

THE PALESTINIAN NATIONAL AUTHORITY

MINISTRY OF EDUCATION

Education Development Strategic Plan (EDSP)

2008-12

Annual Education Sector Review (ASR): June 25-28, 2012

Aide Memoire (AM)

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Acronyms

ANPRO	Analysis and Projection Model
AQAC	Accreditation and Quality Assurance Commission
ASR	Annual Sector Review
AWPB	Annual Work Plan and Budget
CD	Curriculum Development
CDTP	Commission for the Development of the Teaching Profession
DFID	Department for International Development
DG	Director General
DP	Development Partner
ECD	Early Childhood Development
EDSP	Education Development Strategic Plan 2008-12
EFA	Education for All
ESWG	Education Sector Working Group
GER	Gross Enrolment Rate
HEI	Higher Education Institutions
JFA	Joint Financing Arrangement
JFP	Joint Financing Partner
KfW	German Bank for Reconstruction and Development
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
Moi	Ministry of Interior
MoHE	Ministry of Higher Education
NER	Net Enrolment Rate
NIET	National Institute of Educational Training
NQF	National Qualification Framework
PA	Palestinian Authority
PER	Public Expenditure Review
PNA	Palestinian National Authority
STA	Single Treasury Account
SMART	Specific, Measurable, Accurate, Reliable, and Timely
T.ED	Teacher Education
T/L process	Teaching and Learning Process
TES	Teacher Education Strategy
TVET	Technical & Vocational Education & Training\
TWG	Thematic Working Group
UNESCO	United Nations Education, Science, and Cultural Organization
UNICEF	United Nations Children's Fund

Acknowledgements

The Ministry of Education would like to thank all the participants for their active involvement in, and contributions to, the ASR 2012. Particular gratitude is due to the ASR Team, which operated under the guidance of the DG of International Relations, who ensured the smooth running of the ASR. The success of the ASR 2012 is to a large extent due to the excellent presentations made during the review, the quality of the follow-up discussions and the impact from the ASR field trips. The Ministry is grateful to its Development Partners (DPs) for their continued support to the sector and for their inputs to the ASR, as well as from their consultants. Special thanks are due to the 'new' ASR partners – the students and teachers who brought the reality of the classroom to the ASR proceedings. This Aide Memoire was produced with the help of contributions from MoE, DPs, consultants, national academics and others and has been finalised following comments from the main ASR stakeholders. The Ministry wishes to acknowledge this valuable contribution.

Executive Summary

The ASR 2012 is the second of its kind and an integral component of the EDSP 2008-12, allowing all stakeholders to participate in discussions on progress and challenges in the sector, informed by MoE's monitoring and evaluation, narrative progress and financial reports. All key presentations and reports are available on the MoE's website (www.moehe.gov.ps).

This year the ASR focused on two Central Themes: Teacher Education and Curriculum Development, seen by many as critical interventions towards improving the quality of teaching and learning. Another innovation was the participation of and consultation with teachers and students in the review, providing a greater sense of classroom reality to the proceedings.

The EDSP has three main goals for general education: increasing access, improving quality and strengthening management. There has been considerable progress towards full basic (Grades 1-12) education enrolment, thus ensuring a major EFA goal. Education efficiency is increasing – drop-out rates are declining and cohort completion rates are improving.

Quality continues to be a problem. One has to recognise that the impact of new initiatives (enriched curricula, in-service teacher training, increased school supervision, etc.) take time to make an impact at student achievement levels as well as teacher behaviour. While there is steady improvement in scores for literacy, scores in math tests continue to disappoint.

Advancements in management can be expected to improve considerably with the introduction of new institutional development features which will strengthen internal practices of decision making, annual program-based planning and budgeting and procurement of collective tenders. The MoE's share of the national budget continues to be stable, though always subject to macro-level economic performance. Education accounts for 18% of the national PA budget. A major feature of the sector financing is the coming into force of the Joint Financing Arrangement (JFA), whereby four major donors (Norway, Finland, Germany through KfW and Ireland)¹ pool their funds directly to the Single Treasury Account (STA), from which the MoE can replenish expenditures spent on EDSP programmes on a quarterly basis. This allows the MoE the freedom to concentrate on programming rather than on fund raising, and by virtue of its multi-year character, allows greater predictability for planning purposes and financial security.

The ASR 2012 was initiated by a number of Field Trips undertaken by DPs and their consultants. These trips gave the participants experience of the system in action and provided insights into key areas of concern, not least that of quality teaching and learning as well as community participation.

With regards to the first Central Theme, the MoE has articulated an ambitious Teacher Education Strategy which involves the collaboration of key ministry institutions such as the National Institute for Educational Training (NIET), the Commission for the Development of the Teaching Profession (CDTP), and several universities. The Accreditation and Quality Assurance Commission (AQAC) will also be a key partner. There are initial 'teething' problems which are to be expected. As implementation has started recently, 2012-13 however will be the test case for this critical intervention

The national school curriculum (the second Central Theme) is the foundation of the system: it binds teachers and students in the common goal of creating relevant human capital for the nation. Approaches to curriculum development have been too vertical in the past, ignoring the essential links with teacher training, assessment

¹ Belgium will become the fifth JFP this year.

and examinations, textbook development, production and management as well as school management and supervision. ASR 2012 strongly recommends that MoE take up the matter of curriculum reform in earnest.

EDSP 2008-12 is being extended by one year to align itself with the national planning cycle; this means, however that a draft of the EDSP 2014-19 (6-year plan) will have to be 'presentable' at the ASR 2013 (end of May) so that it can be appraised, finalised and approved by the Cabinet in time for the annual planning cycle for 2014. This is a major task and two key elements, the review and evaluation of EDSP 08-12 and the carrying out of a Public Expenditure Review will have to be undertaken as a matter of priority to ensure a well-grounded evidence-based approach to the development of the new EDSP 2014-19.

While there has been considerable success in the system, key challenges remain, not least the situations in Area C, Gaza and Jerusalem. MoE needs the support and understanding of its DPs to address these issues, which require creativity, flexibility and political endeavour and courage.

I. Introduction

1. The framework for the review is the Education Development Strategic Plan (EDSP) 2008-12. The overall ASR objective was to discuss and review developments in the sector, with specific reference to agreed Central Themes (Teacher Education and Curriculum Development) as well as the M&E and Progress reports. Of particular significance this year was the issue of the preparation of the next phase of EDSP (2014-19)².
2. The ASR 2012 was a significant improvement from 2011: it was more focused (specific themes), shorter (one week) and more inclusive (participation from academic institutions, teachers and students). (See Annex 9: Programme; see Annex 4: Teacher and Student Comments). Field visits were carried out which allowed participants visit schools, district education offices and teacher training programmes (see Annex 1: Field Trip Report). An evaluation of the ASR shows a high level of participant satisfaction (See Annex 6: Evaluation). As well as the mainstream activities, a special JFP/MoE session was held to discuss the JFA (see Annex 2: JFA Status and Annex 5: MoE Reporting Schedule). Names and email addresses of the participants are in Annex 9; Annex 10 contains documents and lists the key documents.
3. This Aide Memoire (AM) summarises the significant proceedings of the ASR, and presents a set of Agreed Recommendations. All the ASR presentations and supporting documentation are available on the MoE website: (click on the icon Annual Review in bottom right-hand corner: <http://www.moehe.gov.ps/ShowArticle.aspx?ID=816>)

II. Context: The EDSP 2008-12

4. The EDSP was positively appraised by the donor community in 2009 and is therefore the framework for all technical and financial assistance to the sector, irrespective of the funding modality. The EDSP is being extended by one year – 2013 – to align MoE’s planning cycle with that of the PA National Development Plan.
5. Annual Sector Reviews are a key element in the monitoring of the EDSP, in line with the harmonisation principles of the Paris Declaration on Aid Effectiveness.
6. The ASR 2012 builds on the ASR 2011, in particular with regards to following up on the Recommendations of the ASR 2011 (see Annex 2) and on the increased attention to the situations in Area C, Jerusalem and in Gaza.

III. Opening Address: Hon. Minister for Education Lamis M. Alami: ‘Achievements, Constraints and the Future’

7. In a wide ranging and comprehensive address, the Hon. Minister highlighted the following issues:
 - The consequences of the restructuring of the sector with separate ministries: MoE and MoHE. The issues of over-lap (teacher education) and the issue of TVET.

² The current EDSP is being extended by one year to align EDSP with the national planning cycle.

- Apart from the central role of service provision, the Minister emphasized the responsibility by all stakeholders to protect the right to education.
- Quality remains the key issue: there are three commissions³ in existence; consideration should be given to having one independent commission.
- Area C and Jerusalem remain high priorities for MoE. There is a challenge to the DPs to be more flexible. Even if permits to construct in Area C are granted, they are only valid for a year, and flexibility is required to be able to act on them.
- Jerusalem is a special case: there is high dropout, higher cost per student, because of rented buildings, smaller rooms (and so there are smaller classes and more teachers). In addition, there is a bonus paid to teachers in East Jerusalem.
- There is also the issue of Israeli interference in applying a national Palestinian curriculum in East Jerusalem. The right to education should include the right to an appropriate curriculum based on national history and identity.
- The MoE is planning to revise the Tawjihi (Grade 12) examination system– a potentially very contentious area which will require wide consultations.
- In the context of the government’s priority of building institutions for statehood, the JFA is a paradigm shift in the aid model and has acted as a catalyst for institution building across the ministry’s key implementation support and management functions. Planning is now programme -not project-based; funds are not earmarked, but based on the priorities set in the annual plan by MoE; local procedures in financial management, reporting, external audit, and in the near future also procurement are utilised and funds are channelled directly through the MOF treasury account. The JFA provides funding security for several years ahead, which allows the MoE to focus on planning and implementation rather than fund raising. The transition to the program-based approach, which is strengthened by the pool funding of the JFA, has triggered the self- awareness within the ministry to regain more ownership over the development process.
- The MoE uses the same reports for the DPs as for its own management. The annual M & E report is the key reporting document. As a consequence of the JFA, the MoE has been developing a fully resource-based annual plan and budget and ministry-wide procurement plan, with the aim to improve efficiency.
- This is performance- based aid, with reimbursements on the basis of quarterly budget reports, with aid funds only available following MoE quarterly expenditure on agreed activities. The JFA is resulting in a higher strategic focus – less time in fund raising and individual projects, and more time to focus on programme implementation and on key strategic issues such as the curriculum review. The MoE would like all partners to align themselves with the MOE’s annual planning and budgeting process and make use of the generated narrative and financial reports regardless of the funding modality.

8. ***On the Way Forward***, the Minister outlined:

- Continuing Infrastructure needs:
 - To prioritise Area C, Jerusalem and Gaza if and when allowed.
 - Continue to build schools near refugee camps.
 - Replace rented premises – the cost is too high because of the small classes.

³ CDTP, AQAC and TVET.

- Begin to build 'green 'schools.
- On **Quality education**:
 - Continue to upgrade the quality of teachers – through the TEIP programme.
 - Curriculum development: Need to distinguish between improving existing textbooks and revising the curriculum. Is the curriculum appropriate for the 21st century? There is need for external assistance to ensure a comprehensive reform.
 - ECD: need to recognise the importance of pre-school education. It is not compulsory now, but research shows that it makes a significant difference in the development of the child.
- **On Management**:
 - Need to communicate more with the public and send positive messages on actual achievements and train the MoE in doing so
 - Enhance efficiency measures within MoE to improve delivery of educational services

IV. The Hon Deputy Minister for Education Mohammad Abu Zaid: Follow Up on ASR 2011 Recommendations

9. The Deputy Minister reported on progress with respect to each of the Agreed Recommendations from the ASR 2011. 80% of the recommendations have been accomplished; the remaining are in progress. Not one single recommendation has been ignored/ incomplete. See Annex 2 for the rationale for the recommendations and MoE's responses.

V. Sector Performance

A. The Monitoring and Evaluation Report 2011

10. Sector performance is recorded in the annual Monitoring and Evaluation Report, the Semi-Annual and Annual Narrative Progress Reports and the up-to-date Implementation Report 2012. In 2013 the M&E and Progress reports will be integrated as one report.
11. Key information on sector performance is provided by the MoE through
 - The Annual M&E Report 2011*
 - The Annual (2011)and Semi-Annual (2012) Progress Narrative reports*
 - The Quarterly Financial Reports (generated by MoF)

Analytical descriptive report entitled "The Developmental Projects in Education Sector for Year 2011" prepared by Directorate General for Projects and generated to all Directorates, DGs and Policy makers at MoE *These reports are also available on the MoE website.

12. The three key EDSP goals for general education are:
 - Increase access and improve retention at all levels of the system (ACCESS)
 - Improve quality of teaching and learning (QUALITY)

- Strengthen capacity for planning and management

13. Overview of three EDSP Goals for general education:

Table 1: Baseline Indicators and Performance of EDSP Goals for general education

Goal	Indicator	Base line Indicators 2008	Performance 2011	Target 2012
Access	GER Basic Ed	95.7% M:93.6%; F 97.9%	95.0 % M: 92.4 %;F: 97.7%	99.7% M:99.7% F: 99.7%
	GER Secondary	77% M: 68.3% F: 89%	76.9 % M: 67%; F: 87.2 %	86% M: 86% F: 86%
Quality	Maths Grade 8 Pass Achievement Average	34 ⁴ M 28.2 F 38.2	29 M: 25; F: 34	53
	% of Trained In-service Teachers	27.3% M: 22.9%; F: 30.7%	29.3 % M: 25.1%; F: 32.4%	50%
Management	Number of donors participating in JFA	0	4	5
	% of development commitment funds in line with annual planning process	70%	90%	100%

14. Access seems stable but unlikely to meet the 2014 targets. Access indicators show a marginal improvement in intake and survival to grade 10, but a slight decline in gross enrolment rate. These trends seem contradictory, but are within the margin of accuracy of the data collection instruments.

Table 2: Summary of key access indicators⁵

	2009	2010	2011		2014
Grades 1 admission (%)	95.4	98.1	101.9		99.1
GER for basic education (%)	95.7	95.1	95.0		99.7
NER for basic education (%)	93.2	93.3	92.4		99.0
Survival rate to grade 5 (%)	97.1	98.0	98.5		99.5
Survival to grade 10	83.9	82.2	84.0		94.0
GER secondary (grades 11-12)	77.0	78.4	76.9		86.0

15. The trend in the quality indicators is somewhat disappointing. The MoE has a common test conducted in selected subjects and grades annually ('Unified Tests'). The results suggest a decline in performance, particularly in mathematics, in recent years. The proportion of students passing the *Tawjihee* (grade 12 final exam) has also declined slightly in all three streams.

Table 3: Summary of "unified test" results⁶

	2009	2010	2011		2014
Average score Maths grade 4	46.3	47.9	41.0		65.0
Average score Arabic grade 7	49.3	47.2	53.0		62.5

⁴ This is a survey including all students of grades and subjects as applied in 2009 and 2010. The achievement average is calculated on the basis of 100 as the highest score. The passing level is 50!

⁵ Source: Monitoring and Evaluation report for 2011, March 2012.

⁶ Source: Monitoring and Evaluation report March 2012.

Average score Maths grade 8	34.0	39.1	29.0		53.0
Average score Science grade 9	47.8	34.6	35.0		55.0

Table 4: Tawjihee - percentage of students passing the exam⁷

Stream	Percentage of successful students	
	2010	2011
Literary stream	64.96	63.90
Scientific stream	91.64	89.29
Vocational stream	68.07	66.35

16. Overview of education expenditure

Table 5: Overview of Education Expenditure

Education Expenditure	2009	2010	2011
Percentage of expenditure on education from all reported financial resources MoF/JFPs/bilateral donors (% of national PA total budget)	18.2%	17.9%	18.1%
Cost per student in education sector (primary and secondary education, grades 1-12)	793.1(\$)	770.1(\$)	815.5(\$)

15. The M&E report also reports in detail on the achievement of 'Life Skills' which are regarded as a proxy measurement for 'quality'. The MoE measures quality against the presence/absence of the following quality 'indicators':

- Critical Thinking
- Openness and Communication Skills
- Environmental Awareness
- Self-Confidence and Self-esteem
- Problem Solving and Decision-making

Achievements in each of these areas are disappointing. This raises the questions: a) does the current curriculum promote these skills and b) are teachers able to inculcate these skills into their regular teaching?

A key quality 'proxy' indicator, however, can be the degree to which the system is child-friendly. The M&E reports as follows:

Table 6: CFS

Definitions of CHILD FRIENDLY SCHOOL Standard Scores		
CfS Standard Score	%	Description of Achievement
+3	100%	The dimension and key performance areas have been addressed comprehensively , with the key performance indicator showing substantial fulfilment of the anticipated outcome

⁷ Annual Narrative report 2011, page 19

+2	83%	Child-friendliness has been achieved in such a way that effective sustainable outcomes can be observed which address the major challenges targeted by the key performance area for the respective dimension
+1	67%	Child-friendliness has been partially achieved with important problem areas addressed, however, there remains a certain degree of uncertainty regarding sustainable outcomes
0	50%	Child-friendliness has been partially achieved with only isolated problem areas addressed, whereby sustainability and ownership appear doubtful
-1	33%	Child-friendliness has not been achieved , although at least one important aspect of the key performance area has been strengthened
-2	17%	Child-friendliness has not been achieved with only a small indication that some aspects of the key performance area have been touched upon, however with no sustainable effect
-3	0%	The dimension and key performance area has not been addressed at all , and/or child-friendliness has not or hardly been fulfilled

In view of the importance of Area C, new Fragility Indicators have been developed and will be reported in all M&E reports.

Table 7: Area " C " Indicators		
Fragile Indicators	Quality Indicators	Access Indicators
(FI 4.1) Percentage of schools with less than 200 students in Area" C"	IG1.1 Average of students' and Teachers' acquirement of life skills in Area " C "	1. Percentage of drop-out of students in Area "C ".
(FI 4.2) Percentage of accomplishment in building, furnishing and equipping new classrooms in accordance with the annual requirement plan in Area "C" and marginalized areas.	IG 2.2 Degree of active involvement of learners in the T/L Process	1. Percentage of students in Jerusalem District supervised by Palestinian National Authority (PNA).
(FI 4.3) Number of schools exposed to aggression against infrastructure.	IG2.3 Extent of utilizing the new educational technologies in T/L Process (library , computer lab laboratory of science experimental tools, and educational tools) in schools of Area " C "	

(FI 4.4) Number of students/ teachers physically violated by the Israeli army or settlers (traffic accidents, arrest, injury by bullets...)	IG 2.4 Standardised Achievement Tests (District level) carried out in four core subjects for four grades of the education system on an annual basis	
(FI 4.5) Number of schools lacking governmental water network.	IG 2.7 Percentage of qualified teaching staff according to the Teacher Education Strategy increased.	
(FI 4.6) Number of non-safe canteens in the schools of Area "C".	IG 2.8 degree of child-friendliness of schools	
(FI 4.7) Percentage of students suffering from Anemia.		
(FI 4.8) Degree of common psychological and behavioural problems of the students of Area "C".		
(FI 4.9) Number of education lost (being late) hours for students and teachers due to violation.		
(FI 4.10) Percentage of Jerusalem teachers who do not teach their specialties		

17. Aid Effectiveness: Major progress can be reported in 2011 on the issue of aid harmonisation. It is particularly pleasing to record the increase in the % of funds committed by JFAs and the % of external funds channelled through the STA.

Table 8: IG 3. 3 Degree of Harmonization between Ministry and Development Partners (DP)

Milestones	Baseline 2009	2010	2011	Targets 2012	Targets 2014
Percentage of external funds channelled through Single Treasury Account (STA).	0.0 %	0.0 %	11.7%	40%	60%
No. of donors participating in Joint Financing Arrangements (JFA).	0	0	4	5	8
Percentage of development funding committed by JFA.	0.0 %	0.0 %	25.7%	30%	60%
Percentage of DP project funds in line with Ministry's annual planning process.	70%	80%	90%	100%	100%

B. The Annual Narrative Progress Report 2011

A major recommendation from 2011 ASR was to integrate the M&E with the Annual Narrative Progress report. This will be done from next year.

Table 9: Progress for 2011 can be seen from the following table:

Budget and Actual Expenditures 2011	In million USD Semi- Annual Jan-June 2011	In million USD Annual Jan-Dec 2011
1. Total planned budget for all programs (1-7) including operating cost (rent fees, textbook, final secondary exam)		135,938
2. Total planned developmental budget for all programs (1-7))		115,137
3. Total expected developmental commitment from all financial sources		93,638
3.1 Total commitment from MOF		13,999
3.2 Total commitment from JFA		35,000
3.3 Total commitment from Donors		44,601
3.4 Total commitment from Others		38
4.Total actual expenditures from all financial sources including operating cost (rent fees, textbook, final secondary exam)	48,827	85,238
5.Total actual developmental expenditures from all financial sources	27,451	59,261
5.1 Actual expenditures from MOF	2,037	3,250
5.2 Actual expenditures from JFA	0	2,661
5.3 Actual expenditures from External Donors	20,917	37,621
5.4 Actual expenditures from Other	4,497	15,729.71
6. Actual operating cost (rent fees, textbook, final secondary exam)	21,376	25,976
7. Percentage of actual developmental expenditures from the overall expected developmental budget	29.32%	51.5%
7.1 Actual developmental expenditures from the overall expected developmental budget for MOF	14.6%	23.2%
7.2 Actual developmental expenditures from the overall expected developmental budget for JFA	0.0%	7.6%
7.3 Actual developmental expenditures from the overall expected developmental budget from External Donors	46.9%	84.3%

C. Implementation Status Report 2012

- Implementation of new AWPB 2012 started mid-to-end of March (late PNA Budget approval)
- Large Tenders are being launched, but needs to be speeded up, especially some delay at MOF side
- About half a million USD (JFA) spent before official PNA budget approval
- Second Quarterly Financial Report due on July 15
- Semi-Annual Progress Report will be published end of July
- Most expenditure expected in third and fourth quarters

VI. New Institutional Features

A presentation was made by the MoE long-term resident adviser, Mr. Sami Abu Roza, on the organisational, managerial, and procedural reforms in the MoE and the challenges that these reforms bring.

A) Problem-Solving and Decision-Making Structures

Adopting the Program-Based Approach in Planning and Budgeting and enhancing the SWAP triggered three Key Transformations:

Transformation of Perspective: addressing whole education sector. However, new education sector restructuring (MoE, MoHE, and TVET) will require a reconsideration of roles

Transformation of Responsibility: Financial, narrative, and M/E reporting related to this wider perspective (=the whole Plan) requires very active ministry leadership and management

Transformation of Relationship with Development Partners: Aligning with the Needs and Priorities of the Ministry of Education; DPs effectively handing over 'power' and becoming supportive partners.

Institutional Transformation and Reform Creates Adaptive Stress: Transformation process is adaptive and shakes the whole system: serious challenge to the MoE to adapt its work habits and practices and approach to programming (fighting on the same side).

Program-Based Approach is further enhanced by the basket-financing arrangement of the JFA which is acting as a CATALYST and INCENTIVE for Building and Institutionalizing New Streamlined Systems and Procedures at the MoE. All these are relevant by themselves *regardless* of the JFA

b) Operations Manual for Preparing the Annual Plan and Budget: Captures and institutionalizes existing procedures with a few essential new ingredients (setting costing policies, standardize item costs, agreeing on SMART policies, apply clear prioritization framework, etc.)

Key Features: Step-by-Step Simple Procedures; Responsibility Matrix and Clear Timeline for all steps⁸

⁸ The Palestine Governance Facility which is supporting the strengthening of program budgeting across all ministries has begun to work with MoE [and MoH and Mol]. The lead advisor after meeting with the budget

c) National Procurement Plan for MOE: Compile Collective Tenders (Computers, Furniture, Office and school equipment etc.) *across several activities and programs* to save time, money, and effort

Organized by procurement items as well as a) Funding source, b) Budget amount, c) Program, d) Sub-program (Merged Activity), DG (Departments)

Further Institutionalization at MOE through additional Operations Manuals and Related Trainings:

- **Financial Management** (July/August), in close cooperation with MOF
- **Internal Controls** (Sep/Oct)
- Specific Training Modules related to Operations Manuals (with NIET)
- The Operations Manuals are the necessary precondition for computerizing linkages between Planning, Finance, Projects Department as well as vis-à-vis the Ministry of Finance

VII. Central Thematic Areas

A key recommendation of ASR 2011 was to focus on a few, critical issues so as to allow for in-depth discussion rather than a too superficial coverage of all issues. As the new Teacher Education Strategy was launched and due to the natural relationship between teacher education and school curricula, these two topics were chosen. While it was the intention to prepare Position Papers on each of these topics, time (late decision on central themes) did not allow for commissioning technical papers; however, good introductions were presented and a workshop approach to follow-up discussions proved very rewarding.

A. Teacher Education

A presentation was made by the Assistant Deputy Minister, Dr Basri Saleh, which outlined the main achievements and challenges of the Teacher Education Strategic Plan (see paper on the MoE website). The main points were:

The TES has five key development tracks:

- In-Service Training
- Pre-Service Education
- Professionalizing Teacher Profession
- Advocacy for Teaching Profession
- Evaluation Scheme for Teaching

The organisational and institutional issues and the TES's response are:

- The sustainability of a professional institution; (CDTP) to oversee the development of the teaching profession, and (NIET) to coordinate in-service teacher education programs and to guarantee quality of the implementation.
- The integration of teacher program within the priorities of the Accreditation and Quality Assurance Commission (AQAC) to ensure the quality and relevance of pre-service teacher education programs.

and planning teams expressed the view that MoE was clearly an exemplary ministry in Palestine for program budgeting, with much more completely developed systems than other ministries.

- The adoption of coherent, simplified and linked curricula for the different levels and programs of pre-service teacher education at the HEIs.
- Revised approaches to in-service teacher education provision in terms of accreditation, criteria, training and capacity building, including NIET capacity to coordinate and assure quality of the training.

The Commission for the Development of the Teaching Profession (CDTP) will be the strategic link between the ministry and the supporting university training institutions. Despite significant progress, there are still **challenges** to be dealt with:

- Setting up a Commission for the Development of the Teaching Profession
- Improving the conditions of service for teachers
- Improved selection procedures for the profession
- Developing career paths within the profession
- Faculty development to implement TE
- Creating financial incentives to attract well qualified new teachers
- Student admission policy for education programs

- Mostly female interest to become teacher
- Low financial reward for teachers as a cultural obstacle to attract highly qualified teachers

The workshop discussions focused on a number of practical problems facing teacher development:

- Progress in teacher training is lagging behind the ambitious targets. Only 800 teachers received a 35 hour in-service course, compared to the 2011 target of 2,000 teachers.
- Fifty counsellors were trained, compared with the 2011 target of 490.
- The World Bank is funding a \$5 million teacher training project (TEIP), which will (i) improve the practicum in pre-service training, and (ii) provide a one year in-service training for the unqualified teachers in grades 1-4. The training under TEIP is preparing teachers to be “class teachers” (teaching all subjects to one class), which is planned as part of a curriculum reform. The project is behind schedule, and is currently beginning the pilot phase.
- There are some unresolved issues concerning the timing of training and the payment of travel costs. The MoE target of 50% of teachers qualified (up from 28% in 2010) by 2012 is ambitious and unlikely to be met.
- Improved co-ordination between main actors involved in implementation of Teacher Education Strategy is needed. Enhanced co-ordination would guarantee that a more comprehensive approach is followed and that fragmented actions are not implemented.

B. Curriculum Development

A presentation was made by the Assistant Deputy Minister, Mr. Jehad Zakarneh on the challenges facing the reform of the school curricula. He outlined progress to date and highlighted existing challenges.

The follow-up ASR/CD Workshop was attended by a large group of participants, the majority being MOE personnel. The workshop started by recalling the comments made by teachers and students at the previous day's ASR session (See Annex 4). This was followed by a round of discussions on what the participants felt were the main issues with respect to the curriculum.

Issue 1: _____ What is the problem? Three questions have to be answered:

- Is the problem the curriculum itself? Does it cater for all learners? Is it over-loaded? Or
- Is it the teachers' ability/inability to teach it? Insufficient knowledge and/or pedagogic skills? Or is it

- The students' ability/inability to master it? (Insufficient time, occupation impact, home conditions?)

It is very important that curriculum developers get answers to these questions.

Issue 2 The Current Situation: what are the current problems?

Is the curriculum an 'examination dominated' curriculum? Does it re-enforce outmoded methodologies?

Does the single text encourages memorisation, prevents/limits teaching creativity

Curriculum = contents of textbooks: no encouragement to go 'outside the box'?

Effective Scope and Sequence strategies are missing:

- Within subjects
- Between subjects

The curriculum does not cater for all types of learners

No effective linkages between

- The Curriculum Centre
- The Examination Board
- The School

Conclusion: Again, these are issues that need to be explored before engaging on actual curriculum reform

Issue 2 General consensus that

There is an urgent need for a comprehensive evaluation of existing Palestinian curriculum. The issues raised during the ASR should initiate the process of developing a curriculum reform strategy and a related action plan.

MoE does not currently have sufficient capacity to carry out a comprehensive evaluation of the curriculum and to implement curriculum reform. DPs expressed interest in giving MoE technical support needed to complete evaluation and to assist MoE capacity development in order to guarantee continuous curriculum development in the future.

There is no real communication and co-ordination between implementation of Teacher Education Strategy and curriculum development.

The curriculum – at all levels – is the 'soul' of the education system and addressing its weaknesses should be a matter of national priority/

Issue 3 Most Pressing/Urgent Curriculum Issue

GRADE 1-4: Major Reform area

- One teacher – all subjects (all current subjects?) Transition of subject teacher to class teacher.
- Language issue: need for a clear policy on Language (first and second) teaching.
- New teacher trained in competencies approach: but grade 1-4 curriculum not competency based.
- Newly trained teacher will meet the residual power of the 'old' system.
- What is quality? Grade 1-4 curriculum needs to be based on clear idea of what quality is for Palestinian students

The Way Forward

- A. Some guiding principles:
- There is a need to look at Curriculum holistically:
 - Systematic research should underpin curriculum reform
 - There should be a clear distinguishing between exams and assessment
- B Set up a Curriculum Reform Committee (curriculum developers, teachers, outside expertise)
- Commission the preparation of a Position Paper: Curriculum Challenges in the 21st Century:
 - There should be an overall Position Paper, prepared by an expert team.
 - There should be sub-sector Position Papers: pre-primary to tertiary levels.
 - The Position Papers should be made public and arrangements made for public dialogue.
 - The Curriculum Committee should develop a draft 'New Reform Curriculum (NRC) for the NPA'
 - The NRC should be submitted to Cabinet for approval
 - The Committee should then develop a 5 year NCR Strategic Plan

Figure 1: Conceptual Framework on Educational Quality

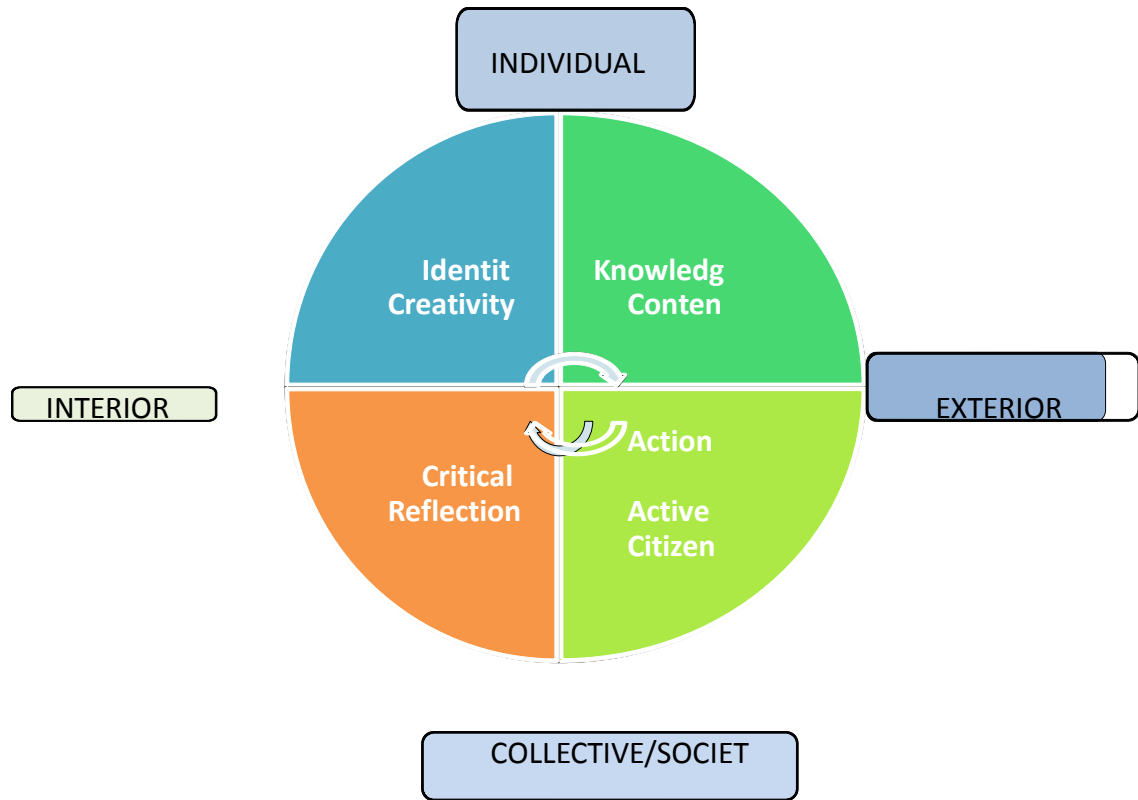
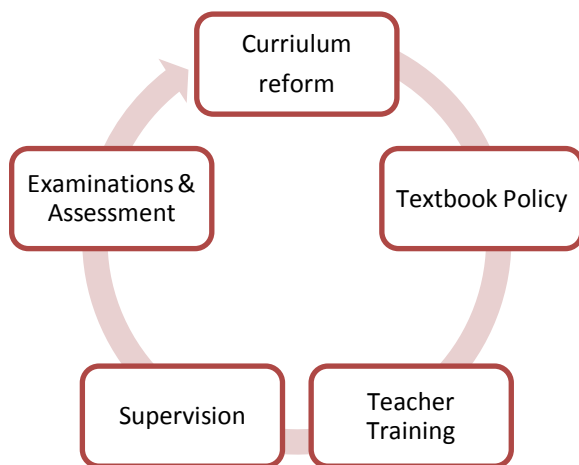


Figure 2: The curriculum reform process



VIII. EDSP 2014-19: Critical Issues

The Director General of Planning presented an outline of issues that would have to be addressed in the preparation of the next phase of EDSP (2014-19). It will be a six year programme because a) the first 3 years will be aligned to the National Development Plan cycle and b) the 3+3 structure will allow MoE plan for activities which require a longer time-frame for full implementation.

Key Issues to be addressed and Questions to be answered during long-term planning process:

- What are the implications of new education configuration: MoE, MoHE, TVET?
- How and when will the evaluation of EDSP 2008-12 be carried out?
The evaluation of the 2008-12 plan is an integral part of the long-term planning process and will be carried out at in fall 2012. Additional external support will be commissioned to support the process.
- What has been learned from the preparation processes for EDSP 2008-12?
- Is there a need for a new Sector Analysis? (What do we know about the sector? Benefit of EMIS, M&E system, ASRs, Unity tests etc)
- What knowledge gaps exist?
- How does the context of 2012 differ from that of 2007/8?
- How to ensure full inclusion of East Jerusalem and Area C and Gaza Strip?
- Can *PRIORITY AREAS* be identified from the experience of EDSP 08-12?
- How to ensure that EDSP is evidence-based? Whose evidence?

Key Issue: The Consultative Process

- Ensuring that the development of the new ESDP will be an inclusive exercise
- Actively engage all stakeholders – need for a communication strategy.
- The development of a Position Paper on EDSP 2014-19 – to be user friendly, Arabic and English, widely circulated, radio and TV debates, school competitions etc.

Technical Analysis 1: Public Expenditure Review

Public Expenditure Review: Who benefits from education investment, are priority objectives reflected in budget history, what are the direct, indirect and opportunity costs of education for parents? Is our education system really equitable? Where are there efficiency gains?

Technical Analysis 2: Quality

Quality: the national issue: How do we get a better and more comprehensive ‘picture’ of quality issues?

Carry out a sample (stratified) in-depth study of class-room teaching and learning conditions?

Literature review of all *relevant education research* from recent years – take this research into the MoE, into the EDSP planning process)

Technical Analysis 3: Data Reliability

How can we ensure more reliable population data?

Need to develop Projections based on a number of key variables. (use of ANPRO)

How to capture data on marginalised groups, e.g. Area C?

Note: In addition to the above technical analyses, KfW is in discussion with MOE to also conduct a technical analysis on “Access”: Infrastructure survey to determine the selection process and data availability for selection of new schools, rehabilitation of schools and other facilities since more than 50% of the development budget is used for this and raising efficiency of the system is of utmost importance looking at the PA financial situation.

Organisation of Plan Preparation:

- EDSP Steering Committee: chaired by Hon. Minister Education, members Hon. Minister of Finance, national education leaders, lead donor (?) etc.
- EDSP Technical Committee: under Planning but with representatives from key stakeholders and targeted technical assistance.
- Technical Working Groups: Finance, Pre-primary, general education, teacher development, curriculum etc.
- Need for full-time EDSP Plan Coordinator

EDSP Preparation: Process Action Plan

- Start date: getting the institutional and organisation arrangements in place.
- Communication strategy
- Time-table for activities at all levels.
- EDSP Position Paper – drafted and approved by government.
- Harmonisation of any needed technical assistance (national, regional and international)
- Importance of *iterative/feedback principle*

IX. Agreed Recommendations

The ASR 2012 attempted to galvanise recommendations around the focus themes of the ASR: teacher education and curriculum development, as well as ‘mainstream’ issues such as the M&E report and Progress report. This year, the EDSP 08-12 evaluation is an issue as well as the subsequent preparation of EDSP 14-19.

The process of reaching agreed recommendations is still unsatisfactory. While participants were asked to submit recommendations, most came from the development partners and thus other stakeholders lost a valuable opportunity to have their concerns articulated in the form of recommendations. There was also insufficient time to discuss these and reach a truly ‘agreed’ set, with clear obligations on both sides. Therefore the ‘agreed’ aspect will be carried out through the comments on the draft.

The Resolutions below are consolidated from approximately 60 separate recommendations⁹. It is recommended (by the ASR Team) that there should be a maximum of 12 Recommendations. Participants are therefore asked to indicate 12 Priorities (A highest, C lowest)

Table 10: Recommendations 2012

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
A			
1	MoE will shift focus from access to quality	Quality remains major concern for all stakeholders	AWPB 2013 will show increase of allocated funds (x%) to quality initiatives
2	MoE will strengthen its advocacy and communication strategies	General public largely unaware of MoE’s programmes and successes; general public not actively (visibly) engaged in education dialogue	A Communications strategy paper developed and approved by MoE; Training for senior staff in communication skills.
B			
3	Improve coordination and cooperation between the various actors and projects to support the implementation of the TES (CDTP/NIET/AQAC/MoE/MoEHE/ Universities/DPs) and to ensure harmony between in-service and pre-service philosophies and	Too many vertical programmes/projects; weak coordination among key actors;	MoE/NIET together with MoHE will produce a short paper analysing the factors that prevent coordination and put forward a set of actions to remedy major weaknesses

⁹ It is noteworthy that there are no recommendations on M&E or Progress Report – which can be interpreted as these were highly successful!

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
	pedagogies		
4	Intensify efforts to develop the new pre-service teacher education strategy	Danger of contradictions between in-service and pre-service philosophies and pedagogies	
5	More focus on early stages of child education and inclusive education in pre-service and in-service programs	Early years are the key developmental stages for children and inclusive education has to be approached in a more holistic and strategic way	Revisit course content and revise with e.g. a module on early childhood education and development well as inclusive education
6	Integration of research in the process Intensify actions to reform curriculum for grades 1-4 with an emphasis on support to developing ability of learners to read and write with comprehension during the first years of schooling.	Research, especially on actual classroom teaching and learning is essential for meaningful teacher training. Ability to read and write with comprehension is the most important individual factor behind success in further/later studies.	A literature review of research will be carried out (through short term contracts). From this research gaps can be identified. Special attention to revision of curriculum and teacher training for grades 1-4.
7	Reconsider teacher education and curriculum development and examination reforms as parts of one whole rather than individually and further integrate research in the process and implementation.	Without a holistic approach education will continue to be fragmented causing confusion at all levels. Research, especially on actual classroom teaching and learning is essential for meaningful teacher training.	Revisit Teacher Education Strategy – add a new chapter on ‘The Holistic Approach to Teaching and Learning’ A literature review of research will be carried out (? – short contract?). From this research gaps can be identified.
8	Teacher licensing Scheme should not necessarily be linked to a formal in-service training program. Reconsider teacher education and curriculum development and examination reforms as parts of one whole rather than individually and further integrate the process and implementation.	There are many valid trainings which should be considered in relation to the licensing system. Without a holistic approach education will continue to be fragmented causing confusion at all levels.	See below (No 9) Revisit Teacher Education Strategy – add a new chapter on ‘The Holistic Approach to Teaching and Learning’, including concrete plan on how to integrate implementation of TES and curriculum reform.
9	Finalize the National Qualification Framework (NQF)	An NQF is an essential element in ensuring a	The NQF will be finalised for basic education

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
	to address the licensing issue (MoE, MoHE, MoLabour)Teacher licensing Scheme should not necessarily linked to a formal in-service training program	reliable Human Resource Development Plan There are many valid trainings which should be considered in relation to the licensing system	teachers by ASR 2013. See below (No 9)
10	Ministry should develop the teacher training (in-service) curriculum with the Universities so that Universities would adopt the same standards in their pre-service educationFinalize the National Qualification Framework (NQF) to address the licensing issue (MoE, MoHE, MoLabour)	Teachers, students – and schools – must reflect the same pedagogic principles and teaching and learning methodologies. An NQF is an essential element in ensuring a reliable Human Resource Development Plan	The NQF will be finalised for basic education teachers by ASR 2013.
11	Ministry should develop the teacher training (in-service) curriculum with the Universities so that Universities would adopt the same standards in their pre-service education	Teachers, students – and schools – must reflect the same pedagogic principles and teaching and learning methodologies.	??
C			
11	Adopt a comprehensive approach to curriculum development (curriculum evaluation and reform).	Current curriculum reform limited to ‘enrichment’ of existing curriculum	A comprehensive evaluation of current Palestinian curriculum, and based on the evaluation, aA comprehensive Curriculum Reform: Policy, Strategy and Programmes will be developed by end 2012 and put into operation early 2013
12	Give reform of Grades 1-4 high priority in order to align with T.Ed reform programme for Grade 1-4 teachers.	T.Ed reform will fail if curriculum (and school management) of Grades 1-4 is not compatible with T.Ed approach and pedagogies.	A Standing Committee of senior T.Ed and C.D personnel will prepare a Strategic Plan for Grades 1-4 education.
13	Ensure that systematic change is part of the curriculum reform process (supervisor, tests,	Current curriculum reform is fragmented	See above no. 11

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
	textbook, etc.) including building tests that support skills like problem solving, critical thinking,		
	Enhance capacity of MoE to evaluate and reform curriculum (institutional and human capacity development).		
D			
14	Revisit and update MoE's Capacity Development Plan in view of new ministerial configurations and take into account decentralisation issues		
15	Implement MoE approved Ministry Efficiency Work Plan	Will help MoE to improve services while resources are constrained by the fiscal crisis.	Once approved by the Management Team, the work plan contains actions and responsibilities for implementation and support
E			
16	Carry out an external evaluation of EDSP 2	Outcomes of this evaluation are critical for preparation of EDSP3	MoE and DPs will agree on procedure by end Sept. Evaluation initiated by end 2012
17	Carry out Education Sector Public Expenditure Review	The PER can provide critical insights that will inform a more strategic EDSP3	PER will be put in motion by end 2012
18	Establish the structures and procedures for the development of the new EDSP for 2014 – 2019	There is only a relatively short time available for the development of EDSP 3	MoE will present the EDSP3 Process Action Plan at next ESWG meeting.
19	Ensure that ECD and Special Needs are integrated in planning processes for EDSP3	Critical importance of ECD with respect to access/quality issues	Draft EDSP3 will include ECD programmes
20	Ensure 'Risk Analysis and Risk Mitigation' is a central feature of EDSP3. Ensure wide participation (including consultations with all stakeholders), and make use of	Implementation of EDSP3 affected by critical risk issues. Wide participation will guarantee good ownership and	Draft Risk Analysis presented as part of draft EDSP3 at ASR 2013. (make use of existing risk analysis papers)

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
	studies, workshops, conferences etc. in the process.	commitment to new strategic plan.	Concrete Action Plan on how to best ensure widest possible participation.
21	Ensure that a gender analysis is an integral part of EDSP3 document Ensure 'Risk Analysis and Risk Mitigation' is a central feature of EDSP3	Despite impressive gains, there are still considerable gender concerns (e.g. lack of male teachers in basic education)Implementation of EDSP3 affected by critical risk issues	A gender analysis will be carried out as one of the technical papers for EDSP3 preparation. Draft Risk Analysis presented as part of draft EDSP3 at ASR 2013. (make use of existing risk analysis papers) Education Cluster will be requested to help
22	Collate Area C and Jerusalem and, if available, Gaza reports and monitoring results to feed into strategic development of EDSP and wider PA strategy, including Quartet and other stakeholders. Ensure that a gender analysis is an integral part of EDSP3 document	Area C/Jerusalem and minority group issues are a high priority of the PA and MoE. Despite impressive gains, there are still considerable gender concerns (e.g. lack of male teachers in basic education)	EDSP3 will give take into account recommendations of various reports/analyses. A gender analysis will be carried out as one of the technical papers for EDSP3 preparation
22	Collate Area C and Jerusalem reports and monitoring results to feed into strategic development of EDSP and wider PA strategy, including Quartet and other stakeholders	Area C/Jerusalem and minority group issues are a high priority of the PA and MoE	EDSP3 will give take into account recommendations of various reports/analyses.
E			
23	Key Address Issues to be made known in advance	Key address in ASR 2012 of major importance and should guide much of the deliberations of the ASR	MoE to prepare a Draft 'Key Issues' outline paper in advance of ASR 2013
24	Revisit the role and functions of the ESWG	Need to transform the ESWG from its mainly information sharing function to one of robust policy dialogue	Draft Tors for a 'revitalised' ESWG developed and approved; Technical Working Groups established with key role in the preparation of EDSP3

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
25	Strengthen Position Paper strategy	Position papers need to be more analytic; need to be shared in advance;	Position Papers for ASR 2013 will be developed in advance and prepared with assistance of technical expertise.
26	Strengthen 'shared experience' aspects of ASRs	Opportunities for mutual learning not fully taken advantage of;	Sessions in ASR 2013 will be designated for Shared Experiences from a) DP, b) MoE and c) Public perspectives
27	Make the ASR more of a 'felt need' for MoE personnel	ASR still too 'one-sided' in favour of DPs; low participation by MoE	ASR preparation within MoE will be more inclusive; greater role for ESWG TWGs
28	Strengthen public participation in ASR process		Once key issues are known in advance, key public figures will be asked to respond.
F			
29	Strengthen the adherence with the JFA schedule	While enormous progress has been made by MoE, some procedures are still behind schedule	Draft AWPB 2013 including a cash flow forecast will be presented by 15 October and the respective AWPB meeting will be held in the 2 nd half of November 2012.
30	Put more systematic approach toward allocation of operational budgets within the programme based budget	The operational budget is not yet allocated systematically within the programme based budget	The AWPB 2013 will include a systematically allocated budget for operational expenditures
	Implement the External Audit	The audit of the accounts 2011 and 2012 has not yet started and should be carried as soon as possible.	The audit of the 2011 accounts will be completed prior to the end of December 2012.
G	Additional Recommendations		
31	Develop a concrete strategy and action plan to improve the health and nutrition condition of students in order to make an		

	<i>Recommendations</i>	<i>Rationale</i>	<i>Committed Actions</i>
	impact on the achievement level of students. WFP reinforced the link between the school feeding and cup of milk program and the quality dimension of education		

X. Concluding Remarks

The Hon. Minister reflected on the impact the Annual Sector Reviews is having on both the MOE itself and its Development Partners. For the MoE it is clear evidence that the ministry is taking real ownership of the process. Development Partners and MoE are now talking the same language (e.g. programme-based planning) and attend the ASR as one body focusing on critical issues in the sector in a spirit of shared responsibility. The Minister reported that she is 'proud to say that we are one family'. The MoE was now the leading ministry with respect to aid coordination and joint sector reviewing.

The ASR is also an opportunity for both MoE and the DPs to carry out a self-evaluation. In this respect the work of the ESWG will be revisited to make it a more effective instrument for policy dialogue. This is critical now as the MoE begins the process of developing the 6-year ESDP 2014-19.

The UNICEF Special Representative, Ms Jean Gough, reminded participants that as the PA was now a member of UNESCO, Palestine will be required to report annually on all cases of discrimination against education of its citizens. It was therefore important that the ministry strengthened its capacities not only to advocate for the rights of children to quality education but to realise this right.

Ms Signe Brevik (Norway)¹⁰ reminded participants that although great strides were made in addressing gender issues in recent years, there is still considerable work to be done and it is to be hoped that there would be an in-depth study of all gender issues as part of the preparation of EDSP 2014-19.

Frank Determann, KfW, on behalf of the participants, congratulated the MoE on a very successful ASR. He reminded participants of the situation 5 years ago at the outset of the ESDP development and of the tremendous progress made since then. He felt that the strategy of focusing on a limited number of critical areas helped to focus the ASR more effectively. There are great challenges ahead but the MoE was far better equipped today than ever before. A key challenge is now to reach out to the general public and embrace them more strategically in the whole education endeavour.

¹⁰ Participants only came to know during the ASR that Signe would be leaving Palestine to go to NORAD in Oslo for a year, which is bad news for the education sector, as Signe has been a 'champion' for education in general and the JFA in particular; the good news however is that she will return to Palestine after a year. We wish her well and look forward to welcoming her 'home' again this time next year.

Annex 1 Field Trip Report

The MoE organized site visits for the participants of the ASR. The main objectives of these visits were to provide the participants with in-depth information on two key areas of concern related to quality education; implementation of the teacher education strategy and curriculum development. The site visits were conducted to:

- a) Arab American University and Jenin District Office
- b) Qalqilia district office
- c) Al- Quds University

The participants who took part in the site visits would like to thank the MoE for organizing these visits, and would recommend that site visits are also part of the next ASR as it is very valuable to observe activities in the field and to discuss issues with stakeholders at local level.

The site visits conducted showed a wide range of activities currently undertaken to strengthen the education system in the Palestinian Territory. Some of the main observations were:

- The Ministry of Education has in collaboration with NIET and development partners made many achievements related to the development and the implementation of the teacher education strategy, and through the site visits to the universities it was observed that both the pre-service and the in-service teacher training programmes are being strengthened.
- The Arab American University seems to have a very good four year pre-service teacher training programme (grade1-4 teachers). The programme was initiated two years ago and the first students will graduate in two years. There are about 20 students attending the programme each year, most of these students are female. In addition, the University provides a one year educational diploma to students who are doing other topics such as science and English. The programme prioritizes practical education and collaborates with model schools and mentor teachers within the catchment area of the University. Efforts are also being made by the University to strengthen the capacity of the mentor teachers working in the schools which have been selected as model schools in this programme.
- Few students have so far applied for the teacher training programme and the University staff members pointed out that it would be beneficial to them if more was done to improve the status of the teaching profession in the Palestinian Territory.
- The staff at the University would also encourage the MoE to look into the working conditions of teachers, especially when it comes to how to improve the quality of education. One example given is that teachers have to teach around 27 classes a week. Moreover they need to complete paper work which takes a lot of their time and this might result in less time spent on preparing the lessons.
- The director of the Jenin District Office as well as staff members (supervisors, head masters and teachers, also participating in the meeting from Qabatia and Tubas District Office) emphasized that they find the collaboration with the Arab American University very useful and they have learnt a lot about education through this project; it was underlined that learning by doing is crucial in any teacher training. Yet, the number of schools and staff who

participate is low (2 schools in Jenin district), and there is a need to involve more schools and teachers. Some of the supervisors pointed out that they have realized that they also need to upgrade their knowledge and skills to be able to continue to provide relevant advice and supervision to schools and teachers.

- The Al-Quds University is one of five universities that will offer training for teachers who will be part of the in service teacher training programme in order to qualify 'classroom teachers' for 1-4 grade in line with the TES. Al-Quds is planning to start this programme in September for 100 teachers who will study part time for one year (one day, Saturday, at the University and half day at a local school each week). 7 overall modules have been developed for this programme, but the Universities have some flexibility in how to design the one year course. The Al-Quds University has prepared 4 modules (creative teaching and learning, "beauty learning environment", school and community and journey of teacher professional development).
- The staff at the Al-Quds University emphasized that there are some challenges related to the in-service teacher training programme; heavy work load for the teachers who will also have to teach full time in addition to the course, unclear if the transportation costs will be covered as well as there is still a need for more educational materials at school level to promote child centered learning.
- Al Quds University still offers a two year educational diploma which is not in line with the new qualification requirements of teachers/Teacher Education Strategy.
- The Qualqilia district office organized a one day work shop with participants from the local community (education clusters), head masters, teachers and local district education staff as well as the MoE staff. The objective of this workshop was to create an opportunity for dialogue between the local, district and national level. The main topics of this workshop were the teacher training/qualifications, curriculum, the proposed changes of the implementation of the Tawjihi exam as well as discussion local community involvement and support to the education. This is an excellent initiative to ensure feedback from and communication with the local stakeholders.

Recommendations:

- Develop an overview of the total number of qualified teachers that will graduate from pre-service training every year as well as the number of teachers who will upgrade their qualifications through the in-service training programme at various universities. Will there be enough qualified teachers to respond to the annual recruitment need of new teachers? Are there enough teachers to cover all subjects (for example math and science)? The percentage of qualified teachers for different subjects as well as teacher attrition rates should be documented.
- There might be a need to look at how supervisors and head masters can upgrade their skills to ensure that they have the relevant knowledge and skills to support and coach teachers at schools. The MoE in collaboration with NIET and the universities are encouraged to develop

a strategy and implementation plan on how to provide training to head masters and supervisors which is in line with the training provided to the teachers at the universities?

- Identify more opportunities to engage the universities that provide pre-service and in-service training in developing the education system; for example could they be more engaged in the revision of the curriculum? Moreover, could the universities collaborate more with district offices to build capacity of supervisors and district education staff? If this is possible, more schools could be reached and receive valuable guidance through the supervisors.
- Identify ways in collaboration with the universities on how to obtain higher number of students who want to apply for the teacher education programmes. Are there ways to improve the working conditions of the teachers?
- Strengthen the communication between the universities, NIET and the Education Ministries to ensure that all universities provide adequate and relevant pre-service and in-service training to teachers which include practical and theoretical education. Especially for the teachers who are upgrading their skills through the in-service training it is important to ensure that the education provided by the universities are in line with the actual needs of the teachers and not just the regular courses of the universities. Moreover, the Ministry should ensure that the universities are not offering courses (such as the 2 year education diploma course) that are not in line with the Teacher Education Strategy.
- The Ministry should ensure that the curriculum and the exam and assessment systems are in line with the “new ideas” that are being introduced in the teacher training programme (child centered learning, children have different needs etc). The current system of subject teacher also needs to be looked into, and it would probably be better to rather have class teachers for the lower grades.

Annex 2 Report on Status of ASR 2011 Agreed Recommendations

	ASR 2011 AGREED SOLUTIONS	Status '12	Rationale and MoE Response
1	MoE will develop a resource based budget by December 2011.	Completed	The ministry used a program-based planning and budgeting process to produce the AWPB 2012
2	The AWPB 2012 will be revised to be more strategic and realistic (based on availability of funding and implementation capacity of the MoE).		After identifying all financial resources, the budget was reviewed and adjusted accordingly capturing most of the financial resources for development purposes
3	Development Partners will give their indicative figures for their support to the AWPB 2012 by mid December 2011.	Achieved	The ministry applied the Priority Framework to allocate the resources and produced a fully resource-based plan for 2012
4	MoE will revise its annual reporting (M&E) format to integrate all reporting mechanisms into the annual report 2011.	To be done as of 2013	Most Development Partners that are financing specific projects have given their indicative figures and the ministry reviewed all existing bilateral agreements to identify the annual resources linked to relevant activities
5	MoE will develop a strategy for Area C and East Jerusalem which will be integrated into the EDSP.	Partly completed	MoE introduced Intermediate Performance Indicators to link the M/E system with the Narrative Progress Reports. A joint report will be available as from 2013.
6	MoE and Development Partners will jointly prepare for	In	A set of specific 'Area C' fragility indicators have been developed and applied in the 2011 M/E system
			'Area C' and Jerusalem issues are highlighted as important areas for intervention in the AWPB 2012 as well as in educational media activities
			'Area C' strategy for Program 1/Physical Infrastructure is mostly a 'building permit issue' and MoE is working closely with UNDP, the Quartet Rep, and USAID to lobby the Israeli administration for permits
			In terms of protecting and enhancing quality of education in Area C and Jerusalem, MoE is in the process of developing appropriate responses to Israeli interference despite the fact that its hands are effectively tied by the Israeli occupation
			The issue of Jerusalem will figure dominantly in the curriculum development and reform to ensure the continuation of Palestinian identity and historical understanding through education
			The Public Expenditure Review is a core element of

	ASR 2011 AGREED SOLUTIONS	Status '12	Rationale and MoE Response
	a Public Expenditure Review to take place during 2012 to provide a basis for planning the next EDSP 2014-2018.	preparation	evaluating and preparing for the coming EDSP A draft TOR for a Public Expenditure Review has been developed and is under consideration We regard the ASR as the starting point for our next long-term strategy and policies, which will be from 2014-2019
7	A strategy and implementation plan for inclusive education should be developed for the EDSP based on a comprehensive survey of the learning needs and current provision of special needs education and related support services.	Partly addressed	The UN package for early childhood and inclusive education is being adopted. Diakonia-NAD and Swedish Organization for Individual Relief (SOIR) training for SE teachers and supervisors on the concept of special education; YMCA rehabilitation activities to make it accessible for all students UNICEF postponed the implementation of learning difficulty study and action plan; now being modified the instructions for M/E
8	Future ASRs should be more inclusive, shorter and more focused . A discussion on ToR for ASR with development partners ahead of time would likely lead to more involvement and participation.	achieved	We have taken inclusiveness into consideration by inviting teachers, supervisors etc to attend this year's ASR In terms of duration, this year it is one full week and the focus is primarily on two key reform areas: TE and CD. Also, the three field trips have been planned as a key response to ensure greater hands-on involvement and participation
9	The development of the next EDSP should be more evidence-based than opinion based. While the Plan period will be 2014-2018, a preparation plan should be developed within the next 6 months which should also include plans for the evaluation of the EDSP 2008-2012.	Planned for	The next EDSP will actually cover 2014-2019 to accommodate the PNA planning cycle The ministry has started to develop a PROCESS ACTION PLAN outlining concrete steps to evaluate the previous EDSP and plan for the next on the basis of evidence The ministry's ability to collect and analyze data has been greatly enhanced since 2008 and will allow the new plan to be fully evidence-based The new EDSP will be more output-and demand-driven than the previous more supply-focused one Community participation is a key element to be integrated in the next year's plan to increase teacher/school accountability

	ASR 2011 AGREED SOLUTIONS	Status '12	Rationale and MoE Response
10	The members of the ESWG should in 2012 have a discussion on how the ESWG can contribute to a better coordination among the MoE and the Development Partners . This could include annual planning calendar, sub-technical WGs etc.	In preparation	The ministry has started to review the effectiveness of the ESWG and will propose a more focused agenda for the whole year, possibly with working groups for sub-themes to have more effective use of the donor resources and make better use of technical expertise

Annex 3 JFA/MoE: Status and Salient Issues

1. Joint Financing Arrangement: disbursement progress

Expenditure from the JFA fund has been low in 2011. The four partners (Ireland, Finland, Norway and Germany /KfW) made transfers of €19.107 for the 2011 budget (out of which EURO 6,27 was disbursed to the Foreign Currency Account (FCA) late 2010, but transferred to the Central Treasury Account in June 2011 after JFA became effective and this amount was to be considered as an advance start-up capital for the implementation of the EDSP). However, the actual expenditure by the MoE was only €2.5 million. This slow disbursement was partly a result of delays in officially endorsing the start of the JFA following the approval of the Annual Plan and Budget 2011 (June 2011), and primarily due to the need to design a special JFA procurement system. The rate of expenditure is expected to accelerate since the JFA procurement system (tender documents and rules) was approved by KfW on behalf of the JFPs. If the planned procurement is fully completed on schedule, JFA expenditure for 2012 is expected to be around USD 23 million (for the large collective tenders). The MOE will present a Procurement Progress Report by the end of July 2012.

JFP contributions for 2011¹¹

Joint Financing Partners	Euro
Norway	1,535,213.97
Finland	3,300,000.00
Ireland	1,499,875
Germany / KfW	6,499,875.00
Total	19,107,334.46

The 2011 annual financial report shows that expenditure from the JFA fund was only approximately 10% of the expected amount. The actual expenditure of about 2.6 million USD has been focused on infrastructure due to the exceptions granted by the JFPs for specific school works that did not follow the JFA/KfW procurement guidelines. In practice infrastructure accounted for 95% of JFA fund expenditure, with only \$138,160 disbursed for other programmes. The reason was primarily due to the need to design a customized JFA procurement system. In the 2011 Annual Plan, infrastructure was expected to account for 46% of the funds, with the remained going to a range of quality measures such as teaching materials, and teacher training.

Expenditure from the JFA funds by programme 2011 (in 000 US \$).¹²

Programme	Budget	Actual	% execution
Prog 1 Infrastructure	11,884.90	2,482.80	20.89
Prog 2 Teaching materials	5,507.94	-	-
Prog 3 Curriculum	3,297.32	10.06	0.31
Prog 4 School Health	2,775.30	73.60	2.65
Prog 5 Teacher Ed Strategy	1,874.44	54.50	2.91
Prog 6 Planning	109.15	-	-
Total	25,449.05	2,620.96	10.30

The JFA fund remains a modest proportion of the MoE development expenditure. In 2011, it was anticipated in the budget that the JFA would contribute 29.9% of the donor funding to the development budget. In reality, the other donors had an 86% execution rate, while the JFA achieved only 10% due to the need to establish a new specific JFA procurement system. The informal donors in the “other” category provided \$15 million, most of which was not in the budget. As a result the JFA accounted for less than 5% of the actual donor expenditure

¹¹ Source: KfW spreadsheet FCA transfers, circulated June 2012.

¹² Source: Annual Financial Report 2011, version 10 April 2012

to the development budget. Since the JFA procurement system has been agreed upon, it is expected that actual JFA expenditures will rise significantly during 2012.

The MoE development expenditure 2011 (figures in \$000).¹³

	Total development funds	MoF	JFA	Donors	Other	Donors as a % of total	JFA as a % of donors
Budget	96,482	11,379	25,449	43,342	38	88.2	29.9
Actual	58,847	3,229	2,621	37,267	15,730	94.5	4.7
% execution	61	28	10	86	41,394		

Belgium has agreed to join the JFA fund, and will provide a full time technical expert to support this contribution.

2. JFA impact

The MoE argues that the JFA fund has brought benefits to the development of the institutions of state. The Minister, in introducing the annual sector review (ASR), argued that (i) the availability of predictable funds has moved the focus from fund raising to strategic planning, (ii) the JFA requirements have required the development of annual progress reports and a ministry-wide monitoring and evaluation system, and (iii) the JFA use of local procedures has strengthened the ministry procurement and financial management systems.

There is strong evidence to support these claims. The MoE has produced a number of reports including:

- Quarterly financial reports showing budget and actual expenditure from all sources in accordance with the Program Structure of the Annual Plan
- A semi-annual and annual narrative report, explaining the progress in each of the planned activities, also matched with financial expenditure progress
- A monitoring and evaluation report, showing the sector performance in enrolment and retention, examination and assessment performance, and performance on other quality indicators including a series of structured classroom observations.

3. Salient issues

- **External Audit:** MOE is supporting the State Audit (SAACB) to prepare the tender documents for the international auditing company, a requirement per the JFA. MOE is committed to finalize this process as soon as possible and will inform the JFPs as soon as the tender is launched
- **Public Expenditure Review:** MOE has committed itself in the Annual Work Plan and Budget to carry out a PER. Norway has offered bilateral support, which MOE will accept. MOE decided to pursue its own tender for a local consultant and adopt a working structure whereby the international consultant

¹³ Source: Analysis from Annual Financial report 2011.

(contracted by Norway for the benefit of MOE) will lead the assignment and work closely together with the local consultant according to the same TOR.

- **The JFPS** indicated very clearly that they are obliged to fund the whole EDSP and future contributions are largely dependent on seeing tangible progress in the **quality dimension** of the ministry's programs.

Review of the Joint Financing Arrangement

1. JFA implementation status including status update on the audit

The Joint Financing Arrangement was signed on 11 November 2010 by the PA and four development partners (Norway, Ireland, Finland, Germany through KfW). In June 2011 the JFA came into effect after all pre-conditions were met. Since then 2 Addenda were signed clarifying procedural arrangements.

In general the outlined procedures and documentation requirements have been fulfilled by the PA, respectively MoE and MoF, despite some delays and with some exceptions. While enormous progress was achieved on the financial and progress reporting including the M&E reporting, special focus should now be given to the audit of the accounts. This procedure has not yet started and needs urgent attention in order to ensure smooth transfer of funding from DPs.

For the second half of 2012 and respective outstanding documentation requirements, both sides agreed on the following:

- 4 weeks after submission of the final AM of the ASR 2012, JFPs will submit their indicative financial commitments for the AWPB 2013.
- By the end of July 2012, MoE will present the semi-annual update of the procurement plan/report.
- By the end of August 2012 the semi-annual progress report will be presented by MoE.
- By 15 October 2012 the draft AWPB 2013 including a cashflow forecast will be presented by MoE.
- During the second half of November 2012 the AWPB 2013 planning meetings shall be held.
- By the end of December 2012 MoE will present the final AWPB 2013.

2. JFA cashflow 2012

According to the Annual Work Plan and Budget 2012 as presented by MoE in its final version on 16 February 2012 the overall budget amounts to USD 749 million of which the investment budget (development budget) accounts for USD 149.9 million (20%). This investment budget is divided into 7 programme fiches. Whereas PF 1 and 2 with a budget of approx. USD 91 million (61% of the investment budget) focus on "access to education", PF 3 - 5 with a budget of approx. USD 45 million (30%) focus on "Quality enhancement" and PF 6 and 7 with a budget of approx. USD 14 million (9%) focus on "management improvement.

While USD 77.2 million will be financed through bilateral projects, USD 15 million will be financed by the budget of the PA, USD 0.7 million by the local community and USD 57 million by JFA funding.

However, according to the MoE procurement plan and cash flow forecast 2012, which was presented on 25 April 2012, the cash flow amount for Programme fiches 1-7 from JFA funding will only be USD 22.9million (40% of available funds). While the cashflow forecast for PF 1 is nearly 80% of budgeted JFA resources, the cashflow forecasts for the programmes on quality and management improvement show particular shortcomings compared to the budgeted JFA resources.

MoE agreed to review the situation and enhance implementation capacities at the needed levels particularly in the areas of quality and management improvement during the second half of 2012. In order to further link financial planning with Programme planning, for the AWPB 2013 MoE will develop the procurement plan and cash flow forecast as part of the AWPB 2013, thus complementing the workplan and budget by a procurement plan and cash flow forecast.

Annex 2 shows the disbursement schedule into the FCA for the year 2012. (For MoE and JFPs only)

3. External technical review

For the preparation of the EDSP 2014-19, MoE decided to conduct two technical reviews besides the analysis and review of EDSP 2008-2012 implementation.

In cooperation with Norway, MoE will conduct a Public Expenditure Review for the Education Sector.

In cooperation with Germany, through KfW, MoE will conduct a school mapping review in order to analyse current procedures on selection of schools and other educational buildings and the available data systems for this purpose.

4. Status update on Procedural Manuals

While MoE in cooperation with the Long Term Expert at the MoE are working on the development of a number of procedural manuals, the current status is outlined in the main text of the AM to the ASR 2012.

5. Belgium Preparation Status

Belgium is in the final procedural stages after an evaluation mission met with MOE early in 2012 to gather all missing information prior to official submission to the relevant Belgian authorities.

6. Programme Fiche 1 – Infrastructure Programme (JFA), incl. Procurement

Prior to the ASR a technical review was conducted by the technical expert of KfW, Mr. Eberhard Knapp. During the Mission, preliminary designs for construction works at nine schools were reviewed. While the designs are generally of a good quality, the following comments were made:

- The present design submitted for *Al Yamoon Basic Girls School* should be revisited. This is a cut-and-paste copy of the design for Al Ahrum School – and has many deficiencies in the proposed location, not least of all unnecessarily high costs (for excessive cut-and-fill). MoE should focus on the preparation of a new and appropriate site-specific design.
- In the case of several of the other designs, smaller changes and improvements have been discussed with MoE – and are detailed under Annex 1.

Furthermore on a sample basis a review of the ongoing procurement processes was conducted during the mission. According to this review, the procurement processes applied by MoE are generally of good quality and followed the agreed upon procedures of the JFA. However, KfW recommends taking the following comments into consideration:

Competition: it is not necessary to have three or more bids for a tender process to be considered valid. Provided that sufficient publicity was given to a tender, that it was open to all interested (and capable) bidders and that the bids submitted are appropriate (i.e. within a range of plus / minus 10 – 20% of the Engineer’s estimate), a bid can be considered valid if only two proposals have been submitted. For more details – see Annex 1.

AWPB 2012 – Programme Fiche 1

Activity	Budget	Output	Status Quo
Carrying out maintenance and providing spare parts for furniture	USD 3.3 million	55,262 students and teachers provided with new or repaired furniture	
Building, furnishing, equipping and maintaining new schools and classrooms	USD 82.75 million	1,312 new classrooms Maintenance at 240 schools (5% of government schools)	7 new schools tendered (2 will be re-tendered)

Annex 4 MoE Planning and Reporting Schedule 2012/13

Report/Consultations	Agreed Dates	Comment
Annual Work Plan and Budget 2013	Mid October 2012 (DRAFT) December 2012 (FINAL)	
EDSP Procurement Plan 2013	January 2013	Procurement Plan including inter-departmental Collective Tenders follows Annual Plan, hence about 1 month time difference
Procurement Progress Report 2012 Procurement Progress Report 2013	July 2012 July 2013	
Annual Narrative Report including Monitoring and Evaluation Report (PAF) 2012	March 2013	
Quarterly Financial Reports	15 th following each quarter	
Annual Sector Review 2013	May 2013	
Annual Audit Report 2011 and 2012 report (SAACB)	December 2012	Will be delivered in first half of 2013
Development Partners (incl. JFP) indicative commitments for 2013	October 2012	
Semi Annual Narrative Report 2013	August 2013	
AWPB consultation meeting for 2013	November 2012	

Annex 5 Teacher and Student Comments

A major innovation of ASR 2012 was to invite teachers and students (random selection) to give their views on education issues which affect them in their daily life. The comments are offered 'bare' to give a 'taste' of the opinions expressed. Some of the comments are from District Education Officers.

Why are we teaching English in grade 1?

We do not like the methods of teaching.

There is too much memorising. Some books have too many pages, and it is all about memory and marks.

Books are too many – heavier than the pupil – causing back strain

There should be a competency based curriculum?

The integrative approach could be used in grades 5 and 6 too

The “national education” textbooks need revision. Some books have too much information, and there is not enough time to cover the curriculum

Do teachers have the capacity to teach higher order skills?

There is an issue with Arabic calligraphy. Sometimes the styles used in the books are not consistent, which is confusing for children learning to read.

Teacher training should be demand driven, based on the needs of teachers, and not just theoretical. There should be follow up and monitoring in school. Training should be outside school time and not disrupt the school timetable.

The maths content is too heavy for Grade IV.

The unified exams are like TIMSS, they look for understanding and not just memorising. So the students find it very difficult. Sometimes they even have difficulty in reading the questions.

There is too much memorising. In science we do not have enough laboratories, so we only see a demonstration of the experiment. You have to do it yourself to really understand.

The “national education” textbooks need revision. Some books have too much information, and there is not enough time to cover the curriculum.

The quality of English teaching is poor. It is the subject that everyone is scared of, and it drags down our grades.

The curriculum should focus on higher order skills. Teacher guides should be well prepared and distributed.

Change should be comprehensive, with teachers, curriculum and textbooks all changing at the same time. Do teachers have the capacity to teach higher order skills?

There is a need for a stronger focus on literacy and numeracy. Why are we teaching English in grade 1?

The content of the curriculum is not bad, but there are gaps between grades. There has been no study of the curriculum – it is time to review and revise it.

There is a need to distinguish the book from the curriculum. The curriculum is much wider.

The Arabic is sometimes too difficult. In maths some techniques for subtraction were left out of the book, but were still included in the problems.

Teacher (grade 1): Regulations should be adapted to become more flexible. Schools do not have enough laboratories and equipment.

The volume of material is not a problem – they manage it in private schools. The problem is how to teach it and encourage higher order thinking. There are some errors in the textbooks.

Annex 6 ASR 2012 EVALUATION Summary of Responses

MOE Dev 7 er Co 5 ant T 0 er S 0 nt 0 r

A. Aspects/events of the ASR 2012 which you think were good/ impressive:

- Good Reports from MoE, esp. M/E; EDSP3 ; good data in support of arguments
- Participation by national stakeholders (teachers, students) was very good but needs better structuring
- Substantive presentations and discussions (workshops) on selected themes
- Opening address: set the context very strategically: enhanced discussion and motivated participants
- Presentation on new EDSP preparation
- ASR well organised; facilitation processes very good

B. Aspects/events of the ASR 2012 which you found not so satisfactory

- Uneven participation from MoE and other national stakeholders (with exception of teachers/students)
- Lack of DP coordination (with exception of JFPs)
- Organisation and advance information on Field Trips lacking (but trips in themselves good)
- More discussion needed on outcomes of Working Groups on T.Ed and C.D. (lack of focus)
- Curriculum development presentation not comprehensive
- Not enough time for discussion on Recommendations
- Language barrier; need for professional translator (s) and more use of Arabic.
- Presentations should be printed in advance – difficult to read screen
- Reporting on financial aspects of AWPB/EDSP lacking
- MoE need to strengthen its presentation/communication skills
- Need for greater focus on realities of the classroom (too much ‘paper’ issues)

C. Ideas/suggestions that you think would make the next ASR better

- More representative stakeholder participation (teacher unions, MoF, Universities)
- Thematic (external/expert) Papers needed to catalyze discussion
- Consider National Education Conference with ASR as one element.
- More sharing of experience (regional and international)

- MoE should present a new Outreach and Communication strategy
- More involvement from Higher Education Institutions
- Consider a 3 day event; finish each day at 15.30
- Hold pre-ASR meetings with key stakeholders
- Consider outside (of MoE) venue
- Web-cast the next ASR (not just 21st century child; but 21st century MoE!)
- Deeper discussion on curriculum development
- Consider Education Sector Reviews every 2 years: revisit purpose of ASRs
- More focus on decentralisation issues

D. How many of the ASR 2012 sessions were you able to attend: 6 (average) out of 8 (half days)

Any other comments

- Great improvement over ASR 2011; highly appreciated
- Very good discussions
- Thanks to MoE and organisers
- Field visits very useful and appreciated but need better organisation

Annex 7 Terms of Reference (summary)

Background

The Annual Sector Review (ASR) of the Ministry of Education (MOE) in Palestine is an annual exercise to take stock of developments in the education sector during the previous year and to provide guidance on future strategic directions. It is attended by representatives from the Palestinian Authority, civil society and Development Partners (DPs).

An ASR serves the interests of all national and international education stakeholders who wish to be informed of and discuss progress and problems in the sector and how the MOE is preparing plans and budgets (including external assistance) to the education sector as from 2012/2013 and onwards

The 2012 ASR will be of maximum one week duration, focus on a limited number of key issues and try to ensure a much broader representation of Palestinian education stakeholders. A parallel session structure will allow special interest groups (e.g. JFPs, Teacher Educators, Curriculum developers) to discuss relevant issues in greater depth. Plenary sessions will ensure that the outcomes of the parallel sessions are made public.

Objectives

The overall framework of the ASR is the implementation of the EDSP 2008-2012. The specific objectives are: To provide Palestinian education stakeholders and DPs, to identify major obstacles to intended goals and targets and to discuss solutions to major problems

To allow national stakeholders discuss, in a structured manner, education issues and engage in dialogue with MEHE on how the national system of education can be improved.

To discuss the Recommendations of the ASR 2011 and to assess progress in implementation of key recommendations. Key issues will be Area C progress and the situation in East Jerusalem.

To carry out in-depth discussions, led by technical expertise, on two outstanding areas of concern: (i) teacher development, management and deployment, and (ii) curriculum and quality improvement in the classroom

Scope of the Review

The scope of the annual review targets primarily the quality dimension of the EDSP. Some recently enhanced institutional and procedural features will also be shared.

The MOE intends to focus on a number of key issues or themes during the course of the ASR:

Evolution of Setting Up the implementation Mechanism of the Teacher Education Strategy

Curriculum Development: Focus on Grades 1-4, discussing the major question to what extent curriculum issues promote or hinder pupil achievement?

EDSP 2014-19 – discussion on the steps to be taken in order to ensure a thoroughly researched and evidence-based new EDSP ('Palestine 2020')

Enhancing Institutionalization of Key Procedures at MOE: First ministry-wide *Procurement Plan* and new *Operations Manual on Preparing the Annual Work Plan and Budget*.

Outputs

The Annual Sector Review will result in a report summarising the events of the ASR.

An Aide Memoire will be finalised within a month of the ASR. This will be a comprehensive report on all the issues raised, and include a summary of the main presentations and outputs from plenary sessions. Agreed Recommendations for action will be the core of the Aide Memoire which, when finalised and approved by MoE senior management, will be the basis for follow-up discussions with the ESWG and other stakeholders.

MOE has appointed an ASR Team, which is led by the DG of International Relations, and has the responsibility for all organisational aspects of the review. The Chairperson of the ASR Team, Jihad Draid, will report to MOE senior management on a regular basis.

Development Partners will collaborate with the ASR Team to ensure that any technical advisers who plan to attend the ASR can be utilised in the most effective manner.

The ASR Programme

Apart from the week-long program, it was planned to hold a field visit to universities and district offices (supervisors and district directors) on June 20 and 21, Wednesday and Thursday. However, depending on arrival dates of donors/consultants, MOE will organize an alternative schedule for field visits on June 24 (Sunday).

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E Other Key Stakeholders

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Annex 9 ASR Programme

	MONDAY 25	TUESDAY 26		WEEDSDAY 27	THURSDAY 28
Session 1 9:00-10:30	Official Opening ASR 2012: Key Note Address: by Hon Minister: Achievements, Constraints and the Future; ASR 2011: Recommendations of ASR 2011 and actions taken. Presenter: Mr. Mohammed Abu Zaid, DM and Head of Management Team General Discussion	Plenary Session: TE Key Note Presentation By Program Leader, Dr. Basri Saleh CD Key Note Presentation By Program Leader, Mr. Jehad Zakarneh		Plenary Session: Reports from CD and TE Groups: Outcomes from Tuesday's deliberations	Plenary Session: Summary of progress to date; Presentation of main themes of the ASR; Presentation on Aide Memoire Structure Discussion on lessons learnt from ASR set-up and process
Session 2 11:00-13:00	MoE: new institutional features: Operations Manual on the Annual Work Plan and Budget and National Procurement Plan; Presenter: Mr. Sami Abu Roza Monitoring and Evaluation Report & Annual Progress Report and update on AWPB 2012 implementation status Presenter: Mr. Saadeh Hammoudeh	CD Working Group Lead Discussant: Jihad Zakarneh Moderator: Mike Kiernan	TE Working Group Lead Discussant: Shahanaz AL-Far (NIET) Moderator: Mr. Sami Abu Roza	Experts and DP representatives sharing relevant international experience on TE and CD	Break-up in groups to collect and discuss Draft Recommendations Presentation of Draft Recommendations to plenary
Session 3 14:00-15:30	Summary of Field Visits Summary of Key Minister Points Critical education issues voiced by: Students Academic community - Teachers	Plenary Session: Update on reform of Tawjihee system Presenter: Dr. Basri Saleh	T. Ed Working Group Moderator: Jihad Draidi Lead Discussant: Tharwat Zeid	The development of the new EDSP 2014-19 Presenter: DG of Planning Minister led response on future directions for new EDSP	Wrap-Up Session: ARS 2012: concluding remarks by Development Partners Ministry Draft set of Agreed Recommendations presented
Session 4 15:30-	Critical education issues voiced by: Students Academic community	CD/TE Session 4: Joint Session: T.Ed and C.D Groups 'Exploring the linkages and mechanisms		Meeting of JFPs and Ministry on JFA-related matters on implementation, cash flow,	OFFICIAL CLOSING

	MONDAY 25	TUESDAY 26	WEEDSDAY 27	THURSDAY 28
17	Teachers Civil Society	for integration' Moderator: Mike Kiernan	financing commitments	
17.00	Meeeting of ASR team: review of day's events and preparation for next day			

Annex 10 Documents

MoE

- M&E Report 2011
- Annual Narrative Progress Report 2011
- DRAFT Policy Position Paper on Teacher Education Strategy
- DRAFT Policy Position Paper on Curriculum Development

ASR Presentations

- MoE responses to 2011 ASR Agreed Recommendations
- M&E, Progress and Implementation update (.ppt)
- New Institutional Features (.ppt)
- Teacher Education Challenges (.ppt)
- Curriculum Development (.ppt)
- Workshop outputs:
 - Teacher Education (.ppt)
 - Curriculum Development (.ppt)
- EDSP 2014-19 (.ppt)

Note

All ASR documents are available on-line@

<http://www.moehe.gov.ps/ShowArticle.aspx?ID=816>