

PALESTINIAN

EDUCATION SYSTEM

Jerusalem Media & Communication Center

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INTRODUCTION

This research evaluates the level of education in Palestine, measuring its trends towards improvement or decline. Our objectives include the study of the needs of the education sector, taking into account projected population growth in Palestinian society. We will also study investments, programs and budgets allocated to education.

The methodology of this project is both quantitative and qualitative. A focus group of Palestinian education experts was convened to collect data for this study, interviews were conducted with Palestinian educators, and 460 teachers from both the West Bank and Gaza were surveyed through a questionnaire.

This project is broken down into different sections. The first deals with education under occupation, covering the first Intifada (1987-1991) and the period of the Gulf War. The second section concentrates on the establishment of the Ministry of Education and its Five-Year Plan. There is a section on the newly introduced, unified curriculum, and on the changes teachers have been through over the past three decades. The final section looks at the effects the present Intifada is having on the Palestinian education sector.

EDUCATION UNDER OCCUPATION

Palestinian people have historically had a high regard for education. The post-1948 refugee generations considered it the one of the main weapons with which to counter the aggression of the newly created Israeli state. In the 1950's and 60's the standard of education in Palestine was impressive; a high percentage of Palestinians held college degrees and the number of Palestinians with higher education was higher than in any other country in the Middle East. From 1967 onwards, however, as a direct result of the Israeli occupation, this high level of education began to decline.

When Israeli soldiers occupied the West Bank, East Jerusalem and Gaza, the Israeli Office of Education took control of schools in those areas. In Gaza, they had followed the Egyptian curriculum since 1948, while in the West Bank and East Jerusalem, Palestinian schools had followed the Jordanian curriculum.

During Israel's twenty-seven years of control over Palestinian schools, there were no changes or improvements made to the curriculum, censorship was applied to texts and some material referring to the history of Palestine was rewritten. Importing books was restricted, while minimal care was given to infrastructure. Strict punishments were applied to schools or teachers who did not follow the guidelines set down by the Office of Education.

The Israelis substantially censored and edited the curriculum taught in Palestinian schools. The word Palestine was removed from every history book. Even when discussing the crusader invasion of the Middle East, the word 'Palestine' was replaced with 'Israel'¹. Many teachers felt that an attempt

¹ Ref. History book grade 5

was being made to erase the Palestinian identity by rewriting history. Censorship also existed in music and art. It was illegal to have a drawing of the Palestinian flag, and a number of Palestinians were jailed for displaying it.

Public schools in East Jerusalem were put under the control of the Jerusalem municipality, allowing Israel to insert subjects of its choice into the curriculum there. Hebrew lessons became mandatory, which in turn led to a rise in the dropout rate. It also resulted in an increase in the popularity of private schools in occupied East Jerusalem which offered British and US curriculum subjects.

Even though out-dated pre-1967 textbooks were the only teaching material available, teachers risked being jailed if they mentioned subjects not approved by the Office of Education. There was no teacher training nor were laboratories or libraries built; pupils had to use their imaginations when teachers described how to perform scientific experiments. Lack of investment in infrastructure resulted in over crowded schools. On top of all these limitations the Israeli policy of 'collective punishment' resulted in frequent schools closures.

This undermining of Palestinian culture and history sparked an identity crisis for many young Palestinians. Other facts that contributed to this included 19 years of Jordanian rule and the fragmentation of Palestinian society into different ethnic, political and religious groups.

New opportunities did emerge for Palestinian youths under occupation. Israel hired and encouraged them to become unskilled laborers within in the Green Line. These school-age youngsters were working and earning money in the same way as the educated sector of the Palestinian people. This was an attractive option for many Palestinians, and its direct result was a decline in regard for the importance of education.

The 1987 Intifada and its affects on education in Palestine

Following the outbreak of the first Intifada in 1987, the Israeli authorities used several measures of collective punishment to force the Palestinian community to halt the uprising. The repeated closure of educational institutes was one of the costliest prices paid by the Palestinians.

All 1,174 West Bank schools (excluding East Jerusalem schools) were subject to frequent and extended closure orders, and were not allowed to operate for 17 of the 28 months (late 1987 to 1990). As a result 35 percent of the Palestinian population was repeatedly denied access to any form of formal education.²

It was up to the community to assure children's education, and alternative education schemes were thought out in a bid to continue the learning process. One of the alternatives was community education. Children would meet at homes, churches or mosques and were taught by parents, teachers and older students. By 1988, Israel had declared community education illegal. Students caught participating were subject to harassment, arrest and were liable to be jailed for a period of up to ten years and fined US\$5,000.

Study packets were another form of alternative education. These were distributed to students to take home and learn from. However, following the distribution of the first batch of packets, Israel declared they were also illegal, citing security reasons.

The long and extended closure of schools was condemned both internationally and within Israel itself. Local and external pressure on Israel finally resulted in the reopening of schools in July 1989, after a closure period that at one point had run continually for six months.

Three and a half months later, in October, the Israeli authorities announced that all schools in the West Bank and Gaza were to go on a two-month vacation. This announcement was timed to coincide with the first anniversary of the declaration of a Palestinian state. Some private and UNRWA schools chose not to obey this order, but were nevertheless forced to close.

² Ref. Education Network

The continued disruption of schooling and the outlawing of educational alternatives had serious consequences on the whole educational system. For two consecutive academic years students advanced through the school system without fully completing the required curriculum, leading to a drop in academic standards for preparatory and secondary levels and a major rise in illiteracy at elementary level. Universities were closed for fully three years, which left graduating students unable to enrol in any form of further education.

The effects of the closures were not immediately felt, but the result became a generation of poorly educated Palestinian youngsters. The lack of formal education also led to a breakdown in discipline, with students no longer prepared to abide by rules and regulations laid down by schools. Disheartened by the struggles of their parents and teachers, students were beginning to question the worth of education and the traditional value system.

Educational Statistics

West Bank Schools (including East Jerusalem schools)

Year	Schools				Students			
	Gov.	UNRWA	Private	Total	Gov.	UNRWA	Private	Total
1988/89	862	100	317	1279	251554	40678	57741	349973

Gaza Strip Schools

Year	Schools				Students			
	Gov.	UNRWA	Private	Total	Gov.	UNRWA	Private	Total
1988/89	105	162	49	316	77917	90713	8056	176686

West and Gaza Strip

Year	Schools							
	Gov.	UNRWA	Private	Total	Gov.	UNRWA	Private	Total
1988/89	967	262	366	1595	329471	131391	65797	526659

Students Distribution according to the Educational Level in the
West Bank and Gaza Strip

Area	West Bank and Jerusalem	Gaza Strip	West Bank and Gaza Strip
Level / Year	1988/89	1988/89	1988/89
Kindergarten	22843	6940	29783
Primary	206411	109772	316183
Preparatory	77213	39765	116978
Secondary	42319	19379	61698
Total	349973	176686	526659

School Closures – By School Year:

IMPORTANT: The minimum number of school days (for schools on the six-day week schedule) for an official school year required under Jordanian law for the West Bank is 205-210 days.

Sept. 1987 – July, 1988

All West Bank schools closed

Feb 3 – May 23	Elementary
Feb 3 – May 28	Preparatory
Feb 3 – June 7	Secondary
June 15 – June 16	All levels
July 5 – July 8	All levels

During the second semester, the maximum number of days that schools could be open (based on the six-day school week) is:

47 days	Elementary
44 days	Preparatory
35 days	Secondary

Dec. 1988 – Nov. 1989

The Israeli authorities extended the school year until November 1989 to compensate for the long delay in starting the fall semester, and for the prolonged closure of all West Bank schools from January to July.

All West Bank schools closed:

Dec 1 – 10	Preparatory
Dec 1 – 17	Secondary
Dec 31 – Jan 10	All levels
Jan 22 – July 20	Elementary & Secondary III
Jan 22 – Aug 1	Preparatory
Jan 22 – Aug 30	Secondary I & II

Thus, during the school year, the maximum number of days that schools could be open (based on the six-day school week) is:

135 days	Elementary
115 days	Preparatory
85 days	Secondary I & II
120 days	Secondary III

Jan. 1990 – July 1990

All West Bank schools closed:

March 28 – 31	All levels
May 21 – 25	Elementary
May 21 – 30	Preparatory & Secondary

Thus, during the school year, the maximum number of days that schools could be open (based on the six-day school week) is:

142 days	Elementary
136 days	Preparatory & Secondary

These statistics don't reflect the exact picture: many schools were often closed sporadically as a result of curfews or general strikes, while many teachers had difficulties getting to work. A number of teachers and students were arrested. On top of that, individual schools were ordered to shut by the Israeli Army for differing lengths of time as a preventative security measure.

The Gulf War

Even before the Gulf War began, the Israeli Civil Administration had closed all Palestinian schools in the West Bank and the Gaza Strip. They ordered the mid-year vacation to start from the 31 December 1990. On 13 January 1991, the Israeli military reopened schools; two days later on 15 January, they closed all Palestinian schools again and two days after that, on 17 January, the authorities imposed a strict 24-hour curfew on the entire West Bank and the Gaza Strip. This curfew was not a response to any Palestinian action but a form of collective punishment.

The curfew ended on 19 February; by that time the military had allowed most elementary grade pupils in the West Bank to return to school. The rest of the grades were gradually allowed to return to school over a period of four weeks and by 18 March, all pupils were back at school. Sporadic closures continued, however, and the months of lost schooling were never fully recovered.

According to education authorities in the West Bank and Gaza the 1990/91 academic year ended on 30 May. Finishing the school year at that time made it impossible for Palestinian schools to complete the curriculum for that school year, despite students having lost between 30 and 50 percent of possible schools days. Private schools in Ramallah, which were least affected, lost 81 out of a possible 145 school days.

THE MINISTRY OF EDUCATION, POST - 1994

By the time the Palestinian National Authority was established in 1994, the education system in Palestine had deteriorated significantly. When the Ministry of Education (MoE) was set up from scratch, in August, 1994, almost 20 percent of schools in the West Bank and Gaza (373 out of a total of 1910) were running a two-shift system. There were 654,697 Palestinian students in the education system, and that figure was increasing by around 53,000 every year. There were only 18,228 classrooms to accommodate the students, with 19,794 teachers, giving an average of 37 students per class.

The Five Year Plan

The years after 1994 were marked by emergency measures aimed at salvaging education from total collapse and at laying the foundation for a viable system in future. Basic compulsory education (Grades 1-10) was unified; so were the procedures for the secondary school matriculation examination, the Tawjihi.

To improve the situation, the MoE developed a Five Year Plan for Education and Development, which provided a vision for a nation-wide Palestinian system of preschool, basic and secondary education. As a result, a vast program of school construction has been carried out and other essential programs set up. These include the creation of a new curriculum, textbooks and teaching aids development and in-service training. All these programs were largely donor-funded.

The Five-Year Education Development Plan 2000/2001-2004/2005 aims to reform and develop the education system, by addressing quantitative and qualitative educational priorities. This vision is expressed in five principles set forth by the Ministry of Education (MoE):

- 1) Education as a human right: ensuring all children, between the age of six and sixteen, free basic education regardless of their beliefs and social or economic status
- 2) Education as basis for citizenship: educating children on civic responsibilities in a framework of freedom and social responsibility
- 3) Education as a tool for social and economical development: meeting the requirements of Palestinian society and enabling students to develop socially, economically and politically
- 4) Education as the basis for values and democracy: being instrumental in building a democratic and well-informed society, and maintaining a balance between promotion of national values and openness to world cultures so as to effectively contribute to the evolution of world civilization.
- 5) Education as a continuous, renewable and participatory process.

(These points are taken directly from the Executive Summary of the Five-Year plan)

The Education Plan expresses the sector development vision and addresses the challenges in programmatic form: i.e. in five goals, which are translated into 30 objectives and related targets to be reached during the Plan period 2000/01 – 2004/05 in order to attain the objectives. Goal 1 is to provide access to education for all children, Goal 2 is to improve the quality of education, Goal 3 is to develop formal and non-formal education, Goal 4 is to develop management capacity in planning administration and finance, and Goal 5 is to develop the human resources of the education system.

Goal 2 and Goal 5 are the most essential and overriding targets which orient all education development activities over the period, and against which their progress and impact will be monitored, assessed and evaluated. By adopting these two high priority goals the Palestinian Authority has made a firm engagement to provide all school age children with education of good quality and effective relevance to cultural, social and economic development. Goals 4, 3 and 1 concern the underlying and supporting areas which require priority attention so that Goal 2 and Goal 5 will be attained as rapidly as possible and in a sustainable manner.

The five-year plan was conceived and created with the help of private education institutes. Plan preparation benefited from the availability of reliable and comprehensive education statistics provided by the education data collection (done jointly between MoE and Palestinian Central Bureau of Statistics) and analysis capability built up in recent years, with substantial donor assistance.² Palestinian NGO's and international consultants helped draw up a realistic plan which would address the needs of the students with the means available. The goals are set, but coordination in many cases is still weak.

Quantitative Improvements

The MoE's most pressing need in 1994 was to upgrade infrastructure. More schools needed to be built, and more teachers needed to be hired. By 2000, the three-shift system that was common prior to 1994 had been done away with, and the percentage of schools operating two shifts had fallen four percent to around 15 percent (2610 schools). A number of new school buildings had been constructed, while the amount of teachers has rose by a third (from 19794 in 1994-95 to 33825 in 1999-2000). School libraries doubled between 1994 and 2000 to 771, while the number of scientific laboratories increased 500 percent over the same period (from 144 to 737). By 2000, student enrolment had risen by 40 per cent, with net enrolment rate for grade one up to almost 100 per cent. The MoE has also worked to enforce the law of mandatory education, introduced in 1994.

The number of computers in schools has risen dramatically, from a total of 314 in 1994, to 8091 in 2000. The majority of these were provided by donors. Despite that increase, only 43 percent of schools in West Bank and 48 percent of schools in Gaza have a computer laboratory, while a large section of the teaching population remains computer illiterate. Some educators had hoped that donor money would have been made available for more fundamental needs such as new textbooks, but the donor priority was to provide access to a computer for every student. The general feeling presented in the interviews conducted with teachers and education experts was that donor driven projects were good, but they did not take into account the most essential needs of the present Palestinian system.

Over the past five years the MoE has been successful in addressing issues of a quantitative nature. The initial emphasis on the rehabilitation of infrastructure had, in some cases, detrimental effects on the *quality* of education. The fast pace, low quality growth looked good on paper but in many cases, the construction or renovation of classrooms impacted negatively on pupils' learning. For example, many of the new schools being built don't provide playgrounds for pupils.

Teacher training

All teachers in Palestinian schools have completed a two year college degree and 60 percent of them hold a bachelor degree or higher. Teachers also now receive in-service training through schools and the MoE has specified the number of training hours to be completed by teachers and administrators. This ranges from 30 to 100 hours for first year teachers, while school principals must complete 70 hours.

Experts agree that in-service training is essential to better the quality of education in schools, but would have preferred greater emphasis on the quality of training rather than the number of hours it takes. According to the teachers interviewed, training is sometimes is not targeted towards their needs, while trainers have been inexperienced and unknowledgable. Many felt they needed to be allowed to choose which courses were relevant for them to attend. Several teachers stated that many of the in-service courses are designed to serve a different culture and/or education system.

Teachers felt that theoretically courses on behavioral modification or gender issues weren't immediately relevant to the problems they were facing. "Teachers believe training sessions don't respond to actual needs of local teachers, they may appeal to donors but don't address our problems," commented one interviewee.

Despite the stated aims of the MoE's Five Year Plan, according to the West Bank and Gaza-based teachers surveyed by the JMCC, 20 percent have never had any training courses.

Almost 90 per cent of teachers in the West Bank have had a formal training course, while only 58 percent of the teachers in Gaza have taken part in one.

Of the 58 percent who stated that they received training, only 53 percent received in-service training.

When asked about the number of courses given to those teacher who received training, 40 percent of the teachers surveyed in Gaza had participated in one only course or work shop, while in the West Bank a majority 57 percent received training a number of times.

The introduction of a cohesive new curriculum has not been easy. The MoE has had to amalgamate the Jordanian and Egyptian curricula into a new Palestinian version. The Palestinian Center of Curriculum Development, which was set up in October 1995 with technical assistance from UNESCO, is responsible for developing the national curriculum in terms of content, aims and teaching methods.

The new curriculum was designed to contribute to the following:

1. The realization of national unity
2. To support economic development and employment
3. To instil values in individuals
4. To provide solid education¹

It is being introduced two classes at a time and is due to be fully implemented by 2012. The first books were introduced to grades one and six in the 99-2000 school year. Grades two and seven received their new textbooks in 2001, with those for grades three and eight already in production.

The textbooks produced for use in the school year 99-2000 were low quality. Teachers from different schools expressed disappointment, commenting that the pictures were unclear and the texts badly written. When asked to clarify the language problems in the new books, teachers stated it was weak in some parts, while in other parts it was difficult for them to understand, let alone teach.

Teachers are expected to add information of their own to enhance the curriculum.

According to the JMCC survey, 70 percent of teachers in the West Bank realize they are expected to add information from their own knowledge during teaching, to supplement information mentioned in books. In Gaza,

¹ Ref. Executive Summary of the Five Year Plan

only 48 percent add information from their own knowledge and resources, while another 48 percent follow the curriculum strictly.

Controversy

The introduction of a new curriculum remains a controversial topic in the education sector. For many, the information in the new teaching texts remains as censored as it was under occupation, for example, Haifa is referred to as an exclusively Israeli port, while Gaza is the only Palestinian port. History is also taught without mentioning Palestine

As well as complaints from Palestinian teachers, some right-wing Israeli educators have questioned the content of the new curriculum, claiming that it contains "anti-Semitic" and "anti-Jewish" material.

The statements were based on a study done by the CIMP, whose research director, Itamar Marcus, is an extreme right-winger living in the West Bank settlement of Efrat. His presentation to a group of US congressmen and senators, was enough for some donors to redirect funds previously allocated to Palestinian education projects.

The majority of Israelis who examined the new Palestinian textbooks did not share his opinions about the 'subversive' nature of the teaching material, but the damage was done and another blow delivered to the Palestinian education.² Italian donors withdrew funding for the Palestinian curriculum development, while the World Bank redirected its contributions.³ Regardless of these political issues, experts have agreed that the new curriculum is satisfactory.

² Dr. Fouad Moughrabi The Nation

³ Ref. L'express. Fr

Teachers had a number of challenges to cope with in the period during and after the first Intifada. It became increasingly difficult to motivate students, with discipline also a growing problem. Teachers themselves lacked motivation as a result of the repeated closures between 1987 and 1991.

The Palestinian teaching staff dealt with these problems through trial and error. Many felt it was important to network and share experiences to face these challenges. This resulted in the formation of educational institutes dedicated to assisting teachers, which worked through publications, workshops and studies.

Salaries

Currently, the difference between teachers' salaries in public schools in Israel compared with their Palestinian counterparts is substantial. Teachers' pay in public schools used to be better than it is currently; the teachers received two pay cheques, one from the Jordanian government and the other from the Israeli-run Office of Education. In 1988, when the Jordanians disengaged their administrative ties with Palestinians, teachers were forced to either look for a second job, or change careers to compensate for the drop in salary.

This move led to a drop in the quality of education as experienced teachers left the system and also caused a decline in respect for the teaching profession. A teacher who drove a cab in the afternoon for example, would end up driving some of his students around. Over 40 percent of the teachers who responded to our survey believed that the students' attitudes had deteriorated over the last five years had gotten worse.

Comparisons of teachers' monthly pay in Public Schools in Palestine and Israel. (1st of January 1999)

Number of Years as Teacher	In Palestine	In Israel
One	967 NIS	2805 NIS
Five	1017 NIS	3409 NIS
Ten	1111 NIS	3989 NIS
Fifteen	1180 NIS	4404 NIS
Twenty	1305 NIS	4882 NIS
Twenty-five	1415 NIS	5369 NIS
Thirty	1605 NIS	5642 NIS

In a bid to improve pay and conditions, teachers went on a strike for three months, a move which threatened the 99-2000 school year. However, this ended with the outbreak of the second Intifada. Teachers dropped their demands to play their part in the uprising, with many feeling that students needed to be in school to prevent them spending too much time on the streets.

Currently, just over 40 percent of teachers earn less than 1500 NIS a month, and 87 percent of the teachers believe their remuneration is insufficient. A teacher's salary in Gaza is never more than 2000 NIS a month, while in West Bank, 35 percent of the teachers receive between 2000 and 2500 NIS. 17 percent receive over 2500 NIS.

When asked about their salary, 20 percent of teachers in Gaza thought it was enough, while in the West Bank, where living costs are comparatively higher, only 10.5 percent thought their salary was fair.

Almost half of West Bank teachers said the true value of their salary had decreased since the PNA was established, compared to 20 percent in Gaza. In Gaza almost 100 percent of the administrators stated that there is a steady yearly raise offered to all the teachers, and while this sounds good, the raise is exactly 10NIS per annum, what most students spend in school daily, as pocket money.

THE AL-AQSA INTIFADA AND IT'S EFFECTS ON EDUCATION IN PALESTINE

The latest Intifada has damaged the Palestinian education system in a variety of ways. Many students have been injured or even killed since it began 29 September, 2000. Psychologically, many children are suffering from Post Dramatic Stress Disorder, as a result of shelling, shooting, beatings and other forms of intimidation. The tightening of the closure on the West Bank and Gaza Strip during this period has also made it increasingly difficult to keep normal school hours. Teachers and students have been restricted from travelling to schools, while some towns have been placed under curfew, resulting in the loss of more school days.

Students killed and injured from 29 Sept 2000 to 25 May 2001

Number of pupils killed:

	Male	Female
West Bank	56	2
Gaza Strip	59	0
Total	115	2

Number of pupils injured:

	Male	Female
West Bank	1131	68
Gaza Strip	960	10
Total	2091	78

(Source. MoE)

Israeli soldiers have attacked students, in some cases injuring children under the age of eighteen. Pupils have been run over, beaten by soldiers and

settlers, and had internationally banned high velocity dumddum bullets used against them.

Palestinian mental-health professionals and school councillors have reported numerous cases of Post Dramatic Stress Disorder among school age children, especially those whose schools and homes are near points of confrontation.

Number of schools near points of confrontation:

	Number of Schools	School Gender			School Level		Number of Students
		Male	Female	Co-ed	Elementary	Secondary	
West Bank	252	93	86	73	167	85	96286
Gaza Strip	23	8	3	12	18	5	22376
Total	275	101	89	85	185	90	118662

(Source. MoE)

Symptoms include depression, disturbed sleep and nightmares, difficulty concentrating and remembering things, diminishing interest in enjoyable activities, emotional detachment from parents and friends, bedwetting and an increasing state of alertness.¹

The lack of skilled professionals trained to cope with problems resulting from severe cases of shock also affects the education system in Palestine. Many cases go untreated as parents and teachers fail to recognise the symptoms, leading to potentially serious long-term effects on Palestinian children.

The closure of the West Bank and the Gaza strip has been increasingly tightened since the start of the second Intifada, while some towns have been broken into sections preventing people living in them from traveling freely across town. This tightening of the closure has had a number of negative effects on students. Many school days have been cancelled as teachers struggle to make it to school.

¹ Dr. Fouad Moughrabi, The Nation

The disruption in education during the Al Aqsa Intifada and the days needed to makeup:

	Interruptions in teachers' work hours	Interruptions in students' school hours	Number of classes	Number of days that need made up
West Bank	2081	31117	1569074	278
Gaza Strip	418	7400	315172	14
Total	2499	38517	1884246	293

(Source MoE)

The April 2002 Israeli incursions into the West Bank resulted in substantial damage to the Ramallah-based Ministry of Education. Eye-witnesses say there was widespread damage to the building itself, files and documents had been ruined and the website taken down.

CONCLUSION

When asked about the changes in the education system since the PA took over in 94', 68 percent of teachers in Gaza believed that it stayed the same or deteriorated. Compared to that, in the West Bank, 65 percent believe it has improved since the creation of the PA. Pay and conditions remain an issue for both sets of teachers, however.

The MoE is regarded as effective and its Five Year Plan is so far considered to be proving successful. The problems that remain are principally budgetary. (Only 10 percent of the MoE's budget comes from the PNA, while 50 percent comes from foreign donors and 40 percent from local donors.)

Donor driven programs are widely agreed not to be the ideal way to fund an education system and tailoring the money given to fit a variety of needs can be restricting and difficult to do. The 40 percent provided by local donors reflects the importance an educated population has for wealthy investors.

Students with special needs are a significant problem in schools in Palestine, with many teachers unaware that they have special needs students in their classes. Over 50 percent of teachers in the West Bank said that there are no students with special needs in our schools. In Gaza as many as 78 percent of teachers claim that no such students are in their schools. However, in private schools, a majority 74 percent of teachers realize there are special needs students and provide some kind of special care for them. Students with special needs are not necessarily mentally handicapped or retarded. The term includes students who are dyslexic, have Attention Deficit Disorder, are slower learners, etc.

Projected results of the Five-Year Plan

Officially, by the end of the plan period, i.e. the end of school year 2004/05, when all projects will have been implemented, a number of important results should have been reached:

Result-1: the unified, national Palestinian system of education will be in place and functioning, and the new, Palestinian curriculum will be the principal unifying force.

Result-2: the quality of the teaching-learning process in schools will have improved significantly. Pupils will attain good levels of effective learning achievement and skills. What and how pupils learn will be directly relevant to their social and economic environment, facilitating their insertion in the labour market at levels, which are in line with both their level of competence and the needs of the employers.

Result-3: the cost-effectiveness of the education process will increase significantly, with course completion rates rising to about 95 percent in both basic and secondary education (from 87 percent and 83 percent respectively in 1999/2000). The number of pupil-years invested in basic education (Grades 1-10) will decrease from 12 to 11.

Result-4: planning and management capacity will be further developed. Resources will be managed in a more cost-effective way. The role and functions of the Ministry of Education and of District Education Offices will be modernized, its structure made more functional, its work processes more efficient.

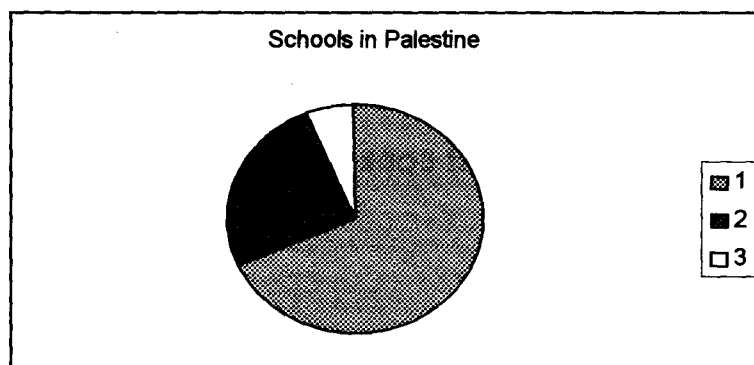
Result-5: coordination among relevant stakeholders will be improved. A well informed resource allocation process will function, guiding the education decisions of national authorities as well as helping donors to effectively coordinate their activities and bring them in line with national priorities. This process will include medium-term planning, plan implementation, monitoring, evaluation and impact assessment for all essential system components.

Result-6: donors will have placed their activities within the framework of the national, Palestinian education sector policy, as expressed in the Five Year Education Plan. They will have adjusted their specific, individual approaches so as to effectively support the implementation of the plan's action programs.

Result-7: education will have progressed in quantitative terms. Universal basic education will have been maintained, and considerably higher numbers of youths will access secondary education. Gender parity, which was already attained for Grades 1-10 before the start of the Plan period, will also be reached for general secondary education. The education system will be more complete in terms of institutions (e.g. a vocational education system, training centers for teaching personnel and sector management staff, resource centers, libraries).

APPENDIX I

EDUCATIONAL SYSTEM STATISTICS



1: Public Schools 68%
 2: UNRWA Schools 26%
 3: Private Schools 6%

Average # of schools with two or more shifts

	94-95	95-96	96-97	97-98	98-99	99-2000
West Bank 2shift	127	117	127	146	173	147
Gaza 2shift	246	224	260	303	322	268
Total	373	341	387	449	495	415
West Bank 3shift				1	2	1
Gaza 3shift				0	2	0
Total				1	4	1
# of Sch.	1910	2002	2237	2400	2514	2610
% of 2shift	19.5%	17%	17.3%	18.7%	19.8%	15.9%

*Two shift schools have generally decreased, three shift schools do not exist anymore. The increase shown by this table from (96-99) is the result of renovating some schools.

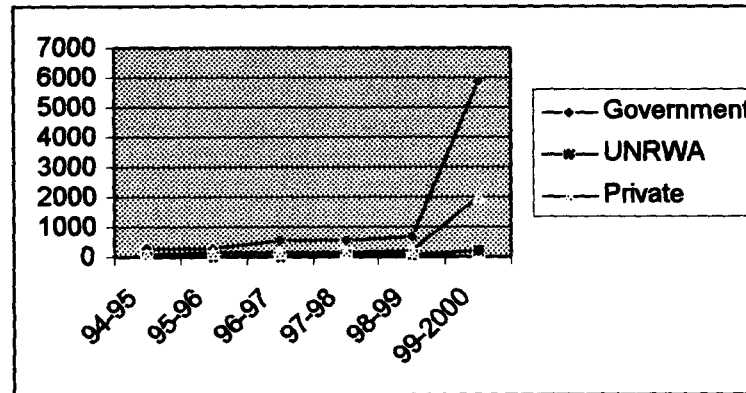
Of school libraries:

Schools	94-95	95-96	96-97	97-98	98-99	99-2000
Gov.	231	229	265	352	435	514
UNRW A	88	96	108	120	125	136
Private	76	85	91	107	105	121
Total	395	410	464	579	662	771

*Close to 1000 schools in the West Bank and Gaza Strip do not have a school library.

Average # Of Computers:

Schools	94-95	95-96	96-97	97-98	98-99	99-2000
Gov.	243	288	522	566	656	5860
UNRWA	N/A	N/A	N/A	69	92	211
Private	71	102	122	147	172	2020
Total	314	390	644	782	920	8091



*A Large increase in the number of computers especially in the public schools. Foreign donors believe it is important to have a computer available for every student. –Many of these computers are not effectively used because of lack of training or knowledge in this field.

Of laboratories

Schools	94-95	95-96	96-97	97-98	98-99	99-2000
Gov.	318	240	376	453	487	536
UNRWA	79	78	97	101	95	100
Private	65	76	90	93	90	101
Total	144	394	563	647	672	737

* A notable increase especially starting from (99-2000) school year as a result of the Five Year Plan.

Average # of Students per class

Schools	Government	UNRWA	Private	Average
94-95	38	42	30	37
West Bank	33	37	28	33
Gaza	43	47	32	41
95-96	38.5	42.5	30.5	37
West Bank	34	37	25	32
Gaza	43	48	36	42
96-97	36.5	43	27	35.5
West Bank	31	38	22	30
Gaza	42	48	32	41
97-98	37.5	44	26.5	36
West Bank	33	38	25	32
Gaza	42	50	28	40
98-99	37.5	44	25.5	35.5
West Bank	33	38	25	32
Gaza	42	50	26	39
99-2000	37.5	44.5	25.5	35.5
West Bank	33	39	25	32
Gaza	42	50	26	39

* Due to the large population growth rate the Five Year Plans' goals include keeping the average number of students per class in Gaza at 42 and in the West Bank at 36 student per class.

Of Classrooms:

School Year	94-95	95-96	96-97	97-98	98-99	99-2000
# Of Classrooms	18228	19455	21923	23611	25112	26449

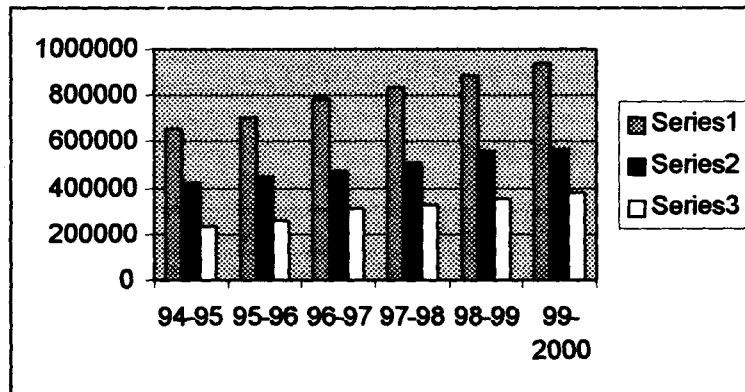
*Need to keep increasing the number of classes to meet the goals set b the Five Year Plan.

Average # of Classes per schools:

Year	Government			UNRWA			Private		
	Male	Female	Co-ed	Male	Female	Co-ed	Male	Female	Co-ed
94-95	12.9	12.6	8.4	12.9	14	12.8	8.2	12.6	4.4
95-96	13.4	14.3	9.1	13.4	14.1	13.6	7.4	15.4	8.2
96-97	14	13	9	16	15	16	11	13	10
97-98	14	14	9	17	15	17	12	16	10
98-99	13.8	13.7	9.6	17.4	16.1	18.2	12.1	13.8	10.1
99-2000	13.8	13.9	10	18.4	16.8	19.3	12.2	14.4	9.7

Of Students:

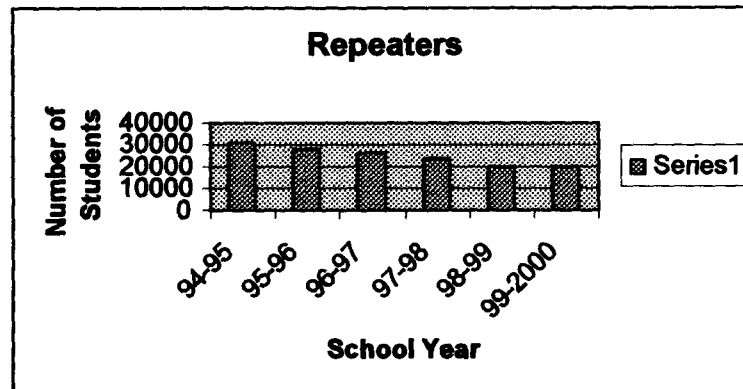
School Year	# Of Students (series 1)	West Bank (series 2)	Gaza (series 3)
94-95	654,697	418,715	235,982
95-96	707,554	446,977	260,577
96-97	781,954	475,585	306,369
97-98	838,499	508,101	330,398
98-99	889,895	557,694	352,201
99-2000	942,942	567,503	375,439



- 1: West Bank & Gaza
- 2: West Bank
- 3: Gaza

Of Repeaters

School Year	# Of Students who Repeated
94-95	30827
95-96	28621
96-97	26055
97-98	23617
98-99	19601
99-2000	19623



* The decrease in the number of repeaters is not the best indicator to measure quality by; The office of Education when under Israeli control made repetition illegal during the years of the Intifada.

Percent and Number of Dropouts:

Year	Government		UNRWA		Private		Average	
93-94	12982	3.3%	3625	2.4%	64	0.3%	12982	2.6%
94-95	13923	3.3%	3625	2.4%	377	1%	17925	2.9%
95-96	14492	3.2%	3434	2%	305	0.8%	18231	2.8%
96-97	12165	2.5%	3030	1.6%	276	0.6%	15471	2.2%
97-98	13210	2.6%	2787	1.4%	183	0.4%	16180	2.1%
98-99	12664	2.3%	2330	1.1%	179	0.3%	15173	1.9%

*This is an area in which MOE has made great improvement. The number of dropouts is decreasing due to awareness amongst young male and especially female students, along with a greater emphasis on education.

Average # of Teachers:

Year	Government	UNRWA	Private	Total
94-95	13533	4370	1891	19794
95-96	14742	4643	2176	21561
96-97	16498	4945	2410	23853
97-98	18258	5154	2633	26045
98-99	19282	5353	2826	27461
99-2000	24257	5928	3641	33825

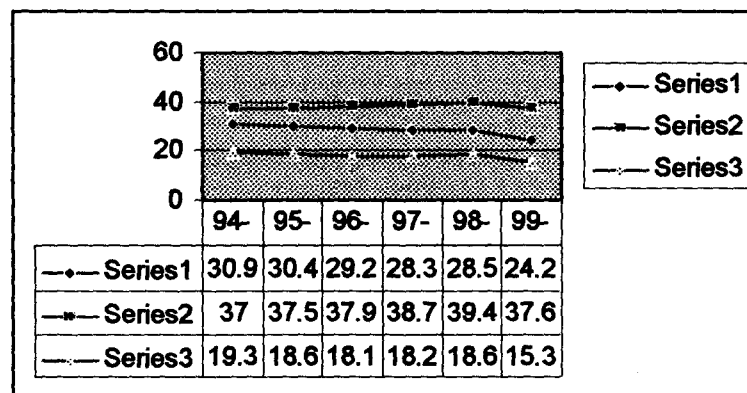
*The number has almost doubled since the PNA took over in 1994, this number needs to continue increasing to meet the goals set by the Five Year plan.

Average number of students per teacher:

year	# of Students / Teacher
94-95	33.1
95-96	32.8
96-97	32.8
97-98	32.2
98-99	32.4
99-2000	27.9

* A good improvement in this area due to great increase in teachers.

Average number of students per teacher:



Series 1: Public Schools
 Series 2: UNRWA Schools
 Series 3: Private Schools

- Average number of students per teacher:

Year	Government (series1)	UNRWA (series2)	Private (series3)
94-95	30.9	37	19.3
95-96	30.4	37.5	18.6
96-97	29.2	37.9	18.1
97-98	28.3	38.7	18.2
98-99	28.5	39.4	18.6
99-2000	24.2	37.6	15.3

*UNRWA schools need to increase the number of teachers and classes to keep up. Public schools have a good teacher/student ratio but need more classes.

Comparison of Teachers pay in Public Schools in Palestine and Israel 1st of January 1999:

Number of Years as Teacher	In Palestine	In Israel
One	967 NIS	2805 NIS
Five	1017 NIS	3409 NIS
Ten	1111 NIS	3989 NIS
Fifteen	1180 NIS	4404 NIS
Twenty	1305 NIS	4882 NIS
Twenty-five	1415 NIS	5369 NIS
Thirty	1605 NIS	5642 NIS

Sample of Teachers pay in Palestine from the year 2000

# Of Years	Degree	Basic Pay	Gross Pay	Net Pay	Family Status
1,9	7	967	1740	1480	2
1,6	8	892	1565	1496	Single
1,6	7	934	1660	1477	Single
2,3	8	899	1566	1394	2
15,3	5	1180	2008	1783	6
10,6	7	1022	1822	1617	7

13,9	5	1162	1944	1728	7
2,6	7	943	1651	1466	6
3,6	7	948	1675	1490	Single
3,8	6	1046	1923	1721	6
2,9	7	946	1655	1470	3
9,9	5	1117	1889	1675	4
20,3	4	1305	2134	1888	4
5,9	6	1020	1764	1566	6
4	7	958	1677	1502	5
5	7	967	1700	1511	3
18,3	5	1215	1902	1678	6
11,5	5	1131	1860	1644	4
4	7	958	1769	1583	3
6	6	1023	1767	1569	6
7,3	6	1036	1838	1638	6
14,9	4	1235	2043	1809	6
23,3	3	1415	2458	2180	7
12,9	5	1151	1880	1660	7
7,3	6	1036	1730	1530	Single
9,3	5	1111	1828	1615	6
29,9	1	1645	2998	2652	7
9,6	6	1059	1813	1609	6
2,3	7	941	1667	1483	2
5	6	967	1951	1834	4
22	2	1471	2589	2360	6
10	5	1114	2137	1937	8
4	8	993	1837	1740	10
16	4	1241	2130	1975	6
11	5	1117	1956	1839	7
20	3	1354	2447	2292	13+2
9	6	1054	1735	1516	Single

Projected Population Growth ages (5-19):

Year	2000	2001	2002	2003	2004	2005
Number of Students	1219512	1279292	1345195	1414434	1483725	1552906
% of Growth	4.3%	4.7%	4.9%	4.9%	4.7%	4.5%

*A steady increase of about 4.5% in our student body

projected number of Teachers (With the same teacher / student ratio as present)

Year	2000	2001	2002	2003	2004	2005
Number Of Teachers	33825	35820	37665	39604	41544	43481
% Of Growth	1.9%	5.6%	4.9%	4.9%	4.7%	4.5%

*The increase in students need to be matched with an even greater increase in teachers until goals are met, then a steady 4.5% increase will do.

Teachers need to increase to maintain the same ratio by:

Year	2001	2002	2003	2004	2005
Grow by:	1995	1845	1939	1940	1937

*NOTE:

Average projected Teachers growth (same teacher / student ratio as present) is: 1931.2

Total number of projected Teachers growth 2001-2005 (same teacher / student ratio) is: 9656

APPENDIX II POLLS RESULTS

RESULTS:

Teachers:

1. How many times did you receive a salary raise?

1-4 times	63.0
4-8 times	7.8
8-12 times	2.6
Did not receive a raise	26.6

2. As a teacher, I receive health insurance?

Yes	85.1
No	14.9

3. If yes, does it include family insurance?

Yes	74.0
No	16.2
Not applicable	9.8

4. If yes, does it include family insurance?

Yes	79.2
No	20.1
No answer	0.7

5. If yes, when?

Before teaching at school	1.9
During school teaching	66.2
Before and during school teaching	11.0
Not applicable	19.5
No answer	1.4

6. During the past five years I received:

One teachers training seminar	27.3
Did not get any training	23.4
Several training seminars	48.7
No answer	0.6

7. The teachers training seminars:

Noticeably benefited me	27.9
Somewhat benefited me	42.2
Did not benefit me, wasted my time	7.8
Limited number of trainers	0.6
Limited number of seminars	7.8
Not applicable	11.7
No answer	2.0

8. Our school provides:

Special assistance to students with special needs	10.4
Some assistance to students with special needs	35.1
No assistance to students with special needs	54.5

9. During the past five years, the attitude of students towards education:

Improved	13.0
Somewhat improved	26.0
Somewhat retracted	31.2
Retracted	10.4
Did not change	18.8

10. During the past five years, the educational standard of students:

Improved	30.5
Retracted	20.8
Improved in some territories only	24
Retracted in some territories only	8.4
Did not change	16.2

11. During the past five years:

Student results improved	16.9
Student results somewhat improved	33.8
Student results worsened	13.6
Student results somewhat worsened	19.5
Student results did not change	15.6
No answer	0.6

12. How is the school administration's relationship with teachers?

Personal	6.5
Professional	44.8
Based on interests	22.7
Close but practical	25.3
No answer	0.7

13. Do you have a science laboratory?

Yes	62.3
No	37.7

14. If yes, what is the average time of students using it?

1-4 times a year	9.1
4-8 times a year	10.4
8-12 times a year	11.0
More than 12 times a year	33.8
No answer	35.7

15. Do you have a computer laboratory?

Yes	44.2
No	55.2
No answer	0.6

16. If yes, what is the average time of students using it?

1-4 times a year	6.5
4-8 times a year	3.9
8-12 times a year	6.5
More than 12 times a year	28.6
Not applicable	54.5

17. Physical Education:

Taught regularly as any other field of study	83.8
Taught as an extracurricular once a week	12.3
Taught to a certain stage	3.2
Is not taught	0.7

18. Fine Arts:

Taught regularly as any other field of study	73.4
Taught as an extracurricular once a week	18.2
Taught to a certain stage	7.1
Is not taught	1.3

19. The school takes students for:

One educational trip a year	7.8
One entertainment trip a year	12.3
One educational and entertainment trip a year	45.5
Students not taken on any kind of trips	10.4
Students taken more than one trip a year	23.4
No answer	0.6

20. The teacher has to:

Follow the school curriculum entirely	22.1
Follow the school curriculum, use additional information not mentioned within it	64.3
Somewhat follow school curriculum and use additional information not mentioned within it	12.3
Not necessary to follow curriculum regularly	1.3

21. As a teacher, how do you see the educational process in general, during the past five years before al-Aqsa Intifadah?

Improved	16.9
Somewhat improved	39.6
Remained as is	13.6
Somewhat retracted	26.0
Retracted	3.9

22. During the past five years before al-Aqsa Intifadah, what are your comments towards the educational process?

Positive	50.6
Negative	37
Same	11.7

23. Is your salary?

Less than NIS 1,000	5.8
NIS 1,001 – 1,500	44.2
NIS 1,501 – 2,000	29.9
More than NIS 2001	20.1

24. Is your salary?

Fair	12.3
Not enough	87.0
No answer	0.7

25. During the past five years, has there been any change of your salary's real value?

Increased	28.6
Remained as is	29.9
Decreased	41.5

Principals:

1. Do teachers at your school receive?

A steady salary raise every certain period	81.8
A raise but depending on the situation	18.2
A raise but after achieving certain goals	0.0
Do not get a raise	0.0

2. During the past five years?

Raise laws were amended	63.6
No amendments on raise laws	18.2
No regular law on salary raises	18.2

3. Are teachers in your school medically insured?

Yes	93.9
No	3.0
Not applicable	3.1

4. If yes, does it include family insurance?

Yes	87.9
No	6.1
Not applicable	6.0

5. Do you provide training seminars for teachers?

Yes	100
No answer	0

6. If yes, the training seminars are?

Voluntary	15.2
Mandatory	78.8
No answer	6.0

7. What about teachers training seminars during the past five years?

Repeated annually	66.7
Every semester	12.1
Occurred only once	21.2
My school did not have seminars	0

8. The occupational hierarchy at the school?

Gives teachers opportunity to be promoted in the school	15.2
Gives teachers opportunity to be promoted in the department	21.2
Teachers maintain position with slight salary addition	51.5
Teachers maintain position without salary increase	12.1

9. Does your school teach physical education?

Regularly as any other curriculum material	90.9
As an extracurricular once a week	9.1
To a certain stage	0
Not taught	0

10. Does your school teach fine art?

Regularly as any other curriculum material	93.9
As an extracurricular once a week	6.1
To a certain stage	0
Not taught	0

11. Are there school trips as part of the curriculum?

Yes	87.9
No	12.1

12. Did the school take students on trips during 1999-2000 school year?

Yes	97.0
No	3.0

13. If yes, what type of trips?

Educational	9.1
Entertainment	87.9
Educational and entertainment at the same time	3.0

14. Do you have at your school students with special needs?

Yes	60.6
No	39.4

15. If yes, does the school provide?

Special assistance to students with special needs	6.1
Some assistance to students with special needs	27.3
No assistance to students with special needs	27.3
Specialized teachers for educating these students	6.1
No answer	33.2

16. It is expected of teachers?

Follow the school curriculum in its entirety	24.2
Follow the school curriculum, use additional information not mentioned within it	63.6
Somewhat follow school curriculum and use additional information not mentioned within it	6.1
Not necessary to follow curriculum regularly	6.1

17. Has your school been directly affected by the current Intifadah?

Yes	57.6
No	42.4

18. As an educator, how do you view the educational process, in general, during the past five years?

Improved	27.3
Somewhat improved	48.5
Remained as is	9.1
Somewhat retracted	12.1
Retracted	3.0

19. Is your salary?

Less than NIS 1,500	6.1
NIS 1,501 – 2001	27.3
NIS 2001 – 2,500	36.4
More than NIS 2,501	30.2

20. In your opinion is your salary?

Just	33.3
Not enough	66.7
Too much	0

21. During the past five years, has there been any change in the real value?

Increased	54.5
Remained as is	21.2
Retracted	24.3

22. Gender:

Male	60.6
Female	39.4

23. Social Status:

Married	81.8
Single	6.1
Divorced	9.1
Widow	3.0

24. Social Status:

West Bank	66.7
Gaza	30.3
Jerusalem	3.0

25. Social Status:

West Bank	51.5
Gaza	36.4
Jerusalem	12.1

Public Opinion Poll No. 41

On Palestinian Attitudes Towards Politics including the Current Intifada - June 2001

Methodology

A random sample of 1201 people over the age of 18 were interviewed face-to-face throughout the West Bank and Gaza Strip on 14,15,16,17 June 2001. The interviews were conducted in randomly selected homes, and the subjects inside each home were also selected randomly according to Kish tables. The interviews were conducted in 60 sampling points chosen randomly according to population.

In the **West Bank**, 760 people were surveyed from the following areas: **Jenin:** Jenin, Jenin Refugee Camp (RC), Ya'bad, Zababdeh, Kufr Rai', Fahmeh, Silat al-Harthia, T'nik. **Nablus:** Nablus, Madama, Kifl Haris, Marda, Beit Fureek, Balata RC, Sabastia, Zawata. **Tulkarem & Qalqilya:** Tulkarem, Tulkarem RC, Bala', Beit Leed, Qalqilia, Jayyous. **Hebron:** Hebron, Yatta, Halhoul, Dhahiria, Fawar RC, Sureef, Tarqoumia. **Bethlehem:** Bethlehem, BeitSahou, Duha, al-Khader, Artas, Deiheishe RC. **Jericho:** Jericho, Aqbat Jaber RC. **Ramallah & al-Bireh:** al-Bireh, Ramallah, Beit Reema, Jalazon RC, Kufr Malik, Nilin. **Jerusalem:** a-Dahia, A-ram, Shufat, Beit Hanaia, Old City, Wadi al-Joz, Ras al-Amoud, Beir Nabal, Qalandia RC, Beit Hanaian a-tahta, al-'Isawia, Silwan.

In the **Gaza Strip**, 440 people were surveyed from: **Gaza North:** Jabalia refugee camp, Jabalia, Beit Lahia and Beit Hanoun. **Gaza:** Sheikh Radwan, a-Nasser, a-Daraj, a-Tufah, Sabra, a-Zeitoun, a-Shajai'a, Shati RC, a-Rimal. **Deir al-Balah:** al-Nusseirat RC, al-Maghazi RC, Deir al-Balah and al-Bureij RC. **Khan Younis:** 'Abassan al-Kabira, Khan Younis RC, Khan Younis, Bani Suheila and Abassan al-Saghira. **Rafah:** Rafah, Rafah RC and Tal al-Sultan RC.

The margin of error is 3 percent, with a confidence level of 95.

1. How do you evaluate the performance of the Palestinian Authority's Educational System:

Good	58.9
Somewhat good	32.5
Bad	7.7
No answer	0.9

2. In your opinion, which of the following services should the Palestinian Authority pay more attention to and support:

Health services	21.5
Educational	23.6
Security	26.4
Social services	13.7
Other	12.6
No answer	2.2

3. During the past five years did the students' educational level improve, retracted, improved in some areas, retracted in some areas or did not change?

Improved	40.0
Retracted	14.2
Improved in some areas	17.2
Retracted in some areas	10.1
Didn't change	13.8
Don't know	4.5
No answer	0.2

