



Palestine

Education for All 2015 National Review

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State of Palestine



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Speech of H.E Minister of Higher Education

Lots of ambitions yet more challenges ... This is the reality when we speak about the educational situation in Palestine, its case similar to other aspects of life. The ambition is embodied in the recurrent strategic plans of the Ministry of Higher Education that include goals equal to the expected hopes and a clear victory to the choice of quality and keeping up of pedagogical updates technologically and technically.

Despite all that, the process faced some hardships. They didn't begin with the start of the Israeli occupation and the last of which won't be the latest aggression on Gaza strip. This invasion made speaking of the right to education a mere imaginary concept within the confiscation of the main right which is the right to life. Based on that, there should be a complete review of what has been accomplished from Dakar Declaration in 2000, considering occupation as a permanent threat to any effort taken.

Yet we refuse to always put the occupation as an excuse, accusing it of confiscating all our rights – although it effectively did confiscate a big part of them- and instead we depended on our national unity which is embodied by formulation of our national unity government which unifies the efforts and emphasizes the complete coordination and integration between both sides of the nation. The very first results were by forming the National EFA Team in Both the West Bank and Gaza Strip. Another challenge was on the determination of our pedagogical and educational staff and the integration with partners, local and international bodies to make a success out of several initiatives. The relation with UNRWA is a living example of a productive harmonious relation.

The early childhood sector, which in big part is managed by non-governmental bodies, received great attention. Establishing a national strategy for early childhood shows our commitment to our obligations towards this sector and there is an ambitious plan to expand it at the governmental level.

There are a lot of accomplishments in the elementary and high school education sectors, all governed by a common qualification which is attention to quality and keeping up with technology and providing space for creativity.

In 2013/2014, Palestine has come close to the international target according to Dakar convention which is 95% from the amended Net Enrollment Ratio in primary education (1 - 4) until 2015. Palestine came close to achieving the goal associated with basic education (5-10), whereas enrollment ratio in secondary education has risen significantly. Here, we renew our commitment to take further realistic procedural steps to develop the vocational education. We hope that the implementation of the Ministry's 3rd strategic plan would be a guarantee of a promising vision for the period after 2015

In line with the MoEHE strategy, Palestine has taken wide steps towards building teachers' competencies and raising their caliber. The culture of follow up and scientific planning has been incorporated since all the ministry's activities at all levels are aligned with its strategic and working plans. Follow-up is being implemented based on a comprehensive monitoring and evaluation system. All these efforts confirm our persistence towards fulfilling the objectives included in the successive five-year plans of the Ministry.

We have achieved a lot and we are proud of the achievements of the education of adults as their level of literacy has improved significantly in the past years and reached 95.9% in 2012. With that, Palestine is among the countries that accomplished the international target of 95% according to Dakar convention. Further, the national strategy to educate the elderly was developed for the purpose of maintaining the right of education for all.

As for gender equality in education, Palestine has also achieved the global target of Education for All of (0.95-1.05) in the adopted indicators.

I would like to thank the national team. I reiterate my and the Ministry's cadre's commitment to continue the work in order to achieve the objectives included in the Universal Declaration of Education for all. We are encouraged by the indicators and reports indicating that Palestine took big steps in fulfilling its commitment towards providing education for all, according to Dakar convention.

Prof. Khawla al Shakhsir Sabri
Minister of Education and Higher Education/ Palestine

Acknowledgement

For all those working for a better future for Palestine children

For those, individuals and organizations, who direct their integral efforts to raise purposeful, qualitative effort

For those who make giving a method to sustainability of work

For all those who provide right to education

For the national team members, and all organizations that dedicated efforts to create a clear vision to develop education

For all of you, we say thank you; and we renew our promise to continue this road until we achieve our goals most important of which developing our generations.

- **Public Spending on Education as a Percentage of Total Government Spending:**

This is the total of current and capital government spending on education as a percentage of total government spending in a given fiscal year.

- **Objectives:** Defined as the results to be achieved over a specified period of time (the six goals of Education for All), via the implementation of programs and activities contained in the National Plan for Education for All, the results of which lead to the accomplishment of national goals in achieving Education for All.

- **Literacy Program:** A program offering a range of learning opportunities for youth and adults who are lacking in basic skills. This program may be determined in terms of teaching hours and the contents of learning, or in terms of the initial skills that are critical to continue the process of learning to read and write.

- **Academic Achievement:** Performance in tests or exams that assess knowledge or proficiency in a specific thematic area. The terminology is sometimes used as an indicator of the quality of education in a particular educational system or when comparing a group of schools.

- **International Standard Classification of Education (ISCED):**

A classification system designed to be used as an appropriate tool for the collection, management and presentation of education indicators and statistics comparable within individual countries or internationally. This system was established in 1976, and revised in 1997 (ISCED 97).

- **Lifelong Learning:** The concept of lifelong learning as an ongoing process at all stages of life to meet the learning needs of individuals. This term is widely used in the field of adult education to denote the learning process in its numerous forms and levels.

- **Basic Education:** The full range of educational activities taking place in various settings (formal, non-formal and informal) that aim to meet basic learning needs. The English term 'basic education' may be linked with the term 'fundamental education'. According to ISCED, basic education includes primary education (the first stage of basic education) and the lower part of secondary education (the second stage). In the Palestinian educational system, basic education includes grades (1-10) of formal education.

- **Compulsory Education:** Educational programs that children and young people are legally required to pursue, usually determined by the number of classes or by age group, or both.

- **Primary Education (level 1 in ISCED):** Programs usually designed on the basis of a unit or project to give students an appropriate basic education in reading, writing and mathematics, and preliminary understanding of other subjects such as history, geography, natural science, social science, art and music. These subjects help to develop the students' ability to obtain and use information in their home, local community and country.

- **Technical and Vocational Education:** Programs designed primarily to prepare students for direct entry into a specific profession or trade (or in a professional or business group). The successful completion of these programs usually leads to obtaining a professional qualification relevant to the labor market and recognized by the competent authorities in the country where the student obtained this qualification.

- **Secondary Education:** Programs for Levels (2 and 3) in ISCED: The lower stage of secondary education (ISCED level 2) is usually designed to continue the basic programs of primary level. However,

education is usually more subject-orientated, requiring more specialized teachers to cover all target specialist topics. At the upper stage of secondary education (level 3 in ISCED), the final stage of secondary education in most countries, education is often more regulated and in greater depth, and teachers require higher or more specialized qualifications than those required for Level 2 of ISCED. In Palestinian education, secondary education includes grades (11-12) of formal education.

- **General Education:** Programs designed primarily to enable students to deepen their understanding of a subject or group of subjects, especially - but not necessarily - to prepare them for further education at the same or a higher level. Usually, these programs are based in the school and may or may not include professional elements. The successful completion of this education may or may not provide students with adequate qualifications for the labor market.

- **Adult Education:** This comprises educational activities provided via formal, non-formal or informal education frameworks targeting adults and aimed at either developing initial education or training, or as a substitute for them. The goal of adult education can be the following: (a) the completion of a specific level of formal

education or professional qualification; (b) the acquisition of knowledge and skills in a new field (not necessarily for an academic qualification); and (c) to refresh knowledge and skills.

- **Education for All:** EFA is designed to provide good quality basic education for all children, youth and adults. It includes all the categories approved by the World Declaration on Education for All in Thailand in 1990, and adopted at the World Conference on Education for All in Senegal in 2000, namely early childhood, primary education, adult education, and training for young people.

- **Continuing Education:** This is a general term that refers to a wide range of educational activities designed to meet the basic learning needs of adults.

- **Non-formal Education:** Learning activities usually held outside the context of formal education. This term usually relates to the terms formal and informal education. In a variety of situations, non-formal education includes educational activities to teach reading and writing to adults, provide basic education for children and young people out of school, acquire life skills, work skills, and general cultural awareness. These activities usually have clear learning objectives, but vary in terms of duration, the

award of certificates for what has been learned, and in terms of organizational structure.

- **Early Childhood Care and Education (ECCE):** Programs that provide care for children and provide them with an organized and purposeful set of learning activities, both in the context of a regular institution (pre-primary education, level zero in ISCED) or in the context of a non-formal program for the development of children. ECCE programs are usually designed for children from the age of three years and include organized learning activities with an average of at least two hours per day and 100 days per year.

- **School Age Population:** The population belonging to the age group officially designated for a given level of education, whether they are enrolled in school or not.

- **Number of New Entrants in First Grade Primary Education who Attended ECCE Program:** The number of new entrants (children) in the first grade of primary education who attended care and education programs in early childhood for at least 200 hours. It is expressed as a percentage of the total number of new entrants in the first grade of primary education.

- **Enrollment:** The number of pupils or students enrolled in a given level of education regardless of age.

- **Gender Equity Index (GEI):** GEI is a composite index designed to measure relative equity between the genders in total participation in primary and secondary education, as well as gender equity in adult literacy. This index is calculated as the mathematic mean of indices of gender equity within the gross enrollment ratio (GER) in primary and secondary education, as well as the percentage of adult literacy.

- **Gender Parity Index (GPI):** The values that represent the percentage of females to males (or males to females in certain cases) based on a particular index. When GPI is equal to 1, this indicates that there is parity between both genders, but if it is higher or lower than 1, this indicates a disparity in favor of one of them.

- **Literate/Illiterate:** a person who can/cannot read, write and comprehend a simple text about their daily life (based on the 1958 UNESCO definition).

- **School Life Expectancy (SLE):** The total number of years of education that a child, at a specific age, can expect to spend in education, including years of repetition. It is the total enrollment ratio for each age in

primary, secondary and post-secondary education, not including higher education.

- **Functional Illiteracy:** A person is considered functionally literate or illiterate when they are able/unable to engage in all activities that require literacy to facilitate the functioning of the group to which they belong, and for enabling the individual to continue to use reading, writing and calculation for his own and his community's development.

- **Literacy:** According to the 1958 UNESCO definition, literacy is the individual's ability to read, write and comprehend a simple and short text on their everyday life. The concept was then evolved to include many skills, each designed according to a different level of mastery and aiming to achieve different goals.

- **Gross Intake Ratio (GIR) in Primary Education:** This is the total number of new children enrolled in the first grade of primary education regardless of their age and expressed as a percentage of the population of the official primary entrance age.

- **Effective Transition Ratio (ETR) from Primary to Secondary Education:** ETR is the number of pupils (or students) in the first grade of secondary education for a given year. It is expressed as a percentage of the

total number of pupils in the final grade of the primary stage in the previous year.

- **Survival Ratio in Education by Grade:**

This is the percentage of a cohort of pupils enrolled in the first grade of an educational stage in a given academic year who are expected to reach successive grades.

- **Dropout Ratio (DR):** This is the percentage of pupils or students who drop out of a given grade in a given school year. This ratio represents the difference between 100% and the total success and failure rates.

- **Repetition Ratio (RR) by Grade:** The proportion of students in a given class and a given academic year who are enrolled in the same class in the following year.

- **Net Intake Ratio (NIR) in Primary Education:** The number of new entrants in the first grade of primary education who have attained the official age for enrollment in education. It is expressed as a percentage of the population of this age.

- **Adult Literacy Rate:** The number of people aged 15 years and above who can read, write and understand a simple, short text related to their daily life. It is expressed as a percentage of the total population in the same age group. The different ways to define and assess literacy lead to different results with respect to the number of people who are designated as literate.

- **Basic Skills:** Usually refers to a minimum level of skills in reading, writing and mathematics.

- **Gross Domestic Product (GDP):** This is the total gross value contributed by all producers to the economy, including forms of distributive trade and transportation, plus all excise duties and minus all subsidies that are not included in the value of the products.

- **Pupil-Teacher Ratio (PTR) in Primary Education:** The average number of pupils per teacher at a specific level of education. This ratio is based on the number of students enrolled by the number of teachers at the same level.

- **Gross Enrollment Ratio (GER):** Total enrolment in a specific level of education, regardless of age, and expressed as a percentage of the official school age population corresponding to this level of education.

- **Net Enrollment Ratio (NER):** The number of individuals of the official age group enrolled in a given level of education and expressed as a percentage of the corresponding population of this age group.

- **Adjusted Net Enrollment Ratio (AER):** Percentage of children in the official age for Basic Education and who are enrolled in primary or secondary education.

List of abbreviations

AIDS	Acquired Immune Deficiency Syndrome
ANER	Adjusted Net Enrollment Ratio
CRC	Convention on the rights of children
DR	Dropout Rate
EFA	Education for All
ECCE	Early Childhood Care Education
ETR	Effective Transition Rate
GDP	Gross Domestic Product
GEI	Gender Equality Index
GER	Gross Enrollment Ratio
GIR	Gross Intake Ratio
GNP	Gross National Product
GPI	Gender Parity Index
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
NER	Net Enrollment Ratio
NGO	Non-Governmental Organization
NIR	Net Intake Ratio
PTR	Pupil-Teacher Ratio
RR	Repetition Rate
SLE	School Life Expectancy
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical/Vocational Education and Skill Training
UPC	Universal Primary Completion
UPE/UBE	Universal Primary Education

Executive summary

Education plays a key role in the overall development process and societies need to work rigorously to review their educational systems to meet the basic learning needs contained in the Universal Declaration on Education for All made at the World Conference on Education for All, held in Jomtien, Thailand, in March 1990. The World Education Forum held in Dakar in April 2000 established the general goals and obligations pledged by governments and the international community to improve basic education for all by 2015. Education for All represents an expanded vision of basic education that does not stop at its former borders of providing free education opportunities. Commitment to its current status is no longer the desired goal; it goes further to help meet the individual's basic needs through enrollment and equality in education, to include community groups of children, young people, adults, and literacy programs benefiting from advanced technology in implementing these programs. This report reviews what has been achieved to fulfill the basic needs of every child under the previous pledge, with a review of the current situation, opportunities, challenges

and prospects for Palestinian education beyond 2015.

The report highlights the following:

First, Progress towards the Education For All Goals:

1. **The Expansion of Early Childhood Care & Education (ECCE):** Children aged 4 to 6 years are enrolled. The two-year ECCE aims to provide a suitable environment that creates a balanced education for the child, including personal, physical, mental, spiritual, and emotional aspects. This helps the child to form sound health habits, develop social relationships, enhance positive skills, and build enthusiasm for school.
 - Kindergarten education is still not compulsory by law in Palestinian education.
 - The total number of children enrolled in the 2013/2014 academic year totaled 55%, which means that less than half of children of kindergarten age are not enrolled. The percentage is far from the target in accordance with the Dakar agreement (70%) of the gross enrollment ratio.

- Kindergarten education is provided almost entirely by the private sector, with the exception of two kindergartens overseen by the Ministry of Education and Higher Education. This represents the situation from 2004 to 2013.
 - The pupil-teacher ratio (PTR) in kindergarten education stood at 1:17.8 in the 2012/2013 academic year.
- 2. Provision of Universal Primary Education:** This covers free, compulsory ten years of education in public schools, extending from first grade until the basic tenth grade. It is attended by children from the age of five years and seven months in public and UNRWA schools, and five years and five months in private schools, starting at the beginning of each academic year. In other words, if the child has entered six years of age by the end of December of the academic year in which he is accepted. It aims to achieve the overall objectives of education and to prepare the student physically, mentally, spiritually, emotionally and socially.
- The gross intake ratio (GIR) in primary education stood at 102.5%, and net intake ratio (NIR) totaled 93.7% in the 2013/2014 academic year.
 - The gross enrollment ratio (GER) in primary education (grades 1-10) was 95.3%.
 - The Adjusted Net Enrollment Ratio (ANER) in education for the year 2013/2014 was (94.2%). The indicators of this objective include basic education in accordance with the Palestinian educational system. It includes grades (1-10), and thus it includes two phases according to UNESCO classification, namely: ISCED 1: includes grades (1-4), and ISCED 2: includes grades (5-10). According to the adopted criteria to achieve the objective of the universal basic education, the goal is achieved or we approach it if the adjusted net enrollment rate in primary education (1-4) is (95%). The goal of the adequacy of the adult educational needs or we approach it if the adjusted net enrollment rate in primary education was (5-10) or (ISCED 2 lower secondary education according to UNESCO) to (95%). Palestine has achieved in accordance with the 2013/2014 data the second goal - the universal primary education , according to UNESCO (ISCED 1) - which represents the basic education (1-4) in the Palestinian education system as the ratio (99.2%) for the year 2013/2014.
 - The survival ratio to grade 5 (SRG5) in primary education for the 2012/2013 academic year was 97.3%, while the

survival ratio to grade 10 (the last grade at basic stage) was 82.7%.

- The percentage of qualified teachers according to the Teacher Education Strategy was 36.6%, and the percentage of qualified teachers in the public sector was 33.1%.
- The pupil-teacher ratio (PTR) for 2013/2014 was 1:22.8.
- Government spending on education as a percentage of total government spending was 19.04% for 2012/2013; the total cost per student in the education sector was \$849.44.

3. **Meeting the Educational Needs of Youth and Adults:**

This addresses the educational needs of youth and adults and ensures “meeting the needs of education for all adults through equitable benefit from appropriate education programs and acquiring the required life skills.”

- Literacy rates among youth (15-24 age group) for 2013 totaled 99.3%.
- The gross enrollment rate (GER) in secondary education for 2012/2013 was 73.5%, the general secondary education ratio was 72.2%, and for vocational education it was 1.3%.
- Providers of vocational training and education services are divided into several parties, including governmental, non-

governmental, the UN Relief and Works Agency (UNRWA), and the private sector.

- The academic qualifications of youth and adults holding secondary and higher educational qualifications improved between 2005 and 2012.
- Studies indicate that community trends in vocational education are not positive because the majority of students and parents prefer students to enroll in university education after high school rather than vocational education. The percentage of students enrolled in vocational education in 2012/2013 was about 6.47%, and 2.94% had no specific trade specialization.

4. **Improving Adult Literacy:**

This goal is determined in achieving “improvement of 50% in adult literacy levels by 2015, especially for women, and achieving equitable access to basic and continuing education opportunities for all adults.”

- Adult literacy rates (15 years and above) in 2013 stood at 96.3%. Thus Palestine has achieved the fourth goal of Dakar’s goals, improving the level of adult literacy or approaching it if the percentage is (95%).
- The percentage of individuals (15 years and over) who completed university education or higher was 12.1%, and 9.4% of individuals had not completed any educational stage.

The percentages indicated disparities in favor of males versus females in educational attainment. The percentage of males who completed university education or higher was 12.4% compared with 11.7% for females. Around 7.1% of males had not completed any educational stage compared with 11.9% of females.

- The number of literacy and adult education centers increased to 90 in 2013/2014 compared with 79 centers in 2011/2012. This reflects the focus on reducing illiteracy rates.
- The number of learners in literacy centers was 1,533 males and females. The percentage of males in literacy centers in 2013/2014 was 51.34%, equal to 787, while the percentage of females was 48.66%, equal to 746.
- The number of parallel education centers increased to 23 in 2013/2014 compared with 11 centers in 2011/2012. This increase reflects the level of interest in encouraging the Palestinian community to progress from reading and writing skills to the primary education category (sixth grade).
- The number of learners in parallel education centers was 277 males and females. Male learners constituted 51.99% in literacy centers in 2013/2014, equal to 144,

compared with 48.01% for female learners, equal to 133.

5. **Achieving Gender Parity in Education:**

The elimination of disparities between both genders in primary and secondary education by 2005, and achieving equity between genders in education by 2015, with emphasis on ensuring full and equal opportunities for girls to benefit from and make appropriate use of primary education. The Gender Parity Index (GPI) expresses the values that represent the percentage of females compared to males (or males to females in certain cases) based on a particular index. GPI measures progress towards gender parity in participation and/or learning opportunities for females compared to those available to males. It also reflects the position of women in society. According to UNESCO standards in relation to the achievement of the goal of gender equality in education, the goal is achieved or close to it if the parity index ranges (95-105) in basic education (1-10) (or ISCED 1 and ISCED 2) according to UNESCO classification. Gender parity indices as follows:

- Literacy rates among adults and youth (15-24) = 1.00
- Gross enrollment ratio (GER) in kindergarten = 1.00

- Gross intake ratio (GIR) in primary first grade = 0.99
- Net intake ratio (NIR) in primary first grade = 0.99
- Gross enrollment ratio (GER) in primary education = 1.02
- Net enrollment ratio (NER) in primary education = 1.02
- Adjusted net enrollment ratio (ANER) in primary education = 1.02
- Survival ratio to grade 5 (SRG5) = 1.00
- Survival ratio to grade 10 (SRG10) = 1.22
- Primary completion rate (PCR) = 1.22
- Effective transition ratio (ETR) from primary to secondary education = 1.06
- Gross enrollment rate (GER) at secondary level = 1.31
- Adjusted net enrollment ratio (ANER) at secondary level = 1.30
- Net enrollment rate (NER) at secondary level = 1.29
- The percentage of teachers who received training to pre-service teachers = 1.00
- The percentage of qualified teachers according to the Teacher Education Strategy = 1.28
- Palestine is classified among the countries that have achieved gender parity and in education.

6. Quality of Education

As indicated by the World Education Forum (2000), this includes “education for knowledge, work, coexistence and self-esteem”. The most prominent results in achieving this goal include:

- The percentage of teachers who hold a certificate that qualifies them to teach according to national standards (Teacher Education Strategy) in 2013/2014 was 33.1%: 22.9% males and 30.7% females.
- The pupil-teacher ratio at different stages of education (pre-primary, primary, secondary education) for 2013/2014 was 1:19.3 for kindergarten, 1:22.8 for primary education, and 1:17 for secondary education.
- The pupil-class ratio at different stages of education (elementary, primary, secondary education) in 2013/2014 was 1:23.4 for kindergartens, 1:31.6 for primary education, and 1:27.5 for secondary education.
- The percentage of schools with improved water sources by educational level for 2012/2013 was overall 90.6%, primary education 90.7%, and secondary education 90.4%.
- All schools have improved sanitation facilities (i.e., separate toilets for girls).
- The performance of students in exams (standard, national, and international trends

in mathematics and science) has been low and has fluctuated over the years.

- The possession of life skills in 2012 indicates that the percentage of life skills is higher in female students than in males for all years and all grades. The percentage of life skills fluctuates over the years and for all the grades. The percentage of life skills in 10th grade was higher than in 8th and 4th grade for all years.
- The school life expectancy for the 2013/2014 academic year for all stages of education was 10.4%: 9.1% for primary stage and 1.3% for secondary stage.

Second: Implementation of Education for All Strategies

The following points clarify how the Ministry of Education and Higher Education has employed the 12 strategies of Education for All, namely:

1. Mobilize strong national and international political commitment for Education for All, develop national action plans, and significantly enhance investment in basic education. This can be achieved by connecting the Education for All Plan to the Ministry's development plans, and national reform and development plans. The Ministry has adopted the principles of Education for All as general principles for educational development in Palestine. Additionally, the Ministry has taken into account the relevant policies and documents developed nationally and internationally in the preparation of its strategic plans.
2. Promote Education for All policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies. The Ministry's strategic plans include a number of policies to balance the requirements of continued interest in providing educational opportunities for all and the programs and procedures needed to enhance the quality of educational outcomes, with the building and development of capabilities and systems in administration, finance and planning.
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development
4. Develop responsive, participatory and accountable systems of educational governance and management. The Ministry of Education formed a national body for Education for All in 2002. It includes key partners in the education process from official institutions, civil society organizations, the private sector and

international organizations to develop a future framework for the Education for All Plan. In 2007, the National Coalition for Education for All was established to bring together all efforts involved in the education sector in Palestine and to form a body to advocate educational policies to achieve qualitative educational outcomes, networking among all actors in their programs for the benefit of the education sector, and building and developing international solidarity to curtail Israeli violations of the right to education in Palestine.

5. Meet the needs of education systems affected by conflict, natural disasters and instability and conduct educational programs in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict. Since Palestine lives under Israeli occupation and oppressive practices against the educational process (schools, teachers, students and educators), the Ministry of Education & Higher Education has focused special attention on education in emergency conditions to guarantee the right to education in all circumstances. Education has been disrupted as a result of measures and practices by the Israeli occupation. These practices include

the destruction and closure of educational institutions, disruption of study, preventing students and teachers from reaching schools, and other obstacles to the educational process.

6. Implement integrated strategies for gender equality in education that recognize the need to change attitudes, values and practices.

Gender has been adopted by the Ministry of Education and Higher Education as a prominent policy in the implementation of its strategic plans. Despite remarkable achievements in education in this area, additional measures have been implemented to bridge gaps that remain between males and females in enrollment rates at all levels and fields of education, and to encourage women to work in education at every level, particularly in the highest decision-making positions. Gender equality is one of the most prominent aspects for inclusion in the Ministry's future plans for Palestinian education beyond 2015.

7. Urgent implementation of educational programs and initiatives to combat the HIV/AIDS pandemic. In 2003, the Ministry of Education, in collaboration with the United Nations Population Fund (UNFPA), conducted the Reproductive Health Project

and the HIV/AIDS Prevention Project was implemented in 2012 - 2013. These activities are ongoing. Initially, they focused on the integration of reproductive health concepts in the curriculum. The focus is now on reproductive health.

8. Create a safe, healthy, inclusive and equitably resourced educational environment conducive to excellence in learning, with clearly defined levels of achievement for all. In implementing its plans and programs, the Ministry has focused on improving the school environment and improving methods of education, enriching the curriculum, training in life skills, developing a relationship with the local community and other means to make school attractive for children in all aspects of the educational process. During 2002-2003, the Ministry of Education carried out a special study to determine Palestinian standards for child-friendly schools. The study resulted in the Ministry's adoption of these standards in its plans and 10. programs and these constituted some of the most important indicators for monitoring and evaluation of the second and third strategic plans.

9. Enhance the status, morale and professionalism of teachers. In 2008, the Ministry developed a strategy for teacher training and professional development in cooperation with Palestinian higher education institutions, UNESCO, UNRWA Education Department, and educational civil society institutions. The strategy aims to improve the quality of education in Palestine, develop open and defined policies on teaching practice and professional development, and enhance the teaching profession. The Teacher Education Strategy formed part of a serious policy to reevaluate the teaching profession and improve the status of teachers as professionals worthy of respect. Teaching should be a profession that is attractive to highly qualified individuals and in which teachers are motivated to develop cognitively and behaviorally, and encouraged to engage in personal development and professional growth.

10. Harness new information and communication technologies to help achieve the goals of Education for All. The Ministry has taken concrete steps towards employing information and communication technology to help achieve its goal of improving the quality of education in the context of the

application of IT projects in various schools. The Ministry has focused on key components such as infrastructure, electronic content, capacity building, and building a network of schools to encourage communication and access to information.

Third: Prospects for Palestinian Education Beyond 2015

In the context of the public and national debate on the educational system and its outputs, several issues should be worthy of attention in relation to Palestinian education after 2015.

11. Systematically monitor progress towards achieving the goals and strategies of Education for All at local, regional and international levels.

12. Build on existing mechanisms to accelerate progress towards Education for All. The Ministry of Education and Higher Education has adopted a system for monitoring and evaluation with the launch of its second Strategic Plan (2008-2012). The system provides data on the development of plans, the surrounding context, and recommendations for the development of effective interventions that will lead to change. Combined with outgoing reports, this system is an effective early warning tool of any deficiency in the functioning of the plans. The potential exists to discuss the causes and modify the course at the appropriate time via the monitoring of performance indicators for each plan programs and make an appropriate assessment.

1. The right to education: The Palestinian education system lacks a reference in the Palestinian Law of Education, which still awaits approval by the Palestinian Legislative Council (PLC). Legally, the right to education is based on Article 24 (1) of the Amended Basic Law of the State of Palestine 2003, which states: “Every citizen shall have the right to education. It shall be compulsory until at least the end of the basic stage. Education shall be free in public schools and institutions.”
2. Israel’s violations of education in Palestine: From the start of the occupation in 1967 until the present day, educational institutions have suffered the impact of the practices of the Israeli occupation. Violations have included:
 - The educational infrastructure (premises, health, education). Under the occupation,

classroom density has increased and most schools and classrooms have been created in rented premises. Many schools have two, sometimes three, shifts. The school environment lacks specialized educational facilities such as libraries and laboratories, or adequate health facilities. These practices continued in various forms up to the time of the Oslo Accord. Israeli occupation forces have shut down and raided schools, intimidated students and staff, denied access, and destroyed (completely or partial) many schools, as seen in the recent assault on the Gaza Strip.

- Educational staff/ teachers. During the Israeli occupation, teachers were denied vocational and academic development, salaries did not meet their household needs, salaries were reduced or deducted for political reasons, and arbitrary dismissal from service occurred. Up to the present day, teachers are still being assaulted, threatened, arrested, and denied access to schools.
- Students: Prior to the Oslo Accord, the Israeli occupation canceled compulsory education, imposed high fines and fees on students and their parents, intimidated them with threats of murder and detention, and denied them access to schools.

- Curriculum and textbooks: From the start of the Israeli occupation until the Palestinian Authority took over the responsibility for education after the Oslo Accord, the Israeli authorities distorted the curriculum by removing materials and preventing school libraries from acquiring books, especially those with a nationalistic or religious character. In addition, the Israeli occupation prevented the development of the curriculum throughout the period that it was responsible for Palestinian education. These practices are still ongoing in Jerusalem as schools that offer the Palestinian curriculum are targeted whereas private schools are tempted to adopt the Israeli curriculum, and many teachers are prevented from reaching Jerusalem.

3. Lack of justice and equality: Quantitative indicators show gender parity in most educational indicators for kindergarten, primary education, and in the survival ratio to grade 5 (SRG5). Some aspects of inequality emerge across indicators related to secondary education, the survival ratio to grade 10 (SRG10), completion of primary stage, the transition ratio from primary to secondary education, and the percentage of qualified teachers, which is dominated by females. Qualitative indicators of

achievement in international, national and unified exams (TIMSS) are in favor of male students; this is also reflected in life skills indicators and school life expectancy.

4. Developing non-formal education: The implementation of the national strategy for adult education was a first step to providing the data necessary for the analysis and development of this sector, to develop professional staff, expand its programs, and to diversify the specializations offered by vocational education and non-formal programs. Courses should be distributed fairly by region and gender must also be taken into consideration by introducing disciplines for girls other than the current traditional courses on sewing, beauty and the like.

5. Community partnership in managing the educational system: A vision was developed for all civil society institutions involved in the educational process to integrate their plans with the central plan of the Ministry. An advisory board was formed of the relevant authorities, both governmental or non-governmental, to support the educational process, develop a partnership policy and formulate a strategy. This aim of this step was to benefit from the expertise of civil society organizations by involving

them in determining accountability and discussing policy instruments, to develop basic criteria for projects and programs implemented by institutions, associations and civil society actors in Palestinian schools, and to establish a clear and centralized mechanism for monitoring and evaluation. Efforts were made to enhance the performance of Parent Councils within the school by giving members of the community (parents) a prominent role rather than the school (principal), and extending the role of Parent Councils beyond requests to the school administration and addressing grievances, to accountability and oversight of the performance of the school.

6. Care for children with disabilities and an appropriate and inclusive educational system: A comprehensive national policy of inclusive education is required to integrate students with special needs rather than being confined to a narrow spectrum of the educational system. A unified national database is required of students with disabilities of educational age, alongside the training of professionals working in special education to increase their numbers and provide specialist attention and talented staff for all special needs groups and those with learning difficulties or autism. Parents and

the community also need to be educated about the needs of children with disabilities and their integration into society. Other measures include the formulation of regulations regarding various categories of disability, including guidelines for high school examinations for students with disabilities, the employment of graduates with disabilities in the public sector, the development of criteria for evaluating students at all academic levels, involving students with disabilities in all school extracurricular activities, the provision of psychological, educational and social support, and work to encourage optimal use of existing abilities to enhance independence and self-reliance. The integration of students with disabilities and special needs in public schools requires greater impetus.

7. Development of kindergarten education: The percentage of children enrolled in an early childhood program (kindergarten) was 50.7% in 2013/2014, although this is still far from the global target of 70% by 2015 in Education for All. The most significant trend in this area is the reiteration of the goal of care and education in early childhood as the first of the Education for All goals, thereby explicitly recognizing that this goal represents the first stage of education. To develop this sector and meet the needs of

early childhood, education must be made accessible to all, enrollment expanded, early childhood services made available in marginalized areas for those most in need, costs reduced by allocating special budgets for education in this sector, support given to ensure the continuity of these services in poor communities, enhance the educational environment, introduce strict regulations for licensing and construction, and formulate a special curriculum for kindergartens that takes into account the special context of the Palestinian situation.

8. The role of private education, and its support and integration in the development process in a meaningful partnership: The private sector still plays a marginal role in education in Palestine. It is concentrated in cities, whereas villages and refugee camps lack this type of education. Private schools make up only 13.5% of school education (primary and secondary) and provide education to 9% of students in Palestine. Private kindergartens care for 99.1% of children of kindergarten age, while in vocational education the private sector covers no more than 10.5% of all schools. Recommendations in this field include to discourage the private sector to establish schools as profitable businesses, to set strict standards for the establishment of a school

and the annual renewal of the licenses of existing schools, to monitor and supervise the curriculum and learning outcomes, and to pursue a complementary relationship. Private schools may act as an incubator for models of active learning whose successes can later be transferred to the public education sector. The achievement of a transparent relationship may form the basis for a healthy relationship.

9. Harmonization of education, life and work:

The third strategic plan of the Ministry of Education reflected the goals of strengthening national identity and citizenship, promoting a system of values and the rule of law, transforming perceptions of the performance of the educational system beyond that of performance in local and international tests to include citizenship, modern skills, student-centered learning, and enhanced creativity, entrepreneurial opportunities and wellbeing. A harmonious relationship between Palestinian education and the labor market requires that state institutions, the Ministry of Education, and local and international partners integrate the foundations of vocational and technical education in public education through a formal curriculum and extra-curricular activities up to the end of primary stage

(tenth grade). Also, the percentage of secondary students enrolled in vocational education needs to be increased by encouraging female participation and making available suitable programs for them. An awareness campaign with professional guidance that targets parents and students should increase the number enrolled in vocational education and training. There should be focus on the success factors of employment and self-employment, bridging gaps between vocational education curricula and community life, and including skills demanded by the labor market within existing training units by adding new training modules in life skills and leadership training.

10. Promoting leadership, innovation and use of technology in education: The Ministry of Education has given special attention to leadership and innovation in accordance with the policy of including leadership and creativity to boost the Palestinian national economy, encouraging students to be critical and reflect, promoting a spirit of giving and production, and the exploitation of modern technology to bridge gaps and discrepancies between different areas of education in the Palestinian context. To strengthen leadership

and innovation in the educational system, strategic partnerships must be encouraged with relevant Palestinian, regional and international institutions, and initiatives of support introduced., The development of infrastructure technology in schools should be completed according to standard criteria defined by the Ministry of Education and Higher Education in cooperation with its strategic partners. The horizons for scientific and creative Palestinian students with entrepreneurial initiatives can be opened to enable them to communicate with their peers globally. Palestine should be represented in international forums and innovators in Palestinian schools should be connected with supportive programs in national, regional and international universities, with an appropriate incubator created for them to develop and grow.

About the Report

This report summarizes the efforts made in Palestine to achieve the goals of Education for All, an internationally agreed commitment to provide good quality primary education for all by 2015. In the World Education Forum, which took place in Senegal (Dakar, 2000), 164 countries including Palestine pledged to meet the educational needs of all sectors of society: children, young people and adults. This report reflects the progress made towards realizing the goals and objectives of Education for All since the Dakar Conference in 2000 and evaluates and documents achievements in the implementation of national strategies aimed to achieve these goals. The report also defines the existing challenges and needs for the future of Education for All, proposes educational plans, and outlines a vision beyond 2015 to enhance the effectiveness of education and improve standards and outputs.

This report is based on the results of the national assessment conducted in Palestine, as well as the statistics and official reports issued by the MoEHE and other parties of relevance.

Significance of the Report:

The significance of the report – the national assessment for Education for All by 2015 – lies in assessing how much has been achieved towards achieving the goals of education for all since the conference of Dakar, and how much has Palestine fulfilled its pledges. It is desirable that this assessment interests those concerned and

leads to a wide-ranging critical discussion between national concerned sides to tackle the developing process of the education and training sector on the national level since 2000, in regards to the effectiveness and quality of the efforts taken by these sides during the past years. Also to find out the effectiveness of education for all in regards to the current developmental situation of the country, and also for the period after 2015.

The assessment operations also identified the domains of priority where efforts should continue in the systems of national education in order to better contribute in achieving a fair and sustainable development in various contexts.

The final result of the national discussions of the assessment of education for all by 2015 is represented in formulating a national agenda for education after 2015, by an absorbing and participatory process based on proofs.

The expected results are represented in the achieved advancement and the method it was achieved, with the aim of realizing education for all by 2015. It is desirable that this process leads to a clear perception of the level of development achieved by education in the context of education for all, and to producing a general discussion about this, and determining how effective is education for all in regards to formulating agendas for education in the future that embody renewal of the commitment to education by considering it a main factor to achieve national development.

The tangible outcomes are as follows:

- A national report to assess how much Palestine has achieved its commitments in education for all, and the systemic identification on how Palestine realized (or didn't realize) advancement in main aspects of education for all, the reasons behind that, and how the country

intends to move forward within a national agenda framework to develop education.

- A participatory assessment through a group of national dialogues on how the work agenda of education in the future will be formulated based on the assessment for education for all by 2015. Experiences from the past should be learned including all good practices.

-Renewal of collective commitment in education on the national, regional and international levels.

Objectives of the report:

The report aims to achieve 3 main goals, each depend on the previous one and contribute to what comes next. It is to mention that the first two goals are concerned in evaluating the achieved advancement in regards to the goals of education for all and its strategies. The third goal, however, is more concerned with the future, i.e after 2015.

1. Evaluation of the accomplished achievement in realizing the 6 objectives of education for all in Palestine.

The main goal is to assess the advancement achieved by countries in realizing the objectives of education for all and its strategies. That is done by analyzing the observed directions since 2000 in what concerns suitable key indicators. In this field, focus was on analyzing the variant effective and useful benefit from basic education for children, youth and elderly since 2000. Several elements were used such as available official detailed data and some more evidence as needed in order to recognize how fair and just the achieved advancement was. The qualities of the current situation were presented not in a quantitative manner only, but through quantitative proofs as well, using results

and analysis from researches and studies in the aim of highlighting sensitive issues and the way they were handled.

2. Assessment of strategies application in achieving education for all

Dakar framework provides –in addition to the 6 goals for education for all- 12 strategies to achieve the 6 goals presented in a connected way. These strategies were assessed through analyzing the method by which they were applied on the national level since 2000, and by highlighting the challenges in order to enhance the effectiveness of the education and training sector in what it has to contribute in the national development efforts. The strategies of applying the work frame of Dakar¹ include:

- ✓ Mobilizing political, national and international commitment for education for all. Introducing national work plans and increasing investment in a tangible way in basic education.
- ✓ Enhancing policies of education for all within a cadre of sustainable and comprehensive educational sector which is clearly linked to the special strategies that aim to eradicate poverty.
- ✓ Ensuring that civil society is committed and participates in formulating strategies to develop education, apply and follow up on them.
- ✓ Developing systems to manage education that are capable of meeting the needs and ensuring everybody's participation, and which are later assessed.
- ✓ Meeting the needs of the education systems that are affected by conflicts,

¹ See:
<http://unesdoc.unesco.org/images/0012/001211/121147a.pdf>
(22-17)

natural disasters and changes. Managing education programmes in ways that consolidate understanding, peace, tolerance and that help combat violence and conflicts.

✓ Applying integral strategies to realize gender equality in the field of education while affirming the necessity to change positions, values and practices.

✓ Urgent execution of educational programmes and initiatives to combat AIDS.

✓ Providing healthy and correct educational environments that have fair amount of resources which helps achieve excellence in learning and achieving levels for all.

✓ Improving conditions of teachers, raising their morals and enhancing their professional capacities.

✓ Dedicating new technologies for information and communication to help achieve education goals for all.

✓ Systematic follow-up of achievements in meeting goals and executing strategies in the field of education for all on the state, regional and international levels.

✓ Depending on existing mechanisms to accelerate advancement towards realizing education for all.

any international work agenda that might be introduced for education beyond 2015, and whilst it is important to hear the national opinions concerned about education about the benefits and shortcomings of the international framework for education, as was done in 2000, this is an essential matter for the universal discussion about the validity of any international work agenda that is made for education in the future.

3. Determining the validity of the working cadre of education for all

Consultations regarding the validity of the international framework for Education for All in relation to the national policies and practices in the future. This consultation is the base to determine the direction and formulate a national work agenda for education that is suitable for development conditions in the future beyond 2015. In a way that complements the universal discussion about the scope and shape of

Introduction

Education is quantitatively and qualitatively significant and is vital for the future of nations and humanity as a whole. It has socio-economic, psychological, political, and cultural impacts on society. As a result, governments, international organizations, NGOs, research centers and forward thinking planners are cooperating and sharing their knowledge, data, and experiences to realize effective, high quality, permanent, formal education, in addition to planning for international educational issues in the short, medium, and long terms.

The key aim of all countries for universal education is represented in the Education for All movement and the international commitment to provide a good level of primary education for all children, young people, and adults. In the World Education Forum (Dakar, 2000), 164 governments pledged to meet the needs of all sectors of society for education. They designated 2015 as the deadline to achieve the six goals of Education for All.

UNESCO has assigned to the responsibility to prepare reports that monitor the progress of Education for All and an independent team is preparing the International report for Education for All. Reports prepared by UNESCO are considered as a reference to guide and enforce commitment towards Education

for All and ensures its sustainability. Over the years, these publications were issued as follows:

- 2002 Education for All: Is the World on the right track?
- 2003-2004 Gender and Education for All: the Leap to Equality
- 2005 Education for All: the Quality Imperative
- 2006 Literacy for Life
- 2007 Strong Foundations: Early Childhood Care and Education
- 2008 Education for All by 2015: Will We Make It?
- 2009 Overcoming Inequality: Why Governance Matters
- 2010 Reaching the Marginalized
- 2011 The Hidden Crisis: Armed Conflict and Education
- 2012 Youth and Skills: Putting Education to Work
- 2013/2014 Teaching and Learning: Achieving Quality for All

To fulfill Palestine's commitment to the Education for All goals by 2015, the national assessment of achievements in this direction should be an inclusive, result-oriented, constructive and proactive process. It should take into account the methodology adopted by all participating countries who signed the Convention on Education for All. Based on the technical instructions adopted by the UNESCO coordinator for Education

for All national assessment, this report includes six sections:

Section 1: Introduction to the context of Palestine, its commitment to Education for All, and its national educational strategies, policies, plans and objectives. It identifies the institutions responsible for implementing the Education for All initiative, coordination mechanisms, and the partnerships with ministries, agencies, other civil society organizations, and international development partners.

Section 2: Main challenges of Education for All and its objectives for 2015. This summarizes the general framework of education, the challenges faced in 2000, the national objectives set for 2015 (see the National Action Plan for Education for All), and the challenges facing the achievement of Education for All goals and strategies.

Section 3: Progress towards the Education for All goals: general achievements and shortcomings. This compares results to date with the remaining challenges relating to the six goals of Education for All, which are: the expansion of early childhood care and education (ECCE); providing universal primary education; responding to the learning needs of all young people and adults; improving adult literacy levels; achieving gender parity in education; and improving the quality of education based on what has already been accomplished and the remaining challenges.

Section 4: Implementation of Education for All strategies. This assesses the effectiveness of the implementation of 12 strategies, , highlights educational reforms in the countries impacted by Education for All, and describes experiences relevant to the implementation of these reforms and their conclusions.

Section 5: Relevance of Education for All frameworks. which summarizes the current framework for Education for All based on international discussions and their relevance to the Palestinian context.

Section 6: Education post-2015. This section summarizes the international context for the prospects of Palestinian education post-2015, the priorities and issues listed on the future national educational agenda, which determines the prospects of education in Palestine post-2015.

Fifteen years after the signing of the Dakar Framework for Action, the deadline for conducting a national assessment to monitor and assess progress made towards the Education for All goals has drawn near. Assessment is made more difficult since the political circumstances experienced by Palestine during this period have impacted on the educational process. Education has been disrupted as a result of measures by the occupation authorities to frequently close and raid schools; the siege imposed by the occupation on the Gaza Strip from one side, or the agitated political situations there and the strike by teachers seeking improved working conditions,

and damage to school infrastructure ranging from widespread material damage to school buildings, to preventing the establishment of new schools in areas under Israeli control. The freezing of aid, on which Palestine has been dependent for years, also disrupted the educational process. Meanwhile, the political split between the West Bank and Gaza Strip led to the adoption of different educational policies and procedures. Indeed, the existence of this split prevented access to many data sources which would have provided a more accurate picture of Palestinian progress in achieving the Education for All goals.

We present this second draft to the National Team of Education for All. This draft includes sections and indicators from the 2015 National Assessment report of Education for All, derived from various sources.

This draft aims to provide the foundations for a disciplined dialogue with searching questions and inquiries to define problems and challenges. This dialogue will contribute the information required to ensure that the assessment will be comprehensive, integrated, and a valuable resource to fulfill our plans and achieve our Education for All goals.

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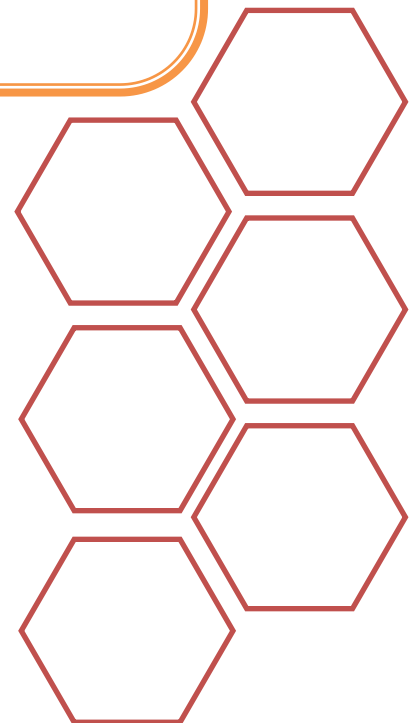
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Section One:

Introduction



First: Country Context and Commitment to Education for All

Historical Context:

Historically, Palestine occupies the land from the southern part of the eastern coast of the Mediterranean Sea and across to the Jordan River. It is located in the center of the Middle East, constituting the southwestern region of the Levant. It connects West Asia, North Africa and the Sinai Peninsula at the confluence of two continents. Palestine has a large number of historically and religiously important cities to the three monotheistic religions, especially Jerusalem. Today, several political entities overlap in this land: the State of Israel (which was established during the 1948 war after the displacement of hundreds of thousands of Palestinians from their homeland) exerts military control over the West Bank, while the Palestinian National Authority (PA) has civil control of West Bank cities, plus the Gaza Strip until the Israeli withdrawal in 2005.

Political Situation:

Politically, Palestine is considered to be a state under occupation as per resolution number (19/67) of the year 2012 made by the UN General Assembly. Palestine is one of the world's most unstable areas. Many international human rights organizations have documented Israeli violations of the rights of Palestinian civilians. The settlement process is like cancer-infected cells within the Palestinian lands that violates all the international legislations and covenants, in addition to discriminatory measures such as the construction of the Israeli Separation Wall in the West Bank in what many consider to be an act of apartheid. All these issues have created a sensitive security environment. In addition, since the establishment of the Palestinian Authority in 1993, the name 'Palestine' is sometimes used internationally within certain

contexts to refer solely to the territories under PA control.

The government (Council of Ministers) is the executive authority in the state. It is responsible for managing internal and external affairs, including day to day matters. The government operates according to defined work procedures and decision-making mechanisms; it usually meets on a weekly basis.

The Amended Palestinian Basic Law stipulates the regular election of a President and a Legislative Council. However, during the period between the establishment of the Authority and 2014, elections took place on only two occasions: the first elections were in 1996 and the second in 2006.

Sovereignty:

Today there are two political entities located in historical Palestine. The first is Israel, which was established following the 1948 war on 78% of the historical land of Palestine. This exceeded the area allocated by the United Nations for a Jewish State in its resolution of 1947 on the partition of Palestine. The other entity is the non-independent Palestinian Authority, which was established according to the 1993 Oslo Agreement. It holds partial sovereignty over the West Bank and Gaza Strip. The areas occupied since the 1967 war are the West Bank, Gaza Strip and East Jerusalem and together they constitute 22% of historic Palestine. However, from an international perspective, Israel is recognized as a state, while Palestine was recognized as a non-member observer state by the United Nations.

The Palestine Liberation Organization negotiates over the establishment of an independent Palestinian state in the West Bank and Gaza Strip (which together form 22% of

historic Palestine). These two areas include large Palestinian cities such as East Jerusalem, Gaza, Nablus, Hebron, and Ramallah.

In the meantime, both the West Bank and Gaza Strip are under mixed rule: certain areas have autonomy, while others are under Israeli occupation. The political status of the Gaza Strip is particularly complex since the redeployment of the Israeli occupation in 2005 without any arrangement between Israel and the Palestinian Authority regarding control. Internationally, there is implicit consensus that the lands occupied in 1967 will accrue to the Palestinian state in the future and that Israel is the occupier.

Population:

By mid-2013, the Palestine population was estimated to be 4.55 million live in the West Bank (2.31 males and 2.24 females. With a percentage of 103.3 males per each 100 females. Whereas the estimated number of population in the West bank is 2.79 million and 1.76 million in the Gaza Strip for the same year.²

A large percentage of Palestinians from historic Palestine are refugees who were expelled from their original villages following a plan by the Zionist gangs and the Israeli Occupation Forces during consecutively since 1948. The areas termed the West Bank and Gaza Strip comprise a majority of indigenous people, refugees and displaced Palestinians from areas inside Israel. There is also a minority of Israeli settlers who live in separate communities in the West Bank called settlements; these were established on land forcibly confiscated from its Palestinian owners.

Palestinians Outside the West Bank and Gaza Strip:

Today, there are more than five million Palestinians living outside the borders of historic Palestine where they are located in different Arab and foreign countries. The following table provides the estimated Palestinian population in the world by country of residence at the end of 2013.

Table (1): Estimated worldwide Palestinian population by country of residence, end of 2013

Country	Population	Percentage
Palestine	4485459	38
Israeli (1948 lands)	1430212	12.1
Arab countries	5225776	44.3
Foreign countries	665288	5.6
Total	11806735	100

The estimated Palestinian population in Arab countries is as follows:

- Jordan: more than three million Palestinians, representing about half of the Palestinians in the Diaspora.
- Syria: about 600 thousand Palestinians. They hold a travel document for Palestinian refugees while most of them live in Yarmouk camp in Damascus.
- Lebanon: about 550 thousand Palestinians. They hold a travel document for Palestinian refugees in Lebanon.

² Status of Palestinians residing in Palestine 2014

Labor³

The percentage of workers from West Bank who worked in Israel and the settlements is 16.6% in the first quarter of 2014.

The percentage of workers who are paid is 67.6 % out of the total number of workers in Palestine. 64.8% are from the West bank and 74.6% are from Gaza Strip.

On the other side, the service sector is the main employer of workers as 35.7% of workers are employed in this sector (including health, education and general administration) out of the total number of workers in Palestine during the first quarter of 2014; 56.3% are from the Gaza Strip and 32.6% are from the West Bank and 2.8% are workers in Israel. The construction sector is the main sector that employs Palestinian workers in Israel and the settlements as this percentage mounts to 63.0%.

Trade, catering and hotel industries rank second in terms of employing Palestinians at 21.1% in Palestine. Percentage of workers in this sector is 23.5% in the West Bank and 20.2% in the Gaza Strip and 11.1% are workers in Israel.

It is noted that the public sector plays a key role in reducing the economic crises that is facing the Palestinian people and employs up to quarter of the working people in Palestine, 22.9% with 40.5% in the Gaza Strip and 15.9% in the West during the first quarter of 2014.

Agriculture:

Agriculture constitutes the main productive sector in the West Bank. it contributed to 27% of the GDP and 37% of the labor force. In the fifties, there were 2,435,000 dunums of cultivated land; this would equate to 40% of the total area of the West Bank. Of these,

322,000 dunums were irrigated land, equating to 13.2% of the total area cultivated.

In the Gaza Strip, the areas under cultivation have increased continuously from 1948 to 1967. In 1948, there were 97 thousand cultivated areas compared with 146 thousand areas in 1967.

However, the confiscation of land and Israeli control of water resources have had a negative impact on the agricultural sector. The participation of agriculture in the GDP has fallen dramatically from 36.0% in 1966 to 5.1% in 2011 in the West Bank, and from 28.1% to 8.3% in the Gaza Strip for the same years. This phenomenon is the result of Israeli policies of land confiscation, control over available water resources, and encouragement to agricultural workers to abandon agriculture.

Technology:

According to the Palestinian Central Bureau of Statistics (PCBS), the percentage of Palestinian families who have access to information and communication technology at home in 2013 was as follows: 50.5% have a computer (54.1 in the West Bank and 45.4% in the Gaza Strip; 35% have a fixed telephone line (38.9% in the West Bank and 28.8% in the Gaza Strip), 35.7% have internet service at home (39.5% in the West Bank and 28.3% are in the Gaza Strip).

96.4% of Palestinian families own a minimum of one mobile phone, 96% in the West Bank and 97% in the Gaza Strip.

53.7% of persons over the age of 10 years use a computer and 39.6% of persons over the age of 10 years use the internet.

Culture:

Throughout history, culture in Palestine was considered an integral part of Palestinian identity and Palestinian intellectuals constitute a large group within the Arab intellectual

³ Status of Palestinian Residing in Palestine, 2014.

community. Over the past thirty years, Palestinians have constituted probably the largest educated elite among the Arab nations. Palestinian culture is closely linked with that of neighboring Eastern cultures, especially countries such as Lebanon, Syria and Jordan. Palestinian cultural contributions in the fields of art, literature, music, fashion, and cuisine have demonstrated the distinct character of the Palestinian experience and the extent to which Palestinian culture still flourishes despite the geographic split of historic Palestine due to the occupation.

Cultural indicators for 2013 selected by the PCBS document⁶⁵⁶ cultural centers operating in the Palestinian territories, 15 museums, 9 theaters, and 2,725 mosques.

Statistical data of the Palestinian Central Bureau of Statistics (PCBS)⁴ for 2009 indicate that 32.1% of the Palestinian households receive newspapers every day, 31.5% of individuals aged 10 years and over in the Palestinian society read newspapers, an average of 34.9% for males and 28.0% for females. The data also indicated that 55.9% of the Palestinian households listen to radio stations, and the percentage of individuals (10 years and over) who listen to the radio was 45.7%. As for reading books, the data indicated that 61% of individuals (10 years and over) read books, 6.9% of the individuals (10 years and over) belong to athletic club, 4.3% belong to charities, 4.6% belong to a union or association, 3.3% belong to a public library, 3.5% belong to a political party, and 3% belong to cultural clubs.

A survey⁵ on reading habits in the Palestinian community was conducted in 2011 for children. The survey included a sample of 1,200 Palestinian individuals distributed on 75

units aged 10-18 years. The results of the survey showed the following:

- ❖ The proportion of 55% of the children (30% answered yes, 25% sometimes) participate or attend or practice cultural activities such as (arts, music, painting, reading, dancing, Dabke and others), compared to 44% do not participate in activities.

- Participating in sports activities and competitions was 66% (70% in the West Bank and 59% in the Gaza Strip).

- Attending theater and acting was 65% (79% in the West Bank and 60% in the Gaza Strip).

- Attending dance and Dabke was 62% (64% in the West Bank and 58% in the Gaza Strip).

- Participating in singing and music lessons was 54% (55% in the West Bank and 53% in the Gaza Strip).

- Participating in drawing and carving activities was 48% (46% in the West Bank and 51% in the Gaza Strip).

- Participating in writing and reading activities was 47% (46% in the West Bank and 48% in the Gaza Strip).

- Female participation was higher than male participation in the above activities, with the exception of sports activities and competitions.

- ❖ The proportion of children who read books of various kinds (outside their curricula) amounted to 54% (65% for females 43% for males).

- ❖ The number of weekly reading hours amounted to: 47% read from an hour to two hours, 40% less than an hour, and 13% less than three hours.

Health

The health services sector in Palestine⁶ consists of five main sectors, namely the Ministry of Health, UNRWA, non-governmental organizations, the private sector and the military sector. Health indicators for 2012

⁴ Living conditions of the Palestinian population in Palestine, 2014.

⁵ Children's Literature Resource Center at the Tamer Institute for Community Education.

⁶ Living conditions of the Palestinian population in Palestine, 2014.

indicate that the Ministry of Health supervised 31.6% of the hospitals, 54.3% of the total hospital beds, and 61.3% of primary health care clinics in 2012. The UNRWA supervised 1.3% of the hospitals, 1.1% of the total hospital beds, and 8.1% of primary health care clinics. The NGO sector supervised 41.8% of hospitals in Palestine, 32.6% of the total hospital beds, and 27.5% of primary care clinics. The private sector supervised 21.5% of the hospitals and 8.7 % of the total hospital beds. The military sector supervised 3.8% of the hospitals, 3.2% of the total hospital beds in Palestine, and 3.1% of primary care clinics in 2012.

The percentage of individuals aged (18 years and over) who suffer from at least one chronic disease in Palestine amounted to⁷ 18.1% (19.3% in the West and 16% in the Gaza Strip.) Palestine is completely free of all the most common sexually transmitted diseases - known vectors such as, mosquitoes, sand flies, ticks, bugs and snails - with the exception of Leishmania disease, which still record cases in the West Bank, while the Gaza Strip is free of it as a result of the environmental nature difference. The number of hospitals in Palestine amounted to 79 in 2012 with a capacity of 5,487 beds. The number of primary care centers amounted to 750 health centers, including 603 clinics and a health centers in the West Bank and 147 centers in the Gaza Strip. Child mortality rates under five years of age varied in 2010 by region and gender. Mortality rates in the West Bank amounted to (21.0 per 1,000) live births, while it was higher in the Gaza Strip (26.8 per 1,000) live births. The data showed clear differences in the under-five mortality between males and females. Mortality rate of children under five years increased among males than females. The mortality rate was (26.6 per 1,000) live births among males compared to (20.1 per 1,000) live births among females, while the mortality rate

of children infants in Palestine amounted to (18.9 per 1,000) live births, and average of (18.1 and 20.1 per 1000) live births in the West Bank and Gaza Strip respectively. Health data shows that male children under the age of five suffer from shortness either moderate or severe than in females in 2010. The percentage was 11.9% for males and 10.0% for females 11.5% in the West Bank and 10.4% in the Gaza Strip.)

Economic and social situation

The Palestinian people are going through difficult and unstable economic conditions. Despite the improvement in the economic indicators in recent years, the high unemployment and poverty rates among the Palestinian people is still evident. Preliminary estimates in constant prices indicated a rise in the Gross Domestic Product (GDP) in Palestine in 2012 by 5.9% compared to the year 2011. GDP per capita in Palestine amounted to \$1,679 in 2012, recording an increase by 2.7% compared to the year 2011. However, the unemployment rate among individuals aged 15 years and over stood at 23% in 2012. With regard to the economic indicators for education, the national accounts data for education in the current prices showed an increase in the total amount spent in the field of education during the year 2012/2013, an average of 19.04 million dollars compared to the year 2011/2012 which recorded 17.4 million dollars.

The Palestinian economy is suffering from drastic problems that contribute significantly to increasing pressure on the Palestinian families and youth. The economic structure, as a result of the Israeli occupation over the years, is flimsy, fragmented and unable to meet the needs of the beneficiary public. The Palestinian economy is overwhelmed with dependency on the Israeli economy. The Israeli labor market is still a major employer for the Palestinian labor force. The available conditions are extremely

⁷ www.maannnews.net/arb/ViewDetails.

bad. There is a lack of fairness in the distribution of wealth and income inequality, abuse of human and material resources, and lack of resources compared to the need causing an imbalance in the economic structures.

The results of the manpower survey carried out by PCBS indicated that the percentage of participation in Palestine was 46.3% of the total manpower (individuals aged 15 years and over) during the first quarter of 2014 (i.e. out of every 10 individuals aged 15 years and over there are four participants in the labor force), an average of 47.2% in the West Bank compared to 44.8% in the Gaza Strip. The proportion of female participation in the labor force is considered low compared to males. The proportion of female participation amounted to 20.1% (19.8% in the West Bank and 20.5% in the Gaza Strip), compared to 71.9% for male participation in the labor force (73.8% in the West Bank and 68.5% in the Gaza Strip.) The data indicate that the unemployment rate among participants in labor force in the first quarter of 2014 amounted to 26.2% in Palestine (18.2% in the West Bank and 40.8% in the Gaza Strip.) The unemployment rate in Palestine among participant females in the labor force reached 36.5% compared to 23.3% among males.⁸

The poverty rate among the population according to the real consumption patterns was estimated at 25.8% during the year 2011 (7.8% in the West Bank and 38.8% in the Gaza Strip.) It was turned out that about 12.9% of the individuals in Palestine suffer from extreme poverty (7.8% in the West Bank and 21.1% in the Gaza Strip), given the fact that poverty line was 2,293 shekels and the extreme poverty line reached 1,832 shekels.

⁸ Living conditions of the Palestinian population in Palestine, 2014.

Education:

Palestinians live under occupation in a volatile situation. The occupier behaves in an intransigent manner and conducts acts of armed violence that threaten the security of all the population, whether men, women, children or the elderly. This disrupts daily lives and work and impedes progress and development. Intellectual development has been the victim of this occupation and the educational system has been subjected to substantial damage. Many teachers and students are unable to access their schools for long periods of time. In many cases, the occupation forces prevent the entry of computer equipment to schools, while books and other resources are permitted entry as if on a “drip”.⁹

Israel continues to pursue its policy which aims at impeding the educational process for Palestinians by blocking roads and siege, closing down or demolishing schools and education centers and enforcing obstacles to hinder both students and teachers from reaching their schools in area C and Jerusalem. Israel also imposed a siege on the Gaza Strip and not allowing for construction material to go through in order to build schools.

In comparison with international and regional standards, the Palestinian literacy rate in the West Bank and Gaza Strip is high; it is one of the highest rates in the Arab world as 96.3% of adults can read and write.

Regulatory Framework of Palestinian Education:

The Ministry of Education is responsible for managing public schools and supervising schools run by the private sector. The government supervises 67.08% of all students, UNRWA supervises 24.07% of students, and the private sector supervises 8.85% of students. The Israeli Ministry of Education and the

⁹Arab Knowledge Report, 2010/2011.

Jerusalem Municipality supervise 56 schools. In general, the education system in the Palestinian territories comprises:

1. Pre-school education in kindergartens. This meets the needs of children for two years in the 4-6 year age group. Local, civil and international institutions provide this kind of education, supervised indirectly by the Ministry of Education by granting licenses for kindergartens as per specific standards. Staffing is also based on criteria which is in charge of pre-school education and adopted curricula. Recently, the Ministry's policies have been directed to opening pre-school classes in public schools.

2. School education stage, which is divided into two parts:

- Primary (obligatory) education. This includes classes from first to tenth grades. This stage is divided into two parts: lower primary (basic) education which includes classes from first to fourth grades, and higher primary education comprising classes from fifth to tenth grades.

- Secondary education. This consists of academic and vocational and faith-based training in 11 and 12th grade classes. Vocational training includes commercial, agricultural, industrial and hotel tracks. The academic education includes scientific, humanities and religious tracks. Currently the commercial track is classified under academic education.

3. Informal education includes any systematic and purposeful educational activity and any knowledge, skill or behavior that is acquired outside the academic frameworks of schools, universities and higher education institutions that are based on a formal education system. Such intuitions could be social, economic or political or even in factories or the civil society and the like. Each educational activity or any extra-curricular activity that takes place outside the school education system is considered informal education.

This type of education falls under the two programs provided by the Ministry: for individuals dropping out of school who have completed 5-6 years in primary education, and literacy and adult education programs for people over the age of 15 years who are illiterate.

Commitment to Education for All:

The education sector is one of the most important sectors in society and governments pay special attention to this sector as a real investment in the nation's future. The education of children has been given a high priority in many national, regional, and international conferences, including the Jomtein Conference in which the Palestinian Liberation Organization participated. In 2000, Palestine, represented by the Ministry of Education and several educational institutions, participated in the World Education Forum held in Senegal, Dakar. Six goals were adopted at this Forum. The member states committed themselves to achieving these goals by 2015 through developing national plans for Education for All. The plan comprises five aspects: early childhood, primary education, secondary education, literacy and adult education, and continuing education.

To implement the Dakar framework for Education for All defined in the World Education Forum, the Ministry of Education established a national committee of the main partners in the educational process. The committee comprised representatives of formal institutions, civil society organizations, the private sector and international agencies. This national committee finalized the first draft of an analysis of education in Palestine in three main areas: early childhood and primary education; informal and continuing education; and literacy and adult education.

The Education for All plan aims to enhance care and education in early childhood,

especially for deprived children, in addition to empowering all children by providing them with compulsory, free, high quality primary education. It also aims to provide children with essential life skills, enhance the quality of their education, and reduce illiteracy levels, especially for females.

The Ministry of Education took into account related national and international policies and documents to ensure compatibility between the Education for All plan and the Ministry's development plans and national reform and development strategies. These documents include:

- Palestinian development and reform plans (2008-2012) and the (2014-2016) plan.
- The Ministry's strategic plans: first plan (2000-2005); second plan (2008-2012); and third plan (2014-2019).
- The national strategy for the development of early childhood, 2013.
- The national strategy for adult education, 2013.
- The strategy for teacher training and qualification, 2008.
- Millennium Development Goals.
- Arab world ten-year education plan.
- National strategy for education and vocational and technical training.

In Palestine the concept of education for children as a human right has assumed a higher priority. All school-age children have the right to free, primary education, regardless of their beliefs and socio-economic situation on the basis that education forms the foundations to attain comprehensive and sustainable development.

In its first, second and third strategic plans, the Ministry of Education defined its vision and strategy from which its programs and activities were derived. These strategies were based on conscious, systematic and continuous

diagnoses of the educational challenges that face Palestinians in the northern governorates (West Bank), and southern governorates (Gaza Strip), including Jerusalem. These plans outlined policies to tackle these challenges and achieve the Education for All goals to which Palestine committed itself by signing the Dakar Convention in 2000. The main achievements are as follows:

- The number of children joining kindergarten education has increased from 29.9% in 2004/2005 to 55.1% in 2012/2014, marking an increase of 25.2%.¹⁰
- Enrollment in both primary and secondary education has reached acceptable levels. The gross enrolment ratio for primary education increased from 93.2% in 2004/2005 to 95.3% in 2013/2014, an increase of 2.1%. In secondary education, the gross enrolment ratio was 71.6% in 2004/2005 and 73.5% in 20012/2013, an increase of 1.9%.¹¹
- The gender gap at all levels has decreased.
- Illiteracy rates have fallen and literacy rates among youth and adults have increased from 92.3% in 2004/2005 to 95.9% in 2012/2013, an increase of 3.6%.¹²
- The infrastructure of the education system has developed significantly. This is indicated by the establishment and renovation of schools, in addition to the development of the educational environment and the financial resources available for education.
- The training and qualification of teachers has been reformed by the Ministry and universities in line with a specific strategy to introduce a fundamental change into the education profession: the teacher becomes a skilled practitioner and assumes the role of a facilitator of the educational process. It is worthy of noting that a commission for

¹⁰ MoEHE, database of education over a number of years

¹¹ MoEHE, database of education over a number of years

¹² PCBS, Ramallah

developing educational careers was established during the end of 2009 as a permanent semi-independent unit at the MoEHE. recommendations of the teachers capacity building strategy in Palestine concluded in its recommendations the need for such a unit to build cadre. This commission is setting standards for both, teachers and principals, and standards for career development programs. The commission is responsible for implementing a key part of the strategy that aims at building competencies among teachers. Work is currently in progress on standards for teachers in kindergartens, literacy and adult education, and vocational education.

A careful examination of the Palestinian education system clearly demonstrates the importance of continued efforts to develop education and improve its quality. Investment is required in all available opportunities within the terms of the strategy and new trends for Education for All post-2015 to confront the major challenges that still face education in Palestinian society.

Education for All as a human right starting from primary education, the extension of the availability of pre-school education (kindergartens), and improvement to enrollment ratios in all tracks of secondary education remain some of the major challenges for the future. Other challenges include the need for ongoing commitment to enhance the quality of education and making use of modern trends and creative practices regionally and nationally. All such efforts must take place within a framework that promotes community participation, regional and international cooperation, and collective responsibility to the development of education. This will strengthen coordination between all parties and enhance the implementation of a vision for Palestinian national education, in addition to the general goals of the education system and of Education for All.

The 2015 National Assessment of Education for All and the development of Education for All goals and strategies for post-2015 represent a continuation of the dedicated efforts conducted in this regard. It stems from awareness of the great importance of acknowledging the profound changes occurring in economic, social and scientific fields, in addition to critical reflection on the structure of the education system and the quality of its outputs. At the same time, the importance of maintaining a balance between being open to the world and retaining national identity and cultural heritage must not be ignored.

This report summarizes the progress achieved towards implementing the Education for All goals since the 2000 World Education Forum in Dakar as reported in the general assessment for 2015. It reviews the progress realized during the period between 2005 and 2014. The methodology used in the 2015 National Assessment Report for Education for All is based on the technical guidelines issued by UNESCO in April 2013.

Second: National Education Strategies, Policies, Plans and Goals

The development of an Education for All plan should not be in isolation from the MoEHE development plans. The Education for All plan was developed on the basis of the first five-year plan of the MoEHE (2000-2004) and the comprehensive development plan. It was also a key component of the Ministry's second strategic plan (2008-2012) and the third plan (2014-2019).

In its plans for educational reform, the Ministry of Education adheres to certain priorities as follows:

- Ensuring free and secure enrolment for students, especially in Jerusalem and marginalized areas in response to Israeli measures.
- Strengthening partnerships for the development of education as a tool of high social value to achieve national progress.
- Raising students' scores, especially in essential skills and knowledge, and at all stages of education.
- Enhancing national identity and citizenship with focus on empowering the value system and the principles of the rule of laws.
- Developing the professional and financial resources of teachers.
- Protecting uniformity in the education system throughout the Palestinian territories.
- Improved focus on secondary education to improve the distribution of students between academic tracks, plus expanding opportunities for children to join pre-school education.
- Restructuring classrooms in accordance with the structure of the Palestinian education system.
- Ensuring standards in schools to protect the quality of education, particularly academic content, parity of enrollment, and the quality of the teaching environment.

- Emphasizing the importance of the engagement of all parties in the education and learning process, including the students themselves and their teachers. This should guarantee the effective involvement of all parties in the development of the educational system.

- Expanding the mindset of the performance of the educational system beyond improved scores achieved in local and international exams. This should include emphasis on citizenship, the skills of the 21st century, and student-centered learning, in addition to enhancing opportunities for creativity, leadership and well-being.

- Overseeing all aspects related to the teaching profession, enhancing trust in teachers, and applying evaluation systems to develop education within schools in a student-centered framework focused on assessment as a strategy for guidance.

The Ministry of Education seeks to achieve its vision and objectives as defined in the Ministry's plans and policies. The Ministry's vision is:

“To create a Palestinian individual who is proud of his religion, nationality, and Arab and Islamic culture. He will contribute to the renewal of his society, seek knowledge and creativity, and interact positively with the conditions for technological and scientific development. He will be able to compete with an open mind in scientific and practical fields in regional and international cultures and markets. This Palestinian will be able to build a society based on gender equality and adherence to values of humanity and religious tolerance. He will also participate in the development of a superior education system characterized by ease of enrolment,

diversity of programs, multiplicity of levels, in addition to being flexible, efficient, professional, sustainable, responsive to local needs, and of high-quality.'

To implement this vision, the third strategic plan for education declares several goals, including the principles of Education for All and its objectives and strategies. These goals were derived from the experiences of the review and assessment of previous Ministry plans and programs. They also take into account lessons from interaction with creative educational initiatives locally, regionally and internationally that are deemed to respond to the national educational challenges facing Palestinian society. These goals are:

First: Ensure safe and equitable enrolment opportunities to Education for All based on the following policy directions:

1. Ensure that all Palestinian children receive an education according to the law, with a focus on the fact that this is a human right. Special concern to be given to children living in areas under Israeli control in Jerusalem, as well as in marginalized areas. This should be within a framework that guarantees the rights of all children in Palestine as an area of conflict.
2. Strengthen the relationship with UNRWA and private schools as these parties participate in bearing the burden of providing education for children in Palestine. This coordination should take place in a framework of partnership and sharing of responsibilities.
3. Improve the integration of more students with special needs in schools, with a focus on all categories, including gifted students. The national strategy should clarify the relationship with all relevant partners, the roles allocated to each of them, and the requirements needed to achieve this integration.

4. Continue the expansion of enrolment in early childhood programs (kindergarten), including extending services provided by the Ministry to remote areas. This policy should be implemented through specific programs for pre-schools to integrate them into lower levels of primary schools.
5. Take measures to publicize the occupation's policies that violate the right of children to a free and secure education, focusing on providing suitable solutions to guarantee the right to education in areas under the occupation's control.

Second: Ensuring a secure, motivational, equal, and student-centered educational and learning environment that will guarantee progress in educational outputs. This should be based on the following policy directions:

1. Prioritize mastery of basic skills by all students in early educational stages through the expansion of programs targeting recommended schools, areas, and student categories. The resources provided by qualitative programs can be useful in this field.
2. Encourage the trend towards learner-centered education, respect of differences and diversity, and measures to develop the curriculum and train teachers. This should be accompanied by the provision of educational resources that serve this goal.
3. Extend the principle of the comprehensive development of the school as a unit. This includes comprehensive development for all financial and educational aspects in Palestinian schools, in accordance with national standards.
4. Pursue efforts related to supervision of the education system by increasing technical assistance to teachers. This should be incorporated into the system of teacher evaluation adopted in schools and vocational centers.

5. Harmonize the outputs of the education system and the student's need for further education or to make a positive contribution to community development. Also, to enable students to compete in regional and international markets. This requires procedures to tailor academic tracks, the content of the curriculum and assessment systems. Students should be empowered to obtain the skills of the 21st century and students and teachers should be supported in leadership, creativity and excellence. The choices and opportunities available to students, primarily at secondary level, should be improved and awareness raised about academic and vocational resources and trends.

6. Enhance the role of the education system in building national identity and implement programs to strengthen national identity and protect cultural heritage. This will channel the enthusiasm and energy of youth in a positive way.

7. Promote vocational education by improving its quality and aligning it with market needs; encourage interest in independent learning and create opportunities for graduate self-employment.

Third: Enhancing leadership, governance and accountability in the education system. This should be in accordance with the following policy directions:

1. Pursue the development of the Palestinian Education Law in addition to reviewing related regulations and instructions.

2. Move towards decentralization of the educational administration by delegating additional powers to administrations in the field and schools. Also, enhance social participation in the development of education.

3. Perform the steps necessary to maintain the unity of the Palestinian educational system and its components in the West Bank, Jerusalem, Gaza Strip and Palestinian schools in the Diaspora.

4. Draft further regulations and procedures to develop administrative and financial performance in the education system, ensure the efficiency of educational services, and enhance transparency and accountability in this system.

5. Increase accountability in the education system by establishing formal assessment and follow-up procedures. These should be compatible with the goals defined in the strategic plan and specified performance standards for all fields.

6. Establish a financial system for employees compatible with the strategy of boosting education as a profession.

7. Develop the organizational structure of the Ministry, administrations and schools. Also, train the human resources available in line with the programs stipulated to achieve the goals of the strategic plan.

8. Restructure classrooms in line with the requirements of the Palestinian education system and ensure equal distribution and adherence to defined standards.

Third: Institutions Responsible for Implementing Education for All and Coordination Mechanisms

The Ministry of Education is the official authority responsible for implementing the principles of Education for All as an integral part of its tasks. It is also the authority responsible for coordinating efforts to implement and make Education for All

accessible nationally. Other Palestinian Authority ministries such as the Ministry of Social Affairs and Health, the UNRWA join with NGOs to assist the Ministry of Education in its efforts.

Fourth: Partnerships with Ministries, Agencies, other NGOs and International Development Partners

Following the introduction of the Education for All Plan in 2001, a national authority for Education for All was formed comprising representatives from the Ministries of Education, Social Affairs, and Health, plus the Palestinian Central Bureau of Statistics as well as private and civil organizations working in the field of childhood education, literacy, adult education and continuing education.

In 2007 the National Coalition for Education for All (NCEA) was established. It aims to coordinate efforts related to education in Palestine and act as an influential lobbying body for educational policies. Additionally, it aims to coordinate networking between all active institutions in the field of education to improve the services provided and obtain quality outcomes. The NCEA urges the Palestinian government to fulfill its obligations related to the objectives of Education for All and the NCEA plays an effective role in advocacy and exerting pressure to achieve a secure educational environment. Furthermore, the NCEA aims to establish and develop international partnerships that lobby against Israeli

violations of the right to education in Palestine, and expand the educational coalition to include bodies in the local community, the Teachers' Union, children's groups and people with disabilities.

Relationships with donors and civil and local society organizations:

1. Relationship with donor countries and funders of educational projects:

Following the Oslo Agreement (Declaration of Principles) between the Palestinian Liberation Organization (PLO) and the Israeli government on September 1993, the donor countries held a conference in the same year. The conference aimed to adopt a strategy to provide the Palestinian Authority with financial and technical aid to administer the Palestinian areas and to execute projects to rehabilitate infrastructure. The funds of donor countries invested in education were the main source of finance for the costs of education and educational development activities

defined in the Ministry's strategic plans. It is worthy of mentioning that the lack of funding during the recent years is due to events in the surrounding countries and shifting of funds towards other countries.

2. Relationship with the private sector and civil society organizations

The private and civil sector still plays a limited role in the primary and secondary education whereas it has a more significant role in the kindergarten phase. It has an active role in the university education in Palestine. This sector is prevalent in the cities of the central region of Palestine, including Ramallah and Jerusalem and its districts, Bethlehem in the south and Nablus in the north; villages and refugee camps lack this type of education. Civil educational centers and institutions lack incentives or financial and non-financial benefits provided by the government. The official institutions do not have financial policies and incentives for educational projects. Furthermore, the political and economic conditions are a disincentive to investment by the private sector in education due to insecurity resulting from the practices of the Israeli occupation authorities.

3. Relationship with UNRWA- United Nations Relief and Works Agency for Palestine Refugees

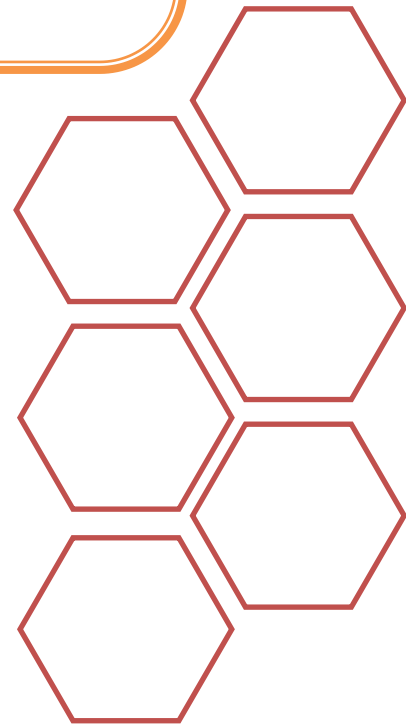
The United Nations Relief and Works Agency for Palestine Refugees (UNRWA) was established by a UN decision dated December 8th 1949 to take over relief operations and works in cooperation with the local governments. The educational program

undertaken by UNRWA makes it act like the Ministry of Education in terms of the type of work and services it provides, yet it lacks political power over the beneficiaries of its services. There are two prominent features of UNRWA work in the field of education: firstly, cooperation and coordination with UNESCO; secondly, UNRWA's commitment to adopt the formally approved education curriculum of the host country. In relation to the first point, UNRWA signed an agreement with UNESCO on March 15th 1951. Pursuant to the agreement, UNESCO provides financial aids and technical services to support educational activities such as educational guidance and inspection, training courses, and the selection of textbooks and aids for the development of education and the curriculum. Since UNRWA accommodates 24.2% of all students in Palestinian schools and manages 12% of all available schools, the coordination process with the Ministry of Education is carried out through the exchange of documents of mutual interest, holding periodic meetings at all levels, and the formation of a joint coordination committees to carry out the following:

1. To update UNRWA on the future plans of the Ministry and discuss means of developing the educational process.
2. Continuous coordination with the Ministry to include tenth grade in the UNRWA education program, as well as running this program in Jerusalem schools.
3. To coordinate regarding the UNRWA share of textbooks.
4. To ensure cooperation between the Ministry and UNRWA for teacher training, administrators and educational supervisors.

5. To engage UNRWA students in extra-curricular activities and activities during summer camps and sports programs, etc.
6. To engage UNRWA schools in most of the pioneering development programs implemented by the Ministry in public schools, including programs on school health, nutrition, child-friendly schools and life skills programs.
7. To coordinate training, vocational and technical courses, school maps and school construction specifications.
8. To coordinate the drafting of the Palestinian curriculum with the help of UNRWA experts and specialists. Also, coordination in school administration and the exchange of technology and teaching aids among schools for science and computer laboratories.
9. To coordinate national examinations and the implementation of the Palestinian curriculum in UNRWA schools.
10. To ensure comprehensive coordination in the drafting of the five-year plan to reflect UNRWA's plans within those of the Ministry.
11. To coordinate the exchange of information and statistical data, particularly those related to refugee students in public and private schools, and exchange qualitative studies on topics such as dropouts, learning difficulties or healthy behavior.
12. To coordinate the process of transferring ninth grade students and accommodating them within public schools.
13. Have an understanding with the UNRWA regarding the adoption of teacher classification as per the teacher capacity building strategy and occupational licensing.

Section Two:
Major Challenges Facing
Education for All in 2000
& Objectives of 2015



First: General Status and Challenges of Education for All in 2000

The diagnosis of the general status of the Education for All Map included five targeted categories where they were fully diagnosed in the first phase (diagnosis phase). In the second phase, the most significant challenges were reviewed. Whereas in the third phase, these phases were integrated into three major areas, namely: early childhood, primary education, informal education (literacy and adult education, continuing education). The phases included a description of the current state of affairs- at the time- for each area. Different and varied sources were used to obtain the necessary information, such as: different education databases, publications and studies issued by the Ministry of Higher Education, the Five-Year Plan document prepared by the Ministry of Higher Education (2000-2004), various publications issued by the Palestinian Central Bureau of Statistics, statistics and reports of the ministries of Social Affairs and Health. Additionally, documents and publications and various studies specialized in literacy, adult education and continuing education and the phenomenon of dropping out have been collected from various sources. The most significant challenges facing each of the three main areas mentioned earlier were identified.

The following are the most noticeable results of the diagnosis of the reality and challenges for each area of the plan of Education for All as per their objectives:

Objective 1: Expand and improve the comprehensive care and education in early childhood, particularly targeting the most vulnerable and disadvantaged children:

Early childhood is the stage that starts since the formation of the fetus until the age of eight; yet the plan of this sector include only children who are under six years.

Education is provided for pre-school stage in kindergartens for children aged between four and six years. Meanwhile, nurseries are intended for children under the age of four years. Generally, enrolment this stage of education is done on a voluntary basis though many private schools do not accept students in the first grade without having completed at least one year in a kindergarten.

The UNESCO defines pre-primary education (ISCED Level-0) as programs fall in the initial phase of formal education and is designed primarily to facilitate the involvement of young children, aged 3 years at least, in the school environment and to build a bridge between home and school. These programs have different labels, such as: kindergartens, nurseries, pre-school education or early childhood education which is the most important formal element in providing the regular care and education in the stage of early childhood. Following the completion of this program, children proceed in their education at ISCED level-1 (primary education).

- Education background with the Launch of Education for All Plan of 2004/2005:

2004/2005 was a year that marked the reference for the index of education for all; therefore, the majority of indices will be based on this reference year. The following are the most significant indices of reality diagnosis of the pre-school education (kindergarten)¹³:

1. The gross enrolment rate (GER) in pre-primary education (kindergarten) for the year 2004/2005 was (29.9%) where the males' rate was (30.6%) and females' rate was (29.3%). Such low rates of the gross enrolment in kindergarten indicate the poor level of participation whether the students belong to the formal age category or not. Since the gross enrolment rates at a certain level of education should be based on the total number of enrolment in all types of schools and educational institutions, including public and private institutions and other institutions that provide formal programs of education, the real state of affairs of kindergartens indicates that many of these kindergartens which provide such an educational service are unlicensed, and so they do not appear in the computed rates.
2. The percentage of new entrants in the first grade who attended some sort of formal ECCE programs as per gender in 2004/2005 were (49.1%) where males' rate was (50.1%), and females' rate was (48.0 %).

Comparing the rates available in the index of the gross enrolment rate and the index of the

percentage of new entrants in the first grade who attended some sort of ECCE programs of 2004/2005, we will find that the percentages are higher in the second index. This happened as the database of pre-school education tends to monitor the data of licensed kindergartens. Indeed, there are many operating kindergartens which are unlicensed and some students join them. Very often, these kindergartens are available in remote areas and small gatherings.

3. The percentage of enrolment in pre- school programs and other ECCE special programs of the total enrolment in the pre-school education and other ECCE programs of 2004/2005 was (99.8 %). As a point of fact, the kindergarten education institutions are managed by the private sector with only two kindergartens managed by the Ministry of Education which only accommodate a very few numbers of students.
4. The percentage of trained teachers working in the pre- school education and other ECCE programs and holding the required academic qualifications to teach students in the stage of pre- school education and/ or ECCE in accordance with the national standards as per gender in 2004/2005 was (100%). This percentage was achieved as the licensing requirements adopted by the Ministry of Education to license kindergartens necessitate that caretakers should be specialists and well-trained. Accordingly, all nannies enjoy the training standards required for practicing such a profession. In the meantime, this percentage may not reflect the true reality of teachers' training at this stage. There are many kindergartens replace those nannies after obtaining the license without notifying

¹³The Educational database of 2004/2005- General Directorate of Planning

the concerned directorates. It takes much time to discover such cases, particularly when these kindergartens apply to renew their licenses. Moreover, a considerable number of kindergartens- especially in remote and marginalized areas are unlicensed and got no data about them.

5. Pupil-teacher ratio (PTR) in kindergarten education in 2004/2005 was (1:20), i.e. 20 children per nanny.
6. Public expenditure on kindergarten education and other ECCE programs as a percentage of the total public expenditure on education is quite little and almost insignificant. This sector reports to non-public supervision entities responsible for respective expenditures.

- **Challenges faced upon Launching Education for All Plan of 2004/2005 ¹⁴:**

In order to make early childhood care known, consistent with the provision of the first objective: to expand and improve care and education comprehensively in the stage of early childhood, particularly in favor of the most vulnerable and disadvantaged children. Following the diagnosis of the reality of this sector for the years preceding the implementation of Education for All Plan at both levels, the community and formal regulars highlighted several challenges and weaknesses, most importantly:

1. Key challenge is to have kindergarten services with GER of only %29 for 2004/2005.

2. Activating the coordination among the operating public and non- public sectors in the sector of early childhood to prepare the national strategic plans.
3. Activating and expanding the official role of the Ministry of Higher Education in monitoring the quality of education, training the nannies, and updating and unifying the curriculum.
4. Inclusion of the needs and concerns of early childhood within the government development programs and strategies, such as: poverty reduction, development programs, mass media, and parents' awareness programs.
5. Activating the role of the community and students' parents in drafting educational programs for children.
6. Raising gross enrolment rate of early childhood from (%31.0) per year to %100 by the end of the plan.
7. Increasing the share of the Ministry of Education in providing opportunities to children to enroll the pre-education phase.

¹⁴The Ministry of Higher Education (2004), Education for All, Part I: Reality and Challenges. Summary Report (P. 118)

Objective 2: Work to be completed by 2015: Enable all children to have access to decent, free and compulsory primary education, and to complete this type of education focusing on girls and boys experiencing severe living conditions and children of ethnic minorities

The stage of primary education, in accordance with the Palestinian education system, includes children of age (56-17 years) who are qualified in terms of age to join all stages of primary education (56-15 years) and secondary education in its various branches (16-17) years. This is to be done with a special focus on primary education. Also, there has been special attention to children dropping out of school (formal education), and to identify the key reasons of dropping out.

According to UNESCO, primary education is a whole range of educational activities that take place in different settings (formal, informal and non-official) that aim to meet primary learning needs. Within Dakar Framework for Action, the term is used as a synonym to achieve the wide-ranging agenda of Education for All. The Development Assistance Committee of the Organization for Economic Cooperation and Development (OECD), and the classification systems used for the purposes of providing aid uses a definition of this term that includes education in early childhood, primary education and teaching primary skills for youth and adults, including literacy skills. As for primary education (ISCED level-1), they are programs typically designed based on units or educational projects to provide students with an appropriate primary education covering the skills of reading, writing and math, as well as an initial understanding of certain subjects, such as: history, geography, natural sciences, social sciences, art and music.

- Education Background upon Launching Education for All Plan of 2004/2005:

1. The gross intake ratio (GIR) in primary education by gender, in accordance with the educational database of 2004/2005 was (81.1%), where the males' ratio was 81.5% and 80.8% for females. The reason for achieving reduction was due to the decision taken the Ministry of Education- at the time- to lower the age of enrolment in first grade to be five years and eight months instead of five years and nine months in public schools, and five years and six months to join private schools. This resulted in the enrolment of enormous numbers of children in the first grade.
2. The percentage of net intake ratio (NIR) in primary education by gender for the year 2004/2005 was (57.2%) where the males' ratio was (58.7%) and (55.7%) for females. The interpretation of these ratios is the same as stated previously on the GIR and lowering the admission age. Noteworthy, the computation of admission ratios and other processes were based on population projections issued by the Palestinian Central Bureau of Statistics.
3. The gross enrolment ratio (GER) in primary education by gender for the year 2004/2005 was (93.2%), where the males' ratio was (92.8%) and (93.6%) for females. GER (enrolment) that exceeds 90% shows that the available capacity is so close to that required to mainstream population enrolment in the formal age. This interpretation cannot be of any significance unless the number of pupils who are above and below the prescribed age is reduced for the sake of offering seats to pupils within the expected age group.

4. The net enrolment ratio (NER) in primary education by gender for the year 2004/2005 was (89.0%), where the males' ratio was (89.0%), and (89.1%) for females. The high NER (enrolment) indicates a high degree of participation by the formal age group corresponding to the level in question. The maximum value of NER is 100%. The rise in NER over time reflects an improvement in the participation in the specified educational level. When comparing NER with the GER, the difference reflects the frequency of enrolling children under or above the formal age. If NER is less 100%, then the percentage of this difference will be (4.2%) and it is the percentage of children who are not enrolled in a specified educational level. Given that some of these children may be enrolled in other levels of education, then this difference in percentage should not be considered, in any way, a reference to the precise percentage of children who are not registered. To measure the primary education mainstream, for example, the adjusted NER (enrolment) is to be calculated.
5. The adjusted net enrolment ratio (ANER) in primary education by gender ¹⁵for the year 2004/2005 was (89.8%), where the males' ratio was (89.7%) and (90.0%) for females. It is noted that the ANER exceeded NER by (0.8%). This ratio refers to students in secondary education who are in the age of primary education.
6. The repetition ratio (RR) in primary education by grade and gender for the year 2004/2005 was (1.5%), where the males' ratio was (1.7%), and (1.4%) for females. This ratio does not reflect the rate of students who did not get the minimum marks to pass only the grade they should repeat. Indeed, this rate is affected by decisions of the Ministry that limit the repetition rate not to exceed (5%) following the repetition exam per grade regardless the number of its classes, with the exception of certain exceptional cases, provided that the total repetition rate does not exceed (15%).
7. The dropout ratio (DR) in primary education by grade and gender for the year 2004/2005 was (1%), where the males' ratio was (1%) and (0.9%) for females. These ratios are considered low ones. However, the Ministry is exerting great efforts in order to minimize it to the maximum degree possible and to address its impacts through guidance programs, follow-up of dropout students and the opening programs, such as: parallel education and literacy programs ...etc.
8. The promotion ratio (PR) in primary education by grade and gender for the year 2004/2005 was (97.5%), where the males' ratio was (97.3%), and (97.9%) for females. These ratios indicate quality effectiveness of the educational system. Yet, they also affected by the Ministry instructions which do not allow repeating a certain grade except within specific ratios.
9. The survival rate to grade 5 (SRG5) by gender for the year 2004/2005 was (98.2 %), where the males' ratio was (98.1%) and (98.3%) for females. This index is significant to assess the internal efficiency of the educational system, and its ability to retain students. It also refers to the situation relating to the survival of the disciples

¹⁵ see UNESCO institute for statistics:
[Http://unesco.org/glossary/en/term/2631/en](http://unesco.org/glossary/en/term/2631/en)

(students) of a cohort in one hand, and the dropout ratio as per grades on the other hand. The high survival rate indicates a high- level of survival and a low ratio of dropout. Also, it is important to distinguish between the survival ratio with or without repeating a certain grade just to identify the extent of expenditure caused by dropout and repetition.

10. The survival ratio till the last grade of primary education by gender for the year 2004/2005 was (84.4%), where the males' ratio was (78.9%), and (90.2%) for females. It is noted that the survival ratio between fifth and tenth grades dropped down by (14%), where it went down by (19.2%) for males while it went down by (11%) for females.
11. The survival ratio of the main cohort for the years 2004-2005 was (82.9%), where the males' ratio was (79.9%) and (86.1%) for females. This is a very significant indicator to measure the internal efficiency of education at this stage.
12. (ETR) of primary education to the secondary education by gender for the year 2004/2005 was (91.5%), where the males' ratio was (89.4%) and (93.5%) for females.
13. The following table shows the teachers' percentage in primary (public) education distributed by the level of academic qualification and the academic certificates required to practice teaching in the primary stage by gender in accordance with the educational database for the year 2004/2005:

Table 2: Teachers' percentage in primary education distributed by the level of academic qualification and the academic certificates required to practice teaching in the primary stage by gender for the year 2004/2005

Gender/ Highest Scientific Qualificati on	Distribution of Teachers as per their Highest Scientific Qualification 2004/2005 (%)			
	Diplom a and less	Bachel or	High Diplom a	Master and above
Males	30.2	65.0	0.9	3.9
Females	36.7	61.4	0.4	1.4
Total	33.7	63.1	0.6	2.6

Source: MoE- General Directorate of Planning- Educational Database

It is noted, based on the data in the table above, that the percentage of teachers who have diploma or less represent one-third of the teachers.

14. The percentage of trained teachers in primary education by gender for 2004/2005 was (100%). The ground for such a percentage is that standards of teachers, currently in place, were not developed at the time. Consequently, all teachers received basic training prior practicing their profession as teachers in accordance with the Ministry policy, programs and educational supervision which necessitate that a new teacher should attend a qualifying course prior practicing his/her profession. Indeed, well-trained and qualified teachers are vital asset to implement the recommendations of Dakar on securing a good quality education. In actual fact, the index measures different aspects of the qualifications of teachers, where the former index focuses on the level of general education of teachers while the

current index focuses on training teachers on teaching methodologies.

15. Student-teacher ratio in primary education for 2004/2005 was (28.6: 1). It is noteworthy to indicate that educational instructions do not identify the number of students per teacher, but limits the number of students in classroom as per the stages of education.
16. The total public expenditure on education as a percentage of GNP/ GDP for 2002/2003 was (5.8%).
17. The percentage of basic education schools that offer basic / complete basic education during the year 2004/2005 was (17.4%), where the ratio of boys' schools was (11.1%), girls' schools was (18.6%) and mixed schools was (23.4%). This means that the vast majority of schools do not provide complete primary education, but only certain grades.
18. The percentage of primary schools that adopt local language (s)/ native language for the year 2004/2005 was (100%). All schools supervised by the Palestinian Ministry of Education are teaching, at least, one subject in the Arabic language (mother tongue) even if school adopts foreign programs.

- **Challenges¹⁶:**

The results of the diagnosis of the reality of education for the years preceding the implementation of Education for All Plan 2005/2015 showed that Palestine is not classified among countries where the gap in enrolment opportunities for both genders expands. Meanwhile, the challenge lies in maintaining such parity in subsequent years. The following points are to be implemented to face challenges that hinder the achievement of the second objective (Work to be completed by

2015: Enable all children to have access to decent, free and compulsory primary education, and to complete this type of education focusing on girls and boys experiencing severe living conditions and children of ethnic minorities):

1. The provision of additional school buildings that comply with the specifications and standards of modern education in terms of its physical environment, needs of students with special needs, establishing fair distribution in proportion to the population gatherings and locations of population attraction and provision of teaching-learning aids, technical equipment and extracurricular activities aids for all students including those with special needs. It is a point of fact that less than half of the public schools do not have rooms other than classrooms (designated for libraries, science laboratories, computer, sports and counselor). Compared to last year, there is a decline in the number of West Bank schools that has rooms other than classrooms (for administration, teachers, services and sport) as these rooms are converted to be classrooms due to shortage of classrooms. The total number of schools that operate in two shifts and have two independent administration staff reached nearly 80 buildings accommodating 160 schools. This figure is equivalent to %11.4 of public schools. The two-shift schools in Gaza Strip represented %70.
2. Reactivate the role of the private sector in supporting the education process. The rate of private schools reached 12.5% and their students' rate reached %6 of the total students and schools.
3. Raising the overall acceptance rate for the first grade from 9%4 to be %100 by the end of the plan.
4. Raising GER for grades (1-10) from %95.5 to %100 by the end the plan of 2015.

¹⁶The Ministry of Higher Education (2004), Education for All, Part I: Reality and Challenges. Summary Report (P. 119)

5. Activating the role of the Ministry of Higher Education in accommodating students with special needs in the formal schools.
6. Improving the teachers' scientific qualifications since they are the core of the teaching-learning process. This will help in pushing the education reform process forward and encountering the difficulties that the education system is facing, particularly during the period of emergency experienced by the region that includes the closure of the region and implementing curfew which requires the presence of a number of skilled manpower in each district, village and camp in preparation for the implementation of certain principles of collaborative and transformational education leadership. Such leadership requires teachers' participation in decision-making within the framework of school - based administration management. The percentage of teachers holding diploma was %38.5 of the total number of teachers, bachelor holders reached %51.4, while Master degree holders represents %2 during 2001/2002.
7. Reducing the crowdedness rate as stated in the terms of the development plans. This rate reached 1:27 students/ teachers in public schools and 1:37 at UNRWA schools in 2002. Noteworthy, it is expected, as per the Five-Year Plan, that this rate will be 1:24.4 in public schools for the same year.
8. Developing methods, policies and strategies of teacher training programs during and before their service, including teachers of persons with special needs. These programs should meet the requirements and methods of modern learning theories, requirements of education reform in the elements of the education process and assess the impact of the training.
9. Replacing classical education supervision methods by ones derived from methods of therapeutic supervision since it is proved that it responds to education reforms included in modern teaching methods, and promotes the principles of cooperative school-based administration.
10. Developing the capacities of administrative manpower at all levels (school, directorates and the Ministry in areas of planning, implementation and follow-up).
11. Raising the students' level of achievement in basic subjects. The average of students' achievement in Palestine in subjects of math and Arabic of eighth grade was (33.1 and 44.5 respectively) during the year 2000; the average of tenth grade was (51.5) in the Arabic language and (29.9) in the mathematics during the year 1999.
12. Creating educational, therapeutic, guidance and health programs, in addition to students' activities to encounter emergency conditions and to treat their impact on students.
13. Activating the role of mass media and publishing in education, such as programs of distance learning, guidance programs and health education and awareness programs.
14. Activating the program of educational counseling in schools through: (1) establishing a professional and specialized supervision system (2) assigning education counselor for each public school (3) developing a strategy to train and qualify education counselors (4) assigning a room for each education counselor and (5) developing a department of psychological health in each directorate.
15. Modernizing and developing of methods and strategies of educational measurement and evaluation of the teaching-learning process.
16. Raising the education supervisor- teacher ratio.

17. Developing standards to identify the qualified teacher in accordance with the educational competencies.
18. Activating the use of education techniques in teaching-learning process, particularly in improving the quality of education taking in consideration that computer is dealt with as an educational aid.
19. Developing school health services: providing free preventive therapeutic services to all students, activating the process of coordination among sectors related to health sector (public and non-public organizations) and developing health information system, survey system and epidemiological monitoring system. Also, facing the problem of ideological changes (diseases prevalence rates of and their causes) and developing laws and special systems designated for school health and education counseling.
20. Developing health environment and school facilities. Surveys on status of sanitation facilities in schools (2002) proved that the average number of students (20 students/ toilet seat) and the National schools rate was (40 students/ toilet seat), 23% of schools are not supplied by water through water public network, 47% of school canteens have no drainage system and 67% schools do not provide bars of soap on sinks.
21. Offensive acts against students: schools were exposed to several abusive practices and attacks, particularly during the first Intifada in (1987), the second Intifada (Al-Aqsa Intifada of 2000). Such practices include: closure of schools for long periods, breaking into and besiege them, using them as detention centers and military barracks, attacking and arresting students and shooting them and violating the right of Palestinian children in education and quality life. The total the number of the wounded and injured during 09/29/2000 until 13/1/2002 was nearly (2288) students and martyrs were nearly 163 children aged from (6-18) years old. The worst forms of blatant aggression against students were when the occupying forces laid down bombs in roads leading to schools, as the incident happened in (Abdullah Siam) School in Khan Younis. The explosion resulted in a massacre where five students were killed.
22. An attempt to destroy the students' psychological structure: studies carried out by the Ministry of Higher Education in cooperation with (Save the Children) Foundation on (the impact of Intifada on the students' psychological structure) proved that students are suffering from psychological manifestations. These include: increase in number of students who turned to be violent at school and home, the outbreak of feelings of getting bored, sadness and anger, loosing concentration and not paying attention to lessons, deterioration of classroom discipline, increase in number of students who attack teachers and principals, stop thinking about their personal future due to being concerned about the general situation and their fear of poverty and being killed and the low rate of adults' interaction with students to answer their questions.
23. Dropping out among students increased: parents unanimously agree that there is an increase in the rate of girls' dropping out of school because of violence, school closures and increase of early marriage rate. The number of drop-outs due to early marriage was nearly 100 female students during 2000/2001.
24. Lack of regular attendance to school by teachers and students: the imposition of a curfew in the Palestinian territories, and the continued closure of regions, cities, villages and refugee camps is enough to slow down the progress of teaching-learning process either partially or entirely. The ratio of imbalance in teachers' attendance varied

from a directorate to another. It reached nearly %20 in Hebron, %15 in Nablus, %14 in Ramallah, %13 in Tulkarem and in Jericho. In the Gaza Strip it was %6 of the total number of teachers in each directorate during 29/9- 25/5/2001. As for students, the imbalances in their attendance during the same period were %18 of the total number of students in the Directorate of Hebron, %12 in the Directorate of Jericho, %10 the outskirts of Jerusalem and Ramallah and %4 in Gaza.

25. Destroying the infrastructure of schools and hindering the implementation of development projects there: as a result of the challenging political conditions, all educational inputs to teaching-learning process were negatively affected. This includes the implementation of development projects of school buildings that had been approved in the five-year development plan of the Ministry to accommodate the natural growth in the number of students and increase in their enrolment. The vocational development plan and increase in enrolment in the vocational education were specifically affected as a result of difficulties facing the staff and engineers to arrive at their work sites in the field, besides difficulty of importing building materials due to the blockade and curfew imposed on the area.
26. Destruction did not affect development projects only; it extended to include the existing ones. Buildings were destroyed and demolished as a result of bombing during the operations of military invasion of cities. Such operations resulted in the destruction and demolition of many schools and educational facilities, including techniques, equipment and furniture. The number of affected schools during (1/9/2001- 30/11/2001) were (8) on schools in Hebron, (6) in Tulkarem, (2) schools in Salfit, one school in Qabatiya, (4) Schools in Nablus and (4) schools in Ramallah.
27. Hindering the implementation of education development projects: the Israeli attacks not only have an impact on the physical infrastructure of schools, including developmental and existing ones, but go beyond that to hinder the implementation of education development projects, especially in the Gaza Strip. Such projects include: life skills, the international humanitarian law and projects of human resources rehabilitation. The plans of central training for teachers and supervisors were paralyzed (which increases cost as they were replaced by zone-specific courses), and courses plans which are held in cooperation with other ministries, such as: children literature courses. Also, the Israeli attacks hindered the field follow-up and in-house training since supervisors are unable to have an access to all schools, central meetings to prepare training materials were cancelled and students were deprived from practicing in supporting sport education activities , such as: sports, scouting, artistic, cultural activities and journeys as it was planned.
28. Students are overcrowded in schools because of transferring students from schools that are under curfew and within areas of clashes to other ones. The solution was to open new classrooms or change the working times to be in two shifts.
29. The transfer of students of certain private schools into public schools: A study entitled (The Impact and the Implications of Economic and Political crisis on School Students) shows that a total of (11780) students were transferred from their schools during 29/9/2000_ 15/03/2002. 1312 students out of the total above were forced to leave the country in search of security and stability, and (419) students were transferred to the Israeli municipal schools in Jerusalem.

Objective 3: Ensure meeting the education needs of all the young and adult through the equitable access to appropriate programs for learning and acquiring skills necessary for life:

Informal education is any process of teaching/ learning taking place outside the setting of formal education system, and it might not lead to a specific certificate. It may be carried out through a workshop or any community activity.

UNESCO defines the informal education as the framework of formal education systems that consist of school, high educational institutions, universities and other formally-based educational institutions. In different circumstances, informal education includes educational activities aimed at achieving adult literacy, providing primary education for children and young people who are not enrolled in schools and teaching life skills, work skills and general knowledge. The non-formal education includes:

A. Adult Education: educational activities targeting adults and aimed at either developing initial education or training, or to be a substitute for them. The adult education and training programs are offered mainly through cultural centers. The courses offered focus on areas of computer and business careers, in addition to courses in the areas of health, engineering, agriculture, journalism, electronics, mechanics and others. It is not compulsory in adult education to have a certificate, as it intends to adults literacy or offering additional skills and experience in different disciplines.

B. Continuing Education: it is a general term that refers to a wide range of educational activities designed to meet the adults' basic

learning needs. It comprises all the population of different age categories, whether they are enrolled in formal education or dropped out of school and enrolled in programs qualifying them professionally, or they dropped out of school but did not join this type of education. Generally, a certificate is required to join one of its operating programs in order to obtain formal certificate. Lifelong continuing education is a rule or the use of formal and informal learning opportunities throughout the people's life with the aim to promote constant development and improvement of knowledge and skills necessary to work and self-realization. There are implications that might mix with other educational concepts, such as: adult education, and continuing training and education, lifelong education and other terms that are related to learning outside the setting of the formal education system.

- Education Background upon Launching Education for All Plan for the year 2004/2005:

1. Rates of literacy among young people (15-24 years) by gender, according to the data of the Palestinian Central Bureau of Statistics (PCBS)¹⁷ in 2004 were (98.9%), where the rate of males was (99.0%) and (98.9%) for females.
2. The ratio of percentage distribution of young people (15-24 years) by educational achievement (highest level of education completed or achieved, for example: primary, secondary and tertiary) and by gender for the year 2004 was according to PCBS data as in the following table:

¹⁷Official website of the Palestinian Central Bureau of Statistics - PCBS

Table 3: The ratio of percentage distribution of young people (15-24 years) by educational achievement and by gender 2004

gender	Highest Educational Level						
	Illiterate	Literate	primary	Preparatory	Secondary	Diploma	Bachelor & higher
Male	1.0	3.2	15.9	51.0	25.1	1.3	2.5
Female	1.1	2.2	12.2	50.4	28.2	2.2	3.7
Both Genders	1.1	2.7	14.1	50.6	26.6	1.8	3.1

Source: The Palestinian Central Bureau of Statistics

3. GER in secondary education by type of program (general, technical and vocational education, training, non-formal education and skills training) and by gender for the year 2004/2005 was (%71.6), where the ratio for males was (%67.6), and (%75.) for females.
4. ANER in secondary education by type of program (general, technical and vocational education, training, non-formal education and skills training) and by gender for the year 2004/2005 was (%68.6), where the ratio for males was (%64.9) and (%72.5) for females.

- Challenges ¹⁸:

The diagnosis of the results of literacy, adult education and continuing education sector for Plan 2005/2015 showed several challenges:

1. Lack of a unified national plan for the public and private continuing education programs that meets the requirements and needs of the local market and limits the excess in the number of graduates in certain disciplines.

Only %42.2 of graduates finds work in the first year following their graduation.

2. The Strategic planning of the process of literacy and teaching the adult the basics, civilization (such as family life development) and functionality. This is to be done to prepare a comprehensive national plan that includes drafting executive plans, strategies, future policies, legislation and laws and to organize a comprehensive campaign to eliminate illiteracy in all its forms.
3. Diagnosis of the actual level of illiteracy and to identify targeted communities and populations due to the lack of previous or modern studies. Even if such studies are available, they are not representative samples or just questionnaires or comprehensive surveys, but they do not represent the true reality of illiteracy. They only based on a single variable stated in the definition of UNESCO of the illiterate, namely: the number of school years required to be free from illiteracy. They did not examine the variable of acquiring the three basic skills (reading, writing and math) by examining representative samples of the population of the study using the tools of measuring skills (level standardized tests) due to the peculiarity of the conditions experienced by the Palestinian educational system through long years. This makes the application of the UNESCO definition and the number of school years needed to be free of illiteracy awkward to the Palestinian educational system. The achievement percentage of the fourth grade students (the number of school years to be free from illiteracy) in the Arabic language was (%58.8) and in math was (%28.7) during the year 1999.

¹⁸The Ministry of Higher Education (2004), Education for All, Part I: Reality and Challenges. Summary Report (Pp. 119-120)

4. Provision of sufficient support to implement comprehensive campaigns and national plans to eliminate illiteracy, and the inclusion of the illiterates' concerns within the national development plans, such as: combating poverty and women's awareness programs.
5. Reintegration of illiterates and dropouts of literacy centers to continue their education through developing a system of incentives and motivations to reduce the students' reluctance to enroll in literacy centers or drop-out. This could be achieved if programs and services provided by institutions, ministries and NGOs are linked to eliminating the alphabet illiteracy through the formation of a higher committee of alphabet and civilization literacy from various relevant institutions.
6. Modernization and development of the adult curriculum that is consistent with the requirements and needs of the Palestinian students.

Objective 4: Achieving improvement by 50% in levels of adult literacy by 2015, particularly for the advantage of women, and achieving equitable access to primary and continuing education for all adults:

This target includes the entire population in the age group of 15 years and above who enrolled in literacy programs and adult education, or they are qualified to enroll in such type of education. These programs are designed for adults who have left or never enrolled in formal primary education. The national strategy for adult education defines the concept of adult education (in the context of lifelong learning) as the overall educational processes through which the Palestinians- who are young or adults- develop their capacities, enrich their knowledge, improve their technical or professional qualifications and walk out a new way in order to satisfy their needs and the

needs of their community; they are processes that create changes in their attitudes or behavior and directly or indirectly contribute to the development of integrated development which is socially, economically and culturally balanced. Hence adult education and informal education includes and all forms of informal and spontaneous education available in a learning community and one that seeks to gain knowledge, where the theory and methodology based on the scientific application is well recognized".

Educational Background upon Launching Education for All Plan for the year 2004/2005:

- Ratio of literacy among adults (15 years and above) by gender in 2004 as per the data of the Palestinian Central Bureau of Statistics was %92.7, where the ratio of males was %96.5, and %88.0 for females.
- The percentage of adults (15 years and above) by the highest educational level completed or achieved (primary, secondary and tertiary) and by gender in 2004 as per data of the Palestinian Central Bureau of Statistics is as shown in the following table:

Table 4: Percentage of adults (15 years and above) by the highest educational level completed or achieved and by gender 2004

gender	Highest Educational Level						
	Illiterate	Literate	primary	Preparatory	Secondary	Diploma	Bachelor & higher
Male	3.5	7.7	19.7	35.3	19.8	4.8	9.2
Female	12.0	7.8	17.3	33.9	19.1	4.5	5.4
Both Genders	7.7	7.7	18.5	34.8	19.4	4.6	7.3

Source: The Palestinian Central Bureau of Statistics

The table shows that the percentage of males within the levels of primary education and higher is greater than females. The percentage of females within the educational levels of illiterate and literate is higher than males.

Objective 5: Elimination of disparities between both genders in the area of primary and secondary education by 2005, and achieving equity between genders in the field of education by 2015 concentrating on securing full and equitable opportunities for girls to gain benefits and make use of primary education properly:

Gender Parity Index (GPI) expresses the values that represent the percentage of females compared to males (or males to females in certain cases) based on a particular index. When GPI is equal to (1), this means that there is parity between both genders, but if it is higher or lower than (1), this indicates a disparity in favor of one of them.

Gender Equity Index (GEI) is a composite index designated to measure the relative equity between the two genders in the total participation in primary and secondary education, as well as gender equity in adult literacy. This index is calculated as the arithmetic mean of indices of gender equity within the GER in primary and secondary education, besides the percentage of adult literacy.

This objective calls for achieving equality in the number of girls and boys who are enrolled in primary and secondary education by 2005. Indeed, this is what is meant by the concept of gender parity (even though it is not possible to enroll all the girls and boys at this stage). Additionally, this objective aims to

achieve gender equality in education by 2015. It is considered one of the most ambitious objectives as it means that all the girls and boys have equal opportunities to benefit from quality primary education, and to gain equal levels of benefits of education.

- Education Background upon Launching Education for All Plan for the year 2004/2005:

1. The percentage of enrolled females as per the total enrolment percentage by educational level (kindergarten, primary and secondary education) for the year 2004/2005 was (%49.6); the primary stage was (%49.3) and at the secondary level was (%51.8). This means that the percentage of girls enrolled in secondary education is higher than the percentage of those who enrolled in primary education. This was due to the increase in males' dropout rates in the secondary stage.
2. The percentage of female teachers out of the total number of male teachers of primary and secondary stages for the year 2004/2005 was (53.7%). The percentage of primary stage was (55.4%) and the secondary stage was (50.8%). Consequently, the percentage of female teachers in the primary stage is higher than those at the secondary stage as the Ministry of Higher Education prefers to assign female teachers for lower grades (1-4) in mixed schools.
3. The percentage of female principals of schools by education level (primary and secondary) for the year 2004/2005 was (49.0%). The percentage of female principals in the primary stage was (50.4%), and in secondary stage was (46.7%).

4. GEI for the year 2004/2005 was as shown in the following table:

Table 5: GEI for the year 2004/2005:

Index	2005/2004
1. Adult Literacy Averages (15 and above)	0.91
2. Youth Literacy Averages (24-15)	0.99
3. GER in care and education in early childhood	0.96
4. Percentage of total enrolment in primary education	0.99
5. The percentage of net intake ratio (NIR) in primary education	0.95
6. The gross intake ratio (GIR) in primary education	1.01
7. The net gross of the net enrolment ratio (NER) in primary education	1.00
8. The adjusted net enrolment ratio (ANER) in primary education	1.00
9. The survival rate to grade 5 (SRG5)	1.01
10. The survival rate to grade 12 (SRG12)	1.13
11. Total achievement of the basic cohort	1.08
12. Total rate of actual transfer from primary to secondary education (general)	1.05
13. Total enrolment in primary education by level (lowest and highest)	1.12
14. Total enrolment in primary education (primary education and lowest secondary education)	1.01
15. The adjusted net enrolment ratio (ANER) in secondary education	1.18
16. The gross net enrolment ratio (NER) in secondary education	1.04
17. Percentage of teachers received teachers training prior joining the work by education level and gender	1.00
18. Percentage of teachers received teachers training during the service by education level and gender	1.00

The table shows that GEI tends to be in favor of females within indices: 5-8-9-10-11-12-13-14-15. Meanwhile, they tend to be in favor of males within indices: 1-2-3-4. The index was equal for both genders in indices: 6-7-16-17.

Objective 6: To Improve all qualitative aspects of education and to ensure excellence for everyone, so that all students achieve clear and tangible results in learning, especially in reading, writing, mathematics, as well as basic life skills.

This objective includes improving qualitative aspects of education and ensuring excellence for everyone, so that all students achieve clear and tangible results in learning, particularly reading, writing, mathematics, as well as life's basic skills.

The main task of any educational system is to provide the youth with the needed skills to participate in the social, economic, and political life. Children's enrolment in elementary schools, continue in this phase and then their enrolment in secondary schools, is not considered a goal by itself. Rather, this is a means of providing children with these skills. Staying in schools is not considered the only decisive factor for measuring the success or failure of countries in providing education for all. The ultimate measurement lies in both what children learn and the quality of their school experience.

Quality is the essence of the educational process, as it is unlikely that children master the essential skills while lacking qualified teachers, good educational materials, sufficient time for studying, and proper school supplies. This objective includes improving all qualitative aspects of education.

- **Educational Background since the beginning of the "Education For All" plan for 2004\2005:**

1. The proportional distribution of teachers, depending on, academic qualifications, and gender, according to the educational databases for the year 2004\2005, was as shown in the following table:

Table 6: proportional distribution of teachers, depending on, academic qualifications, and gender for 2004\2005.

gender\ highest academic qualification	Percentage Distribution of teachers according to the highest academic qualification			
	Intermediate diploma or below	Bachelor Degree	Higher Diploma	Masters Degree or higher
Males	30.2%	65.0%	0.9%	3.9%
Females	36.7%	61.4%	0.4%	1.4%
Total	33.7%	63.1%	60.%	2.6%

Source: Ministry of Higher Education – Educational Databases.

As shown in the table above, %33.7 of teachers hold an intermediate diploma or below, 2% hold a qualification higher than a Bachelor Degree, and the majority of teachers (%63.1) hold a Bachelor degree. Further, the percentage of males according to qualification was higher for the BA, higher diploma, and the Master's degree than females,, and females percentage ranked higher than males in the intermediate diploma or less.

2. The teachers who hold a certificate that qualifies them to teach according to national standards, based on the level of education, and gender in 2009 according to the Teacher Education Strategy are (%27.3), where (%22.9) are males and (%30.7) are females.
3. Pupil-Teacher Ratio, based on the level of education for the year 2004\2005 for Kindergartens is (1:20), for elementary schools (1:28.6), and for secondary schools

(1:21.6). It is noteworthy here that the educational instructions determine the number of students in a classroom according to stages; however, it does not determine the number of students per teacher. Determining the number or students is very important for the quality of education, as teachers can give greater attention to each student in classes with a small number of students.

4. Pupil-Classroom Ratio, based on the level of education (pre-elementary, primary, secondary education) in 2004\2005 for Kindergartens is (25:1), for elementary schools (36.6:1), and for secondary schools (31.8:1).
5. The percentage of schools that have improved water sources, based on the level of education for the year 2001\2002 is (81.3%), which is the percentage of schools connected to a public water network, according to a survey on health facilities¹⁹.
6. The percentage of schools that have improved sanitation facilities (i.e. separate bathrooms for girls) based on the level of education for the year 2004\2005, was (%100), as no one can start a school unless they have proper health facilities with separate bathrooms for girls in co-education schools.

¹⁹ MoEFE– the general administration of planning – health facilities survey. 2001\2002

Second: National objectives for 2015 (Review: Education for All action plan)

Education for All plan aims at developing the Palestinian education in different stages of education: elementary, secondary and social education (literacy, adult education and continuing education), through achieving the following national strategy objectives:

Objectives of the national strategy for early childhood:

I. developing comprehensive, integrated, and unified policies in the areas of care, protection and development of early childhood.

II. providing education opportunities for all children at early stages, including children with special needs, and ones facing any circumstances including emergencies.

III. achieving comprehensive education for children in all areas of development.

IV. improving the quality of education that enables children to build knowledge and acquire skills.

Objectives of the national strategy for primary education:

I. to provide enrolment opportunities to all children between (6-15) years, including children with special needs.

II. to enable all students to practice their right in education, even under emergency circumstances, and difficult security conditions.

III. to improve the quality of education to achieve a special learning process for everyone, in order to acquire cognitive, functional, and life skills.

IV. to achieve comprehensive education for children at the age (6-15) (Health, education, psychology and social).

V. to develop both administrative and financial systems, as well as a planning process for different stages and levels of education.

VI. to develop the role of the local community, and to raise their awareness regarding elementary education requirements and issues.

VII. to raise the efficiency of human resources to meet the requirements and needs of the society, and to keep abreast with cognitive development.

Objectives of the national strategy for Adult Education²⁰:

First General Objective:

Set an administrative code of high quality for adult education in the context of lifelong education.

Special goals of the first general objective:

1. Establish data and information management system.
2. Develop a legislative framework regulating adult education.
3. Govern/institutionalize/structure adult education system.
4. Effective planning and necessary finance.
5. Link adult education to labor market.
6. Optimal and effective use of finance sources.

Second General Objective:

²⁰ National Strategy for Adult Education 2014/2019.

Provide and make available adult education within specifications/standards of quality and excellence.

Special goals of second general objective:

1. Supporting educational infrastructure and environment.

2. High quality adult education courses and programs available for everyone.
3. Effective service providers.
4. Encouragement to target groups for access and involvement.
5. Increase education culture and opportunities.

Third: Challenges facing all objectives and strategies of education:

Since the Education for All plan in Palestine is overlapping with the strategic plans of the ministry, challenges to achieve all education strategies and programs are as follows:

A. Challenges relevant to kindergartens:

- Developing a clear political trend to incorporate the kindergarten stage with formal education.
- Raising enrolment rate with kindergartens.
- Building a customized curriculum for kindergartens, that considers particularity of the Palestinian situation.
- Raising awareness regarding the importance of kindergartens amongst parents.
- Training of kindergarten staff on early childhood issues.
- Increasing funds to support the childhood sector.
- Building training centers for childcare.
- Supporting underprivileged kindergartens to ensure its continuity in providing this service in poor communities.

- Conducting studies about the reality of childhood in order to provide useful information and statistics about this sector.
- Enabling the coordination process between governmental and NGO sectors, which target kindergartens.
- Activating the Palestinian Child Law, drafting legislations for different areas (health, education, civil rights), and taking needed procedures in order to ensure enforcement.
- Including needs and concerns of early childhood in public development programs and strategies, such as; reducing poverty, development programs, media, and awareness programs targeting parents.
- Enabling the role of the local community and students' custodians when drafting educational programs for children.
- Unifying the perception of different sectors concerning early childhood from a comprehensive, integrated perspective.
- Creating benchmark indicators on the national level to monitor the reality of childhood across sectors

from a comprehensive, integrated perspective: addressing health, education, media, and legislation.

- Raising awareness of the children's lives , and creating favorable conditions for a better life.
- Improving and enabling the quality of interaction between adults and children, and amongst children themselves.
- Changing adults' attitudes towards children.
- Developing educational materials targeting children.
- Reinforcing the children's pride in their mother tongue.
- Enhancing the ability of parents and people working with children to provide them with life skills.
- The necessity of the existence of clear instructions and models.
- Strict instructions concerning licensing and construction.
- Support and encourage parents to send their children to kindergartens.

B. School Education (Elementary and Secondary):

1. Challenges relevant to Enrolment:

- Maintaining the high enrolment rates for the first grade and the elementary stage for both boys and girls.
- Increasing total enrolment rates for the secondary stage for males and females while focusing on males.
- Increasing enrolment rates for males and females at the age group (15-17) while focusing on males.
- Maintaining low number of Pupils /Classroom at public schools in the West Bank and Gaza strip, despite

the normal growth in population, while focusing on crowded schools.

- Decreasing rates of overcrowding (space allotted for each student that is less than 2.1 square meters) in public school classrooms (especially: the West Bank, Gaza, and the directorate of Jerusalem).
- Decreasing dropout rates in public schools at elementary and secondary stages for both males and females by focusing on males.
- Increasing the number of students with special needs that are integrated within public schools.
- Providing suitable lands for urban populations to line with population attraction areas.
- Providing capital and operating expenditures to cover additional requirements resulted from the separation process between schools' educational levels.

2. Challenges relevant to re-identifying school levels as per the educational stage:

- **Educational challenges:** the long distance that a student has to walk might affect the quality of learning negatively in some cases as it increases rates of dropouts , contributes to wasting financial, educational, and human resources whether in a physical or human environment. The separation process might result in either having extra empty rooms in some schools, or lack of school needs.

- **Economic Challenges:** the long distance that a student has to walk, which is caused by the separation process, might cause an increase on commute fees for students as well as an increase on development and operating financial cost. Consequently, there will be a need for more school buildings as well as, human resources due to the separation process.
 - **Social Challenges:** such as parents' refusal to transfer their children from one school to another in some cases, because of an increased distance between the new school and their place of residence, or due to higher costs. The diversity of geographical groupings combination within the Palestinian society (city, village, camp, Bedouin communities) might make the separation process more difficult, as some rural communities may not have sufficient number of students to fill a given classroom and to cover its costs. In addition to the disapproval of the idea of mixed-sex education, even during elementary stages.
 - **Political Challenges (Occupation Related):**
 - A- Construction is not allowed in Area "C" or in East Jerusalem.
 - B- The existence of the separation wall and the gates, in addition to the difficulty of movement that both students and teachers are suffering from in some of the areas that are close to settlements, and are threatened to be confiscated.
 - C- Not allowing schools to develop their classrooms, or to add any concrete classrooms in the areas that are threatened to be confiscated.
 - D- Bombing educational institutions.
 - E- Wounded students, teachers and academic staff members.
 - F- Martyrs (students, teachers and academic staff members).
 - G- Power cut-offs in Gaza Strip.
 - H- Siege and related consequences (hardware, furniture, books, publications, equipment).
 - I- Failure to provide building material due to siege.
 - J- Travel abroad ban.
 - K- Psychological and social conditions.
 - L- Schools located in danger zones and more vulnerable schools in Gaza Strip.
 - M- Overcrowding in classrooms.
 - N- Lack of fuel and means of transportation.
 - O- Students being late to reach school due to shooting at buffer zones.
 - P- Poverty and malnutrition.
 - Q- Impacts to level of school marks.
3. **Challenges relevant to the infrastructure of the Educational System:**
- Reducing rates of classrooms or sections, which have evening shifts in public schools, focusing on directorates that have high rates of evening shifts.
 - Reducing the number of rooms that are not suitable to be used according

to the educational standards for rented and owned classrooms.

- Increasing numbers of schools of high quality specialized rooms according to school buildings standards and its equipment.
- Enabling or enhancing schools' standards that can attract students.
- Providing education services in new geographic areas, and raising the level of schools according to standards that are related to number of students and distances between their homes and the school.
- Reducing students overcrowding in yards and playgrounds.
- Separating males from females in classrooms for the age group (5-12).
- Maintaining and rehabilitating current school buildings in order to improve the educational environment and prolong its age.
- Developing school environment in terms of its location, its facilities' safety and readiness, and providing all safety and security requirements for the school (diagnose the educational reality, 2013)
- Gradually restructuring levels of various schools which consist of (82 assortments), in order to be consistent with the curriculum policies, teachers' qualification strategies, in addition to developing a plan to gradually separate schools according to levels, and though the transitional stage.
- Drafting regulating policies and a clear vision to employ information

technology within the educational process.

- Rebuilding a clear structure for information technology in order to meet the need of utilizing information technology in education.
- Providing a clear system to follow up and assess the process of utilizing information technology in education.
- Raising teachers and communities' awareness concerning the importance of the use of technology in education to reduce their change resistance in applying developments in this area.
- Improving the supporting technological environment and the physical environment in terms of educational aids, equipment and computers laboratories, in order to enable employing technology in education and to apply e-Learning Systems.
- Improving students' skills and preparing them to interact with technology, especially computer skills.
- Providing human technical resources and qualified people to employ technology in education at all administrative levels, especially in schools, such as; using, maintaining, and upgrading technical devices (computers and their accessories, laboratory equipment, educational aids... and the like) (assessment and follow up system's recommendations).
- Activating partnership and networking with partners on the level of the ministry, schools, directorates,

local and international communities, to coordinate and exchange successful experiences.

- Providing an incentive system including different incentives to empower creativity and excellence in employing technology in education (assessment and follow up system's recommendations).
- Providing an internet connectivity service in schools and classrooms.

4. Challenges relevant to Jerusalem and Areas "C":

- Providing international protection and support to Palestinian organizations in Jerusalem and especially educational institutions in order to work on overcoming the following challenges:
- Improving the physical environment in schools that are located in Area "C", including Jerusalem, either by expanding the existing buildings or providing new schools buildings ... through the support of international humanitarian organizations, aiming at issuing licenses to build new schools or to add new classrooms.
- Stopping occupation authorities' systematic demolition policy, under the pretext of the lack of license, against the educational institutions by the occupation authorities, and to cancel financial fines that were imposed on schools in cases of adding shades to protect the students from the rain in winter and the heat in summer.
- Canceling misrepresentation and Judaizing Palestinian curriculums

and using the Palestinian curriculum in Jerusalem.

- Providing qualified teachers in all specializations, especially males, through the support of international organizations to help in issuing working permits for those who do not hold a Jerusalemite ID, to be able to teach in the city that is surrounded with the separation wall and military checkpoints.
- Allocating additional bonuses on salaries for the people working in the education sector in Jerusalem in all schools, and especially males, in order to reduce the number of teachers who choose to work in the occupation directorate's schools, due to their high wages compared to the Palestinian Authority's salaries.
- Providing protection, in addition to safe and continuous access for students and teachers who are forced to cross military checkpoints and electronic gates.
- Intensifying guidance and health services, awareness campaigns, as well as therapy and education programs to reduce the negative impacts of the conditions that students are living, such as; dropouts, poverty, and drug abuse.
- Unifying all international and local partners' efforts (public sector, private sector, civil society organizations, and international organizations in order to support education in Area "C" and Jerusalem.

5. **Challenges relevant to vocational education**

- Increasing the percentage of enrolment in vocational education from the total number of students in the secondary stage, as well as expanding the participation of girls.
- Raising the capacity of education institutions and vocational training to meet the quantities and qualitative needs of the system's outputs through new programs (specializations) and reaching out to several places.
- Awareness, promotion and intensifying campaigns for vocational guidance and orientation, targeting parents and students to increase the number of enrolment in vocational training through intensifying vocational guidance and orientation programs in schools for parents and students, in addition to focusing on success factors of the system in employment and self-employment.
- Developing training programs to meet the needs of the labor market, and to meet the expectations of the people headed to education and vocational training by:
 1. Adding, changing, and developing specializations in education institutions and vocational training to be consistent with the reality and needs of the labor market
 2. Incorporating skills required by the labor market in the existing training units, and through adding new training units addressing life skills and entrepreneurial training.
 3. Developing the training system to include courses tackling the practical aspects, and simulating the labor market in order to prepare students to engage in the labor market after graduation.
 4. Developing trainers and equipment to keep up with the technological and vocational developments.
 5. Preparing and supporting graduates to enter the labor market according to their desires by forming support units for graduates, and connecting them with the market and the graduates follow-up units.
 6. Developing and executing plans to introduce new vocational units for females in existing schools.
 7. Offering diplomas in some technical subjects in some of the vocational schools, which will contribute in enabling and facilitating enrolment of females along with males in these courses, especially in areas that are close to these schools.
 - Strengthening partnership relations with the labor market through:
 1. Developing LIMIS Information System, and establishing an information network between the educational and operational institutions.
 2. Introducing new methodologies of training at like internships as well as engaging the labor market's representatives who are involved in planning and preparing educational programs as well as vocational training
 3. Supporting initiatives related to establishing distinct trainings centers.
 4. Finding suitable funding to support the training process.

5. Adopting a national framework for qualifications in order to enhance the partnership process.
 6. Enacting legislative laws that are both encouraging and enforcing.
 7. Using educational TV networks to exchange information
- Expanding the system of occupational licensing to include teachers and staff of special education, in addition to advisors, supervisors and teachers of the vocational training sector.
 - Developing and implementing professional standards and professional ethics that include teachers and staff of special education, in addition to advisors, supervisors and teachers of the vocational training sector.
6. **Challenges relevant to preparing and training teachers and educational supervision**
- Continuing to develop a standardized and adopted system for preparing and training teachers' program before and during employment.
 - Developing clear policies to attract the best graduates from faculties of education.
 - Developing a standardized administrative structure in the ministry to serve as a reference for teachers training program.
 - Expanding capacity building trainings to include not only primary education teachers but also secondary stage teachers and other educational sectors: kindergartens, informal education and vocational training. In addition to advisors, supervisors and teachers in the special education sector.
 - Applying the system of professional education in all educational sectors and different groups working in this field, while focusing on the role of teacher's training programs, as well as innovations of workers in the teaching profession within this system.
 - Developing and applying a system for monitoring, assessment and accountability of implementing a strategy to develop teachers, and to depend on an updated, unified and comprehensive information system.
 - Expanding media and awareness programs related to the strategy and its components and programs. In addition, to develop a system for partnering and coordinating with stakeholders to implement and monitor the abovementioned strategy.
 - Reducing the teacher\supervisor ratio to be 1\50
 - Increasing the number of comprehensive follow-up supervisors, especially at the elementary stage.
 - Transferring teachers' training to schools.
 - Developing Schools Categorization System in conjunction, compliance, and partnership with the concerned department.
 - Developing tests and self-assessment system to assess teachers, since tests are a motivating means for progress.
 - Improving session plans design and educational practices by using active learning strategies, and methods catering for all categories of students, including those with special needs. Session plans

design should be built according to the results of students' assessment.

7. Challenges relevant to curriculum :

- Developing a comprehensive, integrated and unified plan to reform and develop curricula, including all relevant variables , such as; teachers training strategy, e-Learning Initiative, and computerizing curricula, kindergarten curricula, as well as non-formal education (literacy and adult education).
- Improving curricula (intentional, implemented, and acquired) in an analytical and comprehensive manner, to include objectives, activities, content, and calendar (reforming curricula planning, development, implementation, and results) using a variety of tools.
- Improving and adjusting curricula, or changing them according to the results of the reform process, including affected and related factors, such as; methods and techniques of teaching and reforming techniques, school books, guidebooks, educational/teaching resources and the like.
- Developing a clear policy for curricula development, based on competencies or objectives.
- Developing a clear vision to improve the general secondary school system
- Developing a clear strategy for e-Learning and computerizing curricula.
- Promoting clear thinking skills, life skills and scientific research skills in curricula(background diagnosis study, 2013).
- Reviewing curricula in terms of length, content, number, units' order, and

included activities, in addition to reducing contradiction between the activities mentioned in the curriculum and the decisions made by school principals, directorates, and ministries.

8. Challenges relevant to educational reform and achievements:

- Developing comprehensive and diverse assessment methods, which focus on all learning aspects, including the differences among students levels in addition to students with special needs. further, to employ the results of the reform process in an effective manner in order to improve both the teaching and learning processes.

9. Challenges relevant to services, student activity and educational activity

- In supervision :

- Assigning supervisors at one school and provide a supervision centers in the schools that do not have supervisors.
- Coordinating with higher education and local universities in order to develop their programs along with the field work that is related to psychological counseling and social service, so there will be mandatory requirements a student needs to complete in order to graduate and obtain a permit to work as a school supervisor.
- Adopting a training program before commencing to work for those who were accepted to be working in supervision.
- Obtaining a job title for assigned supervisors to work as a guidance supervisor.
- Assigning a Head of the supervision department at the ministry to monitor the

work of supervisors who are assigned for the purpose of guidance supervision in the field.

- Conducting a study about the performance of the assigned supervisors in order to identify the level of their performance and training requirements, in addition to the level of job satisfaction,.
- Implementing a study about educational guidance's direct and indirect effect, and the extent of its projection on target groups.
- Assessing programs and projects which are being implemented in order to be converted into policies adopted by the ministry.
- Intensifying educational guidance in Area "C" and Jerusalem

I. School environment and school health care

- Increasing the number of sanitation utilities: building new ones for water, sanitation and hygiene, including bathrooms for girls at schools, giving the priority to Gaza.
- Ensuring clean water, sanitation utilities, and hygiene levels by specifying unified standard of the number of janitors, providing sufficient cleaning supplies, and ensuring constant scrutiny.
- Improving quality of water through setting standards and procedures and monitoring it in schools.
- Ensuring provision of cleaning supplies, to allow providing toilet paper, soap, detergents and the like at schools in a sustainable manner.
- Enhancing appropriate cleaning practices through increasing efforts in organizing

activities on different occasions throughout the year, such as; Global Hand-washing Day, so that it is not limited to one day, and creating opportunities to increase health practices throughout the year

- Improving, issuing and applying national standards for the school environment to include water and hygiene utilities.
- Enabling students to master life skills and health care practices, that allow them to competently interact with daily life challenges, regardless of the type of health problem or issue.
- Investing in teachers being an effective element of changing students' attitudes through training the health care practices.
- Forming and enabling school health committees in all Palestinian schools, through which several key issues will be implemented, such as; monitoring students' conditions, implementing preventive activities, facilitating the provision of health services, and taking care of the school environment.
- Incorporating educational health messages for various age groups in the curricula by providing informative resources, guides and educational aids as a reference for teachers and health practitioners from other institutions, which include the most important health messages appropriate for different age groups.
- Providing data and information needed to set health-related indicators, in order to assess health programs and contribute to improving health and educational conditions.

- Providing an enabling health environment by building and activating health policies (violence reduction policy, instructions to prevent smoking, school bag instructions, school canteens policy, public safety instructions and security at school).
- Developing a national health plan for schools and strengthening coordination between health service providers to ensure high quality on-site services.
- Qualifying medical crews to work at schools to increase the ability to cover the number of students who are medically checked.
- Strengthening the health transformation system, and enhancing the role of parents in monitoring the health condition of concerned students.
- Developing a clear methodology to provide students with support tools.
- Implementing and activating health care activities afterschool and providing sufficient support for implementation, in addition to promoting idea of opening schools after school hours.
- Developing and adopting a clear mechanism and specified standards to calculate the value of the cafeteria's guarantee, as well as to use tendering.
- Preparing national policies for health education, school environment, school nutrition, as well as other school-related health issues.
- Setting clear policies and mechanisms to activate partnership with the local community.
- Developing the National Cup of Milk Program and providing students with subsidized foodstuff (150 mm + 60 gm

of biscuits) subsidized with vitamins and FE to cover 25 of students' daily needs of calories and recommended foodstuff.

- Strengthening safe health nutritional behaviors for students inside and outside schools that are translated by key objectives to improve the health and nutritional condition of students.
- Creating a safe healthy nutritional environment for students inside schools.

II. Students activities

- Increasing the number of teachers who are specialized in activities like music, arts, and sports at schools.
- Raising awareness of some school principals, parents and the community regarding the importance of students' activity and its implications in enriching the educational process.
- Promoting the Palestinian heritage; that can be represented by performing Dabke, poetry and embroidery.
- Improving the financial environment in schools and directorates to carry out student activities, and modifying them to include students with disabilities such as; gymnasiums, courtyards, and classrooms for arts and music.
- Providing permanent camps at the ministries and directorates.
- Enhancing the role of the general administration of student activity by a teacher performance assessment process, knowing that carrying out student activities makes all teachers target groups to participate in these activities.
- Providing centers for activities in all governorates by networking with other ministries (sports, scouts, culture).

- Retaining qualified teachers rather than transferring them to other schools.
 - Providing tools and equipment (sport, scouts, cultural, musical instruments) at directorates and schools according to the need; keeping those with special needs in mind.
 - Matching the number of music and arts teachers in schools with the number of periods allocated within the weekly schedule, as specialized teachers rank %40 for arts activities, while it does not exceed %10 for music teachers.
 - Engaging all students in activities and committees according to their abilities, as these activities should not be limited to some specific students, and allowing students to participate in committees out of interest (educational reality diagnosis, 2013),.
 - Providing sufficient and qualified human resources at school according to specialization, and at the right time; continuing assigning staff for physical education and cultural and arts activities. Assign a supervisor of physical education and one male\female teacher or male\female leader, from a scouts club, for each five schools.
 - Preventing changing PE and arts periods to other subjects, and allowing students to use schools facilities for activities after school hours.
- 10. Challenges relevant to integrating students with special needs**
- Establishing a national policy for inclusive education.
 - Creating a national unified database for school students with special needs.
 - Modifying the vision of resources' centers and establishing new ones in the education directorates within a strategic vision by adopting it within the directorate's structure, and staffing new people.
 - Expansion in opening resources' rooms at schools within an approved strategic vision in terms of availability of rooms in school buildings, in addition to approving the recruitment of new people.
 - Qualifying staff working in the special education field, and increasing their number, as well as providing specialized staff for all types of disabilities including the talented, learning disabilities, and autism.
 - Developing regulations and instructions for all types of disabilities, including the general secondary examinations' instructions for disabled students. In addition to developing instructions of disabled graduates employment in the public sector.
 - Developing standards to assess students throughout all stages of education.
 - Engaging disabled students in all extracurricular activities, providing psychological and guidance support in addition to educational and social support, and developing their capacities reaching to highest level of independency and self-reliance.
 - Increasing the rate of integrating disabled students and students with special needs in public schools.
 - Implementing a national awareness campaign aiming to provide all utilities that accommodate disabled students within a national plan that has specific

objectives and timeframe, in addition to formulating an interconnected national database.

- Establishing a resources center for the disability sector in Palestine that consists of four aspects: (1). Database (2). Database for available services (3). Guidance and orientation support center for services and programs (4). Consulting and training programs.
- Establishing an integrated diagnosis center that includes all public organizations (health, affairs, education,..).
- Activating cooperation with the ministry of social affairs regarding the cards for the disabled to provide what is best for educating disabled students.
- Including vocational diploma for special education within one of the national universities so that it can benefit all staff who are working in special education (inclusive education advisors), resources rooms, teachers, teachers assigned to special education and teachers wishing to work in the field of special education within the teachers qualifying standards in this area.
- Expanding the system of practicing the profession's holidays to include teachers for special education and staff, in addition to vocational training's advisors, supervisors and teachers.
- Developing and applying professional standards and ethics to include the staff and teachers of special education, in addition to vocational training's advisors, supervisors and teachers.
- Intensifying and providing the needs of students with special needs by choosing

specific schools (for each cluster) and to provide all needed resources such as specialized teachers, equipment, and facilities) (educational reality diagnosis, 2013).

- Providing needed services to students with special needs such as construction facilities, and academic, physical and health support programs in schools. (educational reality diagnosis, 2013)
- Providing specified and announced procedures and methods to discover talented and superior students, and providing them with support and care programs, which are monitored at school; providing academic therapy programs for slow learning students in addition to providing them with support and care. (educational reality diagnosis, 2013)
- Limiting inclusive education to a number of schools that are financially and technically equipped with cadres who know how to best deal with students with special needs (educational reality diagnosis, 2013).
- Improving school environments by providing proper educational and health facilities, and providing tools and equipment for the education process. (educational reality diagnosis, 2013)
- Granting teachers sufficient authority to operate freely and independently in the educational process, as the teacher shall be responsible for his students' results (educational reality diagnosis, 2013).
- Reviewing inclusive education and the nature of disabilities that can be accommodated in schools, so that it doesn't affect students in terms of their attitudes, or wasting the teacher's time

by taking care of this group instead of the whole class. Improving school environment with its educational and health facilities, its equipment, and classroom environment... (educational reality diagnosis, 2013)

- Setting clear and specified mechanisms to complete roles between schools and families in educating students. (educational reality diagnosis, 2013)
- The school system should punish violent students who bully and harm other students. (educational reality diagnosis, 2013)

C. Informal Education related Challenges:

- Developing a strategic plan and clear plans for adult education in Palestine.
- Creating unified databases from centers and institutions that offer this type of education concerning nature of centers and their target groups education level, the teaching staff competency as well as specialization,.
- Creating a centralized database including expertise in adult and informal education programs, in order to follow-up with them and engage them in courses related to their area of specialization (continuous education), data related to different specializations t .
- Preparing an integrated plan or development projects to qualify and prepare technical cadres who are trained and qualified in relevant specializations.
- Providing the culture of e-Learning and self-Learning amongst graduates, as this culture, if spread out, will assist in strengthening graduates' sense of self-

reliance in developing their knowledge regarding their specialization.

- Increasing the number of programs focusing on artisan and vocational training, those related to post-literacy programs, in order to provide those who have recently become literate with skills that will raise their vocational level, and help them also to utilize the reading and writing skills that they acquired previously.
- Providing constant funding, raw materials, equipment and infrastructure.
- Providing studies about institutions, their accomplishments, their programs and its compatibility with needs of individuals, labor market's requirement, and the state's executive plans.
- Increasing the participation of students in some programs, and reducing inferiority perception of vocational training centers, as well as of some informal education programs.
- Rebuilding a unified national organizational structure for informal education and adult education's institutions.

D. Challenges relevant to local and international partners

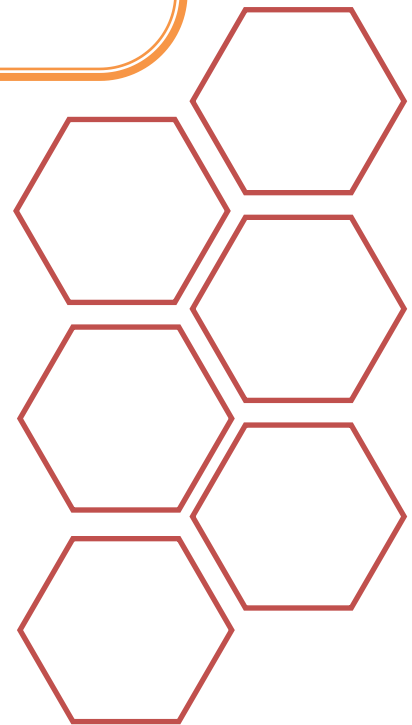
1. Relationship with donors:

- It is necessary to be aware of the donor's operating procedures, and to coordinate accordingly with the ministry in different fields, such as: signing agreements, means of funding ways, payment procedures, opening accounts, units funding, centralized funding, donation payment method and grants ,offers, tenders and agreements.

- When signing agreements with donors, it is important to take the ministry's rules, regulations and procedures into account, or to find alternative ways of contracting and funding that do not contradict with the ministry's rules and regulations.
 - Taking actions to improve and develop the funding process by donors through reforming internal audit functions in the ministry, reforming the payment system, in addition to activating the coordination for funded projects and programs.
 - Using effective mechanisms to coordinate with donors within the resources' distribution process according to educational national needs and priorities; standardizing the implementation procedures of funds, and evaluating development programs, in line with the operating rules, regulations and procedures in the ministry.
 - Setting a mechanism to continue working on projects after the funds are finished in order to support the accumulated achievements.
 - Reviewing the role of experts on the projects, to ensure their experiences are compatible with their role and the allocated budget for their services.
 - One-gate policy with donors
 - Closed season policy: as the ministry takes a specific month to be able to implement the plan and review its programs.
- 2. National partnership:**
- Lack of unions and associations for national academic institutions, which limits coordination and development and minimizes the importance of drawing policies and general trends.
 - Lack of funding organizations that specifically target national education with simple conditions. Further, the coordination and cooperation between national education institutions and the private sector is weak in terms of the availability of clear systematic funding.
 - Lack of information about the labor market and its needs, in order to match between outputs of education and the actual need of trained workers.
 - Lack of confidence in the competency of the education's outputs by production and services sectors.
 - Lack of clear institutional and methodological frameworks to organize the relationship between the three parties, the educational private sector institutions, formal institutions, and the production and services private sector's organizations.
 - Weakness in monitoring and control over the national academic institutions administration. The role of formal institutions is limited to only issuing licenses needed for establishment
- Relationship with UNRWA**
- Continue to explore the aspects of joint work; set a mutual plan with a timeframe, budget, action plan and monitoring and evaluations tools and meet regularly during implementation.
 - Smooth implementation of policies and activities and suggest new policies.
 - Regular review of the coordination techniques to address the weaknesses and enhance the strengths.

- Coordinate between the Ministry and the UNRWA in order to provide education for Palestinians in Diaspora camps in countries hosting refugees.

Section Three:
Progress of Education
for All goals:
achievements and
shortcomings



Introduction:

The Dakar Summit held in Senegal in 2000 discussed the goals of Education for All and is an important benchmark for the timeframe to achieve the six goals of education, which the states (164) pledged to achieve these goals by 2015. In the World Education Forum (Dakar 2000), these states agreed to announce that every person should have access to education by 2015. Governments, development agencies, civil society organizations and private sector institutions are working to realize these six goals. Based on the Dakar

Framework of Action, UNESCO was assigned to coordinate the activities of partners in cooperation with the four agencies that called for the Dakar Forum, namely: the United Nations Development Program (UNDP), United Nations Population Fund (UNFPA), UNICEF and the World Bank. Public educational policies are primarily linked to the commitment by states to realize the goals agreed upon in the Dakar summit. Therefore, it is important to identify the core of these six goals agreed upon by states, international organizations and civil society.

1-3: Expanding Early Childhood Care and Education (ECCE):

Early childhood is an important stage in terms of education, experiences, skills, learning situations and social and life skills that the child acquires. These skills enable him to interact and cooperate with others and help him to cope with developments in different situations. It is a crucial stage in the formation of the child's physical, mental, emotional and social growth.

Kindergarten is the preparatory stage of school for children aged 4 to 6 years and provides a solid foundation of important experiences and knowledge. This solid base will help them to learn in the stages that follow and it encourages them in the learning process by providing opportunities to develop different skills, curiosity and self-esteem.

Kindergarten is the stage when the child becomes familiar with language, imagination, asking questions, physical activity, and muscle control. At this stage, the child starts to build friendships

and participates in playing traditional and social games. It is a sensitive stage that requires careful nurturing of the child's emotions and the experiences provided to him in terms of their quality, presentation and the intervention offered. We also take into consideration the child's need for greater independence and acquiring experiences and knowledge. His questions must be answered in a manner that he can understand, encouraging him to think for himself and treating him as an individual who has different needs from others. This can be realized through an educational environment and materials, plus an educational methodology appropriate to the level of development of children at this stage that both protects them and contributes to their progress.

Studies and research show that pre-primary education has many benefits in terms of school performance. The PISA

program in 2009²¹ showed that the performance of students aged 15 years who attended pre-primary education in 58 of 65 states was better than those who had not been able to benefit from it. In developed countries, long term studies show that pre-primary education has many benefits and impacts on the level of academic achievement and cognitive skills development, such as concentration, effort, initiative and behavior, in addition to cognitive skills such as reading and mathematics. The Education For All Global Monitoring Report (2012) also refers to a number of other studies and programs that agree on the importance of pre-primary education. The report refers to the first goal: “Equal access to high quality pre-primary education as part of comprehensive care and education in early childhood aims to improve children’s readiness to succeed in school. Pre-primary education, which facilitates enrolment in primary school, must be of a reasonable cost and a high quality. Even in poor countries, political commitment and appropriate funding contribute to improving equal access for a larger number of children. To limit inequality, governments must address children of poor families who already suffer from deprivation and who will be the biggest beneficiaries.”²² According to the criteria adopted to achieve the goal of expanding care and education in early childhood, the goal is achieved or become close if the gross enrollment

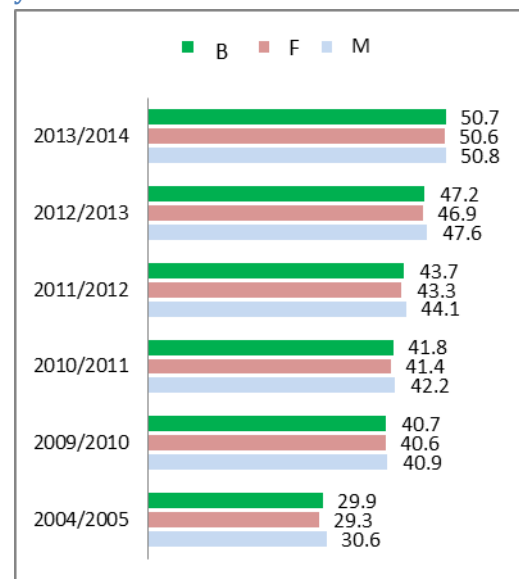
ratio in pre-primary education amounted to (70%).

The following are the most important indicators used to monitor progress realized in this goal.

1. Gross Enrolment Rate (GER) in Pre-Primary Education and Other ECCE Programs.

GER illustrates the total number of children registered in development and education programs in early childhood regardless their age. GER is expressed as a percentage of the population in the official age group enrolled in this level of education. This indicator measures the general level of children’s participation in early childhood development and education programs. It also demonstrates the capability of a state to prepare children to join primary education.

Figure 1: Comparison between GER in pre-primary education by gender for selected years.



²¹ EFA Global Monitoring Report, UNESCO 2012 p.48.

²² EFA Global Monitoring Report, UNESCO 2012 p.49.

The figure shows a constant increase in GER in pre-primary education. The GER in 2013/2014 was 55.1%: 54.5% for males and 55.8% for females. The GER of males and females is close in all years; the GER in 2005/2004 was 29.9%: 30.6% for males and 29.3% for females.

The reasons for this decrease can be traced to many factors:

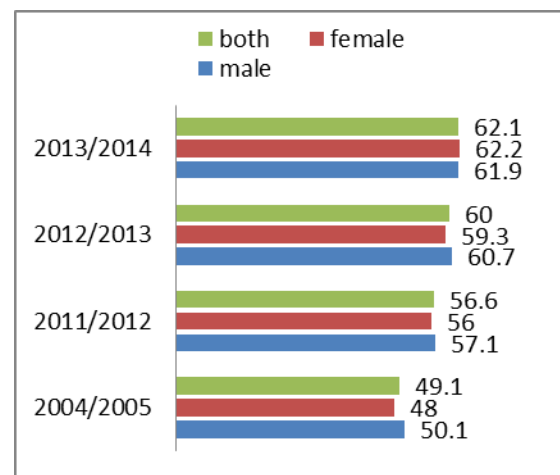
Kindergartens are private sector facilities and many parents cannot afford the costs due to their low income and lack of awareness of the importance of kindergartens in developing the skills of children. In addition, there are few kindergartens in poor and marginalized areas and the enrolment of children in these kindergartens for one year only leads to a decrease in the enrolment ratio.²³

The Education for All Regional Report for the Arab States 2014 indicates that all Arab²⁴ states made significant progress in expanding pre-primary education with enrolment rates of 72% during the period of Education For All between 1999 to 2011, as 4.1 million children were enrolled in pre-primary education, which equates to 23% of the total enrolment rate. The report also indicated that enrolment in kindergarten in Palestine was in favor of females.

2. Percentage of New Pupils Enrolled in First Grade who attended a Type of Organized ECCE Program.

This is the number of children in first grade of primary education who participated in care and education programs in early childhood for at least 200 hours. It is expressed as a percentage of the total number of children in the first grade of primary education. The following table shows the percentage of children enrolled.

Figure 2: Comparison of the percentage of new pupils enrolled in first grade who attended a type of organized ECCE programs for several years, by gender



The figure shows a steady increase in the percentage of children in first grade who had attended a kindergarten. The percentage of new pupils enrolled in first grade who had attended a type of organized ECCE program in 2013/2014 was 62.1%: 61.9% for males and 62.2% for females. In 2004/2005, the

²³ The Educational Process in Palestine: Reality, Ambition, Challenges, 2013

²⁴ Education for All Regional Report for the Arab States 2014

percentage was 49.1%: 50.1% for males and 48% for females.

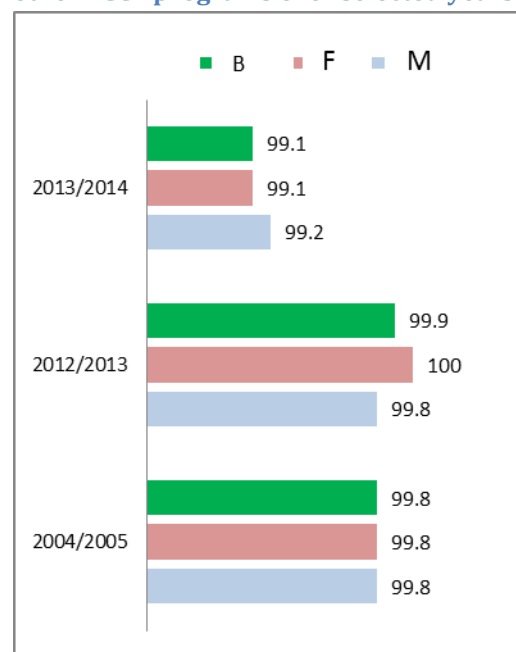
3. Enrollment in Special Pre-Primary Education and other Special ECCE Programs as a Percentage of Total Enrolment in Pre-Primary Education and other ECCE Programs.

Pre-primary education is almost limited to the private sector. The private sector also runs educational institutions at kindergarten stage, with the exception of two kindergartens supervised by the MoHE. In 2004-2005 the percentage of special pre-primary education was 99.8%, while in 2013/2014 it was 99.1%.

Programs at these level target children aged 4 to 6 years and are divided into two types: a one year program (5 to 6 years), or a two year program (for 4 to 6 years). The two year program has two age groups: Kindergarten (KG1) from 4 to 5 years of age and KG2 from 5 to 6 years. MoHE defines the specifications and standards that ensure a secure and healthy environment in kindergartens in partnership with licensing by the MoHE. However, education in kindergartens is not currently part of the official education system and education at this level is run by the private sector; the role of the MoHE is only to supervise, train employees, and develop curriculums and related strategies. In future years, the MoHE plans to incorporate kindergarten programs as a part of the official education system for one year. It has started to open a number of classrooms

in public schools in marginalized districts and Area C.

Figure 3: Comparison of the rate of special pre-primary enrolment and other special ECCE programs as a percentage of total enrolment in pre-primary education and other ECCE programs over selected years



The above figure shows that the private sector still dominates primary education and the government absorbed 0.9% of pupils at this stage in 2013-2014, which is an increase of 0.7% compared with 2004-2005.

4. Percentage of Trained Teachers in Pre-Primary Education and other ECCE Programs with Educational Qualifications based on National Standards

Trained teachers are those who have obtained at least minimum training or recognized teaching qualifications, before or during service, as required by the public authorities to teach at a

specific educational level. It is expressed as a percentage of the total number of teachers of the same educational level. It is apparent that female kindergarten teachers do not have a high level of qualifications that enables them to contribute effectively in developing this sector. The reason is that universities and academic institutes do not offer degrees in early childhood as courses in which the enrolled children study. MoHE laws require that teachers hold at least a diploma certificate, but indicators show that a high percentage of teachers only hold a high school certificate. The educational efficiency of teachers in this sector remains low because the standards and conditions of work for the profession do not attract those with a high level of qualifications. Work in a kindergarten is seen as a temporary profession until obtaining a job with good conditions. On this basis, the MoHE faces many challenges, including the provision of training in early childhood care and education. This is considered an obstacle to any tangible progress even though the MoHE holds annual training courses for female kindergarten teachers. The MoHE has recently developed standards related to educational qualifications, training and other requirements²⁵ in cooperation with its partners.

The qualifications currently available are the minimum required by the MoHE to obtain a license. MoHE is currently exerting efforts to develop standards for

teachers in kindergartens within strategic activities to prepare and qualify teachers in line with the third strategic plan of the MoEHE.

The Education for All Regional Report for the Arab States 2014 indicated that six out of the ten Arab States that provided statements for 2011 said that all their teachers are trained before they teach. These states are: Djibouti, Jordan, Morocco, Oman, Palestine and the United Arab Emirates.

5. Pupil Teacher Ratio (PTR) in Pre-Primary Education (and/or Percentage of Individuals who Care for Children in Early Childhood Care Programs) for Selected Years.

The PTR is an indicator of the quality of education called for in Dakar and can be included in the group of indicators related to human resources availability. This ratio is also an important element in planning for developments in the educational system. It is a basic means to measure the quality of education and learning. PTR must be added to the teachers' academic qualifications, educational training, their experience, position, teaching methods, designated time for learning, educational materials and conditions inside classrooms as elements that all impact on the quality of education and learning.

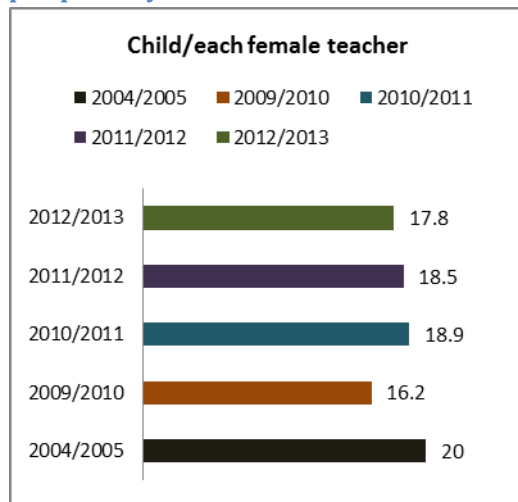
The ratio is the average number of pupils per teacher at a particular educational level in a specific academic year. This indicator is used to measure the level of

²⁵ The National Strategy of Early Childhood Development, 2013, Palestine

human resources inputs in terms of the number of teachers to the size of the student group. It must be used to compare national standards with the number of pupils per teacher at each level or type of education.

The pupil-teacher ratio must not exceed the national standards defined for the quality of education and learning, taking into account that the teacher can give more attention to pupils with fewer children in the classroom.

Figure 4: Average pupil teacher ratio in pre-primary education.



The above figure shows a decrease in the percentage between the foundation year 2004/2005 (20:1) and 2012/2013 where it was (17.8:1).

Discussing the indicators of expanding care and education in early childhood

- The MoEHE, in cooperation with the related governmental, civil and international institutions, developed an early childhood strategy in Palestine in 2013. Based on this strategy, community and governmental measures and

procedures will be put into force to realize a future vision of a better life for all Palestinian children. The strategy aims to develop early childhood by defining policies and programs and enacting and implementing laws related to children and early childhood to ensure that all Palestinian children obtain their rights, have their needs met and their welfare ensured. It is a stage of comprehensive development to develop the child in a holistic sense. It includes proposals for policies and laws to enhance services, resources, health and protection to meet the needs of children and guarantee them a decent life.

- The Ministry of Education drew up a comprehensive program to improve education in kindergartens in the framework of its third strategic plan for 2014-2019. The program includes the MoHE's policy to make kindergarten education more universal by increasing enrolment in preparatory classes in public schools. The MoEHE is establishing kindergartens according to its plan and available resources. It is also adding a preparatory class to each new school building and hopes in the long term to have a preparatory class in each of the 266 mixed primary schools in the northern governorates. It has opened eight classes in eight schools in four directorates. It is also working on opening 37 preparatory classes in the northern governorates and 14 classes in the southern governorates by the end of 2014.
- The strategy of early childhood development in Palestine was based on

important references, such as legal documents, international children's rights, and national and international agreements regarding education and conferences, such as Education for All (Jomtien and Dakar), the Millennium Development Goals (MDGs), A World Fit for Children, the Education Development Plan, and the Palestinian Development and Reform Plan.

The main legal pillars included in the strategy are:

1. The Amended Basic Law of the State of Palestine 2003.
 2. The Palestinian Child Law (PCL) 2004 (amended in November 2012).
 3. Convention on the Rights of the Child (CRC) 1989.
 4. Universal Declaration of Human Rights (UDHR) 1948.
 5. Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) I 1979.
 6. Convention on the Rights of Persons with Disabilities 2006.
- Education in kindergartens is represented by the private sector, which seeks to make profits. Thus, the services of this sector are centered in large residential areas and areas where parents can afford to pay the costs of their children's education, while poor children and those who live in marginalized areas are deprived of such services. Thus, MoEHE decided to open kindergarten classes in schools in areas that suffer the most.
 - MoEHE seeks to develop regulations for the licensing of kindergartens to improve

quality at this educational stage to include teaching standards, curriculums, etc.

- One of the main challenges that might affect enrolment in pre-primary education is the government's decision to limit the minimum wage. This may lead to an increase in educational costs for children or the closure of many kindergartens in areas where parents cannot afford this increase.
- Pre-primary education is still not considered compulsory education according to the legal references of Palestinian education.
- The Education for All Regional Report 2013/2014 indicated that Palestine is in the second category in realizing this goal (Far From Target), as the following figure shows:

Figure 5: Order of Palestine in achieving the goal of universal care and education in pre-primary education

Table 11.2: Likelihood of countries achieving a pre-primary enrolment target of at least 70% by 2015

Level expected by 2015	Target reached or close (≥70%)	Algeria, Angola, Antigua and Barbuda, Argentina, Aruba, Australia, Austria, Barbados, Belarus, Belgium, Brunei, Darussalam, Bulgaria, Canada, Cape Verde, Chile, Cook Islands, Costa Rica, Cuba, Cyprus, Czech Republic, Denmark, Dominica, Ecuador, El Salvador, Equatorial Guinea, Estonia, Finland, France, Germany, Ghana, Greece, Grenada, Guatemala, Guyana, Hungary, Iceland, India, Israel, Italy, Jamaica, Japan, Latvia, Lebanon, Lithuania, Luxembourg, Malaysia, Maldives, Malta, Mexico, Mongolia, Nepal, Netherlands, New Zealand, Nicaragua, Norway, Panama, Peru, Poland, Portugal, Qatar, Republic of Moldova, Romania, Russian Federation, Saint Kitts and Nevis, Seychelles, Slovakia, Slovenia, South Africa, Spain, Suriname, Sweden, Switzerland, Thailand, Ukraine, United Kingdom, Uruguay, Venezuela (Bolivarian Republic of), Viet Nam	
	78		
	Far from target (30–69%)	Armenia, Belize, Cameroon, China, Croatia, Egypt, Honduras, Indonesia, Iran (Islamic Republic of), Kazakhstan, Lesotho, Montenegro, Philippines, Sao Tome and Principe, Solomon Islands, Turkey	Albania, Bermuda, Bolivia (Plurinational State of), Cayman Islands, Colombia, Dominican Republic, Jordan, Kenya, Marshall Islands, Morocco, Palestine, Paraguay, Saint Lucia, Samoa, Serbia, United States, Vanuatu
	33		
Very far from target (<30%)	30	Azerbaijan, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Eritrea, Ethiopia, Guinea-Bissau, Kyrgyzstan, Lao People's Democratic Republic, Madagascar, Mali, Myanmar, Niger, Nigeria, Rwanda, Senegal, Togo, Yemen	Fiji, Syrian Arab Republic, Tajikistan, The former Yugoslav Republic of Macedonia, Uzbekistan
Strong relative progress 41			
Slow progress or moving away from target 22			
Change between 1999 and 2011			
Countries not included in analysis because of insufficient data		Afghanistan, Andorra, Anguilla, Bahamas, Bahrain, Bosnia and Herzegovina, Botswana, Brazil, British Virgin Islands, Central African Republic, Chad, Comoros, Democratic People's Republic of Korea, Gabon, Gambia, Georgia, Guinea, Haiti, Iraq, Ireland, Kiribati, Kuwait, Liberia, Libya, Macao (China), Malawi, Mauritania, Mauritius, Micronesia (Federated States of), Monaco, Montserrat, Mozambique, Namibia, Nauru, Netherlands Antilles, Niue, Oman, Pakistan, Palau, Papua New Guinea, Republic of Korea, Saint Vincent and the Grenadines, San Marino, Saudi Arabia, Sierra Leone, Singapore, Somalia, South Sudan, Sri Lanka, Sudan, Swaziland, Timor-Leste, Tokelau, Tonga, Trinidad and Tobago, Tunisia, Turkmenistan, Turks and Caicos Islands, Tuvalu, Uganda, United Arab Emirates, United Republic of Tanzania, Zambia, Zimbabwe	
64			

2-3: Universal Primary Education

This aims to “enable all children, particularly girls, and those who live in difficult conditions and ethnic minorities, to benefit and continue in free and compulsory primary education by 2015”. Commitment to this aim involves the provision of universal education to all males and females, while concentrating primarily on females and the poor, and ensuring free, high quality education.

Indicators in this objective include basic education stage according to the Palestinian educational system. It includes grades (1-10). Therefore, it includes two phases according to the UNESCO classification, namely:

- ISCED 1 and includes grades (1-4).
- ISCED 2: includes grades (5-10).

According to the criteria adopted to achieve the objective related to the universal basic education, the goal is achieved or become close if the adjusted net enrollment rate in primary education was (1-4) (95%).

The goal related to the adequacy of adult educational needs or become close if the adjusted net enrollment ratio in primary education was (5-10) or (ISCED 2 lower

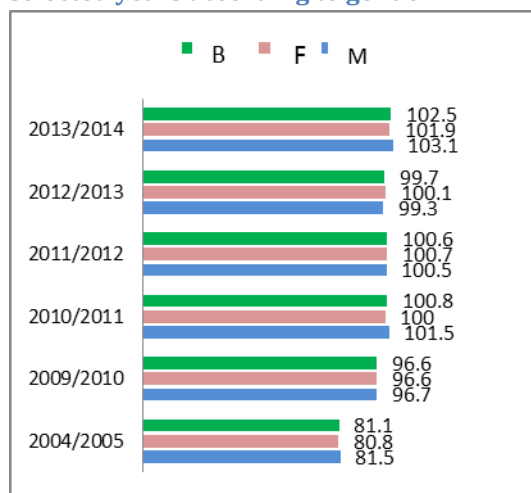
secondary education according to UNESCO) to (95%).

1. Gross Intake Ratio (GIR) in Primary Education

This is the total number of new children enrolled in first grade of primary education regardless of their age. It is expressed as a percentage of the population in the official age group corresponding to this level of education. The GIR reflects an image of the general level of primary education enrolment, in addition to the capability of the educational system to offer enrolment opportunities in first grade to those in the official age group to enter school.

The GIR in first grade in 2013-2014 in Palestine was 102.5%: 103.1% for males and 101.9% for females as shown in Annex 2. Figure 6 shows the GIR in first grade over selected years.

Figure 6: GIR in primary education for selected years according to gender.



The GIR has increased since 2004/2005, when it was 81.1%: 81.5% for males and 80.8% for females. It reached its highest rate in 2010/2011 and again now.

The anticipated GIR of enrollment indicates a high level of opportunity in primary education. Taking into consideration that this percentage includes all children enrolled in first grade, including children over the official age, it is possible that GIR of enrolment might exceed 100% as we can see figure 6 for 2010-2011, 2011/2012, and 2013/2014.

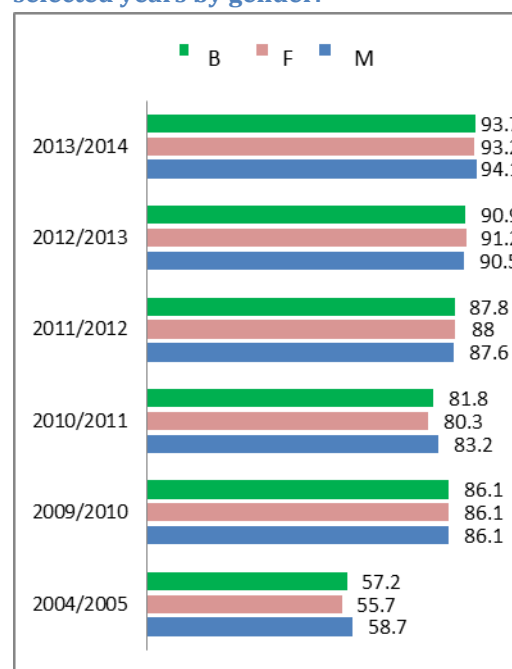
2. Net Intake Ratio (NIR) in Primary Education.

This is the percentage of new children enrolled in first grade who are of the official age to enter primary school. It is

expressed as a percentage of the population of the same age.

The reason for the decrease of NIR in first grade is that the official enrollment age is five years and eight months and not six years. Based on that, pupils who are under six years old are excluded when calculating the NIR.

Figure 7: NIR in primary education of selected years by gender.



The Figure shows a steady increase in the NIR since 2004/2005, when it was 89%: 89% for males and 89.1% for females up until school year 2013/2014 when it was 93.7%: 94.1% for males and 93.2% for females (Annex 2).

The high NIR in 2013/2014 (93.7%) indicates that there is a high level of opportunity for children of the official

age to enter primary school in Palestine. This does not mean that primary education is comprehensive at 100%.

3. Gross Enrollment Ratio (GER) in Primary Education.

This is the number of children enrolled in primary education regardless of their age. It is expressed as a percentage of the population of the official age for enrollment in the same educational level in a specific school year.

Figure 8 shows that the GER in primary education in 2013/2014 in Palestine was 95.3%: 94.2% for males and 96.5% for females. This percentage exceeds that of 2004/2005 when it was 93.2% for Palestine: 92.8% for males and 93.6% for females.

Figure 8 GER in Primary Education by Gender over Selected Years

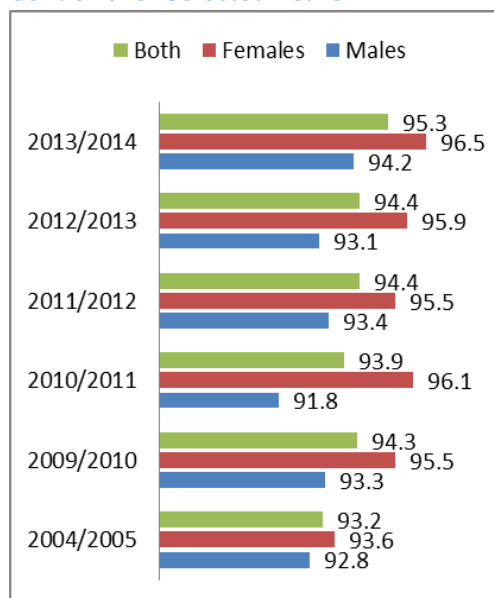


Figure 8 also shows that the GER for females is higher than for males in all years at primary education stage.

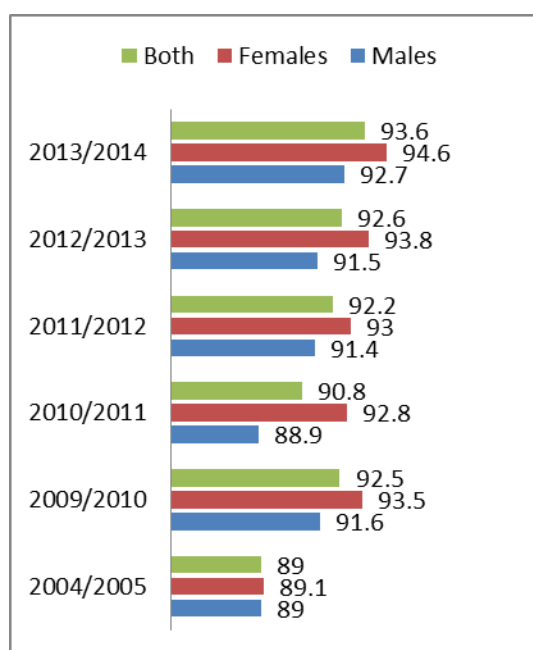
The high GER indicates a high degree of participation, whether these pupils are in the official age group or not. The GER (schooling), which exceeds 90% and was 95.3% in the 2013/2014 school year, shows that the available capacity meets the requirements for generalizing the population enrolment of the official age, while this does not mean achieving the Education For All plan.

4. Net Enrollment Ratio (NER) in Primary Education.

This is the total number of children registered in primary education who are in the official age group of this educational level. It is expressed as a percentage of the total population.

Figure 9 shows that the NER in primary education in Palestine in 2013/2014 was 93.6%: males 92.7% and females 94.6%. This percentage exceeds that of 2004/2005 which was 89%: 89% for males and 89.1% for females. Figure 9 also illustrates the NER in primary education over several years.

Figure 9 NER in Primary Education by gender over selected years



The above figure shows that the NER for females was higher than for males by 0.1% and 1.9% in 2013.

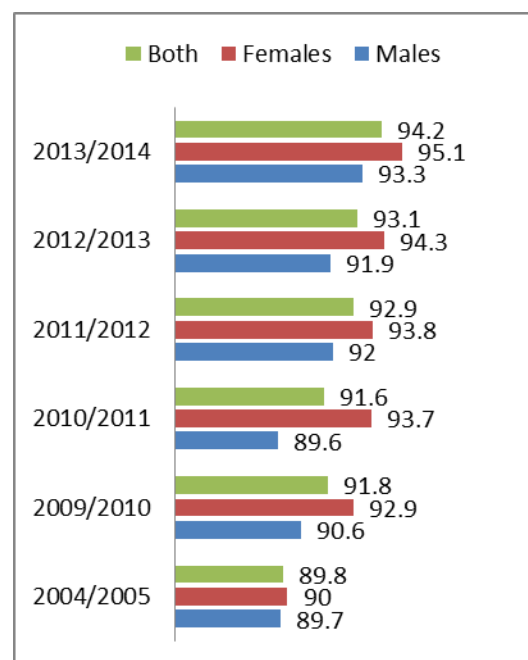
The high NER (schooling) of 93.6% shows a high degree of participation in the official age group in the primary stage. The increase in NER over time reflects an improvement in primary education participation. However, when the NER is compared to the GER, the difference reflects the frequency of children enrolled below or above the official age. When the NER was below 100%, the percentage of this difference ($100 - 93.6 = 6.4$) represents the percentage of children not engaged in primary education. Considering that some of these children may be registered in secondary education, this difference cannot be taken into account as an

accurate percentage of non-registered children.

5. Adjusted Net Enrollment Ratio (ANER) in Primary Education by Gender.

ANER measures the enrollment of children of the official school age group in primary education. Figure 10 shows the ANER by gender for selected years.

Figure 10 ANERA in primary education by gender for selected years.



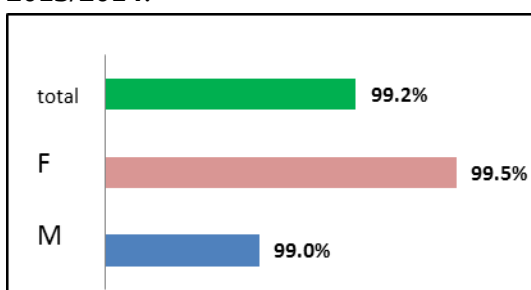
The above figure shows a steady increase in Palestine since 2004/2005 from 89.8%: 89.7% for males and 90% for females to 94.2% in 2013/2014: 93.3% for males and 95.1% for females.

The figure also shows that the percentage of females is higher than for males in all years.

The Education for All Regional Report for the Arab States 2014 indicated that ANERA increased by 10% from 79% to 89% in primary education in the entire region in 1999-2011. This is a great achievement in light of the population growth throughout the region.

According to UNESCO classification of primary education (ISCED 1) and its application to the Palestinian education system in basic education (1-4), the adjustment net enrollment ratio (ANER) is the primary indicator of the universal primary education.

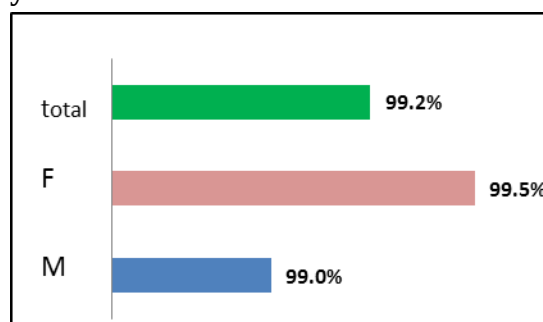
Figure 10.1: (ANER) in basic education (1-4) by gender for the year 2013/2014:



According to the above data, Palestine has achieved the global target related to the goal of universal primary education - primary education (1-4).

The main stage, which includes grades (5-10) according to the Palestinian education system and equivalent to (ISCED 2) according to the classification of UNESCO - lower secondary education), the index was:

Figure 10.2: (ANER) in basic education (5-10) by gender for the year 2013/2014:



According to the above data, Palestine is classified among the nations far from achieving the goal related to the adequacy of the educational needs of young people and adults - basic education (5-10).

6. Relative Risk (RR) in Primary Education.

This is the total number of pupils enrolled in the same class as in the previous year; it is expressed as a percentage of the total number of pupils in that class.

Figure 11 shows the RR in primary education by class and gender for selected years.

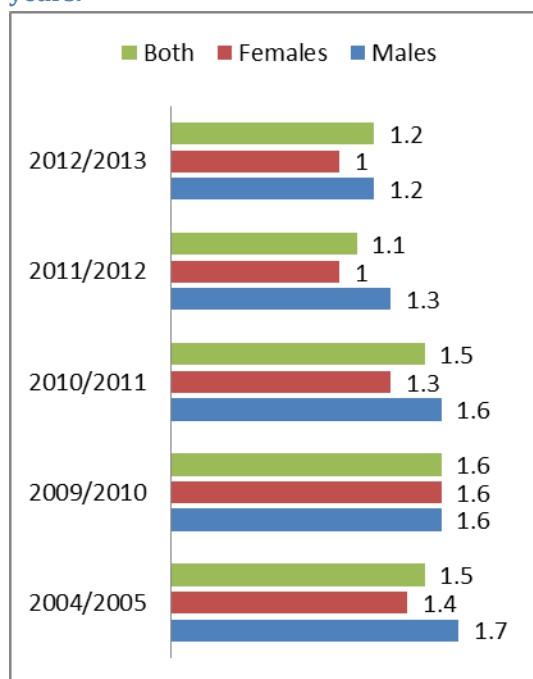


Figure 11 shows that RR has decreased in Palestine since 2004/2005 by 1.5%: 1.7% for males and 1.4% for females to reach 1.2% in 2012/2013: 1.3% for males and 1.3% for females. The figure above also shows that the RR of females is less than that of males for all years.

This percentage not only represents the percentage of pupils who failed to obtain minimum competency for success in the class, it is also influenced by the MoHE's decision to determine the RR as 5% of a class after the final exam regardless of the number of pupils. However, there is a room for exceptional

cases providing that the total percentage does not exceed 15%.

7. Dropout Ratio (DR) in Primary Education.

This is the percentage of pupils or students registered in a certain class in a specific year who are not registered in the following school year.

Figure 12 shows the DR in primary education by gender for selected years.

Figure 12: The DR in primary education by gender for selected years

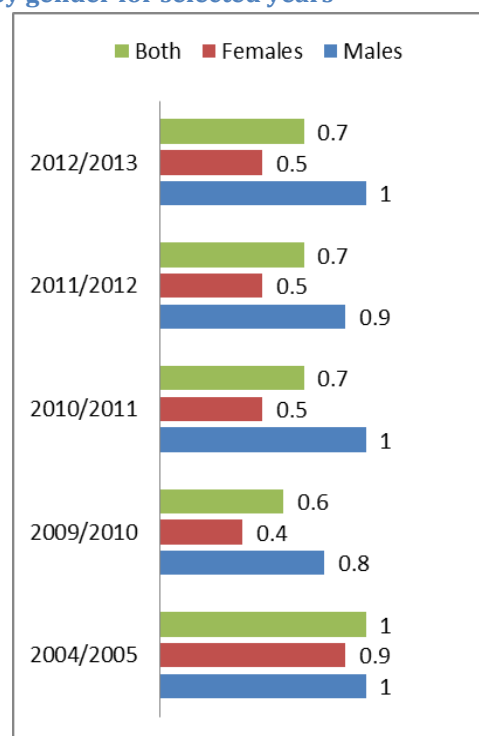
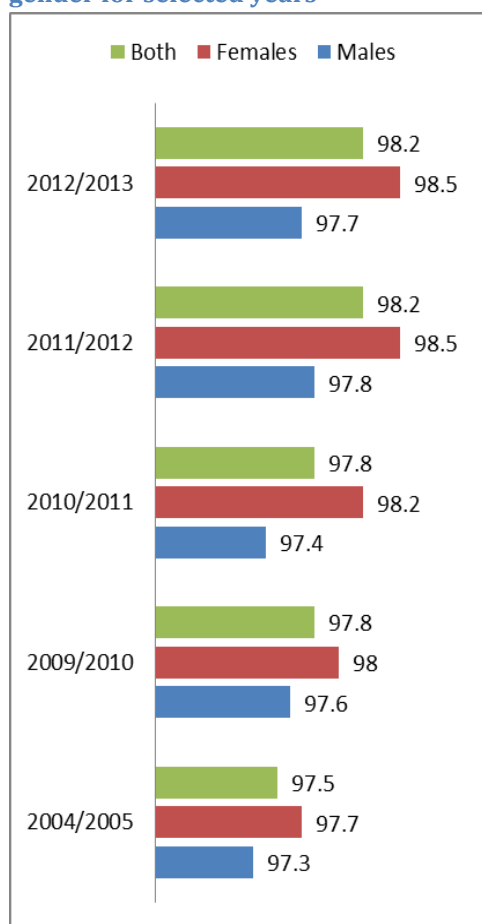


Figure 12 shows that the DR was no higher than 1% in all years and the DR of females has always been lower than for males.

8. Pass Ratio in Primary Education.

This is the percentage of pupils registered in a certain class for a specific year who will move to the next class in the following school year. Figure 13 shows the PR in primary education by gender for selected years.

Figure 13: PR in primary education by gender for selected years



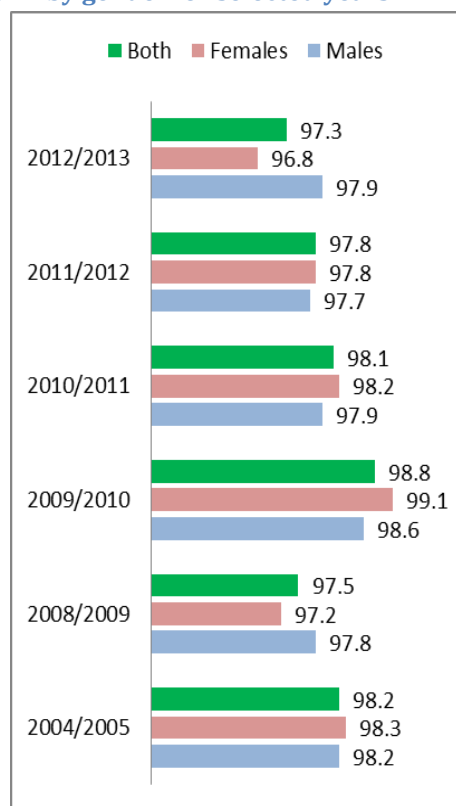
The above figure shows a minor and steady increase in PR since 2004/2005 until 2012/2013. It also shows that PR of females was higher than the PR of males for all the years.

9. Primary Attendance Ratio up to Fifth Grade.

This is the percentage of pupils enrolled in the first grade from a particular educational level in a specific school year who are expected to reach the fifth grade of primary education. The high Attendance Ratio shows that attendance is of a high percentage while DR is fairly low.

Figure 14 shows the Attendance Ratio up to the fifth grade of primary education in the West Bank by gender for selected years.

Figure 14: Attendance Ratio up to the fifth grade of primary education in the West Bank by gender for selected years



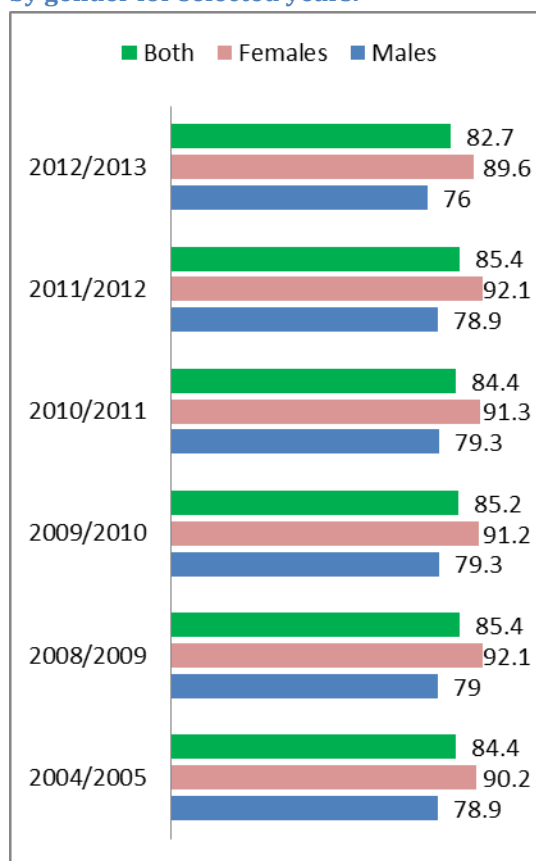
The above figure shows a high Primary Attendance Ratio up to fifth grade and is almost the same for males and females.

10. Attendance Ratio Up to the Last Grade of Primary Education.

This is the percentage of pupils enrolled in the first grade of a certain educational level in a specific school year who are expected to reach the tenth grade of primary education.

Figure 15 shows the Attendance Ratio up to tenth (final) grade of primary education by gender for selected years.

Figure 15 shows the Attendance Ratio up to tenth (final) grade of primary education by gender for selected years.



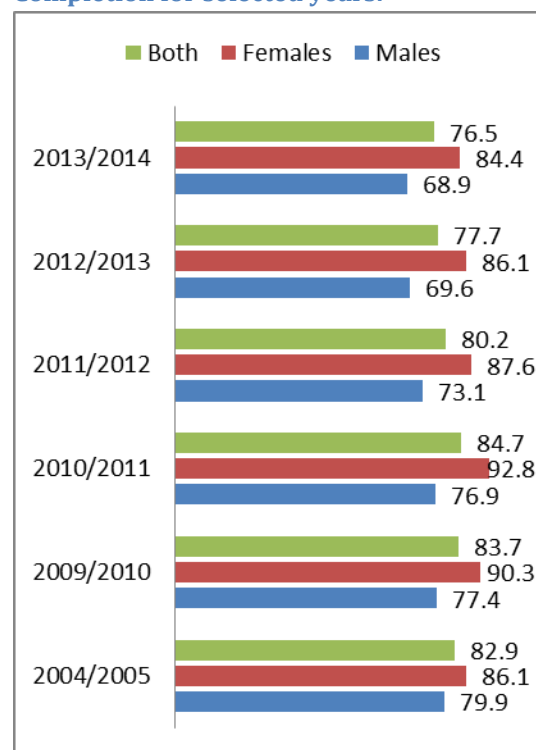
The table above shows a slight decrease in Attendance Ratio until the tenth grade in 2004/2005. The percentage was 84.4% in the West Bank, and it became 28.7% in 2012/2013. However, this is a

wavering decrease as it fluctuates from one year to another. The table also shows that the Attendance Ratio of females until tenth grade has always been higher than males.

11. Ratio of the Primary Cohort Completion.

A cohort is a group of individuals who experience a number of incidents at a specific period of time. It is also defined as the group of pupils who enter first grade of a certain educational stage during the same school year and pass to the following grades, re-sit the class, dropout or succeed in the last grade. Figure 16 shows the percentage of Primary Cohort Completion for selected years.

Figure 16: Ratio of the Primary Cohort Completion for selected years.



The above figure shows that there is a decrease in the Ratio of the Primary Cohort Completion as it was 82.9% in Palestine in 2004/2005 and became 76.5% in 2013/2014. This decrease affected both males and females with a higher percentage for.

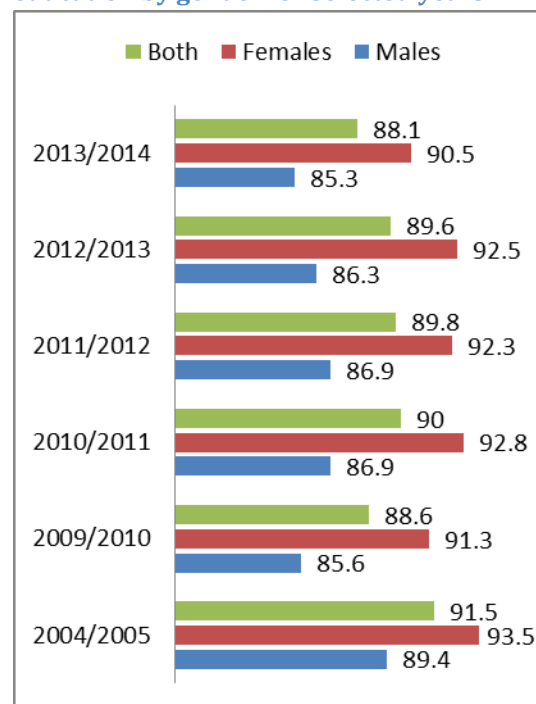
12. Effective Transition Ratio (ETR) from Primary to Secondary Education.

ETR is the number of pupils (or students) in the first grade of secondary education for a given year. It is expressed as a percentage from the total number of pupils in the last grade of the primary stage in the previous year.

A high ETR refers to a high level of enrollment or transition from a one educational stage to another. It also reflects the capacity of the following educational level. In contrast, a low ETR reflects problems arising from connecting two educational cycles or stages due to a failure in the examination system or inappropriate capacity for pupils in higher stage.

Figure (16) shows the ETR from primary to secondary education by gender for selected years.

Figure 17: ETR from primary to secondary education by gender for selected years.



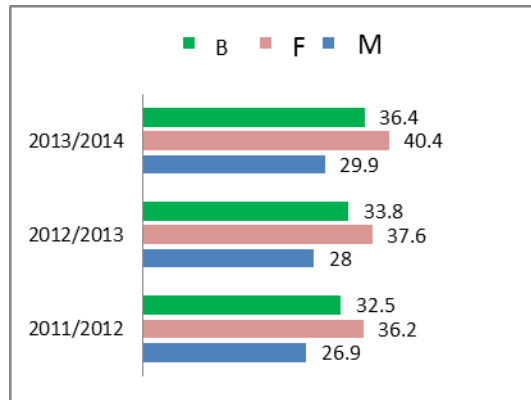
The above figure shows a slight fluctuation in the ETR from primary to secondary education. It also shows that females had a higher ETR than males for all the years.

13. Percentage of Teachers in Primary Education According to Academic Qualification Level and the National Standards for many years.

Qualified and well-trained teachers are a key asset to implement Dakar's recommendations regarding ensuring good quality of primary education. Most of the Palestinian schools do not separate the stages and a large number of teachers teach in both primary and secondary stages. Therefore, it is hard to separate teachers qualifications and stages. The following figure shows the percentage of teachers according to the according to

their qualification based on the Teacher Education Strategy for selected years.

Figure 18: The percentage of teachers by their qualifications according to Multi-year Strategy of Teachers Education and Capacity building



Regarding teachers' qualifications, the table below shows the percentages of teachers and categorize them by their academic qualifications for 2004/2005 and 2012/2013 and by gender.

Table 7: The percentage of primary stage teachers by their academic qualification level in accordance with the national standards.

Academic year					Gender	Supervisory entity
2014/2013	2013/2012	2012/2011	2011/2010	2010/2009		
28.2	26.4	25.1	23.5	22.9	Males	Government
36.5	33.7	32.4	31.4	30.7	Females	
33.1	30.6	29.3	28.0	27.3	Average	
64.4	61.2	56.4	N/A	N/A	Males	UNRWA
77.4	75.6	71.2	N/A	N/A	Females	
72.6	70.3	65.8	N/A	N/A	Average	
24.9	23.1	24.5	N/A	N/A	Males	Private
43.4	40.3	38.8	N/A	N/A	Females	
39.1	36.2	35.4	N/A	N/A	Average	
29.9	28	26.9	N/A	N/A	Males	All teachers
40.4	37.6	36.2	N/A	N/A	Females	
36.4	33.8	32.5	N/A	N/A	Average	

Table 7 demonstrates increase in the percentage of qualified teachers according to the **Teacher Education Strategy** since 2009. As their percentage in the government sector reached 27.3% : 22.9% males and 30.7% females. Until 2013, the percentage of the qualified teachers amounted to 33.1% (28.2% males and 36.5% females). This increase was achieved though the endeavors devoted for recruiting qualified teachers in the light of the devised strategy. However, most of teachers who are already employed have not finished their professional qualification programs.

Similarly, since 2011 the ratio of qualified teachers have grown by 65.8% -56.4% males and 71.2% females- in UNRWA schools. In 2013, the percentage of qualified teachers leaped to 72.6% - 64.4% males and 77.4% females. In private schools, the percentage in 2011 was 35.4%: -24.5% males and 38.8% females-. In 2013, the percentage slightly improved to 39.1%:

males and 43.4% females. In 2011, the overall percentage of qualified teachers for all supervisors was 32.5%: 26.9% males and 36.2% females-, while in 2013, the percentage increased to 36.4%: 29.9% males and 40.4% females. Figure 18 illustrates the percentage of teachers by qualification in accordance with the devised strategy.

Table 8: Comparison between the percentages of teachers' distribution by the highest educational qualification in 2004/2005-2012/2013

Highest Educational Qualification		Males	Females	Total	Difference Direction
Medium Diploma or less	2005/2004	30.2	36.7	33.7	↓
	2013/2012	16.3	17.5	17	
Bachelor	2005/2004	65	61.4	63.1	↑
	2013/2012	74.8	77.3	76.2	
Higher Diploma	2005/2004	0.9	0.4	0.6	↑
	2013/2012	0.9	0.7	0.8	
Master or higher degree	2005/2004	3.9	1.4	2.6	↑
	2013/2012	8	4.5	6	

Source: MoEHE- Educational Databases.

The table above shows a decrease in the percentage of teachers holding medium Diploma by 16.7% between 2004/2005 and 2012/2013 for both males and females. The percentage of teachers holding a Bachelor Degree increased by 13.1%, teachers holding a higher diploma slightly increased by 0.2%, as well as the percentage of teachers holding a Master's Degree increased by 3.4%.

This indicator measures the qualifications of teachers in terms of their level of general education, and focuses on the training of teachers on teaching methods.

14. Percentage of Trained Teachers in Primary Education.

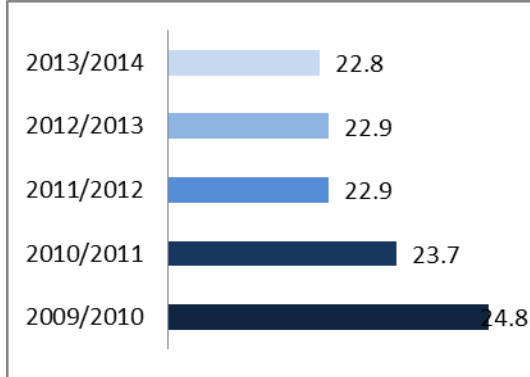
This is the number of teachers who obtained the minimum of the organized trainings (before or during their service) which is required by the public authorities for teaching in the identified educational stage. It is expressed as a percentage from the total number of teachers of the same educational level.

According to MoHE's policy and the educational supervision programs, the new teachers are required to attend a special qualification program before practicing the profession. All teachers participated in the basic training before they started teaching.

15. Percentage of Pupil Teacher in Primary Education.

This is the average of pupils (students) per each teacher in a certain educational level in a given school year. This indicator is used to measure the level of human resources inputs in terms of the number of teachers in comparison to the number of pupils. The pupil teacher ratio is usually compared according to the current standards on the national level by educational level or any type. Percentages of pupils to teachers must not exceed the national standards that identify the quality of education and learning, pursuant to the common belief that a teacher can give greater attention to each pupil in a smaller classroom.

Figure 19: Percentage of pupils to teachers in primary education for selected years.

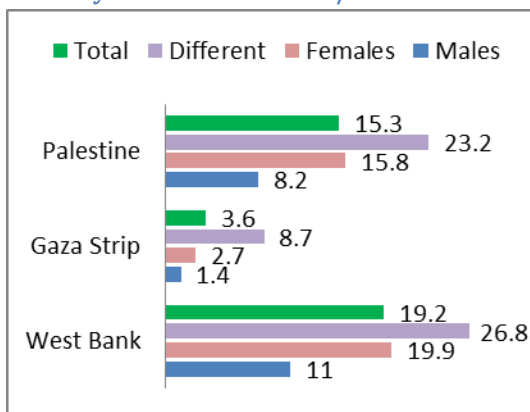


The above figure shows a decrease in the number of pupils to each teacher in 2004-2005 where it was (1:24.8) and then (1:22.8) in 2013/2014.

16. Percentage of Primary Education Schools that 16. Provide a Full Primary Education.

This is the number of schools that provide full primary education from first to tenth grades out of the total number of schools in the primary and secondary general education.

Figure 20: Percentage of Primary Education Schools that Provide Full Primary Education in 2013/2014.



The figure shows that the percentage of schools providing full primary education

in 2013/2014 was 15.3%, (19.2% in the West Bank and 3.6% in Gaza Strip), while 8.2% are male schools, 15.8% female schools, and 23.2% are mixed schools.

By presenting the current status of public school levels in the West Bank, we can see that they are formed from inconsistent levels with this policy because there are more than 83 formations of school levels according to Bergman's study as shown in the table below²⁶.

Table 9: Public Schools Level in the West Bank in 2012/2013.

Group 1/ Schools level	Number of Schools	Percentage
(4-1)	137	8.35
(9-1)	74	4.51
(10-1)	122	7.44
(9-5)	16	0.97
(10-5)	14	0.85
(12-5)	85	5.18
(12-10)	72	4.39
(12-11)	40	2.44
Group 2/ Schools level	Number of Schools	Percentage
7-4 ,3-1 ,2- and other		65.83

By looking at the Arab States experiences regarding school levels in their educational system, we can find that the situation is similar to Palestine

²⁶ Ministry of Higher Education, the Strategic Plan of General Education (2014/2019).

in terms of level and schools distribution on several formations.

For example, in Jordan, there are 82 formations of school levels and 33 formations in Oman. The process of stages separation in the Palestinian schools will form a distinct turn around in education:

- Improve the quality of education.
- Harmonize levels along with the curriculum and the Teachers' Strategy .
- facilitate administrative follow- up.
- Facilitate the implementation of different projects.
- Limit violence in schools and enhance psychological and positive aspects of pupils.
- Facilitate the process of implementing development projects in a given school.
- Reduce the burden on directorates and school administrations in aspects of student transfers, discipline, and project implementation among other things. .
- Facilitate the process of incorporating pupils with special needs.

17. Percentage of Primary Schools Using the Local Language/ Mother Tongue.

In the framework of the Palestinian educational system and despite of having licensed international educational systems, the Arabic language is taught at least within one curriculum in these systems. Thus, 100% of primary schools teach the Arabic language.

18. Total Public Spending on Education as a Percentage of the Total Government Spending.

This is the total current and capital government spending on education as a percentage from the total government spending in a given fiscal year. This presents the allocated percent for education from the total government spending in a given fiscal year and reflects the government's level of commitment in allocating financial resources to develop its educational system.

Figure 21: Total government spending on education out of the total public spending.



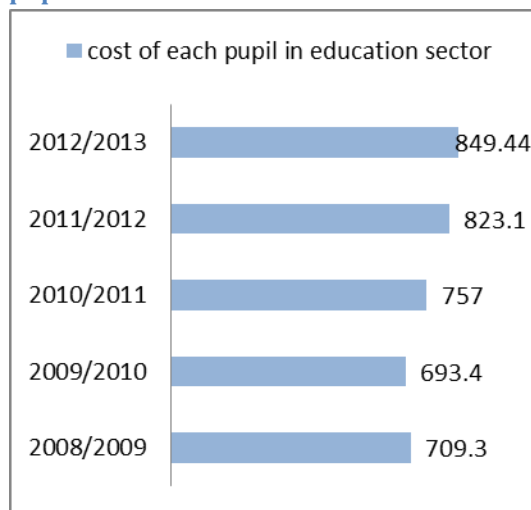
The above figure shows a steady increase in the percentage of the government spending on education out of the total public spending. Spending mounted to 17.8% in 2008/2009 and 19.04% in 2012/2013.

19. Current Public Spending on Primary Education per Pupil as a Percentage from the Individual's Share from the Gross Domestic Product (GDP).

This is the percentage of the current public spending on the student as a percentage of the individual's GDP in a given year.

This indicator shows the share of GDP per individual spent on a pupil or student. It also helps to evaluate the State's investment level in developing the human capital, and shows, according to education levels, the relative costs and the state's priority on a certain level of education. This indicator can be calculated based on the GDP.

Figure 22: Current public spending on education for each pupil - cost of each pupil in the education sector.



The above figure shows a steady increase in the cost of pupil in the education sector during the last five years.

Discussing the Indicators of Universal Primary Education

- National Legislation:

1. The MoEHE, like other institutions and ministries in Palestine, worked according to the laws and regulations implemented in the West Bank and Gaza Strip since 1967. These laws are the Jordanian Law implemented in the West Bank and the Egyptian Law implemented in Gaza Strip. After the advent of the Palestinian National Authority (PNA), internal regulations and instructions were issued and implemented in all the public organizations including the MoHE.
2. The MoHE prepared the Palestinian Education Draft Law for 2004, which was presented to the Legislative Council to be discussed and approved. Thus, this law is not considered valid until it is approved by the Legislative Authority and published in the official gazette. This law includes the particular principles and objectives. Article 3 (B), item 4 stated: "Education is a right for every citizen. The PNA shall ensure this right so that it is not only limited to students, but also includes different age groups and social and vocational segments".
3. The Amended Basic Law of the State of Palestine stated in article 24, item 1 that education is a right for every citizen, and it is obligatory until the end of the primary stage at least and free in schools, institutes, and public institutions.

- The Ministry's trend towards separating the educational stages in schools. The separation process is not an easy one because it certainly will face several challenges and difficulties among which are:

1. **Educational challenges:** The long distance the student might walk may negatively affect the quality of education in some cases or increase the dropouts from schools. It also might contribute to increasing the waste of financial, educational and human resources, whether in the physical or human environment. This separation process might lead to the existence of redundant empty rooms or shortages of some requirements in some schools.
2. **Economic challenges:** The long walking distance for students as a result of the separation process might contribute to increasing commute costs for students, in addition to increasing the operational, development and physical cost resulting from the increase in the need of school buildings and human resources and services during the separation process.
3. **Social challenges:** Refusal of the parents to move their children from one school to another due to the long distance between the school and home or they cannot afford the high cost. In addition, the geographic diversity of the

Palestinian Society (city, village, camp and Bedouins) might make the separation process more difficult, because some of the rural communities have a number of students that do not meet the needs of class capacity, lack of land in appropriate places consistent to areas that attract the population or rejection of mixed schools in the primary education stages.

4. **Political challenges (related to the Israeli Occupation): Such challenges are as follows:** The Israeli Occupation does not allow people to build in Area "C", and East Jerusalem, the existence of the Apartheid Wall and gates, the difficulty of movement for both students and teachers in areas nearby settlements and areas threatened to be confiscated where Palestinians are not allowed to build any concrete rooms there.

- According to the given data for 2013/2014 Palestine has accomplished the second objective "universal primary education for all" according to UNESCO (ISCED-1). Primary Education (from 1st-4th grade) in Palestinian Education System comprises (99.2%). However, Palestine was far from accomplishing the objective in the primary education (from 5th-10th grade) by (90.5%) of the net enrollment percentage.

3-3 Suitability of Educational Needs for Youth and Adults:

The third goal addresses education needs of youth and adults, as it ensures "meeting the needs of education for all adults through the equitable benefit from appropriate education programs and

acquiring the required life skills²⁷. The third goal of Education for All is not only for secondary education - according

²⁷ Education For All Report 2012, P.80.

to the Palestinian education system, it includes grades (11-12) - but also for technical and vocational education, advanced training and re-training youth and adults. Following are the indicators of the third goal of the Education for All's goals:

1. Literacy Rates among Youth (15-24 age group) by Gender.

This is the number of individuals, within the age group of 15-24, who can read, write and comprehend a simple text about the daily life divided by the number of population within the same age group. Figure 24 shows literacy rates among youth (15-24) by gender for selected t years.

Figure 23: Comparison among literacy rates among youth (15-24 years) by gender for selected years.

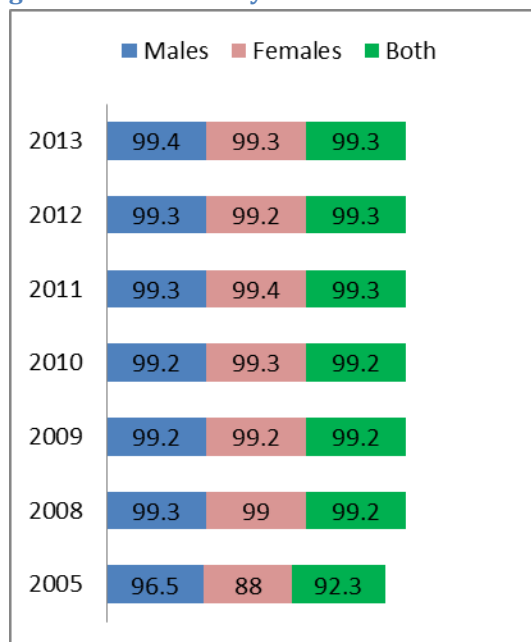


Figure 24 shows a steady increase in literacy rates among youth over the previous years, particularly for females.

The literacy rate among females in 2005 was 88% and became 99.3% in 2013, while rates increased among males from 96.5% in 2005 to 99.4% in 2013.

2. Distribution Percentage of Youth (15-24) by the Academic Degree and Gender.

This is the distribution percentage of population aged 15- 24 according to the highest academic degree and the International Standard Classification of Education ISCED.

This aims at highlighting the educational component of the population aged 15-24. Thus, highlighting the amount and quality of human capital in a certain state in order to identify the needs and adopt the policies that contribute to improving it. This indicator also reflects the structure, effectiveness and impact of the educational system on forming the human capital.

The following table shows the distribution percentage of youth (15-24) according to the highest academic degree and gender.

Table 10: Distribution percentage of youth (15-24 year old) according to the highest academic degree and gender in 2004 and 2012.

Highest Educational Level		Mal es	Femal es	Tota l
illiterate	2004	1	1.1	1.1
	2012	0.7	0.8	0.7
literate	2004	3.2	2.2	2.7
	2012	2.6	0.9	1.8
Primary	2004	15.9	12.2	14.1
	2012	11.5	6.8	9.2
Preparatory	2004	51	50.4	50.6
	2012	46.5	43.1	44.8
Secondary	2004	25.1	28.2	26.6
	2012	26.3	32.5	29.3
Medium Diploma	2004	1.3	2.2	1.8
	2012	3.7	4	3.9
Bachelor or Higher	2004	2.5	3.7	3.1
	2012	8.7	11.9	10.3

Source: Palestinian Central Bureau of Statistics 2004 and 2013, Labor Force Survey Database, Ramallah, Palestine.

Notably, there is an improvement in obtaining academic degrees for youth as illustrated in the following:

- Decrease in illiteracy among youth (15-24) from 1.1% in 2004, (1% males and 1.1% females, to 0.7% in 2012, (0.7% males and 0.8% females).
- Decrease in literate youth who are capable of reading and writing without going through primary education from 2.7% in 2004, 3.2% for males and 2.2% for females, to 1.8% in 2012, 2.6% for males and 0.9% for females.
- Decrease in the percentage of youth holding primary education qualification from 14.1% in 2004,

15.9% for males and 12.2% for females, to 9.2% in 2012, 11.5% for males and 6.8% for females.

- Decrease in the percentage of youth holding preparatory education qualification from 50.6% in 2004, 51% for males and 50.4% for females, to 44.8% in 2012, 46.5% for males and 43.1% for females.
- Increase in the percentage of youth holding secondary education qualification from 26.6% in 2004, 25.1% for males and 28.2% for females, to 29.3% in 2012, 26.3% for males and 32.5% for females.
- Increase in the percentage of youth holding medium diploma qualification from 1.8% in 2004, 1.3% for males and 2.2% for females, to 3.9% in 2012, 23.7% for males and 4% for females.
- Increase in the percentage of youth holding bachelor degree qualification or higher from 3.1% in 2004, 2.5% for males and 3.7% for females, to 10.3% in 2012, 8.7% for males and 11.9% for females.

The table also shows a decrease in the percentage between 2004 and 2012 for each level (illiterate, literate, primary and preparatory) and an increase in (secondary, medium diploma and bachelor or higher).

3. GER in Secondary Education According to the Type of Education (General or Technical Education).

GER in secondary education is the total number of registered individuals in secondary education regardless their age, and expressed as the percentage of population of the age-specific officially to be enrolled in the secondary education in a certain school year.

Regarding the GER in secondary education according to the type of program, it is the distribution percentage of the GER in secondary education according to the orientation of the program: general, vocational/ technical/ artistic secondary education, including preparing teachers.

It aims at reversing special trends and capabilities through the secondary educational programs, in addition to the probabilistic show for workers with special needs in different specializations. The following table shows the GER in secondary education by program and gender for selected years.

Table 11: GER in formal secondary education by program and gender for selected years.

School Year	Gender	GER in formal secondary education		
		General secondary Education	Vocational Secondary Education	Total
2012/2013	Males	62.7	2.3	64.9
	Females	82.2	0.3	82.5
	Total	72.2	1.3	73.5
2011/2012	Males	65.5	2.4	67.9
	Females	84.2	0.3	84.5
	Total	74.6	1.4	76.0
2010/2011	Males	65.9	2.5	68.3
	Females	86.7	0.4	87.1
	Total	76.0	1.5	77.5
2009/2010	Males	70.5	2.4	72.9
	Females	89.7	0.3	90.0
	Total	79.9	1.4	81.3
2008/2009	Males	70.5	2.2	72.7
	Females	86.7	0.3	87
	Total	78.4	1.3	79.7
2004/2005	Males	64.9	2.7	67.6
	Females	75.5	0.2	75.7
	Total	70.1	1.5	71.6

Source: MoEHE, Educational Database.

The table above shows the GER in the formal secondary education by (71.6%) in 2004/2005, as it was (70.1%) for general secondary education and (1.5%) for vocational secondary education, to became (73.5%) in 2012/2013, (72.2%) for general secondary education and (1.3%) for vocational secondary education.

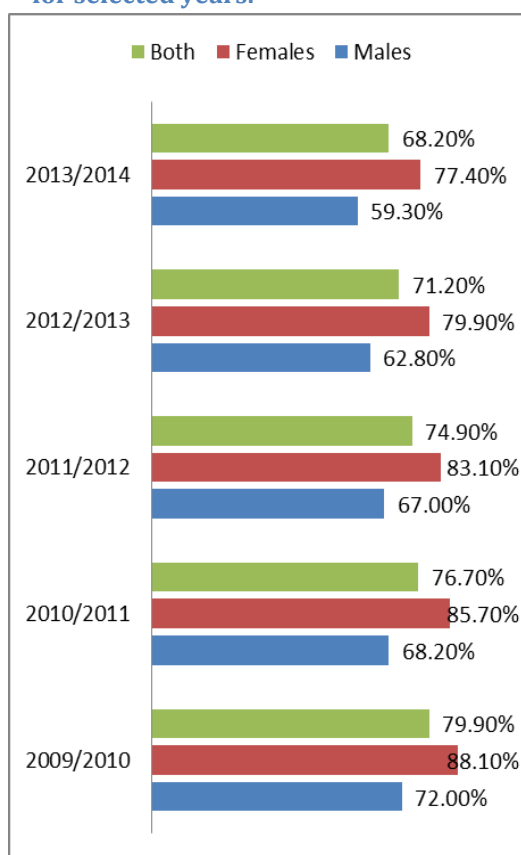
As we can see, there is an increase in the GER of females compared with the one of males in the general secondary education. However, there is a decrease in the GER of females in vocational secondary education compared with males for all the years.

4. ANER in Secondary Education by Gender for Selected Years.

This is the number of individuals registered in secondary education level. This reflects the percentage from the total number of population of this age.

The following is a comparison between ANER ratios in secondary education by gender.

Figure 24: Comparison between ANER ratios in secondary education by gender for selected years.



The above figure shows a decrease in the ANER in secondary education from 79.9% in 2009/2010, 72.0% for males and 88.1% for females, to 68.2% in 2013/2014, 59.3% for males and 77.4% for females.

5. Distribution of Vocational Education Students in the Palestinian Schools.

Studies indicate that the community's orientations towards vocational education are not positive ones, and most of the parents prefer that their children enroll in university education after the secondary education instead of the vocational one. This orientation requires awareness programs for parents and students (vocational guidance programs) of the importance of the vocational courses, particularly on the operational and job opportunities levels. Therefore, students enrolled in vocational education chose this type of education to obtain a job or to manage a work after their graduation to establish their own project or because of their academic weakness.

Table 12: Distribution of vocational education students in the Palestinian schools according to grade including the commercial branch for different years.

YEAR	First Secondary Grade	Second Secondary Grade	Total
2009/2008	4,919	3281	8200
2010/2009	4857	4398	9255
2011/2010	5167	4453	9620
2012/2011	5171	4575	9746
2013/2012	4907	4571	9478

Source: Ministry of Higher Education, Statistic Database.

The percentage of students enrolled in vocational education (including commercial branch) in Palestine (all authorities) was (6.47%) from the total

number of students in the secondary education, as it was (10.6%) in the West Bank and (0.46%) in Gaza Strip, knowing that there aren't private vocational schools in Gaza in 2012/2013. At the same time, the percentage of students enrolled in vocational education (excluding commercial branch) in Palestine (all authorities) was (2.94%) from the total number of students in the secondary education, as it was (4.6%) in the West Bank and (0.51%) in Gaza Strip, knowing that there aren't private vocational schools in Gaza in 2012/2013. In addition, the percentage of vocational students in public schools in Palestine was (1.8%) from the total number of students who completed tenth grade, (2.7% in the West Bank and (0.5%) in Gaza Strip, except for the commercial branch in 2011/2012. The number of students enrolled in vocational educational and all its branches (industrial, agricultural, hotel, home economics and commercial branch) increased from (8200) students in 2008/2009 to (9478) students in 2012/2013, with an increase of 15.6. This increase accelerated during the first two years as it reached 12.9. After that, it started decreasing and became (1.3) in 2011/2012 and (-2.7) in 2013/2014.

Table 13: Distribution of students in the Palestinian vocational public schools according to gender for different years

School Year	Northern Provinces		
	Males	Females	Both Genders
2008/2009	1758	224	1982
2009/2010	1927	286	2213
2010/2011	2151	278	2429
2011/2012	2115	308	2423
2012/2013	2048	351	2399

The number of students in the vocational public schools in Palestine was 2,399 students, (2094 in the Northern provinces and 305 in Southern ones), and the percentage of students in the Northern provinces was 87%, while 13% in the Southern ones from the total number of vocational public education in 2012/2013. The annual average increase in the government during 2009/2010-2012/2013 in the Northern provinces was 9%, while it was (-2%) in the Southern provinces, which means that the students of vocational education are decreasing. In addition, the number of classrooms (excluding commercial classrooms) in the vocational public schools in Palestine was around 124 classrooms in 2012/2013, (94 classrooms in the Northern provinces and 30 classrooms in the Southern ones). The annual average increase in classrooms was 7% in 2009/2010-2012/2013 in all public schools: 8 in the Northern provinces and 4 in the Southern ones. This increase is almost like the average increase of the number of students.

The percentage of females from the total number of students in public schools

increased from 11.3 in 08/09 to 14.4 in 12/13. Despite this increase, the percentage of females is still low because the increase only took place in the West Bank and stayed as it was or decreased a little bit in Gaza. Studies indicated that the most important problems that hinder females to be enrolled in technical and vocational education are:

1. Lack of institutions which hold programs that are not suitable for females, which will limit the options for them to enroll in this type of education (limited disciplines).
2. Social and cultural heritage of society regarding the work of woman, in addition to the negative look of the society towards technical and vocational education.
3. Lack of awareness of school's principles, teacher and students regarding the importance of technical and vocational education (Palestine Economic Policy Research Institute-MAS).
4. Large numbers of females enroll in the open education as an alternative one, which contributes to decreasing the number of females to be enrolled in the institutions of technical and vocational education (Palestine Economic Policy Research Institute-MAS).
5. The percentage of females' participation in labor market is low: 15% for females and 67% for males (reason: 65% house works then 27% study). (The Second Conference for Vocational Training and Education- Hisham Hijjawi Collage of Technology).
6. Unemployment rate among females is high: 22%. (It increases whenever the educational level increases and decreases whenever the age increases). (The Second Conference for Vocational Training and Education- Hisham Hijjawi Collage of Technology)²⁸.

6. Number and Percentage of Distribution Programs and Centers of Technical Vocational Education and Training (TVET) for Youth and Adults according to Type (Formal and/or Informal).

Parties that provide technical training and education are divided into several parties. These parties are: public and civil parties, UNRWA and the private sector, which provide training programs as shown in the table below. The MoEHE and Ministry of Labor are the responsible parties for TVET in Palestine. TVET programs include in their primary levels school formal programs that consist of the eleventh and twelfth grades of the vocational branches (industrial, agricultural, commercial, school economy and hotel). These branches and programs provided by secondary vocational schools and adopted by the MoEHE. In addition, the Ministry of Labor also adopts the vocational training system with duration between six months and two years according to the institution and the followed system as shown in the table below. There are also different cultural centers that provide training within the

²⁸Ministry of Higher Education, the Strategic Plan of General Education (2014/2019).

first level or the continuing education opportunity²⁹.

Table 14: Parties provide TVET services and available programs.

Responsible Party	Institution	Number	Duration	Enrolment Requirements
Ministry of Higher Education	Vocational, industrial and agricultural school	17	Two years	Tenth Grade's students
Ministry of Labor	Vocational Training Center	14	6-10 months	Tenth Grade except Secretary of 12 grade
Ministry of Social Affairs	Youth Rehabilitation Center	16	Two years	Targeted groups
Other institutions related to the public sector	The Palestinian Prisoner Club	1	2-9 months	Targeted groups
	National Institute for Information Technology	1	30-1200 hours	Targeted groups
	Ministry of Health, Tourism and others		Upon request	Targeted groups
UNRWA	Vocational training center	3	Two years	9 and 12 grades and targeted groups
Non-public institutions (schools)	Vocational school (industrial and hotel)	4	Two years	10 grade students
Non-public institutions	Vocational training center	7	11 months to two years	Dropout students, 9-12 grades
Non-public institutions (training)	Vocational training center	3	6-11 months	10-12 grades
Civil institution, private sector, cultural center and women centers	More than 200 cultural centers are registered in the MoEHE and Ministry of Labor		30-300 training hours	Upon the subject of study

The table shows that most of the TVET services are conducted by governmental

parties, such as the MoHE (vocational schools), Ministry of Labor (14 vocational centers), Ministry of Social Affairs (16 Youth Rehabilitation Centers) and other public parties. UNRWA contributes to 3 vocational training centers. As for civil and public institutions and private sector, they contribute to more than 14 vocational schools and centers.

7. Distribution Percentage of Youth and Adults Who Completed the Different Types of TVET Programs.

Vocational Training is the process in which the individual acquires a number of skills, information and orientations and to develop them in way that changes his behavior and will to be able to do a part of work, complete work or a number of works in an appropriate and identified level of performance³⁰.

The table below shows that the percentage of TVET graduates from the total number of population (15 year old or more) was close for males in medium diploma 11.5, bachelor and high diploma 11.7 and master or higher 11.5. However, there was a variation for females as the percentage of those who hold medium diploma or less was 6.6, bachelor and high diploma 9.9 and master or higher 12.5.

²⁹Ministry of Higher Education (2011), studying quantitative and qualitative needs of the trained manpower within the basic working level of the Belgium project- Supporting TVET in Palestine.

³⁰Palestinian Central Bureau of Statistics (2009), conditions of TEVET in the Palestinian Labor Market P. 37.

Table 15: Percentage of TVET graduates from the total number of population of working-age by academic achievement and gender³¹.

Academic achievement	Males	Females
Medium diploma or less	11.5	6.6
Bachelor and high diploma	11.7	9.9
master or higher	11.5	12.5

Regarding the percentage of TVET graduates from the total number of population of working-age according to age and gender,³² table 26 shows that there are clear differences among TVET graduates according to age. This percentage increases in youth stage and decreases among advanced age groups. In the first stage of age, the individual is excited to work and wants to acquire experience to be independent in his work, so he starts looking for training programs. However, when he gets older, the demand for training programs decreases as a result of five main reasons:

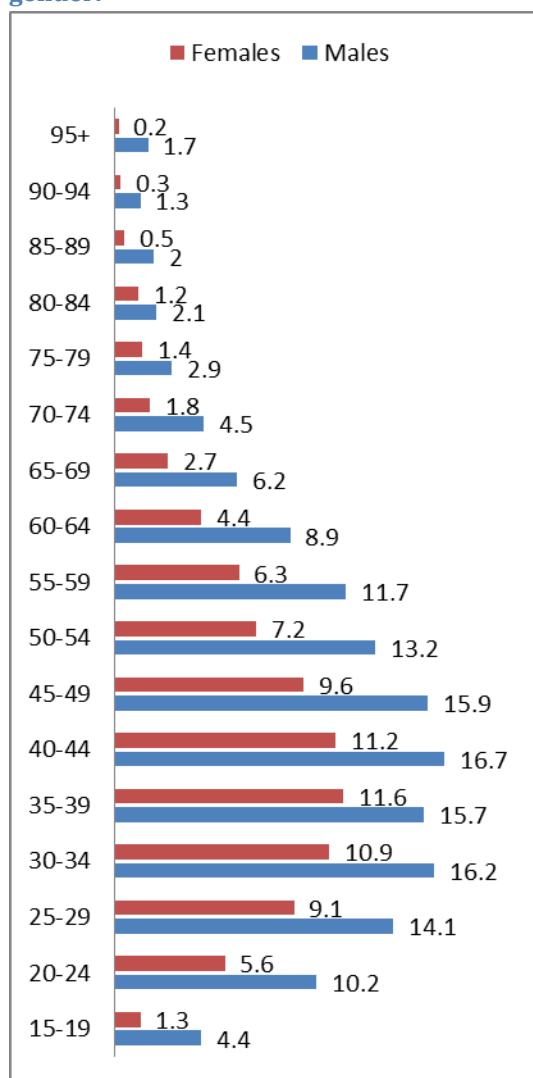
- First, individual already has experience in his field. Therefore, he does not need additional training programs, and he can acquire strength based on the skill he has.

- Second, by getting older, cost recovery opportunity becomes less, particularly in high cost training programs.
- Third, individual's selection process of a training program is related to the desired profession. This process is usually conducted by the individual when he is younger. The table also shows an increase in the percentage of males comparing to females in all ages.

³¹ The same previous reference P. 49

³² The same previous reference P.39-40

Figure 25: TVET graduates from the total population of working-age by age and gender.



Discussing the Third Goal Indexes:

Based on the results of monitoring the third goal of Education For All goals, we can notice the following:

- Literacy percentage in 2013 for both genders was 99.3%, while it was 92.3% in 2005.
- Educational qualifications improved for youth and adults who hold secondary

educational qualification or higher between 2005 and 2012.

- The GER in secondary education increased by 71.6% in 2004/2005, where the percentage of general secondary education was 70.1% and 1.5% for vocational education, and became 73.5% in 2012/2013, 72.2% for general secondary education and 1.3% for vocational education. The GER of females was higher than males in general secondary education and less than males in vocational secondary education for all the years. GER in secondary education decreased from 2008 until 2013.
- The GER decreased in secondary education from 79.9% in 2009/2010, 72.0% for males and 88.1% for females, to 68.2% in 2013/2014, 59.3% for males and 77.4% for females.
- Studies indicate ³³that the society's orientations towards vocational training are not positive and most of the parents prefer that their children enroll in university education after the secondary education. The percentage of students enrolled in vocational training in 2012/2013 was 6.47%, and without commercial discipline it becomes 2.94%. In 2008/2009 and 2009/2010, there was a clear increase in the number of students enrolled in vocational education as it reached 12.9% and started decreasing during 2011/2012 to reach 1.3% and to -2.7% during 2013/2014.

3-4 : Improving Levels of Adult Literacy

This objective is specified as: “Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults”.¹ It is well known that improvements in literacy levels have a significant impact on social development. There is, therefore, continuous pressure by international organizations on governments to implement effective public policies on literacy. The global illiteracy rate among adults was 16 percent in 2010, equivalent to 775 million adults, two-thirds of whom are women.

The UNESCO Institute for Statistics Literacy Assessment and Monitoring Program gathers all findings on methods of acquiring reading skills and their relevant contexts, primarily those skills acquired in schools or specialized literacy centers. “To understand the processes involved in acquiring literacy skills, the Literacy Assessment and Monitoring Program collects background information on a wide range of literate environments and literacy practices. This information is used to develop measures of “literate environment density” at individual or household level and at community level.”²

The fourth goal of improving the level of adult literacy or becoming close is achieved according to UNESCO standards if the adult literacy rate among adults reaches (95%).

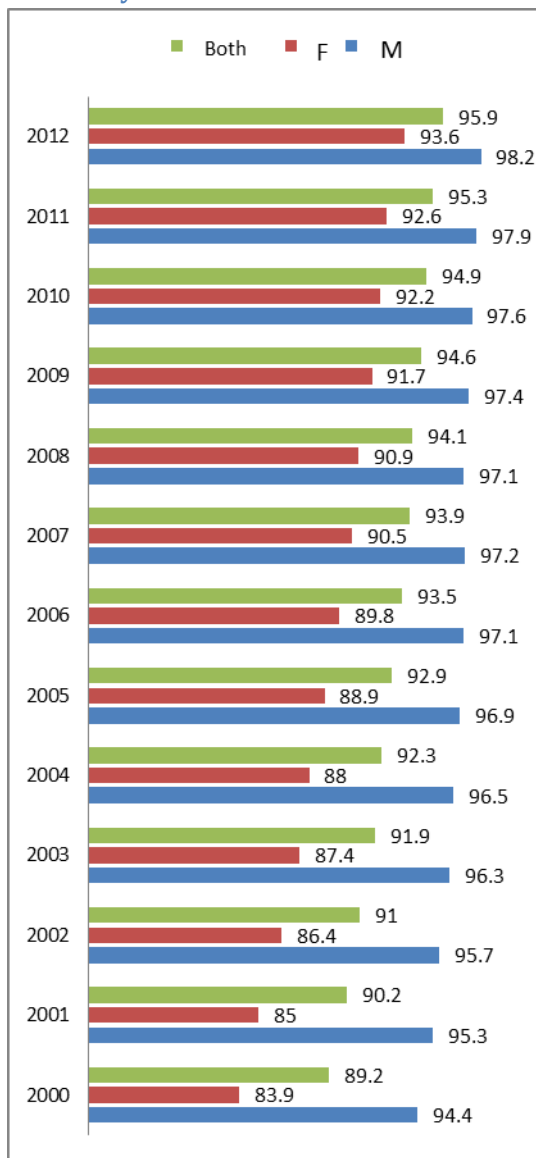
1- Average Adult Literacy Rates (fifteen years of age and above) by gender.

This reflects the number of individuals aged fifteen years and above who can read, write and understand a simple, short text related to their daily life divided by the number of population in the same age group. The available data (annex 3) indicate that the average literacy rate in Palestine for individuals aged fifteen years and above has increased and illiteracy rates have fallen. The literacy rates of individuals (fifteen years and above) increased from 92.3% (96.5 % for males and 88 % for females) in 2004 to 95.9 percent (98.2 percent for males and 93.6 percent for females) in 2012. The total increase in the average literacy rate between 2004 and 2013 was 4 %;

Illiteracy among females was three and a half times higher than male counterparts in 2013. Literacy for females in the Gaza Strip was better than in the West Bank, unlike the male rates.

Figure (27) illustrates the development of literacy rates among adults (15 years and above) based on gender throughout the different years .

Figure (26): literacy's average among adults (15 years and above) by gender for selected years



Source: Central Bureau of Statistics
- Ramallah

We could say by observing the above figure that literacy rates among adults are improving steadily over the years, which indicates significant and faithful efforts have been made, and are being made for the country, leading to an obvious increase in the rate of reading and writing for individuals (15 years and above) based on gender and region.

According to the data above, Palestine is among the states that have achieved the fourth goal of Education for All of improving the level of adult literacy rate by reaching the literacy rate in 2013 (96.3%), a global target to achieve the goal or approaching it (95%).

2. The adults rate (from 15 years and above), according to the highest level of academic achievement or accomplished (either primary, secondary and university)

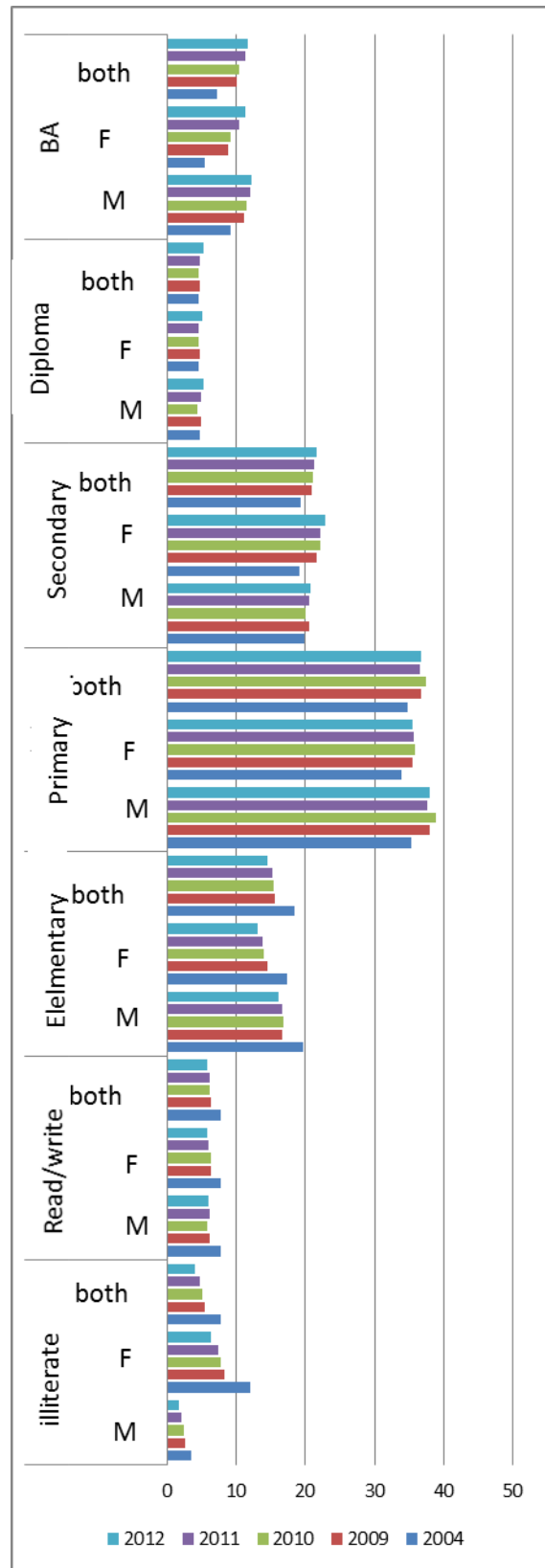
Palestinian Central Bureau of Statistics³⁴ data for 2013 indicates on the level of Palestine that the percentage of individuals (15 years and over) who have completed the stage of university education or higher was 12.1%, while individuals who have not completed any educational stage was 9.4%. The data showed that there are preferences in favor of males vs. females in educational attainment, as the percentage of males who have completed their undergraduate education and higher was 12.4%

³⁴ The conditions of the resident population in Palestine 0.2014

compared to 11.7% for females. For those who have not completed any educational stage, the percentage was 7.1% for males compared with 11.9% for females.

The following figure reflects the highest level of education for Palestinians from age 15 and above, by gender and throughout selected years.

Figure (27): Comparison between the highest level of education for Palestinians in age (15 years and above) by gender in different years.



3. The number and percentage distribution of the literacy programs and the continuing primary education for adults depending on the type of the program

This index includes two programs in the Palestinian situation: First, the literacy and adult education program, second, the parallel education program.

Firstly: literacy and adult education program: is for each individual that didn't master the skills of reading, writing and mathematics, who did not pursue their education at all, or who finished a year or two of the primary education but was forced drop out and consequently becomes illiterate with time. This area targets the age group (14-65) years. Students enrolled in this area for a period of two academic years, the student is presented with an exam, and the successful candidates are presented with a certificate, which is equivalent to a basic sixth grade. In the following table, you will find the number and percentage of literacy centers and participants either learners or teachers by gender for several years.

Table (16): Number and percentage of literacy centers and participants either learners or teachers by gender for selected years.

2011/2012		2012/2013		2013/2014		Gender	Participant
%	#	%	#	%	#		
54.6	651	48.4	680	51.3	787	Male	Learners
45.4	541	51.6	726	48.7	746	Female	
100	1192	100	1406	100	1533	Total	
56.0	56	51.8	57	54.9	73	Male	Teachers
44.0	44	48.2	53	45.1	60	Female	
100	100	100	110	100	133	Total	
79		84		90		No. of Centers	

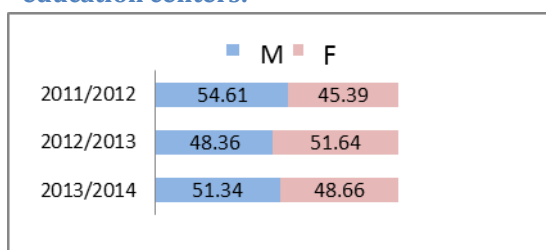
Source: Ministry of Education and Higher Education - General Administration of Public Education.

The above table refers that:

- Literacy and adult education centers: It is noted that the number of literacy and adult education centers has increased, where it reached in the year 2013/2014 to 90 centers, while in the year 2011/2012 reached up to 79 centers. This increase reflects the interest in reducing illiteracy rates.
- Learners: The number of learners in these centers was 1,533 males and females, and the percentage of educated males in in the year 2013/2014 reached 51.34% totaling 787, while the percentage of females was 48.66% totaling 746. However, in the year 2011/2012, the number of

learners was 1,192, both males and females. The percentage of males was 54.61% with the number 651, while the females were accounted for 45.39% with the number 541. In other words, there is an increase in enrolment in literacy and adult education centers for both males and females, but the proportion of females improvement was greater, as the gap has shrunk from 9.22% in the year 2011/2012 to 2.68%) only during the two years. The following figure shows the percentage of male and female learners in literacy and adult education centers for the years 2011/2012, 2012/2013, 2013/2014.

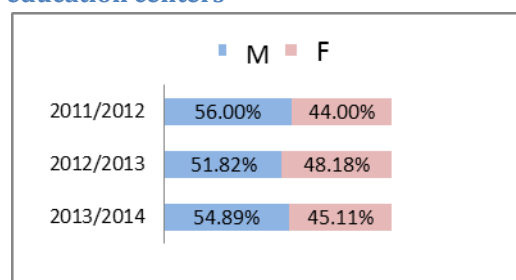
Figure (28): The percentage of male and female learners in literacy and adult education centers.



- Teachers: The increase in the number of centers and learners was associated with an increase in the number of teachers in the literacy centers. In 2013/2014, the number of teachers in the literacy centers amounted to 133, the percentage of males was 54.89% and females 45.11%. In 2011/2012, the number of teachers was 100, the percentage of male teachers 56%, and female teachers 44%. The following figure shows the percentage of male

and female teachers in the literacy and adult education centers, for the years 2011/2012, 2012/2013, 2013/2014.

Figure (29): The percentage of male and female teachers in the literacy and adult education centers



Secondly: Parallel Education program: The program is offered to school drop-outs who have completed only 5-6 years of primary education, but dropped out of school and became engaged in practical life. Students enrolled in this field for two semesters, the student is presented with an exam, and the successful candidates are presented with a certificate, which is equivalent to a basic ninth grade. In the following table, you will find the number and percentage of parallel education centers and participants either learners or teachers by gender for selected years.

Table (17): Number and percentage of parallel education centres and participants either learners or teachers by gender for selected years

2011/2012		2012/2013		2013/2014		Gender	participants
%	No.	%	No.	%	No.		
43.7	69	47.5	124	52	144	M	learners
56.3	89	52.5	137	48.0	133	F	
100	158	100	261	100	277	total	
55.6	15	59.6	31	70.9	61	M	teachers ¹
44.4	12	40.4	21	29.1	25	F	
100	27	100	52	100	86	total	
11		16		23		No. of centers	

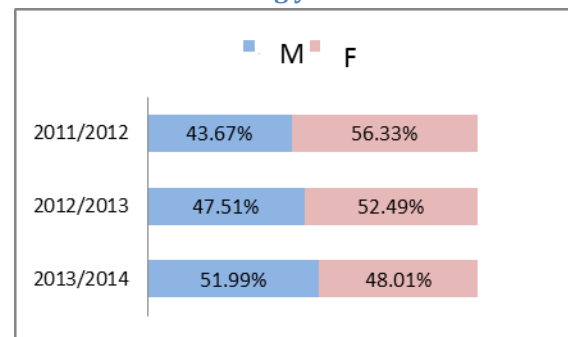
Source: MoEHE - General Administration of public education.

The above table reflects the following:

- Parallel education Centers: it is noticed that the high number of parallel education centers, reaching in year 2013/2014 up to 23 centers, while in the year 2011/2012 there was only 11 centers, and this increase reflects the interest in improving the level of rehabilitation of the Palestinian society, moving them from readers and writers to possessing primary education required.
- Learners: The number of learners in these centers reached up to 277 individuals, from male and female, and the percentage of educated males in literacy centers in the year 2013/2014 is 51.99% with the number 144, while the percentage of females 48.01% with the number 133. However, in the year

2011/2012 the number of learners was 158 male and female, and the percentage of males 43.67 with the number 69, while the females were accounted for 56.33 with the number 89. In other words, there is an increase in the number of students enrolled in the parallel education centers for both males and females, but improvement of the female's proportion was greater, as the gap has shrunk from 12.66% in the year 2011/2012 in favor of females to 3.98%, only during two years in favor of males. The following figure shows the proportions of male and female learners in parallel education centers for the years 2011/2012 , 2012/2013 , 2013/2014

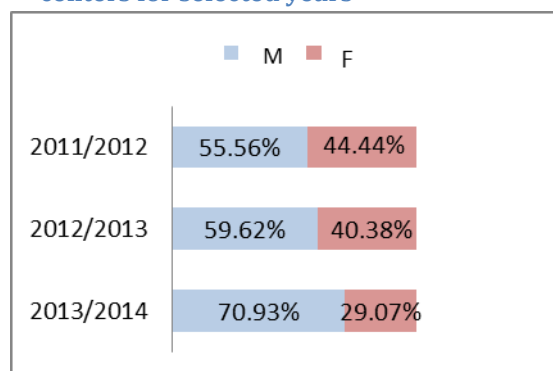
Figure (30): The proportions of male and female learners in parallel education centers for the coming years



- Teacher: There has been an increase in the number of centers and teachers. The number of teachers in the education parallel centers has increased. In 2013/2014, the number of teachers in literacy centers was 86 teachers, and the percentage of males was 70.3% and females 29.07%. In 2011/2012, the number of male and female teachers was 27 teachers, the percentage of male teachers 55.56%, and female teachers 44.44%. The following figure shows the proportions

of male and female teachers in the parallel education centers for the years 2011/2012, 2012/2013, 2013/2014.

Figure (31): Proportions of male and female teachers in the parallel education centers for selected years



3-5 Parity and gender equality in education:

This goal requires the elimination of gender disparity in the areas of primary and secondary education by 2005, and achieving gender equality in education by the year 2015, taking into consideration of focusing and ensuring the importance of guaranteeing the full and continuous utilization for the females in the primary education, with high quality and ensure their achievements in this area.

This objective highlights the gender gap in several educational topics, such as literacy, enrolment and etc..., through presenting and discussing the available statistics, related indicators and providing evidence and clues for decision-makers to address the imbalance as much as possible and to

emphasize and highlight the positive aspects in order to enhance them.

According to UNESCO standards to achieve the goal of gender parity and equality in education, the goal is achieved or become close if the parity index ranged between (95-105) in basic education (1-10) or (ISCED 1 and ISCED 2) classification according to UNESCO.

There is no doubt that circulating education among males and females, and guaranteeing to receive the benefit are essential goals, which is a vital indication of the improvement of the social status. It is noticeable, according to the international and regional reports concerned with the assessment of primary and secondary education, that:

“there are different patterns associated with gender, based on the different materials. Girls from all countries except one excel in performing better than boys in reading, while boys from most countries outperform girls in mathematics. With science it’s a whole different matter, there aren’t anything variances found from many countries between boys and girls. In which all the patterns indicates large similarity on the level of education, regions and income groups in each country. Statistics and the results of the international assessment program for students in 2009 indicate that the situation of girls in literacy skills has improved dramatically. Their situation has become much better than boys in many countries, especially developed countries.

The universal education for all report indicates a variance among males and females in the secondary education. The boys are more unlikely to enroll in high school and to achieve equal performance with girls and achieving equal performance, especially in many of the middle-income countries from the upper or high-income countries. These countries’ experiences are considered as

a lesson learned for the poorer countries to increase the enrolment percentage.

1. Percentage of female enrolment from GER according to the level of education

This is the number of female students in a certain stage of education, expressed as a percentage of the total number of students (males and females) in the same stage for a certain school year. Table (18) below illustrates the percentage of the female students enrolled to the total enrolment by educational level for selected years.

Table (18): Percentage of female students enrolled to the total enrolment by educational level for the different years.

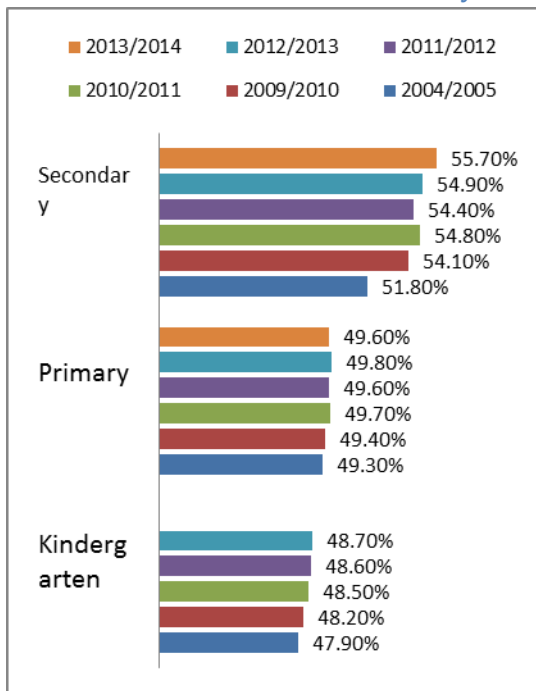
2013/2014	2012/2013	2011/2012	2010/2011	2009/2010	2005/2004	Level
48.7	48.6	48.5	48.2	47.9	KG	
49.6	49.8	49.6	49.7	49.4	49.3	Primary
55.7	54.9	54.4	54.8	54.1	51.8	Secondary

Source: MoEHE - educational database

The above table reflects a remarkable progress for the proportion of females in the various educational stages. The percentage of females enrolled to the total enrolment for the year 2004/2005

for kindergarten reached 47.9%, for the primary stage 49.3%, and the secondary stage 51.8%. In 2013/2014, it was 49% for the kindergarten, 49.6% for the primary stage, and 55.7% for the secondary stage. It could be mentioned that there is disparity in enrolment in kindergartens and primary education for males, which means that there is a negative discrimination against females, while in secondary education it's obviously tend to balance towards females. The following figure shows the improvement of the female ratios in the levels of education in the different years.

Figure (32): Percentage of females enrolled of the total enrolment according to the educational level for different years



2. Percentage of female teachers to the total number of teachers in primary and secondary education levels

This indicator is for the number of female teachers in a certain stage of education, expressed as a percentage of the total teachers (male and female) at this stage, for a certain school year. It aims to demonstrate the installation of the education by gender, as this indicator helps to assess the need towards the presence of opportunity and / or motivation to encourage women to participate in educational activities in a particular level of education.

The percentage indicates that the female teachers are nearly 50% to gender parity in relation to the installation of the education, while indicating the value of more than 50% to have greater opportunities and / or to the preference of women to participate in educational activities at some point, row, or a particular educational program. The table below shows the percentage of the total number of the female teachers for the male teachers of primary and secondary stage for several years.

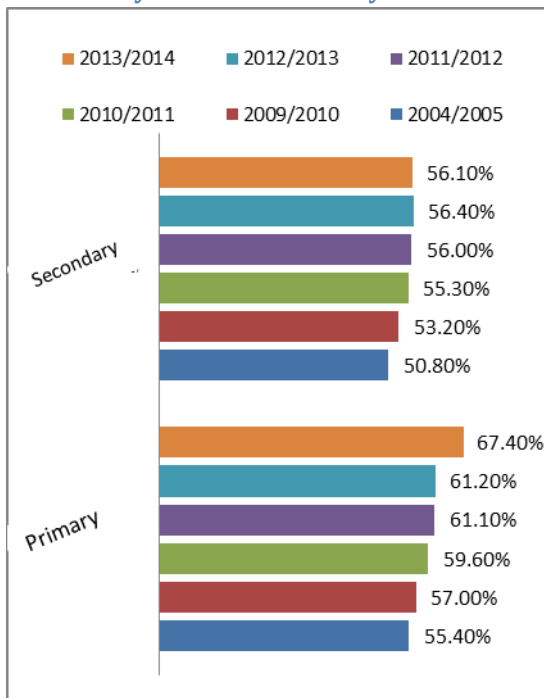
Table (19): The percentage of female teachers of the total number of primary and secondary teachers for different years

2013/2014	2012/2013	2011/2012	2010/2011	2009/2010	2005/2004	Level
67.4	61.2	61.1	59.6	57.0	55.4	Primary
56.1	56.4	56.0	55.3	53.2	50.8	Secondary

Source: The MoEHE - the educational database

The above table shows a steady increase of the percentage of the female teachers of the total number of teachers in primary and secondary education for different years, where the rate was for the year 2004/2005 in the primary 55.4% , in the secondary 50.8%, while reached in 2013/2014 to stage the primary 67.4%, and for the secondary 56.4%. The reasons the increase in the primary stage may be the Ministry's policy in the feminization of education for the first four grades, and in the high school dropout rate decline females for males and therefore increase their number for males at this stage. The following figure shows the increase in the percentage of female teachers to the total number of primary and secondary stage stages for several years.

Figure (33) Comparison between the percentage of female teachers to the total number of teachers in primary and secondary levels for several years



3. Percentage of the female school principals by the educational level in selected years

This indicator is the number of female school principals in a certain stage of education, expressed as a percentage of total principals (male and female) at this stage, for a given school year.

It aims to demonstrate the installation of the education element by gender, as this helps assessing the needs of the presence of opportunity and / or motivation, to encourage women to participate in educational activities in a particular level of education. The following table shows the relative distribution of the principals by the stage for different years.

Table (20): The relative distribution of female school principals by the stage for different years

Level	2004/2005	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Primary	50.4	50.3	52.5	54.8	54.5	55.2
Secondary	46.70	49.30	50.80	52.70	51.3	50.5

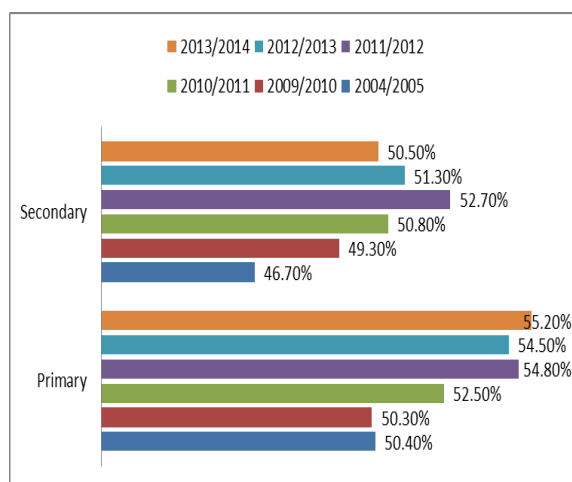
Source: MoEHE - the educational database

The above table shows the improvement in the proportions of female principals in schools in both the primary and secondary levels. The percentage of female principals in the primary level of the year 2004/2005 was 50.4%, and the secondary level 46.7%, and this percentage reached in the year 2013/2014 for the main level 55.2%, and the secondary level 50.5%. The reasons

for the increase in the primary stage could be traced to the Ministry's policy in the feminization of education for the first

four grades, and in the high school dropout rate decline females for males and therefore increase their number for males and thus increase the number of girls' schools at this stage.

Figure (34) Comparison between proportions of female school principals to the total number of teachers in primary and secondary levels for several years



4. Percentage of top official female educators in government educational offices, at the central, provincial, territorial, and local level

This indicator measures the percentage of female participation in the works of senior positions in the government education sector, especially in the senior level, which includes the names of functional director general or higher, and the primary category, which includes the name of the Director or the head unit or adviser. The following table shows the

percentage of female participation in higher and top categories.

Table (21): Percentage of top officials female educators in government offices, educational at the central, provincial, territorial and local level for the year 2013

Category	Percentage
High Category	21.7
Primary category	21.1
Total	21.3

Source: Ministry of Education and Higher Education – General Directorate for Administrative Affairs

5. Parity Indicator among both genders

It is a value index rate for females to male counterparts. It measures the gender parity progress towards gender parity in participation and / or learning opportunities available for females compared with the learning opportunities available to males. It reflects the level as well as enhancing the women's status in the society.

The parity indicator among gender, which is equal to 1 demonstrates between males and females parity. A value less than 1 generally reflects its in favor of male, while a higher value than the 1 reflects its in favor of females. But the explaining part of the varies close to zero per cent ideally following table shows the parity indicator between males and females in several years in the areas of literacy and school enrolment and completion of various stages of the educational stage.

Table (22): Parity indicator between males and females in selected years

Indicator name	parity indicator between Gender					
	2004/2005	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
The average of literacy among adults and youth (ages 15 and above)	0.91	0.94	0.95	0.95	0.95	٠.٩٥
The average of literacy among adults and youth (ages 15 -24)	0.99	1.00	1.00	1.00	1.00	1.00
The average of enrolment among kinds in KG	0.96	0.99	0.98	0.98	0.99	1.00
The total average of enrolment to first grade	99	1.00	0.99	1.00	1.01	0.99
The net average of enrolment to first grade	0.95	1.00	0.96	1.00	1.01	0.99
The total average of enrolment to primary levels	1.01	1.02	1.05	1.02	1.03	1.02
The net average of enrolment to primary levels	1.00	1.02	1.04	1.02	1.03	1.02
The total average of enrolment to primary levels	1.00	1.03	1.05	1.02	1.03	1.02
The total of remaining students up to Fifth grade	1.01	1.00	1.00	1.00	1.00	1.00
The total of remaining students up to Tenth grade	1.13	1.15	1.18	1.19	1.19	1.22
The average of completing the Primary level	1.08	1.17	1.21	1.20	1.24	1.22
The average of transition from primary level to secondary level	1.05	1.07	1.07	1.06	1.07	1.06
The total average of enrolment to secondary levels	1.12	1.24	1.27	1.25	1.27	1.31
The net average of enrolment to secondary levels	1.18	1.22	1.26	1.24	1.27	1.30
The net average of enrolment to secondary levels	1.04	1.21	1.27	1.23	1.26	1.29
The percentage of teachers that received training prior to service.	1.00	1.00	1.00	1.00	1.00	1.00
The percentage of teachers that are eligible based on the strategic plan for preparing the teachers	-	1.34	1.34	1.29	1.28	1.28

Source 1: Central Bureau of Statistics, 2005 and 2013, the database of the labor force survey. Ramallah - Palestine. Unpublished data

Source 2: Ministry of Education and Higher Education - the educational database

Source 3: Ministry of Education and Higher Education - Monitoring and Evaluation Report

The table refers to several issues related to gender parity, including:

- The gap between males and females in literacy rates among adults and youth (15-over) during 2004-2013 dropped, but the literacy rates for males are still higher than females.
- The gap between males and females in literacy rates among adults and youth aged 15 - 24 years fell during 2004 - 2013; the literacy rates for males remained higher than that of females in 2004, but equal rates have been achieved for both genders since 2009.
- The gap between females and males in the gross enrollment rates at kindergarten level fell during 2004-2013; gross enrollment rates for males were higher than for females in 2004, but rates for both genders have been equal since 2009.
- There has been fluctuation in the achievement of the parity index of the gross enrollment rates in first basic class during 2004-2013, sometimes in favor of males, sometimes of females, sometimes equal, with no consistent level.
- The parity index of the gross enrollment rate in all years of basic phase education tends to favor females with a frequency of the deference during the years between increase and decrease.
- Parity index of NER in the primary stage was equal in 2004. However, it started to be in favour of females during 2009

to 2013 with a fluctuation in the increase.

- Parity index of the Survival Ratio was in favor of females in 2004 until the fifth grade. However, since 2009, the index is equal until now.
- Parity index of the Survival Ratio until the tenth grade was in favor of females in all the years with a steady increase in the difference during the years.
- Parity index of completing the primary stage in all the years was in favour of females with a steady increase in the difference until 2013/2013, but it started to decrease in 2013/2014.
- Parity index of the ETR from primary stage to secondary one in all the years was in favor of females with a fluctuation in the difference during the years with an increase or decrease. Parity index of GER in secondary stage in all the years was in favour of females with a fluctuation in the difference during the years with an increase and decrease.
- Parity index of ANER in secondary stage in all the years was in favour of females with a steady increase in the difference during the years.
- Parity index of ANER in secondary stage in all the years was in favour of females with a fluctuation in the difference during the years with an increase and decrease.
- Parity index of the percentage of teachers who took the training before the service was equal throughout the years.
- Parity index of the percentage of qualified teachers according to the strategy of preparing and qualifying teachers in all the years was in favour of females with a steady decrease during the years.

According to the above table, Palestine is among the countries that have achieved parity and gender equality in education.

3-6 Quality of Education:

The right of education can only be a reality if schools provide good and high-quality education. As indicated by the World Education Forum (2000), this includes “education for knowledge, work, coexistence and self-realization”. However, this is not realistic in many parts of the world. On the contrary, three fourth of the children in low-income countries cannot read or write even after two or three years of having education at schools, not to mention the development of their skills and knowledge. The gap to have a good and high-quality education is huge, and bridging it is necessary to implement the right of comprehensive education.

The Global Campaign for Education (GCE) and Education International (EI) believe that the acute shortage of the number of qualified, well –trained, and strongly-supported teachers is one of the main reasons behind the existing gap in the good and high quality education. The presence of high-quality teachers is what defines what the children learn. Besides, there are many evidences that the presence of a sufficient number of teachers to avoid classrooms overcrowding is crucial in education. A scientific, statistical, research study which was conducted on a wide scale, and was published from 1990 until 2010, found that the presence of the teacher and the knowledge had, to a large extent, the strongest and the clearest impact on student’s test scores. In addition, in-

depth assessments for high-quality education systems performed through the Global Monitoring Report on Education for All found that “on the highest-performing education systems, there is no concession in the quality of teachers”, while the Program for International Student Assessment of the Organization for Economic Cooperation and Development mentioned that “successful school systems ... give priority to teacher’s quality”. These results are not surprising, as both students and parents know that teachers define the quality of education.

1. Percentile distribution of teachers according to academic qualifications, educational level (pre-preliminary, preliminary, secondary) and sex.

Investing in teachers is highly important for students’ education and wellbeing, since qualified and well-trained teachers are able to manage diversity in the classrooms in a better way. For instance, with students with wide range of ages, which commonly found in schools in countries emerging from conflicts, such teachers can help in reducing violence and positively manage discipline. And through a gender-related training, teachers can enhance the participation of female students in classrooms, which increases their success chances. The following table shows the percentile

distribution of teachers according to their academic qualifications and gender.

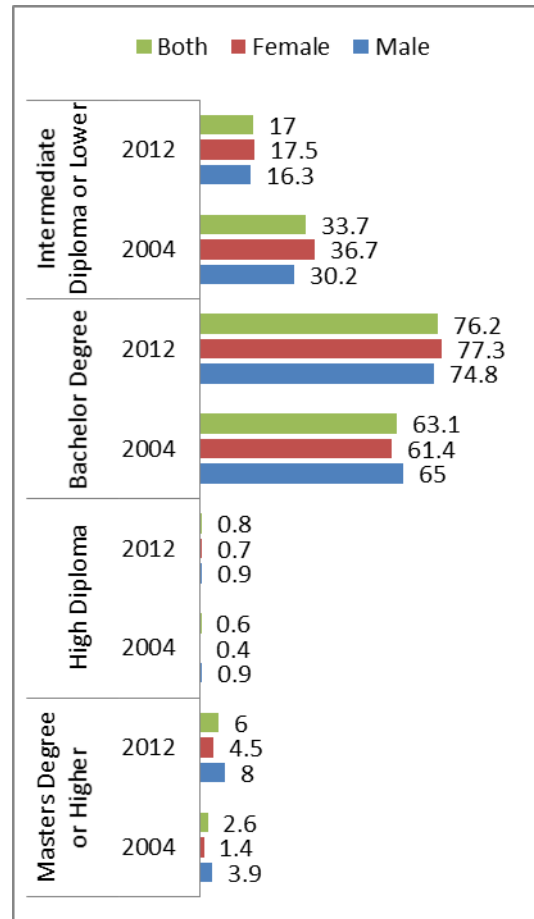
Table (23): Percentile distribution of teachers according to their academic qualifications and gender for the year 2012/2013

Sex / Highest educational qualification	Distribution of teachers according to their highest educational qualification			
	Diploma or less	Bachelor Degree	High Diploma	Masters Degree and above
Males	16.3%	74.8%	0.9%	8%
Females	17.5%	77.3%	0.7%	4.5%
Total	17%	76.2%	0.8%	6%

Source: Ministry of Higher Education, Educational Databases.

The above table shows that 76.2% of teachers have bachelor degrees, with 74.8% for males, and 77.3% for females. Teachers who hold a diploma or less constituted 17%, 16.3% for males, and 17.5% for females, while teachers with high diploma formed 0.8%, with 0.9% for males and 0.7% for females. Finally, the percentage of those teachers who hold master's degree or above was 6.0%, with 8.0% for males, and 4.5% for females. This indicates that for the bachelor degree or below, the percentage of females was higher than that of males, while the percentage of males was higher than females for the high qualifications (high diploma, master's degree and above).

Figure (35): Comparison between the percentile distribution of teachers according to the academic qualification, educational level, and sex for the years 2004/2005 – 2012/2013



Source: Ministry of Higher Education, Educational Databases.

The above figure shows that the percentage of teachers who hold diploma or less has increased from 2004 – 2012, for both males and females. This refers to the Ministry's policy of limiting the recruitment of teachers who have this academic qualification in the educational system. It also indicates the increase of the percentage of teachers who have bachelor degrees for both males and females from 2004 -2012. There is also a

slight increase in the percentage of teachers who hold high diploma, master's degree or above, for both males and females.

2. The percentage of the trained teachers, whom are holding a certificate that entitling them to educate, based on the national standards, and according to the educational level (pre-primary, primary, secondary).

It means the number of teachers who have received at least a minimum number of organized trainings required by the Ministry of Education and Higher Education, through a strategy of the preparing and rehabilitating the teachers in the specific educational level. It is expressed as a percentage of the total number of educated level of the teachers. And this indicator is measured as the percentage of teachers who meet the basic requirements, in terms of educational and pedagogical qualifications, as defined in the strategy, which refers to the general level of quality of human capital that is invested in the educational sector in Palestine.

The following table illustrates the percentage of teachers, who have met the criteria of the strategy as being qualified to teach throughout the different years.

Table 24: the Percentage of the qualified teachers whom are holding a certificate that certifies them to educate according to the national standards, according to gender for several years

Year	Male	Female	Both Gender
2009	22.9	30.7	27.3
2010	23.5	31.4	28.0
2011	25.1	32.4	29.3
2012	26.4	33.7	30.6
2013	28.2	36.5	33.1

Source: Ministry of Education and Higher Education – Monitoring and Evaluation Report 2012

The above table shows the improvement in the qualified teachers' ratios for both males and females. This improvement resulted from new employments, in which teachers enrolled in the rehabilitation programs are those who have jobs and did not complete their requirements after graduation, within the programs provided by the Ministry, to rehabilitate with the collaboration with local universities.

3. The Pupil - Teacher Ratio (PTR) based on the educational level.

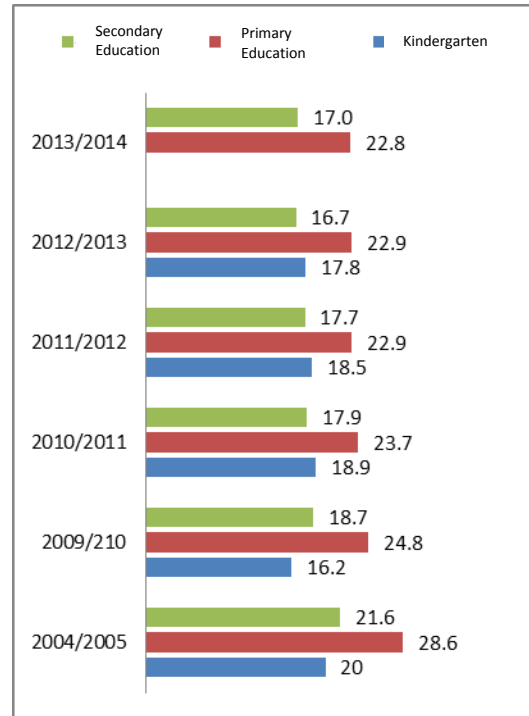
The Pupil - Teacher ratio (PTR) is considered an indicator that reflects the quality of education advocated by the Dakar goals. And it can be incorporated into the set of indicators relating to the human resources availability. The usage of the (PTR) indicator alone provides primitive measurement, to be able to provide reference to the quality of

teaching and learning. It must be added to the teacher's academic qualifications, educational training, to their experiences and their status and methods of teaching and the time allotted for teaching and learning materials and conditions in the classroom - all these elements will formulate obstacles to affect the quality of teaching and learning.

The Ratio illustrated in the table below is the average of pupils' number per teacher in the level of education, within a specific academic year. This indicator is used to measure the level of human resources intervention, in terms of the number of teachers to the size of the groups of student. It must be used normally for the compare with national standards, with the number of pupils per teacher for each level or type of education.

Figure (36) below compares the percentage of pupils to teachers in kindergartens, primary and secondary stages for several years, according to educational databases available at the Ministry of Education and Higher Education.

Figure (36): Comparison between the (PTR) By educational level for several years



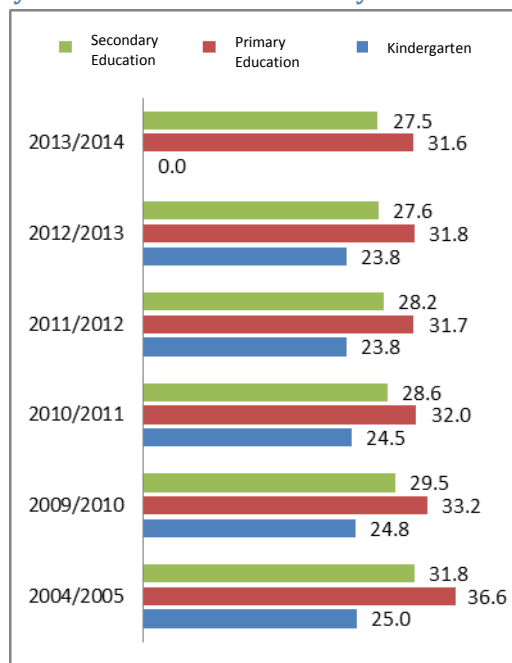
The above figure illustrates the steadily lowered percentage of students per teacher at all stages, in which the figure was in the year 2004/2005 in kindergarten 1:20%, in the primary level 1:28.6% and in the secondary level 1:21.6%, while the ratio reached in 2013/2014 in kindergarten 19.3%, in the primary level 1: 22.8%, and in the secondary level 1:16.7%.

The proportion of the number of students per teacher declining will affect in lighting up the burden upon the teacher and improving their level of performance.

4. The Pupil - Class Ratio (PCR) based on the educational level.

The Pupil - Class ratio (PTR) indicator is used to indicate the size of the overcrowding in the class divisions, which is the number of students in one Division, and this indicator is being used by educators, believing that its relationship with the quality of education issue, as the increasing in the number of students in one division, leads decreasing the time allotted between the one student and the teacher, leading to the dispersion of each of them. And the following figure shows the ratio of students to grade by educational level for several years.

Figure (37): Comparing between the (PCR) by educational level over the years.



The above figure illustrates the steadily lowered percentage of students per class

at all stages, in which the figure was in the year 2004/2005 in kindergarten (1:25), in the primary level (1:36.6) and in the secondary level (1:31.8), while the ratio reached in 2013/2014 in kindergarten (1:23.4), in the primary level (1: 31.6), and in the secondary level (1:27.5).

5. The percentage of schools that have improved water sources by educational levels

The Accessibility towards improved water sources for drinking in schools has a great significance for the health of students and cleanliness. Usually, water systems and vendors in the private sector are considered the safe water sources in the occupied Palestinian territory. And it leads to the access to safe drinking water within the walls of the school is of extreme importance to the health of students and cleanliness. Usually, the public water systems and water vendors in the private sector are considered to be the safe water sources in Palestine.

Table (25): Percentage of schools that have improved water sources by the educational level (pre-primary, primary, and secondary education) for 2012/2013.

School Level	%
Primary	90.7
Secondary	90.4
Total	90.6

Source: Ministry of Higher Education – the educational databases.

In a study on water, sanitation, and school hygiene (2012)³⁵, it was found that the public water network is the main source of drinking water for 87% of the participant schools in the West Bank, while only 8% of the schools in Gaza depend on the public water network; since more than 90% of water sources in Gaza are not safe. Because of the low quality of water provided by the public water network in Gaza, 92% of schools get water from water tanks or water tankers, which are usually provided by human organizations (nearly 88% of the total water available in schools). The survey also found that almost in all schools 99% the water looks clean with no smell or colour. Water is tested in some parts of schools and not in all of them.

Table 26: Comparison between the percentage of schools that have improved water sources by educational level (primary, and secondary education) for the years 2001/2002 – 2012/2013

School Level	2002/2001	2013/2012
Primary	-	90.7
Secondary	-	90.4
Total	81.3	90.6

Source 1: Ministry of Higher Education – The educational databases.

Source 2: Ministry of Higher Education – Survey on toilet facilities infrastructure, 2002

The above table shows the increase of percentage of schools that have improved water sources from 81.3% in

2001/2002 to 90.6% in 2012/2013; i.e. an increase of 9.3%.

There is also an absence of public water network as a main source of drinking water in all schools especially in Gaza - as indicated in the survey on knowledge, attitudes, and practices regarding water, sanitation, and school hygiene in the Occupied Palestinian Territories (2012). However, the study shows that schools resort to other safe sources of drinking water and find the means to appropriate treatment.

6. The Percentage of Schools that Have Improved Sanitation Facilities (i.e separate toilets for girls) by Educational Level

The available data on toilet cubicles in schools show that there is at least one toilet cubicle in every school in Palestine. Also, the survey on knowledge, attitudes, and practices regarding water, sanitation, and school hygiene in the Occupied Palestinian Territories³⁶ indicates that there is an average of (9.4) toilets in students toilet cubicles in every school, including urinals for male students, and there is one toilet for (43.7) students, knowing that Ministry of Education standards recommend that there should be at least one toilet in toilet cubicles for each 25 students in primary schools and at least one toilet for each (30) students in secondary schools. The following table shows the percentage of schools that

³⁵ Ministry of Higher Education and UNICEF, (2012), Survey on knowledge, attitudes, and practices regarding water, sanitation, and school hygiene in the Occupied Palestinian Territories.

³⁶ Ministry of Higher Education and UNICEF, 2012, Survey on knowledge, attitudes, and Practices regarding water, sanitation, and school hygiene in the Occupied Palestinian Territories

have improved toilet facilities by educational level for 2012/2013.

Table (27): Percentage of Schools that have Improved Sanitation Facilities (i.e. separate toilets for girls) by Educational Level (primary and secondary education) for 2012/2013

School Level	%
Primary	100
Secondary	100
Total	100

Source: MoEHE – The educational databases.

This high percentage is a result of the definition which states that there should be at least one toilet cubicle in every school in Palestine (with separate toilets for girls).

The comparison between 2001/2002 and 2012/2013 shows that there is no difference between these two years and that all percentages were (100), as presented in the following table.

Table (28): Percentage of Schools that have Improved Sanitation Facilities (i.e. separate toilets for girls) by the Educational Level (pre-primary, primary, and secondary education) for 2001/2002 - 2012/2013

School Level	2002/2001	2013/2012
Primary	100	100
Secondary	100	100
Total	100	100

Source: MoEHE – The educational databases.

This high percentage should not make us ignore that toilet facilities in schools do not always comply with the Ministry standards. Also, there is a huge difference between schools, especially between the West Bank and Gaza, as shown in the survey on knowledge, attitudes, and practices regarding water, sanitation, and school hygiene in the Occupied Palestinian Territories (2012). The survey also specifically revealed that there are not enough toilets for girls in toilet cubicles.

7. The percentage of students who mastered the competencies of basic education nationally defined (especially literacy and learning math and life skills) according to the class

The activities of educational assessment including the achievement tests were all considered one of the quality control parameters for the Palestinian educational system, and one of the important indicators for the outputs of the system. There are several procedures taken by the Ministry of Education and Higher Education to verify that students mastering the competencies of basic education, including:

First, standardized tests: This was adopted by the Ministry of Education and has been conducting for the years 2009, 2010, 2011, and 2012. And the following will reflect a comparison of the results during the past four years:

Table (29): Average student achievement for the fourth and eighth graders in mathematics, and seventh graders in Arabic language and ninth graders in science in standardized tests

2013/2012	2012/2011	2011/2010	2010/2009	Gender	Class
44	39	45.4	44.3	Male	Fourth grader - mathematics
48.1	43	50.5	48.5	Female	
46	41	47.9	46.3	Both	
52.1	45	39.2	44.2	Male	Seventh graders - Arabic
67.7	61	55.7	56.2	Female	
60	53	47.2	49.3	Both	
34.3	25	34.8	28.2	Male	eighth grader - mathematic
43.5	34	43.7	38.2	Female	
39	29	39.1	34	Both	
27.2	28	28.7	42.4	Male	ninth grader - science
41.9	42	40.3	54	Female	
35	35	34.6	47.8	Both	

The grade is (100)

The table above shows the fluctuation in the frequency rate of the student achievement in classes and subjects.

Secondly, The Trends in International Mathematics and Science Study (TIMSS) The aim of this study is to provide a base of the educational data about student academic achievement in science and mathematics, within the educational systems that participated in the study in different parts of the world, also provided a database of contextual related to the collection. And Palestine participated in these tests since 2003 and this indicator is monitored every four years, by targeting a sample of eighth graders. The study was a standardized measurement score of Arithmetic average of 500 and a standard deviation of 100, and the following will be the

detailed rates for male and female students for 2003, 2007, and 2011.

Table (30): Achievement rate of eighth graders in math and science (TIMSS) for the years 2003, 2007, and 2011

2011	2007	2003	Gender	Class
392	349	386	Male	Mathematics
415	385	394	Female	
404	367	390	Both	
406	386	428	Male	Science
434	422	441	Female	
420	404	435	Both	

SMA is (500) and standard deviation (100).

It is noted from the table that the achievement of females was higher than the achievement of males, in the mathematics and science throughout the years. It's also noted that the students' achievements in mathematics and science has declined in 2007 from the year 2003, and then bounced back up in 2011. This may be due to the fact that the students who have enrolled in 2007, has suffered from the disorder of the educational process during the years of the Intifada (2000 to 2005).

Third, national tests: The Ministry of Education and Higher Education is implementing a study of the national calendar every two years - and on a regular basis starting from the year 2008 - on national samples, representing from fourth and tenth grades in the Arabic language, mathematics and science classes, and the following are the results of the students' achievement in the Arabic language, mathematics and science classes for grades fourth and tenth for the different years.

Table (31): The average student's achievement in the Arabic language, mathematics and science for the fourth and tenth grades in different years

2012/2011	2010/2009	2008/2007	2005/2004	Gender	Class
30	27	31	24.4	Male	Fourth grade - mathematics
36	29	34	27.9	Female	
33	28	33	26	Both	
53	45	50	50.2	Male	Fourth grade - Arabic
66	55	62	58	Female	
59	50	56	53.7	Both	
45	47	35	-	Male	Fourth grade - Science
49	50	43	-	Female	
47	48	39	-	Both	
27	27	20	-	Male	Tenth grade - mathematics
30	34	24	-	Female	
29	31	22	-	Both	
45	45	38	-	Male	Tenth grade - Arabic
55	55	49	-	Female	
51	50	44	-	Both	
30	30	34	-	Male	Tenth grade - Science
37	37	40	-	Female	
34	34	37	-	Both	

The grade is (100).

It's noticed that:

- The females' achievements were higher than males' achievement in all of the Arabic language, mathematics and science classes for all the years.
- The averages declining for fourth graders in the Arabic language and mathematics classes for the year

2009/2010 from the year before (2007/2008) and the year after (2011/2012).

- The student achievement rising for fourth graders in science class, within the year between 2007/2008 and the year 2009/2010 and then dropped slightly once again in 2011/2012.
- A steady upswing in the tenth graders' achievement average in mathematics and Arabic language.
- Increasing the tenth graders' achievement in science class in the year between 2007/2008, the year 2009/2010 and then certified until 2011/2012.

Fourth: the students' Level of possession for life skills: The Ministry of Education and Higher Education implemented a study, which reveals the extent to the students' Level of possession for life skills in the years 2009, 2010 , 2011 and 2012, through the preparation of two models of tools depending on the situations and attitudes , placing the students in life situations, whereby they employ their Life skills, by judging the situation or case. The study targeted fourth graders in the first model and eighth and tenth graders in the second. The rates of the fourth, eighth and tenth graders possessing life skills throughout the different years.

Table (32):Life skills rates for students in 4th, 8th and 10th grades

Class	Life skills	2009			2010			2011			2012		
		Mal es	Femal es	Both	Male s	Femal es	Both	Male s	Femal es	Both	Male s	Femal es	Both
4 th	Critical thinking	49.6	49.7	49.7	48	49.4	48.7	40.5	48.1	44.3	52.9	51.7	52.3
	Communication skills and openness towards other cultures	70.7	83.3	77.9	81.5	84.2	82.8	60.2	78.4	69.3	76.1	84.5	80.3
	Awareness regarding the environment	68.7	69.7	69.3	78.6	78.6	78.8	69.8	76.7	73.2	77.3	79.3	78.3
	Self-confidence	61.8	72.9	67.4	62.4	68	65.2	50.3	68.9	59.5	57.7	69.7	63.6
	Problem solving, decision making and facing pressure	57.1	67.6	63	69.5	70.5	70	45.5	62.1	53.8	65.4	73.0	69.1
	Total life skills	62.4	70.0	66.7	70.6	72.7	71.7	55.5	69.4	62.5	67.6	74.1	70.8
8 th	Critical thinking	59.8	62.5	61.3	58.2	62	60	56.3	59.9	57.9	58.9	62.0	60.5
	Communication skills and openness towards other cultures	75.8	82.2	79.4	73.2	82.8	77.7	69.6	80.5	74.6	73.2	84.5	79.0
	Awareness regarding the environment	82.3	85.1	83.9	79.1	86	82.4	77.0	83.6	80.0	81	86.3	83.7
	Self-confidence	68.6	75.9	70.8	64.0	74.8	69	61.9	72.2	66.6	63.8	74.4	69.2
	Problem solving, decision making and facing pressure	69.3	74.0	71.2	66	74.3	69.9	63.0	73.5	67.8	68.0	76.6	72.4
	Total life skills	68.6	72.9	71	66	73.3	69.4	63.5	71.2	67.0	66.7	74.0	70.4
10 th	Critical thinking	62.2	66.1	64.6	60.8	65	63	60.8	62.7	61.7	60.0	65.0	62.6
	Communication skills and openness towards other cultures	79.2	84.4	82.6	77	85.4	81.5	75.9	84.3	80.1	75.2	85.4	80.6
	Awareness regarding the environment	68.1	71.7	70	84.2	87	85.7	81.1	85.6	83.4	82.0	86.8	84.5
	Self-confidence	72.2	78	75	70.5	77.8	74.4	69.0	77.6	73.3	68.6	76.9	73.0
	Problem solving, decision making and facing pressure	74.0	79.8	77.3	72.5	77.5	75.2	70.1	77.6	73.8	71.2	79.6	75.8
	Total life skills	72	76.7	74.8	70.4	75.9	73.3	69.2	74.8	72.0	69.0	76.2	72.8

The table above shows:

- Percentage of life skills for females is higher than males for all years and all grades
- Percentage of life skills fluctuates among the years and for all grades
- Percentage of life skills for 10th grade is higher than that for the 8th and 4th for all years
- Percentage of life skills for 8th grade is higher than 4th grade for 2009 and 2011 and is lower for 2010 and 2012.

8. Expected school life:

The number of education years a child, at a specific age, is expected to pass on the assumption that the possibilities of his education enrolment at a specific age are equal to the prevailing enrolment rates for that age. The purpose of this is to introduce the overall level of the development of the educational system in terms of the average number of school years that is provided by

the educational system for qualified inhabitants including those who have never enrolled in schools.

The relative rise of the expected average number of school years indicates a higher possibility that children will spend more years in education. It also indicates the scale-up of the overall existence in schools under the educational system. It is worth noting that the expected number of years does not necessarily match the expected number of the complementary education grades due to grade retention. Since the expected average of school years is an average that is based on the participation in all educational levels, the expected number of school years might diminish considering the significance of the number of children who do not enroll in schools at all. Children who enroll in schools may benefit from a number of school years that is greater than the average.

Table 33 shows the average of the expected school life according to the educational level and gender for the academic year 2013/2014

Gender	Primary Stage	Secondary Stage	All Stages
Males	9%	1.1%	10%
Females	9.3%	1.5%	10.7%
Both	9.1%	1.3%	10.4%

Source: Ministry of Education and Higher Education (2014), educational database.

The previous table shows that the expected school life for females is higher than the expected school life for males in the basic stage and the secondary level.

9. School life nature:

The Ministry of Education adopted an index for the nature of school life. The index is called "school is the child's friend". It has

been redefined to be convenient to the Palestinian environment and reality. This index aims at determining the rate of the Palestinian public schools' achievement of the accredited standards. In order to measure this index, the Ministry has developed tools that reveal the rate of schools' achievement of the following standards:

1. The existence of a friendly, healthy and supporting climate.
2. Enhancing the students' role and their participation in the educational process so that they become capable of interacting with the surrounding effectively and competently using active learning methods.
3. Providing a secure school environment that is free of violence.
4. Activating the role of the local community in enhancing and supporting the school's various activities.
5. A school that is friendly to the teachers and provides them with a convenient and supporting environment, as well as enhancing their self-esteem and training them in terms of life skills and providing students with knowledge.

The following is the results of the school's achievement of the "school is the child's friend" standards for several years.

Table (34): Percentage of Palestinian schools' adherence to the standards of "school is the child's friend" for several years

Respondents	2009	2010	2011	2012
Students, teachers, school principals, parents	64.2	63.5	63.5	63.9
Students with special needs	65.5	63.2	64	65.8

Source: Ministry of Education and Higher Education (2013), Monitoring and Follow-up Report (2012)

The above table shows the percentage fluctuation over the years with little difference. The medium in all the years expressed partial achievement of the standards-friendly school with some difficulties and problems in certain areas, and the uncertainty of the sustainability of outputs.

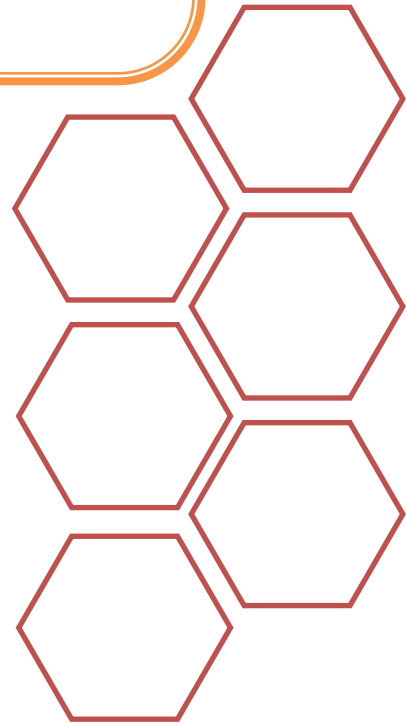
The following figure shows a global scale for the child-friendly school standards and the location of Palestine within the scale.

Figure (38): Location of Palestine on the gradient global scale for the child-friendly school criteria in 2012

Gradient Global Standard for the Child-Friendly School		
Criteria (Rubric)		
Standard grade	0%	A description of the achievement according to the standard grade or the ratio
+3	100%	There is a real, comprehensive reality for the indicators of the child-friendly school with a sustainability in output
+2	83%	There is an effective achievement for most of the child-friendly school standards with sustainability of the standards achieved.
+1	67%	There is a partial achievement of the child-friendly school standards with some difficulties and problems in certain areas, and uncertainty of the sustainability of outputs.
0	50%	There is a partial achievement for the child-friendly school standards with difficulties and problems in many areas and weak sustainability of output.
-1	33%	There is no achievement for the child-friendly school standards, but there is only one major standard that enjoys attention.
-2	17%	There is no achievement for the child-friendly school standards with minor matters of interest, and there is no sustainable of the outputs.
-3	0%	There is no achievement for the child-friendly school standards.

Section Four:

Applying the Strategies of “Education for All”



Section Four: Applying the Strategies of “Education for All”

Dakar Framework for Action includes twelve strategies in order to achieve the goals of Education for All, where the eighth paragraph of the framework stated: we the governments, organizations, agencies, groups and associations represented at the World Education Forum are committed to:

- **First:** Mobilizing the national and international political commitment in favor of education for all, developing national action plans, and increasing investment significantly in basic education.
- **Second:** Strengthening the Education for All policies within a sustainable and truly integrated education sector clearly associated with strategies on the eradication of poverty and achievement of development.
- **Third:** Ensuring the civil society's commitment and participation in the formulation, implementation and follow-up of strategies related to the development of education.
- **Fourth:** Developing systems for the facilitation and management of education that will meet the needs and secure the participation of everyone so that they are subject to evaluation.
- **Fifth:** Meeting the needs of the educational systems affected by conflict, natural disasters and weather fluctuations, and managing the educational programs in ways that ensure the promotion of understanding, peace, tolerance and help ward off violence and conflict.
- **Sixth:** Implementing integrated strategies for achieving gender equality in education. Such strategies involve the recognition of the need to change attitudes, values and practices.
- **Seventh:** Urgent implementation of educational programs and initiatives to combat the epidemic disease HIV / AIDS.
- **Eight:** Securing safe and healthy learning environments with available resources in an equitable manner, leading to excellence in

learning and to a clear identification of the desired levels of achievement for all.

- **Ninth:** Improving the conditions of teachers, lifting their spirits, and enhancing their professional abilities.
- **Tenth:** Exploiting the new technology of information and communication to help achieve the goals of Education for All.
- **Eleventh:** Monitoring progress in achieving the goals regularly, and in implementing strategies in the field of Education for All and strategies at the local, regional and international levels.
- **Twelfth:** Relying on existing mechanisms to accelerate progress towards achieving Education for All.

In the following, we will be presenting a breakdown of the effectiveness of these strategies in the progress towards the EFA goals, and how these strategies are applied and dealt with, highlighting the reforms in the Palestinian educational system affected by the EFA, and documenting the experiences related to the implementation of these reforms.

Strategy 1: Mobilizing the national and international political commitment in favor of education for all, developing national action plans, and increasing investment significantly in basic education.

The Ministry of Education sought to connect the Education for All Plan to the Ministry's development and reform plans on the national level. The general principles of the educational development process in Palestine include the following:

- Ensuring free and secure enrolment for students, especially in Jerusalem and marginalized areas in response to Israeli measures.
- Strengthening partnerships for the development of education as a tool of high social value and a leverage for national progress.
- Raising students' scores, especially in essential skills and knowledge, and at all stages of education.
- Enhancing the national identity and citizenship with focus on empowering the value system and the principles of the rule of law.
- Developing the professional and financial conditions of teachers.

- Protecting uniformity in the education system throughout the Palestinian territories.
 - Improved focus on secondary education to improve the distribution of students between academic tracks, plus expanding opportunities for children to join pre-school education.
 - Restructuring classrooms in accordance with the structure of the Palestinian education system.
 - Ensuring standards in schools to protect the quality of education, particularly academic content, parity of enrollment, and the quality of the teaching environment.
 - Emphasizing the importance of the engagement of all parties in the education and learning process, including the students themselves and their teachers. This should guarantee the effective involvement of all parties in the development of the educational system.
 - Expanding the mindset of the performance of the educational system beyond improved scores achieved in local and international exams. This should include emphasis on citizenship, the skills of the 21st century, and student-centered learning, in addition to enhancing opportunities for creativity, leadership and well-being.
 - Overseeing all aspects related to the teaching profession, enhancing trust in teachers, and applying evaluation systems to develop education within schools in a student-centered framework focused on assessment as a strategy for guidance.
 - Investing developments in scientific and technological field to diversify the sources of learning.
 - Focusing on educational leadership as a fixed component in the development of human capacity for all those working in education.
- The Ministry of Education took into account the relevant policies and documents that have been developed nationally and internationally in the preparation of its strategic plans, including:
- The Palestinian development and reform plans (2008-2012) and the (2014-2016) plan.
 - The Ministry's strategic plans: first plan (2000-2005), second plan (2008-2012), and third plan (2014-2019).
 - The national strategy for the development of early childhood, 2013.
 - The national strategy for adult education, 2013.

- The strategy for teacher training and qualification.
- Millennium Development Goals.
- Arab world ten-year education plan.
- National strategy for education and vocational and technical training.

In its first, second and third strategic plans, the Ministry of Education defined its vision and strategy from which its programs and activities were derived. These strategies were based on conscious, systematic and continuous diagnoses of the educational challenges that face Palestinians in the northern governorates (West Bank), and southern governorates (Gaza Strip), including Jerusalem. These plans outlined policies to tackle these challenges and achieve the Education for All goals to which Palestine committed itself by signing the Dakar Convention in 2000. The main achievements are as follows:

- Achieve improvement in enrollment in kindergarten, where the enrollment ratio increased from 29.9% in the academic year 2004/2005 to 55.1% in 2013/2014, an increase by 25.2 degrees.³⁷

- Enrollment in both primary and secondary education has reached acceptable levels. The gross enrolment ratio for primary education increased from 93.2% in 2004/2005 to 95.3% in 2013/2014, an increase of 2.1%. In secondary education, the gross enrolment ratio also increased from 71.6% in 2004/2005 to 73.5% in 2012/2013, an increase of 1.9%.³⁸
- In accordance with 2013/2014 data, Palestine has achieved the second goal of the universal primary education according to UNESCO (ISCED 1) - and represents a basic education (1-4) in the Palestinian education system as the ratio amounted to (99.2%) for the year 2013/2014.
- The gender gap at all levels has decreased.
- Illiteracy rates have fallen and literacy rates among youth and adults have increased from 92.3% in 2004/2005 to 95.9% in 2012/2013, an increase of 3.6%.³⁹
- The infrastructure of the education system has developed significantly. This is indicated by the establishment and renovation of schools, in addition to the development of the educational environment and the financial resources.
- Reform the teacher's preparation and rehabilitation system at the Ministry and

³⁷ The Ministry of Education and Higher Education, the educational database for several years.

³⁸ The Ministry of Education and Higher Education, the educational database for several years.

³⁹ Palestinian Central Bureau of Statistics, Ramallah.

universities' level. This has been done in the framework of the implementation of a specific strategy in this area, including a fundamental change in the teaching profession, on which the teacher will have a career, in addition to the trend towards changing in the role assigned to serve as a facilitator to the educational process. It should be pointed out to the establishment of a teaching profession development body as a permanent and semi-independent unit within the Ministry of Education and Higher Education, which was founded in late 2009 as one of the recommendations of the teachers' preparation and training strategy in Palestine. The Commission is working on developing the professional standards for teachers according to their ranks and school administrators, as well as laying down standards for the teachers' continued professional development programs. The teaching profession development body is responsible for applying an important part of the teachers' preparation and training strategy. Work is underway to develop standards for kindergarten, literacy, adult education, and vocational education teachers.

The Ministry's third strategic plan included principles, objectives and

strategies of Education for All to achieve the following:

First: Ensuring safe and equitable enrolment opportunities to Education for All based on the following policy directions:

1. Ensure that all Palestinian children receive education according to the law, with a focus on the fact that this is a human right. Special concern to be given to children living in areas under Israeli control in Jerusalem, as well as in marginalized areas. This should be within a framework that guarantees the rights of all children in Palestine as an area of conflict.
2. Strengthen the relationship with UNRWA and private schools as these parties participate in bearing the burden of providing education for children in Palestine. This coordination should take place in a framework of partnership and sharing of responsibilities.
3. Improve the integration of more students with special needs in schools, with a focus on all categories, including gifted students. The national strategy should clarify the relationship with all relevant partners, the roles allocated to each of

them, and the requirements needed to achieve this integration.

4. Continue the expansion of enrolment in early childhood programs, including extending services provided by the Ministry to remote areas. This policy should be implemented through specific programs for pre-schools to integrate them into lower levels of primary schools.
5. Take measures to divulge the occupation's policies that violate the right of children to a free and secure education, focusing on providing suitable solutions to guarantee their right to education in areas under the occupation's control.

Second: Ensuring a secure, motivational, equal, and student-centered educational and learning environment that will guarantee progress in educational outputs. This should be based on the following policy directions:

1. Prioritize mastery of basic skills by all students in early educational stages through the expansion of programs targeting recommended schools, areas, and student categories. The resources provided

by qualitative programs can be useful in this field.

2. Encourage the trend towards learner-centered education, respect of differences and diversity, and measures to develop the curriculum and train qualified teachers. This should be accompanied by the provision of educational resources that serve this goal.
3. Continue to adopt the principle of comprehensive development of the school as a unit. This includes comprehensive development for all financial and educational aspects in Palestinian schools, in accordance with national standards.
4. Continue efforts to refocus the educational supervision system to intensify the provision of technical support for teachers. This should be incorporated into the system of teacher evaluation adopted in schools and vocational centers.
5. Harmonize the outputs of the education system and the student's need for further education or to make a positive contribution to community development. Also, to enable students to compete in regional and international markets. This requires procedures to tailor academic

tracks, the content of the curriculum and assessment systems. Students should be empowered to obtain the skills of the 21st century and students and teachers should be supported in leadership, creativity and excellence. The choices and opportunities available to students, primarily at secondary level, should be improved and awareness raised about their academic and vocational abilities and trends.

6. Strengthen the role of the educational system in building the national identity, carry out necessary programs to strengthen the national identity, maintain the cultural heritage, and optimal guidance for youth energy.
7. Promote vocational education and improve its quality and aligning it with market needs, encouraging interest in independent learning and creating opportunities for graduate self-employment.

Third: Enhancing leadership, governance and accountability in the education system. This should be in accordance with the following policy directions:

1. Pursue the development of the Palestinian Education Law in addition to reviewing related regulations and instructions.
2. Strengthen the trend towards decentralization in the educational administration, take procedures to delegate additional powers to administrations in the field and schools, and strengthen community participation.
3. Perform the steps necessary to maintain the unity of the Palestinian educational system and its components in the West Bank, Jerusalem, Gaza Strip and Palestinian schools in the Diaspora.
4. Draft further regulations and procedures that will improve the administrative and financial performance of the education system, ensure the efficiency of educational services, and enhance transparency and accountability in this system.
5. Improve accountability in the education system by establishing formal assessment and follow-up procedures. These should be compatible with the goals defined in the strategic plan and specified performance standards for all fields.
6. Establish a financial system for teachers in line with the strategic directions of education as a profession.

7. Develop the organizational structure of the Ministry, directorates, and schools. Also, train the human resources available in line with the programs stipulated to achieve the goals of the strategic plan.
8. Restructure classrooms in line with the structure and stages of education in Palestine, and ensure equal distribution and adherence to defined standards

Strategy 2: Reinforcing policies of Education For All within a sustainable and integral educational system, linked with the special strategies for eradicating poverty and achieving development.

Out of an increasing interest in the importance of education for children in Palestine, considering it a human right, all children in the education age have the right to receive free basic education despite their beliefs, social or economic status, considering that education is the base of sustainable and comprehensive development. The ministry's second strategy included a group of policies that targeted treating challenges, most important are field diagnosis of the pedagogical reality. It also worked on keeping a balance between the exigencies of continuing to provide Education for All and required programmes and procedures to enhance the quality of educational outputs. Moreover, the attention dedicated to continue the process of building and

developing capacities and systems in administrative, financial and planning domains. Following are the main achievements in this cadre:

- Achieving acceptable levels in education attendance for the primary and high school phases, and achieving gender equality on all levels. In addition, a verified decrease in the rates of illiteracy and drop outs.
- The infrastructure of the education system has developed significantly. This is indicated by the establishment and renovation of schools, in addition to the development of the educational environment and the financial resources available for education.
- The training and qualification of teachers has been reformed by the Ministry and universities in line with a specific strategy to introduce a fundamental change into the education profession: the teacher becomes a skilled practitioner and

assumes the role of a facilitator of the educational process.

- Reinforcing the system of monitoring and evaluation on all the levels of work, which enhances the system of professional questionability starting from school reaching to general objectives and goals.
- Improvement in students' performance. The results of the national and international exams are a proof of that. This was revealed in the results of Palestine students in the international study of science and mathematics (TIMSS, 2011).
- Developing and computerising the administrative and financial system which had a positive impact on the ministry's performance in managing its financial and human resources more effectively.

Strategy 3: Ensuring the commitment of civil society and its participation in formulating, executing and following up strategies to develop education.

Strategy 4: Developing systems to manage education which should meet the needs, ensure everybody's participation and is possible to evaluate.

As a step to carry out the framework of Dakar which is the result of the global

forum for education, the ministry of higher education formed a national committee for Education for All in 2002 that includes basic partners in the pedagogical process from official organizations, civil society organizations, private sector and international committees to create a future framework for the plan for Education for All. The committee consisted of representatives from the ministry of higher education, ministry of social affairs, ministry of health, the Palestinian Central Bureau of Statistics and from local, international and UN organizations concerned with childhood affairs, eradicating illiteracy, education for the elderly and continuous education.

In 2007 the National Coalition for Education for All (NCEA) was established. It aims to coordinate all efforts related to education in Palestine and act as an influential lobbying body for educational policies. Additionally, it aims to coordinate networking between all active institutions in the field of education to improve the services provided and obtain quality outcomes. The NCEA urges the Palestinian government to fulfill its obligations related to the objectives of Education for All and the NCEA plays an effective role in advocacy and exerting pressure to achieve a secure educational environment. Furthermore, the NCEA aims to establish and develop international partnerships that lobby against Israeli violations of the right to education in Palestine, and expand the educational coalition to include bodies in the local community, the Teachers' Union, children's groups and people with disabilities.

Strategy 5: Meeting the needs of educational systems damaged by conflicts, natural disasters and weather changes. Running educational programmes in a way that enhances understanding, peace and tolerance and help combat violence and conflicts.

Palestine, being a country under Israeli occupation, where the latter exercises unjust procedures towards the educational process in all its components from schools, teachers, students and pedagogues, and that include destruction of educational organizations, closing them or hindering learning in them, hindering students or teachers from reaching their schools, disrupting the educational process. Hence, the Ministry of Higher Education gave particular attention to proceeding with the educational process in emergency cases in order to ensure the right to education in emergencies.

During the second Intifada 2000-2005 and within Israeli invasions to Palestinian communities and closing educational institutions (2002-2003), the ministry took the following steps:

1. Grant decentralized and extended authorities to directorates and schools, especially in remote areas, to manage the educational process as convenient with their conditions.
2. Preparing work sheets in basic materials (Arabic, English, Math and science) to primary classes to do at home during curfews or closing schools and hindering access to them.
3. Providing facilities to High School students (Tawjihi) to present their exams by opening large halls equipped with all material needed for exams. The ministry distributed a circular of a group of compulsory procedures to be

implemented inside schools to deal with emergencies, such as:

- a. Preparedness:
 1. Forming a crisis cell consisting of (principal, teachers, counsellor, students and local community), which goes through training and trains all students and school staff on evacuation, fire extinction, first aids, etc.
 2. Preparing an emergency plan which consists of a mechanism to distribute roles and how to act for the school principal and the emergency committee members. And how to operate the school radio and the role of the counsellor to alleviate the terror and anxiety of students.
- b. Response:
 1. Documentation: inclosing the names and data of people who were subject to damage, calculating the volume of financial loss, documenting all kinds of data, writing descriptive reports.
 2. Psychological and guiding support such as: psychological support activities and programmes such as extra-curricular, artistic and sports activities, dealing with nightmares, activating the role of the local community and different organisations, and improving the scholar environment in a way that enhances the psychology of students.

Training plans were prepared in the ministry to train the schools' staff on how to deal with emergency cases and education management during emergencies. More than 2000 principals and teachers were trained on minimum standards: preparedness, response, recovery. There will be soon trainings for principals and teachers in the West Bank.

In light of the last invasion of the Israeli occupation on Gaza strip and the effects

that this invasion left behind on the educational process, and with the beginning of the new academic year 2014/2015, the ministry introduced an emergency plan to look into a mechanism to start the new school year. It called on partner and supporting organizations urgently to provide necessary needs and requirements, while indicating that occupation targets children and civilians and exposing the immense destruction caused by the Israeli war machine. Moreover, it presented the damage caused to educational institutions in the strip, where 19 of the ministries' employees were killed and a large number of children (students) were injured. More than 141 public schools were damaged in different ways (total or partial) because of the aggression. The ministry put a procedural plan for emergencies to be implemented in Gaza strip to deal with this situation, it included:

1. Carrying out the required treatments to provide school buildings and organising work to be able to start the new school year while 141 schools were partially or completely damaged or affected, and 25 public schools used as shelters for the displaced.
2. Providing students in public, private and UNRWA schools (from 1 to 12 grades) with school bags, stationery and uniform.
3. The ministry put a comprehensive study on intervention mechanisms and providing support and health relief to students. It increased the number of school health teams that meet the needs, providing students and targeted groups with health materials, meals, water, and personal hygiene materials. Moreover, it improved the capacities of teachers working in the

school health committee and raising their awareness, reinforcing safety and emergency procedures in schools and limiting the spreading of contagious diseases.

4. Pedagogical supervision programmes included a number of executive procedures such as forming specialized technical committees to put a plan for gradual transfer of students from the current situation to school seats. Coordination with all relevant sides to provide the necessary support to schools and giving directorates authorities to merge 2 schools or using the 2 shifts system or 3 shifts as needed. The teachers' training included different programmes to help students overcome their psychological, moral or educational difficulties. Mechanisms were also introduced to communicate with the local community by designing special programmes for them that contribute in helping parents deal with the students according to their situation.

5. The psycho-social counselling plan focused on mitigating the psychological effects of the Israeli aggression primarily on students by implementing several programmes which include collective meetings in participation with the students' parents. Moreover, there are psychological release and support activities and activating the specialized pedagogical media for this domain, in addition to making the necessary check-ups and providing supporting tools, machines and specialized mechanisms to deal with students who became physically handicapped.

Strategy 6: Implementing integral strategies to achieve gender equality in education, while endorsing the necessity to change positions, values and practices.

Gender is one of the main policies adopted by the ministry of education to implement its strategic plans. Despite the remarkable achievement in the field of education in this domain, additional measures were taken to fill the remaining gaps between females and males in the averages of attendance on all levels and for all kinds of education. Moreover, these measures aim to encourage women to work in the field of education and on all levels especially in senior levels of decision making. Gender equality is considered one of the main issues that will be tackled in future plans of the ministry within the Palestinian education horizons beyond 2015.

Strategy 7: Urgent implementation of educational programmes and initiatives to combat the acquired immune deficiency system AIDS.

Since 2003 to this day; the ministry in cooperation with the UNFPA implemented the reproduction health project in addition to prevention of AIDS projects for the year 2012-2013. What is special about these activities is that they are ongoing. At first, they focused on integrating concepts of reproductive health in the curricular and now focus is on reproductive health-friend of youth, some of the main activities implemented:

- Developing an adolescence health programme for pedagogical

counsellors and schools' health officers. The ministry was able to form a central training team to ensure continuity and published a guide of adolescence health coherent with the Palestinian culture.

- Training around 7000 teachers on how to respond to students' interrogations regarding reproductive health issues.
- Integrating reproductive health concepts into the Palestinian curricular by adding lessons related to the concepts.
- Merging the 2 books "domestic economy" and "health and environment sciences" into one scholar book entitled "Health and environment in our lives" for the 7-10 grades. Currently, there is effort to produce a teacher guide for each class.
- Preparing a teacher guide for prevention from AIDS and reprinting the teacher and trainer guides to educate youth about reproductive health and AIDS virus contamination.
- Training over 1000 students on the method of educating peers (peer-peer) to transmit information and life skills related to AIDS, sexually transmitted diseases and all issues related to the adolescent's health.
- Organizing 8 summer camps in the targeted schools within the project of AIDS prevention. Almost 800 students were targeted with the aim of reinforcing their life skills.
- Capacity building of the school's health team, counselling and special education in the domain of planning, monitoring and evaluation which was positively reflected on their field performance.
- Educating 20 local communities in remote and marginalized areas by holding educational meetings with fathers, mothers and leaders of the

local communities about reproductive health issues.

Strategy 8: Providing educational environments which are healthy, safe and absorptive with adequate resources, which in turn will lead to excellence in learning and achieving the targeted achievement levels for all.

The ministry of higher education worked during 2 decades to develop clear future visions for Palestinian education, which reconnect new generations with their history and enlighten their path to the future. Therefore, the ministry was very interested, and still is, in improving the quality of education and ensuring a better level of comprehensive health care for children, improving the school environment according to healthy standards that enhance the student's role and active participation in the educational learning process, in addition to investing in training teachers to offer knowledge and life skills that enable students to interact with their environment more effectively and with confidence.

In its implementation of the plans and programmes, the ministry focused on improving the scholar environment and methods of teaching, enriching curricular and training on life skills, improving the relationship with the local community and other mechanisms that make school loveable and friendly to childhood in all scientific and pedagogical aspects. The ministry accomplished a special study to identify the Palestinian standards for the friendly school to childhood during the year 2002-2003. The result was the ministry's adoption of these standards in its plans and programmes which became one of the most important indicators in

monitoring and evaluation of the second and third strategic plans. The childhood friendly school provides a stimulating scholar environment to learn, innovate, education resources, students' participation and initiatives, communication between the school, family and local community. The foundations of this school's concept is education that revolves around the child through cooperational education, learning through participation, the teacher's role as a counselor and guide and positive interaction with the human and natural environment, conserving their resources and a pedagogical environment that stimulates learning and activity inside and outside the school.

The monitoring and evaluation indicators indicated that Palestine schools have partially met the standards of the friendly school with some hardships and problems in certain domains, and the uncertainty of the sustainability of the outputs.

Strategy 9: Improving the conditions of teachers, lifting their morals, and reinforcing the professional capacities.

The ministry, in cooperation with the Palestinian higher education institutions, UNESCO, the education programme in UNRWA and pedagogical civil society organization, introduced in 2008 a strategy to prepare and qualify teachers in order to develop the quality of education in Palestine. The aim was also to develop declared and clear policies about preparing teachers and their continuous professional development, and developing the profession of teaching¹. The strategy included the following axis:

First: The teachers' vision, that they are committed towards their students and

the learning of all students, facilitating their healthy growth to prepare them to be contributors in building a just, democratic, independent Palestinian society, that is varied and in harmony with the Arab, Islamic and humanitarian culture, and who are qualified to live in this society, who have general culture, are aware of their scientific specialisations, and teach in modern methods that respect the student and make him/her an active player in the learning process, that also helps him/her learn through understanding and application, developing his/her different life skills including critical and creative thinking. Those teachers are also responsible for managing and supervising the students' learning process, think in a methodical way, learn from experience, continue their professional development and are active in working with colleagues in the circle of teachers and learners.

Second: Programmes of preparing teachers: the strategy recommended developing and adopting 5 kinds of programmes, they are: Kindergarten teacher, primary school teacher (from 1 to 4), secondary school teacher (classes 5 to 10), high school teacher (11 and 12 grades), teachers and educators beyond school years: a programme that leads to an educational qualification diploma (for teachers of higher education and adults' education).

Third: Ongoing vocational development programmes: The strategy recommended developing (4) kinds of programmes, they are: an experienced teacher without a sufficient educational degree: registers in a programme of educational qualifying diploma offered by one of the education faculties. The experienced teacher without a sufficient

qualification in the specialization: follows a Bachelor programme in one of the universities. The qualified and experienced teachers: joins programmes to meet the needs on the individual, school and country's levels. The new qualified graduate: joins the preparation programme offered by the ministry or UNRWA in cooperation with the universities.

Fourth: The profession of teaching: the strategy recommended improving the work conditions, studying the possibility of increasing teachers' salaries, and developing a career ladder: new teacher (unfixed for a year or two), teacher, first teacher, experienced teacher, in addition to developing the conditions of a promotion from one post to another. The strategy also recommended identifying the standards for teachers and a mechanism to offer them the license of practising this profession, as well as developing the selection process of teachers and hiring them.

Fifth: Management of the teachers qualifying system: the strategy recommended improving the ministry's performance in organizing the procedure of preparing teachers, and supervising it through internal mechanisms (in the programmes for preparing teachers) in order to maintain the quality of the teachers' qualifying programmes and improving them. Moreover, adopting programmes for teachers' preparations periodically, inciting highly qualified students to enroll in programmes for teachers' preparation. The ministry should, in cooperation with universities, make studies on the quality of graduates of the different programmes to qualify teachers and their performance.

Sixth: improving the balance between the offer and the demand, by improving the ministry's performance in organizing and supervising the process of continuous vocational development of teachers, and identifying the responsible bodies of different things (supervision and adoption, or organizing, or offering services), of the process of qualifying teachers during services that is from inside the ministry. Adopting institutions that offer programmes and activities for continuous vocational development, and adopting their programmes periodically through evaluating them to maintain quality and improve it.

Seventh: The usage of educational supervisors and school principals of new standards in determining the teachers' needs for continuous vocational development.

Eighth: Developing the ministry's capacities: by establishing a committee for developing the profession of teaching, developing an information management system and adopting a less centralized system.

The strategy of preparing and qualifying teachers came in the context of a serious trial to bring value to the profession of teaching, and changing the current situation of teachers to a situation that makes the teaching career respectful and holy, a career that attracts qualified people and keeps the distinguished ones, a career that motivates teachers to develop themselves in knowledge and behavior, to initiate auto-development and growth, with more responsibility towards their students' results.

Qualifying teachers during and before their working

According to the strategy, the rate of qualified teachers increased since 2009 as the rate of qualified teachers in the public sector reached (27.3%), male percentage (22.9%) and females (30.7%). In 2013, the rate of qualified teachers became (33.1%), male rate (28.2%), female rate (36.5%)

The rate of qualified teachers in UNRWA also developed since 2011, the rate was (65.8%), male (56.4%), female (71.2%), and in 2013 the rate of qualified teachers became (72.6%), male (64.4%), female (77.4%). In private schools, the rate was (35.4%) in 2011, male (24.5%), female (38.8%), to become in 2013 (39.1%), male (24.5%), female (43.4%). As to the general rate of qualified teachers for all supervision bodies, it was (32.5%) in 2011, male (26.9%), female (36.2%), to become in 2013 (36.4%), male (29.9%), female (40.04%). To mention that the ministry took a decision to receive employment applications for the post of teacher for those who are qualified only, beginning from 2015/2016.

Qualifying teachers during their service:

In order to raise the rate of qualified teachers during their service from 30.6% in 2012/2013 to 70% in the year 2019/2020, the ministry, in cooperation with universities, adopted programmes to qualifying unqualified teachers during their service, in addition to programmes for continuous vocational development offered by the ministry to teachers, and the programmes of preparing new teachers. There are two programmes to mention:

1. Qualifying teachers of grades (1-4): the programme targets the qualifying of (2500) teachers during 3 academic years from 2012/2013 until 2014/2015.

The year 2012 was the beginning of qualifying (697) teachers in the programme for qualifying teachers for the grades (1-4) in the northern and southern governorates, distributed in (5) universities: Al Najah, Birzeit, Al Quds, Hebron and al Azhar. Al Azhar university coordinates with other universities in Gaza strip: The Islamic University, and Al Aqsa university. The implementation of this programme started in the beginning of the school year 2012/2013. (400) teachers graduated from this programme at the end of the second semester of the school year 2012//2013. It is expected that (297) teachers graduate by the end of the first semester of the year 2013/2014. This programme was designed based on main and subsidiary materials with focus on pedagogical aspects. The last phase of this programme, which coincides with the beginning of the school year 2014/2015, will witness the participation of 450 teachers in cooperation with partner universities in the West Bank and Gaza strip. The programme included several workshops to achieve integration between the ministry and education faculties in universities.

2. Qualifying teachers of grades (5-10): this programme includes qualifying the staff of 300 schools including unqualified teachers and school principals. It is expected to qualify (300) principals, and (2700) teachers during 3 school years starting 2012/2013 until 2015/2016. The programme was launched at the beginning of the second semester of the school year 2012/2013 targeting (547) teachers and (94) school principals in (4) directorates: Jenin, Qabatia, Ramallah and Southern

Hebron. It includes (5) subjects: Arabic, English, Science, Mathematics and technology. The programme was designed based on main and subsidiary subjects with focus on the content. The programme began expanding in the beginning of the school year 2014/2015 with 6 new directorates joining the second phase of the qualification programme with 650 teachers of the grades 5-10. A national team of trainers were qualified to ensure the continuity of this method and to best invest in the ministry's experienced and qualified staff.

The number enrolled in the program is (800) teachers of the directorates of Salfit, Hebron, Bethlehem, and the outskirts of Jerusalem, Qalqilya, and Ramallah.

3. The school leadership programme: it targets school principals and is composed of 340 training hours distributed among round meetings, learning circles, electronic teaching and implementation in the school. It is implemented throughout a whole year. There are numerous methods of professional development of teachers. It can be done through professional education councils on the level of the education area, in addition to workshops that are organized according to the schools' needs and pedagogical updates. To support teachers during their work, the ministry provided continuous vocational development programmes for the groups supporting the teachers on different levels: schools, education directorates and the ministry. Some are:

- **The project of network of model schools.** It included training (40)

school principals in the directorates of Bethlehem, Ramallah, Jenin and Hebron. Also training around (2000) teachers of: Arabic, English, Mathematics and science.

- Training (250) school principals in the cadre of training programmes offered by the ministry and implemented by the national institute of pedagogical training during 2012 and 2013.
- In the cadre of the ministry's plan to implement a training strategy for administrative staff, more than (200) administrative staff of different levels (director, educational director, chief of department, administrative assistant) were trained during 2011 and 2012 in different themes of specialized fields and the field of building general capacities.
- School principals, counselors and educational supervisors undertake courses that allow them to do their roles and responsibilities both administratively and technically.

Preparing teachers before service:

To increase the rate of new and qualified governmental teachers, the ministry of higher education, in cooperation with universities, provided programmes to prepare teachers in (4) universities: Bethlehem, the Arab American, Al Najah, and Al Azhar. The programmes are in pragmatic pedagogy for the grades (1-4). This programme started in the beginning of the school year 2011/2012 and (301) students participated in it. The programme included training hours in schools during education years from second to fourth year. To mention that the programme's contents for preparing teachers (1-4) is different from one university to another and there is not one unified system for it. The programme will be circulated at all education

faculties in Palestinian universities. The ministry announced a decision to only accept candidates for employment that are educationally qualified as of the year 2014/2015. Moreover, (56%) of teachers who were questioned about the functional conditions of teachers 2011 said that students aren't eager to apply for educational professions because there are no applied policies that attract excellent students to join this profession. Although there are some programmes that offer scholarships and some discounts for students who join educational jobs, and which is considered an effective means to attract excellent students to the profession, still they are minimum and need more of our efforts to increase the number of these scholarships.

Development of the education profession: The ministry established a committee for developing the profession of education in 2009. It is a permanent unit in the ministry of higher education which works in coordination and partnership with all related bodies inside and outside the ministry. This committee is responsible of implementing an important part of the strategy of preparing and qualifying teachers in Palestine by founding mechanisms to offer the license to practice the profession and introducing a comprehensive system and specific standards for the profession of teaching in educational institutions to improve the position of the teacher. The results of the study of professional conditions of teachers 2011 indicated that the position of teachers deteriorated along the year whereas they had an important position in the past and were considered an integral part of the Palestinian development, because of the salaries and working conditions which led to a more

negative image of this profession. Around (69.3%) of the teachers included in the survey confirmed that the teacher still enjoys a good social status, where females were more in agreement than males, and the Gaza strip better than the West Bank. The interviews and focal groups demonstrated a retreat in the social status of teachers for the following reasons: change of teachers' roles in the school and society, expanding of knowledge means, decrease of salaries in comparison to other professions, the general conditions and their impact on students' motivation to teaching. Since the establishment of the committee, it was able to achieve the following in partnership and coordination with all partners:

- Professional standards and the standards' indicators for teachers in different posts (the new one; the teacher, the first one, and the expert) and for school principals:

Professional standards for teachers were categorized within 3 main complementary and linked domains: knowledge and understanding, professional skills, professional directions and values. As to the professional standards of school principals and the professional standards draft guide were categorized within 3 main complementary and linked domains: Leading the teaching and learning process, professional skills and practices, and running the school as an educational institution.

- Preparing a code of ethics for the profession of teaching and behavioral rules for teachers:

It aims to enhance the teacher's adoption to his message and his belonging to his profession, promoting it and enhancing the scientific and social position of the

teacher. Inciting the teachers to adopt values and qualities of his profession and translating them into actions in his practical life. Introducing a referral cadre for teachers which guarantees their commitment to the profession's ethics.

- Introducing a referral frame for teachers that ensures commitment to the profession's ethics. According to the result of the study on reality diagnosis, the general administration for planning 2013 (which collected the opinions of school staff about this), it indicated that the average opinion of employees about the commitment of employees in schools to the profession's ethics and education work was 79.34, which means this domain needs further attention.
- Developing a drafts for standards for training suppliers: these standards aim to provide clear standards for training, vis-à-vis the trainer, training materials and association that offer the training within a specific disciplined frame that meets the needs of teachers, principals and all other groups in the frame of professional standards.
- The profession of education: building a system for teaching profession practice for teachers of different grades. This system will begin its implementation in the beginning of the school year 2013/2014 (including the public education sector, the education sector and vocational training). Hence, education is considered a profession like any other such as medicine, engineering, in order to choose the best candidates for the profession of teaching within national professional standards.
- Employment exams: Every year, the ministry of higher education carries out employment exams for new teachers. These exams are developed on a yearly basis to adapt with the practical pedagogical needs and curriculum

development. The ministry of education is currently working on accomplishing the questions' bank for the employment exam. It is expected that the ministry will begin applying the questions' bank in 2014. Afterwards, preparations will start to launch the project of carrying out exams electronically. In what concerns hiring school principals, the ministry of higher education organizes training courses for those who are expected to become school principals in the future. When vacant posts are announced, the applicants go through exams that measure their administrative and technical capacities, followed by personal interviews. The study on functional conditions of teachers pointed on identifying a number of factors that affect the 2 sides of the equation (the offer and the demand) in teachers' employment, as there is a big gap between the offer and the demand of teachers on the ground. There is an increasing offer from graduates (educational branches), and little demand that continues to decrease from the schools' side.

- Performance assessment: All staff of the ministry of education is evaluated based on forms adopted by the bureau staff and applied in all governmental ministries and institutions. The evaluation form for teachers was made based on professional criteria for teachers. The start of teachers' assessment using this form will be as of the end of 2012/2013. The study on functional conditions of teachers in 2011 indicated that actual and new teachers should be assessed from the school and the directorate on a regular basis. While most teachers recognized the importance of the role of the supervisor (74.2%), and (54.3%) consider that the assessment is influenced by the personal relationship.

The results of the qualitative research gave similar results with a general impression among teachers that friendships are common in schools. It seems that the assessment process reinforce this impression as teachers expressed their worry towards the transparency of the assessment process, and that they cannot access the results and so have no means to improve themselves.

- Data bases: The ministry of education has different data bases related to teachers. Each specializes in a related field. The committee for development of teaching profession has a data base for teachers emerging from the data base of administrative affairs, in addition to two data bases in the ministry at the general administration for monitoring and the national institute for educational training that specialize in training teachers during service. There is coordination and work to unite all teachers' data in one comprehensive system. The data base of teachers should be linked to the system of practicing teaching license and work application for teachers. It is worth mentioning that all these data bases don't include data about teachers for person with special needs or kindergarten teachers or informal education teachers, only very limited data.
- The system of following up and correcting the execution of the strategy of preparing and qualifying teachers: Even though the strategy of preparing and qualifying teachers began its implementation since 2009, there is no adopted system to monitor and evaluate it. That's why the ministry is developing a system to monitor and evaluate the strategy based on related studies, and national scientific thesis in this domain. Currently, a system for teachers'

indicators is being developed as one of the steps of establishing this system.

Strategy 10: exploiting new information and communication technology to help reach the goals of Education for All.

The ministry achieved several steps towards employing information and communication technology to contribute in achieving its goal towards improving the quality of education, in the cadre of implementing projects of employing information technology in all schools. To achieve that, the ministry focused on main components represented in infrastructure, electronic content, capacity building, and establishing the schools' network to realize the 4th component which is communication and access to information.

The ministry of higher education evaluated the official school books and the methods of teaching technology which was issued in 2003. A team of national experts from inside and outside the ministry worked during 3 years 2009-2011 on evaluating the books, analyzing the content and comparing it with the latest developments in the world of technology. The national team carried as well an expanded study about the standards, mechanisms and contents of the technology subject in the world. Based on that, the ministry began forming professional teams to re-write the books. During the last 2 years, 4 books out of 8 were produced and they are the books for 5th grade until 8th grade. The plan is to continue the re-writing process to include all grades by 2016. The new official books depend mainly on practical application. The ministry of education endorsed a practical exam in technology within the cadre of the general high school exams. It is an important step towards achieving

the goal of teaching modern technology in schools.

A group of projects were implemented in the domain of employing information and communication technology, most prominent are:

- Intellectual programme-Technology:

The ministry of higher education, in cooperation with Welfare Association and Al Nayzak Association for scientific creativity, developed and implemented a distinguished educational and technological programme that aims to introduce an effective Palestinian model possible to be mainstreamed for mechanisms of integrating and employing technology in the educational process in schools. The programme targets Palestinian schools of different systems (public, UNRWA, private) and works on 4 main axis: developing the sensory educational environment to become compatible with the requirements of the new curriculums, building the thinking capacities of students in different stages, qualifying and developing teachers to contribute in producing the electronic content, reinforcing the electronic cognitive and sensorial resources available for the educational system in several subjects. The programme succeeded since 2012 in putting national standards for modern technology labs that are suitable for the vision and objectives of the official curriculum. It also established 26 modern laboratories in schools. The largest computerized application was produced containing 49 electronic educational games in Arabic. The content of this application was developed by creative teachers from all Palestinian governorates and were generalized on all schools. The application was published in the

Universal Apple Store to be downloaded on Ipad under the name Tafkeer. It was also published on Google store to be used on tablets working in Android system.

- Science and technology entrepreneurship programme STEP:

The “youth science and technology entrepreneurship” is a programme implemented under the sponsorship of the ministry of education in cooperation with Al Nayzak association for scientific creativity. Its aim is to support creative projects of school students from 9th until 11th grades specialized in astronomy, engineering, technology related to space and aviation physics. The programme helps in spreading the culture of research and scientific and technological creativity in Palestine through creative Palestinian youth energies and the capacities of Palestinian students to implement original and exceptional projects in specialized scientific fields in order to keep pace with the universal advancement in these fields. The distinguished students in the annual programme get the chance to participate in specialized training programmes in universal organizations in the United States of America, such as the space agency NASA, and the museum of aviation and space NASAM.

- Project of model schools network:

It was launched in 2007 and financed by the American Agency for International Development. Its aim is to build institutional capacities in the Palestinian scholar system. It was implemented in the West Bank and Gaza. The project of model schools network focused on developing a network to improve schools to become a modem for basic

education in Palestine. In its first phase, the programme supported (17) private schools in the West Bank. The second phase supported (40) public schools. The second phase also provided scholarships for local students and a group of initiatives to train teachers during service for (12) private schools in Gaza. The project’s objectives were centered on providing a contemporary and student-centralized method for teaching and learning in subjects of English, science, technology, mathematics within a network of (69) public and private schools, in addition to improving material capacities of schools including computer and science labs, libraries, playgrounds, providing educational resources such as Notebooks, communication through internet, reinforcing communication and connections between the schools and their communities which enhances parents’ involvement in the education of their children. Around (600) teachers and school principals participated in hundreds of training sessions, workshops and thinking, expressing, guiding and counseling sessions. The networks renovated more than 70 laboratory, and bought more than (700) notebooks for teachers and principals to be used in schools and in classes.

- Project of reinforcing electronic learning in Palestinian schools (2010-2014): The project, in cooperation between the Palestinian government and the Belgian government, supports and develops electronic learning and teaching in basic schools. The project aims to create a pro-active atmosphere between students, teachers and society inside and outside classrooms. Electronic learning is considered a primary base in the process of transferring education axis to the students by acquiring 21st century skills

which –in turn- would serve society by creating a generation capable of handling responsibilities. The project is centered around 4 main elements, they are: (1) enriching and structuring the electronic learning procedures related to students inside and outside the school and improving the educational environment through encouraging students and teachers on leading activities in electronic learning. In addition to encouraging others to do the same and benefiting from the training and the professional and technical support to improve the educational process and school sites. (2) Creating an electronic portal that contains educational subjects that enrich the Palestinian curriculum. It is accessible through the internet to help students in the teaching/learning process. (3) Empowering teachers' skills in teaching methods that are centered on the students, each depending on his specialization and profiting from electronic resources and potentials. (4) Benefitting from the observation and monitoring in formulating the policy of the education sector by learning from past lessons through the project implementation in schools and other domains. The projects' activities focused during the previous period on:

1.2 School initiatives: the school initiatives support programme is designed to suit the national need, considering that the school or the group of initiating schools act as one integrated unit; which ensures the continuation of the initiative in the school's educational and developmental plan. Whereas, school initiatives aim to include active learning by using technological means within the school's educational plan. Through these initiatives, about (200)

schools have been provided with equipment to help implement the schools' initiatives, and train teachers on the use and development of technology in an optimal way, as well as building educational electronic blocks to enhance the electronic portal content. Another (100) schools will also be supplied with such equipment.

2.2: Electronic content portal: this project aims to build an electronic portal containing educational models that support the Palestinian curriculum and help teachers conduct lessons that cohere with 21st century manners, in the sense that a teacher is a facilitator to the educational process and not indoctrinated. The portal will include different elements. There will be educational blocks that include content and means of various activities carried out by the students to help them absorb the content. The portal will contain communication tools for teachers to discuss content and exchange different experiences with each other. Access and search among the blocks will be smooth and accessible for user to conduct searches in an easy and fast manner, as well as check the tools and blocks put on by educators and experts in various fields before publishing it on the portal.

3.2: Developing training capacities to employ information and communication technology ICT: in order to institutionalize e-learning, the ministry of education, through the project and under the supervision of the National

Institute for Educational Training, implements a training programme for 90 trainers to be able to train teachers in various directorates on the optimum use of information and communication technology, and train them to build, develop and use educational blocks, as well as to use the educational content portal in the best way.

4.2: Developing training capacities on the programming of smart tablets: through the strengthening of the e-learning project, the ministry trained (22) trainers to train students and teachers on programming cellular device applications because of its impact on invoking creative thinking among students and helping them solve problems. The initiative aims to develop the skills of students in Palestinian schools so as to use, program, and produce mobile device applications and employ them in the e-learning process.

5.2: Development of electronic gadgets: the project plans to launch an initiative for the production of educational games in the framework of this project. The main objective of this initiative is to build and develop educational games in the Palestinian educational system that can particularly contribute to strengthening the Palestinian curriculum in schools.

- Palestinian schools network (Abjad Net): the Ministry signed a memorandum of understanding with the Communications for Community

Development Foundation. The foundation provides Internet service to all ministry schools for at least one year. Currently, 500 schools have been connected to the internet and the rest of the schools will be connected on several stages. The school network will be a suitable environment to achieve the following:

- ✓ Providing an opportunity for communication and information exchange, whether between schools and directorates or the ministry or the schools. The process with which data is stored on disks will end as it is time and energy consuming.
- ✓ Connecting students and teachers electronically which will enhance the desired change in the role of a student: from receiver to influential and interactive, and the teacher: from sender to leader and instructor for learning.
- ✓ Accessing educational portals and benefiting from them, and to enable teachers and students to have access to information from inside the classroom or anywhere inside the school, within the authorities granted.
- ✓ Providing centrally managed systems which will reduce the burden on schools to buy different heterogeneous software versions and needs for updates. This will unite the work mechanism and its homogeneity.

- ✓ Providing students and their parents - within specific authorities- access to their files and personal data; which gives them more confidence and communication with the school.
- ✓ Information related to students and schools compiled for administrative purposes and various follow-ups will be faster, more accurate and reliable, without the need to fill out forms, collect data, and then writing it down.
- ✓ Various electronic services - Internet service, e-mail, file sharing etc. will be more available.
- ✓ The network will provide security and monitoring of information, assign authorities, and determine access to the Internet as needed, thus reducing its negative effects.
- ✓ Reducing financial costs, saving energy and resources, and reducing a lot of paperwork.

- Palestine Science and Technology Exhibition: this is a special annual program of the Ministry of Education, and is affiliated to the Intel International Competition since 2010, which is held annually in the US. It is also a member of and registered as part of the Intel Science Competition - Arab World. The ministry launched the exhibition in 2009 in order to develop the creative and scientific research methodology skills among students under the supervision of

their teachers, and in order to prepare the students for higher education and work for engaging in a society of knowledge; through the production of creative student projects in (17) areas of science and technology in line with the ministry's plans and orientations towards improving the quality of education..

The laws applicable in Palestine Exhibition of Science and Technology are global laws. Around (600) to (700) innovative student projects take part in this exhibition annually under the supervision of their teachers and specialized committees in the directorates. The arbitration of these projects happen at the directorate level, and then arbitration of the best (50) works at the ministry level, whereby the first winning ten projects are honored. Then the best three projects are sent to participate in the Intel International Fair in the United States, as well as the dispatch of (7-8) projects to participate in the Intel Science Competition- Arab world. The ministry organizes training workshops for teachers and students in the field of scientific research and the production of creative projects, in collaboration with some of the organizations relevant to scientific creativity like Al Nayzak association and others. Also, student projects are assessed by educators and university professors. The ministry participates in the Intel International Fair since 2010 and received every year several international awards. It also participates

in the exhibition at the Arab world level and received several awards.

- The school Electronic portal project: In cooperation with (ULTIMIT) company the ministry recently built an electronic portal (eschool), which will provide a website for each school in order to find effective means for direct communication between the school and all parties of the educational process. This website ensures more direct communication with the school for keeping up to date with its news and activities. The website has been tested in schools and will expand to include another 100 schools this year, and then to all schools.

- Improving science education in an integral manner (Seed) project: It is an ongoing project in collaboration between the Palestinian Ministry of Education and the Jordanian Ministry of Education represented by Queen Rania for Information and Communication Technology Center, and supported by the Japanese Agency For Development JICA. The project seeks to improve science education in Palestinian schools and achieve the strategic plan of the ministry which aims to improve the quality of teaching and learning through focusing on teaching life skills represented by communication and effective communication skills, openness to other cultures, providing students with skills needed for critical thinking, decision-making, problem solving, increasing

environmental awareness, then preparing students to perform their roles by communicating in both Arabic and English, and employing information and communication technology. (Seed) project aims to improve the quality of science education by employing information and communication technology and undergoing practical experiments and activities in the teaching of science in a comprehensive manner. From the point of view of the project, comprehensiveness has to be according to the following levels:

1. Between practical experience, electronic content, and the content of the textbook.
2. Between subjects of the different sciences (physics, chemistry, biology and earth science).
3. Between the subject of science and other subjects for the same class.

The project target group is students and teachers of grades (1-4) for the subject of general science. Duration of the project is (3) years from (2012-2015). The main themes of the project are:

- Training: providing the project team with the scientific knowledge and necessary technological skills for the preparation and application of science lessons in creative ways.
- E-content: which aims to develop and improve the computerized science lessons.

- Intel Education Programme: aims to develop the capacity of teachers to enable them to develop 21st century skills among students. Intel company launched the program since (12) years, and is currently applied in 70 countries. The program was launched in Palestine since the month of October of 2008. It consists of 5 training phases:

1. Preparatory phase: It is an introduction to the use of the software in the classroom, and educating teachers who do not have computer specialty to employ information technology tools, and student-centered learning.

2. Basics phase: the focus is on including technological tools in the classroom curriculum to enhance student-centered learning.

3. Basics phase through the Internet: a phase following the basics stage with a focus on using the Internet.

4. Thinking with technology: includes training on effective technology skills through reflection, to improve and develop thinking skills among students.

5. Advanced training phase: building the capacity of teachers to employ 21st century skills.

Implementation of the preparatory phase has started at the ministry since the beginning of 2009, where more than 10,000 teachers have been trained by the end of 2011. The second phase of the project has been initiated since the beginning of 2012. This phase enables the teachers to plan, design, collaborate, and research through the Internet in

order to produce an educational kit using technology. During this phase until the end of 2012, it is expected to train 1,000 teachers. The training include in the Intel program is run by one main coordinator at the ministry, 14 main trainers, and 40 field trainers. This team is supported by 16 coordinators in the directorates, one main coordinator in the ministry, and an implementation within the Information Technology Department at the ministry.

- Written net project PSD: This project was launched in March 2011, based on the Memorandum of Understanding between the Ministry and the Partners for Sustainable Development Foundation (PSD). This project aims to enhance the ratified curricula through problem-solving approaches and the creation of an active and interactive environment, for helping students gain critical thinking and creative skills. The project also aims to provide a list of programmes and tools that are based on information and communication technology and employ them as part of the curriculum, in addition to providing the teachers with the opportunity to be partners in innovations and initiatives. This project is being implemented in (7) schools distributed in (5) directorates. The project targets fourth and eighth graders, for the subjects of science and mathematics. The number of beneficiaries reached about 500 students and 55 teachers. A training was conducted for 30 teachers on the construction of educational models and the use of electronic portal (Goro).

Furthermore, several devices of the type (ClassMate) to (7) were distributed to 7 target schools of this project. Currently, computerized books are being developed for downloading it on the portal.

- Learning project 1:1: This project is considered to be a recent modern model in the learning process. It aims to introduce technology into the classroom and provide an opportunity for students to use it effectively at an early age. It is applied using various tools such as laptop computers (XO) and (ClassMate), tablet devices and smart phones. This model provides both teacher and student with an independent machine to use at school or at home. Through this model, the students are provided the opportunity to learn through the available applications and connect to the educational websites through the Internet. This model enriches the learning process for the students through the exchange of experiences among themselves, and at the same time gives them a sense of independence. These devices comprise applications that contribute to the development of thinking skills among students. The ministry has distributed 1,000 devices of the type (XO) and 1500 device of the type (ClassMate) to 44 schools in the various school directorates. Several training workshops have been held on the use of these devices inside the classroom. The (XO) devices targeted grades 1 to 4. And (ClassMate) targeted grades 5 to 10.

From the projects mentioned above, it is noted that they focus on three main fields: infrastructure, training, and e-content. including:

1. Providing Internet temporarily for some schools (about 25%).
2. Providing modern computer devices and improving computer labs in some schools.
3. Training teachers and supervisors to employ information and communication technology in education.
4. Developing educational content.
5. Developing electronic books.
6. Building different educational portals to provide an environment for communication between the different groups and providing educational content

It is worth noting that what has been achieved through these projects comprises different models which should be invested and expanded upon to include the rest of the schools for benefiting them and achieving the goals of the ministry in its following plan.

Strategy 11: Regular monitoring of progress in achieving the goals, as well as implementing strategies in the field of Education for All and for strategies at the local, regional and international level.

Strategy 12: Relying on existing mechanisms to accelerate progress towards achieving Education for All.

The Ministry of Education adopted the follow-up and evaluation system with the launch of its second strategic plan (2008-2012), where the system provides data showing the development of plans and the surrounding conditions, as well as proposing the necessary recommendations for the development of effective interventions that lead to change. In addition, this system -with reports issued through it- is an effective tool to give early warning signs in case of any defect in the functioning of the plans. Hence, it gives the opportunity to discuss the causes and modify the plan at the right time, through the monitoring of a number of performance indicators for each of the plans included in the programmes and make the appropriate assessment.

On the ground, the Ministry of Education established in 2009 a special unit for monitoring and evaluation as part of the general management of planning, so as to help all parties involved, partners and decision-makers, to make effective intervention in order to reform the educational system to achieve the larger purpose of building up a generation on a high educational level; its members able to compete at the local labor market. During the past few years, this system has been developed in terms of action mechanisms and quality of reports. Central annual reports were

issued as well as reports on the level of each of the directorates of the Ministry of Education that focuses on the performances of the school, teachers, and students.

The main objectives of the monitoring and evaluation system:

1. To strengthen the management approach which is based on results and accountability of the educational system.
2. To assess the appropriateness of adopted policies by verifying the relationship between the implementation and the results achieved and to provide justifications in the event of deficiencies.
3. To track the level at which the outputs of the strategic plan's programs comply with its goals and objectives.
4. To use annual follow-up and evaluation reports as a reference and evidence to employ them during the annual planning and policy development process.

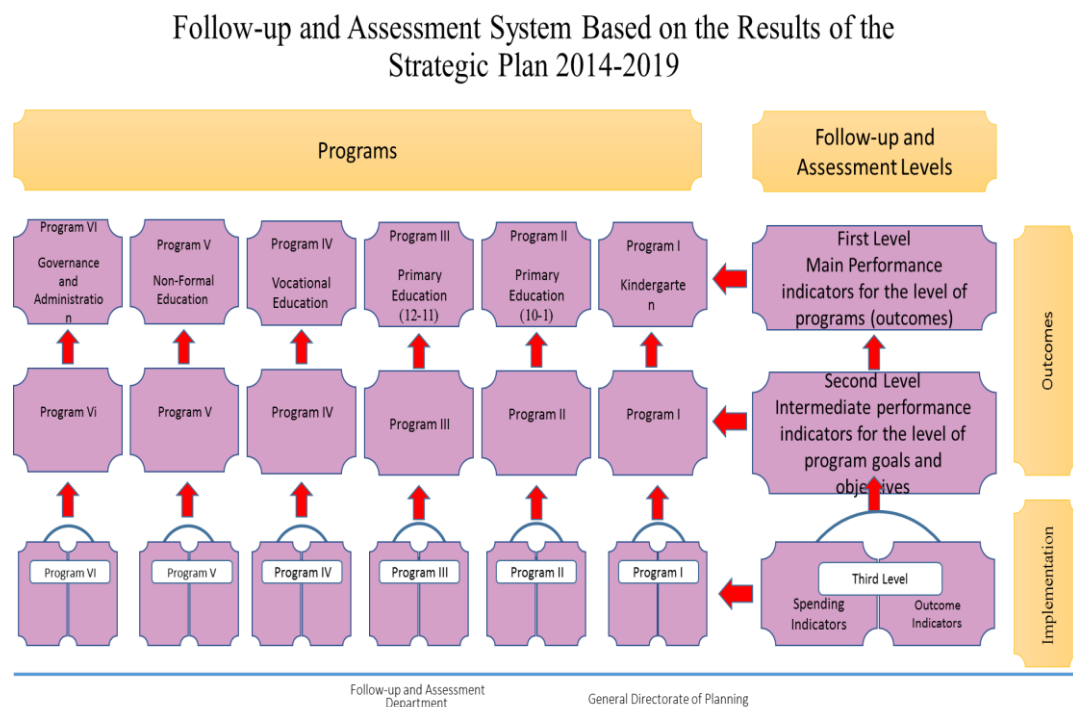
Monitoring and evaluation system for the Strategic Plan 2014-2019

After reviewing the previous system which accompanied the second strategic plan, it has been developed to simulate the framework of performance evaluation (Performance Assessment Framework) related to the new plan (2014-2019), where its indicators began to cover all phases of the results, not just

the performance of key indicators for one level as was done before. The current link between the new system and the new ideas adopted by the ministry based on undertaking service provision programs, will contribute to the institutionalization of and support the existing management approach based on the results, bearing into account that all outputs, goals and objectives formulated in a smart way (SMART) can be

controlled. Specific indicators were formulated for each of the plan's programs (kindergarten, primary education, secondary education, vocational education, informal education, administration) at different levels of monitoring and evaluation according to the following:

Figure (39): Follow-up and evaluation system based on results

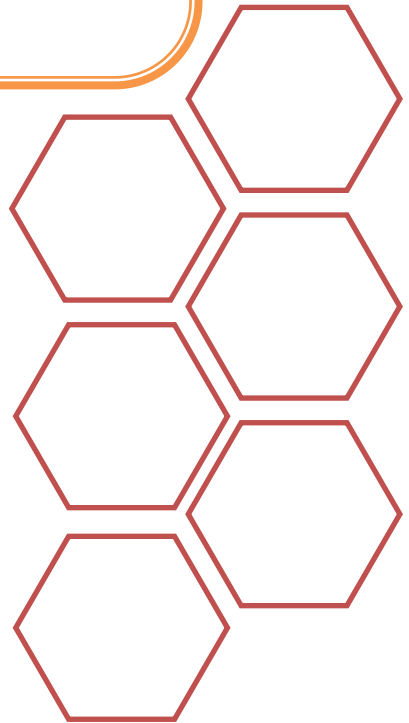


As shown in the figure above, indicators for each of the plan's programmes are classified into three levels according to the results chain (Result Chain). The first represents performance indicators at the level of (Outcomes), the second includes performance indicators at the level of (Goals and Objectives), while the third provides indicators at the level of (Outputs & Expenditure).

In addition, the system includes indicators that reflect the reality of education in areas that are exposed to violations of the occupation, whether on the infrastructural level of the schools or on the attacks on students and educational staff, and the educational loss resulting from that.

Section Five:

The Relevance of the Current Framework of Education for All



The Relevance of the Current Framework of Education for All - Globally

Efforts made to achieve the Millennium Development Goals during recent years have led to unprecedented progress. Poverty among families has largely been reduced; the enrollment of children in schools is higher than ever before; child mortality has been reduced considerably and there is improved access to safe drinking water. These are ambitious, measurable and impressive targets, but significant challenges still remain. By all accounts, Education for All goals and the Millennium Development Goals relating to education will not be achieved by 2015.

Despite the positive results, the goals have been criticized due to a number of deficiencies and shortcomings, including:

- The existence of numerous gaps in the current framework of global education that clearly demonstrates the failure to address education in a comprehensive and integrated manner. Achievable goals such as adult literacy, which has a lower priority, have fared better than other goals.
- The goals are not sufficiently targeted to the poor and marginalized and, therefore, do not serve those who are difficult to reach in a standard manner.
- The implementation of the current framework tends to concentrate on access to primary education rather than other levels of education. It focuses on access to quality and ignores inequality. Moreover, the

framework is not perceived as it improves access to education that provides children, young people and adults with the knowledge, skills and values they need to become aware, responsible and effective citizens who can find a decent job and contribute to the achievement of sustainable development and a stable society.

- **Narrow Vision of Access to Education**

Despite the fact that several stages of education are included in the Education for All goals, the implementation of the agenda was limited to primary education. The Education for All agenda has been confined by focusing narrowly on the Millennium Development Goal (to ensure that by 2015, children everywhere, whether male or female, will be able to complete their primary education). It is not surprising that progress in achieving the Education for All goals and others has been inconsistent and lags behind the progress made in achieving the goal of universal primary education:

1. Progress in care and education in early childhood (ECCE) is very slow. Even in countries with high ECCE coverage, children from poorer areas do not have access to kindergarten, or they attend kindergartens that lack resources and the quality of education is variable. In countries with low enrollment rates in pre-primary education, education is provided in expensive private

- kindergartens that are beyond the reach of those most in need.
2. Not enough attention is paid to the care and development of children at pre-primary level. Child mortality rates have declined from 88 deaths per 1,000 live births in 1990 to 60 deaths per 1,000 live births in 2010. It is unlikely that the Millennium Development Goal of 29 deaths per 1,000 live births will be achieved by 2015. As indicated in the generally poor care and development of children at pre-primary level, many countries are still far from achieving acceptable levels of health, nutrition and education for young children.
 3. The focus on universal primary education in Goal 2 of the Millennium Development Goals has resulted in diverting attention from secondary and higher education.
 4. Adult literacy still requires considerable efforts and the goal of reducing adult illiteracy by 50% between 1990 and 2015 will not be achieved. Direct tests of reading and writing skills reveal the existence of a large number of adults who are illiterate, even among those who have completed primary education.
- **Lack of Focus on Quality**
5. The implementation of the current educational framework focuses on access to education and draws attention away from ensuring the quality of learning outcomes. The focus on access to education and its completion ignores what the students actually learn. There are 250 million children who reach fourth grade, but still cannot read or write. It is almost impossible to assess the full extent of the crisis. Evaluation of learning outcomes among children and youth is limited and it is difficult to assess the extent of access to education on a global level.
 6. In many countries, children leave school without sufficient knowledge of reading, writing and mathematics, or other relevant skills. As a result, millions of children and young people become unable to progress to higher levels of education or to obtain gainful employment. Education and training do not squarely address the needs and demands of all young people to achieve prosperity and full participation in society. There is growing concern about the development of transferable skills. In addition, young people are disproportionately concentrated in developing countries, where the likelihood of unemployment is three times higher than for adults. Large numbers of young people and adults, particularly women, are unable to develop the skills, knowledge and attitudes needed to deal with rapidly changing technology now and at work. Appropriate technical and vocational education and training systems provide young people with the necessary skills to take advantage of economic opportunities and to find decent jobs.

7. Restrictions imposed on financial resources, human capital and infrastructure have constituted considerable obstacles to the achievement of all educational goals and the provision of good quality education. Although trained and enthusiastic teachers are considered a key factor in improving the quality of education, there is insufficient attention given to ensuring adequate staffing levels.
- **Gender Equality is not yet a Reality**
 1. Although the gender gap has narrowed, many countries do not provide equal access to education for girls. In 2010, girls constituted 53% of the 61 million children of primary school age who did not attend school. In 2013, girls represented 49% of 57 million children who did not attend school. In surveys that covered 30 countries, more than 100,000 children were out of school, 28% of them girls compared with 25% of boys. Surveys carried out in 55 developing countries reveal that girls are more likely to leave high school at a younger age than boys, regardless of their level of wealth or family status. Women account for two-thirds of illiterate adults in the world, totaling nearly 775 million individuals. In developing regions, there are 98 women per 100 men in higher education. There is a large disparity in higher education in general, as well as in fields of study. Women's representation in humanities and social sciences is higher, but much lower in engineering, science and technology.
2. Gender-based violence in schools undermines the right to education and represents a major challenge to the achievement of gender equality in education because it adversely affects female participation and continuity in school. Additionally, ineffective education on sexual and reproductive health limits access to information by adolescents. As noted in comments on the internet, ineffective education contributes to dropping out of school, especially among adolescent girls.
- **Inequality is the Biggest Challenge**
 1. Inequality within countries and among specific groups remains a problem and the provision of good quality education for marginalized and vulnerable groups has been identified as a gap that needs to be addressed. Children living in rural and remote areas, children engaged in armed conflict, and those who have been forced to work, as well as immigrants and minorities who face discrimination, are some of the marginalized and vulnerable groups that lack access to good education.
 2. Discussions about education have focused particularly on children and adults with disabilities; these groups are not included in development plans, policies or budgets. Estimates indicate that 20% of the children of primary school age who are not enrolled in school are children with disabilities.
 - **Lack of Investment in Education**
 1. The mobilization of resources for education is perceived as crucial for the framework of objectives at national and international levels. The Dakar Framework for Action

includes a commitment not to neglect any country due to lack of resources. Increased spending on education is an important factor in achieving positive educational outcomes since 2000, with an increase in education budgets in low-income countries making an essential contribution to the development of education.

2. The impact of a global education agenda in directing donor strategies, programs and policies was also referred to. A global education agenda is essential to mobilize partnerships between all actors, including civil society organizations. The building of national alliances between non-governmental organizations is a positive result of the global education framework. In addition, the involvement of the private sector in the global education agenda is becoming more common. The importance of global frameworks is growing because these facilitate mutual accountability by everyone involved.
3. The absence of political will for investment in education was noted as a major concern. Government funding and commitment is often referred to as the main obstacle to the achievement of adequate progress in the global goals of education. Commitment to the pledge made in Dakar, which was to ensure that no country with a sound plan for education would be frustrated by lack of resources, has not been honored. In 2010, the Global Monitoring Report on Education for All estimated that an additional 16 billion US dollars per year are required to provide basic education for all children, youth and

adults by 2015. Recent estimates have found that aid shortfalls and inflation have resulted in the funding gap rising to 26 billion dollars.

Frequently Cited Obstacles that Hinder the Provision of Good Quality Education:

1. The social context: Poverty is a major cause of the inability of children to access formal education or for dropping out of school. Tuition fees and the indirect costs of education (educational materials, uniforms and school meals), malnutrition, poor living conditions, and the parental level of education were associated with participation and learning levels.
2. Narrow focus on primary education: The failure to look at all levels of education, especially learning in early childhood.
3. Inequity: The main barriers include discrimination against marginalized and socially excluded groups, lack of inclusion of the needs of children and youth with disabilities, failure to respond to needs, and lack of attention to children living in environments suffering from political instability, conflict,

- disasters and emergencies, and lack of schools in remote and rural areas.
4. Contributions and infrastructure: poor school environments (particularly inadequate sanitation facilities), lack of appropriate education and learning materials and books, and poor learning conditions (lack of suitable premises, classrooms and school buildings).
 5. Governance: The absence of good governance is closely linked to the lack of a political will for investment in education, and in the development and implementation of the curriculum and policy reforms.
 6. The educational process: These elements include a focus on evaluation leading to narrow curricula, a lack of qualified teachers, insufficient support or professional development for teachers, outdated curricula, lack of correlation of job opportunities, and gender-based violence in schools.

Relevance of the Current Framework of Education for All - Palestinians:

- The expansion of early childhood care and education (ECCE): Education in kindergarten is still not compulsory by law in Palestinian education. The total number of children enrolled in 2013/2014 was 55.1%, which means that about half of children of kindergarten age are not enrolled. This is far from the Dakar target set at 70%. Education in kindergarten is provided almost entirely by the private sector. Kindergartens are run by the private sector, with the exception of two kindergartens overseen by the Ministry of Education and Higher

Education. This is the reality of the situation during 2004 to 2013.

Universal primary education: The adjusted net enrollment rate in primary education (1-10) amounted to (94.2%). According to UNESCO classification, it includes two phases: ISCED 1, primary education (1-4), and ISCED 2, lower secondary education (5-10). Palestine has achieved the global target of reaching the adjusted net enrolment ratio (95%) for grades (1-4) in Palestine, (99.2%) for the year 2013/2014. The grades (5-10) included in the third goal according to UNESCO classification, Palestine

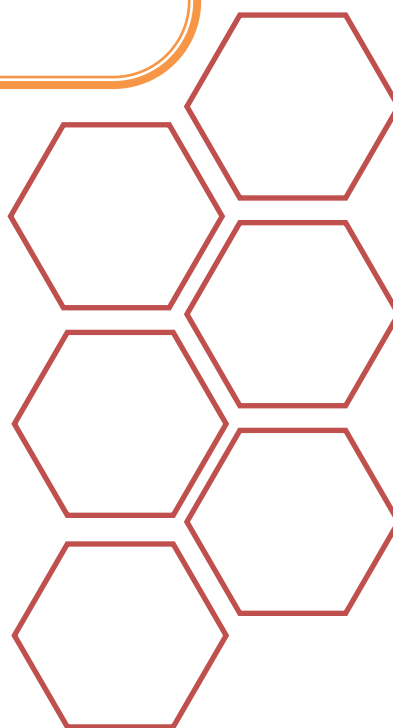
shall be classified within nations far from achieving the goal (95%), as the net enrollment ratio amounted to (90.5%) for the year 2013/2014.

- Suitability of educational needs for youth and adults: Literacy rates among youth (15-24 age groups) for 2013 totaled 99.3%. The gross enrollment rate (GER) in secondary education for 2012/2013 was 73.5%, while the general secondary education ratio (GSER) was 72.2% and vocational education was 1.3%.
- Improving levels of adult literacy: Adult literacy rates (15 years and above) in 2013 were 96.3% and

Palestine has achieved the goal to reach 95%.

- Gender parity in education: Palestine has achieved this goal and most indicators point to gender parity.
- Quality of education: The quality of education is one of the issues of focus in the Ministry's plans. Most indicators point to the failure of Palestinian education to achieve the plans and objectives defined in the Ministry's plans and objectives.

Section Six:
Horizons for Education
for All post 2015



Horizons for Education for All post 2015

Introduction

Education is a basic empowering human right that enhances the achievement of all other social, cultural, economic, civil, and political rights. It is the basis for sustainable development because education promotes the social, economic, and environmental dimensions of development and boosts peace and security. The correlated benefits of investment in good quality education are countless and include optimal generation of economic revenues, the sustainability of individuals and societies, impacts on health and gender equality, and the creation of safer, adaptable and stable communities. Education plays an important role in forming collective and personal identities, enhancing social capital and social cohesion, and promoting responsible citizenship based on principles of respect for life, human dignity and cultural diversity.

International Context of Educational Aspirations Post-2015:

- An International Unified Coordinated Framework of Education is required to take advantage of the successes and challenges of the Millennium Development Goals and the Education For All (EFA) agenda in which goals are integrated and considered as one system rather than as separate and independent. The framework of EFA and the development goals of the Millennium therefore "enhance each other and are inseparable".
- An International Action Framework is required that responds to priorities in a national and regional context. In future, international frameworks will achieve a clear balance between international commitments and national priorities in a way that allows countries to determine specific goals. This will probably lead to more extensive national connections regarding the educational agenda post-2015.
- There should be focus on proper education (quality of education) post-2015. The determination of the quality of education is the key to national development and the welfare of individuals.
- Inequality by gender and location (marginalized areas, C areas, Jerusalem, etc.) and social class (poor, average and rich families) must be addressed. All children should enjoy good, nurturing and appropriate education at all levels (kindergartens, basic, secondary and university education) that prepares them for work and a happy life.
- Promoting health and nutrition: It has been noted that the promotion of education contributes to reducing poverty and hunger by half, in addition to creating sustainable societies. Long-term effects result from health and nutrition in early childhood and education and a child's growth are closely linked. Improved health enables children to learn and this relationship will be clearly defined in the development agenda post-2015.
- It is evident from the overlapping of education and health that educational attainment has an impact on fighting disease and raising healthy families. Education also

has positive effects on reducing children's mortality rates, improving children's health and nutrition, and reducing the number of children per family. Participants specifically mentioned the connection between the education of girls and women, their health, and family size. School attendance by children whose parents received a better education increases in correlation with children who have regular medical tests. In addition, education empowers girls in the prevention of the AIDS (Acquired Immune Deficiency Syndrome) virus and provides them with the knowledge and confidence they need to protect themselves.

- Education is important to increase food security: Malnutrition has an important educational dimension. Education facilitates the promotion of food choices and behaviors linked with healthy nutrition. In turn, nutrition is based on several factors beyond food security that include women's education, income, family planning, receipt of health care services, and an appropriate education. The empowerment of women through education enables women to control family resources, including food.

Principles of Post-2015 Education Agenda

Principle 1: Human Rights Based Approach to Education

The perspective of human rights will be considered in all aspects of education, including the learning environment, teaching, the learning process, government policy, school administration and support for teachers. Overcoming the structural obstacles that impede the achievement of an appropriate education is considered vital to fulfill the rights of EFA. Equality is the

foremost principle that frames a rights-based agenda post-2015. Inequality in education is still a constant challenge; it is linked to the Millennium Development Goals that focus on averages without considering the dimensions that lie behind these figures and there is lack of attention for marginalized and vulnerable sectors. Equality in education requires that the broad and existing disparities in society be addressed. Concentration shall be directed to the mechanism of having different form of inequality in achieving unequal results for marginalized and vulnerable sectors. Equality in education means taking targeted measures to provide gradual support for marginalized and deprived sectors.

Principle 2: Participation of Relevant Parties

This principle guarantees the importance of participation by relevant parties, including teachers, students, donors, multi-party agencies, commercial institutions, civil society and advocacy groups as a central feature of education. These parties will participate in dialogue on issues of education and development and will engage in monitoring and assessing the progress achieved and determining best practices and standards. The participation shall be institutionalized and conducted on local, national, regional and international levels. To guarantee the accountability of schools and teachers, parents and local communities will have greater interaction with schools. Both schools and teachers must be empowered to bear greater responsibility for the administration of education within a clearly specified national framework.

Society will be involved in raising levels of awareness and involvement in activities that challenge and change standards, but which may lead to the exclusion of marginalized and vulnerable sectors. A positive example of societal participation in education is that led by the public and includes the evaluation of progress in education by local non-governmental organizations (NGOs).

There will be a clear framework of non-centralization of education that recognizes the diverse roles of the relevant parties, including policy makers, school principals, teachers, parents, and members of the local community to facilitate mutual responsibility.

Civil society and civil society organizations play a decisive role in education, especially in holding governments accountable. They can do this by undertaking a supervisory role on policy formulation, budgets and oversight. However, their participation will be extended to lobbying and influencing educational policy and enhancing an appropriate and comprehensive education. Discussions were expanded to include the role of the private sector in the provision of appropriate and equitable education. Partnership between the government and the private sector could yield mutual benefits, taking into consideration that the private sector benefits from good quality education.

Discussions about the private sector have focused on the role of private schools, especially those with low fees, and it was noted that governments and donors can improve effectiveness by supporting existing schools rather than establishing new public schools. The role of government in

regulating the private sector was also referred to. Effective regulation is required to guarantee that private schools work with the government to provide an appropriate and equitable education. Some participants indicated that the choice of a private school, especially by those on low incomes, is often the result of the failure by the government to provide adequate education.

The figurative forms of participation and processes that form obstacles that impede empowerment and participation were identified. The relevant parties will participate in every stage of education, from national to institutional level and in all aspects, from formulating an agenda to monitoring and evaluating the results and effects. On an international level, invitations were issued to strengthen the national voice in international decisions alongside civil society organizations and coalitions, especially from the southern hemisphere.

Principle 3: Accountability

Effective participation is closely linked to accountability. Accountability requires transparency by education ministries, the public, donors, national governments, teachers, and parental structures to combat corruption and the exploitation of authority. The relevant parties need to be empowered with information to better understand the results of investment in education and government accountability. Transparency is not possible without inclusive and trusted national, regional and international systems of monitoring, in addition to the provision of detailed data to track and record the progress achieved in enhancing equality. Regardless of the final educational goals of the post-

2015 agenda, effective monitoring systems are crucial to enhance accountability in education and guarantee that investment in education is effective and fair. Proposed methods of accountability include mechanisms to review counterparts, report cards and the introduction of transparent budgets. The international community and United Nations (UN) will give the government effective support to fulfill its national and international commitment to ensure the right to education. These suggestions include:

- a. Facilitate international discussions and consistency regarding education by developing indicators to ensure the right to education globally;
- b. Designate a low percentage, for example 6%, of Gross Domestic Product (GDP) for investment in education by the government;
- c. Introduce and support best practices to improve the quality of education and increase the opportunities for sustainability;
- d. Provide technical and financial assistance for national governments, civil society and local organizations when implementing educational policies, reforms and programs.

Prudent governance is clearly indicated in the participation of the relevant parties in planning, providing and implementing education, and also in robust and trusted forms of evaluation to achieve progress on national, regional and international levels. It also bolsters the fulfillment of educational rights and empowers local communities to

demand equality and expose corruption and the misuse of authority.

Principle 4: Flexibility and Adaptation

In the current context, the goals of EFA and the Millennium Development Goals are considered as separate frameworks for education. Often, this is a result of writing reports and a notification framework that prioritizes specific goals and indicators over others. The new post-2015 education framework will be based on both frameworks and within a uniform structure supported by common procedures and notification processes. At the same time, the framework of international goals will represent a response and a reflection of priorities in the regional and national context. There will therefore be general mutual goals that implicitly allow for the modification and interpretation of national and regional goals.

Priorities of post-2015 Education Agenda:

International Trends for post-2015 Education

Educational priorities specified in the Millennium summit remain linked to those of 2000: universal primary education for all; equal access to all levels of education; and equality between genders in education. The Millennium summit also clarified the protection of marginalized and vulnerable sectors of society, especially those suffering as a result of natural disasters and conflicts. The general trend of post-2015 education is concentrated in the following:

1. Incomplete Education Agenda: The current agenda for international education is

incomplete and there is a long way to go to achieve the EFA goals agreed upon in the International Education Forum of 2000. These reiterated the Millennium goals, especially the expansion of opportunities available to marginalized and vulnerable sectors of society. Progress in achieving the goals of existing education needs to be accelerated. The post-2015 agenda will concentrate on continuing efforts to fulfill the commitments made in 2000, in addition to the later objectives and goals. Current international trends need to be reconsidered when specifying the post-2015 agenda. These trends include population growth, the effects of climate change, environmental threats and other issues that make attention to the quality of educational output, skill development, and equal education more important and urgent than ever.

2. Access to Education at Every Level: The post-2015 agenda shall provide the opportunity for greater participation and will be expanded to include at least eight or nine years of primary education, in addition to the opportunity to access secondary education and lifetime education. Access to an appropriate education will include everyone (children, youth and adults), and all types of education (formal and informal), including kindergartens, basic, secondary, higher, and vocational education on a progressive course. The educational framework will be comprehensive and integrated, which will, in turn, provide equal education at every stage. The challenge that faces the post-2015 agenda is ensuring a balance between fulfilling the right to basic education and the need to invest in education at higher levels to achieve

equality and comprehensive sustainable growth.

3. Quality Education: There is broad consensus on the necessity of quality as a basic priority within any educational framework post-2015. The quality of education shall be complete, comprehensive, defined and distributed over different sectors. Appropriate education is defined as providing people with the skills, knowledge, and attitudes to obtain a decent job, live as effective citizens nationally and internationally, understand the world in which environmental deterioration and climate change constitute a threat to life and means of sustainable livelihood, and awareness of rights. The formulation of an integrated policy for education and its evaluation remains a complicated process, but is the best way forward to develop the broad and diverse skills needed by children and adults for their life and work. These include:

- **Learning**: Learning will be at the core of future goals and needs and will be supported by clearly-defined assessments of educational attainment that include equality and integration. Learning goals should target and evaluate basic knowledge in reading, writing and mathematics, which are referred to as "competencies of learning", in addition to including critical thinking, problem-solving, general information, and life skills. The suggested indicators may include the ability to use and apply knowledge in different contexts, to integrate information and communication skills, plus the skills of knowledge thinking and unknown personal knowledge skills.

- **Teachers:** Teachers play a central role in guaranteeing a good quality education and learning. Teachers' qualifications, competencies, commitments, and enthusiasm are central to the achievement of any educational goal. To support activities by teachers, the following basic conditions must be available:
 - Proper working conditions, including contracts, salaries and aspirations for job development and promotion.
 - Proper conditions based on a school environment that facilitates teaching.
 - Formal pre and post-work training sessions for teachers based on respect for human rights and principles of comprehensive education.
 - Effective administration, including the appointment and distribution of teachers.
 - Focus on quality and learning through procedures to evaluate teaching, and the skills needed by students should be revised. Assessment should be used to improve education, and not simply to encourage "teaching for the exam".
 - Subject suitability: Two integrated dimensions were specified. The first concerns empowering populations, especially youth, to obtain the skills and competencies needed for an economically productive life and to secure a decent job, thereby participating in national development and growth. The second dimension is connected to the skills and competencies needed to raise individual awareness and respect for rights and living in peace and harmony with society and the world. This dimension includes sexual education, learning for sustainable development, and teaching national and

international citizenship. When taking these dimensions into consideration, it is possible to provide individuals with the skills and competencies needed to be responsible, effective and aware citizens, in addition to finding decent jobs and participating in sustainable growth and stable communities.

- Skills for a decent job: A huge challenge in learning and training is the establishment of better connections between work opportunities and employment. Education systems have failed to provide children and youth with the relevant skills and competencies needed to secure a decent job. Indicators demonstrate that many education systems do not fulfill the needs of job markets and outdated curricula do not provide the skills needed for the 21st century, leading to growing problems such as unemployment and low productivity. Labor and employment issues cannot be addressed without improving the opportunities available to tackle the problems of knowledge and skills. Proper education and training are considered vital and educational methods and programs must respond to market requirements. These programs and curricula must be linked to meeting the needs of suitable jobs.
- Sex Education and Reproductive Health: Education is closely connected with sexual health and reproduction since comprehensive sexual education and reproductive health are two crucial factors in preventing early and undesired pregnancy, violence and attacks, and combating gender-based violence. Therefore, it is important that the post-2015 development framework provide everyone with sex education within an educational system based on rights.

Adequate training of teachers and access to sexual and reproductive services are vital as the basic elements of proper learning.

- **Education for International Citizenship**
"Adopting a more inclusive perspective about the type of skills and attitudes needed in our world today": There must be an education agenda to prepare children, youth and adults to be effective citizens who can adapt to changes in their societies and the world. This confirms the commitment made in the first initiative of international education launched by the General-Secretary of the United Nations. Adequate and beneficial education strengthens human rights and respect for diversity within an international context. This concept has a national echo in terms of curricula that respond to local needs, while an international dimension focuses on preparing people to live in a changing international context. Internationally, the broad trends of citizenship are defined as principles of human rights, gender equality, peace, justice, tolerance and diversity. The international citizenship approach reiterates social and civil competencies (including governmental tasks, human rights, peace and conflict resolution), international understanding (including inequality, poverty, social and economic crises), protection of the environment, food production, sustainable development, geography, international values, inter-cultural education, tolerance (understanding different cultures within each country) and awareness and empathy for other ways of life.

There are several educational methods and international citizenship enhancement

programs, including programs offered by civil society, youth organizations, and non-formal educational institutions.

- **Education for Sustainable Development:** Often, education for sustainable development is determined as a basic priority that empowers transference into more sustainable behaviors and enhances strategies to reduce environmental crises and methods of adaptation. It also supports the educated to understand the value of preserving cultural and biological diversity. Many contributions indicate that development may provide the knowledge and skills needed to combat current and future social and economic challenges within the framework of global obstacles imposed by climate change and environmental deterioration. Two cases may be cited here:

1. **Language:** In addition to teaching in original languages, it is important to provide education in the mother tongue and student's national language. The significance of a national language as a form of power and a means to address inequality has been observed: "People who do not learn the language of the majority in their country most often have fewer chances to participate in public life, access higher education, influence political decisions, and benefit from economic opportunities. The different forms of inequality could be linked with the root cause of exclusionary language and the policy of education for the linguistic minority."
2. **Communication and Information Technology (ICT):** Communication and information technology is linked with many aspects of education, usually in the context

of the spread and access to technology internationally, and in providing educated people with the skills needed for the 21st century. In addition to these skills, education must go beyond traditional methodologies to integrate ICT with education and learning processes. Many comments touched on the potential use of technology to complement or integrate with education, such as supporting vocational development for teachers and encouraging teachers to explore new information resources. ICT may also motivate teachers and boost their ability to monitor and assess. It is possible to apply this technology in fields such as open learning (distance learning) technology to make education available to remote areas in Africa and Asia, or the use of technology such as modern computers to assist the disabled. Effective use depends on bridging the digital gap and training teachers in ICT, along with the provision of adequate funding.

- **Education Environment:** Priorities emerging from the quality of education focused on teaching and its importance. However, providing a positive and empowering learning environment, including securing a minimum of basic facilities such as sufficient classrooms, still represents a priority for many groups, especially the poor. Numerous participations specified the basic educational environment for an appropriate education: a safe, physical, social, healthy and preventive environment for students, teachers, education and learning. This includes infrastructure such as secure school buildings that can support disasters and are

easily accessed, classrooms (including suitable desks and the provision of first aid equipment), sufficient separate bathrooms for boys and girls, and potable water. Textbooks, uniforms, meals and school transportation were all identified as factors of the education environment that must be available to ensure the quality of education. A favorable education environment includes more than material infrastructure and should include empowering institutional policies that enhance and protect human rights. Several contributions indicated the need for effective policies to prevent abuse, physical or psychological violence, fear of intimidation and gender-based violence. Means to achieve this objective include specific policies such as a code of conduct for teachers and students as an important tool that protects and enhances rights.

Some commentators suggested defining measurable indicators of an effective learning environment, including quantitative and qualitative indicators, plus indicators on the material infrastructure, health and safety, and administration (contribution of children, empowerment of school authorities, and partnering with parents and society), in addition to the availability of equipment and educational materials.

3. **Interconnected Issues:** A rights-based framework of education would be incomplete without tackling the issues of gender, integration and emergencies.
- Gender: There is strong consensus that equality between genders in education is one of the post-2015 priorities, and it should be. Education should be guaranteed for girls and woman in kindergarten, basic and secondary

education. This includes the opportunity to access an appropriate education, prevent gender-based violence, and equality in education.

- Integration: this gives priority to the integration of all groups in addressing basic structural problems that result in the exclusion of vulnerable and marginalized sectors. Lack of an appropriate and fair education, economic and social exploitation, and unjust infrastructure must be addressed. A participatory approach and the involvement of local communities are means to identify and eliminate obstacles that prevent integration and EFA. The Intervida Association proposed specific goals for integration that include:

- a. A comprehensive educational policy that bars all type of discrimination, whether based on sex, ethnic origin, social status, religious belief, or any other factor;
- b. Training programs for teachers to explore the effects of discrimination based on sex, culture, or any type of discrimination;
- c. Programs for children with special educational needs and conditions (educational and physical disabilities, and working children);
- d. A functioning student body to address student problems in schools and communities.

Many contributions highlighted the importance of equality in obtaining appropriate education for disabled children.

- Emergencies: The need for disaster preparedness, peace building and conflict resolution in education. An international context characterized by natural disasters,

violent conflicts, and the migration of populations requires a wide-ranging response to reduce the impact on children, youth and adults. Comprehensive education programs will include scholastic safety, disaster management in schools, preventing dangers, education in resilience, conflict resolution, and approaches to building peace.

Palestinian Aspirations for Education Post-2015

Introduction: Education is considered a basic pillar of Palestinian society. Over the years and up to the current time, education has been accorded considerable status. Enrollment rates in educational institutions in Palestine are some of the highest by international and regional standards and clearly reflect the importance of education for Palestinians. The Palestinian nation was a pioneer in the field of knowledge and culture and imported their human cargo of educational skills and esteem to Arab and foreign countries over many years. Awareness and recognition of the status of education, resulting from the wars and flight of 1948 and 1967, with the loss of possessions and other sources of livelihood, have enriched the Palestinian nation's educational resources more than in any neighboring country.

Strategic Plan of the Ministry and Future Outlook

The Ministry of Higher Education sought to adopt a long term strategy in a five-year-plan (FYP) to develop Palestinian education from 2001 to 2005. The Ministry also sought

to maintain close cooperation with all local and international partners. Despite the conditions that accompanied the implementation of the first strategic plan, the Ministry succeeded in raising enrollment rates of students at all stages of formal education. The second strategic plan was based on several frameworks that guide Palestinian education, including Palestinian development plans and the EFA plan, and taking account of the challenges emerging from an analysis prior to formulating the plan to improve the quality of education. In 2014, the Ministry launched its third strategic plan, which reconfirmed efforts to improve the quality of education and maintain and enhance enrollment rates at all stages of education (kindergartens, basic and secondary education), and in all types (academic, vocational, information education), along with establishing principles of accountability.

The International Relief Agency launched the Educational Reform Strategy 2011-2015 to improve the quality of education. The strategy includes four basic programs: improving the performance of teachers and empowering schools; inclusive education; curricula and evaluation of students; and youth and technical and vocational training. The strategy includes the supporting components of governance, strategic planning, management, projects, partnership, ICT, research, and an education management system.

Within the framework of aspirations for education post-2015, and following revision of what has been achieved of the EFA goals, (investigating axis) with focus on up-to-date

skills and using education as a step towards the future, and within the current social and national debate about the education system and its outputs, several aspects need to be highlighted in post-2015 education as follows:

First Issue: Right to Education

Introduction: There is a close relationship between education and development and mankind is the central objective of education and development. The results of development, such as cultural and social change within the structure of the community, impact on human welfare and misery. The education and nurture of individuals is a primary factor in the success or effectiveness of development programs. Communities must spend funds on individuals to educate and train them vocationally as a developmental necessity that impacts on social and economic revenues. Many social and economic studies have proved that the bulk of development revenue is investment in education. The right to education is one of the most important factors for an individual to be aware of their social, economic and cultural rights. The right to education also permits individuals or parents the freedom to choose a suitable type of education. It also allows individuals and groups to establish private educational institutions that reflect religious and ethical beliefs, on condition that these are subjected to non-intrusive monitoring and evaluation by national bodies.

The right to education is reported in many announcements, conventions, and international agreements and is guaranteed

for every single individual in the community: International Declaration of Human Rights in 1948, Private International Convention for Cultural, Social, and Economic Rights of 1966, Children's Rights Agreements 1989, the Agreement to Eradicate all Types of Discrimination Against Women of 1981, the Refugee Convention of 1952, plus the most important provisions referred to in agreements and international conventions regarding the right to education. These include: compulsory and free basic education, the removal of any type of discrimination in accessing education, eradicating illiteracy as a national obligation, promoting fairness and equality in higher education, a good quality of education, providing and developing school networks, and the freedom of parents to choose the type of education suitable for their child.

The right to education shall not only mean enrollment in all stages of education, but also providing a good quality of education within a safe and suitable educational environment, in addition to giving students 21st century skills. Education in the 21st century is student-based and differs from traditional teacher-focused education. Both approaches have their unique methods regarding content, orientation, the environment, evaluation, and technology.

The Right to Education in the Palestinian Context

1: Basic Law: The amended Palestinian Basic Law stipulates in Article 24, clause 1, that education is a right for every citizen and is compulsory until the end of basic stage.

and shall be free in schools, institutions and public institutions.

2: Palestinian Education Law: The Palestinian community aspires to enact a modern law fitting for current times and the provisions recognized by international human rights. However, up until this moment, there is no Palestinian law for education and it remains under the review of the suspended Palestinian Legislative Council. Thus, work continues based on Jordanian and Egyptian laws.

3: Higher Education Law: The Palestinian Higher Education Law stipulates in Article 2 that: "Higher education is a right for every citizen who has the rational and academic requirements specified in this law and issued conventions, and therefore, this conforms to international conventions and agreements, in addition to the conditions for eligibility within the higher education stage."

Indicators of Right to Education in Palestine:

1. Education in kindergartens is still not promoted. Enrollment stands at 55.1% and in most cases (more than 99%) it is paid private education and not free of charge.
2. Although education at basic stage is compulsory and semi-free in schools run by the Palestinian National Authority and UNRWA, there is no form of supervision to guarantee that students stay in school. In addition, there are no regulations or systems to hold parents accountable if they do not send their children to basic school, or even drop out of school. The General Enrollment Rate (GER) in basic education for

- 2013/2014 was 95.3%, which means that 4.7% of students are not enrolled.
3. The Net Enrollment Rate (NER) in secondary education was 68.2% for grades (11-12) in 2013/2014, which means that 37.8% of youths of secondary education age are not in school; this percentage is decreasing on a yearly basis.
 4. Vocational education is still weak and attracts only 1.92% of students. Most of those enrolled are males because vocational specializations suit males more than females.
 5. Analysis of the curriculum and its contents indicates that textbooks do not enable students to acquire life skills. In addition, the Palestinian curriculum does not take into consideration gender equality and requires aspects to enhance creativity.
 6. Monitoring and evaluation of the suitability of the education environment to empower students with life skills indicates that the rate is low (eighth grade 57.8; tenth grade 54; and teachers 42.9). This indicates the need for a classroom environment that encourages research and allows students to employ educational resources within a happy and stimulating environment that responds to the needs of students and diverse forms of education.
 7. Monitoring and evaluation for 2012 indicated that active involvement by students (student initiative in posing questions) exists in 10.5% of all classroom activities. It was also indicated that 58% of classroom activity was generated by teachers and 38% by students, of which 86.6% was in response to a question by the teacher. This indicates that education in schools is far from being student-centered.
 8. Monitoring and evaluation for 2012 indicated that 8.1% of students use the library and the average time spent by students in the library is 22.3 minutes.
 9. Monitoring and evaluation for 2012 indicated that 42.4% of students conduct scientific activities in the science lab and each student spends 1.1 minutes of practical time on the activities implemented in the science lab. The average amount of practical time needed by students to implement activities is 2.6 minutes. The implementation of scientific activities compared with the lesson plan in the book is 40.1%.
 10. Monitoring and evaluation for 2012 indicated that 33% of students use the computer lab. Each student spends 2.5 minutes of practical time in the computer lab, and 15.3 minutes or practice in the computer class.
 11. Monitoring and evaluation for 2012 indicated that 13.8% of schools used modern educational methods and 14% used traditional methods.
 12. Monitoring and evaluation of attainment (unified, national and TIMSS tests) indicate results lower than the targeted levels and considered as weak.
 - The attainment rate of eighth grade students in mathematics in 2011 in TIMSS was 404.
 - The attainment rate for eighth grade students in science for 2011 in TIMSS was 420.
 - The average attainment of fourth grade students in the national tests for 2012 was 33.
 - The average attainment of fourth grade students in science and in the national tests for 2012 was 47.

- The average attainment of tenth grade students in mathematics in national tests for 2012 was 29.
 - The average attainment of tenth grade students in Arabic language in national tests for 2012 was 51.
 - The average attainment of tenth grade students in science and national tests for 2012 was 34.
 - The average attainment of fourth grade students in mathematics and the unified tests for 2013 was 46.
 - The average attainment of seventh grade students in Arabic language and unified tests for 2013 was 60.
 - The average attainment of eighth grade students in mathematics and national tests for 2013 was 39.
 - The average attainment of ninth grade students in science and unified tests for 2013 was 35.
13. Monitoring and evaluation for a child friendly environment in schools indicated that Palestinian schools have partially achieved child-friendly measures, although specific obstacles and difficulties exist in given fields, in addition to a lack of guaranteed sustainability of outputs.
- Protection for educational institutions, teachers and students against the occupation, settlers, attacks on school pupils, teachers and students, and allowing the Ministry and civil society institutions the freedom to build and establish schools, especially in C areas, Jerusalem, and areas behind the Separation Wall.
 - Establish basic guidelines that guarantee the operation of the educational process and avoid stoppages due to syndicate strikes or discussions.
 - Enhance awareness of pre-school education (kindergarten) and its integration in the educational environment. The Early Childhood Strategy was drawn up and adopted in a fully integrated program to develop kindergarten education in the third Ministry plan.
 - Develop an integrated system of vocational education in all its different fields, taking into consideration gender equality. A national strategy of vocational and technical education has been developed and a fully integrated program has been allocated to develop vocational education within the third Ministry plan.
 - Improve the quality of all stages of education and use modern educational techniques, providing libraries, laboratories and educational facilities from 8% to X% within the five coming years.
 - Adopt methods of education that are student-based and provide the required training and resources.
 - Provide resources and funds needed to integrate disabled students (students with special needs).
 - Provide an adequate number of qualified teachers to meet student classroom density,

Future Aspirations of EFA Agenda

There remain many measures and procedures that need to be taken by national institutions, the Ministry of Education and partners for the purpose of EFA on a national level, in addition to eliminating all violations of the right to education. These measures include:

while improving methods of teaching as much as possible.

- An education law should be enacted as soon as possible; it should be committed to the principle of compulsory free education. This will form a comprehensive legal framework through which performance may be evaluated and violators held accountable.
- Increase financial resources allocated in the general budget for the education sector, specifically development expenses.
- Adhere to an inclusive education policy that grants enhanced equal education opportunities for students and ensures that students can be integrated into school education regardless of their divergent needs and taking into account the fulfillment of their individual educational requirements.

Second Issue: Violations by the Israeli Occupation of Education in Occupied Palestine

Israeli Occupation since 1967 until Oslo Accord 1994

The Israeli occupation of the West Bank and Gaza Strip in 1967 added another layer to the educational process, which had previously been linked to the Jordanian and Egyptian systems. It deprived Palestinians from developing an educational system befitting their national character and violated a basic Palestinian right. The destructive nature of the occupation transformed this violation into a larger and more dangerous phenomenon.

The occupation took full control of the educational system in the West Bank and Gaza Strip and at every level (curricula and textbooks, employment, student admission,

the infrastructure of educational institutions and educational resources). In short, the violations of the Israeli occupation affected all fields linked to the educational process. Violations can be classified into the following fields during the period of occupation from 1967 to 1994:

1. Violations of the infrastructure of educational institutions (premises, health and education):
 - Under the shadow of the Israeli occupation, student density in classrooms increased from 32 students at the beginning of the occupation to 36.6 students in the West Bank and 42.3 in the Gaza Strip by 1988/1989. This overcrowding does not provide a quality education and constitutes a violation of human rights.
 - Many school buildings and classrooms are rented and some may be located far from each other. Joint classes took place, in one case comprising three classes in one. Many schools and classrooms were ramshackle and failed to meet general health and safety standards.
 - Up until 1981, 53% of schools had libraries and another 53% of secondary schools did not have a laboratory.
 - The occupation authorities imposed closures (full and/or partial) on schools as a collective and individual punishment. This policy was applied in different areas to disrupt the educational process in the occupied areas of the West Bank, Gaza and Jerusalem, especially in the years from 1978 to 1992.
 - During certain periods, the occupation authorities deliberately surrounded schools to prevent students from leaving. At other times, the occupation authorities broke into

schools and terrorized students, even using bullets and tear gas bombs.

- The occupation authorities exploited the closure of schools and used them as detention centers to detain Palestinians or as camps for their soldiers since schools are close to residential areas and facilitated military operations against Palestinians. The soldiers ruined and rampaged through the properties of poorer schools.

2. Violations of professional staff and teachers include:

- Depriving teachers of qualifications or training to develop their academic skills.
- In 1985 when the monthly salary for teachers was 100 Jordanian Dinars (JD), spending requirements were 250 JD. The occupation authorities prohibited teachers from receiving any additional support from any party, meaning the Palestinian Liberation Organization (PLO) through the National Fund.
- The most oppressive policies against Palestinian teachers were expatriation, detention, house arrest, separation based on pretexts of security, and arbitrary transfers.
- Committing teachers to signing non-binding annual contracts which were terminated once the contract expired. Many teachers' contracts were revoked; 1200 work contracts had been revoked by the end of the 1987/1988 academic year.
- Granting unpaid vacation for all personnel in government education following the closure of schools by a military order (starting from 06/10/1988 until 15/11/1988), in addition to several decisions to deduct sums of up to 50% from teachers' salaries.

- Freezing all ranks, promotion and forced retirement.

3. Violations that affect the broader human resources of the education system, in other words, the students. These violations include the following:

- Terminating mandatory education.
- The occupation imposed fines on students and their families as an unofficial form of punishment. Additional funds were collected, basically imposed by the occupation, in addition to school fees.
- Frightening students, especially when invading a school and expelling students by force.
- Killing, arrests and injuring students on a frequent basis under the pretext of security. The first Intifada (uprising) recorded a high percentage of detainees, especially those who were sitting for their final exams such as the *Tawjihi*. Sometimes, hundreds were detained.

4. Violations of textbooks and curricula:

- Removing many subjects from the Jordanian and Egyptian curricula that were taught in schools in the West Bank and Gaza Strip, such as social studies, natural sciences, and other subjects like literature and poetry.
- Imposing censorship on books from school libraries by issuing lists of prohibited books.
- The occupation retained the low quality of education that prevailed in the 1960s curricula in the West Bank. The occupation has not permitted changes or development of curricula in subjects such as mathematics, applied sciences, and chemistry.

Israeli Violations following the Oslo Accord

The Oslo Accord was concluded in 1994 between Israel and the PLO and divided the Palestinian territories in the West Bank into three areas: A, B, and C. The areas classified as C are estimated to constitute 64% of the Palestinian territories and are under Israeli control for security, management and water sources. They are scattered between areas surrounded by separation walls and confined between settlement outposts. The population is estimated at 150,000 people, representing around 5.8% of citizens in the West Bank. Around 72% of the open space of this territory has been allocated for illegal settlements, termed lands territories, closed military zones, military training areas, tangent points, and natural parks. In the remaining 28%, building is only allowed on one percent of the land and requires a license from the Israeli authorities. For those who apply for a renovation license, there are usually long delays before a license is issued.

There are 187 schools in area C comprising 2073 classrooms and constituting 11.3% of government schools in the West Bank. These schools have 9% of all students in West Bank government schools and 9.9% percent of female and male teachers in West Bank government schools. These schools may be divided into six groups based on the type of violation:

- Schools affected by the wall: 30 schools constituting 16% of schools in area C.
- Schools affected by settlements: 34 schools constituting 18% of schools in area C.

- Schools in East Jerusalem: 30 schools constituting 17% of schools located in area C.
- Schools in the Old City of Hebron: 12 schools constituting 6% of schools located in area C.
- Other schools located in area C: 47 schools constituting 26% of schools located in area C.

The nature and extent of Israeli violations of the right to education during 2011 – 2012 included:

Arrests (224 cases); detention (45 cases); injuries (32 cases); martyrs (5 cases); attacks on schools (60 cases); preventing access to schools (16 schools); notification of demolition of schools (6).

The political and economic conditions referred to above are highlighted in the prevalence of poverty and unemployment, making it difficult for the Ministry to perform its functions and tasks. It is also difficult to implement comprehensive development and complementary reform of education and has led to a shortage of schools in certain areas, forcing students to attend schools in areas A or B, or even to drop out of school.

Education in Jerusalem: The Israeli occupation has intensified its attempts to isolate Jerusalem from its direct surroundings and other Palestinian territories. The building of the Separation Wall presents the city with a new challenge that threatens the collapse of the educational system. In 2012/2013 there were 83935 students at over 186 schools in Jerusalem, supervised by five parties:

- Waqf Schools: These comprise 40 schools supervised by the Palestinian Authority. There are 12017 students in these schools, of whom 4486 are males who constitute 37.34% of students in *Waqf* schools. Girls constitute 62.66% and are 7530 in number. There are 826 staff working in the schools, including teachers, administrative and technical staff, of whom 668 are teachers. There are 135 male teachers and 533 female teachers, with male teachers constituting 20%. Females constitute 80% of teaching staff, while there are 86 administrators and 72 technicians.
- Private Schools: These comprise 68 schools, 97% of which receive monthly assistance from the Israeli municipality. They have 25439 students, of whom 13488 are males and 11951 are females. The number of teaching staff in these schools totals 1326, of whom males constitute 22.5% and females constitute 77.5%.
- UNRWA Schools: There are eight schools supervised by UNRWA. The number of students is 2215, 32% of whom are males and 68% are females. There are 26 male teachers in UNRWA schools who constitute 25%, and 86 female teachers who constitute 75% of UNRWA teaching staff.
- Al-Maraif Schools (Israeli Municipality): These are 52 schools supervised by the municipality and comprising 38293 students.
- Semi-government schools (contracting): These are 18 schools supervised by the Israeli municipality and comprising 5971 students.

The multiple parties supervising education in Jerusalem is one of the main obstacles facing the Palestinian Ministry of Education

in improving the education sector for the following reasons:

- Lack of a unified reference for the supervisory parties due to the occupation. Education in Jerusalem is supervised by five parties: the *Waqf* with 14% of students; private schools with 30% of students; UNRWA with 3% of students; contracted schools with 7% of students; and municipality schools with 46% of students. This makes it difficult for the Ministry to intervene in the educational policies of the supervisory parties in Jerusalem and renders the Ministry unable to change educational policy.
- Lack of a uniform curriculum for all supervisory parties in education in Jerusalem. Schools affiliated to the Ministry of Education and UNRWA teach the Palestinian curricula, whereas schools affiliated to the municipality teach curricula set by the municipality. Private schools have their own programs. The occupation forces attempt to attract private and contracted schools to teach the Israeli curriculum.
- Distortion and Judaization of Palestinian curricula and obstacles to implementation: The occupation has attempted to obliterate the Palestinian identity in the curriculum by reprinting and distorting materials to delete all references to the Palestinian identity. The occupation applied the Israeli curriculum instead of the Palestinian one.
- Lack of qualified teachers and insufficient specializations: Jerusalem still suffers from a lack of qualified staff and suitable specializations in its schools because the Israeli occupation authorities do not issuing permits for teachers who do not hold a Jerusalem ID to teach inside the city, which

is surrounded by the Separation Wall and military checkpoints. Salaries are low for teachers working in Jerusalem since males make up only 25% of workers in the education sector. Teachers prefer to teach in schools affiliated to the Israeli municipality because salaries are higher than those of the Palestinian Authority, taking into consideration that the Palestinian Authority allocates an additional allowance in Jerusalem estimated at 1500 Shekels (NIS). However, teachers' salaries in Jerusalem are still low and do not cover the poverty line set at 4300 NIS, taking into consideration that 65% of families in Jerusalem live below the poverty line.

Protection, Security and Permanent Access for Teachers and Students

Reasons for the lack of protection and permanent safe access for teachers and students might be attributed to the following:

- 20% of students and teachers are forced to cross military checkpoints and security gates at least twice a day. Teachers and students are subject to daily humiliation, preventing them from reaching schools, or delaying their arrival.
- Students and teachers face repeated violations by occupation soldiers and settlers in practices that include the closing down of schools, the arrest of students and teachers, and their humiliation.
- Guidance and health services: To maintain the sustainability of Palestinian schools and assist individual Palestinians, counseling and health services are required to limit the negative and destructive impacts of

occupation policies, which have triggered a noticeable rise in school dropouts, smokers and drug abuse due to the high percentage of poverty. There are estimated to be 950,000 children who live below the poverty line in Jerusalem.

The Impact of Occupation on Education in the Gaza Strip

In spite of the full Israeli withdrawal from the Gaza Strip on 15 August 2005, the occupation army has since launched three wars and imposed a strict blockade. In addition to the repercussions of political rifts on education in the Strip, Palestinian education has been severely damaged in the following aspects:

- A serious shortage of school buildings to accommodate increasing numbers of students, reducing the classroom density and requiring the introduction of two shifts in schools.
- In the recent assault on the Gaza Strip, 26 government schools were severely damaged and left unusable, 122 government schools were partially damaged and unusable pending the completion of repairs, a process that might take more than three months if funds are available. In addition, 26 government schools were opened as refugee centers to accommodate displaced persons whose houses were demolished by the occupation.
- Weak coordination between the West Bank and the Gaza Strip in many aspects of education such as an education law and the lack of a uniform and comprehensive formula for modifying the curriculum. In fact, the teaching curriculum in the Gaza

Strip became different from that in the West Bank. For example, Hebrew language is taught in Gaza Strip schools, but is not taught in the West Bank.

- Many programs and educational projects felt the impact of the financial hardship caused by the blockade on the Gaza Strip. This resulted in the suspension of infrastructure projects for schools and failure to meet the needs of schools, directorates, teachers, and students for equipment, assistance and services.

Aspirations to Limit Occupation Violations of Palestinian Education

Many measures and procedures need to be adopted to safeguard Palestinian education, especially in C areas, marginalized areas, Jerusalem and the Gaza Strip. These measures include the following:

- Provide mechanisms to safeguard education in Palestine from the violations of the occupation.
- Address countries regarding the need to commit the occupation to the application of international humanitarian law and protect the Palestinian right to education.
- Empower and engage educational professionals in international humanitarian law, the work of UN rapporteurs and their role in education.
- Commission educational professionals to report claims of occupation violations.
- Provide international protection and support for Palestinian institutions in Jerusalem and for education institutions, especially in C areas and marginalized areas of the Gaza Strip.
- Provide a special budget for Jerusalem from the education budget.

- Improve the physical environment of schools in C areas, including Jerusalem, either by expanding existing buildings or providing new school buildings, by offering political, managerial and financial support from international humanitarian bodies to issue building licenses for new schools or to add new classrooms to an existing building.
- Cancelling systematic demolition policy, under the pretext of the lack of license, against the educational institutions by the occupation authorities, and to cancel financial fines that were imposed on schools in cases of adding shades to protect the students from the rain in winter and the heat in summer.
- Canceling misrepresentation and Judaizing Palestinian curriculums and using the Palestinian curriculum in Jerusalem.
- Provide qualified teachers, especially males, with different specializations, with support from international institutions to issue permits for teachers who do not hold a Jerusalem ID to teach inside the city.
- Allocate an additional allowance to the salaries of teachers in Jerusalem and in all schools, especially for males, to reduce the trend of teachers moving to schools affiliated to the Israeli municipality, which offers higher salaries than those offered by the Palestinian Authority.
- Provide protection and safe access for teachers and students who are forced to cross military barriers and security gates.
- Intensifying guidance and health services, awareness campaigns, as well as therapy and education programs to reduce the negative

impacts of the conditions that students are living, such as; dropouts, poverty, and drug abuse.

- Unify all efforts by local and international partners (public sector, private sector, civil society organizations, donors and international organizations) to support education in C areas in Jerusalem.
- Lift the blockade of the Gaza Strip to enable the building of schools and educational facilities.

Third issue: Injustice and Inequality

The achievement of EFA goals requires that injustice and inequality in education be addressed urgently and the gap in gender equality in education bridged:

Relevant Indicators:

- In qualitative terms, the Gender Parity Indicator (GPI) appears in most indicators. Parity is measured between the percentages (0.95 – 1.05). The indicators showed enrollment in kindergartens and basic education, plus the survival ratio up to the fifth grade.
- Some aspects of inequality appeared in the indicators regarding enrollment in secondary education, the survival ratio up to tenth grade, completion of basic stage, and the transfer ratio from basic to secondary stage, in addition to the percentage of qualified teachers, which favored females.
- Qualitative indicators regarding attainment in national, unified and international tests (TIMS) indicated the superiority of females over males. The indicator of life skills indicated the superiority of females over

males for all grades. In addition, the school life expectancy indicator was in favor of females.

- Numerous studies show that violence of different types and forms is more prevalent in boys' rather than girls' schools.

It is obvious from these results that a gap exists between genders in education and the decline in male indicators compared with those of females is a sign of a defect that could leave an impact on the fabric of the Palestinian community.

Aspirations of Education to Ensure Justice and Equality: To achieve the principle of justice and equality in Palestinian education, national institutions, the Ministry of Education, and partners must undertake several measures, including the following:

- Developing trends of male and female teachers and advisors by obtaining qualifications, and enhance the principle of equality and justice between them.
- Endeavor to make the content of the curriculum more sensitive to the principle of equality.
- Create academic streams to develop and empower teachers to configure a vision of learning and the educational process. This will enable teachers to use a variety of methods to deliver information to students. It will also increase the awareness of teachers and enable them to facilitate discussions in a manner that treats the child as a partner in understanding, knowledge and motivation.
- Build and locate places where students can expand their identity and practice values and principles such as citizenship, democracy and equality through action rather than in a

theoretical framework. This could include open institutions and volunteer work as a part of the curriculum and academic attainment.

- Reduce the alienation of students from the educational system and environment by learning outside the school framework, such as visiting museums, field trips and hosting visitors like writers, politicians and individuals who are active in the community.
- Eradicate the common concept of the relationship between teachers and students in terms of power and knowledge. This relationship should be transformed and teachers must recognize they are not the sole owner of information. The relationship should become one of discussion and debate with student participation in producing understanding.
- The focus must move beyond only distinguished students who obtain a university certificate, to the creation of educated students who are informed about societal and national issues and have aspirations for the future and individual freedom.
- Promote a library class in all schools and at all school stages as a recognized part of the educational process that plays a fundamental role in supporting the curriculum, especially as referred to earlier.
- Integrate Parent Councils in learning and education to assume a clear role and responsibility.
- Improve the educational, material and psychological environment in schools, taking into consideration boys' schools.

- Enhance programs that support citizenship and improve life skills for students, with special emphasis on boys' schools.
- Motivate teachers to obtain educational qualifications that improve their abilities and skills in education and teaching, with special focus on boys' schools.
- Adopt a vocational guidance and coaching program as a basic constituent of education to identify the abilities and passions of students and determine their future academic and vocational choices. This is seen as the most effective means to limit and reducing dropouts from school.

Fourth Issue: Development of Informal Education

Informal education addresses every targeted and organized educational activity, every knowledge, skill, value, or behavior outside the educational system comprised of schools, institutions of higher education and universities, and other formal educational institutions, whether in social, economic or political institutions, in a factory, or in civil society. Informal education covers all targeted educational activities conducted outside the framework of the school system, or any other organized activity conducted outside the school education system.

Programs and Activities of Formal and Informal Institutions for Adult Education in Palestine

The institutions involved in providing such programs and activities are:

Ministry of Education, Ministry of Labor, Ministry of Social Affairs, civil society organizations, cultural centers and the

private sector (companies and institutions). The most prominent programs are the following:

1. **Informal Education:** Supervised by the Ministry of Higher Education through the following programs:
 - **Program to Eradicate Illiteracy:** The program is offered to all those who have not mastered the skills of reading, writing and mathematics, who have never enrolled in education at all, or those who completed one or two years of basic education but were forced by circumstances to leave school and, with the lapse of time, became illiterate. This program targets individuals aged 14-65. Students join for a period of two years, then sit for an exam and receive a certificate equivalent to a sixth grade certificate.
 - **Parallel Education Program:** This program is offered to those who dropped out of the school after completing five to six years of basic education at school and have engaged in practical life skills. Students join for two years and then sit for the exam to pass the parallel education program. Those who pass the exam receive a certificate equivalent to that of ninth grade.
 - **Evening Education Program:** The program is directed to students in secondary schools (private study), or regular students with low achievements.
2. **Semi-official and Continuing Education:** Semi-official education basically complements official education in any country and is a form of education that is not offered in public schools. It is usually offered by ministries other than the Ministry

of Education, Ministry of Social Affairs, and others, or by local and international charitable organizations, stakeholder organizations, syndicates, and religious and private institutions. Continuing education is a major factor in addressing economic and social change. It includes vocational training offered by two types of training institution. (1) Institutions that offer official training programs are community colleges, Palestine Technical College, and secondary vocational schools. (2) Institutions that offer semi-official training programs are vocational training centers affiliated to the Palestinian Ministry of Labor. Vocational training programs, by supervisory body, may be summarized as follows:

- **Vocational Training Programs Affiliated to the Ministry of Labor**

These are basic training programs for the young, plus retraining programs to improve skills in adults and contribute to a trained workforce of skilled and semi-skilled laborers in industry, agriculture and services to meet the needs of society and future development. Training affiliated to the Ministry of Labor includes more than 37 programs, nine of them in the West Bank and four in the Gaza Strip. These can be divided into two groups. Group one is industrial vocational training programs; and the second group is vocational training directed towards commerce and the services sector. Admission in these centers is conditional on the trainee being at least 16 years of age and fulfilling the academic requirements of the course they wish to join.

- **Vocational Training Programs Affiliated to Ministry of Social Affairs:** These programs address juvenile dropouts from schools and cases under social care, the disabled and low-income groups. The programs are part of the educational process aimed at integrating sectors of the community. Vocational training programs in social centers comprise 26 programs offered by seven centers in the West Bank and 12 in the Gaza Strip. The admission conditions vary according to the targeted group. Youth Rehabilitation Centers require trainees to be between 12–18 years of age, to be referred by a supervisor at the Ministry of Social Affairs, and to be physically fit. In rehabilitation centers for the disabled, the trainee must be disabled or from a limited income family. In the other centers, the trainee must be from a family in receipt of services from the Ministry of Social Affairs or a released prisoner. The Ministry of Social Affairs includes training centers that offer semi-official programs. There are 19 youth rehabilitation centers affiliated to the Palestinian Ministry of Social Affairs, of which seven centers are in the West Bank and 12 in the Gaza Strip.
- **Vocational Training Programs Affiliated to UNRWA and Specialized Societies for Long-term Training:** These programs aim to create a trained workforce of skilled labor in industry and other services that meet the needs of society and future development. The UNRWA programs are directed exclusively to the children of refugees. Vocational training affiliated to UNRWA and other specialized societies in the West Bank comprise 22 programs, while 36 programs are offered by seven centers

affiliated to UNRWA in the Gaza Strip. Admission to these centers is conditional on finishing ninth or tenth grade successfully for certain specializations that offer a diploma and are classified as a vocational training center, or the trainee requires a certificate of secondary education for some specializations that offer a diploma and are classified as a community college. The directorate of education pays special attention to vocational and technical education in Palestine. The UNRWA education program, which includes school education, teacher training, and vocational and technical training and education, represents the majority of UNRWA programs. It employs 77% of UNRWA personnel and consumes 52% of its budget.

- **Vocational Training Programs by Development Institutions and NGOs:** These include basic training programs offered by institutions and programs to improve skills, in addition to special programs targeted at marginalized social sectors. These institutions link the concept of training with development in training programs covering industry, agriculture, services or administration, especially the establishment and management of micro projects, sometimes connected to loans.
- **Training Programs Offered by Charitable Societies:** The concept of training offered by these societies is linked to charitable work directed to marginalized social sectors, especially women and the poor. The aim of these programs is to support and empower these sectors to find job opportunities.
- **Training Programs Offered by Private Training Centers:** In Palestine, there are many profitable institutions working in the

field of education, vocational and technical training. Most of them function under the framework of licensed cultural centers by the Ministry of Education. These institutions provide training programs to improve skills to meet local market needs. Due to the business nature of these institutions for profit, training programs are often limited to management, computer, languages, and other fields that do not require large financial investments. There are 91 licensed cultural centers in the West Bank and 80 in the Gaza Strip.

- **Training Programs Offered by Governmental Institutions:** The advent of the Palestinian National Authority was accompanied by an expansion of governmental institutions that offer special training to qualify personnel for general work opportunities required for state building and public security, such as training for police officers and criminologists. Governmental institutions in the Gaza Strip offer 22 programs in six institutions to all social sectors, apart from general security training, military personnel and the police, which offers programs for its personnel in governmental institutions.
- **Eradication of Illiteracy and Adult Education:** Education and training programs for adults are offered primarily by cultural centers. The courses offered concentrate on computer skills and business, in addition to courses in health, engineering, agriculture, journalism, electronics, mechanics, and other specializations. Palestinian Central Bureau of Statistics data for 2011 indicated that 4.7% of individuals aged 15 and above in the Palestinian

territories were illiterate: 2.9% of males and 9.1% of females.

- **Cultural Centers:** These are located in all areas of the West Bank and Gaza Strip. Some of these centers are licensed by the Ministry of Education and some are not. Cultural center play a vital role within the continuing education sector as they offer education and training to all sectors of the community and to all ages and levels of education. These centers enable the targeted groups to acquire skills that match their needs through a variety of training and education courses.
- **Directorates of Continuing Education at Palestinian Universities:** These aim to offer modern qualitative training directed at the needs of the Palestinian community (private, governmental, and civil). By developing and extending the skills of the targeted groups, they also contribute to ascertaining the needs of local communities and enhancing networking and cooperation within the community. Networking takes place to establish international and regional relationships that will supply support, both physical and material, to serve the vision and mission of the directorate. It also enhances coordination, communication and the provision of a specialized resource center for academic research and surveys about issues of importance in the Palestinian community.
- **Program for training and qualifying teachers and workers in the Ministry of Education and directorates:** These courses are for new teachers and principals.

Aspirations of Education to Develop Informal Education:

Several measures needed to be adopted by national institutions, the Ministry of Education and its partners as follows:

- Implement a national strategy for adult education. The strategy was developed in coordination with the Ministry of Education and local and international partners.
- Establish unified databases on the centers and institutions that take responsibility for this type of education, their ethos, the targeted beneficiary in terms of age, gender and level of education, the teaching staff responsible for teaching and training and their competency, specialization and performance, and the quality of the products of this type of education.
- Create a special central database of those holding qualifications from informal education programs and adult education to monitor and offer courses in their field of specialization (continuing education), including data and statistics about different specializations available, in addition to the alumni within a specific field, the percentage of employment, and future needs of the market for this specialization.
- Prepare an integrated plan or development project to train technical staff in new qualifications in their relevant specialization.
- Encourage a technical and personal learning culture among graduates to enhance graduate independence in developing their field of specialization.
- Increase the number of programs for professional and vocational training linked with illiteracy eradication programs, so that an individual who has overcome illiteracy can improve their vocational and professional level and continue to employ

the reading and writing skills acquired previously.

- Provide fixed funding, basic materials and the infrastructure for informal education.
- Undertake a study of institutions that offer informal education, their accomplishments, programs, suitability to the needs of individuals and the job market, and national plans.
- Expand student admission in some programs and reduce the perception of vocational training centers and some informal education programs as inferior.
- Restructure the unified national hierarchy of informal education institutions and adult education.
- Diversify the specializations offered by vocational and informal education programs, taking into consideration a just distribution of specializations per region and gender by developing subjects for females other than those already exist, such as sewing and beauticians.
- Expand the opening of centers to eradicate illiteracy and for parallel education.
- Address the inclusion of disabled individuals, especially the mentally disabled, in these programs.

Fifth Issue: Social Partnership in the Administration of the Educational System

This includes the management and supervision of the educational system, the allocation of tasks, ensuring accountability, and determining the roles of private, national and international institutions.

Relevant Indicators:

- The Ministry of Education relies on a system of a Parent Council in each school, which engages in planning and implementing activities within the school.
- The Ministry of Education relies on the principle of partnership to enhance education as this has a high social value that encourages national advancement. The Ministry formed a national team for planning that was one of the foundations of the Ministry's third strategic plan.
- The national team for EFA was formed when Palestine initiated national commitment to the achievement of EFA goals.
- The local community and its institutions are one of the most important resources for data and information in diagnosing the educational sector, as performed by the Ministry in its strategic plans for education.
- Civil society institutions are active in implementing many educational programs and projects in Palestinian schools.
- The Ministry's third strategic plan was established to ensure accountability in the education system and work is still in progress to define the framework and procedures for this.
- International partners and donors shall be periodically informed of the Ministry's strategic plans and their implementation, in addition to evaluations of what has been achieved.
- Form a supportive consultancy council for education that includes members of the relevant parties, whether governmental or nongovernmental bodies, in addition to developing a special partnership policy.
- Engage relevant civil society institutions in specifying procedures for accountability and to discuss policies, systems and evaluation.
- Experience needs to be accumulated to promote advanced stages of partnership.
- Societal institutions should present their plans for integration and consideration in the Ministry's plan.
- Partner institutions shall take into consideration Palestinian needs in schools.
- Take advantage of the experience of societal institutions by publicizing successful experiences to form a base for the direction and directives of Ministry policies.
- Private national institutions are part of a monitoring, development and follow-up team that enhances diversity and encourages creative thinking.
- Establish basic procedures for projects and programs implemented by institutions, societies and the civil community in Palestinian schools, in addition to establishing a clear and central mechanism for monitoring and follow-up.
- Develop and enhance the role of Parent Councils in schools by giving members of the community (families) a prominent role rather than the school (principal). The tasks of Parent Councils should not be limited to making requests from the school or handling disputes between students and the school, but should be expanded to include accountability and oversight of the school.

What should be done to develop and activate partnership?

- Develop a comprehensive vision for civil community institutions in the education process.

Sixth Issue: Disabled Child Care and Inclusive Education

The educational system must be appropriate to enable the inclusion of disabled children. Relevant indicators include the following:

- The Disability Survey by the Palestinian Central Bureau of Statistics indicated that 2.7% of Palestinians are disabled, based on the narrow definition of disability: 2.9% of males and 2.5% of females. The highest percentage of disability was recorded in Jenin governorate with 4.1%, followed by Hebron governorate with 3.6%; the lowest percentage was in Jerusalem with 1.4%. The report also showed that mobility was the most prevalent disability with 48.5%, followed by slow learning with 24.7%. However, the number of those with a disability is higher than this figure for several reasons:

1. The concealment of disabilities, especially of females with disabilities. Some families do not register disabled children due to social considerations.
 2. There is no agreed upon and applicable definition for disabled people in Palestine.
 3. The official parties (Ministry of Social Affairs, Ministry of Health, Ministry of Education and Higher Education) and the Union of Disabled Palestinians record the number of disabled individuals based on the figures reported to them and data are not held in a unified database.
 4. The poor economic situation encourages families to present inaccurate information to receive aid and assistance.
- After the Ministry of Education adopted the policy of integrating disabled students

within government schools in inclusive education, it started to enact the Disabled Law number 4 of 1999 as regulatory legislation that guarantees the rights of the disabled, including the right to education. However, the law lacks any mechanisms of accountability and oversight to guarantee its full implementation. Legal conflict exists between the provisions of some of the regulatory legislation relating to the disabled, such as the Labor Law that stipulates that at least 5% of employees should be disabled, while the Civil Service Law states in Article 24 that all applicants must be free of disability, disease, and other impairments.

- Data of the Palestinian Central Bureau of Statistics for 2011 indicate that illiteracy among the disabled exceeds 50% and is more common in Gaza than in the West Bank. The data show that, following 16 years of the program of inclusive education in government institutions, 37.6% of disabled people have never enrolled in education, although, 33.8% of them enrolled and then dropped out of school and did not finish secondary stage. In addition, 87.3% are unemployed.
- In 1997, the Ministry of Education adopted the inclusive education program under the EFA banner as an experimental program for three years to integrate disabled students in government schools. The program was expanded to include all public schools in response to conditions undergone by Palestinians such as the *Intifada*, the decreasing number of disabled people, deteriorating economic conditions and the division of Palestinian land, villages, and cities by checkpoints, and the limited

number of private educational and rehabilitation centers for the disabled. All of these had an impact on the policy to integrate students in government schools within an inclusive education program.

- Students were integrated without introducing any measures for their gradual integration in light of the huge challenges faced and the lack of means to enable successful integration. Initially, integration started with the more obvious disabilities such as visual, hearing, physical and speech disabilities. Later, they started to integrate those with mental disabilities, while a decision has not been taken regarding other disabilities.
- In 2012/2013, 5152 students with special needs were integrated in government schools in the West Bank; the percentage of disabled students integrated in government schools in the West Bank was 0.96%. Statistics on disabilities do not reflect the true picture of disabled students because they focus on the obvious disabilities, and not on disabilities such as learning difficulties, mental disabilities and autism due to the lack of proper evaluation and diagnosis to determine and ascertain the figures.
- The Ministry appointed advisors for the inclusive education program to monitor students and facilitate their integration in schools. The number of advisors fell from 36, operating in 16 directorates (with two to three advisors per directorate in government schools in the West Bank), to 27 advisors of inclusive education, meaning one advisor per directorate by the end of 2012/2013. The whole team received a variety of training courses in disabilities but did not receive

specialized training, especially as their academic background was not in the field of disability.

- Within the Teacher Education Strategy, the Ministry decided to grant teachers a specialized vocational diploma in special education so entire work teams could benefit. All subjects were covered by this diploma and a sample of work teams (20 advisors on inclusive education) was chosen. Up to now, more than 60% of the teaching of these courses has been completed and the remainder of the course should be offered within the next month.
- Although the Ministry of Education and Higher Education offered educational methods and resources for those with obvious disabilities (hearing devices, Perkins machines, wheelchairs, and glasses), the evidence – as per the report of the foreign consultant in 2013 – indicates a lack of equipment in schools, especially schools who have integrated disabled individuals whose needs have not been properly diagnosed, such as mental disabilities, autism and learning difficulties.
- The mechanisms for evaluating students do not take into consideration the individual abilities of integrated students, prompting concerns about a lack of credibility of the evaluation tool.
- The Ministry adapted the curriculum with Braille for blind students in a number of subjects, but some subjects need to be adapted to suit all students. The physical environment has still not been adapted for all categories of the disabled because efforts have focused on the needs of the physically disabled only, without taking other disabilities into consideration. Around 1013

government schools in the West Bank had been physically modified (stairs and ramps for students) by 2012/2013, 492 have not been modified, and 64 cannot be modified.

- In coordination with the exam directorate, a secondary certificate exam has been developed for disabled students. This development is currently limited to recognized and obvious disabilities only (physical, hearing and mobility disabilities). Sitting for the exam presents several challenges as follows:
 1. Students all sit for the exam in the same manner and there is no privacy for disabled students such as the blind to sit for the exam printed in Braille or to type on a special machine as this reduces the number of proctors and textbooks for students.
 2. The exam is taken by all students without exception and without specifying the means of evaluation of some parts of the exam. Some students may find writing extremely difficult.
 3. Many categories of disabled student face serious difficulties in the design of the curriculum, which still requires further adaptation.
- The Ministry introduced the allocation of resources rooms. These are classrooms in a normal school equipped with educational games, other requirements and appropriate furniture in which one of the special education teachers works. The students study Arabic and mathematics in this room, while other subjects are studied in the normal classroom. In 2013, there were 82 resource rooms distributed throughout all directorates of education. Up to now, resources rooms have not been listed in the

school infrastructure and it is considered as an extra for the education of disabled students due to the unclear policy governing these rooms.

- In 2005, the resource center project was introduced. A center was opened in Ramallah, another in Gaza, and a third one in the directorate of southern Hebron. The resource center includes five specialists. The concept of the center is based on offering support services and other facilities via a team specialized in accent, education, counseling, and special education therapy. The team works on a mobile basis and conducts field visits, in addition to offering evaluations, individual plans and training for teachers and families to achieve better integration of disabled students.

Aspirations to Adapt the Education System to Integrate Students with Special Needs

The following procedures are required to adapt education to integrate students with special needs:

- The adoption of a comprehensive national policy for inclusive education rather than selective trends in the education system (in the final stages).
- Create a national and unified database of the categories of disabled student of learning age.
- Expand resources centers and open new centers in education directorates within a strategic vision, in addition to hiring employees.
- Extend the opening of resource rooms where possible in schools and education directorates within an approved strategic vision and appoint qualified employees.

- Train professional workers in special education to expand their numbers. Provide specialist staff for all types of student with special needs, whether gifted or with learning difficulties or autism.
- Educate families and the community to recognize the needs of students with special needs and integrate them into society.
- Adopting to employ the supportive teacher.
- Define rules and guidelines for different categories of disability, including instructions for the general secondary exam for disabled students. In addition, define instructions for the employment of disabled graduates in the governmental sector.
- Establish procedures to evaluate students at all school stages.
- Engage disabled students in extracurricular activities and provide them with psychological support and counseling. Their skills must be developed to enable them to achieve the maximum level of independence.
- Increase the integration of disabled students and students with special needs in government schools.
- Conduct a national awareness campaign offering equipment and resources for disabled students within a national plan that specifies a time frame and goals, as well as creating an interlinked national database.
- Establish a resource center for disability in Palestine that will comprise four aspects: a database; a database of available services; an advisory center for services and programs; and a consultancy and training program.
- Establish a fully integrated diagnostic center that includes all relevant governmental institutions (health, social affairs and education) and promote cooperation with the

Ministry of Social Affairs regarding a disabled card to offer optimal education to disabled students.

- Including vocational diploma for special education within one of the national universities so that it can benefit all staff who are working in special education (inclusive education advisors), resources rooms, teachers, teachers assigned to special education and teachers wishing to work in the field of special education within the teachers qualifying standards in this area.
- Expanding the system of practicing the profession's holidays to include teachers for special education and staff, in addition to vocational training's advisors, supervisors and teachers.
- Developing and applying professional standards and ethics to include the staff and teachers of special education, in addition to vocational training's advisors, supervisors and teachers.
- Intensifying and providing the needs of students with special needs by choosing specific schools (for each cluster) and to provide all needed resources such as specialized teachers, equipment, and facilities..) (educational reality diagnosis , 2013)
- Providing needed services to students with special needs such as construction facilities, and academic, physical and health support programs in schools. (educational reality diagnosis, 2013)
- Providing specified and announced procedures and methods to discover talented and superior students, and providing them

with support and care programs, which are monitored at school; providing academic therapy programs for slow learning students in addition to providing them with support and care. (educational reality diagnosis, 2013)

- Limiting inclusive education to a number of schools that are financially and technically equipped with cadres who know how to best deal with students with special needs.
- Improving school environments by providing proper educational and health facilities, and providing tools and equipment for the education process. (focus group's results)
- Granting teachers sufficient authority to operate freely and independently in the educational process, as the teacher shall be responsible for his students' results. (focus group's results)
- Reviewing inclusive education and the nature of disabilities that can be accommodated in schools, so that it doesn't affect students in terms of their attitudes, or wasting the teacher's time by taking care of this group instead of the whole class. Improving school environment with its educational and health facilities, its equipment, and classroom environment... (focus group's results)
- Work with universities, colleges of education and teacher training programs to add new concepts of inclusive education in individual subjects.

Seventh Issue: Developing Education in Kindergartens

Relevant Indicators:

- Only 55.1% of children are enrolled in early childhood programs (kindergartens) in 2013/2014, which is a long way from the international target of EFA of 70% by 2015.
- Advancement in Early Childhood Care and Education (ECCE) is extremely slow. Even in countries with good ECCE coverage, children from poor countries are unable to attend kindergarten, or they attend kindergartens that lack resources and a good quality education is not guaranteed. In most countries with lower averages of pre-primary education enrollment, education is offered in expensive private kindergartens that are not easily accessible.
- Private education constituted 99.1% of kindergarten stage during 2013/2014 and institutions usually operate for profit without any monitoring of quality.
- A strategy for early childhood in Palestine was drafted in 2013 and, if implemented in full, includes many measures to improve this sector.
- The Ministry adopted specific policies to extend this education, especially for marginalized and deprived areas that have no kindergartens. Under this policy, kindergarten classes are opened as an annex to basic stage schools to increase the potential for more students. Kindergarten classes are also opened within new basic stage school buildings.

- The Ministry of Higher Education singled out a complete program to develop kindergarten education in its third strategic plan (2014-2019) and includes qualitative and quantitative development of this sector.
- The average number of children per classrooms is 22.2 in the West Bank and 27.1 in the Gaza Strip.
- An average of one child for each educator in Northern Governorates (West Bank) 17.2 in the Southern Governorates (Gaza Strip) 21.5.
- There are no curriculum textbooks as such and an interactive curriculum developed in Jordan is implemented by staff in kindergartens. This is based on a manual that guides staff on planning and the daily program, activities, preparing worksheets for health and general-safety related activities, the social relationship of the child inside the family and the surrounding environment, plus concepts of mathematical logic and language. Concepts are communicated via worksheets and other educational activities. This approach has been adapted to suit the needs of Palestinian children.
- Kindergarten staff are poorly qualified, whether in terms of academic qualifications, or in practical training. The Ministry of Higher Education requires that the head of a kindergarten or whoever supervises the administration must hold an academic degree of a diploma or higher, but this requirement is sometimes not adhered to. Staff are trained in-service and not prior to commencing employment, although recruitment does take into consideration if the individual is specialized in primary education. However, kindergartens are not committed to this and to bridge the gap, the Ministry, conducts training courses for kindergarten staff.
- There are four government training centers, two in Gaza, one center and model kindergarten in Nablus and Bethlehem. These centers are used to train in-service staff in the practical application of their training. A training center will be established to serve three other directorates: Jerusalem suburbs, Ramallah, and Jericho. A third center will be in Hebron, where a plot of land has been donated. This center will serve the three directorates of Hebron, Northern Hebron Southern Hebron, and Yatta. Annually, these centers train 150 nursery staff who work in kindergartens.
- The Ministry has supported 370 kindergartens in all governorates by providing furniture and educational and pedagogical games in the last two years. International and regional organizations have also given support based on allocations made by education directorates and specific protocol. In Jerusalem, 40 kindergartens have been renovated and supplied with educational toys such as tools, a small theater, clinic, and traffic lights. Kindergartens in government centers in Nablus and Bethlehem have also been equipped.
- In coordination with the Ministry of Health civil defense and the engineering department of directorates, the Ministry of Education is working on issuing licenses for kindergartens. This requires many procedures, including the provision of safe

internal and external games areas with activities for children in the activity center. Licensed kindergartens must adhere to these instructions in order to be relicensed.

- The Ministry has adopted a childhood protection program to protect children from all forms of abuse, exploitation and neglect, especially orphans and broken families. The Ministry has appointed specialized advisors called Childhood Protection Advisors to supervise cases. Each directorate will appoint one male and one female advisor. The Ministry has also established two centers for childhood protection to offer services to children who are victims of abuse, exploitation and neglect. The Ministry also supervises orphanages and seeks to guarantee the rights of children by providing them with protection, care and comprehensive development. The Ministry has also appointed 29 institutions to run residential development programs to guide and track physical and psychological pathological cases in children, while attempting to reintegrate children in society if the family conditions are suitable.
- Training courses are conducted for nursery staff in many fields, including the following:
 1. Means of developing educational and teaching methods through exploiting raw materials available within the environment and at low cost.
 2. Training nursery staff in offering social and psychological support for children in difficulties: 56 social advisors have been trained.

- The needs of disabled individuals have not been met appropriately at kindergarten stage. Rehabilitation centers lack sufficient resources to offer these services. In addition, there are many obstacles for children who suffer mental retardation and their basic needs are not met. Data indicate that there are an inadequate number of specialized institutions to meet the needs of these children.

International Trends at Kindergarten Stage

1. Reaffirming the goal of ECCE within the first goal of EFA and clearly endorsing this goal as the first stage in the education process. (The Final Communiqué of the 7th Meeting of Collective Deliberations for NGOs on EFA, Chile, 21-23 May, 2014).
2. The Muscat Agreement (2014) endorsed the first goal (Goal: 1), by 2030, that not less than X% of girls and boys must be attending primary school. This will be facilitated through the provision of good quality ECCE. This includes providing compulsory and free education for at least one year before primary education, taking into consideration gender equality and the most vulnerable sectors. (Final Communiqué of International Meeting of EFA, UNESCO, Muscat – Oman, 12-14 May, 2014).

Aspirations of Education to Develop Pre-school Education

To develop this sector and fulfill early childhood needs, the following shall be adopted and taken into consideration:

- Make this education available to all and increase enrollment in kindergartens by empowering early childhood services to

reach marginalized and needy areas. Costs can be reduced by allocating special budgets for education in this sector and supporting kindergartens to continue offering this service in poor communities.

- Renovate infrastructure and enhance the educational environment of kindergartens. Develop strict regulations for licenses and buildings and allocate adequate budgets to support the childhood sector.
- Create a special curriculum for kindergartens that takes into consideration the unique Palestinian context and empowers children to acquire skills before moving to school. Issue material and training curricula to train nursery staff and heads.
- Develop institutional skills in kindergartens via administrative and vocational training.
- Establish university rehabilitation programs and training courses for employees in this sector and empower them to perform their tasks using improved and more modern educational methods.
- Establish an institute for diagnosis services to treat children with weak mental development.
- Enhance the ability of parents and those working with children to equip children with new life skills.
- Develop children's pride in their mother tongue.
- Develop a clear political policy to integrate kindergarten stage into formal education.
- Enact the Palestinian Child Law and draft legislation in various fields (health, education and civil laws), plus the adoption of procedures needed to guarantee its application.
- Identify the needs and concerns of early childhood within strategies and government development programs to limit poverty, and expand programs, media and awareness programs for families.
- Develop clear paperwork and information.
- Enhance the culture of partnership with families of kindergarten children.
- Develop relationships and communications with families of kindergarten children and the local community within an organized work program and raise awareness of the importance of kindergarten to children.
- Encourage networking between kindergartens and the exchange of successful educational experiences.
- Encourage the role of the local community and parents in drafting educational programs for children.
- Unite the vision of different sectors regarding the concept of early childhood from an integrated and inclusive perspective.
- Conduct studies on childhood to provide information and statistics on this sector for further investigation.
- Define national reference indicators to monitor the situation of childhood by sector from an integrated inclusive perspective that covers health, culture, media and legislation.

Eighth Issue: The Role of Private Education, its Support, Integration in Educational System and Real Partnership

Relationship between Private Sector and Civil Society Institutions:

The private sector still plays a marginal role in education in Palestine. It is concentrated in central cities such as Ramallah, Jerusalem and its suburbs, in Bethlehem to the south and in Nablus in the north. Villages and camps lack this type of education.

Relevant Indicators:

- Private schools in scholastic education (primary and secondary) constitute only 13.5% and offer education to 9% of students in Palestine.
- Private kindergartens provide services to 99.1% of children enrolled in kindergartens.
- The private sector contributes 10.5% to vocational education.
- The role of official institutions (Ministry of Higher Education and other ministries) is limited to issuing the licenses needed to establish private educational institutions without engaging in government supervision or monitoring. Conflicting responsibilities and supervisory authorities in education and vocational training weaken long term strategic planning.
- Private education institutions lack financial and non-financial incentives from the government. Official institutions have no

economic policies and incentives, especially for educational projects. In addition, political and economic conditions act as a disincentive to investment in education by the private sector due to the lack of security resulting from the practices of the Israeli occupation.

- The Ministry offers some forms of support and funds to the private sector by paying salaries of the education apparatus and part of current expenditure of some schools, especially those whose students have special needs such as schools for the blind and some private schools in Jerusalem. The Ministry also offers indirect support to a number of private schools via training and offering supervision. The Ministry provides textbooks and supports libraries with books and educational methods free of charge. Schools are involved in some development projects.

What should be done to develop and support education in the private sector?

- Discourage the private sector from establishing commercial schools for profit and set strict regulations to obtain a license to establish a school. This license needs to be renewed annually and should be accompanied by supervision and reports on its curriculum and learning outcomes.
- The relationship should be upheld since private schools act as an incubator or form of interactive education that may contribute benefits at a later stage and may be integrated into the public education sector if the school distinguishes itself.

- Transparency in the relationship may constitute the basis for a sound relationship.

Ninth Issue: Harmony between Education, Life and Work

This includes education for citizenship and education in harmony with life skills, communication and telecommunications, critical thinking and independent learning.

The Ministry of Education based its third strategic plan on several perspectives:

- Enhance national identity and citizenship, and focus on strengthening values and the rule of law.
- Expand the performance of the educational system beyond national and international tests and include citizenship and 21st century skills, student-based-learning, and promoting creativity, innovation, and wellbeing.

Relevant indicators:

- The Ministry developed a national strategy for education and vocational and technical training that is consistent with international trends. This strategy has been reviewed by special teams, with the participation of a broad group of stakeholders and social partners from private and public sectors.
- Studies indicate that the community's orientations towards vocational education are not positive ones, and most of the parents prefer that their children enroll in university education after the secondary education instead of the vocational one.

- The percentage of students enrolled in vocational education (without bus commercial tarck) in Palestine (all authorities) was 2.94% of all students at secondary stage: 4.6% in the West Bank and 0.51% in the Gaza Strip, taking into consideration there were no private vocational schools in Gaza in 2012/2013.

- Many studies showed that the main obstacles that impede girls from joining vocational and technical education are as follows:

1. The limited number of institutions that offer programs suitable for girls, leading to limited choices of specialization available.
2. The social culture and its attitude towards women in work, in addition to the generally low perception of vocational and technical education by society.
3. Lack of awareness by headmistresses, teachers and female students of secondary schools of the importance of technical and vocational education (MAS Institute for Studies and Research).
4. A large number of females tend to opt for open learning as an alternative. This has deterred females from joining vocational and technical education institutions (MAS Institute for Studies and Research).
5. The percentage of female participation in the job market is low: 15% females and 67% males. (The reasons cited are housework 65%, followed by studying 27%.) (Second Conference of Education and Vocational Training – *Hisham Hijawi College*).

6. The percentage of female unemployment is high (22%). (Unemployment rates increase by level of education and decrease with age.) (Second Conference of Education and Vocational Training – *Hisham Hijawi* College).

- In Palestine, there are 18 vocational schools (government and private), of which 13 are government schools with industrial and agricultural branches. Vocational schools exist in all West Bank directorates apart from Jericho and Tubas. There are no vocational government schools in the directorates of Jerusalem and Bethlehem. In the Gaza Strip, vocational schools exist in the directorate of North of Gaza, Central Gaza and East of Gaza, with industrial and agricultural branches.

Aspirations to Enhance Compatibility between Education and the Job Market

The achievement of compatibility between Palestinian education and the job market requires national institutions, the Ministry of Education and local and international partners to implement the following:

- Integrate the basics of vocational and technical education within public education via official curricula and scheduled and extracurricular activities until the end of primary stage (tenth grade).
- Increase the percentage of students enrolled in vocational education from the total number of students in secondary stage, taking into consideration the expansion of female participation by offering suitable programs.

- Increase the absorptive capacity of educational and vocational training institutions to meet the qualitative and quantitative needs of system outcomes through new programs (specializations) in many locations.

- Expand the opportunities available in vocational education and expand specializations, focusing on specializations relevant to girls.

- Conduct awareness and promotion campaigns, and intensify guidance and vocational coaching for families and students to increase the number of students enrolled in education and vocational training. Increase coaching programs for families and students in schools, focusing on factors of success in self-employment.

- Add, alter and develop specializations in educational and vocational training institutions in line with job market needs and realities.

- Bridge the gap between vocational education and the reality of society. Address the skills required by the job market within existing training units by adding new training in life skills and innovation.

- Develop training to include practical and applied aspects and mimic the job market to prepare students for engagement in it after their graduation.

- Develop and enhance the capabilities of teachers and trainers in vocational education.

- Develop vocational education to meet technological and vocational developments in the job market.
 - Prepare and support graduates to enter the job market and fulfill their aspirations by forming units that support graduates and communicate with the market and alumni.
 - Develop and implement new plans by introducing new vocational facilities for girls in existing schools.
 - Offering diplomas in some technical subjects in some of the vocational schools which will contribute in enabling and facilitating enrolment of females along with males in these courses, especially in areas that are close to these schools.
 - Strengthening partnership relations with the labor market through:
1. Developing LIMIS Information System, and establishing an information network between the educational and operational institutions.
 2. Introducing new methodologies of training at like internships as well as engaging the labor market's representatives who are involved in planning and preparing educational programs as well as vocational training
 3. Supporting initiatives related to establishing distinct trainings centers.
 4. Finding suitable funding to support the training process.
 5. Adopting a national framework for qualifications in order to enhance the partnership process.

6. Enact laws and legislation within the trends of willingness and compulsion.

7. Use educational televised networks to exchange information.

- Expand the system of practicing the profession (the professional network?) to include the team and teachers of special education, advisors, supervisors, and teachers of vocational education.

- Develop and adopt vocational measures and professional ethics to incorporate the team and teachers of special education, advisors, supervisors, and teachers of vocational education.

Tenth Issue: Enhancing Entrepreneurship, Creativity and Technology in Education:

The Ministry of Education focused attention on entrepreneurship and creativity in education in accordance with the following:

8. Entrepreneurship and creativity are vital to the Palestinian national economy.

9. Encourage students to think, be critical and nurture a spirit of contribution and productivity.

10. Exploit new technology to bridge the gaps between different areas of education within the Palestinian context.

Relevant Indicators:

- The Ministry, in partnership with pioneering civil society institutions, has promoted the

role of Palestine in international events related to entrepreneurship and creativity.

- The Ministry, in line with its legal status in the Higher Council for Excellence and Creativity, has engaged in garnering the opinions of students and their needs in this field for national public policy purposes.
- Over the past few years, the Ministry has developed a new vision for technology curricula to integrate it with other subjects. The Ministry has produced four new books and work is in progress on the remaining books.
- The Ministry has implemented other programs and projects to employ technology in education and has succeeded in supplementing existing infrastructure in schools with modern and innovative resources and techniques.

Aspirations to Enhance Entrepreneurship and Creativity in Education

- Enhance and strengthen strategic partnerships with relevant Palestinian, regional, and international institutions and launch supportive initiatives.
- Continue to develop technological infrastructure in schools in accordance with the standards determined by the Ministry of Education in partnership with strategic partners.
- Open the horizons of creative Palestinian students and innovators to communicate with their counterparts globally and represent Palestine in international events.

- Link creative Palestinian students to schools with supportive programs in national, international and regional universities and establish a suitable environment for their development and growth.

Vision for Education Post-2015: This section discusses the most important aspects of the format of the agenda for education post-2015.

Changing Principles and Priorities into Goals

The starting point to turn goals into priorities within the framework of post-2015 development will be from a perspective based on rights and justice. Priority is given to goals that tackle the structural and historical reasons for inequality that have resulted in the marginalization of certain sectors, including minorities, disabled people and those living in deprived areas.

11. Developing a specific framework for educational goals: The goals for education were expressed in three different ways and quality and justice are the common foundations of all proposals.

First, a number of organizations, especially NGOs, suggested that education goals form part of the broad framework of development, as in the approach of the Millennium Development Goals. In these frameworks, the main policies and Millennium Development Goals and EFA goals are preserved, but with important changes and additions to limit any deficiencies in educational outcomes. The logical basis is that pledges have not yet been fulfilled and it is essential to renew commitment to the existing Millennium Development Goals and declare a broad outline of goals.

Second: There are many suggestions for the post-2015 development framework and

these are arranged by subject rather than as an array of sector-based goals. This is a rational structured schedule that results in focus on the basics of sustainable development. For example, the framework of sustainable development goals specifies principles to achieve comprehensive development on a global level that covers all rich and poor countries. It reflects social, economic and environmental dimensions of sustainable development. Within this framework, education becomes an inclusive goal and is usually incorporated within other logical categories.

Third: Some proposals focused exclusively on setting the goals of education without a framework for post-2015 development. The international report monitoring EFA suggests a "bigger goal" by 2030; everyone shall have an equal opportunity to a basic education regardless of the conditions and circumstances, along with five secondary goals.

12. Prioritizing goals:

Two basic requirements are present in any international agenda of education: equality and quality. These two fields reflect the main goals that may be listed within the post-2015 development framework. They express the life cycle to provide opportunities and advancement in education that encompass different levels, presentations, and education as explained in more detail below:

Equality of Access: Equality of access will form the main commitment within the framework of post-2015 education. This goal complements ECCE and primary

education for all children and adults, especially marginalized and weak sectors.

Equality to Quality Education: Equal and appropriate education and learning are at the heart of the post-2015 education agenda. There is an agreement for the learning to be a separate goal.

It is possible to acknowledge other aspects of quality specified in deliberations as a group of favorable conditions to ensure appropriate education, including:

- Safe, healthy and favorable education environments, including school buildings, disaster-resistant classrooms, clean drinkable water, school nutrition programs and sanitation facilities that take account of differences between genders.
- The existence of trained and motivated teachers in sufficient numbers.
- Prudent systems and partner structures that enable parents and local communities to participate effectively in decision making.

Setting Goals and Indicators of Education:

More attention was given to determining priorities rather than agreeing on suitable goals, objectives and indicators. Agreement was reached on a group of primary goals. General points of rapprochement were apparent in the deliberations:

- Goals and indicators shall be international aspirations that are relevant and specific in context.
- Assessment of goals shall include qualitative and quantitative measures.

- Indicators to assess goals shall concentrate on the processes, results and inputs.
- Objectives and indicators shall express, as much as possible, all the aspirations represented by the goals.
- Objectives and indicators shall make available separate data from the perspective of equality and justice.

Specifying an Ideal Goal of Education:

There must be a broad vision of education to handle outstanding issues and respond to changes internationally. This vision should incorporate greater interaction, climate change, knowledge-based-communities, changing population dynamics and inequality. The ideal goal of education focused on expanding opportunities to access quality education, taking into consideration equality and education for life.

Four core points define the ideal goal:

1. Boys and girls shall access and complete their pre-primary education for a period of at least one year.
2. Equality in attending and completing a full round of appropriate primary education with academic results that are recognizable and measurable, especially in reading, writing and mathematics.
3. Empowering all adult boys and girls to attend appropriate secondary education and complete it with measurable and recognized academic results.
4. Enabling all adults and young people, especially girls and women, to access educational opportunities after secondary stage as a means to develop knowledge and

skills, including practical technical and vocational skills, to continue education and form more equitable communities, and to boost peace, tolerance and inclusivity.

Achievement of the Education Agenda Post-2015

Some of the main ideas to implement the education agenda are:

To create an empowered environment based on lessons learned from the current international education agenda to achieve agreed upon goals. It is important to look at financing and other factors that might support the implementation of new goals in the agenda.

Enhancing National Education Systems: The priorities of the post-2015 education agenda must continue to be reaffirmed. This shall include guaranteed national funding for education, improving education to administer and lead human resources, and developing the abilities of all participants in education, including teachers and parents. Many shortcomings and defects in hierarchy will continue to exist without a strong educational system.

Interventions and proactive programs that target marginalized and vulnerable sectors: Additional support in basic education for children from low social and economic backgrounds has been referred to as important in many deliberations and suggestions. When assessing progress, the scale should be linked with equality. For example, the highest 20% of families, in terms of their income, receive a proper education compared with the lowest 20% of families.

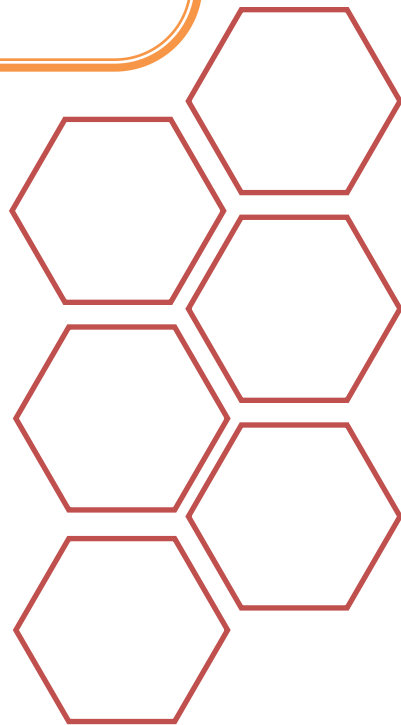
Guaranteeing Sufficient Funds: With increasing ambitions of the post-2015 education agenda, where size and scope represent a huge challenge, the lack of political will by national governments and international agencies may impede the provision of sufficient funding. This is a decisive factor in implementation, and innovative financing strategies of the education agenda need to be determined and achieved.

Effective Participation in Drafting Education Policy: This topic was referred to by many of the participants. It was important to have broad participation in discussions that led to agreement over goals and this was a basic feature of the discussions to date. With broad participation in defining the post-2015 education agenda, goals may be adopted and achieved.

Enhancing al-Rad Systems and National Evaluation: Evaluation is vital to ensure advancement in any agreed upon goal. The essential aspect of monitoring and national evaluation will be a database of evidence to assist in establishing policies, specifically what is suitable and what is not under any circumstances. Effective monitoring and evaluation systems that provide trusted and accurate information and accountability must be enhanced for progress to be made.

Effective and Organized Partnerships between Public and Private Sectors: It is important to guarantee the existence of a unified and common vision of education in the public interest. These partnerships will identify and specify points of rapprochement and concentrate on enhancing national education.

Annexes



Annex I: indicators of expanding care and education in early childhood.

Indicator			Total percentage of attending kindergarten	Net percentage of attending kindergarten	Percentage of 1str graders whom attended kindergarten	Percentage of children attended by each female teacher	Percentage of student per each class in kindergarten	Distribution of students by gender in kindergarten
2004/2005	WB	Males	-	-	-	-	-	-
		Females	-	-	-	-	-	-
		Both	-	-	-	-	-	-
	Gaza	Males	-	-	-	-	-	-
		Females	-	-	-	-	-	-
		Both	-	-	-	-	-	-
	Palestine	Males	30.6	-	50.1	-	-	-
		Females	29.3	-	48.0	-	-	-
		Both	29.9	-	49.1	20	-	-
2009/2010	WB	Males	44.5	32.9	57.4	-	-	51
		Females	43.8	32.1	55.9	-	-	49
		Both	44.2	32.5	56.7	18.6	23.9	100
	Gaza	Males	35.8	32.8	N/A	-	-	53
		Females	36.0	32.6	N/A	-	-	47
		Both	35.9	32.7	N/A	13.0	26.2	100
	Palestine	Males	40.9	32.8	N/A	-	-	52
		Females	40.6	32.3	N/A	-	-	48
		Both	40.7	32.6	N/A	16.2	24.8	100
2010/2011	WB	Males	45.9	39.6	58.8	-	-	52
		Females	44.7	38.7	57.9	-	-	48
		Both	45.3	39.2	58.4	17.8	23.1	100
	Gaza	Males	37.0	34.0	N/A	-	-	51
		Females	36.8	33.3	N/A	-	-	49
		Both	36.9	33.7	N/A	21.2	27.1	100
	Palestine	Males	42.2	37.3	N/A	-	-	51
		Females	41.4	39.2	N/A	-	-	49
		Both	41.8	38.2	N/A	18.9	24.5	100
2011/2012	WB	Males	46.6	41.7	64.1	-	-	51
		Females	46.1	41.4	61.9	-	-	49
		Both	46.4	41.5	63.0	21.0	22.2	100
	Gaza	Males	40.7	36.0	47.8	-	-	52
		Females	39.5	34.8	47.9	-	-	48
		Both	40.1	35.4	47.8	17.2	13.0	100
	Palestine	Males	44.1	39.3	57.1	-	-	51
		Females	43.3	41.2	56.0	-	-	49
		Both	43.7	40.2	56.6	18.5	23.8	100
2012/2013	WB	Males	51.5	46.5	65.3	-	-	51
		Females	50.8	45.9	64.4	-	-	49
		Both	51.2	46.2	64.9	16.3	22.3	100
	Gaza	Males	42.1	33.0	54.5	-	-	51
		Females	41.5	32.7	52.3	-	-	49
		Both	41.8	32.9	53.4	21.0	26.9	100
	Palestine	Males	47.6	40.8	60.7	-	-	51
		Females	46.9	40.4	59.3	-	-	49
		Both	47.2	40.6	60.0	17.8	23.8	100
2013/2014	WB	Males	54.6	49.7	70.0	-	-	51
		Females	54.2	49.5	69.4	-	-	49
		Both	54.4	49.6	69.7	22.2	22.0	100
	Gaza	Males	54.4	49.6	51.4	-	-	N/A
		Females	58.1	53.1	52.5	-	-	N/A
		Both	56.2	51.3	51.9	N/A	N/A	N/A
	Palestine	Males	54.5	49.6	61.9	-	-	N/A
		Females	55.8	51.0	62.2	-	-	N/A
		Both	55.1	50.3	62.1	N/A	N/A	N/A

Annex II: indicator for universal primary education

Indicator			Gross rate to enter 1 st grade	Net rate to enter 1 st grade	Gross rate to enter primary stage	Net rate to enter primary stage	Modified Net rate to enter primary stage	Attendance rate up until 5 th grade	Attendance rate up until 10 th grade	Rates of finishing primary stage	Rate of graduating primary stage to secondary stage
2004/2005	WB	Males	-	-	-	-	-	-	-	-	-
		Females	-	-	-	-	-	-	-	-	-
		Both	-	-	-	-	-	-	-	-	-
	Gaza	Males	-	-	-	-	-	-	-	-	-
		Females	-	-	-	-	-	-	-	-	-
		Both	-	-	-	-	-	-	-	-	-
	Palestine	Males	81.5	58.7	92.8	89.0	89.7	97.6	77.4	79.9	89.4
		Females	80.8	55.7	93.6	89.1	90.0	98.5	87.5	86.1	93.5
		Both	81.1	57.2	93.2	89.0	89.8	98.3	82.3	82.9	91.5
2009/2010	WB	Males	97.8	87.1	93.0	91.5	90.7	97.8	76.4	76.3	84.2
		Females	98.4	87.7	97.1	95.1	95.2	98.1	88.2	90.0	92.3
		Both	98.1	87.4	95.0	93.2	92.9	98.0	82.2	83.0	88.5
	Gaza	Males	95.0	84.5	93.7	91.8	90.5	98.3	75.3	79.3	87.4
		Females	94.0	83.6	93.0	91.1	89.4	98.8	85.9	90.8	90.0
		Both	94.5	84.1	93.3	91.4	90.0	98.5	80.5	84.9	88.8
	Palestine	Males	96.7	86.1	93.3	91.6	90.6	98.0	75.9	77.4	85.6
		Females	96.6	86.1	95.5	93.5	92.9	98.4	87.3	90.3	91.3
		Both	96.6	86.1	94.3	92.5	91.8	98.2	81.5	83.7	88.6
2010/2011	WB	Males	101.9	84.9	92.4	90.0	90.8	98.6	77.8	74.2	85.8
		Females	101.5	85.8	97.7	94.9	96.0	98.4	90.4	89.3	93.1
		Both	101.7	85.3	95.0	92.4	93.4	98.5	84.0	81.6	89.6
	Gaza	Males	100.8	80.9	90.9	87.2	87.8	98.1	77.2	81.3	88.6
		Females	97.8	72.3	93.7	89.5	90.1	98.3	93.5	98.2	92.3
		Both	99.3	76.7	92.3	88.3	88.9	98.2	85.2	89.7	90.5
	Palestine	Males	101.5	83.2	91.8	88.9	89.6	98.4	77.6	76.9	86.9
		Females	100.0	80.3	96.1	92.8	93.7	98.4	91.7	92.8	92.8
		Both	100.8	81.8	93.9	90.8	91.6	98.4	84.5	84.7	90.0
2011/2012	WB	Males	100.4	86.5	94.3	92.5	93.1	97.7	77.4	73.1	83.9
		Females	101.1	87.2	96.8	94.4	95.3	97.9	90.8	87.1	92.5
		Both	100.8	86.8	95.5	93.4	94.2	97.8	84.0	79.9	88.4
	Gaza	Males	100.7	89.2	92.0	89.8	90.4	98.3	74.2	73.0	91.4
		Females	100.2	89.2	93.5	91.0	91.5	98.0	90.9	88.5	92.2
		Both	100.4	89.2	92.7	90.4	90.9	98.1	82.4	80.6	91.8
	Palestine	Males	100.5	87.6	93.4	91.4	92.0	97.9	76.2	73.1	86.9
		Females	100.7	88.0	95.5	93.0	93.8	97.9	90.9	87.6	92.3
		Both	100.6	87.8	94.4	92.2	92.9	97.9	83.3	80.2	89.8
2012/2013	WB	Males	100.1	86.5	94.7	92.8	93.5	98.0	77.6	69.6	82.6
		Females	100.8	86.4	97.2	94.8	95.6	98.1	92.2	84.0	92.4
		Both	100.4	86.4	95.9	93.8	94.5	98.0	84.7	76.6	87.8
	Gaza	Males	98.1	96.3	90.7	89.5	89.5	98.9	77.1	69.6	92.0
		Females	99.1	98.0	93.9	92.4	92.4	98.4	91.8	89.4	92.5
		Both	98.6	97.1	92.3	90.9	90.9	98.6	84.2	79.4	92.3
	Palestine	Males	99.3	90.5	93.1	91.5	91.9	98.3	77.4	69.6	86.3
		Females	100.1	91.2	95.9	93.8	94.3	98.2	92.0	86.1	92.5
		Both	99.7	90.9	94.4	92.6	93.1	98.3	84.5	77.7	89.6
2013/2014	WB	Males	102.2	88.0	95.2	93.5	94.6	98.4	76.5	70.6	81.2
		Females	101.9	87.9	97.8	95.6	96.4	97.9	90.5	85.5	92.4
		Both	102.0	88.0	96.4	94.5	95.5	98.1	83.4	77.9	87.1
	Gaza	Males	104.4	102.5	92.8	91.5	91.5	98.2	73.9	66.4	91.6
		Females	101.8	100.7	94.6	93.1	93.1	98.7	95.6	82.8	87.8
		Both	103.2	101.6	93.7	92.3	92.3	98.4	84.3	74.4	89.5
	Palestine	Males	103.1	94.1	94.2	92.7	93.3	98.3	75.5	68.9	85.3
		Females	101.9	93.2	96.5	94.6	95.1	98.3	92.4	84.4	90.5
		Both	102.5	93.7	95.3	93.6	94.2	98.3	83.7	76.5	88.1

Indicators of universal primary education

Indicator			Percentage of students per each teacher in elementary schools	Percentage of students for each class in elementary school	percentage of failures in elementary schools	Percentage of dropouts in elementary schools	Percentage of success	Percentage of high school students enrolled in vocational education	Distribution of students by gender in elementary school	Distribution of teachers by gender in elementary school	Distribution of management by gender in elementary schools
2004/2005	WB	Males	-	-	-	-	-	-	-	-	-
		Females	-	-	-	-	-	-	-	-	-
		Both	-	-	-	-	-	-	-	-	-
	Gaza	Males	-	-	-	-	-	-	-	-	-
		Females	-	-	-	-	-	-	-	-	-
		Both	-	-	-	-	-	-	-	-	-
	Palestine	Males	-	-	1.7	1	97.3	-	-	-	-
		Females	-	-	1.4	0.9	97.7	-	-	-	-
		Both	-	-	1.5	1	97.5	-	-	-	-
2009/2010	WB	Males	-	-	1.6	0.9	97.5	5.2	50	39	90
		Females	-	-	1.4	0.4	98.2	0.4	50	61	10
		Both	22.3	29.6	1.5	0.6	97.9	2.6	100	100	100
	Gaza	Males	-	-	1.6	0.7	97.7	0.8	51	47	55
		Females	-	-	1.9	0.5	97.6	0.3	49	53	45
		Both	28.2	38.2	1.7	0.6	97.7	0.5	100	100	100
	Palestine	Males	-	-	1.6	0.8	97.6	3.3	51	43	50
		Females	-	-	1.6	0.4	98.0	0.4	49	57	50
		Both	24.8	33.2	1.6	0.6	97.8	1.7	100	100	100
2010/2011	WB	Males	-	-	1.9	1.2	96.9	5.5	50	38	44
		Females	-	-	1.7	0.5	97.8	0.5	50	62	56
		Both	21.6	28.9	1.8	0.8	97.4	2.8	100	100	100
	Gaza	Males	-	-	1.1	0.7	98.2	1.0	50	43	53
		Females	-	-	0.8	0.5	98.7	0.1	50	57	47
		Both	26.4	36.1	1.0	0.6	98.4	0.5	100	100	100
	Palestine	Males	-	-	1.6	1.0	97.4	3.7	50	40	48
		Females	-	-	1.3	0.5	98.2	0.4	50	60	52
		Both	23.7	32.0	1.5	0.7	97.8	1.9	100	100	100
2011/2012	WB	Males	-	-	1.5	1.1	97.4	5.4	50	37	43
		Females	-	-	1.3	0.5	98.2	0.6	50	63	57
		Both	21.4	1.3	1.4	0.8	97.8	2.7	100	100	100
	Gaza	Males	-	-	0.9	0.6	98.5	1.1	51	41	50
		Females	-	-	0.6	0.5	98.9	0.2	49	59	50
		Both	24.7	35.8	0.7	0.6	98.7	0.6	100	100	100
	Palestine	Males	-	-	1.3	0.9	97.8	3.6	50	39	45
		Females	-	-	1.0	0.5	98.5	0.4	50	61	55
		Both	22.9	31.7	1.1	0.7	98.2	1.9	100	100	100
2012/2013	WB	Males	-	-	1.4	1.2	97.4	5.5	50	37	43
		Females	-	-	1.3	0.5	98.2	0.6	50	63	57
		Both	20.8	28.3	1.4	0.9	97.7	2.8	100	100	100
	Gaza	Males	-	-	1.0	0.7	98.4	0.8	50	41	51
		Females	-	-	0.7	0.5	98.8	0.2	50	59	49
		Both	25.7	36.5	0.9	0.6	98.6	0.5	100	100	100
	Palestine	Males	-	-	1.3	1.0	97.7	3.6	50	39	46
		Females	-	-	1.0	0.5	98.5	0.5	50	61	54
		Both	22.9	31.8	1.2	0.7	98.2	1.9	100	100	100
2013/2014	WB	Males	-	-	-	-	-	5.8	50	27	42
		Females	-	-	-	-	-	0.7	50	73	58
		Both	20.7	28.0	-	-	-	2.9	100	100	100
	Gaza	Males	-	-	-	-	-	0.8	51	41	49
		Females	-	-	-	-	-	0.2	49	59	51
		Both	25.6	36.6	-	-	-	0.5	100	100	100
	Palestine	Males	-	-	-	-	-	3.7	50	33	45
		Females	-	-	-	-	-	0.5	50	67	55
		Both	22.8	31.6	-	-	-	1.9	100	100	100

Annex III: Multi-year distribution of population by education Level

Level of education and year	Palestine			West Bank			Gaza Strip		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
2004									
Illiterate	3.5	12	7.7	3.2	12.4	7.8	3.9	11.3	7.6
Reads and writes	7.7	7.8	7.7	7.7	8.8	8.2	7.7	5.9	6.8
Elementary	19.7	17.3	18.5	20.9	18.2	19.5	17.5	15.5	16.5
Primary	35.4	33.9	34.8	37	34.5	35.8	32.5	33.1	32.7
secondary	19.8	19.1	19.4	17.7	15.9	16.8	23.7	25	24.4
Intermediate diploma	4.8	4.5	4.6	4.8	4.6	4.7	4.6	4.2	4.4
Bachelor	9.2	5.4	7.3	8.7	5.6	7.2	10.1	5	7.6
2009									
Illiterate	2.6	8.3	5.4	2.6	8.7	5.6	2.6	7.6	5.1
Reads and writes	6.2	6.4	6.3	6.9	7.8	7.3	4.9	4	4.5
Elementary	16.6	14.5	15.6	17.6	15.9	16.8	14.7	12.1	13.4
Primary	38	35.5	36.8	38.9	35.3	37.2	36.3	35.9	36
secondary	20.5	21.6	21	18.8	18.9	18.8	23.6	26.4	25
Intermediate diploma	4.9	4.8	4.8	4.8	4.9	4.8	5.1	4.5	4.8
Bachelor	11.2	8.9	10.1	10.4	8.6	9.5	12.8	9.5	11.2
2010									
Illiterate	2.4	7.8	5.1	2.2	8.3	5.2	2.6	7	4.8
Reads and writes	5.9	6.4	6.1	6.1	7.6	6.8	5.4	4.2	4.8
Elementary	16.9	14	15.5	18.2	15.5	16.8	14.6	11.5	13
Primary	38.9	35.9	37.4	39.6	35.1	37.4	37.5	37.2	37.4
secondary	20.1	22.1	21.1	19	19.5	19.2	22.1	26.7	24.4
Intermediate diploma	4.4	4.6	4.5	4.3	4.6	4.5	4.7	4.5	4.6
Bachelor	11.5	9.2	10.4	10.6	9.4	10	13.1	8.8	11
2011									
Illiterate	2.1	7.4	4.7	2.1	7.8	4.9	2.3	6.7	4.5
Reads and writes	6.2	6	6.1	6.4	7.2	6.8	5.9	4	5
Elementary	16.6	13.8	15.2	17.7	15.2	16.5	14.4	11.4	12.9
Primary	37.7	35.6	36.6	39.3	35.5	37.5	34.9	35.5	35.2
secondary	20.5	22.1	21.3	19.2	19.5	19.3	22.8	26.6	24.7
Intermediate diploma	4.9	4.6	4.8	4.6	4.4	4.5	5.4	5.1	5.2

Level of education and year	Palestine			West Bank			Gaza Strip		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Bachelor	12	10.5	11.3	10.7	10.4	10.5	14.3	10.7	12.5
2012									
Illiterate	1.8	6.4	4.1	1.9	6.9	4.4	1.7	5.5	3.6
Reads and writes	6	5.8	5.9	6.1	6.9	6.4	5.8	3.9	4.9
Elementary	16.1	13.1	14.6	17.2	14.5	15.9	14.1	10.6	12.3
Primary	38	35.5	36.8	39.7	35.4	37.6	35	35.7	35.4
secondary	20.7	22.8	21.7	19.6	20.7	20.2	22.6	26.5	24.5
Intermediate diploma	5.2	5.1	5.2	4.8	4.7	4.8	5.9	5.8	5.9
Bachelor	12.2	11.3	11.7	10.7	10.9	10.8	14.8	12	13.4
2013									
Illiterate	-	-	3.7	-	-	-	-	-	-
Reads and writes	-	-	5.8	-	-	-	-	-	-
Elementary	-	-	14.2	-	-	-	-	-	-
Primary	-	-	37.3	-	-	-	-	-	-
secondary	-	-	21.9	-	-	-	-	-	-
Intermediate diploma	-	-	5	-	-	-	-	-	-
Bachelor	-	-	12.1	-	-	-	-	-	-