The purpose of the Strategy is to build a stakeholders consensus on the rationale and mechanisms for financing reform and to provide the analytical underpinning to donors who may wish to provide financial support for the strategy implementation. It is expected that the strategy will contribute gradually to a secure and stable financial coverage. The strategy addressed 7 main challenges: meeting increasing demand, achieving financial sustainability, improving internal efficiency, raising external efficiency, improving equity, and enhancing management. Implementation of the strategy was also described as including administrative and regulatory measures.

## 2.10 TEACHER EDUCATION STRATEGY

To improve the quality of education in Palestine, a clear and explicit policy for teacher education and for teacher continuous development has been necessary. Therefore, the National Teacher Education Strategy was developed and launched in May, 2008. A Teacher Education Reference Group (TERG) was formed consisting of 14 members with expertise in teacher education and chosen from MOEHE, UNRWA, higher education institutions and the civil society. The Group met 15 times on an average of once every two weeks between April 2007 and January 2008. It made use of statistical and field studies on the current situation and reviewed international trends before submitting its recommendations. A Teacher Education Consultative Group (TECG) also was established headed by the Minister of Education and consisting of 30 members from higher education institutions, directors at the Ministry, administrators at UNRWA, civil society and some teachers' unions. Reports submitted by TERG were studied, and feedback was given to TERG. Participation in developing this strategy was large. A semi-final draft was sent to 93 Palestinian educators and related persons for feedback. The Strategy includes the following components:

- A Vision of Teachers.
- Teacher Education Programs.
- Continuous Professional Development Programs.
- The Teaching Profession
- Managing the Teacher Education System.

## CHAPTER THREE: EDUCATION STRATEGIC FRAMEWORK

### 3.1 INTRODUCTION

Taking into consideration the basic documents of the Palestinian National Authority, the history of MoEHE since its creation, and the national development context presented in Chapter Two, this chapter presents the Palestinian vision for education, the mission of MoEHE, the principles which guide its work, and the main policies it has formulated, on which the goals of EDSP 2008-2012 have been based.

### 3.2 THE VISION

Palestinian education will prepare human beings who are proud of their religious values, nationality, country, and their Arab and Islamic culture; who contribute to the development of their society; who actively seek knowledge and creativity; who interact positively with the requirements of scientific and technological development and who are capable of competing in scientific and applied fields; 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 will build up a higher education system which is: accessible, multiple, diversified, flexible, effective, efficient, sustainable, competitive and qualitative.

### 3.3 MISSION OF MOEHE

The Ministry of Education and Higher Education is the official body in charge of development of Palestinian education at all levels including: Kindergarten, General Education, Non-Formal Education, and Higher Education. It is also in charge of managing governmental educational institutions and supervising private educational institutions and those run by UNRWA countrywide.

The mission of the MoEHE is to ensure education for all, improve its quality and its standards in order to meet the learners' needs in coping with the requirements of the present era, and ultimately develop citizens with sound and balanced characters, who are qualified and able to defend their national rights, efficiently perform their duties, able to think, and who strongly believe in their Islamic doctrine and affiliation to the Arab and international communities.

### 3.4 BASIC PRINCIPLES

The basic principles guiding the operations of MoEHE include:

- Education and development are human rights for all.
- Education should contribute to national identity and the national heritage.
- Education should contribute to the building of the Palestinian State.



- Education should contribute to facing challenges, crises and emergencies.
- Education should foster values and principles of democracy, humanity and tolerance.
- Education should support comprehensive development and openness to regional and international markets.
- Education should raise awareness concerning human rights and should guarantee equality between males and females.
- Education should keep abreast of scientific and technological progress and benefit from it.
- Education should center on the learner, build his/her integrated character, develop his/her creativity and address his/her personal abilities.
- The education system should reinforce the social and professional status of the teacher and lecturer.
- The education system should foster societal contribution in the responsibility for education (universities, public institutions, governmental institutions, etc.).

### 3.5 MAIN POLICIES OF THE MOEHE

Education for all: MoEHE is committed to providing quality education for all children of school age, both girls and boys. Similarly, increasing access to quality education at other levels like higher education including vocational education and in non-formal education will be pursued. Higher Education institutions will be expanded and new governmental institutions will be established in order to increase enrollment opportunities for secondary school graduates. The private sector and NGOs will be encouraged to increase their investment in pre-school education in order to increase access. More governmental kindergartens will be established. MoEHE will expand and increase its non-formal education programs and will encourage non-governmental programs as well. It will also give special attention to the development of curricula for non-formal education.

Gender: Although noticeable achievement has been made in this regard in the education system at large, additional measures will be taken to bridge any remaining gaps between females and males in enrollment and completion rates at all levels and in all kinds of education, especially the involvement of females in secondary vocational education and TVET at large. More women will be encouraged in employment in education at all levels, especially in higher decision-making positions.

Poverty reduction: Special attention will be given to the poor. Classrooms, schools and non-formal education programs will be established in geographical locations where poverty is higher or where people are isolated due to Israeli measures (as indicated in the National Poverty Report 2004). Scholarships and student loans and aid schemes will be increased and directed at poor students in HEIs.

Students with special needs: MoEHE had started a process to include students with special needs in educational institutions at all levels during the implementation of the first five-year plan. Additional efforts will be made in this regard, especially in better equipping pre-schools, schools and institutions of higher education in order to provide these students with better services and respond to their special needs.

Focus on quality: Although major achievements have been made in enrollment rates, quality of education at all levels is still inadequate. Improvement of quality will be a major focus in the coming period. A national strategy for teacher education will be implemented (and training will be linked to incentives), the General Education curriculum and textbooks (although just completed and considered a major historic accomplishment) will be reviewed and developed periodically, MoEHE will produce Competency-Based Modularized Curricula, and a major effort to improve quality of higher education will be made, including encouraging research.

Relevance and link to socio-economic development: A special focus will be put on linking education, especially post-secondary education, to the labor market(s) and to the needs of society.

Science and technology: The study of science and technology will be improved, with special attention to the expansion of the utilization of information and communication technology in education at all levels and computer-related studies. The percentage of students studying science and technology will be increased at all levels. Science labs and their utilization in schools will be increased as well. A science and technology policy in higher education will be developed and related research will be encouraged.

Role of the private sector: Private investment in education will be encouraged by MoEHE at all levels and in all kinds of education. At the same time, supervision of private educational institutions will be improved in order to safeguard quality. Participation and involvement of the PS in strategic partnership in the sector through policy advice, especially in higher education, shared implementation of activities, and through investment in education will be encouraged especially in TVET.

Improving partnerships: Coordination and cooperation with UNRWA, NGOs, the private sector and international development partners will be enhanced. Participation of all partners in policy dialogue, planning, implementation, and monitoring and periodic reviewing of progress in the implementation of plans will be realized. EDSP will be the framework for this improved partnership and major investments outside this framework will be discouraged.

Capacity for planning and management: Capacity for planning, implementation of EDSP and management at large will be developed. A strategy for training in relevant areas will be developed, implemented and linked to incentives for trainees. Systems to support decision-making will be further developed and interfaced (DGoP and DGoDSR will be in charge). Evidence-based policy formulation and decision making will be encouraged. The work of various MoEHE units at central, district, HE institutions and school levels will be evaluated based on progress in the implementation of relevant programs in EDSP.

Decentralization and restructuring of MoEHE: A systematic move towards decentralization will be undertaken, building on experiences gained during the situations of emergency when local education authorities had to make decisions to face arising challenges and problems. In parallel, the organizational structure of MoEHE, including all its levels and institutions, will be reviewed as well as rules, regulations, mission statements of various units and job descriptions.

Jerusalem: Education in Jerusalem will receive special attention. Each community should have at least one school. Renting of classrooms and buildings will be increased to quickly respond to rising needs. Salaries of employees will be made more competitive to retain qualified teachers. Textbooks will be provided for free. Poor students from Jerusalem in HEIs will receive special consideration in terms of loans and aid. Donors will be urged to invest in education in Jerusalem.

Geographical Unity: Due to the current situation of Gaza Strip, MOEHE will not neglect Gaza Strip; it will cover the needs for Gaza Strip as well as the West Bank (including Jerusalem).

### 3.6 GOALS FOR THE COMING PERIOD

Based on the these main policies and in order to move concretely towards the vision for education in Palestine, MoEHE has set goals and objectives related to ensuring not only equitable access to education by students and learners, but also that the internal efficiency of the education system is enhanced, that the quality of education is improved, that its relevance to the needs of society at large and its link to the labor market and the economy is strengthened. In order to realize these goals and objectives, the capacity of MoEHE in policy formulation, planning, implementation and monitoring, together with its partners, has to be developed. These goals and the priority action programs to realize them are dealt with in the next chapter in which it is clear that the main focus of EDSP will be moving towards quality education and to link it to socio-economic development.

## CHAPTER FOUR: PROGRAMS IN PRE-SCHOOL, GENERAL AND NON-FORMAL EDUCATION

### 4.1 GOALS

Based on the sector review (referred to in Chapter One), the national development context (Chapter Two), and the education strategic framework (Chapter Three), the following goals were set for: pre – school, general and non-formal education.

**Goal 1:** To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (**Access**)

**Goal 2:** To improve the quality of teaching and learning (**Quality**)

**Goal 3:** To develop the capacity for planning and management and to improve the financial and management systems used (**Management**)

While the main focus of the first five-year plan 2001-2005 was access, and while increased access will receive attention during the coming five years, the main focus of EDSP 2008-2012 is the quality of teaching and learning (Goal 2). Quality improvement will be realized through a number of programs the most important of which will be improving the qualifications and competencies of teachers as well as the support they will get through the improved educational resources (including textbooks and ICT), strengthen environment at school, education will be enhanced through enhancing the educational supervision system. A major task will be the implementation of the National Teacher Education Strategy. Another major task will be to review the curriculum and textbooks and modify them in light of experience since their development. Quality improvement will also be realized through the development of various student services and activities, including the implementation of Palestinian Education Initiative (PEI) which aims at utilizing ICT capabilities in education and introducing a unique public partnership.

The sector review pointed out that part of the capacity for planning and management developed prior to 2001 has been eroded since. It needs to be developed again, as well as team work, to go hand in hand with the efforts of the PNA to reform national governance in the West bank and Gaza. Good governance is a major goal for the PNA at present and for the coming years. MoEHE maintains the position that capacity development will be best approached through learning-by-doing. Technical assistance (TA) when acquired from abroad should be aimed at skill transfer. Decision-support systems as well as management systems utilized should be improved. Medium-term (whether five-year or three-year) plans, like EDSP, should be the basis of medium-term expenditure frameworks. Yearly budgeting should be based on yearly operational plans.

Under each of these three goals a number of main expected results (outcomes) have been envisaged and translated into a number of targets to be achieved during the Plan period. A number of action programs have been identified for the realization of targets and, hence, the expected results. Each program was then further detailed into a number of activities. The

action programs for each sub-sector (pre-school, general, and non-formal education) and their total estimated costs (capital and recurrent) for each of the five years (2008-2012) are shown in Table (9). The expected results and targets are listed in the following two sections. The detailed projects and activities can be seen in the matrix in annex (IV).

#### **4.1.1 Goal 1 - To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (Access)**

##### RESULTS

Result 1: Enrollment rates of students, including those with special physical and psychological needs, will increase;

##### *Related Targets*

- *Five governmental* model kindergartens established, one for each year of the plan period;
- *Percentages* of first grade students enrolling in governmental, UNRWA and private schools will be maintained at 2005/2006 levels all during EDSP period: 60.5%, 27.1% and 12.4% respectively;
- *Gross enrollment rate* in first grade will increase from 98% to 100%;
- Gross enrollment rate in basic education cycle will increase from 95.6% to 100%;
- Gross enrollment rate in secondary education cycle will increase from 82.1% in 2005/2006 to 98.3%;

Result 2: Ability of the education system to retain students will increase

##### *Related Targets*

- Retention rate to 5th grade will increase from 99.5% in 2003/2004 to 100% at the end of the plan, and retention rate to 10th grade will also increase from 95.2% in 2005/2006 to 100% at the end of the plan;
- Transfer rate from basic education to secondary education (from 10th grade to 11th grade) will increase from 92.7% in 2004/2004 to 100%;
- Average student/class in governmental schools will drop from 33.7 in 2005/2006 to 33.5
- The average dropout rate for all types of schools (governmental, UNRWA and private) will not exceed (1%);
- The rate (class / New School) will be 24 in Gaza Strip, and 14 in the West Bank, that means 19 (classes / new school) in governmental schools;

- The (teacher / class) ratio will be increased from 1.652 in 2005/2006 to 1.702 at the end of the plan;
- The percentage of double shift classrooms will be decreased from 10.5% in 2005/2006 to 5.1%. This percentage will be decreased in Gaza from 36.6% to 17% and from 1.7% to 0.9% in West Bank;
- The percentage of rented rooms will be decreased from 8.3% in 2005/2006 to 7.1%;
- Maintaining classrooms by 5% annually of the total classrooms in the West Bank, and 3% of the total classroom in Gaza Strip.
- 100 inappropriate rooms will be replaced each year;
- 2% of classroom furniture will be maintained annually;
- One regional warehouse for furniture will be built each year;
- One multi-purpose room will be built each year;
- Guide book for each teacher for each subject at grades (1-12) will be distributed;
- Textbook will be provided for each student at grades (1-12), it will be free at the grades (1-10) in governmental schools, and at all other schools regardless of supervising authority (private, governmental and UNRWA schools) and for all students in Jerusalem schools;

Result 3: Non-formal education and complementary education programs for graduates of non-formal education programs will be available;

*Related Targets*

- Increasing number of literacy and adult education centers by 2 centers in each district annually (44 centers annually);
- Increasing parallel education centers by 2 centers in each district annually (44 centers annually);
- vocational centers will be established to provide a complementary education for non-formal education graduates;
- Package of textbooks will be provided for each learner at literacy & adult education and parallel education centers;

Result 4: Palestinian education in Jerusalem will be further supported and reinforced, student national identity will be enhanced.

All of the above targets apply to Result 4.

#### **4.1.2 Goal 2 - To improve the quality of teaching and learning (Quality)**

##### RESULTS

Result 1: Teachers at all levels will be better trained through the implementation of the National Teacher Education Strategy;

##### *Related Targets*

- All new teachers will be trained for 60 hours per year per trainee, and 52% of the all teaching staff in schools will be trained annually for 24.7 hours per year each;
- All supervisors will be trained annually for 20 hours of training per year each;
- Teacher/supervisor will be reduced from 59.1 to 50 at the end of the plan;
- Literacy and adult education's workers will be trained by 100 trainees per year;
- 12 supervisors of literacy and adult education centers will be trained per year;
- The teachers/ supervisor in kindergartens will be reduced from 165 in 2005/2006 to 100.

Result 2: The curriculum for grades 1-12 will be reviewed and the textbooks will be modified accordingly and provided to students;

##### *Related Targets*

- All curricula and teachers' guides for general education;(1-12) will be reviewed and revised at the end of the plan, and the curricula of (Arabic, and math ) for literacy & adult education, as well as the vocational curricula of new literates will be developed at the end of the plan;

Result 3: The curriculum for non-formal education will be further developed;

##### *Related Targets*

- All curricula and teachers' guides for general education;(1-12) will be reviewed and revised at the end of the plan, and the curricula of (Arabic, and math ) for literacy & adult education, as well as the vocational curricula of new literates will be developed at the end of the plan;

Result 4: Educational facilities including infra-structure: buildings, furniture, equipment, educational materials, labs and libraries in institutions at all levels will be improved;

*Related Targets*

- Three new resource centers will be established at the end of plan;
- The percentage of schools benefiting from the resource rooms will increase from 2.9% to 4%;
- The percentage of students benefiting from the services of resource centers will increase from 14% in 2005/2006 to 18%;
- The number of schools that do not contain libraries, science or computer lab will be reduced to 312, 330 and 369 schools respectively at the end of the plan;
- Libraries, science labs, computer labs will be modernized and developed by 300, 160 and 45 schools per annum respectively, and 100 science labs will be provided with a computer and a color printer for each annually, and 150 libraries annually will be provided with electronic educational materials available in the local market a, and 15 radio program will be annually produced for basic and secondary cycles
- The children/teacher ratio will not exceed 25;
- 500 teaching / learning tools will be produced annually for literacy and adult education centers;
- The number of children in kindergarten will not be increased to more than 25 children per kindergarten;
- The children/teacher ratio will not exceed 25;

Result 5: Special attention will be given to science and technology education at all levels of education. ICT will be utilized in learning;

*Related Targets*

- E-curricula for grades (1-12) will be developed at the end of the plan;

Result 6: Student services and activities will be improved at all levels of education;

*Related Targets*

- The number of schools participating in the "Comprehensive Development Approach: Child Friendly School" will be increased from 145 schools in 2005/2006 to 180 schools;
- Sport Halls and (2) Sports stadiums will be built at the end of the Plan;



- The percentage of student who benefit from school feeding programs will be increased by 15% annually;
- The percentage of students benefiting from the medical screening programs (first grade and seventh grade) and medical support apparatus will be respectively 100% and 3% annually;
- The student/ educational counselor will be decreased from 700 to 500 at the end of plan;
- The percentage of schools that contain Action Programs for General Education counselor's rooms will be increased from 60% to 70% at the end of plan;
- 611 learners at literacy & adult education centers will be benefited annually from health workshops
- (30) Health & environmental brochures and posters will be produced annually for literacy & adult education centers;

Result 7: The results of students on national and international tests will be improved.

*Related Targets*

- The average of students' scores in mathematics and Arabic language in fourth grade will be increased from 24.8 and 51.9 respectively in the year 2004/2005 to 40 of mathematics, and 60 of the Arabic language;

**4.1.3 Goal 3 - To develop the capacity for planning and management and to improve the financial and management systems used (Management)**

RESULTS

Result 1: The structure of MoEHE will be reviewed and modified in order to reflect recent and expected developments and to stop overlap in functions. Rules, regulations, mission statements and job descriptions will be modified accordingly;

*Related Targets*

- The percentage of job placement for teachers will be reduced from 3.05% in 2005/2006 to 2% at the end of the plan, and the percentage of administrative will be reduced from 4.39% in 2005/2006 to 2% at the end of the plan, and the percentage of professionals will be increased from 1.36% in 2005/2006 to 2% at the end of the plan;
- Education law will be published by the end of year 2010;
- Regulation and instruction document will be published at the end of plan;

- Publishing job procedure's guide at the end of the plan;
- An electronic employment exam will be developed at the end of year 2009;
- Job description will be developed for all positions at ministry, districts and school levels at the end of the plan;
- Performance evaluation forms for all positions will be developed at the end of the plan;

Result 2: The move towards decentralization in management will continue giving more responsibilities to the district level

*Related Targets*

- Self – management schools will be expanded by 2% of governmental schools yearly;
- Reference frame will be prepared for addressing the level of decentralized educational management at the end of the year 2010;

Result 3: Capacity development for EDSP implementation and review will be developed;

*Related Targets*

- 20% of monitoring staff will be trained annually on computerized system;
- Non formal education's information system will be finished at the end of the year 2008;

Result 3: Yearly MoEHE budget will be prepared based on EDSP yearly

No specific targets.

Result 4: Computerized databases and financial management systems at MoEHE will be developed, interfaced, and harmonized with those of other relevant Ministries (especially MoF);

*Related Targets*

- Integral information system for pre-school education will be established by the end of 2010;
- Electronic filing system will be established at the end of the plan;
- All schools will be connected with districts and ministry by the computerized financial system at the end of the plan;

- 180 schools will be connected annually with internet using ADSL;
- 30 schools will be connected annually with wireless internet in two districts;
- The work at general directorate of monitoring, and school's human resources estimation system will be computerized at the end of the year 2009;
- The financial system in WB will be computerized, and information system for school health will be developed at the end of the year 2010;
- The Computerized system for planning and project will be completed at the end of the year 2010;
- NIET's information system will be completed at the end of the year 2009;

Result 5: Cooperation of MoEHE with its partners, especially UNRWA, non-governmental organizations and institutions and international development partners will be strengthened. A SWAp process will be formulated and followed.

*Related Targets*

- Meetings between governmental and non-governmental sectors will be conducted yearly to develop mechanisms for coordination;

# CHAPTER FIVE: PROGRAMS IN TVET AND HIGHER EDUCATION

## 5.1 GOALS OF THE EDUCATION DEVELOPMENT STRATEGIC PLAN

Based on the sector review for the period 2001-2007 (referred to in Chapter 1), the national development context (Chapter 2), and the education strategic framework (Chapter 3), the MoEHE has set the following four goals, in its Higher Education sub-sector (including VE), for the Education Development Strategic Plan (EDSP) period 2008-2012:

- Goal 1:** To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (**Access**)
- Goal 2:** To improve the quality of teaching and learning (**Quality**)
- Goal 3:** To develop the capacity for planning and management and to improve the financial and management systems used (**Management**)
- Goal 4:** To realize a gradual conversion of the HE Sector from a supply-oriented to a demand-oriented sector, which will gradually guarantee more compatibility between HE outputs and labor market(s) need from qualitatively and quantitatively (**Relevance**)

While the main focus of the first five-year plan 2001-2005 was access, and while increased access will receive attention during the coming five years, the main focus of EDSP 2008-2012 is on the quality of teaching and learning (Goal 2). Quality improvement will be realized through a number of programs, the most important of which will be improving the qualifications and competencies of teachers as well as the support they will get through the improved educational resources (including textbooks) and also availability of safe environment for education and learning. Special consideration will also be given to the issue of relevance and the current clear incompatibility between the demand side (labor market(s), local and possibly regional) on the one hand, and the supply side (education and training providers (HE Institutions) on the other hand.

Relevance (Goal 4) has been added as a goal only in the TVET and Higher Education sub-sectors due to the fact that the incompatibility between the demand and supply side is of paramount significance to overcome and a genuine challenge for all higher education institutions. Furthermore, in Palestine in specific, the issue of relevance is now at a very critical stage due to a variety of internal and external factors. A number of these factors are partially uncontrollable, while the other factors are completely out of control. Accordingly, the Ministry has recognized that irrelevance is now, in 2008, an important challenge that should be addressed immediately.

For many years now, new international trends and initiatives in education, mainly in HE and TVET, have emerged and took shape. These initiatives have their an impact on the thinking of the MoEHE and the work it has to undertake in relation to the issue of relevance – such as: Education for Socio-economic Development, Education for Sustainable Development, and Education for Economy. Moreover, many countries in the world have gone a long way towards modern approaches in planning for the economy (Education and the Knowledge Economy, Education and Human Capital ...11) through planning within their education systems.

While, in the past few years, notions like "Education for education12" were prevailing, the NTVETS stated that conversion of the TVET System from a supply-oriented to a demand-oriented is a major reform action. The Strategy stated that: "A considerable socio-economic development in Palestine is impossible without a sufficient number of TVET outputs released from demand-driven specializations at the 5 TVET levels13". But, unfortunately, due to many reasons and overall instability in Palestine, no serious actions were taken in this direction, neither in TVET in specific, nor for HE in general. The fact that NTVETS was formulated many years ago and was not implemented, further underlines the importance of giving attention to the 4thgoal of this Plan (Relevance).

Major tasks in the direction of creating more relevance will be updating and implementing the following strategies and papers: (1) the National TVET Strategy and (2) the Palestinian Higher Education Financing Strategy, the Rationalization Plan for the Higher Education Sector, (3) the White Paper on Science, Technology and Scientific Research, (4) Proposed Direction for Palestinian HE: A Vision for the Future, and (5) the National Teacher Education Strategy. These will be in addition to the production of Competency-Based Modular Curricula for TVET and many other interrelated tasks which call for more team work among various Ministry departments and at all levels.

## 5.2 EXPECTED RESULTS

It is expected that, by end of the Plan period in 2012, the following results will be achieved in the four goals of the Plan in the HE sector, including VE. These results are presented in short For more details, including results presentation in HE and TVET, please visit the EDSP link on the Ministry website14 to see a detailed matrix:

### 5.2.1 Access

- New educational institutions, both governmental and non-governmental, will be established at all levels of higher education, including VE;

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11 The World Bank (2008): The Road Not Traveled: Education Reform in the Middle East and North Africa.

12 It means: Education for the certificate.

13 The five levels in the TVET qualifications ladder are: L1: Semi-skilled Worker, L2: Skilled Worker, L3: Craftsman, L4: Technician, and L5: Specialist.

14 [www.moeh.gov.ps](http://www.moeh.gov.ps)

- The intake capacity of existing educational institutions will be increased and their ability to retain students will be improved through provision of more employees and better educational facilities, services and follow up;
- Inclusion of students with special needs will increase;
- Special TVET institutions for females will be established and special programs for females in co-educational TVET institutions will be introduced in priority geographic areas;
- Laws, regulations and mechanisms will be formulated to better regulate non-governmental institutions at all levels and also to encourage enrollment in TVET;
- Career guidance services will be introduced to better guide students in secondary and post-secondary institutions to future careers and streaming and enrolment decisions especially in TVET-related areas;
- The private sector will invest more in education by establishing institutions and providing scholarships and fellowships especially for students in post-secondary education.

### **5.2.2 Quality**

- Teachers and lecturers of all levels will be better trained through the design and implementation of effective, integrated technical and administrative training programs at local, regional and international levels and institutionalization of medium and long-term training cooperation agreements. The promising design shall be demand-driven (the MoEHE demand) and not according to offers from the training providers;
- Competency-Based Modularized Curricula (CBMC) for TVET according to priority occupations, and with special consideration of females, will be developed;
- The educational facilities including infra-structure, furniture, equipment, educational materials, labs and libraries in HEIs will be improved;
- New modes and approaches to teaching (e.g., ICT, E-Learning, Blended-Learning ...), especially in post-secondary education, will be introduced;
- Special attention will be given to science and technology education in line with world-wide technological developments;
- Student services and activities will be improved;
- Quality assurance in higher education, including VE, will receive further attention building up on achievements so far;
- Scientific research will be encouraged and its relationship with national development needs and priorities will be clarified. A national science, technology and research policy will be formulated;
- An extensive and updated database on Palestinian professional and experienced human resources available inside and outside Palestine will be constructed;
- Capacities in quality assurance and management will be built and developed and evaluation of the education programs according to an extensive view (pedagogical

context, education and learning environment) will be fully committed and generalized.

### **5.2.3 Management**

- The structure of MoEHE including its institutional levels will be reviewed and modified in order to reflect recent and expected developments and to stop overlap in functions. Rules, regulations, mission statements and job descriptions will be modified accordingly;
- The move towards decentralization in management will continue giving more responsibilities to the district and institutional levels (Palestinian HE Law number 11, 1998);
- Capacity development for EDSP implementation and review will be developed;
- Yearly MoEHE budget will be prepared based on EDSP yearly operational plans;
- Computerized databases and financial management systems at MoEHE and at HEIs will be developed, interfaced, and harmonized with those of other relevant Ministries (especially MoF);
- Capacity for self-financing of HEIs will be improved, including development of an administrative-financial system for reclaiming students' loans for the benefit of Student Revolving Fund;
- A unified classification of employees in the HEIs will be designed and adopted and human resource development will be done in accordance with this classification;
- Cooperation between MoEHE and HEIs on the one hand and among the HEIs themselves on the other hand will be enhanced;
- Cooperation of MoEHE with its partners, non-governmental organizations and institutions and international development partners, will be strengthened. A SWAp process will be formulated and followed;
- National TVET Strategy will be implemented;
- Financial sustainability of higher education will be, partially, realized;
- Financial, administrative and data systems will be developed and the employees' cadre will be expanded.

### **5.2.4 Relevance**

- Conversion of the HE Sector from a supply-oriented to a demand-oriented sector will be "gradually" started and "partially" realized.

### 5.3 TARGETS

By end of the Plan period, the following targets will be achieved in the four goals of the Plan. These targets are presented in short, for more details, including their presentation in HE and TVET, please visit the EDSP link on the Ministry website<sup>15</sup> to see a detailed matrix:

#### 5.3.1 Access

- By end of 2012, enrollment percentage in the Vocational Education will be increased to 7.6%;
- By end of 2012, enrollment percentage in the Technical Education will be increased to 75.7% of the total enrollment percentage in the University Colleges<sup>16</sup>;
- Six schools for Industrial Education will be established till end of 2012, each school with 8 industrial programs. The Apprenticeship Training Scheme (ATS) will be implemented in 6 programs in each one of the new schools;
- A school for co-educational Agricultural Education will be established by September 2010 and the ATS will be at least implemented in 2 programs;
- Eighteen programs will be added to the existing industrial schools by 2012;
- The ATS will be implemented for 6 programs in each one of the 18 schools;
- Ten classes will be open in the existing agricultural schools and the ATS will be implemented for 2 programs in each school by end of 2012;
- By end of 2012, 170 new Commercial Education classes will be open in the sub-stream of Commercial Education, at approximate rate of 30-35 class per year;
- By end of 2012, 10 Industrial and Home Economics education programs will be open in existing schools;
- By 2011, a multi-level college for TVET will be established;
- By end of 2012, 47 Technical Education programs will be open in the existing technical colleges at a rate of 8-10 programs per year;
- At end of 2012, 50 staff members will be delegated for their higher qualification level; 3 from Diploma to the Bachelor level, 17 to the Master level and 33 to the Doctoral level;
- By mid 2010, a system for classification and description of TVET occupations will be prepared and approved;
- By September 2009, a formal description of the vocational relationship between the 5 vocational levels in the TVET System will be achieved and a regulation setting the requirements for the vertical transition in the System will be approved;

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15 : [www.moehe.gov.ps](http://www.moehe.gov.ps)

16 : All the Technical Colleges are University Colleges.



- By September 2009, a formal description of the vocational relationship between the different occupations in TVET will be described and a regulation setting the requirements for the horizontal transition in the System will be approved;
- A national center for Career Guidance will be piloted in Ramallah in 2009, and 4 branches of the Center will be established in the WB and GS by end of 2012;
- Organization of 7 employment activities per year in each HEI starting 2010 and raising number of the events to 20 by end of 2012;
- The yearly absorption capacity of new applicants to the HE System will be rationalized and increased to 60,000 in 2012;
- Accreditation of new 10 HE programs per year from 2008 till 2012;
- One statistical study and 3 workshops and seminars will be held on situation of HE, opportunities and challenges;
- Infrastructure facilities will be improved to increase the number of special needs students who are on HE seats from 1500 in 2008 to 3000 in 2012;
- 15 cooperation agreements in culture, education and science will be signed with local, regional and international institutions;
- One conference on financing and developing HE will be yearly held during 2009-2012;
- Number of students who benefit from grants and loans will be increased from 35,000 to 60,000 in 2012;
- Reclaim rate of students' loans will be increased from (0) in 2008 to US\$ 3 Million in 2012;
- Yearly, 30 Career Guidance campaigns will be conducted in 6 districts, during 2009-2012.

### **5.3.2 Quality**

- Updatable Competency-Based Modularized Curricula (CBMC) will be produced by end of 2012 for at least 10 TVET occupations, relevance of the graduates' competence to the local labor market needs will be insured;
- Occupation analysis will be conducted for 19 TVET occupations by mid 2009;
- 340 members of the academic staff in the TVET System will be trained on the new CBMC;
- Equipment and educational resources in 105 TVET labs and workshops will be upgraded on yearly basis;
- Physical infrastructure in 20 HEIs will be maintained starting 2009 and in 26 HEI by end of 2012;
- An extensive demand-driven (HE demand) program for HRD will be designed by end of 2009;

- Institutionalization of 10 cooperation relationships in HRD will be achieved by end of 2010 (signing of medium/long term agreements);
- central computer and resource centers will be established in the WB and GS during 2010-2012;
- Libraries in 20 HEIs will be developed by 2010 and in 26 HEIs in 2012;
- Evaluated HE programs will be increased from 30 to 40 per year during 2009-2012;
- Capacity development program will train 3000 academic staff members in HEIs during 2010-2012;
- 3-5 Centers for Excellence will be established in HEIs in the WB and GS by end of 2012;
- A fund for gifted students will be established to benefit 6000 students in 2012;
- 30 training courses in quality and quality management will be conducted by end of 2012;
- 10 study tours on quality assurance and management will be executed by end of 2012;
- A fund for "Scientific Research for Development" will be established by 2010;
- 43 "development units" will be established in the 43 HEIs by 2012;
- Titles in the libraries of HEIs will be increased by 465 title, 20000 copies, by 2012.

### **5.3.3 Management**

- 10 partnership agreements will be signed with community institutions and private sector institutions;
- A fund for supporting HEIs from the private sector will be established with US\$ 26 M during 2009-2012;
- Production lines in 3 occupations will be run in 11 vocational schools and 5 technical colleges by 2012;
- Visitors who access the HE link in the MoEHE's website will increase by 100-130 visitors monthly during 2009-2012;
- The HEMIS project will be used by end of 2009;
- A unified regulation for Students' Unions in the HEIs will be prepared and participatory approved by end of 2009;
- 215 student's leaders will be trained according to needs assessment by end of 2012;
- A student parliament of 43 members will be formed, and 30 meetings will be held by 2012;
- national sports activities (HE sports Olympiad) will be organized by end of 2012;
- A health insurance will be piloted for students by 2012 and extended to all applicants (applicants on the health insurance) by 2012;

- The National TVET Strategy (NTVETS) with its various components will be implemented.

#### 5.3.4 Relevance

- 10 HE program clusters containing 299 programs will be evaluated on the basis of LM relevance and their employability capacity will be gradually, year by year, evaluated by end of 2012;
- Participatory, with HEIs, policy orientations will be designed and implemented to rationalize enrollment in HE according to priority programs;
- An "increasing" gradual compatibility between HE outputs and labor markets needs will be realized through rationalizing (gradually) the enrollment towards development priorities and control (gradually) the enrollment in labor market-saturated programs by 2012.

### 5.4 ACTION PROGRAMS

A set of 29 Action Programs (AP) will be implemented so as to realize the aforementioned results and targets. Each AP was designed depending on many factors, of which, similarity if its inputs and activities is the major factor.

Table (10) explains the action programs designed to deal with their relevant targets. The table provides useful details on each AP with a far breakdown per type of expenditure (capital and recurrent), as well as a distribution per the Plan years.

The table contains the APs (which are shown with their original codes) who are linked to their expected results and targets (listed in parts 5.2 and 5.3 above) with budget as mentioned. For linking the APs with the coded ERs and targets and the specific indicators, please see annex (V).

To see the original matrix (goal – expected result – target – budget – responsibility – indicators), please visit the EDSP link on the MoEHE web page<sup>17</sup>.

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17 : web page of the MoEHE: [www.moeh.gov.ps](http://www.moeh.gov.ps)

## CHAPTER SIX: COST AND FINANCING

### 6.1 THE 5YP EXPENDITURE FRAMEWORK

The expenditure framework of the 5YP covers all activities in the educational sector and its focus is on overall expenditures disaggregated on capital and recurrent expenditures. A set of policies, programs and activities for the entire sector is considered and looked at together.

The idea behind this approach is that all three sub sectors of primary, secondary and tertiary education should compete for priority and, hence, resources. Emphasizing unity of the budget increases discipline in resource allocation decisions and injects greater realism and predictability into the budget process. In doing so, it helps to achieve greater conjunction between what is promised by government policies and what is affordable in the short run and over the medium term.

For the first time the 5YP introduces the activity based costing that creates strong links between policy making, planning and budgeting.

Four cost projection tools were used for costing of the activities of the plan:

1. The Palestinian Education Analysis and Projection Model ( PalEdPro-Model)
2. Project Costing Sheets
3. Model for Distribution of Salaries and Operational Cost
4. Palestinian Higher Education Simulation Model (PALHE SIMO)

It is important to note that these tools are used in MoEHE as a package for the first time and are subject to continuous testing and improvement. For this release of the 5YP, the tools one and two are applied for costing of the General Education section of the plan and the tool four was used for projecting of costs of Higher Education. Future releases of the plan will aim at integrating costing methodologies for both sections of the MoEHE and applying the Model for Distribution of Salaries and Operational Cost to both sections of the plan.

#### The PalEdPro-Model

The main tool for projecting the financial resources required to pursue objectives by implementing various education policies and programs is PalEdPro-Model developed by UNESCO for preparations of the first MoEHE Five-Year Plan 2000-2005. This model was further developed and improved by the core team of the ministry led by the GD of Planning and with assistance of an international expert

The PalEdPro-Model comprises four specific sub-sector models covering the entire range of education sub-sectors:

Sub-sector model 1: Primary Education sub-sector;

Sub-sector model 2: Secondary Education sub-sector;

Sub-sector model 3 in-service Teacher Training sub-sector;

Sub-sector model 4: Professional Secondary Education sub-sector.

The sub-sector models are interlinked, but each of them can also be used separately. For example, the number of new entrants into Secondary Education (Grade 11) is automatically taken from the Basic Education sub-sector Model (Grade 10).

Each of the sub-sector models comprises four sub-models:

- PUPIL sub-model for intake, enrolment, internal efficiency, output;
- TEACHER sub-model for total number of teachers, recruitment needed (by level and by type) and classes and schools;
- RECURRENT EXPENDITURE for personnel, teaching-learning sub-model materials, in-service teacher training, a range of special activities and programmes (such as curriculum development, programmes for special target groups, etc.);
- CAPITAL EXPENDITURE for construction, equipment, major repairs, etc.

The model maps the cost of activities based on actual cost in year 2005/2006 and development goals and targets of the 5Y plan. The main focus of the model are cost related to access to education while the full costing of activities under the other two goals of the 5YP, the quality of education and administrative efficiency is made using the Activity Costing Sheets as a complementary tool.

#### Activity Costing Sheets

The Activity Costing Sheets are result of the survey conducted by the Directorate of Planning in all directorates of the Ministry with the objective to complement the results of the simulation model with the detail information on cost related to implementation of activities related to the goals of quality and administration efficiency. The sheets proved to be a useful tool for collecting the estimates of the directorates on the cost items not covered by the PalEdPro-Model.

#### Model for Distribution of Salaries and Operating Cost

One of the main features of the activity based costing is that the cost of each activity needs to include all related cost including the operating cost of the government administration responsible for planning and implementation of the activities. This feature is essential for realistically projecting not only the direct project related capital and recurrent expenditure but also the administrative resources needed for the implementation.

The method used for distribution of administration cost to the activities of the 5Y18 is based on the following information:

- Historical and projected recurrent cost of the MoEHE (salary, non-salary) provided by the simulation model;
- Number of employees in each of the directorates of the MoEHE (excluding HE);
- Information on expected time allocation to each of the activity of the 5YP provided by directorates.

The method includes the following steps:

- Estimation of time required for implementation of each action programme of the plan per general directorate in terms of a percentage of total working hours;
- Estimation of time required for implementation of activities within each of the action programmes (activities are prioritized so that the highest time allocation was given to the activities with the highest importance);
- Using the number of employees per directorate as a key to allocate total cost of salaries and operating cost of the ministry to directorates (in absence of detail cost accounting per directorate by the financial administration);
- Distribution of the calculated cost per directorate to programmes and activities using time allocation matrix;
- Adding the resulting cost to the cost of activities provided by the simulation model and the project costing sheets.

The underlying assumption for this method is that the ministry organization in terms of number of staff per directorate accurately reflects the current and expected workload and that the cost of salaries is the largest cost item in the cost structure of the ministry.

### The PALHE SIMO for HE

The PALHE SIMO cost simulation model for the HE part of the EDSP was designed by the HE planning team. The cost estimation was made using baseline data available from HE sector analysis, combined with a policy consideration of essential interventions needed to achieve sector development targets by end of 2012. The results of the model were checked electronically and manually by random selection of samples of the projection results.

## 6.2 RESULTS OF COST ESTIMATION

In the following section the results of cost estimation are presented for General Education and for Higher Education separately as the distinctive nature of these two groups of MoEHE activities resulted in use of different cost estimation and cost distribution models. In addition,

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18 The method is developed only for General Education section of the plan. For the purpose of consistency of the costing results between GE and HE, the results of the calculations are not included in this version of the plan. As a result, the salaries and operating cost are provided in the summary tables of the plan as totals for all activities per year.

the Model for Distribution of Salaries and Operating Cost to activities has not been applied to the Higher Education part of the Action Plan. To maintain the presentation consistency between the two sections, in this version of the plan the cost of salaries and operating cost are given separately of the other cost estimates per activity.

### **6.2.1 General Education simulation results**

Using the PalEdPro-Model complemented with the Costing Sheets, the three cost scenarios are prepared: optimal, medium, and basic. The cost scenarios correspond to different funding expectations for the 5YP programmes.

#### *Optimal Scenario*

This scenario translates the goals and expected results into action programs and activities by setting progressive development targets in line with the projected development needs in education sector for the next five years and in line with the objectives and targets of international educational plans, such as education for all (EFA) an millennium objectives. This scenario represents the vision of the sector development and rehabilitation based on the current situation analysis.

#### *Medium Scenario*

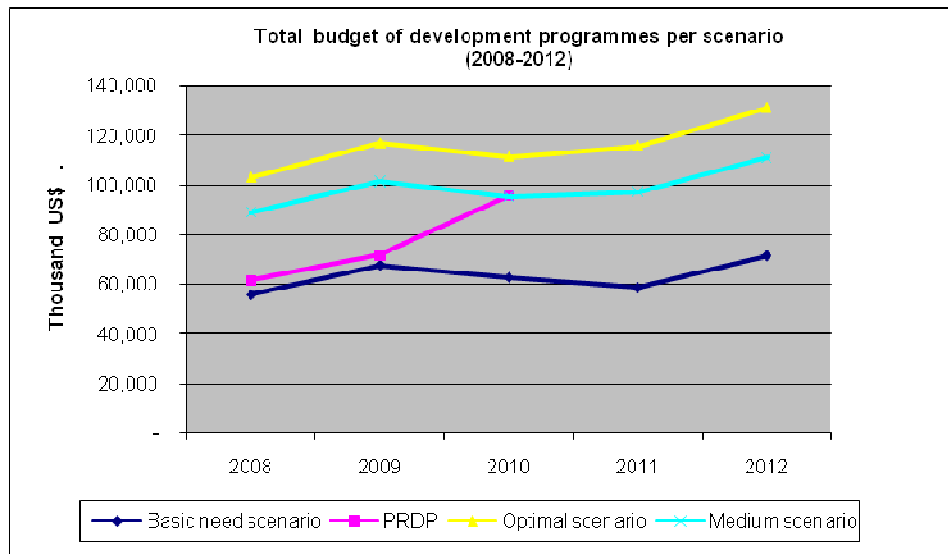
The Medium Scenario is designed for the case of lower availability of funding than required for the implementation of the Optimal Scenario. While the programs and activities of the plan in this scenario remain the same, the development targets and corresponding budgets in this scenario are lowered to the level of about 80% of the Optimal Scenario.

#### *Basic needs scenario*

This scenario represents the status quo situation and focuses on covering the basic needs to maintain the current level of education process without new developments and improvements. It is developed to demonstrate the case of minimum donor financial support for education sector.

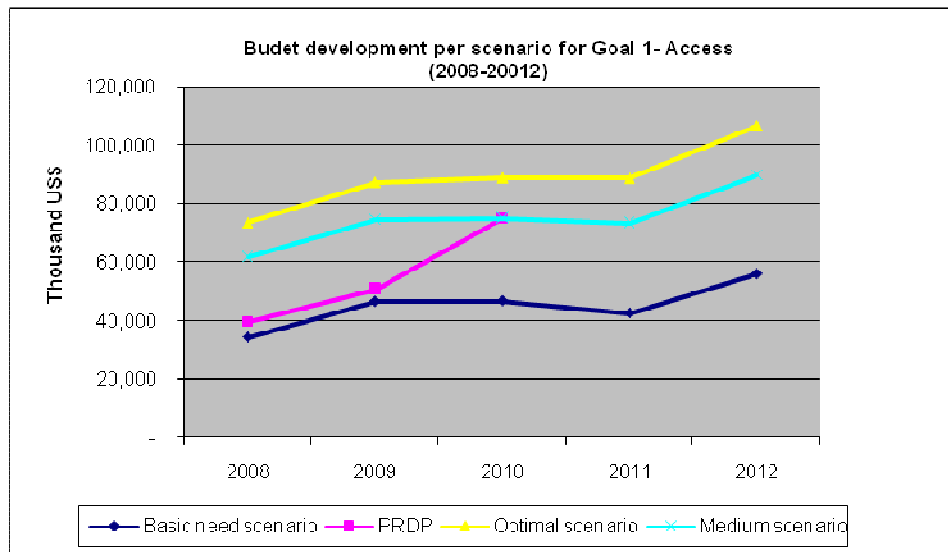
The total projected five-year budget for the three scenarios presented in Figure1 is equal in total to about 577.8 million dollars in the Optimal, 493.4 million dollars in the Medium and 316,1 million dollars in the Basic Needs scenario. The budget has a growing trend reflecting the increasing needs for investments in the sector during the plan period.

**Figure 2:**



The Figure 3 shows the total budget for the goal one (Access) in three scenarios is equal in total to 444.7 million dollars in the Optimal Scenario, 374.1 million dollars in the Medium Scenario and 225.4 million dollars in the Basic Scenario. The Access component of the plan has the highest share in the budget, between 57% and 90% depending on the sub-sector, and represents the main cost driver of the 5YP.

**Figure 3:**



The following table (Table 3) provides few examples of changes in programme objectives per scenario for the Goal 1.



**Table 3: Examples of programme objectives per scenario for Goal 1- Access**

Basic Needs Scenario	Medium Scenario	Optimal Scenario
No action	The percentage of double shift classrooms will be decreased from 10.5% in 2005/2006 to 6.1%, in Gaza from 36.6% to 20.5%, and in the West Bank from 1.7% to 1%	The percentage of double shift classrooms will be decreased from 10.5% in 2005/2006 to 5.1%, in Gaza from 36.6% to 17%, and in the West Bank from 1.7% to 0.9%.
Keep the Average student/class in governmental schools as it is in 2005/2006 which is about 33.70	Average number of students per class in governmental schools will decrease from 33.70 in 2005/2006 to 33.54	Average number of students per class in governmental schools will decrease from 33.70 in 2005/2006 to 33.50.
No action	Disposal of 82% overcrowded rooms with 40+ students at the end of the plan	Disposal of all overcrowded rooms with 40+ students at the end of the plan
No action	Four regional warehouse for furniture will be built at the end of FYP	One regional warehouse for furniture will be built each year
No action	Increasing number of literacy and adult education centers by 1 centers at each districts annually (22 centers annually)	Increasing number of literacy and adult education centers by 2 centers at each districts annually (44 centers annually)

In Figure 4 is presented how the budget estimates for the Goal 2 – Quality change over the years of the plan per scenario. The total budget is equal to 126.9 million dollars in the Optimal Scenario, 113.9 million dollars in the Medium Scenario and 59.9 million dollars in the Basic Scenario. The decreasing trend of investments over the plan period reflects the need for higher investments in the first years of the plan.

**Figure 4:**

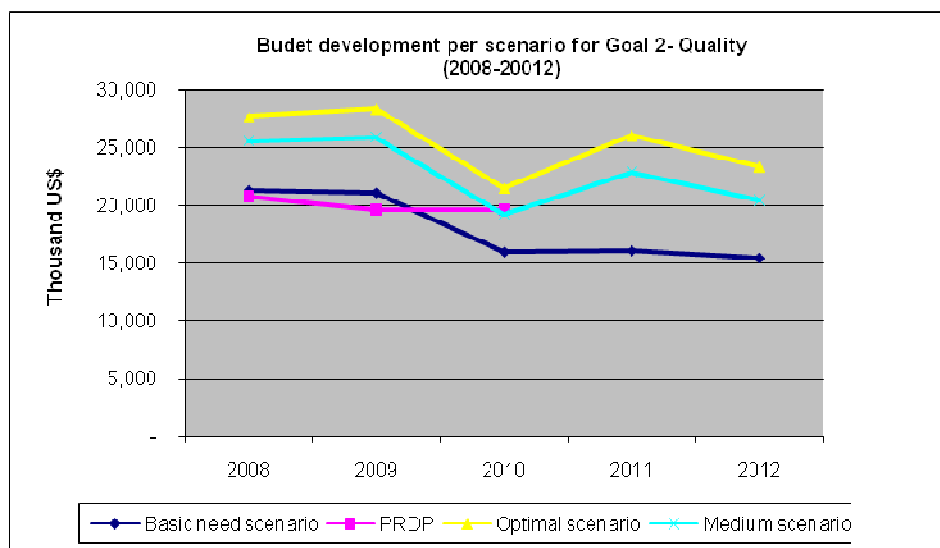


Table 4 shows the examples of changes in programme objectives per scenario for the Goal 2.

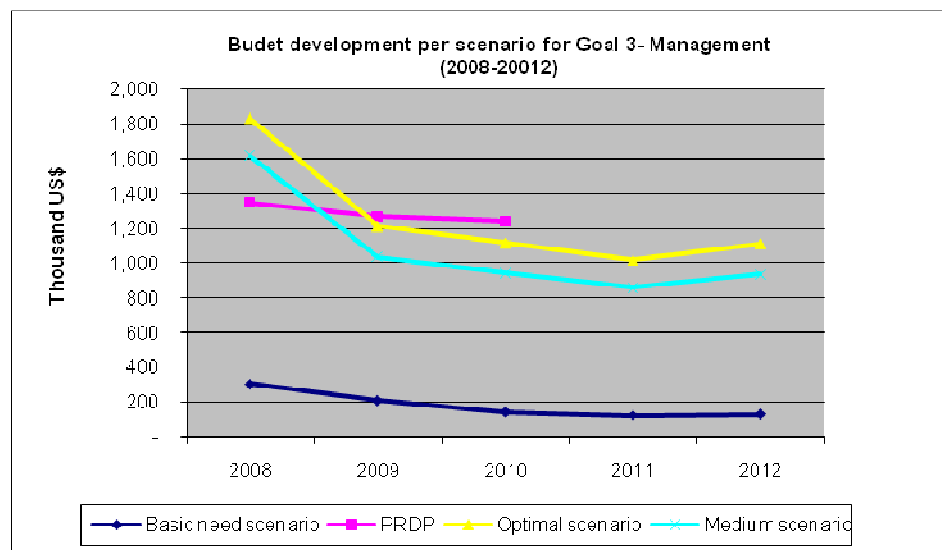
**Table 4: Examples of programme objectives per scenario for Goal 2- Quality**

Basic Needs Scenario	Medium Scenario	Optimal Scenario
The number of schools participating in the "child friendly school" will be increased from 145 schools in 2005/2006 to 158 schools	The number of schools participating in the "child friendly school" will be increased from 145 schools in 2005/2006 to 174 schools	The number of schools participating in the "child friendly school" will be increased from 145 schools in 2005/2006 to 180 schools.
No action	Teacher / Supervisor will be reduced from 59.1 to 52 at the end of the plan	Teacher / Supervisor will be reduced from 59.1 to 50 at the end of the plan
No action	The percentage of schools benefiting from the resource rooms will increase from 2.9% to 3.8%.	The percentage of schools benefiting from the resource rooms will increase from 2.9% to 4%.
No action	( 2 ) sport Halls and ( 2 ) Sports stadiums will be built at the end of the Plan	( 4 ) sport Halls and ( 5 ) Sports stadiums will be built at the end of the Plan
No action	The percentage of students benefiting from the services of resource centers will increase from 14% in 2005/2006 to 17%	The percentage of students benefiting from the services of resource centers will increase from 14% in 2005/2006 to 18%

The Figure 5 shows that the total budget for the goal three (Management) per scenario equal to 0.9 million dollars in the Basic Scenario, 5.4 million dollars in the Medium Scenario and

6.3 million dollars in the Optimal Scenario. Similar to the quality component of the plan, most of the development programs are planned to start in the first year and the need for investment gradually decreases over time. This component also has the highest relative difference in the budget between the basis scenario and the other two scenarios as the most of the planned improvements in management will be postponed in case of substantial shortages in development funds.

**Figure 5:**



The table below shows the examples of changes in programme objectives per scenario for the Goal 3

**Table 5: Examples of programme objectives per scenario for Goal 3- Management**

Basic Needs Scenario	Medium Scenario	Optimal Scenario
No action	65% of schools will be connected with districts and ministry by the computerized financial system at the end of the plan.	All schools will be connected with districts and ministry by the computerized financial system at the end of the plan.
No action	Job description will be developed only for all positions at ministry,	Job description will be developed for all positions at ministry, districts and school levels at the end of the plan.
No action	Self – management schools will be expanded by 1% of governmental schools yearly.	Self – management schools will be expanded by 2% of governmental schools yearly.
No action	150 schools will be connected annually with internet using ADSL.	180 schools will be connected annually with internet using ADSL.

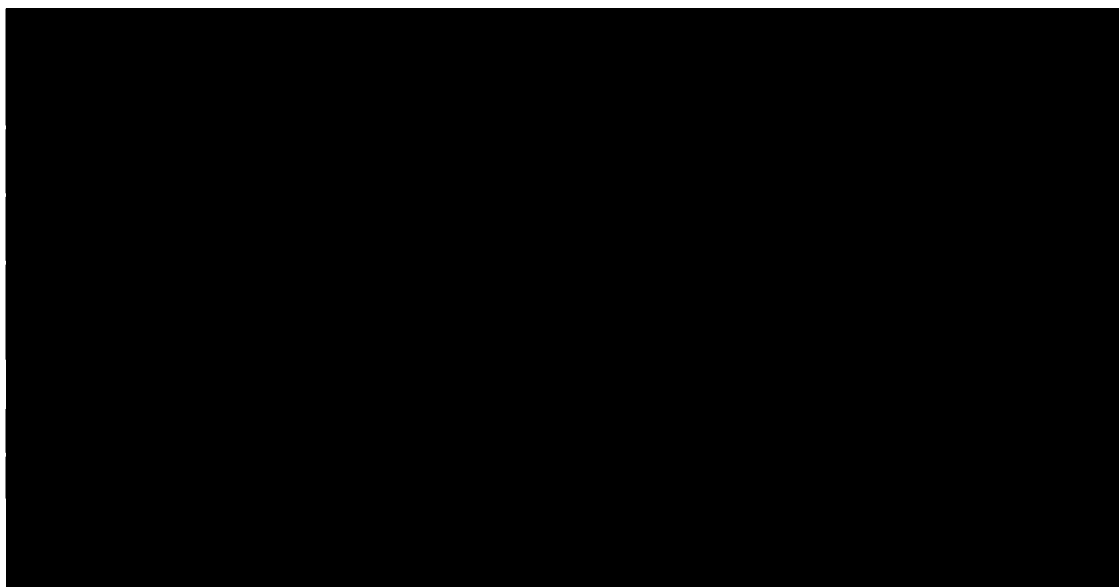
### 6.2.2 MoEHE summary budget estimates

The total estimated budget of MoEHE for the period 2008-2012 is 3.5 billion dollars, 2.8 billion or 81% for the current expenditures and 655 million dollars or 19% for the capital expenditures. In the structure of total expenditures 76% is planned for payment of salaries and operational cost<sup>19</sup> and 26% for development expenditures (Tables 6 and 7).

In the development budget, capital cost constitutes 72% of the total estimated expenditures and current cost 28%. Most of the development expenditures per goal are planned under Goal 1- Access to Education, between 56.9% for sub-sector Vocational and HE and 90.6% for Non-Formal Education. Under the Goal 2- Quality between 9.4% is planned for sub-sector Non-Formal Education and 22.2% for General Education.

The Goal 3- Management and Goal 4- Relevance have the smallest estimated budget in absolute and relative terms.

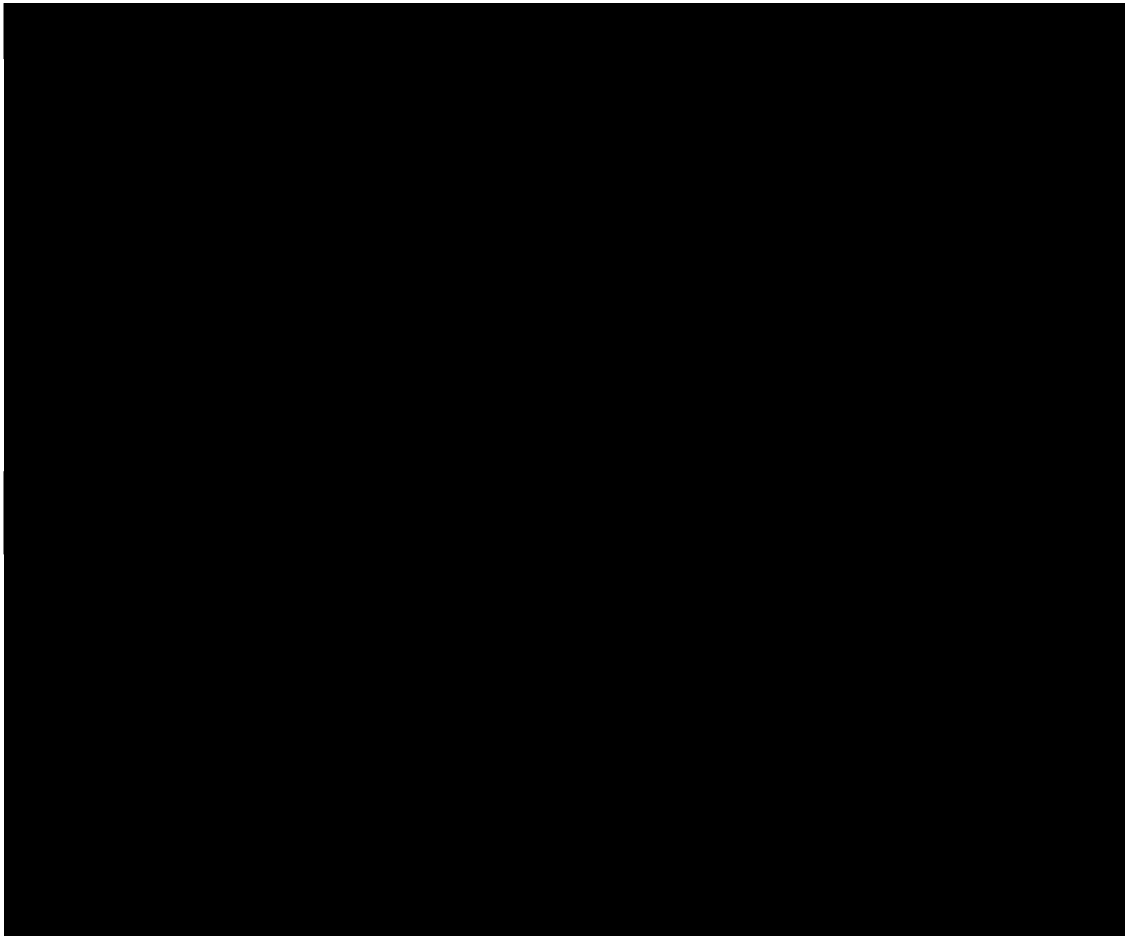
**Table 6: Summary budget of MoEHE per type of expenditure, sub-sector and goal (000\$)**



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<sup>19</sup> The cost estimates for salaries and operational cost of the government administration presented in this version of the plan are provided by the Ministry of Finance. The estimates made by the MoEHE department of planning using the planning tools described in Chapter 6.1 show about 10% lower cost for salaries and OPEX. The reconciliation between these two methodologies will be made in the future versions of the Five-Year Plan.

**Table 7: Summary budget of MoEHE per year (000\$)**

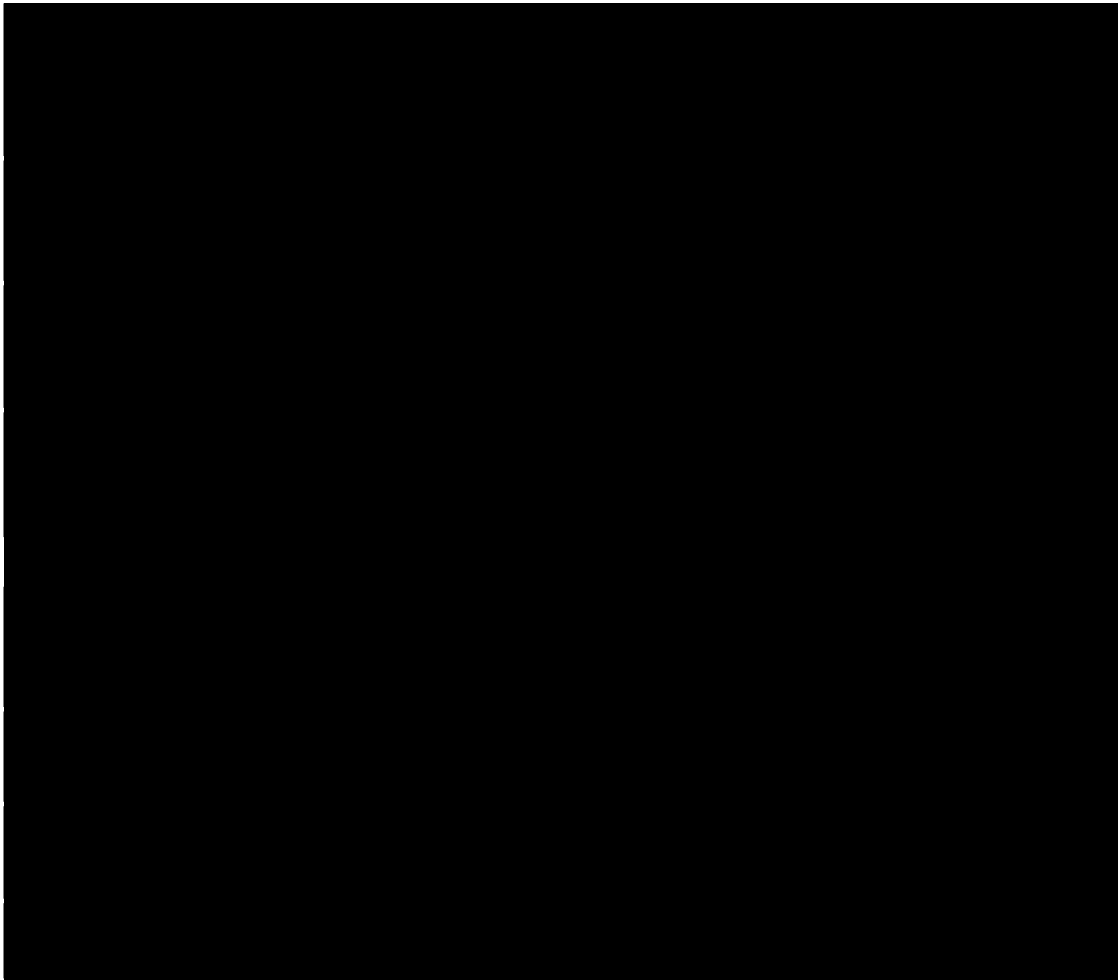


### 6.3 BUDGET FINANCING AND GAP ANALYSIS

Two main sources of financing are envisaged in the Five-Year Plan. For salaries and operating cost that constitute 76% of the estimated budget, financing is planned to be provided from the budget of the Ministry of Finance. For the cost of development programmes most of the finance is planned to be obtained from the participation of PA development partners. The current budget of PRDP made by the Ministry of Planning give the initial three-year estimates of the already committed funds for financing of the development programmes (Table 4).

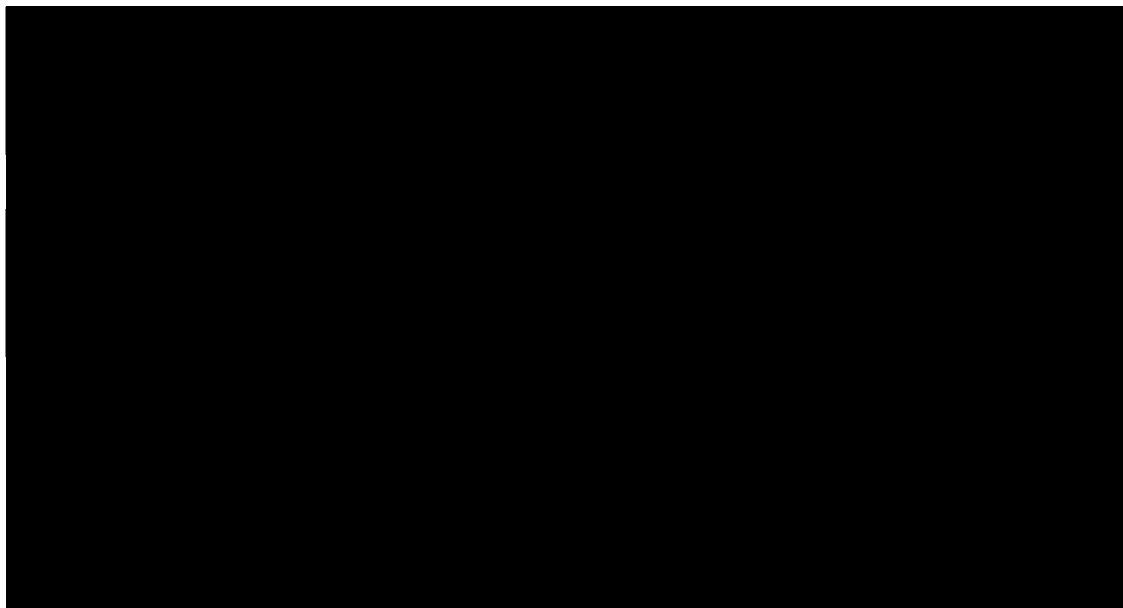
The analysis of financing gaps for General Education is made per funding scenario developed by the MoEHE planning department. In the Basic Scenario the PRDP provides on average 23% more funds than needed to maintain the process of education at the current level. In the Medium Scenario, the financing gap between the PRDP estimated funding and the 5YP budget is 20%, and for the Optimal Scenario the financing gap is 31%. More details on the financing gaps per 5YP goal are provided in Table 8.

**Table 8: Summary of financing gaps for General Education (000\$)**



For the sub-sector Higher Education and TVET the average financing gap for three years is 36%. While the gaps differ significantly from year to year, they are overall higher for the Goal 1 – Access (76%) and the smallest for Goal 2- Quality 13%. More details per development goal are provided in Table 9.

**Table 9: Summary of financing gaps for Higher Education and TVET (000\$)**



6.4 SUMMARY PROJECTION OF THE DEVELOPMENT OF EDUCATION COST FOR  
2008—2012 - GOVERNMENT SCHOOLS ONLY (IN '000 US\$;)

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
	TOTAL EDUCATION EXPENDITURE			511,099	562,659	595,872	637,767	696,030	3,003,426
	Capital expenditure			59,826	70,580	69,041	65,752	79,400	344,599
	Recurrent expenditure			451,273	492,079	526,831	572,015	616,630	2,658,828
	Salary expenditure			402,529	439,731	477,707	514,631	556,810	2,391,407
	Salary expenditure as % of recurrent expenditure			89.2%	89.4%	90.7%	90.0%	90.3%	89.9%
PS0000000	Sub-sector: Pre-school education		Total	827	960	960	957	869	4,571
			Current	149	304	304	301	213	1,269
			Capital	678	656	656	656	656	3,302
PS1010100	Conducting an awareness raising campaign for local communities and parents on the early childhood issues (ECCD).	Access	Current	22	22	22	22	22	110
			Capital	40	40	40	40	40	200
PS1010200	Provide physical and educational environment for children on pre schools education	Access	Current	-	-	-	-	-	-
			Capital	616	616	616	616	616	3,080
PS2050100	Develop curricula framework for Pre-school	Quality	Current	2	92	93	90	1	278
			Capital	-	-	-	-	-	-
PS2070100	Developing quality health, psychological and recreational programs for pre-	Quality	Current	-	66	66	66	66	264



No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
	schools children.		Capital	-	-	-	-	-	-
PS2080100	Raising the performance level of Pre-school cadres (ECCD).	Quality	Current	80	80	80	80	80	400
			Capital	-	-	-	-	-	-
PS3100100	Developing administrative rules and instructions special for pre-schools.	Manag.	Current	2	1	-	-	1	4
			Capital	-	-	-	-	-	-
PS3110100	Developing information systems (quantitative and qualitative)	Manag.	Current	2	2	2	2	2	10
			Capital	22	-	-	-	-	22
PS3130100	Enhancing the level of professional performance (financial and administrative) for those working in Pre-school education.	Manag.	Current	40	40	40	40	40	200
			Capital	-	-	-	-	-	-
PS3140100	Developing mechanisms for achieving integration between the governmental and non-gov sectors.	Manag.	Current	1	1	1	1	1	3
			Capital	-	-	-	-	-	-
			total	100,740	114,159	108,831	113,078	128,411	565,219
GE0000000	Sub-sector: General Education		Current	41,877	44,560	40,751	48,302	49,997	225,488
			Capital	58,863	69,599	68,080	64,776	78,414	339,732

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
GE1010100	Provide appropriate physical and educational environment for new entrants including the students with special needs.	Access	Current	849	958	1,070	1,187	1,308	5,373
			Capital	13,002	23,678	22,452	16,840	28,453	104,425
GE1020100	Provide an appropriate physical and educational environment for all students including those with special needs	Access	Current	15,095	17,048	19,184	21,287	23,600	96,213
			Capital	39,411	39,678	39,376	41,390	43,774	203,628
GE1030100	Provide physical and educational environment to retain students in schools in Jerusalem.	Access	Current	3,178	3,814	4,648	5,725	7,117	24,482
			Capital	-	-	-	-	-	-
GE2050100	Review and revise textbooks and teachers' manuals for general education.(1-12)	Quality	Current	2,207	3,533	2,467	4,936	3,488	16,630
			Capital	354	30	60	60	40	544
GE2060100	Improve educational technologies at schools according to the requirements of the curriculum.	Quality	Current	21	21	21	21	21	105
			Capital	367	370	367	370	367	1,841
GE2070100	Develop health and counseling services, and care for the disabled.	Quality	Current	2,508	2,639	2,785	4,119	2,609	14,660
			Capital	4,827	5,021	5,019	5,406	5,039	25,312
GE2080100	Develop a unified system and training strategy for the process of training (in-	Quality	Current	10,500	8,500	2,000	2,000	2,000	25,000

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
	service and pre-service).								
			Capital	-	-	-	-	-	-
GE2080200	Implementing the training strategy	Quality	Current	1,544	1,409	1,475	1,264	1,304	6,995
			Capital	266	246	245	238	245	1,240
GE2090100	Developing criteria to evaluate students' performance including those with special needs.	Quality	Current	84	53	18	26	39	220
			Capital	26	22	11	11	10	80
GE2090200	Prepare performance tests for all key stages and all grade levels of the education system.	Quality	Current	4,684	5,897	6,468	7,126	7,821	31,996
			Capital	78	102	110	123	133	546
GE3100100	Reviving the use of by laws, regulations and ensuring that the implementation of activities complies with the set rules	Manag.	Current	118	115	57	48	51	388
			Capital	49	12	2	0	-	63
GE3100200	Moving towards decentralization in educational administration.	Manag.	Current	15	9	4	4	4	35
			Capital	-	-	-	-	-	-
GE3100300	Developing computerized programs and providing necessary training in this field	Manag.	Current	206	208	245	309	373	1,341
			Capital	280	348	308	323	338	1,597
GE3110100	Developin mechanisms for supporting decision making processes e.g implementing studies	Manag.	Current	480	90	80	70	80	798

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
	and establishing educational information system (EIS)		Capital	188	77	113	-	-	378
GE3110200	Developing procedures to coordinate the process of integration between the General Education sector and the institutions of higher education/ universities and colleges	Manag.	Current	10	2	-	-	-	12
			Capital	-	-	-	-	-	-
GE3110300	.Developing the process of planning	Manag.	Current	78	13	3	3	3	100
			Capital	2	1	1	1	1	6
GE3120100	.Developing mechanisms for follow up & monitoring	Manag.	Current	30	-	-	-	-	30
			Capital	-	-	-	-	-	-
GE3120200	Developing a manual for policies and financial procedures .program	Manag.	Current	-	8	-	-	-	8
			Capital	-	-	-	-	-	-
GE3120300	Developing procedures for setting the annual budget in accordance with the five- year plan.	Manag.	Current	-	-	-	-	-	-
			Capital	-	-	-	-	-	-
GE3130100	Setting a unified system and strategy to train the admin cadres	Manag.	Current	7	7	2	2	2	18
			Capital	-	-	-	-	-	-

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
GE3130200	Implementing training programs leading to the accreditation of the national teacher preparation strategy.	Manag.	Current	263	227	223	175	175	1,063
			Capital	14	15	15	15	14	72
GE3140100	Encouraging the horizontal and vertical expansion in private education and supporting and developing the ministry's supervision of it	Manag.	Current	-	5	-	-	5	10
			Capital	-	-	-	-	-	-
GE3140200	Developing procedures for partnership and cooperation between the (MOEHE) , the UNRWA and the private sector in all issues related to education development	Manag.	Current	-	4	-	-	-	4
			Capital	-	-	-	-	-	-
GE3140300	Developing unified procedures to deal with donor countries through all stages of funding and implementing projects	Manag.	Current	2	2	2	2	1	8
			Capital	-	-	-	-	-	-
NF0000000	Sub-sector: Non-Formal Education		total	1,398	1,643	1,592	1,641	1,734	8,010
			Current	1,113	1,318	1,287	1,321	1,404	6,445
			Capital	285	325	305	320	330	1,565
NF1010100	Preparing strategies for developing non	Access	Current	30	30	30	30	30	150

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
	formal education.								
			Capital	-	-	-	-	-	-
NF1010200	Conducting an awareness raising campaign for local communities on the importance of non formal education.	Access	Current	12	12	12	12	12	60
			Capital	60	60	60	60	60	300
NF1010300	Provide appropriate physical and educational environment for learners.	Access	Current	876	952	1,008	1,124	1,210	5,170
			Capital	10	30	50	80	90	260
NF1040100	Applying complementary programs for the graduates of the literacy programs	Access	Current	75	85	45	45	45	295
			Capital	200	210	170	170	170	920
NF2050100	Preparing and developing curricula for literacy and adult education.	Quality	Current	60	60	60	50	50	280
			Capital	-	-	-	-	-	-
NF2050200	Preparing and developing curricula for new illiterates.	Quality	Current	6	120	80	-	-	206
			Capital	-	-	-	-	-	-
NF2060100	Developing educational resources for Non-formal education programs.	Quality	Current	-	-	-	-	-	-
			Capital	8	8	8	8	8	40
NF2070100	Enhancing the hygienic, environmental, and instructional awareness of learners,	Quality	Current	9	9	10	10	11	49

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
	and staff in literacy education, adult education, & parallel education.								
			Capital	2	2	2	2	2	10
NF2080100	Developing clear strategies for non formal education training methodologies.	Quality	Current	26	26	26	26	26	130
			Capital	-	15	15	-	-	30
NF3011100	Developing a specialized information system for non-formal .education sector	Manag.	Current	1	5	1	5	5	17
			Capital	-	-	-	-	-	-
NF3130100	Unifying the training approaches used for preparing administrators, and supervisors in the field of non-formal .education	Manag.	Current	17	14	14	14	14	73
			Capital	5	-	-	-	-	5
NF3140100	Enhancing the role of local communities in supporting non- .formal education programs	Manag.	Current	2	6	2	6	2	16
			Capital	-	-	-	-	-	-
MF1230000	providing basic services for general education		total	408,134	445,897	484,489	522,091	565,016	2,425,626
			Current	408,134	445,897	484,489	522,091	565,016	2,425,626
			Capital	-	-	-	-	-	-
MF1230100	Salaries for pre schools	MOF	Current	106	212	318	424	530	1,590
			Capital	-	-	-	-	-	-

No.	Action Programs		Type	2008	2009	2010	2011	2012	Five Year Total
MF123020 0	Salaries for secondary and basic education	MOF	Current	402,423	439,519	477,389	514,207	556,280	2,389,817
			Capital	-	-	-	-	-	-
MF123030 0	providing operating cost	MOF	Current	5,605	6,165	6,782	7,460	8,206	34,219
			Capital	-	-	-	-	-	-



Action Programmes for Higher Education

<b>Goal (1): Access</b>									
Technical and Vocational Education and Training (TVET)									
Action Program	Type	Total	Total	Total	Cost per year				
		US\$ 000	%		2008	2009	2010	2011	2012
Establishment of new TVET institutions (colleges, schools, units) and expansion of the existing TVET institution's capacity. Females' enrollment is guaranteed with special consideration through establishing special institutions for females, or even co-TVET institutions.	Total	45,610	1.00	2,596	12,621	11,978	12,903	5,512	
	Recurrent	1,415	0.03	81	392	372	400	171	
	Capital	44,195	0.97	2,515	12,229	11,606	12,503	5,341	
Provision of laws, regulations and mechanisms that encourage enrollment in TVET (to draw special consideration	Total	95	1.00	25	40	10	10	10	
	Recurrent	0	0.00	0.00	0.00	0.00	0.00	0.00	

to special needs, poor, released ...).	Capital	95	1.00	25.00	40.00	10.00	10.00	10.00	10.00
Establishment of an effective "system" for Career Guidance to counsel students in their enrollment options: CG in the frame of extensive vision and according to professional advices with special reference to females' enrolment.	Total	340	1.00	80.00	180.00	60.00	10.00	10.00	10.00
	Recurrent	50	0.15	12.00	27.00	9.00	1.50	1.50	1.50
	Capital	290	0.85	68.00	153.00	51.00	8.50	8.50	8.50
Empowerment of the system capacity in keeping and retaining students.	Total	160	1.00	29	34	34	34	29	29
	Recurrent	0	0.00	0	0	0	0	0	0
	Capital	160	1.00	29	34	34	34	29	29
<b>Total</b>		<b>46,205</b>		<b>2,730</b>	<b>12,875</b>	<b>12,082</b>	<b>12,957</b>	<b>5,561</b>	

**Goal (1): Access**

Higher Education

Action Program	Type	Total US\$ 000	Total %	Cost per year					
				2008	2009	2010	2011	2012	

1.2.1.1	Capacity expansion of the governmental higher education institutions (provision of new programs to the existing institutions) according to national development priorities.	Total	4,528	1.00	654	1,404	843	859	768
		Recurrent	1,526	0.34	220.41	473.17	284.10	289.50	258.83
		Capital	3,002	0.66	433.59	930.83	558.90	569.50	509.17
1.2.1.2	Encouraging and supporting the private and community sector in establishment of HE institutions, and developing cooperation relationships with local and external to secure more scholarships and fellowships.	Total	200	1.00	30	50	40	40	40
		Recurrent	0	0.00	0	0	0	0	0
		Capital	200	1.00	30	50	40	40	40
1.2.2.1	Increasing attention to students with special needs (poor, released, injured, disabled ...).	Total	141,045	1.00	3,011	30,016	36,006	36,006	36,006
		Recurrent	0	0.00	0	0	0	0	0
		Capital	141,045	1.00	3,011	30,016	36,006	36,006	36,006
1.2.2.2	Counseling and guiding students' aptitudes and willingness	Total	135	1.00	26	46	21	21	21

towards appropriate HE enrolment program.	Recurrent	9.5	0.07	1.8	3.2	1.5	1.5	1.5
	Capital	125.5	0.93	24.2	42.8	19.5	19.5	19.5
		145,908		3,721	31,516	36,910	36,926	36,835
<b>Goal (2): Quality of education and learning</b>								
Technical and Vocational Education and Training (TVET)								
Action Program	Type	Total US\$ 000	Total %	Cost per year				
				2008	2009	2010	2011	2012
2.1.1.1								
Development of Competency-Based Modularized Curricula (CBMC) for TVET according to priority occupations, priority levels with special consideration of females	Total	3,700	1.00	600	1,550	1,250	150	150
	Recurrent	2,368	0.64	384	992	800	96	96
	Capital	1,332	0.36	216	558	450	54	54
2.1.2.1								
Development of physical infrastructure (buildings, equipment and furniture).	Total	10,350	1.00	500	3,620	2,210	2,110	1,910
	Recurrent	440	0.04	20	145	88	84	76

	nt	9,910	0.96	480	3,475	2,122	2,026	1,834
	Capital							
2.1.3.1	Total	750	1.00	65	195	255	155	80
Design and implementation of effective, integrated at the local, regional and international levels, and institutionalization of a medium and long-term training. The promising design shall be demand-driven (the MoEHE demand) and not according to offers.	Recurrent	683	0.91	59	177	232	141	73
	Capital	68	0.09	6	18	23	14	7
2.1.4.1	Total	1,675	1.00	105	725	355	245	245
Revision, evaluation and enrichment of the current education approaches, and, provision and institutionalization of new approaches that are applicable to the Palestinian context (i.e.: ICT, E-Learning, Blended-Learning).	Recurrent	1,640	0.98	103	711	348	240	240
	Capital	35	0.02	2	0	0	0	538
Total		18,287		1,270	6,090	4,070	2,660	4,197

**Goal (2): Quality of education and learning**

Higher Education									
Action Program	Type	Total US\$ 000	Total %	Cost per year					
				2008	2009	2010	2011	2012	
2.2.1.1									
Capacity building in quality management and assurance, investment of gifted students and development of education programs and curricula according in line with technological developments.	Total	12,992	1.00	1,181	4,050	3,002	2,382	2,377	
	Recurrent	12,083	0.93	1,098	3,767	2,792	2,215	2,211	
	Capital	909	0.07	83	284	210	167	166	
2.2.1.2									
Development of scientific research and identification of its national priorities for development purposes	Total	7,160	1.00	732	5,594	513	160	161	
	Recurrent	4,654	0.65	476	3,636	333	104	105	
	Capital	2,506	0.35	256	1,958	180	56	56	
2.2.2.1									
Development and diversification of libraries and labs and improvement of services in the governmental HE institutions.	Total	300	1.00	50	100	50	50	50	
	Recurrent	0	0.00	0	0	0	0	0	

2.2.3.1	Capital	300	1.00	50	100	50	50	50
Construction of an extensive and updated database on Palestinian professional and experienced human resources available inside and outside Palestine.	Total	550	1.00	110	220	100	50	70
	Recurrent	445	0.81	89	178	81	41	57
	Capital	105	0.19	21	42	19	10	13
<b>Total</b>		<b>21,002</b>		<b>2,073</b>	<b>9,964</b>	<b>3,665</b>	<b>2,642</b>	<b>2,658</b>

<b>Goal (3): Management Higher education and Technical and Vocation Education and Training, TVET (shared target)</b>								
Action Program	Type	Total	Total	Cost per year			2011	2012
				US\$ 000	%	2008		
3.1.1.1								
Encouraging investment of the Private Sector in HE	Total	101,337	1.000	1,010	26,327	25,000	25,000	24,000
	Recurrent	507	0.005	5.05	131.64	125.00	125.00	120.00

<b>Goal (3): Management Higher education and Technical and Vocation Education and Training, TVET (shared target)</b>									
Action Program	Type	Total US\$ 000	Total %	Total	Cost per year				
					2008	2009	2010	2011	2012
	Capital	100,830	0.995	1,005	26,195	24,875	24,875	24,875	23,880
<b>3.1.1.3</b>									
Capacity building and ability improvement in self-financing of HE institutions	Total	115	1.00	15	60	20	10	10	10
	Recurrent	90	0.78	12	47	16	8	8	8
	Capital	25	0.22	3	13	4	2	2	2
<b>3.1.1.4</b>									
Development of an administrative-financial system for reclaiming students' fund for the benefit of "loan revolving"	Total	5	1.00	2	0	3	0	0	0
	Recurrent	2	0.40	0.80	0.00	1.20	0.00	0.00	0.00
	Capital	3	0.60	1.20	0.00	1.80	0.00	0.00	0.00
<b>3.2.1.1</b>									
Design and adoption of a unified classification of employees in the HE institutions and HRD according	Total	250	1.00	94	155	0	1	0	0
	Recurrent	242	0.97	91	150	0	1	0	0



<b>Goal (3): Management Higher education and Technical and Vocation Education and Training, TVET (shared target)</b>									
Action Program	Type	Total US\$ 000	Total %	Total	Cost per year				
					2008	2009	2010	2011	2012
to the classification.	Capital	8	0.03	3	5	0	0	0	0
3.3.1.1	Computation of administrative systems in HE, in the Ministry and its HE institutions (HEIs).	Total 260	1.00	50	180	10	10	10	10
	Recurrent	60	0.23	12	41	2	2	2	2
	Capital	200	0.77	39	139	8	8	8	8
3.3.2.1	Devotion of group and collective work, and cooperation relationships between the Ministry and HE institutions on the one hand and between the HEIs themselves on the other hand	Total 115	1.00	32	62	7	7	7	7
	Recurrent	105	0.91	29	56	6	6	6	6
	Capital	10	0.09	3	6	1	1	1	1
3.3.3.1	Implementation of the National TVET Strategy	Total 5,000	1.00	400	1,200	1,200	1,200	1,200	1,000
	Recurrent	1,000	0.20	80	240	240	240	240	200

<b>Goal (3): Management Higher education and Technical and Vocation Education and Training, TVET (shared target)</b>								
Action Program	Type	Total US\$ 000	Total %	Cost per year				
				2008	2009	2010	2011	2012
	Capital	4,000	0.80	320	960	960	960	800
<b>3.3.4.1</b>								
Expansion of the cadre in (salaries): Khadouri technical University, Vocational Schools and Vocation Units (salaries will result from development programs during the EDSP).	Total	19,932	1.00	1,332	2,688	4,020	5,340	6,552
	Recurrent	19,932	1.00	1,332	2,688	4,020	5,340	6,552
	Capital	0	0.00	0	0	0	0	0
<b>3.3.4.2</b>								
Providing salaries for the existing employees (before start implementation of the EDSP).	Total	101,870	1.00	19,187	19,762	20,355	20,966	21,600
	Recurrent	101,870	1.00	19,187	19,762	20,355	20,966	21,600
	Capital	0	0.00	0	0	0	0	0
<b>3.3.4.3</b>								
Providing financial coverage of recurrent costs during	Total	12,046	1.00	2,029	2,220	2,411	2,602	2,784

<b>Goal (3): Management Higher education and Technical and Vocation Education and Training, TVET (shared target)</b>									
Action Program	Type	Total US\$ 000	Total %	Cost per year					Total
				2008	2009	2010	2011	2012	
the EDSP (doesn't include salaries).	Recurrent	12,046	1.00	2,029	2,220	2,411	2,602	2,784	
	Capital	0	0.00	0	0	0	0	0	
<b>Total</b>		<b>240,930</b>		<b>24,151</b>	<b>52,654</b>	<b>53,026</b>	<b>55,136</b>	<b>55,963</b>	

<b>Goal (4): Relevance</b>									
Higher education and Technical and Vocation Education and Training, TVET (shared target)									
Action Program	Type	Total US\$ 000	Total %	Cost per year					
				2008	2009	2010	2011	2012	
4.1.1.1									
Evaluation of the relevance degree of HE programs (10 program clusters including 299 programs) to local labor market need and its employing capacity.	Total	495	1.00	52	317	42	42	42	42
	Recurrent	495	1.00	52	317	42	42	42	42
	Capital	0	0.00	0	0	0	0	0	0
4.1.2.1									
Design of policies and implementation procedures to (gradually) push enrollment towards priority programs and rationalization (gradually) of labor market-saturated programs. And supporting this with a reliable Career guidance services and with shared and participative decision with HEIs.	Total	350	1.00	0	74	62	62	152	
	Recurrent	300	0.86	0	64	53	53	131	
	Capital	50	0.14	0	10	9	9	21	
4.1.4.1									
Confirmation of results and assumptions related to the planned	Total	150		0	0	0	0	150	

gradual conversion of the system to a demand-oriented system that is indicated by higher employability.	Recurrent	150	1.00	0	0	0	0	0	0	150
	Capital	0	0.00	0	0	0	0	0	0	0
		995		52	391	104	104	104	104	344

## CHAPTER SEVEN: IMPLEMENTATION, MONITORING, REVIEW MEETINGS AND ROLLING PLANS

### 7.1 INTRODUCTION

The preparation process of the Education Development Strategic Plan 2008-2012 in a participatory manner and basing it on a serious sector review process proved to be a very demanding and time-consuming task. Review of literature available on international experiences related to educational strategic planning indicates, however, that plan implementation is even a more demanding task than plan preparation. Quite often, strategic plans prepared by ministries of education are not adhered to by various departments and by development partners. The plans end up being shelved soon after they have been published. Review of the experience of the implementation of the Palestinian Five-Year Education Development Plan 2001-2005 (see Chapter 1), also reinforces this indication. The Plan, although generally implemented, has not been closely and systematically adhered to by MoEHE Departments, district Education Directorates, and by all development partners. The link between the yearly budgeting process and the Plan was also not clear. It is not evident, though, whether this shortcoming was due to the overall difficult situation in Palestine during the period of implementation, or due to the absence of adequate implementation arrangements, or both.

### 7.2 PREPARATION OF YEARLY OPERATIONAL PLANS

Although EDSP is presently linked to PRDP and the medium-term expenditure framework of the Palestinian National Authority, success in its implementation will be possible only if the necessary funds are indeed available.

Each year, EDSP will be translated into a yearly operational plan for the whole Ministry. This MoEHE operational plan will in turn be built on the yearly operational plans for various MoEHE units at central and decentralized levels, even down to the school level. The process will start by requesting each district Education Directorate to prepare its yearly operational plan. These will be incorporated within the yearly operational plans of the various Directorates General of the General Education sub-sector at MoEHE. These in turn will be integrated into the yearly operation plan for the MoEHE pre-tertiary education sub-sector.

A similar process will be followed within the Higher Education sub-sector. The Governmental institutions of higher education will prepare their yearly operational plans and these will be incorporated into the yearly operational plans of the relevant Directorates General within the Higher Education sub-sector. The operational plans for the two sub-sectors (General Education and Higher Education) will be integrated into one yearly operational plan by MoEHE's Policy and Planning Committee.

The yearly budget for the education sector will be prepared based on the comprehensive operational plan for the same year. Yearly programming and operational planning should lead the budget preparation process. After the budget is approved by the Government, operational plans might have to be adjusted in case the approved budget figures differ from those originally proposed by MoEHE.

### **7.2.1 Monitoring**

The implementation of the Five-Year-Plan requires a reliable and effective performance monitoring system to ensure that the implementation of the plan progresses as planned and that the quality of the implementation remains high. A strong M+E system will enable stakeholders to follow-up on:

- Overall progress in the implementation of the 5-Year-Plan ;
- Realization of the objectives of the 5-Year-Plan;
- Divergence between actual and planned implementation schedule.

M+E will thus assist in identifying the problems that need to be solved, at such an early stage that problems can still be corrected before it is too late. The M+E framework is therefore to be regarded as a practical tool which will provide an early warning system should certain indicators be in danger of not being achieved. It is then the task of MoEHE and its partners to investigate possible causes and to change the direction of interventions in good time, before discovering an unsatisfactory condition only at the time of the annual review. The primary role of the M+E system will be a supporting one for MoEHE to manage the implementation of its sector strategies. In line with the educational policies, the M+E system focuses particularly on the areas of access, quality, administration and management, also with a view to incorporating cross-cutting issues regarding special needs groups (mentally and physically challenged learners) and gender.

As a management tool, the M+E framework tracks all the key operational and resource metrics involved in accomplishing the 5-Year-Plan. It is part of the normal feedback process from implementing a plan which then provides a basis for debate around performance on how to improve it and hence forms a basis for future planning and strategy development. It is like a set of instruments in a cockpit which allows a pilot to adjust his direction, altitude, engine thrust, etc., to changing conditions and air traffic control instructions. If an instrument panel measured inaccurately, omitted critical data or was so sensitive that alarms were constantly going off then it would become more of an impediment than a help to flying a plane safely. Similarly, a poorly designed M+E system could lead to wrong signals, misdirected strategy and poor planning.

In conclusion, a coherent M+E system helps ensuring that M+E efforts best contribute to national needs and that it encourages communication between different groups involved in the national response to educational needs. Shared planning, execution, analysis or dissemination of data collection can reduce overlap in programming efforts across sector levels, and can increase cooperation between different groups, many of whom may work more efficiently together than in isolation.

A set of key indicators, related to the targets to be achieved during EDSP implementation period, has been identified. These key indicators are included in Annex (II) for General Education sub-sector and in Annex (III) for the Higher Education sub-sector. Yearly progress in EDSP implementation will be measured using these indicators. Targets will be set for each year of implementation in the yearly operational plans.

In addition to linking operational plans to yearly budgets, and in order to ensure that EDSP and the yearly operational plans based on it are adhered to, the yearly performance of Directorates General and other units at central MoEHE and that of district Directorates of

Education will be evaluated based on how much they have achieved of the targets agreed in the yearly operations plans. The quarterly progress reports will give an indication of whether various MoEHE units are moving in the right direction and at an appropriate pace. Corrective action might be necessary in case a major deviation from plans is detected.

### 7.3 REVIEW MEETINGS AND ROLLING PLANS

At the end of each year, MoEHE will organize a joint review for stakeholders and development partners to assess progress made during the previous year, thus drawing the lessons learned, and jointly planning for the year ahead. Other than monitoring progress, these yearly review meetings will also be an opportunity for joint review of policies and joint forward planning. Modifications in EDSP and in projections and targets for each of its five years, as well as the indicators, might be agreed upon, thus introducing more realism into the strategic plan (EDSP). Furthermore, joint yearly review meetings reinforce the feeling of partnership between MoEHE and the various stakeholders and development partners. They are opportunities for partners to renew their joint commitment and responsibility for the realization of the goals, objectives and targets of EDSP.

Yearly joint review meetings might span over two days each during which major domains of work (e.g. the three areas of access, quality and management – in addition to relevance for higher education) or major action programs can be reviewed in terms of whether they have met the targets for the year and the factors might which have caused noticeable deviations. Yearly reports are normally prepared by MoEHE and distributed in advance. Donors and other development partners present a unified or joint position paper as well as other partners (NGOs and the private sector). Sometimes, field visits might be organized for development partners in order to provide them with an opportunity to get their first hand information and knowledge related to the situation of education. Representatives of major Palestinian stakeholders participate in the meeting, including, among others: interested ministries and government bodies, district education officers, parent and teacher organizations, and representatives of schools and students.

The concept of “rolling planning” has been often discussed during EDSP preparation according to which each year EDSP programs will be modified and extended for an additional year beyond the original timeframe of EDSP. Hence, each year, projections will be made for the next five years. This process allows the PNA and the development partners each year to anticipate the resources needed for the next five years. The concept of rolling plans is already contemplated by the Ministry of Planning (MoP). It is already engaged in preparing the requirements for reform and development for the period 2009-2011 (PRDP 2009-2011). The point that PRDP presently covers a time span of three years (2008-2010) while EDSP is for five years and whether they should coincide in timeframes has been raised in recent discussions between MoEHE and MoP. MoEHE does not consider that this presents a problem since projections, calculations and cost estimates within EDSP have been worked out for each of the five years and the requirements for the three years corresponding to those of PRDP can be easily extracted, especially that PRDP is already being rolled out to cover an additional year (2011) beyond its present three-year frame (2008-2011).

In addition to joint yearly meetings, MoEHE is also planning to hold quarterly meetings with stakeholders and development partners, a mid-term review of progress in EDSP implementation as well as an evaluation at the end of the five-year period. In the event that



emergencies arise again, quarterly and yearly review meetings will be opportunities to present modified operational plans taking into account the obstacles to the implementation of the normal plan and alternative targets and activities which are in line with emergency needs.

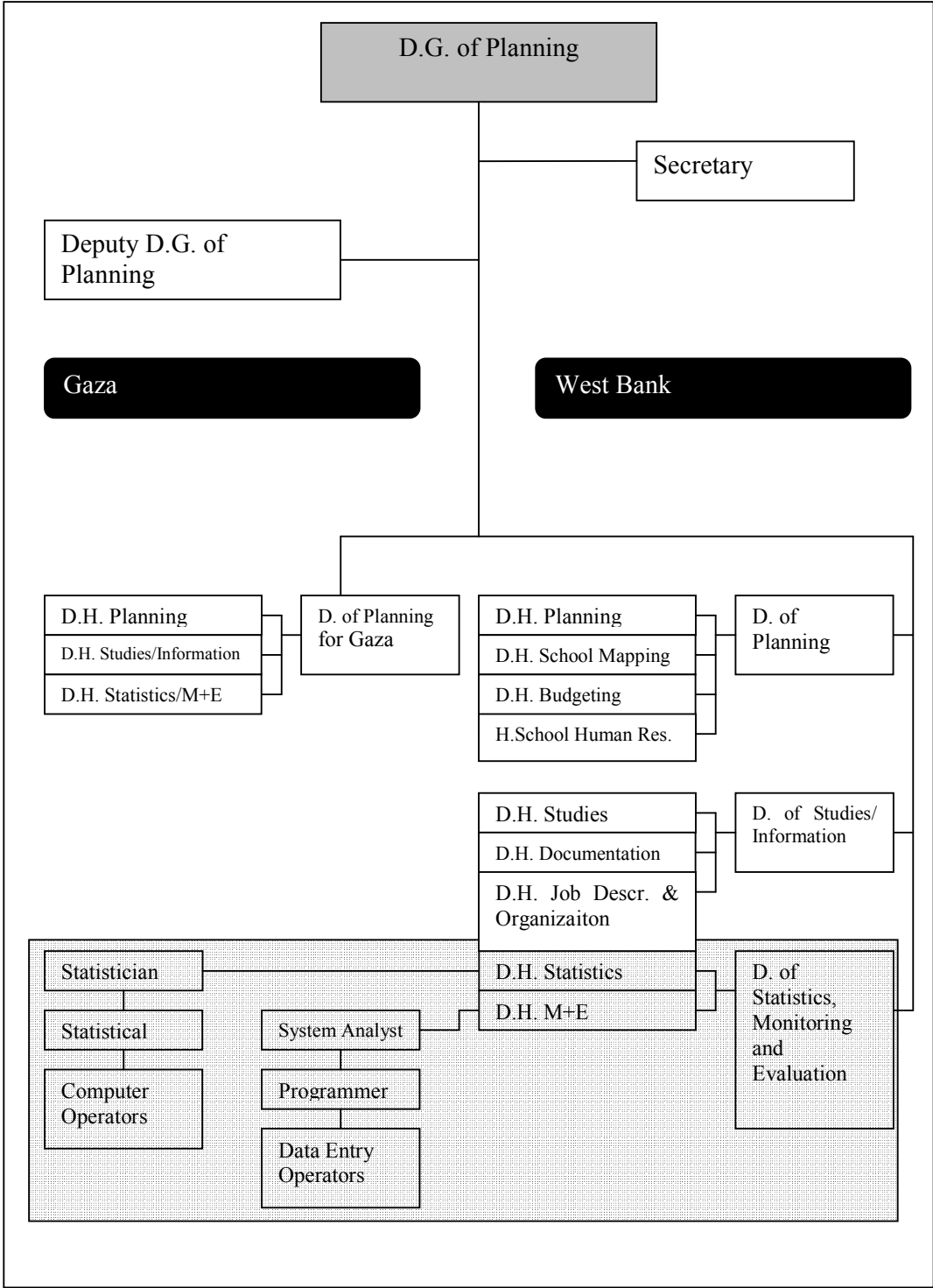
The executive plan relied on the organizational structure of the ministry. Some modifications had been made on the organizational structure of the general directorate of planning so as to meet the requirements of the follow-up and evaluation system. To facilitate the annual manage process of implementation at the level of directorates in the ministry, a computerized system has been established and developed to make a link among the general directorates, on the hand, and with the general directorate of planning, and gives specified authority to each user of the organizational structure according to his role.

The implementation of the M+E system has direct implications for the institutional set-up of the General Directorate of Planning. Currently, under the D.G. of Planning there are a Department of Planning and a Department of Studies/Information. The latter is also charged with statistics (Division Head Statistics). The current organizational set-up is shown in the following diagram

In order to strengthen the capacities for the implementation of the M+E system, a specific Department of Statistics, Monitoring and Evaluation should be created to monitor the progress of the 5-Year-Plan. The tasks of the Department would include the following:

- To systematically and periodically collect data across the system on enrolments, attendance, teachers, facilities and supplies;
- To cooperate with supervisors on school and classroom inspection;
- To manage periodic special monitoring research;
- To manage the collection of data on infrastructure and operations;
- To collect needed data by subject, grade and location;
- To collect special data from field institutions at Directorate General's request;
- To carry out special evaluations at Directorate General's request;
- To provide school inspection feedback and comparative data to the schools;
- To assist with monitoring and evaluating quality education factors;
- To analyze and report data in a timely fashion to aid decision making.

The Department of Monitoring and Evaluation will maintain direct communications with all Directorates General's of the Ministry of Education and Higher Education and vice versa. A possible revised organizational structure for the institutional set-up of the General Directorate of Planning is shown below, whereby this includes both General and Higher Education.



# CHAPTER EIGHT: ROLE OF STAKEHOLDERS AND DEVELOPMENT PARTNERS

## 8.1 INTRODUCTION

Education in Palestine has always been considered a high priority at the individual, family, community and national levels. Demand on education never ceased to be high, for females and males and at all levels of education.

Individuals, the private sector, communities and society at large contribute to education in various forms, such as: families paying direct and indirect costs of education; individuals, families and communities contributing land, materials, labor and funds for classroom and school maintenance and construction, as well as contributing educational materials and equipment; and municipalities and local councils collecting taxes for the expansion, improvement and development of educational services. Most universities in Palestine were in fact established, run and financed by families and groups before they started receiving public funds and long before the establishment of the Palestinian National Authority and MoEHE.

During most of the modern history of Palestine, private schools, run and funded mostly by religious organizations, have played a leading role in Palestinian education. They continue to do so at present.

UNRWA has continuously played a significant role in the lives of Palestinian refugees – and as a consequence in the whole Arab Region – since the war of 1948 through the provision of quality education.

NGOs have run, and still run and finance, important educational services which are still not sufficiently provided by MoEHE.

Donors and other development partners intensified their support to education after the establishment of the PNA and MoEHE. They contributed significantly to overcoming challenges in the education sector and to the development of the capacity of MoEHE.

All the above partners have contributed to educational development to date and MoEHE maintains the position that they continue being active partners in the future. From the onset, MoEHE has followed a participatory approach in the preparation of the Education Development Strategic Plan in order to have its partners involved in policy dialogue and formulation. It will continue to seek ways to encourage the contribution of all these partners during EDSP implementation period whether by concrete activities to achieve targets, or by policy dialogue, or by monitoring and reviewing of progress, or by drawing new yearly operational and medium-term strategic plans.

## 8.2 A SECTOR-WIDE APPROACH PROCESS (SWAP)

The formulation of policies and strategies for the sector in a comprehensive and integrated manner, i.e. the formulation of a National Education Strategic Plan (NESP), is the first step in making sure that development efforts by various partners would not be fragmented, overlapping, and competitive rather than contributing to a common vision and common goals

in a complementary manner. A NESP is a necessary first step in developing education through a Sector-Wide Approach process (SWAp). The other necessary steps are joint yearly planning, concerted funding and implementation, joint ongoing monitoring and periodic reviewing of progress, and joint medium-term planning linked to the national development context. In SWAp all partners support the same strategy which should be a national one. EDSP is not a national strategy in the full sense, since it does not cover most education services provided by UNRWA, the private institutions and other non-governmental institutions and bodies. Yet, it is major step in the direction of a national strategy since MoEHE is by far the biggest provider of educational services and supervises the work of other providers. MoEHE intends to improve its coordination and cooperation efforts with partners during EDSP implementation in the hope that work by other providers will eventually be integrated into one National Education Strategic Plan in the near future.

As indicated earlier, a serious attempt at a SWAp process was made during the implementation of the Five-Year Education Development Plan 2001-2005. Efforts in this direction were, however, interrupted due to the political situation which prevailed during that period. With progress made in the preparation of EDSP, partners have recently seriously picked up again their efforts towards SWAp. The Education Sector Working Group (ESWG) has recently discussed basic concepts related to SWAp and looked at some successful examples from other countries. It has also prepared the ground for consultancy work to propose concrete steps to move towards SWAp, the most important of which would be to agree on funding modalities and procedures of various donors and how they could be harmonized and aligned with PNA procedures in order to support the implementation of EDSP.

# ANNEX I: POLICIES FOR THE EDSP

## 1. Educational Policies: Access to Education

### General Education

- Adopting the age of enrollment in the first basic grade to be 5:7 (5 years and 7 months). This is for those whose date of birth is on 31st of January in government and UNRWA schools while the age of enrollment in private schools is 5:5 (5 years and 5 months), that is those whose date of birth is on 31st of March.
- Adopting the policy of encouraging the private sector to invest in the sector of education.
- Working on increasing the overall average of enrollment in the first basic grade to reach 100% at the end of the plan.
- Adopting increasing the overall average of enrollment in the basic stage.
- Shift towards increasing the overall average of enrollment in the secondary stage.
- Increasing the interior efficiency of the educational system through:-
  - The actual ratio of failure shouldn't exceed 10% for grades (4-6) and 5% for grade 7 and above.
  - Observing that the ratio of drop-outs should not exceed 1%.
  - Increasing the average of studying the basic stage.
  - Increasing the ratio of transfer from the basic stage to the secondary stage.
- Inclusion of students of special needs in schools.
- Adopting a system that provides a school for every social community, while taking into consideration the circumstances of the society.
- Shifting towards fixing the natural ratio of increase in the number of students at 2% annually, until a population census is taken by the Palestinian Bureau of Statistics to modify the plan accordingly.

### Buildings

- Maintaining the followed policy in constructing new classrooms with regard to design and the average number of students per room in both the West Bank and Gaza Strip (West Bank: 36 Students/room, Gaza Strip: 40 students/room).
- Maintaining the Palestinian Tradition in school buildings.
- Adopting:
  - Reducing the number of unsuitable hired rooms and buildings and replacing them with new school buildings.

- Reducing from the evening-shift at schools through increasing the number of school buildings to meet the needs.
- Reducing crowdedness through increasing the number of classrooms in schools.
- Adopting replacing rooms that are decaying and those that are not technically and educationally fit at a ratio of 100 rooms per year.
- Developing already established schools through annexing administrative and specialized rooms.
- Developing already established schools to meet students of special needs.
- Shifting towards fixing the levels and gender of schools in new school buildings.

### Equipment, Furniture & Books

- Providing the necessary furniture to meet the natural increase in the number of students.
- Providing school furniture for new schools and enlarged ones according to adopted modern specifications by the ministry, with a ratio of 5% increase in students' furniture.
- Adopting a policy to maintain the furniture at the province level.
- Providing a degree of sufficient flexibility in tenders for furniture and books so as to ensure being delivered to directorates at the proper time.
- Adopting providing furniture stores in every directorate.
- Providing all decided school textbooks for all grades from (1-12), including those of special needs and students in vocational streams, and ensuring distribution before the beginning of the school year.
- Adopting trends towards changing school textbooks specifications in order to reduce cost without affect their educational quality.
- Adopting providing teachers' guides according to the curriculum.

### Educational Technologies

- Increasing the number of schools with libraries.
- Increasing the number of schools with computer labs.
- Increasing the number of schools with science laboratory (schools with grade 6 and above need a separate science laboratory, schools with grade 6 and below need instruments and suitable cupboards for the teacher of science, schools of scientific secondary grades have two science labs).

### Non-Formal Education & Kindergartens

- Adopting programs to increase the ratio of enrollment in Literacy education programs and ensuring maintaining its continuity.
- Adopting programs to increase the ratio of enrollment in Parallel education and ensuring maintaining its continuity.
- Developing pre-school education through increasing the overall average of enrollment in kindergartens through:
  - Shifting towards increasing the governmental kindergartens.
  - Encouraging the private sector to provide a kindergarten at least for every social community, taking into consideration the size of the community (population density of the community).
  - Shifting towards rehabilitation qualification of kindergartens to receive children of special needs.

### Education In Jerusalem

- Adopting of enhancing the national education in Jerusalem through:
  - Providing chances of enrollment for students in government, private and UNRWA schools in Jerusalem.
  - Hiring rooms and building in Jerusalem, in case of being unable to construct or purchase them, with focus on opening schools for males.
  - Constructing schools in Jerusalem through funds from donors and national organizations.
  - Supporting private schools in Jerusalem.
  - Providing a school (governmental, private or UNRWA) at least in every social community.
  - Providing buildings and new classrooms in Jerusalem suburbs.
  - Providing appropriate buildings and classrooms in Jerusalem beyond check-points or barriers.
  - Adopting an annual budget for periodic maintenance of rooms and school buildings.
  - Providing sufficient stores for books and equipment.
  - Providing Books for all students in grades (1-12).
  - Providing sufficient and suitable furniture to meet the increase in the number of students.
  - Providing appliances and equipment in schools.

- Working on reducing the ratio of drop-outs at schools of Jerusalem.
- Supporting the salaries of the employees in Jerusalem.

## **2. Educational Policies: Quality Education Component**

### General Policies

- Adopting and approval of quality education standards within the educational matrix.

### Curriculum

- Adopting of a periodical development of curricula to cope with the Ministry's strategic plan.
- To turn to computerizing educational curricula so as to cope with the initiative of electronic education.
- Shift to electronic education.

### Educational Guidance

- Shifting towards eliminating violence at schools.
- Adopting a policy to evaluate students of special needs (Talents, handicapped, distinguished).
- Adopting the policy of including students of special needs according to appropriate and specified criteria.
- Adopting a professional supervision system in guidance and special education.
- Increasing the provision of services and supporting resources for guidance and special education.
- Adopting the systems of transferring students from schools to specialized institutions according to certain criteria (Talented, handicapped, hygienic case, psychological case ...etc).

### School Health

- Shift towards providing appropriate nutrient and hygienic services.
- Adopting the system of hygienic supervision at schools.
- Facilitating the usage of school facilities to practice hygienic and environmental activities.
- Rehabilitation of the school environment and sanitary facilities at school.
  
- 2.5 School Activities



- Sticking to decided classes for activities subjects according to the curriculum.
- Increasing the number of schools with multi-purpose halls and playgrounds for different school activities.
- Supporting/encouraging teachers in charge of the follow up of school activities.

#### Assessment & Evaluation

- Adopting new policies for general secondary examination coping with the Palestinian Curriculum.
- Adopting a specified policy for school achievement tests coping with the requirements of the Palestinian Curriculum.
- Developing procedures to benefit from achievement, diagnostic, national and international tests in the educational development process.
- Adopting the system of assessing students, taking into consideration all aspects of the educational process.

#### Educational Supervision

- Decreasing the ratio of teacher/supervisor from 71.7 to 50.
- Shift to adopt the supervisor teacher according to specialization.

#### Technologies & Information Technology

- Adopting a system that guarantee activating the exploitation of specialized rooms (library, Laboratories of different types).
- Adopting full-time or part-time laboratory specialist at schools according to a set criteria.
- Adopting a full-time or part-time librarian at schools according to set criteria.

#### General Education

- Adopting applying the system of dividing classes at the limit of 41 students and above in second basic grade as in grade 1.
- The allocated area specified for the student according to stage remains as it is: 1.23m<sup>2</sup>: (1.21 for the basic stage and 1.41 for the secondary stage).
- Keeping the averages of 1 position/1.4 class, administration/0.17 class, and other positions/2.2 schools as they are with taking into consideration the positions being occupied according to the previous item.
- Reducing over crowdedness in class divisions (ratio of student/class division) from 34.0 to 32.0.
- Adopting remedial programs for low achievers.

### Kindergartens

- The number of children in a class in kindergartens shouldn't exceed 25 children per class.
- The ratio of child/nursery maid shouldn't exceed 25 child/nursery maids.
- Reducing the ratio of nursery maid/supervisor in kindergartens from 165 to 100.

### Non-Formal Education

- Accelerating the work on completing preparing the Palestinian Literacy Education Curriculum.

### Higher Education

- Adopting and approving qualitative and quantitative standards, and developing the capacity of the national commission so as to improve the performance.
- Increasing the interest in E-Learning and benefiting from the applied computerized systems at the ministry and institutions of higher education.
- Adopting the policy of continuing evaluation and capacity building at the institutions of higher education, regarding quality issues.
- Making a close follow up of the process of education and monitoring quality education at the institutions of higher education.
- Developing and updating libraries and laboratories according to modern technology regularly
- Reviewing and monitoring Open Education.

## **3. Policies Related to Administration Component**

### Training

- Developing and Adopting a Unified Strategy to train the educational and administrative Cadre at all levels and includes:
- Relating training programs to needs and job description.
- Adopting only one body / authority as a reference for training.
- Adopting specified specification for trainers and training materials by a specialized authority.
- Connecting training with a system of incentives (Administrative and Financial).
- Adopting a unified financial system for training.
- Choosing the appropriate time for training provided that it doesn't contradict with the work flow.

- Adopting a comprehensive system to evaluate training.
- Approving a system that bounds transferring trainers' experiences to their peers, and a beforehand commitment to work for the ministry for intervals that match with the duration and cost of training received.
- Coping with local, regional and international latest developments.

#### Administrative Structure & Job Description

- Adopting a system to develop and review the organizational structure according to clear standards and in harmony with the strategic plan and without contradiction with the basic system.
- Adopting scientific, precise and reliable instruments to set job description and evaluate performance for every job title and promotion of employees according to Law.

#### Rules, Instructions & Procedures

- Developing and activating rules and instructions to enforce the terms of Law (The Law of Education) according to need and publishing these terms according to legal principles.

#### Educational Information Systems

- Adopting (The General Directorate of Planning) as a specialized body entitled to build, incorporate and unify the Data Base.
- Adopting the ability to use the basic computer skills as a pre-requisite to all administrative jobs/vacancies.

#### Planning Management

- Adopting a unified methodology in setting strategic plans on the basis according to the current Five-Year Plan.
- Disregarding any program that is not within the framework of the plan unless it is approved by a decision taken by the Policies and Planning Committee.
- Adopting goals of the strategic plan as a basis for evaluating the achievements of the administrative units.

#### Decentralization in Educational Management

- Enhancing the trend towards centralization within a clear distinct and desired concept for our educational system.

### Policies

- Adopting the Policies Committee as the sole reference entitled to approve the educational policies.

### Annual Plans and Budgets

- Setting a clear, written and approved system to prepare the budget and relate it to the Five-Year Plan.
- Authorizing the General Directorate of planning to make a follow-up for the implementation of the plan.
- Reformulating and activating the ministerial budget committee.
- Adopting the computerized and unified financial system at the ministry and the directorates.

### The Relationship with Donors

- Adopting only one referential unit to manage projects at the ministry (The General Directorates of Projects).
- Developing a unified policy for finance and implementation with donating countries.
- Following the Ministry of Education and Higher Education priorities in distributing funds.
- Developing a procedure for the sustainable development of successful programs after finishing the funded programs.
- Activating the principle of involving international institutions, donating countries, the local sector and the private sector.
- Approving clear specified criteria to hold contracts with local and international experts.

### The Domestic Sector

- Activating, monitoring and supervising the domestic educational institutions.

### The Relationship with UNRWA

- Forming a coordinating committee for education from the UNRWA, the domestic sector and educators, etc.
- Coordinating with the UNRWA so as to include Grade 10 in the program supervised the UNRWA just like other schools, taking into consideration the basic stage is from (1-10).

### The Local Society and Municipalities

- Enforcing the clauses of Law related education tax.
- Activating the role of societal involvement/participation in supporting and developing the system of education in all stages of planning, implementation and evaluation.

### Education in Jerusalem

- Giving education in Jerusalem all administrative and financial facilities.
- Drawing the attention of or guiding donors towards supporting education in Jerusalem.

### Buildings / Constructions

- Adopting the General Directorate of Constructions as a referential unit for implementing funded buildings, extensions and maintenance.

### General Education

- Adopting a full-time deputy school principal.

### Higher Education

- Making a follow-up and monitoring the administrative process at the ministry and the institutions of higher education.
- Working on the continuous assessment and evaluation of administrative and financial activities of the ministry and its institutions.
- Adopting the system of incentives to encourage the employees and improve their performance.
- Working on developing an automatic financial system and improving the financial capabilities.
- Encouraging cooperation with the private sector in funding higher education.
- Developing the loan system and financial support to students in a way that ensures continuity.

## ANNEX II: GENERAL EDUCATION INDICATORS

(insert from file: Annex II – Indicators)

## ANNEX III: HIGHER EDUCATION INDICATORS

Specific indicators linked to goals, main expected results, targets and action programs for Higher Education and TVET:

Goal (1): Access

Main Expected Result	Target	Action Program	Specific Indicator1	Budget (000 US\$)
<b>Technical and Vocational Education and Training (TVET)</b>				
1.1 Enrollment rate in TVET is increased by 13,157 students, females and males, by end of 2012	1.1.1 Access opportunities to Vocational Education are increased by 8,540 and by 4,617 students to Technical Education including disabilities, towards realizing the principle of "TVET for All" according to	1.1.1.1 Establishment of new TVET institutions (colleges, schools, units) and expansion of the existing TVET institution's capacity. Females' enrollment is guaranteed with special consideration through establishing special institutions for females, or even co-TVET institutions.	By end of 2012: Admission rate in the Industrial Education increased by 300 female students and 5,220 male students. Admission rate in the Agricultural Education increased by 470 students, female and males. Admission rate in the	45,610

1 : All indicators consider balance and gender sensitivity, even with more focus on females' opportunities, and pay special consideration to of physical and mental disabilities. All of this is reflected from the goals, results and targets who take into high consideration these issues.

	<p>priority occupations, levels and areas with special consideration of female's enrollment</p>		<p>Commercial Education increased by 2,550 students, female and males. Admission rate in the Technical Education increased by 4,716 students.</p>	
<p>1.1.2 Enrollment in TVET programs is facilitated through tangible mechanisms</p>	<p>1.1.2.1 Provision of laws, regulations and mechanisms that encourage enrollment in TVET (to draw special consideration to special needs, poor, released ...).</p>		<p>95 Clear, extensive and approved regulations that include definition of the relation between the vocational levels and facilitate horizontal and vertical move of students through the system components. Encouraging admission standards in-between 10th grade students' hand before their streaming. At least one annual survey of students with special needs and available facilities in HEIs.</p>	
<p>1.1.3 Increased applicants, females and males, on TVET according to rationalized</p>	<p>1.1.3.1 Establishment of an effective "system" for Career Guidance to counsel students in their enrollment options: CG in the frame of</p>		<p>340 The National Center for Career Guidance (CG) available in the campus of Palestine Technical</p>	



	trends, tendencies and streaming supported by a "reliable Guidance" System which considers the national development priorities	extensive vision and according to professional advices with special reference to females' enrollment.	college- Ramallah Girls. A total of 30 CG campaigns by end of 2012, 6 per each year implemented before declaration of the General Secondary Certificate Exam's (GSCE) results. 30 CG sessions at the HEI level (colleges and schools) each year.	
	1.1.4 An education system that is capable of retaining its students and decreasing dropout which realizes "the complete cycle of enrollment: from enrollment to graduation"	1.1.4.1 Empowerment of the system capacity in keeping and retaining students.	At the HEI level, 10 awareness training courses are held on the importance of TVET and opportunities of its graduates. At least one First Aid protocol and safety kit is available in each one of workshop and labs in all HEIs. At least one job day is organized in each of the technical colleges, and 3 central job days organized for the vocational schools in the WB and 3 in GS.	160
Higher Education				

1.2 Matching the increased demand on HE, facilitation and diversification	1.2.1 Provision of enrollment opportunities in HE programs	1.2.1.1 Capacity expansion of the governmental higher education institutions (provision of new programs to the existing institutions) according to national development priorities.	Annual statistical study and 3 workshops and seminars on the situation of HE in Palestine.	4,528
		1.2.1.2 Encouraging and supporting the private and community sector in establishment of HE institutions, and developing cooperation relationships with local and external to secure more scholarships and fellowships.	At least 50 private and community institutions are yearly participated in workshops and seminars about encouragement of investment in HE.  At least 15 investment agreements are endorsed by end of 2012.	200
	1.2.2 Facilitation of enrollment in HE for all students	1.2.2.1 Increasing attention to enrolled students, including those with special needs (poor, released, injuries, disabled ...).	Number of students who benefit from financial aid and grants is increased from 35,000 in 2007 to 60,000 by end of 2012 at an approximate rate of US\$ 1,400/student yearly.  Amount of reclaimed loans is increased from US\$ zero in 2007	141,045

			to 3 million by end of 2012. At least 1,500 students with physical and mental disabilities benefited from aids and grants in 2008, and increased to 3,000 by end of 2012.	
		1.2.2.2 Counseling and guiding students' aptitudes and willingness towards appropriate decision for HE enrollment programs.	At least 10 Training of Trainers (ToT) sessions on CG, with potential investment of ToTs in the next years of the plan.  GC campaigns increased from zero in 2007 to 150 by end of 2012 at a rate of 30 sessions per year in 6 areas in the WB and GS.  At least 3,000 information booklets, 2,000 newspaper supplements, 2,000 CDs distributed before declaration of the GSCE results, and published on the MoEHE web page.	135

Goal (2): Quality

Expected Result	Target	Action Program	Specific Indicator	Budget (000 US\$)
Technical and Vocational Education and Training (TVET)				
2.1 Improved quality of TVET with its all components and with regular assurance of the quality standards	2.1.1 Updatable Based Curriculum (CBMC) is available for at least 10 TVET occupations, relevance to labor market(s) is insured	2.1.1.1 Development of Competency-Based Modularized Curricula (CBMC) for TVET according to priority occupations, priority levels with special consideration of females.	CBMC modules for at least 10 occupations on at least 3 vocational levels produced and multiplied.	3,700
	2.1.2 Safe and comfortable environment for education and learning is secured through a well developed infrastructure which fulfills the quality assurance needs	2.1.2.1 Development of physical infrastructure (buildings, equipment and furniture).	At least 100 workshops and labs in the vocational schools and 50 in the technical colleges are upgraded on annual or semi-annual basis.  Five "Central Computer Lab and Resource Centers" established in: Jenin, Nablus, Ramallah, Hebron	10,350

			and Gaza City. General maintenance, equipment and infrastructure, in all the technical colleges and vocational schools on annual basis.	
	2.1.3	HR are developed and expanded to meet the system needs from size, qualification, competence point of views, and to be capable of coping with the speedy changing technology and transferring benefits to their students	2.1.3.1 Design and implementation of effective, integrated at the local, regional and international levels, and institutionalization of a medium and long-term training. The promising design shall be demand-driven (the MoEHE demand) and not according to offers.	750  At least 120 of the cadre members, administrative and academic, trained.  At least 3 cooperation agreements endorsed every years from 2008 to 2012.  At least 3 external technical training programs conducted in addition to 3 local administrative programs.
	2.1.4	Teaching and learning approaches and methods are developed, updated diversified to meet the quality assurance needs	2.1.4.1 Revision, evaluation and enrichment of the current education approaches, and, provision and institutionalization of new approaches that are applicable to the Palestinian context (i.e.: ICT, E-Learning, Blended-Learning).	1,675  A report on evaluation of each TVET occupation's curriculum produced during 2009-2012.  Libraries reviewed, developed and updated annually to convey with curricular development and

				quality assurance needs. At least 2 cooperation agreements, 2 study visits and 2 training programs conducted by end of 2012.	
<b>Higher Education</b>					
2.2	Built capacities in quality and developed education programs according to an extensive view (pedagogical context, education and learning environment, ...)	2.2.1	Human capacities with sustainable high skills in quality management and HE programs with modern context and curricula are realized		
		2.2.1.1	Capacity building in management and investment of gifted students and development of education programs and curricula according in line with technological developments.	Number of programs being evaluated every year is increased from 30 in 2007 to 40 in 2009 and afterwards. At least 3,000 teaching staff members in the HEIs trained and their lecturing skills developed during 2009-2011 at a rate of 1,000 per year. At least 43 development units available in the HEIs by end of 2012. Students who benefit from the gifted Fund increased from 2,000 in 2007 to 6,000 in 2012.	12,992
				Honoring of at least 43 students	

<p>in at least 43 HEIs.</p> <p>At least 60 multi-purpose workshop conducted by end of 2012.</p> <p>At least 240 visit to HEIs performed by end of 2012.</p> <p>At least 30 related training programs and 10 external study visits conducted by end of 2012.</p>			
<p>3 to 4 national research priorities in the sectors of Health, Agriculture and Food Security identified in participatory approaches.</p> <p>Sustainable fund of US\$ 1 million available yearly starting 2009 and afterwards.</p> <p>4 issues of the "Palestinian Scientific Research Journal" published each year during 2009-2012.</p> <p>At least 66 visit to local universities and research centers</p>	<p>2.2.1.2</p> <p>Development of scientific research and identification of its national priorities for development purposes</p>		<p>7,160</p>

			implemented by end of 2012. National policy for science, technology and scientific research produced, approved, generalized and implemented by end of 2012. 3-5 gifted and distinguished researchers contracted and funded yearly in the "Center of Excellence in Research, CER" and conduction of 30by end of 3-5 researches by end of 2012. 5-8 researches undertaken every year till end of 2012 in the identified national priority research areas including those of the CER.	
	2.2.2 Modern infrastructure is developed to meet, even gradually, with the international standards	2.2.2.1 Development and diversification of libraries and labs and improvement of services in the governmental HE institutions.	Titles in the HEIs' libraries increased by 465 titles at 20,000 copies in 43 HEI by end of 2012.	300
	2.2.3 An enough human resource cadre with high skills and	2.2.3.1 Construction of an extensive and updated database on Palestinian	Number of distinguished and high-skilled Palestinian	550



	distinguished and diversified experiences is available	professional and experienced human resources available inside and outside Palestine.	academicians and researchers in Palestine and outside.  Number of teachers who benefit from the in-service training in the university through the "Teacher Education Strategy".	
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Goal (3): Management

Expected Result	Target	Action Program	Specific Indicator	Budget (000 US\$)
<b>Higher Education and Technical and Vocation Education and Training, TVET (shared target)</b>				
3.1 Financial sustainability of higher education is realized	3.1.1 A sustainable coverage with diversified sources is available	3.1.1.1 Encouraging investment of the Private Sector in HE	At least 10 multi-purpose partnership agreements with the private and community sectors endorsed by end of 2012.  An amount of US\$ 26.25 million allocated yearly during 2009-2012 (a sum of 105 million).  Implementation plan, budget and	101,337

				a team leader available to launch implementation of the "Palestinian Higher Education Financing Strategy".	
		3.1.1.2	Capacity building and ability improvement in self-financing of HE institutions	Production lines in 3 industrial education programs activated in each one of the technical colleges and vocational schools by end of 2012 as a source of self-financing.  Number of students who fulfill their financial commitments to their colleges/universities, at maximum capacity, increased semester by semester.	115
		3.1.1.3	Development of an administrative-financial system for reclaiming students' loans for the benefit of "loan revolving"	A clear and committed administrative-financial system for reclaiming students' loans.	5
3.2	Administrative and organizational capacities of	3.2.1	Institutional capacity of the Ministry and HEIs is improved, and competencies	A unified and clear job description card at all levels of the Ministry approved, circulated and implemented by end of 2009 as	250
		3.2.1.1	Design and adoption of a unified classification of employees in the HE institutions and HRD according		

<p>the Ministry and HEIs are empowered</p>	<p>of their HR are developed</p>	<p>to the classification.</p>	<p>maximum. Unified standards of employees' classification designed, approved and implemented by end of 2009 as maximum. A national policy on Higher Education designed during the EDSP period.</p>	
<p>3.3 Financial, administrative and data systems are developed and the employees' cadre is expanded</p>	<p>3.3.1 Administrative, financial and data systems in addition to electronic publication means in the Ministry and its HEIs are developed and improved</p>	<p>3.3.1.1 Computation of administrative systems in HE, in the Ministry and its HE institutions (governmental HEIs).</p>	<p>Browsers of the MoEHE's web page are increased by 100-130 visitors per month. The HEMIS (Higher Education Management Information System) project is functioning and effective.</p>	<p>260</p>
	<p>3.2.1 Group and collective work, and cooperation relationships in the HEIs are encouraged</p>	<p>3.3.2.1 Devotion of group and collective work, and cooperation relationships between the Ministry and HE institutions on the one hand and between the HEIs themselves on the other hand</p>	<p>At least 215 student leaders trained, and a unified student unions' system available by end of 2012. A 43-member parliament for students in HEIs formed and conducted 30 meetings by end of</p>	<p>115</p>

			2012. At least 5 major festivities yearly till end of 2012.	
	3.3.3 The National TVET Strategy (NTVETS) is implemented and its components as a direct support to the TVET System	3.3.3.1 Implementation of the NTVETS	Component of the NTVETS (the Planning and Development Center, the CG Center, the Labor Market management Information System) available on the ground by end of 2012.	5,000
	3.3.4 Financial coverage for salaries is available, and accordingly the employee cadre in Khadouri Technical University, Vocational Schools and Technical Colleges is expanded to escort with the development needs in the EDSP (new HEIs and programs)	3.3.4.1 Expansion (salaries) of the cadre in: Khadouri technical University, Vocational Schools and Vocation Units (salaries will result from development programs during the EDSP).	A cadre of 276 new employees recruited in the vocational schools and units: 180 for the new 6 industrial schools. 30 positions for each school: 16 vocational, 4 academic, 9 administrative and 1 for the Apprenticeship. 20 positions (vocational, academic and administrative) for the new agricultural school. 46 positions for the new industrial programs to be open in the existing schools: 36 for the 18 new programs, 10 for the ATS in 10 existing schools). 10 positions for new	19,932

			<p>classes in the existing agricultural schools. 20 positions for 10 girls' programs.</p> <p>Expansion of the Technical Colleges cadre by 138 positions: 104 academic and 34 administrative.</p> <p>Expansion of KTU's cadre by 126 new positions: 87 academic (61 lecturer with MSc or higher, 21 repeater and lab supervisor and 5 lab technicians) and 39 positions the financial and administration departments.</p>	
	3.3.4.2	Providing salaries for the existing employees (before start implementation of the EDSP).	Financial coverage for the existing salaries and their annual premium is available.	101,870
	3.3.4.3	Providing financial coverage of recurrent costs during the EDSP (doesn't include salaries).	Financial coverage for recurrent costs (logistics) and their annual increase is available.	12,046

Goal (4): Relevance

Expected Result	Target	Action Program	Specific Indicator	Budget (000 US\$)
Higher Education and Technical and Vocation Education and Training, TVET (shared target)				
4.1	4.1.1	4.1.1.1		495
Conversion of the HE Sector from a supply-oriented to a demand-oriented sector is "gradually" started and "partially" realized	A clear picture of the relevance degree of HE programs to labor markets (with special reference to the local LM) needs is attained at the "program cluster" <sup>20</sup> level and at the each program level when needed	Evaluation of the relevance degree of HE programs (10 groups including 299 programs) to local labor market need and its employing capacity.	An accurate and reliable report on the relevance of the HE programs (10 program clusters of 299 programs) to the local labor market needs and its employment capacity reflected at the district level.	
	4.1.2	4.1.2.1		350
	An "increasing" gradual compatibility between HE	Design of implementation procedures and policies to	An accurate, realistic and reliable	

20: A "program cluster" is a set of similar HE programs. For instance, the Medical Sciences Programs Cluster contains: Nursing, Public Health, Medical labs...

	<p>outputs and labor markets needs is realized through rationalizing (gradually) the enrollment towards development priorities and control (gradually) the enrollment in labor market-saturated programs</p>	<p>(gradually) push enrollment towards priority programs and rationalization (gradually) of labor market-saturated programs. And supporting this with a reliable Career guidance services and with shared and participative decision with HEIs.</p>	<p>policy paper. At least 6 central CG campaigns implemented. A list of programs which are identified as priority for the socio-economic development of the country.</p>
	<p>4.1.4.1 Confirmation of results and assumptions related to the planned gradual conversion of the system to a demand-oriented system that is indicated by higher employability.</p>	<p>An accurate and reliable comparative study reliable for strategic direction.</p>	<p>150 473,317</p>
Total Budget (US\$ 000)			

Summary EDSP (08-12)	Y 2008	Y 2009	Y 2010	Y 2011	Y 2012	Total
Budget for development items	8,624	77,272	77,244	77,425	70,673	311,238
Budget for recurrent items	25,373	36,217	32,612	32,992	34,885	162,079
Total	33,996	113,489	109,857	110,417	105,558	473,317

## ANNEX IV: GENERAL EDUCATION MATRIX

(insert from file)



## ANNEX V: HIGHER EDUCATION MATRIX

(insert from file)

## ANNEX VI: LIST OF THE MOEHE DOCUMENT FROM AT THE WEB SITE

The following documents can be viewed at the MoEHE web site [www.mohe.gov.ps](http://www.mohe.gov.ps):

1. Situation Analysis Report
2. Action Plan Matrix
3. Monitoring and Evaluation System
4. Targets of the Three Scenarios
5. MoEHE : Policy Simulation Model