



Palestinian National Plan 2011-13

Summary Strategy of Education, Higher Education
&
Technical and Vocational Training
Sector

1. Sector Profile

In terms of beneficiaries and supervisory bodies, education is the largest of national sectors in Palestine. In the 2007-8 academic year, male and female students totalled 1,200,000. Three main bodies supervise school education. Since 1994, the Ministry of Education and Higher Education (MoEHE) has been responsible for managing and funding governmental schools as well as supervising schools run by the private sector. In Jerusalem, governmental schools are supervised by the Israeli Ministry of Education and Jerusalem Municipality. Others are supervised by the Islamic Waqf Department and managed by the Palestinian MoEHE.

Secondly, the United Nations Relief and Works Agency (UNRWA) supervises schools enlisting Palestinian refugees throughout the West Bank and Gaza Strip. The majority of UNRWA schools are located in Palestinian refugee camps. UNRWA schools are in the second in rank after governmental schools. They are most concentrated in the Gaza Strip, where UNRWA manages half of the schools. Thirdly, private schools are supervised and funded by charitable associations, religious communities and individuals.

A total of 49 higher education institutions, including 11 conventional universities, are in operation in the West Bank and Gaza Strip. Recently, two private universities were licensed in the Gaza Strip. It might seem that the number of universities is large in comparison to a small country in terms of area and population. In reality, universities were established to reduce migration of the Palestinian youth in the absence of a national authority or government as well as due to the occupation. In addition being varied in terms of volume and capacity, Palestinian universities confer degrees, starting with specialised technical education and ending with MA. Additionally, one Ph.D. programme on chemistry is offered.

The number of university colleges (12) is also high. Over the past years, these colleges increased after BA programmes have been offered by colleges, which had conferred diploma degrees only. These include intermediate community colleges, which offer vocational and technical programmes.

The Arab American University is the only private university in Jenin. Al Aqsa University in Gaza and Al Khaduri University in Tulkarem are the only governmental universities. The rest are public, non-profit universities. University and intermediate community colleges are operated by UNRWA, the Government, and the private sector.

2. Development Approach

The Ministry of Planning and Administrative Planning (MoPAD) assigned MoEHE, in its capacity as the supervisor of managing and funding the largest portion of the Palestinian educational system, to develop the Education Sector Strategy. Accordingly, MoEHE established a National Team to develop the Strategy. Headed by the Assistance Undersecretary for Education Development and Planning, the Education Strategy National Team comprised representatives of education partner

sectors and establishments, including from the public sector, private sector, and international bodies, including UNRWA, UNESCO and UNICEF.

The five-year Education Sector National Team reviewed the HoEHE Education Development Strategic Plan 2008-12, which provides for a participatory approach, which involves all partners, in the education planning process. The Plan was approved and adopted as a framework of funding by many donors. During its first two meetings, the Team also viewed MoEHE planning procedures and reached a set of observations and recommendations, stating that the Education Sector Strategy should derive from and build on the Education Development Strategic Plan 2008-12. Subsectors of kindergartens, literacy and continuing education will be expanded and education in Jerusalem highlighted. In addition, programmes and projects that support various aspects of education will be expanded and methods will be devised to surmount challenges and obstacles. MoEHE was appointed as a technical body in the process of developing the Strategy. The development process itself comprised several phases. At first, a document on the diagnosis of the status of education addressed all components and details of the educational process in the Palestinian territory. To identify strategic components, consultations were then made with respective partners.

First: General Education

1. Situation Analysis

Compared to 1,067,126 in 2005/6, the total number of students rose to 1,097,426 or 2.84% in 2007-8. Of these, male students comprised 49.8% and female students 50.2%. In 2007-8, enrolment in the first basic grade and basic education phases represented approximately 94.8%, including 95% of males and 94.8% of females. Also in 2007-8 academic year, passing rates comprised 97%; failure 2%; and truancy 1% for both males and females in the basic and secondary school education phases. For males, passing, failure and truancy was 98.3%, 1.6%, and 1.4% respectively. For female, these were 98.7%, 1.3%, and 1% respectively. In light of societal conditions and economic reasons, the truancy rate was 3% among males and 3.8% among females in the secondary school education phase.

In 2005-6, governmental schools housed 22,110 classrooms distributed to 1,726 schools, including an average of 12.8 classrooms per school. In 2007-8, classrooms increased to 23,492, attributed to 1,833 schools with an average of 12.8 classrooms per school. In 2005-6, the number of classrooms at private schools was 2,802 throughout 272 schools with an average of 10.3 per school. In 2007-8, the number of private schools rose to 288, including 3,193 classrooms with a ratio of 11.1 classrooms per school. At UNRWA schools, the number of classrooms increased from 6,107 (throughout 279 schools with an average of 21.9 classrooms per school) in 2005-6 to 6,672 (throughout 309 schools with an average of 21.6 classrooms per school) in 2007-8.

Of the urgent issues to be addressed is overcrowded numbers of students in classrooms. However, overcrowding has dropped to 35.5 students per classroom at governmental schools in 2005-6, and further to 32.6 in 2007-8. In contrast, overcrowding in private schools rose from 23.2 students per classroom in 2005-6 to 24.5 in 2007-8. At UNRWA schools, overcrowding dropped from 39.3 in 2005-6 to 37.9 in 2007-8. In the same context, student/teacher ratio decreased from 21.3 in 2005-6 to 20.1 in 2007-8, reflecting a significant improvement. In the same reporting period, the ration also dropped at UNRWA schools from 29.6 to 27.3. At private schools, however, the student/teacher ratio rose from 14.1 to 14.5.

Attentive to promoting students to use IT, computer laboratories operated by governmental schools rose from 57% in 2005-6 to 73% in 2007-8 and by UNRWA schools from 25% to 71%. However, the number of private schools that have computer labs dropped from 75% to 57%. Likewise, science labs in governmental schools increased from 61% in 2005-6 to 66% in 2007-8 and in UNRWA schools from 46% to 55%, but decreased from 67% to 66% in private schools. Governmental schools with libraries dropped from 64% in 2005-6 to 62% in 2007-8. Over the same reporting period, libraries increased from 60% to 76% at private schools and from 65% to 86% at UNRWA schools.

In relation to the pre-school education phase, 972 kindergartens were in place in 2008, reflecting a rise of 4% compared to 2007. These housed 3,372 classrooms, also reflecting an increase of 9.5% in comparison to the preceding year. With an increase of 44% compared to 2007, kindergarten staff comprised 4,280 in 2008. To further develop this subsector, MoEHE has stipulated a set of

standards for licensing kindergartens. These include availability of safe internal and external games as well as facilities that allow children to perform activities at kindergarten activity centres. Should they adhere to these instructions, kindergartens will be licensed. Based on field visits to licensed kindergartens throughout the academic year, MoEHE-appointed kindergarten superintendent develops respective environmental and educational reports.

2. Vision

Prepare the Palestinian human being, who is proud of their religion, homeland and Islamic and Arab culture. They will contribute to the promotion of their society, seek knowledge and creativity, and positively interact with scientific and technological breakthroughs. They will be capable of competition in scientific and practical areas, open to regional and international cultures and markets, and able to build a society that is based on gender-based social justice and adherence to human and religious tolerance values.

3. Strategic Objectives

In the general education area, this Strategy works towards achieving the following objectives:

1. Increase enrolment opportunities for school-age children and enhance the education system's capability of preserving them (enrolment).
2. Improve the quality of education and learning (quality).
3. Develop planning and management capacities as well as enhance implementation of administrative and financial regulations (management).

4. Policies and Interventions

The tables below summarise major policies and intervention to be implemented in the in the general education sector. The full Education Sector Strategy includes detailed policies and interventions.

Policy	Policy Interventions
Strategic Objective (1): Increase enrolment opportunities for school-age children and enhance the education system's capability of preserving them (enrolment).	
Develop respective laws, regulations and directives	<ul style="list-style-type: none"> ● Endorse the age of admission to the first basic grade. ● Adopt a policy to encourage the private sector to invest in education, especially in East Jerusalem. ● Integrate students with special needs within schools. ● Implement a system to provide a basic school to each residential area, taking account of the relevant area's special conditions. ● Maintain the current policy of constructing new classrooms in

	<p>both the West Bank and the Gaza Strip, taking consideration of internal designs and number of students per classroom. (36 students per classroom in the West Bank and 40 students per classroom in the Gaza Strip).</p> <ul style="list-style-type: none"> • Preserve the Palestinian heritage in school buildings. • • Adopt an approach to changing school textbook specifications, with a view to reducing cost, but without affecting quality education. • Design initiatives to raise the percentage of persons enrolled at literacy programmes and ensure sustainable operation of these programmes. • Design initiatives to raise the percentage of persons enrolled at parallel education programmes and ensure sustainable operation of these programmes. • Increase the number of governmental kindergartens. • Support the policy of integrating the elementary phase at kindergartens to the basic school education in marginalised and poor areas in order to support and achieve comprehensive development. • Support and raise awareness children’s families to realise a comprehensive development for their children within the framework of the family itself. • Identify the poor groups, who receive social support and care from the Ministry of Social Affairs, to help include kindergarten enrolment fees within the package of social aid and services. • Encourage the private sector provide at least one kindergarten for each residential areas, taking account the size of each area (i.e. population density in residential areas). • Support a policy to provide protection to Jerusalemite students and safeguard their right to education. • Adjust failure and passing rates as per students with special needs. • MoEHE will be committed to appoint 5% of graduates with special needs.
Provide physical infrastructure	<ul style="list-style-type: none"> • Develop existing schools by adding more specialised and administration rooms. • Rehabilitate existing schools so that they can accommodate students with special needs. • Adopt a regional policy for furniture maintenance. • Promote furniture warehouses for each MoEHE district education office. • Increase the number of schools with science labs (a school

	<p>with a 6th and below needs proper tools and cupboard for the science teacher; a school with a 6th grade and above a separate science lab; and a secondary school with a scientific stream two science labs).</p> <ul style="list-style-type: none"> • Rehabilitate kindergartens to accommodate children with special needs. • Hire rooms and buildings in Jerusalem in case MoEHE is not able to construct or purchase ones. Attention will be paid to boys schools. • Promote at least one (governmental, private or UNRWA) school in each residential area in Jerusalem. • Develop infrastructure throughout new and existing basic schools so as to match early childhood needs. Engineering design standards of these schools will be redeveloped. • Inaugurate kindergartens in Jerusalem and ideally adopt a number of existing ones. • Support the educational process on both sides of the Wall in Jerusalem.
Provide educational equipment and tools	<ul style="list-style-type: none"> • Provide school textbooks to students of all grades (1st – 12th), including to students with special needs and students enrolled at vocational and technical education programmes. Textbooks will be distributed to students prior to the beginning of every academic year. • Provide textbooks to all students (from 1st to 12th grades) free of charge in Jerusalem. • Support salaries of education staff in Jerusalem. • Provide educational centres to institutions working with persons with various disabilities. • Integrate children with simple or medium mental challenge into special classes at the 1st through 4th grades.

Policy	Policy Interventions
Strategic Objective (2): Improve the quality of education and learning (quality).	
1. Develop educational curricula	<ul style="list-style-type: none"> • Approve a periodic development of educational curricula in line with MoEHE strategic plans. • Computerise educational curricula in consistence of the e-education initiative. • Transform to e-education. • Review kindergarten educational curricula and programmes.
2. Implement the Teacher Rehabilitation Strategy	<ul style="list-style-type: none"> • Review the (Pre- and In-service) Kindergarten Teacher Training Programme in order to identify, link and integrate

and train the education staff	<p>educational needs of the early childhood early stage within the current teacher training programmes.</p> <ul style="list-style-type: none"> • Pay further attention to e-learning and utilise computerised systems at MoEHE and higher education institutions. • Evaluate, promote, enrich and amend the gender philosophy in Palestinian educational curricula.
3. Develop school health programmes	<ul style="list-style-type: none"> • Deliver appropriate nutrition and healthcare services. • Adopt a system of school healthcare supervision. • Rehabilitate the school environment and healthcare facilities.
4. Intensify education guidance programmes and special education programmes	<ul style="list-style-type: none"> • Reduce school violence. • Adopt a policy for evaluation of students with special needs (talented, disabled, outstanding). • Approve a professional supervision system for guidance and special education. • Adopt a system on transferring students from schools to specialised institutions in line with specific standards (talented, disabled, a health case, a mental case, etc.). • Review programmes offered to children with special needs at kindergarten; raise awareness of families who have such children; and provide early examination and diagnosis. • Increase the number of educational guides in Jerusalem so as to address truancy and transference to schools run by the Israeli Ministry of Education and Jerusalem Municipality. • Provide more educational guidance to girls on early marriage and adolescence issues.
5. Promote student activities	<ul style="list-style-type: none"> • Provide easy access to school healthcare and environmental facilities after the school day based on definite standards. • Abide by classes on relevant activities in line with the prescribed curriculum. • Increase the number of schools with multipurpose halls and playgrounds to accommodate various school activities. • Support teachers who follow up with school activities.
6. General examinations and evaluation system	<ul style="list-style-type: none"> • Approve modern policies of the secondary school general examinations in conformity with the Palestinian curricula. • Approve a specific policy of school examinations in consistence with requirements of the Palestinian curriculum. • Develop mechanisms to benefit from national and international examinations and diagnostic tests in the education development process. • Approve a student evaluation system, which will take account of all aspects of the educational process.

7. Develop the educational supervision and monitoring system	<ul style="list-style-type: none"> • Approve a specialisation-based supervisor/teacher approach. • Approve a system that rejuvenates specialised rooms (library and labs of various types). • Approve a distribution system, whereby 41 pupils or more will be at a 2nd basic grade (as is the case with the 1st basic grade).
8. Develop preschool education	<ul style="list-style-type: none"> • Support and raise awareness children’s families to realise a comprehensive development for their children within the framework of the family itself. • Develop standards of quality education in the early childhood stage. • Encourage national excellence in the professional development of teachers and leaders in the preschool education phase. • Develop kindergarten licensing and supervision criteria.

Policy	Policy Interventions
Strategic Objective (3): Develop planning and management capacities as well as enhance implementation of administrative and financial regulations (management)	
1. Develop human resources in administrative and financial areas	<ul style="list-style-type: none"> • Develop and adopt a unified strategy on an all-level administrative staff training. • Approve basic computer skills as a prerequisite for all administration positions. • Monitor and evaluate on a continuous basis administrative and financial activities at MoEHE and higher education institutions. • Adopt an incentives system to encourage and enhance performance of employees at higher education institutions. • Ensure financial sustainability and develop financial capacities of higher education institutions.
2. Develop legal and administrative frameworks regulating MoHEH’s functions	<ul style="list-style-type: none"> • Design a system to develop and revise organisational structures on the basis of clear, approved standards and in line with MoHEH’s Strategic Plan and applicable bylaws. • Use informed and approved academic tools in developing job descriptions and performance appraisal of each job description and numbering employees in accordance with the Education Law. • Develop, invigorate and publish regulations and instructions for implementation of provisions of the Law on a need basis. • Approve clear and definite standards for contracting contracts with local and international experts.

	<ul style="list-style-type: none"> • Rejuvenate control and supervision over civil society educational institutions. • Put to effect the Law's provisions on the education tax. • Provide all administrative and financial facilitations in Jerusalem. • Develop programmes for lending and offering financial aid to students at higher education institutions, ensuring sustainability of these programmes.
3. Enhance education planning	<ul style="list-style-type: none"> • Adopt a consolidated strategic planning approach in reference of the existing five-year Education Development Strategic Plan 2008-12. • Not a programme will be approved beyond the framework of the Plan, except upon a decision from the Policy and Planning Committee. • Adopt objectives set forth by the Strategic Plan in the assessment of administrative units' achievements. • Promote decentralisation in line with the clear concept of our educational system.
4. Link budgeting to development planning processes	<ul style="list-style-type: none"> • Develop and approve a clear, written system for budget preparation and link the budget the five-year Education Development Strategic Plan. • Adopt the consolidated computerised financial system at MoEHE and MoEHE district coordination offices. • Adopt a unified terms of reference for MoEHE project management (Project Directorate).
5. Invigorate and promote international support to implement MoEHE's plan	<ul style="list-style-type: none"> • Develop a consolidate policy of finance and implementation with donor countries. • Apply MoEHE's priorities in the distribution of funds. • Urge donors to support the educational process in Jerusalem.
6. Promote partnerships	<ul style="list-style-type: none"> • Rejuvenate the principles of involving international organisations, donors, civil society actors, and the private sector. • Establish an education coordinating committee, to include representatives of UNRWA, civil society actors, education experts, etc. • Coordinate with UNRWA in order to introduce the 10th grade to the UNRWA system, taking into account that the basic school education stages includes grades 1-10. • Reactivate community participation in supporting and develop the education system through planning, implementation and evaluation phases.

	<ul style="list-style-type: none"> • Promote cooperation with the private sector in relation to financing higher education. • Establish a national early childhood committee to build a comprehensive system for developing early childhood programmes.
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5. Allocation of Resources and Responsibilities

Below are cost estimates of the Education Sector Strategy in line with policies (in USD '000)

Strategic Objective	#	Policies	2011	2012	2013	Total
1. Provide enrolment opportunities to school-age children	1.1	Increase enrolment rates of students, including children with special needs, disabled children, and children with psychological needs	21063	33486	53914	108463
	1.2	Enhance the education system's capacity to retain students	65832	70763	76063	212657
	1.3	Support the educational process in Jerusalem (promote national education in Jerusalem)	6012	7473	9289	22773
	1.4	Provide complementary initiatives for students graduating from non-regular educational programmes	226	226	226	677
		Total	93133	111947	139491	344571
2. Improve the quality of education and learning	2.1	Improve the Palestinian curricula, regular and non-regular education, and kindergartens.	5393	3757	2668	11818
	2.2.	Enhance standards of school education environment	9981	8016	6441	24439
	2.3	Promote and develop capacities of the teaching staff	3788	3838	3888	11514
	2.4	Utilise and promote learning technology	419	416	413	1247
	2.5	Promote and develop the monitoring and evaluation system	7650	8403	9230	25282
		Total	27231	24430	22639	74300
3. Develop administrative and financial system as well	3.1	Improve administrative systems in place	542730	585777	632237	1760744
	3.2	Promote the competence of administrative cadres on all levels.	257	256	255	769

as improve performance	3.3	Enhance cooperation and partnership with universities, civil society and development partners	8	8	26	42
	3.4	Improve the education-related financial system	21	21	21	63
	3.5	Enhance the planning process on all levels	95	106	117	318
		Total	543111	586168	632657	1761936
		Grand Total	663475	722544	794787	2180807

Note: All estimates are in USD '000.

6. Expected Results

In this Strategy, outcomes are associated with the strategic objectives the education sector seeks to materialise. Divided in accordance with relevant objectives, outcomes will be as follows:

1. Enrolment:

- Increase enrolment rates of students, including those with special, physical and psychological needs.
- Strengthen the educational system's capability of retaining students.
- Provide opportunities to join literacy programmes, continuing education. Opportunities will also be provided to graduates from literacy and continuing education programmes.
- Support the educational process in Jerusalem (Promote national education in Jerusalem).

2. Quality:

- Review the Palestinian curriculum as well as literacy and continuing education initiatives.
- Promote the use of learning technology.
- Enhance the school educational environment.
- Promote and develop capacities of the teaching staff.
- Promote and develop the monitoring and evaluation system.

3. Administration:

- Develop administrative system that will serve educational purposes.
- Develop the planning process on all levels.
- Develop the financial system of educational planning.
- Promote the administrative staff capacities in all areas.
- Develop cooperation and partnership with universities, civil society and development partners, including donors and UNRWA.

Second: Higher Education

1. Situation Analysis

In the 2008-9 academic year, approximately 12,433 (including 21.7% part-time employees) were in the employ of Palestinian higher education institutions. These comprises 76% of males and 24% of females. According to the MoEHE's functional classification, these include 44% academic educational cadres; 4% academic administrative cadres; 0.1% academic research cadres; 4.5% administrative staff; 15.2% office staff; 7.4% research and teaching assistants; 3% professional specialists; 8% vocational and handicraft specialists; and 13.8% unskilled workers.

A total of 182,565 students were enrolled at universities in 2008-9. Of these, 5,678 students (3%) attended higher education (high diploma and MA programmes) and 22,679 (13%) at medium diploma and technical, specialised or rehabilitation programmes. BA programmes accommodate the majority of higher education students – 153,267, or 84%.

Demand on higher education should be diagnosed in light of results of the school general secondary education (Tawjihi). In 2008-9, a total of 33,482 students were admitted to BA programmes, including 13,000 at Al Quds Open University alone. Another 5,205 students jointed medium diploma programmes. In the same, almost 27,000 student graduated from universities, including 16,000 from conventional universities, 6,000 from Al Quds Open University, and 5,000 from university and medium colleges.

The overwhelming majority of students are enrolled at BA programmes, but a small percentage of students join medium diploma or specialised technical programmes. Even though a specialisation field is not desired in the local labour market, students still prefer to obtain a BA degree. The fact that Ph.D. programmes are unavailable (with the exception of a Ph.D. programme in chemistry, which enrolls three students, but is also almost dysfunctional) reflects that the first and foremost function of Palestinian higher education institution focuses on teaching. Scientific and academic research is marginal.

Four major bodies conduct research activity in Palestine: higher education institutions, including universities; government bodies; civil society actors; and the private sector.

At Palestinian universities, more than 30 scientific research centres specialise in agriculture, environment, energy, and health. However, the majority of these suffer from inadequate planning, management, and finance. Research centres cover a small portion of sustainable development sectors. A little research have had a bearing on economy and industry.

Some government bodies have established their own research centres, such as the National Centre for Agricultural Research at the Ministry of Agriculture and Water Research Directorate at the Palestinian Water Authority. For the most part, research centres launched by the private sector and NGOs focus on social studies and research. At the same time, the private sector concentrates on research in existing industries, such as pharmaceuticals.

In general, all Palestinian research centres depend on external aid, affecting identification of scientific research priorities and congruence to real needs of the Palestinian society.

2. Strategic Objectives

This Strategy defines the approach towards materialising the following objectives in the fields of higher education and vocational and technical training:

1. Meet the increasing demand on higher education of all levels and raise enrolment of students with a modest socioeconomic level as well as disabled persons (enrolment).
2. Match outputs of higher education to the needs of the Palestinian society as well as local and regional market (congruence).
3. Ensure sustainable finance in order to cover deficit in operational, development and capital expenses of higher education institutions (finance).
4. Promote scientific research so as to comprise an effective and efficient element in the socioeconomic development process (scientific research).
5. Reform and development higher education management and governance on the level of MoEHE and other respective bodies (management and governance).
6. Enhance quality and control (quality).
7. Promote vocational and technical training both qualitatively and quantitatively (vocational and technical training).

3. Policies and Interventions

Policy	Policy Interventions
Strategic Objective (1): Meet the increasing demand on higher education of all levels and raise enrolment of students with a modest socioeconomic level as well as disabled persons (enrolment).	
1. Expand enrolment base to include students with a modest socioeconomic level at education programmes	<ul style="list-style-type: none"> • Promote capacities of the Student Lending Programme and aids to cover expenses of these groups. Either loans or financial aid will be provided. • Encourage universities to introduce relative exemptions of instalments for these groups. • Designate scholarships offered by the civil society and the private sector to these students.
2. Facilitate enrolment procedures at various higher education programmes for students with disabilities	<ul style="list-style-type: none"> • Introduce an exceptional admission procedure for this group of students in line with the type of their disabilities. • Adapt infrastructure, including WCs, corridors and lifts, to the needs of students with disabilities in order to facilitate integration and accommodation.

	<ul style="list-style-type: none"> • Adapt libraries and information sources to the needs of disabled students. • Establish a voluntary unit to follow up with the disabled students' within higher education facilities.
3. Semi-annual development of admission criteria at higher education institutions	<ul style="list-style-type: none"> • Conduct a study in May every year on the effective implementation of the admission policy of the past year as well as new developments. • Implement recommendations of the study. • Gradual suspension admission to nontechnical programmes at universities faculties.
4. Inaugurate a Ph.D. programme in certain disciplines and strengthen existing MA programmes	<ul style="list-style-type: none"> • Establish a committee with priority disciplines in order to launch several Ph.D. programmes. • Encourage qualified universities to open such programmes, either individually or in partnership with other foreign or local universities.
5. Verify the need as well as operational and legislative preparedness to use new higher education patterns at conventional universities, such as distant learning and on-line education	<ul style="list-style-type: none"> • View experiences of universities, which use these patterns of education. • Conduct a study to assess the need to these patterns. • Identify requirements and obstacles in case a relevant approached is determined.

Policy	Policy Interventions
Strategic Objective (2): Match outputs of higher education to the needs of the Palestinian society as well as local and regional market (congruence).	
1. Introduce entrepreneurial learning to higher education institutions	<ul style="list-style-type: none"> • Raise awareness of officials at Palestinian universities of the significance of entrepreneurial learning. • Commence with an entrepreneurial learning course as a university prerequisite at a governmental university as well as at governmental technical colleges. • Adopt entrepreneurial learning at university strategies so that it covers various faculties and programmes. • Involve highly experienced businesspeople in university education and training. • Train students at community institutions. • Inaugurate and promote continuing education programmes at universities.

<p>2. Involve and represent the business and industry sectors on higher education governance structures which manage higher education institutions</p>	<ul style="list-style-type: none"> • Represent the business sector and chambers of commerce and industry on the Higher Education Council. • Represent the business sector on universities' boards of trustees. • Represent the business sector on the Commission's Board and on other bodies
<p>3. Review the distribution of students to specialisations at higher education institutions in order to expand science disciplines, applied disciplines, and short professional programmes</p>	<ul style="list-style-type: none"> • Increase enrolment of, especially male, students at scientific disciplines, including mathematics and physics, as well as at medicine specialisations. • Reduce enrolment in humanity and social specialisations (with a particular focus on developing the quality of these specialisations in order to preserve national identity and social cohesion). Humanities and social disciplines will be bridged with short-term technical specialisations. • Offer a relative exemption of fees in disciplines to be expanded. • Promote a tendency towards scientific and vocational disciplines from a pre-secondary school education phase.
<p>4. Integrate higher education institutions within their surrounding environment through partnerships with economic bodies and civil society organisations</p>	<ul style="list-style-type: none"> • Launch dialogue between higher education institutions and the business sector in order to assess the need of each side in the areas of training, technology transfer, etc. • Recruit contact officers or representatives (a congruence unit) to sustain the dialogue and coordination to explore potential employment and promote students' preparedness to enter the labour market. • Design joint development projects through competitive grants. • Admit teaching staff members to spend their leaves and conduct scientific research in the business sector. This initiative will be tax exempted.
<p>5. Set frameworks of qualifications (those which a graduate should enjoy in each specialisation) as well as upgrade syllabuses accordingly</p>	<ul style="list-style-type: none"> • Identify intended outputs of the educational process as per each programme. • Upgrade and adjust curricula and syllabuses in line with the intended outputs. • Combine more than one minor specialisation into a single programme. • Include on the syllabus practical application hours to be performed at community service bodies, industrial installations or educational institutions.

Policy	Policy Interventions
Strategic Objective (3): Ensure sustainable finance in order to cover deficit in operational, development and capital expenses of higher education institutions (finance).	
1. Diversify financing sources	<ul style="list-style-type: none"> • Develop mechanisms and programmes for scholarships and student aid. • Develop the Student Lending Fund and ensure repayment and sustainable operation. • Promote private investment in higher education. • Encourage university graduates to participate in a partial coverage of higher education.
2. Continue the government financial support of higher education	<ul style="list-style-type: none"> • Designate an annual amount under the PNA Public Budget to support higher education in line with a purposeful, enhanced, standard cost-based allocation mechanism. • Encourage donor bodies (including UNESCO, European Union, World Bank, Japan International Cooperation Agency (JICA), Korea International Cooperation Agency (KOICA), etc.) to fund development projects in the higher education field through MoEHE. • Encourage Arab governments to fund development projects at higher education institutions.
3. Develop domestic finance methods through research activities and community services	<ul style="list-style-type: none"> • Prioritise joint projects with the industrial sector over individual, domestic projects. • Encourage higher education institutions to launch service and commercial facilities on and off campus. • Encourage universities to launch continuing education and consultancy programmes.

Policy	Policy Interventions
Strategic Objective (4): Promote scientific research so as to comprise an effective and efficient element in the socioeconomic development process (scientific research).	
1. Make a national-wide policy on science and technology	<ul style="list-style-type: none"> • Conduce a survey to diagnose the status of scientific research in Palestine. • Develop recommendations to identify strategic development approaches.
2. Diversify and develop financial resources allocated for scientific research	<ul style="list-style-type: none"> • Increase the government support of scientific research at Palestinian universities, so that it reaches 5% of the annually designated amount. • Establish a national fund for the support of scientific research. • Involve the private sector in scientific research. • Support internal and external cooperation between university

	<p>scientific research centres.</p> <ul style="list-style-type: none"> • Designate a budgetary allocation by universities to support research, publication and participation in conferences.
3. Connect Palestinian universities and research centres to international networks and encourage joint research	<ul style="list-style-type: none"> • Build a database to house scientific research centres, annual research outcome, types of research, and places of publication. • Take part on the Euro-Mediterranean Academic and Research Networking. • Take part in the Arab Scientific Research Network.
4. Establish excellence centres of scientific research at Palestinian universities; launch Ph.D. programmes in certain disciplines; and improve existing MA programmes	<ul style="list-style-type: none"> • Convert some university research centres into excellence centres. • Create an advanced scientific research environment to enable inauguration of Ph.D. programmes. • Reduce the teaching load to the benefit of scientific research as well as develop instructions on the promotion of research.
5. Develop regulations on fundamentals of scientific research, patents and publication rules	<ul style="list-style-type: none"> • Develop a regulation on publication. • Develop a regulation on patents. • Develop a code of research ethics.

Policy	Policy Interventions
Strategic Objective (5): Reform and development higher education management and governance on the level of MoEHE and other respective bodies (management and governance).	
1. Review, evaluate and change the structure and powers of the Higher Education Council and National Commission on Quality and Accreditation	<ul style="list-style-type: none"> • Amend the organisational structure of the Higher Education Council in accordance with recommendations put forward by relevant studies. • Change powers of the Higher Education Council. • Change powers of the National Commission on Quality and Accreditation so that it will be an arm of the Higher Education Council.
2. Promote competence of MoEHE's operation in the higher education area	<ul style="list-style-type: none"> • Develop mechanisms to recognise Arab and foreign higher education institutions. • Develop mechanisms to equate current certificates in order to abridge needed time. • Develop standards to guide scholarships and aid towards development needs. • Review daily time management and use. • Review the higher education annual budget preparation mechanism

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3. Amend and develop higher education-related regulations	<ul style="list-style-type: none"> • Amend the Law on Higher Education No. (11) of 1998. • Develop bylaws to govern the operation of all councils, commissions, units and committees of the MoEHE and other government higher education bodies. • Review university regulations and bylaws and consolidate certain provisions, such as retirement, etc.
4. Develop university administration and adopt principles of decentralisation, accountability, competence and competition	<ul style="list-style-type: none"> • Develop specific mechanisms and clear standards for selection of fit persons to hold administrative and academic positions. • Promote university independence and design respective accountability mechanisms. • Abridge the decision-making cycle and use information systems and semi-automatic and regular reports.

Policy	Policy Interventions
Strategic Objective (6): Enhance quality and control (quality).	
1. Provide adequate and appropriate infrastructure for the teaching and learning process	<ul style="list-style-type: none"> • Provide auditoriums, ateliers and laboratories, which are appropriate in terms of ventilation, air-conditioning and sound system. • Provide an electronic network and computers at the disposal of students and teaching staff. • Provide a rich library, including all references and electronically connected to international libraries. • Provide a supportive academic, psychological and social environment (including care of students, building trust between students and the university, supporting non-curricular activities, and regulating functions of student councils).
2. Provide the necessary number of teaching staff members and work continually towards promoting professional development, thereby reducing the number of part-timers and additional working hours	<ul style="list-style-type: none"> • Work towards attracting migrant skills. • Design participatory programmes with international universities to exchange teaching expertise. • Provide rehabilitative training on modern teaching methods. • Develop instructions on the reduction of additional working hours and part-time employments. • Promote delegations and training.
3. Develop quality control standards and develop regulations on performance-based evaluation, comparison	<ul style="list-style-type: none"> • Develop a set of standards by MoEHE on ratios, including student/teacher, book/student, MA/Ph.D., computer/student, full-timers/part-timers, teaching load/hours, etc. • Develop a self-evaluation system.

and categorisation	<ul style="list-style-type: none"> Assess performance of higher education institutions.
4. Develop teaching methods, whereby students will be hub of the learning process as well as use relevant modern tools	<ul style="list-style-type: none"> Apply the student-based learning concept. Use the computer in teaching and learning. Use e-learning as a tool in certain courses.

Policy	Policy Interventions
Strategic Objective (7): Promote vocational and technical training both qualitatively and quantitatively (vocational and technical training).	
1. Develop the capacity and human resources of vocational schools and technical colleges	<ul style="list-style-type: none"> Secure sufficient financial support to construct new buildings and provide necessary laboratories. Take account of the geographical distribution of vocational schools and technical colleges. Cooperate with interested international organisations. Develop programmes to develop instructors in technical terms.
2. Enhance the status of vocational and technical education as well as promote the socioeconomic value of relevant graduates	<ul style="list-style-type: none"> Launch sensitisation campaigns targeting students, families and instructors. Promulgate regulations which prohibit licensing garages and workshops, except with a technical qualification. Give specialisation increments to vocational and technical graduates, who work in government bodies. Stimulate students to joint vocational and technical schools through a relative exemption of fees and instalments. Open horizons of vocational and technical training so that it does appear to be limited or closed in the eyes of students and their families. Develop handouts, films and radio programmes on vocational awareness. Follow up on the training and employment of vocational and technical graduates through agreements with various economic sectors.
3. Evaluate programmes and curricula offered by government vocational schools and technical colleges	<ul style="list-style-type: none"> Work towards the gradual suspension of nontechnical programme. Develop priority technical programme. Improve certain existing programmes. Develop curricula, incorporating entrepreneurial and creative learning therein. Develop the comprehensive examination.

	<ul style="list-style-type: none"> • Develop the general secondary school examination/practical training mechanism.
4. Link vocational and technical education to productive and industrial sectors	<ul style="list-style-type: none"> • Apply vocational tutorship (shifts between school and productive institution) • Exchange expertise with the productive sector in teaching and training. • Rejuvenate the Higher Council on Vocational and Technical Education.

4. Allocation of Resources and Responsibilities

#	Policy	2011	2012	2013	Total
	Expand enrolment base to include students with a modest socioeconomic level at education programmes				
	Facilitate enrolment procedures at various higher education programmes for students with disabilities				
	Semi-annual development of admission criteria at higher education institutions				
	Inaugurate a Ph.D. programme in certain disciplines and strengthen existing MA programmes				
	Verify the need as well as operational and legislative preparedness to use new higher education patterns at conventional universities, such as distant learning and on-line education				
	Introduce entrepreneurial learning to higher education institutions				
	Involve and represent the business and industry sectors on higher education governance structures which manage higher education institutions				
	Review the distribution of students to specialisations at higher education institutions in order to expand science disciplines, applied disciplines, and short professional programmes				
	Integrate higher education institutions within their surrounding environment through partnerships with economic bodies and civil society organisations				
	Set frameworks of qualifications (those which a graduate should enjoy in each specialisation) as well as upgrade syllabuses accordingly				

	Diversify financing sources				
	Continue the government financial support of higher education				
	Develop domestic finance methods through research activities and community services				
	Make a national-wide policy on science and technology				
	Diversify and develop financial resources allocated for scientific research Connect Palestinian universities and research centres to international networks and encourage joint research				
	Establish excellence centres of scientific research at Palestinian universities; launch Ph.D. programmes in certain disciplines; and improve existing MA programmes				
	Develop regulations on fundamentals of scientific research, patents and publication rules				
	Review, evaluate and change the structure and powers of the Higher Education Council and National Commission on Quality and Accreditation				
	Promote competence of MoEHE's operation in the higher education area				
	Amend and develop higher education-related regulations				
	Develop university administration and adopt principles of decentralisation, accountability, competence and competition				
	Provide adequate and appropriate infrastructure for the teaching and learning process				
	Provide the necessary number of teaching staff members and work continually towards promoting professional development, thereby reducing the number of part-timers and additional working hours				
	Develop quality control standards and develop regulations on performance-based evaluation, comparison and categorisation				
	Develop teaching methods, whereby students will be hub of the learning process as well as use relevant modern tools				
	Develop the capacity and human resources of vocational schools and technical colleges				
	Enhance the status of vocational and technical education as well as promote the				

	socioeconomic value of relevant graduates				
	Evaluate programmes and curricula offered by government vocational schools and technical colleges				
	Link vocational and technical education to productive and industrial sectors				
	Total				

5. Anticipated Outcomes

1. Expand enrolment base to include students with a modest socioeconomic level at education programmes.
2. Facilitate enrolment procedures at various higher education programmes for students with disabilities.
3. Semi-annual development of admission criteria at higher education institutions.
4. Inaugurate a Ph.D. programme in certain disciplines and strengthen existing MA programmes.
5. Verify the need as well as operational and legislative preparedness to use new higher education patterns at conventional universities, such as distant learning and on-line education.
6. Introduce entrepreneurial learning to higher education institutions.
7. Involve and represent the business and industry sectors on higher education governance structures which manage higher education institutions.
8. Review the distribution of students to specialisations at higher education institutions in order to expand science disciplines, applied disciplines, and short professional programmes.
9. Integrate higher education institutions within their surrounding environment through partnerships with economic bodies and civil society organisations.
10. Set frameworks of qualifications (those which a graduate should enjoy in each specialisation) as well as upgrade syllabuses accordingly.
11. Diversify financing sources.
12. Continue the government financial support of higher education.
13. Develop domestic finance methods through research activities and community services.
14. Make a national-wide policy on science and technology.
15. Diversify and develop financial resources allocated for scientific research.
16. Connect Palestinian universities and research centres to international networks and encourage joint research.
17. Establish excellence centres of scientific research at Palestinian universities; launch Ph.D. programmes in certain disciplines; and improve existing MA programmes.
18. Develop regulations on fundamentals of scientific research, patents and publication rules.
19. Review, evaluate and change the structure and powers of the Higher Education Council and National Commission on Quality and Accreditation.
20. Amend and develop higher education-related regulations.
21. Develop university administration and adopt principles of decentralisation, accountability, competence and competition.
22. Provide adequate and appropriate infrastructure for the teaching and learning process.

23. Provide the necessary number of teaching staff members and work continually towards promoting professional development, thereby reducing the number of part-timers and additional working hours.
24. Develop quality control standards and develop regulations on performance-based evaluation, comparison and categorisation.
25. Develop teaching methods, whereby students will be hub of the learning process as well as use relevant modern tools.
26. Develop the capacity and human resources of vocational schools and technical colleges
27. Enhance the status of vocational and technical education as well as promote the socioeconomic value of relevant graduates.
28. Evaluate programmes and curricula offered by government vocational schools and technical colleges.
29. Link vocational and technical education to productive and industrial sectors.