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# Palestinian Ministry of Education and Higher Education

Teacher Education Strategy  
Review of Implementation Status

This report was produced by AMIDEAST's  
Model Schools Network Program

Authored by  
Mr. Mazen Hashweh

March 2011





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# List of Abbreviations

AED	Assessment and Evaluation Department
AQAC	Accreditation and Quality Assurance Commission
BC	British Council
CDTP	The Commission for Developing the Teaching Profession
CHE	Council for Higher Education
CTPC	Class Teacher Professional Certificate
DSQ	Directorate General for Supervision and Qualifications
EDSD	Education for Sustainable Development
EFT	Education Faculty Team
EMIS	Education Management Information Systems
EU	European Union
GIZ	German International Cooperation
HEIs	Higher Education Institutions
HRD	Human Resources Development
ILOs	Intended Learning Outcomes
MAT	Masters of Arts in Teaching
MENA	Middle East and North Africa
MoEHE	Ministry of Education and Higher Education
MSN	Model Schools Network
NCATE	National Council for Accreditation of Teacher Education
NIET	National Institute for Education Training
oPt	Occupied Palestinian Territories
OSI	Open Society Institute
PFDP	Palestinian Faculty Development Program
PTC	Palestine Technical College
PTU	Palestine Technical University
QSQT	Quality Systems for Quality Teachers Program
TECG	Teacher Education Consultative Group
TEI	Tertiary Education Institution
TEIP	Teacher Education Improvement Project
TEP	Tertiary Education Project
TERG	Teacher Education Reference Group
TES	Teacher Education Strategy
TKT	Teacher Knowledge Test
ToT	Training of Trainers
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNRWA	United Nations Relief and Works Agency
USAID	United States Agency for International Development
WB	World Bank

# Foreword

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Mr. Mazen Hashweh was hired as a consultant on behalf of AMIDEAST's Model Schools Network (MSN) Program to author this report. Mr. Hashweh's field work was conducted between December 8, 2010 and February 7, 2011. Several individuals were very important to providing a contextual and policy background for the basis of this report. These people included, Assistant Deputy Minister of Education and Higher Education Mr. Basri Saleh, the MSN Program's Chief of Party Dr. Chris Shinn, and Deputy Chief of Party, Dr. Said Assaf, as well as Mr. Bassam Kort and Ms. Nadia Basil from USAID. Their contributions included the provision of background information, literature and documentation, as well as connections with targeted partner institutions and a critical review of the draft report. This report would not have been possible without the insights, feedback, and support of this team as well as of the leadership and staff of the institutions listed in Annex (1). Mrs. Bonnie Barhyte provided an English edit of the report, while formatting and layout was conducted AMIDEAST.

In general, the writing of this report proceeded smoothly, although limitations centered on the lack of current data. The most recent formally published data on higher education institutions (HEIs), for example, dates from 2007–08. The Commission for Developing the Teacher Profession's (CDTP) new education management information system provided current data on teacher qualifications, but only for the West Bank. No data was available on the number of teachers for each subject area, even in the West Bank. The data collected for this report is limited to quantitative indicators, such as the numbers of teachers trained and standards developed. An assessment of the outcomes and impact of such interventions was outside the scope of this study, and in any case would not have been possible as the relevant activities are still in progress.

# Executive Summary

*“The launching of this project harmonizes in-service and pre-service teacher education towards attaining good outputs that can assist the students and reinforce the role of teachers in a comprehensive development process.”*

## Professor Lamis Mustafa al-Alami/Minister of Education and Higher Education

Three years after Her Excellency, the Minister, wrote these remarks in the opening section of the **Teacher Education Strategy in Palestine** document, much has been accomplished—and much is still to be done towards achieving the Teacher Education Strategy goals. Under the USAID-funded Model Schools Network Program, and in conjunction with the Ministry of Education and Higher Education (MoEHE), AMIDEAST prepared this progress report on this very essential initiative.

This report constitutes a comprehensive review of the implementation status of the Palestinian Teacher Education Strategy (TES) and maps all ongoing activities, projects, institutions and initiatives that directly or indirectly relate to the various components of the TES. Input for the report was gathered through interviews with stakeholders inside the MoEHE and external entities, and reviews of project reports and other appropriate documents.

The Teacher Education Strategy seeks to improve the learning opportunities for all Palestinian students by developing:

- Teacher education programs and the higher education institutions that provide them
- Programs of in-service education and of continuing professional development
- The teaching profession
- Management of the teacher education system

The report is organized according to these four major sections of the Teacher Education Strategy with a concluding section on recommendations for maintaining momentum and prioritizing next steps in implementing the TES components.

## ▪ Main Findings and Conclusions

### Stakeholders

A variety of agencies and organizations are contributing to the implementation of the TES. Local Palestinian institutions are marshalling their own capabilities and resources to develop programs and improve operations and these efforts are bolstered with technical and financial support from international bodies through projects and programs specifically designated to support the TES. The entities fall into five major categories which are described more fully in the report: 1) the State; 2) Higher education institutions; 3) schools; 4) donors and development agencies; and 5) the community.

Eight major projects and programs related to the TES are currently being implemented and each are also described in the body of the report. The total financial commitment associated with these eight projects, and in turn, furthering the TES, amount to approximately \$81 million during the period of March 2005 and December 2014.



## Awareness of / Consensus around / Support to TES

- In general, everyone interviewed showed a high degree of awareness and understanding of TES and its components.
- There is a general consensus among the stakeholders around the various components of TES including the technical approaches recommended, the framework implementation plan, and the governance structure. However, there are some minor disagreements among the main stakeholders that could become obstacles to implementation if not addressed swiftly and adequately. These disagreements relate to in-service training, practical training, licensing and accreditation, teacher qualification programs standards, capacity of higher education institutions (HEIs), and NIET and DSQ mandates.
- The most significant challenges to implementation of the TES include:
  - Overall political and economic instability
  - Attracting high achievers to the teaching profession
  - Managing the TES implementation and coordination of efforts
  - HEIs capacity and seriousness
  - Teacher evaluation and promotion and related benefits
  - Assessment of teachers' prior learning
  - Research and measuring outcomes and impact of TES interventions
  - Allowing time for change to happen without losing momentum
- Most of the interviewees support the full implementation of TES, although some think that amendments need to be made to some of its components.

## TES Implementation

- Great efforts have been made by various local and international institutions in support of implementing the TES. Although TES provides outlines and targets for implementation, the absence of a comprehensive, detailed implementation plan and budget makes it difficult to follow the implementation process and difficult to identify who is responsible for what and when.
- A detailed review of all planned TES activities and actual accomplishments indicates that the overall timeline for the TES is becoming unrealistic, and major efforts are needed to expedite activities.
- Little data is currently available on the outcomes and impact of various interventions. A few indicators have been captured to date but they are not linked in a way that enables one to see the whole picture.

## ▪ Recommendations

### Awareness of and Support to TES

- Hold a workshop to review TES assumptions, recommendations, and achievements at the end of 2011.
- Address issues of disagreement openly and swiftly.
- Adjust the CDTP communication strategy to become a two-way communication strategy that can also capture teachers, principals and district staff views regarding TES and its feasibility.

### TES Implementation

- Develop a detailed Implementation Plan (showing clearly tasks, responsibilities, time frames, and budgets) for the coming three years (2012-2014) following the TES review workshop recommended above. It is proposed that this be led by a unit reporting to the Assistant Deputy Minister of Planning.
- Develop a results chain/logical framework to document the linkages between inputs, activities, outputs, outcomes, and impact at all levels of the TES undertakings.
- Consider the following questions at the outcome/impact level of the analysis:
  - Is the teaching profession becoming more attractive?
  - Are the Faculties of Education at HEIs attracting better students?
  - Are the teachers and others more satisfied with their situation?
  - Are only qualified teachers being recruited?
  - Are teachers ranked transparently and according to clear criteria?
  - How many HEIs have actually upgraded their programs and/or introduced new programs and have applied for accreditation?
  - How many teacher education programs have been accredited by AQAC according to new standards? And is the quality of these new programs graduates better?
  - Are better teachers produced? And is this reflected in the learning outcomes of students?
  - Is there more collaboration among HEIs and among all stakeholders in general?
  - Do teachers and other education staff find continuous professional development programs that fit their needs and are they joining such programs?

## ▪ TES Stakeholders

### TES Stakeholders in General

- Adequately involve all stakeholders in the further development and implementation of TES, particularly those with greatest influence such as the Cabinet and NIET.
- Prioritize supporting activities that would further empower important but less influential actors such as CDTP and teachers unions.

### Governmental Institutions Supporting TES

- Conduct a capacity assessment of the relevant governmental institutions, and develop and implement a three-year capacity building program targeting these institutions and supporting their operational and developmental needs.

### Higher Education Institutions (HEIs)

- Assess the capacities of education NGOs and alternative governmental institutions, such as NIET, to support TES implementation.
- Provide technical and financial support to enable these institutions to contribute to TES.

### Teacher Education Program (Pre-Service)

- Confirm that the TES proposed framework is final and nationally endorsed.
- If the teacher standards are the intended learning outcomes for all five types of TEP, then clearly state so, otherwise develop standards.
- Develop and formally endorse standards and ensure all relevant bodies abide by them.
- Resolve the debate about a post graduate diploma versus a professional diploma for educational specialists and announce the resolution.
- Assign clear responsibility for developing minimum standards for TE curricula; develop the standards and the learning/teaching methods.
- Develop new programs in early childhood BA, music, sports, arts and crafts teaching, trainers for TVET and teacher education diploma for the tertiary level.
- HEIs to conduct research on the quality of the graduates of their teacher education programs.
- Ensure that projects implemented on this track are coordinated, that clear control mechanisms are applied in all projects, and that lessons learned are captured and shared.
- HEIs prioritize finalizing their preparation for new programs, and apply for accreditation.
- AQAC to accredit programs in-line with new endorsed standards.
- HEIs to promote new programs, accept students, and run programs.

## Continuing Professional Development Program (In-Service)

- Finalize and formally endorse framework for in-service courses to qualify teachers.
- Develop capacities in adult training methodologies.
- Fast-track the accreditation of training providers and particularly the education NGOs.
- Develop a program to support training of all unqualified teachers in stages 5-10 and 11-12.
- Review NIET's work and formally endorse it, if positively evaluated
- Develop induction programs.
- Provide funds to sustain the on-going process of continuous professional development.
- Provide funds for research and networking.
- Review the GIZ proposed TVET conceptual approach and ensure it is aligned with the TES

## The Teaching Profession

### ▪ Policies

- Install a two-person unit to work directly with the Assistant Director for Planning on an ad-hoc basis to support the follow up of the TES implementation. CDTP could potentially house such a unit. It is strongly recommended that project management, monitoring and follow up support be housed in existing accepted bodies.
- Various policies need to be developed, and certain laws need to be drafted or amended to allow for the smooth implementation of TES. Many suggestions in this regard are included in the TES. Additional suggestions might be important in the areas of:
  - Provision of incentives based on achievement for schools and teachers
  - Provision of funds to HEIs to enable them to offer scholarships at their education faculties to attract high achieving students
  - Provision of education research funds
  - Decentralization and empowerment of school administration
- Formally endorse the structures and roles of CDTP, NIET and DSQ as soon as possible to avoid overlap and unhealthy competition.

## Teachers' Conditions

- When the study on teachers' working conditions is finalized, decide how to implement its recommendations.
- Begin work on a career scale for the teaching profession, specifying the criteria for promotion from one rank to another, and the allowances, rights and obligations of teachers in each rank.
- Review and formally adopt the teacher evaluation and licensing mechanisms, and implement the full licensing scheme.

- Fast-track developing a ledger/catalogue of institutions and programs that produce qualified teachers.
- Review, finalize, and formally adopt and implement teacher employment policies.
- Develop and implement a plan to enhance the teachers unions' capacities and role in decision making.

## ▪ **Managing the Teacher Education System**

### **Governance**


- Regulate the reporting and follow up responsibilities between CDTP and the Minister through official legislation.
- Involve the Teachers Union and Higher Council on TVET in the governance of TES.

### **Financing**

- Establish a system for donor coordination related to TES implementation.
- Ensure that teacher training program activities in MoEHE are based on the detailed TES implementation plan and budget.

### **Quality Assurance, Attractiveness, Accreditation, and Capacity Building**

- Develop internal mechanisms at higher education institutions to assure and enhance the quality of teacher education programs.
- Develop and implement a plan to motivate students with high competencies to enroll in teacher education programs.
- Conduct studies about the quality and performance of the graduates in different teacher education programs.
- Conduct planning studies focusing on improving the balance between supply and demand.
- Clarify structures and responsibilities of CDTP, NIET, and DSQ.
- Accredite institutions that offer continuing professional development programs and activities.
- Review the teachers' evaluation system; further involve the Assessment and Evaluation Department in the process; and link evaluations to principals' and supervisors' job descriptions.
- Develop and implement a comprehensive decentralization plan at the level of MoEHE.
- Institutionalize CDTP and formalize it through laws and regulations.
- Collect data on teachers in Gaza, as the EMIS is currently limited to data on teachers in the West Bank.
- Set up an electronic website where all stakeholders (educators, teachers, donors, governmental institutions) can upload relevant material on regular basis.



This report demonstrates there is significant interest in and support for the Palestinian Teacher Education Strategy. Education has been and continues to be a top priority for the development of a strong, vibrant and stable Palestinian society. However, this is a critical juncture for the TES and the findings and recommendations in this report should provide a useful basis for refreshing the TES agenda and furthering its goals over the next two to four years.

# A. INTRODUCTION

# A. Introduction

## ▪ The Teacher Education Strategy

The development of the Palestinian Teacher Education Strategy (TES) began in early 2007, continuing until May 2008 when the TES was formally launched. Imperatives for the TES included the following:

- The need to improve the quality of education in Palestine
- The need for clear and explicit policies for teacher education and for the continuing development of teachers
- The large differences among institutions in the ways teachers are qualified and professionally supported
- The need to develop the teaching profession
- The need to build the capacity of the Ministry of Education and Higher Education (MoEHE) to manage the teacher education system

UNESCO provided technical facilitation for the TES development process and secured the necessary funding. The Teacher Education Reference Group (TERG) and the Teacher Education Consultative Group (TECG) were also significantly involved in the process. TERG included 14 representatives from the Ministry of Education and Higher Education, universities, civil society institutions and UNRWA, in addition to a national coordinator. TECG was headed by the Minister of Education and Higher Education and consisted of 35 members from the MoEHE and other ministries, higher education institutions, civil society organizations, and the international community. The effort garnered broad participation from stakeholders; feedback on the semi-final draft was solicited from 93 Palestinian educators and related persons.

The TES seeks to improve learning outcomes for all Palestinian students through developing:

- Teacher education programs and the higher education institutions that provide them
- Programs of in-service education and of continuing professional development
- The teaching profession
- Management of the teacher education system

## ▪ Objective

This report constitutes a comprehensive review of the Teacher Education Strategy and maps all ongoing activities, projects, institutions and initiatives that directly or indirectly relate to the various components of the TES.





## ▪ **Methodology**

A series of interviews with relevant stakeholders inside the MoEHE and with external entities was conducted, and a bibliography of relevant documentation was compiled. The interviews targeted senior MoEHE staff in order to ascertain their understanding and awareness of the TES and how the objectives of their respective departments supported or didn't support the TES. Interviews were also conducted with key players in the university sector, major donors such as the World Bank and USAID, and key international developmental agencies such as UNESCO and the British Council. Information was also gathered from the non-governmental sector, including from major projects such as the MSN Program.

This report aims to document a host of disparate initiatives during the three year period from March 2008 (the launch of the TES) to February 2011, in order to paint a comprehensive picture of developments relating to the TES. A gap analysis identifies areas characterized by a discreet lack of focus vis-a-vis TES goals and components, and a few policy recommendations are provided regarding how best to further TES goals and agenda in the coming two to four years.

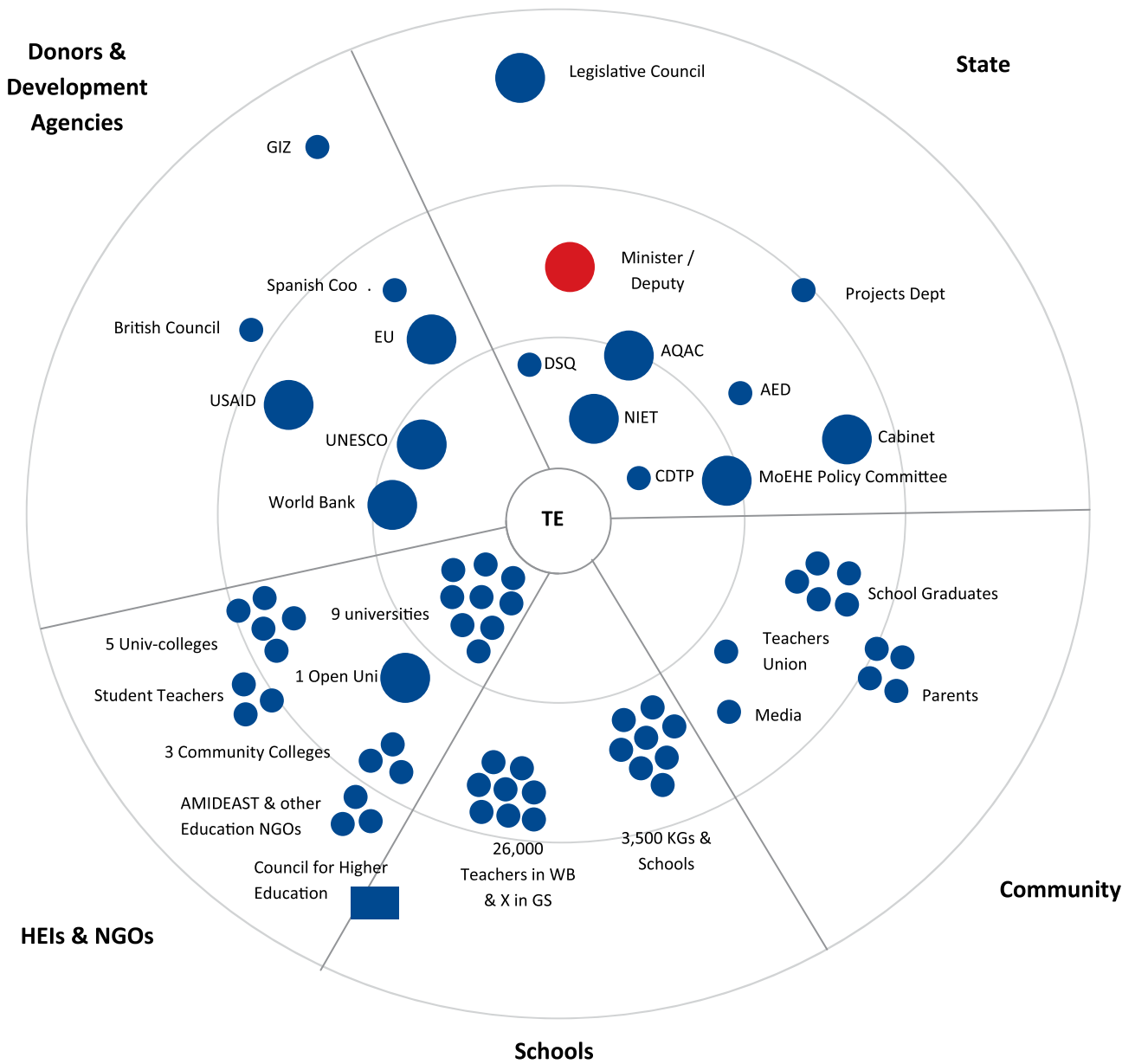
## **B. FINDINGS AND ANALYSIS**

## B.1. TES Stakeholders

A variety of agencies and organizations are contributing to the implementation of the TES. Local Palestinian institutions are marshalling their own capabilities and resources to develop programs and improve operations, and these efforts are furthered with technical and financial support from international bodies through projects and programs specifically designated to support the TES. These actors can be divided into five major categories, described below, and their roles vary in importance and influence as illustrated in the Actor/Factor Diagram that follows.

- 1. State:** Includes the MoEHE Minister and Deputy Ministers, CDTP, AQAAQ, NIET, DSQ, AED, Projects Department, the Cabinet, and the Legislative Council. Other important players are committees such as the National Task Force on Teacher Education, the International Advisory Committee for Teacher Education, and the MoEHE Policy Committee.
- 2. Higher Education Institutions:** Includes the universities, university colleges, and community colleges. Within the education faculties of these HEIs are the educators and the students who are the future teachers of the oPt and the main intended beneficiaries of the TES. Other actors in this category include the various education NGOs and the Council for Higher Education.
- 3. Schools:** Includes over 3,500 KGs and schools staffed by tens of thousands of teachers, supervisors, and principals, and serving hundreds of thousands of pupils.
- 4. Donors and Development Agencies:** Includes the World Bank (WB), the European Union (EU), USAID, Spanish Cooperation, UNESCO, AMIDEAST, and the British Council (BC). German International Cooperation (GIZ) is also an actor in terms of TVET.
- 5. Community:** Includes school graduates that might join HEI teacher education programs, parents who influence their children's choices, teachers unions, and the media.

**TES Actors – Factors Diagram**



Factor Importance: Closer to Center = More Important

	High Influence Factor		Low Influence Factor
	Secondary Factor		Veto Player

## B.1.1. Governmental Institutions

A variety of governmental bodies linked mainly to the Ministry of Education and Higher Education (MoEHE) work effectively to support implementation of the TES. These include the following five entities.

### **B.1.1.1. The Commission for Developing the Teaching Profession (CDTP)<sup>1</sup>**

CDTP was established on September 1st, 2009 based on the recommendations of the TES. TES proposed that the Commission submit its recommendations to MoEHE and AQAC in the following areas.

1. Developing standards for teacher education programs
2. Developing standards for programs that prepare special education teachers and school counselors
3. Developing standards for programs of continuing professional development for teachers
4. Specifying the requirements for promotion of teachers from one rank to another
5. Specifying teacher standards in every rank, according to school level and subject(s) taught
6. Specifying a mechanism for the evaluation of teacher candidates as a prerequisite to licensure
7. Specifying standards for the preparation of principals and educational supervisors

CDTP currently has a Director and three units: Standards, Qualification, and Publication and Media. Five persons staff the Commission.

### **B.1.1.2. The Accreditation and Quality Assurance Commission (AQAC)<sup>2</sup>**

AQAC – founded in January 2002—is an autonomous body under the umbrella of the Ministry of Education and Higher Education, responsible directly to the Minister. AQAC has a full-time Director, professional and support staff, and a board of 12 professionals whose mandate is to make final decisions—to be ratified by the Minister—in its areas of responsibility.

The general objective of the Commission is to improve the quality of Palestinian higher educational programs and institutions. AQAC has responsibility for accrediting new academic programs, and licensing and accrediting any new educational institution, regardless of specialization and degree level. Towards this end, it reviews existing criteria, develops new criteria for accreditation and licensing, and develops procedures for the ongoing comprehensive assessment of all academic degree-granting programs.

### **B.1.1.3. MoEHE’s Directorate General for Supervision and Qualification (DSQ)**

DSQ has over 500 supervisors (subject and resident supervisors). MoEHE has 16 directorates (Mudieriat) and each directorate has a DSQ division staffed by approximately 30 subject supervisors. DSQ has two departments—Supervision, and Teachers and Principals Qualification. Currently, DSQ is involved in five programs that relate to TES.

<sup>1</sup> <http://www.cdtp.ps/>

<sup>2</sup> <http://www.aqac.mohe.gov.ps/>

1. In the past, DSQ supervisors trained up to 8,000 teachers per week. This unstructured training was more of a one-on-one coaching of teachers by supervisors, and the impact of the training is not clear. This training is now much more limited and little funding is available for it. DSQ's new role does not include training (as this is NIET's role), and will be restricted to support and evaluation. This will give more time to supervisors for adequate supervision.

2. WB Teacher Education Improvement Project

3. Al Quds University BARD Masters of Arts in Teaching program

4. Bethlehem University in-service teacher qualification program

5. AMIDEAST's MSN Program in-service teacher development.

#### **B.1.1.4. National Institute for Education Training (NIET)**

The National Institute for Education and Training was established in 2004, and officially opened its doors in 2005, with financial support from Norway and subsequently from UNICEF and Finland. Similar to DSQ, NIET is heavily involved in the WB supported TEIP. The development of NIET's staff, currently at around 30 employees, is itself a major achievement in support of a national tertiary education system. NIET's role is primarily focused on professional development and not general pedagogical training which is the responsibility of HEIs.

#### **B.1.1.5. MoEHE's Assessment and Evaluation Department (AED)**

The Assessment and Evaluation Department serves, an important supportive role for the in-service teacher training as delineated in the TES. The Department provides key indicators to decision makers. There are two kinds of indicators:

1. Achievement indicators for students at schools
2. Contextual indicators on teaching

Achievement indicators are provided at three levels:

1. TIMSS – Trends in International Mathematics and Science Study (TIMSS) conducted for the 8<sup>th</sup> grade students every 4 years. There has been a 30-point decline between the results of the last two exams.
2. National Exams – Conducted every 2 years on a sample group from the 4<sup>th</sup> and 10<sup>th</sup> grades in science, Arabic, and mathematics. Results indicate no improvement or positive trends but rather a decline.
3. Unified Exams – Beginning in 2009, the MoEHE has conducted exams for 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades in selected subjects. These exams are conducted semi-annually for all students in the West Bank. Conducted and managed by schools themselves, these exams are burdensome and costly.

Contextual indicators are gleaned through questions posed by AED to teachers, students, and others focused at the school, teacher, student, and curriculum level. Information is collected that might explain differences in student achievement as measured in the TIMSS, National, and Unified Exams. For example, teachers are asked about their qualifications and how they teach certain subjects. Students are asked their opinions regarding their teachers' effectiveness in the classroom, the curriculum, etc. Of these five governmental bodies, CDTP, AQAC, NIET, and DSQ are involved to varying degrees in the implementation of the TES. AED, while somewhat involved, is deemed a body that should be more involved than at present. A minimum of 550 persons work in these institutions, as shown in the table below, but there has been no assessment of the capacity of these bodies.

Institutions / Bodies	Number of Employees
CDTP	5
AQAC	5+
NIET	30
DSQ	500+
AED	5+

## B.1.2. Educational Institutions

This category includes higher education institutions as well as NGOs specializing in education.

### B.1.2.1. Higher Education Institutions

The latest published data available from MoEHE, as shown in the Table 1 below, indicates that there were 18 HEIs in the oPt in 2007/2008 offering programs in education and teacher qualification with over 11,000 students newly enrolled in those education programs.

**Table 1: Newly Enrolled Students 2007/2008 (Intake Capacity)**  
(Source: MoEHE Higher Education Institutions Statistical Yearbook 2007-2008)

	Teacher Qualification	Professional Diploma	Diploma	Bachelor	High Diploma	Master	Grand Total
<b>Traditional Universities</b>							
Al Azhar University				945			945
Islamic University	170			1,328		167	1,665
Al Aqsa University				3,322			3,322
Hebron University				201			201
Bethlehem University	1			75			76
Al Quds University				108		58	166
Birzeit University	35					48	83
Al Najah University				410		32	442
PTU - Khadouri			75	73			148
Sub-Total	206	0	75	6,462	0	305	7,048
<b>Open Education</b>							
Al Quds Open University	118			2,993			3,111
Sub-Total	118	0	0	2,993	0	0	3,111
<b>University Colleges</b>							
PTC – Al Arroub			34	11			45
PTC – Ramallah			35	17			52
PTC – Der Al Balah				19			19
Ramallah Women C. College			21	83			104
Ramallah Men Training Center				87			87
Sub-Total	0	0	90	217	0	0	307
<b>Community Colleges</b>							
Ibrahimieh Com. College			40				40
Al Rawda Tech. Com. College			32				32
CC of App. Science & Tech.			549				549
Sub-Total	0	0	621	0	0	0	621
<b>Grand Total</b>	<b>324</b>	<b>0</b>	<b>786</b>	<b>9,672</b>	<b>0</b>	<b>305</b>	<b>11,087</b>

Preliminary MoEHE data for 2009/2010 indicates that the number of newly enrolled students



in various education programs has increased to 13,398 students with 6,432 enrolled in the education programs at traditional universities, 771 in university colleges, 401 in community colleges, and 5,794 in Al Quds Open University. These HEIs for the same year graduated 9,896 students with 5,458 from traditional universities, 527 from university colleges, 54 from community colleges, and 3,857 from Al Quds Open University.

These HEIs implement various programs, described in later sections of this report, that directly and indirectly support the TES. These institutions are doing a commendable job in preparing teachers under difficult circumstances, and the TES has focused attention on them, raising expectations on behalf of the HEIs for assistance. These institutions should not only reformulate their teacher education programs according to new standards, but should also start new programs, interface and network with each other, conduct research on the quality and relevance of their teaching, build their human and physical resources, and diversify their offerings to include both pre-service as well as in-service teacher training programs. These are not easy tasks and require significant time and resources.

There is an excessive emphasis on improving the HEIs as the answer to all that is lacking in the area of teacher education, while other important elements are ignored. Some HEIs are already involved in so many projects and activities related to the TES that they have become overextended. An-Najah University, for example, is involved in eight different projects, Al Quds University in six projects, and Bethlehem University in five projects as detailed in Annex 3.

AQAC just finished a comprehensive evaluation of the education programs at the universities offering BA and MA degrees. The study was completed in December 2010, and the general conclusions and recommendations will be made public within two months. This evaluation should provide a better understanding of the capacity of HEIs with regard to teacher education.

### **B.1.2.2. Education NGOs**

There are a number of educational establishments that have been operating for years in the oPt whose work directly supports the TES, particularly when it comes to in-service teacher training and educational research. These institutions can be independent non-governmental organizations, units or centers within a university, or national initiatives. They include but are not limited to the following entities.

**The Alkawrid Teacher Development Center<sup>3</sup>** is an independent non-profit institution that promotes the professional development of Palestinian teachers in order to contribute to the development of school education for Palestinian children and youth. The Center's objective is to help teachers become better teaching professionals through continuing education, assuming greater responsibility for making teaching decisions and designing their own professional development programs in order to develop and conduct educational change programs in schools. The Center activities aim to improve the quality of education, which lead to the development of democratic, civil and humane society.

**The Qattan Center for Educational Research and Development (QCERD)<sup>4</sup>** is an independent Palestinian research institution. Its primary mission is to assist Palestinian teachers in acquiring new skills and improving their knowledge base. The Center perceives its mission as being complementary to the work of official and unofficial institutions such as the Ministry of

<sup>3</sup> <http://www.almawridtdc.com/>

<sup>4</sup> <http://www.qattanfoundation.org/qcerd/en/index.asp>

Education and non-governmental organizations and universities that are actively involved in planning and providing educational services.

The QCERD is committed to promoting the highest standards of excellence in school-based education through action research and teacher development. At the same time, it aims to encourage positive social values through open, professional, and democratic debate; collaborative research and team work; openness to the innovative ideas of educators in the world; a critical reflection upon our history and experience to enable appropriate planning for the present and the future; the promotion of a discourse that emphasizes the public good; the promotion of equal access to resources by marginalized groups in society; and finally, the promotion of modern skills in information technology.

The QCERD believes that policy decisions must be grounded in empirical research. The Center therefore makes the results of its research available to all appropriate policy-making bodies. In addition, it will make its resources available to society at large, and will disseminate the results of its research and findings through books, newsletters and other media. The QCERD allows the Palestinian public to have access, through the internet and the printed page, to the best knowledge resources that are available globally in the field of education. To support this, the Center is building a specialized library in education and the sciences that is linked to important databases throughout the world.

**The Early Childhood Resource Centre (ECRC)**<sup>5</sup> is a Palestinian non-governmental organization located in Jerusalem. It is a leading initiative dedicated to upgrading, promoting and developing the early childhood sector in Palestine, including education, care and development. ECRC is guided by a comprehensive integrated developmental approach with the conviction that the development of the child's cognitive, physical and psychosocial processes will eventually lead to the development of a well-integrated Palestinian child.

In-service training programs constitute a major component of ECRC's work. These programs provide professional training and upgrading of the staff of ECED service providers. The in-service training unit emphasizes the process of learning and interacting with children through active participation and learning through play as alternatives to the existing verbal orientation. The in-service training targets around 120 teachers and caregivers annually, from all areas in the West Bank. Training workshops are held annually in each of the five training units—Nablus, Jenin, Al-Khalil, Jerusalem and Ramallah. The training program runs for ten months, and includes basics of child development and how to meet the developmental tasks in the kindergarten and at home, in harmony with the International Convention on the Rights of the Child. A special feature of the in-service training is its innovative, individualized and hands-on experience in the teachers work place. For this component, ECRC identifies two to three kindergartens and day care centers in each geographical area to be used as practice teaching sites. These in-service training programs are not accredited as they do not meet the criteria set by the MoEHE which allow HEIs only to provide accredited qualification diplomas.

**The Teacher Creativity Center<sup>6</sup> (TCC)** is a Palestinian, non-profit, non-governmental organization, established in May 1995 by a group of teachers working in schools in the government, private and UNRWA schools. Since its inception, TCC has worked to ensure a peaceful and secure environment within schools. TCC's goal is to eliminate violence from schools

5 <http://www.ecrc-jer.org/home.php>

6 <http://www.teachercc.org/>

by encouraging a culture of respect for human rights and civic education. TCC has been in the forefront of organizations advocating for the integration of civic education and human rights concepts into the entire school curriculum, not only in the Palestinian schools but across the Arab World.

TCC has successfully implemented a number of studies and training programs in the fields of human rights, democracy and civic education targeted at educators, especially teachers, in the West Bank and the Gaza Strip. TCC works closely with the Palestinian MoEHE to deliver training programs to teachers, principals, supervisors, and senior managerial personnel at the Ministry. In 1997, TCC became an active member of the Palestinian Educational Collective. In 2000, TCC joined the Palestinian Network of Non-governmental Organizations (PNGO) and, as a founding member, became part of the steering committee of the Arab Civic Education Network (Civitas) in 2002.

**The Tamer Institute for Community Education**<sup>7</sup> is an educational, non-governmental, non-profit organization established in 1989 as a natural and necessary response to urgent needs in the Palestinian community. The most important of those needs, according to the Institute, is the need to acquire means to help people learn and become productive.

**Elham Palestine**<sup>8</sup> is a nationwide program extending throughout Gaza and the West Bank that aims to improve the physical, mental, psychological and social well-being of Palestinian children, and to transform learning environments to become more conducive to children's well-being. Elham stimulates, identifies, supports and disseminates innovative initiatives that "made a difference in children's life journey," as stated on their website. In relation to TES, Elham Palestine seeks to empower and motivate teachers and other members of the school community across the nation to undertake more initiatives that will enhance the well-being of their students.

**The Ibn Rushd Unit for Educational Development**<sup>9</sup> was founded on September 2007 at Birzeit University. It is an institute that seeks to host educators, researchers, teachers and students in Palestine and the region, to influence educational thought, practices and policies, and to foster leadership. The unit aims to cultivate intellectual capabilities—integrative learning across contexts and over time, critical thinking, problem-solving, open-mindedness, and creative thinking—as well as moral and civic responsibility.

Ibn Rushd Unit for Educational Development was launched with a clear understanding of the problems and obstacles facing education in Palestine, and hence will strive to affect fundamental and real changes in all areas of education by implementing long-term programs that will initially bring about small changes, but, in the long run, will accumulate to promote fundamental change. Ibn Rushd Unit activities cover the following five interrelated areas in the field of education.

- research and consultancies
- development of appropriate curricula, pedagogy and assessment methodology
- publishing and disseminating educational research results, best practices and innovations

7 <http://www.tamerinst.org/>

8 <http://www.elham.ps/english.php>

9 <http://birzeit.edu/academics/education/irued/>

- networking and coordination among Palestinian educational institutions and NGO's, and with other local and international organizations
- advocacy and policy making in the local community and at the international level

**Other:** Other educational NGOs include the **Educational Development Center**, the **Educational Network Center**, the **Remedial Education Center**, and **Canaan Institute of New Pedagogy**<sup>10</sup>. **Continuing education centers** at HEIs also provide in-service teacher training.

## B.1.3. Programs and Projects

The eight major projects and programs described below, all currently being implemented, also contribute in various ways to the TES.

### B.1.3.1. The Tertiary Education Project (TEP)<sup>11</sup>

The Tertiary Education Project (TEP) began in March 2005, and runs through October 2011. TEP is funded by the World Bank with USD 10.0 million, and by the EU with EUR 4.9 million. The project development objectives are to (i) improve the policy-making environment for tertiary education management, governance and quality assurance; (ii) increase the internal and external efficiency of tertiary education institutions as a first step towards achieving sustainability; and (iii) create incentives and provide the basis for improvements in quality, relevance and equity of tertiary education institutions in order to meet the socio-economic needs of the Palestinian population. The Quality Improvement Fund (QIF), a key component of TEP, provides support to improve the quality of Palestinian TEIs and programs so they are (i) relevant to the job market and economic development of the West Bank and Gaza; (ii) made competitive with international standards; and (iii) capable of developing income-generating programs. Separate additional funding for the QIF of USD 5.0 million will allow it to operate until the end of December 2012.

### B.1.3.2. Quality Systems for Quality Teachers (QSQT)

The Quality Systems for Quality Teachers (QSQT) Program is a €3.6 million, EU-funded, UNESCO-managed program, endorsed by the MoEHE in November 2008, and initiated during spring 2009. Program objectives will be achieved under three components: (i) improved management and institutional capacity of the teacher education system for pre-service, in-service and career development; (ii) improved status and motivation of the teachers; and (iii) enhanced relevance and coherence of teacher training and professional development.

### B.1.3.3. The Teacher Education Improvement Project (TEIP)

The Teacher Education Improvement Project (TEIP) is a USD 5.0 million World Bank project that began in September 2010 and runs through December 2014. The main objective of this project is to improve the competencies and skills of classroom teachers (i.e., those teaching grades one to four) in the West Bank and Gaza, ultimately enhancing student learning in primary schools. This objective will be achieved through two types of interventions targeting teacher educators, student teachers and under-qualified practicing teachers. First, the project will support investments aimed at improving the quality and relevance of the school-based practice component of teacher education (the teaching practicum) programs. Second, the project will support HEIs in their efforts to increase the academic and professional knowledge and skills of practicing class teachers who are currently under-qualified. These teachers do not meet the

<sup>10</sup> <http://www.canaan.org.ps/html/index.htm>

<sup>11</sup> <http://TEP.ps>

new standards for teacher certification being developed by the Commission for Developing the Teaching Profession (CDTP) with support from EU-UNESCO. The target population of the project includes those preparing to become classroom teachers and current teachers in grades one to four who lack appropriate qualifications.

#### **B.1.3.4. English School Partnerships<sup>12</sup>**

In 2008, the British Council (BC) began working with the MoEHE and UNRWA as part of a regional project implemented in the MENA region to provide training for English language teachers, access to resources, networking and support for their own language development. The BC also offered development workshops for undergraduate English students and trainee teachers.

#### **B.1.3.5. Quality of Education for All through Partnership<sup>13</sup>**

From 2007 to 2010, Bethlehem University, with support from *Fundación Promoción Social de la Cultura (FPSC)*, a Spanish NGO, and the *Spanish Ministry of Foreign Affairs and Cooperation*, implemented a project with two broad objectives: 1) to enhance the quality of education for Palestinian children, and 2) to increase the integration of democratic values and human rights in education by creating partnerships and developing active learning in schools. This project used professional training, community meetings, teacher mentoring, educational fairs, conferences and forums to benefit some 5,000 students, teachers and administrators from 11 schools. A new phase of the project, targeting 50 additional schools, has just begun.

#### **B.1.3.6. Model Schools Network (MSN)<sup>14</sup>**

Launched in 2007 and ending in September 2012, the Model Schools Network (MSN) Program is a USAID-funded, AMIDEAST-administered initiative that aims to build institutional capacity in the Palestinian school system. The MSN Program is focused on developing a school improvement network that will serve as a model for basic education in Palestine. At its core, the MSN Program is modeling an in-service teacher professional development program targeting over 500 public and private teachers from a network of 57 schools in the West Bank. A significant effort of monitoring and evaluating this teacher development program will result in valuable lessons learned and highlight the policy dimensions of a nationally scaled teacher training program.

#### **B.1.3.7. Palestinian Faculty Development Program (PFDP)<sup>15</sup>**

Launched in October 2005, the Palestinian Faculty Development Program (PFDP) seeks to increase capacity within the higher education sector in the West Bank and Gaza and address long-term issues of reform in teaching and learning practices. The program, which is funded by USAID and the Open Society Institute (OSI) and administered by AMIDEAST and OSI, has three main objectives: 1) to promote the expansion, retention, and professional development of promising academics teaching in the social sciences and humanities; 2) to revitalize and reform teaching in these areas at Palestinian higher education institutions, and 3) to promote an institutional culture of teaching and learning.

#### **B.1.3.8. NETKETABI**

The newly launched **NETKETABI** Project represents a unique multi-dimensional opportunity for the children and youth of Palestine to acquire 21st century skills. The main goal is to provide over 280,000 netbook computers to Palestinian children and youth. In addition, the project will provide other services such as netbook maintenance, content development and call centers. NETKETABI benefits students, community centers and, in later stages, schools, teachers, parents and community members.

<sup>12</sup> <http://www.britishcouncil.org/ps-english-partnership-page.htm>

<sup>13</sup> [http://www.bethlehem.edu/archives/2010/2010\\_020.shtml](http://www.bethlehem.edu/archives/2010/2010_020.shtml)

<sup>14</sup> <http://www.amideast.org/msn>

<sup>15</sup> <http://www.amideast.org/pfdp>

## B.2. A Vision for the Teacher

### B.2.1. TES Objectives and Targets

The stated TES vision for the teacher is as follows.

“The Teacher Education Strategy aims at qualifying and preparing teachers who are characterized by the following:

- Committed to their students, and towards educating all of them, to facilitate their normal and comprehensive development in order to be able to build and live in an independent, democratic, just and diverse Palestinian society that is in harmony with Arab, Islamic and human culture.
- Possessing general knowledge and subject matter knowledge, able to use a variety of teaching methods that respect the students and make them active learners, able to transfer knowledge, to improve and develop students' life-skills including problem solving and critical thinking.
- Bearing the responsibility of monitoring and guiding their students' learning.
- Thinking systematically about their practices, learning from their experiences, and continuing to develop professionally during their service.
- Working with their colleagues as members of a community of learners.”

The TES document does not propose any actions to further develop this stated vision.

### B.2.2. Achievements and Plans

This proposed vision has been accepted by all stakeholders and it guides the standards and criteria proposed in relation to the other components of the TES. No further actions have been taken in this regard.

## B.3. Teacher Education Programs (Pre-Service)

### B.3.1. TES Objectives and Targets

The TES recommends the following;

- **Developing a framework for teacher education.** The proposed framework specifies four types of teacher education programs for the different school levels (Preschool, Lower Basic Education 1-4, Upper Basic Education 5-10, and Secondary School), and for the teaching of different school subjects. A fifth type of program is specified for university teachers, trainers and those who work in adult education.
- **Accrediting the programs and the principles used in accreditation.**
  1. Teacher education programs are accredited according to minimum standards set by CDTP and AQAC, aligned with the vision for knowledgeable teachers.
  2. Curricula for teacher education programs are developed to reflect general knowledge, understanding of learners, subject matter knowledge, and knowledge of teaching.
  3. The standards for the methods of teaching and learning are to be specified later by CDTP; however, these methods should help the student-teacher learn, reflect and apply; challenge his/her prior attitudes and orientations towards teaching and learning; help the student-teacher transform knowledge into practice; hone analytical skills to prepare them for the complexities of classroom teaching; use modern and promising methods in teacher education; evaluate performance and not only theoretical knowledge; and ensure that education courses are taught using approaches that are in harmony with the vision for teaching.
  4. Field experiences are considered a fundamental component of teacher education programs. No less than 180 hours of practical experience in schools should be assigned in both the BA in education and the teacher education diploma. The different teacher education programs should cooperate with specific schools to ensure the most beneficial environment for the student-teacher. The purpose of practical education is to improve the connection between theory and practice. Quality control measures should stress clear, practical education objectives, access to expert teachers and education supervisors in the cooperating schools, student-teachers trained to teach and provided with quick and appropriate feedback, student-teachers gradually assuming the full responsibility of a teacher, and time for systematic reflection to improve student-teacher teaching practices.
- **Qualifying educational experts.** To qualify as a special education teacher or school counselor requires an MA or postgraduate diploma in special education or counseling according to standards set by CDTP. Existing programs should be upgraded to accredited academic and professional programs.

- **Qualifying school principals and education supervisors.** To qualify as a school principal and education supervisor requires an MA or postgraduate diploma in school administration and supervision according to standards set by CDTP. Existing programs should be upgraded to accredited academic and professional programs.
- **Developing teacher education programs.**
  1. HEIs should improve human and financial resources at teacher education programs to ensure adequate numbers of qualified teachers. HEIs should focus on developing specific programs based on the strengths of its teacher education program in order to develop an institutional identity.
  2. HEIs should develop new programs, such as an early childhood BA, and teacher education diploma for the upper basic and secondary levels with a focus on music, arts and crafts teachers, and trainers for TVET, postgraduate diploma in special education and in school counseling and supervision, and diploma in teacher education for the tertiary level.
  3. Developing research on teacher preparation, and supporting collaboration and exchanges of knowledge and experience should be undertaken. In particular, HEIs should conduct research on the quality of their teacher education program graduates.



Five Year Plan 2008 - 2012 <sup>1</sup>	
2008-2009	Higher education institutions start planning for Teacher Education Programs according to the new principles and to develop their own identity. Encourage some institutions to develop early childhood education programs, and Teacher Education Programs for the Secondary and Upper Basic Levels. Develop specific standards for each type of Teacher Education Program.
2009-2010	Start accrediting the programs according to the new standards. Start developing standards for the educational specialists programs (special education and guidance and counseling). The Ministry announces it will not hire unqualified teachers starting from the scholastic year 2014/2015.
2010-2011	Start accepting students in the modified Teacher Education Programs. Stop accepting students at all programs that do not comply with the new framework. Start accrediting educational specialists programs according to the new standards.
2011-2012	Start accrediting students at the modified educational specialists programs.
2008-2012	Improve human and financial resources at higher education institutions. Higher education institutions develop research and increase interaction. Higher education institutions improve teachers and specialists' education programs on a regular basis. Certify and review programs periodically.
Long Term Plan 2013-2017	
	<ul style="list-style-type: none"> <li>Starting from the scholastic year 2014/2015, only qualified teachers are hired to teach in all Palestinian schools.</li> <li>Regular evaluation and modification of programs.</li> <li>Reconsider the standards when needed.</li> <li>Periodical accreditation of the programs.</li> </ul>

### B.3.2. Achievements and Plans

Numerous programs and interventions carried out by various implementers, support TES's Pre-Service component. The interventions can be categorized as those related to developing the HEIs teacher education programs and capacities, and those related to practical education or the teaching practicum.

#### B.3.2.1. Development of HEIs Teacher Education Programs and Capacities

Among others, the UNESCO/QSQT, the WB-Tep/QIF, and the USAID-OSI/PFDP programs supported this component.

## **Quality Systems for Quality Teachers (QSQT) Program**

As part of the QSQT, 12 education faculty members were sent to study for their PhDs in teacher training/education topics at universities in Egypt and Jordan. These scholarships are critical to the human resource development of teacher education faculties at higher education institutions. In addition to these scholarships, QSQT supported the participation of four teacher education faculty members from Birzeit, Al Quds Open, and An-Najah Universities in specialized summer courses at Oslo University and Oslo University College in Norway, during summer 2010 in courses on "Special Needs Education" and "ICT as a Pedagogical Tool". Further partnerships (in the framework of the PEACE Program) will be developed to facilitate linkages between Palestinian higher education institutions and European teacher education faculties to address the professional development needs of Palestinian teacher education faculties.

QSQT also supported the participation of Palestinian education staff in international education conferences such as the UNESCO Education for Sustainable Development (EDSD) Conference held in Bonn, Germany in 2009. The purpose of this conference was to highlight the essential contribution of Education for Sustainable Development to achieving quality education, specifically, the EDSD guiding principles for teaching and learning.

## **Quality Improvement Fund – 4<sup>th</sup> Cycle**

The 4<sup>th</sup> cycle of funding for the World Bank QIF/TEP project extended over the period January 2009 – December 2010, and concentrated on developing teacher education programs in five areas.

1. Teacher education diploma programs for secondary schools (grades 11-12)
2. Teacher education diploma programs for upper basic level schools (grades 5-10)
3. Teacher education diploma programs for unqualified but experienced teachers (in-service teacher education)
4. Existing Bachelor of Education programs for teachers at the upper basic level (teachers of a specific subject area)
5. Special education teachers

QIF – 4<sup>th</sup> cycle supported six projects that related to various TES components but are all included under the pre-service component and described below.

## ***Improving the Quality of Technology Education Teacher Preparation Programs in the Universities and Colleges in Gaza Strip***

Implemented by **Al Aqsa University**, project achievements included:

1. 167 teaching staff from four TEIs trained on LMS (Moodle), Virtual Classroom (Elluminate) and multimedia for educational purpose.
2. 41 in-service technology education teachers attended continuing professional development programs conducted by their peers and attended training of trainers (ToT) courses.
3. Technology education curricula, consistent with the requirements of the TES, was developed.
4. A report on the characteristics of graduate technology education teachers was produced.

5. Teacher preparation of curricula improved.
6. Technological resources were developed, including a computer lab (18 desktop computers) for Palestine Technical College, a carpentry and metal workshop for University College for Applied Sciences, a multimedia lab (22 desktop computers) for Islamic University, and a microteaching studio, multimedia lab and e-learning system (two servers, LMS Moodle, learning object repository and virtual classroom using Elluminate).
7. 26 practical training supervisors from four TELs were trained on current practical training and micro-teaching methods.
8. 12 lab technicians from the four TELs received training.
9. 14 school technology education teachers attended a trainer-of-trainers workshop.

### ***Improving the Practical Aspects of the Teacher Education Program in the Colleges of Education in Gaza Universities***

Implemented by ***the Islamic University***, project achievements included:

1. Four plans addressing the practical aspects of English language, Arabic, mathematics, and science in the participating universities were updated in line with the national strategy for the preparation of teachers.
2. 315 educational tools representing different education technology were produced.
3. 239 faculty members from the participating universities were trained on technological innovations and education (ICDL, SPSS, E-learning, etc.)
4. Modern training materials for members of faculties of education ( electronic and hard copies) were produced.
5. 3 learning resource centers were set up in the participating universities to include a production unit for voice, video facilities, a computer lab, websites for the educational resources, and corresponding workshops.
6. A manual for production and design of teaching aids was developed.

### ***Improvement of Tertiary Science Education for Upper Basic School Level***

Implemented by ***Al Quds University***, project achievements included:

1. 20 faculty members from the consortium were trained on the e-enabled curricula development, delivery and evaluation.
2. 20 e-enabled courses for the science education degree were developed based on current education practices.
3. 19 e-enabled courses were piloted at both UNRWA and Al- Quds University.
4. Virtual Learning Environments were customized and installed at the partnering institutions.
5. Comprehensive research on the role of adopting e-enabled approaches in the teaching and learning process was conducted, and the results disseminated.

## ***Developing and Upgrading Two Teacher Education Diploma Programs for Secondary School Teachers and for Teachers of the Upper Basic Level***

Implemented by **Birzeit University**, project achievements included:

1. A teaching methods manual was developed and disseminated to universities.
2. Student support plans were developed and disseminated to other universities.
3. An assessment manual was developed and disseminated to other universities.
4. A field experience manual was developed and disseminated to other universities.
5. A Quality Assessment plan and manual were developed and disseminated to other universities.
6. Partnership agreements between schools and universities were established.
7. A workshop for trainers of mentors was conducted.
8. Eight training workshops for mentors were conducted.
9. Three faculty members from each institution were sent on a study visit to the Institute of Education at London University and Canterbury Christ Church University in Great Britain to learn about new practices in pre-service teacher education.
10. An interactive site to build learning communities was established through the Ibn Rushd website.
11. Three Resource Centers were established in each of the three collaborating universities. The resource centers house laptops and books for use by teacher educators as well as in classroom settings. The books were highly useful in upgrading course content.
12. An approved list of "Aims and Intended Learning Outcomes" was developed and approved.

## ***Establishing a Web-TV Educational Film Library for Teaching Learning Situations in the Teachers Education Programs at QOU & Ramallah Women Training Center and Educational Sciences Faculty***

Implemented by **Al Quds Open University**, project achievements included:

1. 70 educational texts and film content were prepared.
2. 61 educational short films were produced.
3. A website was designed and developed for the video educational library (evl.qou.edu).
4. A training course titled *Top Ten E-Learning Tools* was conducted and attended by 14 faculty members from both institutions.
5. 2 educational labs were established and a media production unit at RWTC & ESF were initiated, and a production unit was added to the multimedia center at QOU.

## ***Improving the Quality of Education at NNU and PTU through Establishing Education Technology Centers***

Implemented by ***An-Najah National University***, project achievements included:

1. Multiple visits were made to ETC's in leading international universities including Teachers' College of Columbia University and Sultan Qaboos University.
2. A need assessment report was developed to determine the needs of teaching personnel regarding the integration of technology in the teaching/learning process.
3. A number of courses were designed and planned in relation to the following: tools provided by the university, namely, Zajel, OCC and Blogs; beginners and advanced courses on use of Windows and MS applications, and designing, developing and updating faculty e-portfolios.
4. An e-content and resources repository was developed for use by the teaching staff.

## **Quality Improvement Fund – 6<sup>th</sup> Cycle**

The World Bank's QIF - 6<sup>th</sup> cycle began in March 2010 and is planned to run until December 2012. It targets the seven core areas of pre-service teacher education programs listed below.

1. Science Education
2. Technology Education
3. Social Sciences
4. Language Arts (Reading, writing, speaking)
5. Foundation Disciplines (Philosophy, psychology, sociology of education)
6. Practice Teaching
7. Classroom Teachers (Grades 1-4)

The program supports eight different projects that are described below.

## ***Enhancing the Learning/ Teaching Process of Technology Education and Establishing the Multimedia and Educational Resources Centers***

This project was implemented by ***PTU Khadoori, An-Najah, and PTC Arroub*** with the following components:

1. Improving and updating the existing undergraduate Technology Education program to improve student performance and ensure better job opportunities for graduates.
2. Establishing and equipping a Multimedia and Educational Resources Center (MERC).
3. Integrating technology into educational approaches and establishing teaching methodologies using modern techniques and programs.
4. Training staff involved in TE programs in the field of pedagogy, technology integration, etc., thereby providing faculty members with new teaching tools.
5. Training selected staff and educators in instructional design to enable faculty to create their own materials and curriculum.
6. Redesigning specific courses within the program to better match the objectives of the existing outcomes and to meet the needs of pre-service teachers after graduation.

### ***Pre-Service Science Teacher Education Project (PSTEP)***

This project was implemented by ***Birzeit, An-Najah, Al Quds, and Arab American*** with the following components:

1. Building the capacity of all science teacher educators in all universities and university colleges in the West Bank.
2. Specifying the B.Ed. Science Teacher Preparation Program goals and objectives and intended learning outcomes (ILOs). Goals, objectives and ILOs should reflect the Palestine Teacher Education Strategy as well as international standards and benchmarks.
3. Redesigning the structure of the curriculum and course content with science education courses being a priority.
4. Introducing the use of information and communication technology to support learning across the program.
5. Examining, documenting, and developing science teacher educators' pedagogical content knowledge.
6. Improving the quality of students accepted into the programs and the support provided to students in the programs.
7. Specifying and documenting, in detail, assessment methods and procedures.
8. Improving the quality and increasing the quantity of field experiences/practice-teaching.
9. Developing the physical resources in the program.
10. Establishing quality assurance and enhancement mechanisms for the program.
11. Building the capacity of science teacher educators to evaluate and improve science teacher education programs through collaboration, sharing experiences, and conducting research.
12. Ensuring sustainability of new programs and dissemination of experiences.

### ***A National Teacher Development Centre for the Academic and Professional Development of Pre-Service Future Teachers***

This project is being implemented by ***Al Azhar, Islamic, and Al Aqsa*** with the following components:

1. Developing the academic and professional expertise of faculty who teach the foundation disciplines at Palestinian universities.
2. Upgrading the Teaching Education Diplomas at the AQU, IUG and AUG universities in accordance with Ministry's Teacher Education Strategy guidelines.
3. Supporting the ethos of discussion and scientific research among academics, experienced educators, and pre-service teachers.

### **Upgrading Practicum at Both ESF and An-Najah National University for the Upper Basic Elementary Level (grades 5 -10)**

This project is being implemented by **Educational Sciences Faculty –UNRWA, An-Najah, and the Arab American University in Jenin** with the following components:

1. Developing a comprehensive vision for a practicum.
2. Developing a practicum manual and instructional material.
3. Developing practicum text book.
4. Upgrading the practicum lab.
5. Presenting modular classes.
6. Installing appropriate and needed technology and networks at the three universities.

### **Reviving Palestinian Schools: Investing in Classroom Teacher (grades 5-9) Program**

This project is being implemented by **Bethlehem, An-Najah, Rawda Technical CC, and Hebron**. The overall project objectives are to provide a capacity building program for classroom teacher educators and to develop the classroom teacher preparation program for teachers in the lower basic level schools in accordance with the TES. Specific components include:

1. Capacity building for all classroom teacher educators in all universities and university colleges in the West Bank.
2. Specifying the B.Ed. Classroom Teacher Preparation Program goals and objectives and intended learning outcomes (ILOs). Goals, objectives and ILOs should be informed by the Palestine Teacher Education Strategy as well as by international standards and benchmarks.
3. Re-designing the structure of the curriculum and course content with an emphasis on the classroom education courses.
4. Introducing the use of information and communication technology to support learning across the program.

### **Improving the Quality of the Pre-Service Teacher Education Program for Lower Basic Stage (grades 1-4)**

This project is being implemented by **Al Aqsa, Al Azhar, and Islamic**. As the title implies, the goal of the project is to improve the quality of pre-service teacher education development programs for the lower basic level (grades 1- 4) in the universities of Gaza Strip. Specifically, the project:

1. Developed the professional capacity of all faculty in the Gaza Strip involved in core curricular areas of the pre-service teacher education development program for lower basic level.
2. Developed physical resources in the partner universities—AQU, IUG and AUG—for the lower basic level pre-service teacher education development program.
3. Advanced cooperative action research in the lower basic level pre-service teacher education development programs in partner universities.

## ***Improving the Quality of Education Programs for Higher Basic Stage - Social Sciences Major***

This project is being implemented by **Hebron, Bethlehem, Al Quds and An-Najah**. In keeping with one of the main themes of the Quality Improvement Fund, this project has a stated goal to improve the quality of social sciences education programs and to develop the practical aspects of social sciences education courses such as Technology of Education, Teaching Methods, Teaching Skills, Fundamentals of Curricula, and Measurement and Evaluation among others.

Project objectives include:

1. Improving the academic plans of teacher preparation in social sciences programs in the faculties of education for the participating universities.
2. Developing practical skills, knowledge, and abilities of lecturers in the social sciences.
3. Strengthening cooperation with overseas universities.
4. Providing the local community with qualified and highly skilled graduates.
5. Establishing Educational Resources Centers among a consortium of universities.
6. Providing e-learning resources.
7. Utilizing technology and technical resources in education.
8. Enhancing education pedagogy.

## ***Language Arts Pre- Service Teacher Education Project***

This project was implemented by **An-Najah, Al Quds, and Hebron**. The overall project objective is to improve the quality of education in Palestine by developing its teachers—the one most crucial factor affecting the quality of education. Specifically, the project provides capacity building workshops for all language arts (English as a Foreign Language and Arabic) faculty in all West Bank TEIs, and will develop innovative teaching approaches and methodologies for the Upper Basic Level Language Arts major of the B.Ed.Programs.

It is worth noting that an external evaluation of all QIF cycles has just been finalized and the findings will be presented on March 17, 2011. AGEG, a German organization, in cooperation with a local Palestinian organization conducted the research. The evaluation primarily investigated the impact of QIF on TEIs and the labor market, as well as the QIF Project Support Unit and Board of Trustees roles. Preliminary evaluation results are very positive and indicate that QIF interventions have been highly effective.

## ***Palestinian Faculty Development Program***

As mentioned in Section B.1.3, PFDP has three main objectives. The outputs related to the pre-service teacher education are detailed below by program objective.

### ***Objective 1: To promote the expansion, retention, and professional development of promising academics teaching in the social sciences and humanities.***

- **PhD Fellowships:** The PFDP currently has 34 Palestinian faculty pursuing their PhD degrees at 16 US universities. The first two PhD alumni returned to Palestine last year.
- **Short-Term Fellowships:** Part-time and full-time faculty from Palestinian universities and



colleges teaching in one of 17 social science and humanities fields spend 3-5 months at a U.S. university pursuing an innovative non-degree faculty exchange program designed to encourage the pursuit of academic careers, generate new approaches to curricular and pedagogical reform and/or provide scholarly research opportunities. Participants engage in two separate spring semester visits. Some fellows will be returning for their second visit to the U.S. in the summer of 2011.

- **Academic Colloquia:** The next Academic Colloquia is scheduled for July 2 and 3, 2011. The conference provides an opportunity to explore excellent teaching and scholarship across disciplines. Each colloquium provides a forum for academic faculty in the West Bank and Gaza to network, exchange ideas, and present research.
- **U.S. Fellows Conference:** This three-day conference brings together both PhD Fellows and Short-Term Fellows studying in the U.S. at the time. The conference is an opportunity to network and form a PFDP-based community where Fellows present research, learn about the work of their colleagues, and share scholarly ideas.

### ***Objective 2: To revitalize and reform teaching in Social Sciences and humanities at Palestinian higher education institutions***

- **Seminar for Excellence in Teaching (SET):** SET is a two-part, 80-hour certificate program that exposes faculty to a variety of teaching approaches and key issues associated with course design. The goal is to encourage an understanding of the university teacher as a professional scholar ready to engage in teaching that is informed by research and discussion of models of good practice. The third cohort training is underway and the fourth cohort will be selected this year.
- **SET Master Trainers:** The SET Master Trainer Course is underway for participants selected from SET alumni. The Master Trainers will deliver the SET program in the last year of PFDP.
- **English Training for Academic Faculty:** Selected faculty will receive specialized English instruction for academic activities including web searches, proposal writing, academic journal reading and writing, and international web conferencing in English. Six 100-hour courses will be offered each year to faculty in various universities in the West Bank and Gaza.
- **Faculty Development Series:** In 2010, AMIDEAST organized a series of workshops, seminars and lectures to bring faculty together to discuss and debate trends and issues in higher education. These events provided a forum for communication, faculty networking and professional development, as well as an opportunity to feature visiting international scholars and/or local expertise.
- **Administrative Seminars at the Central European University (CEU):** AMIDEAST is partnering with the CEU, a US registered and accredited university located in Budapest, Hungary, to offer Palestinian faculty working in senior administrative roles three-to-five day intensive seminars in select university professional administration fields, such as finance, student services, strategic planning, or human resources. These seminars will provide important skills for administrators to better perform their jobs and improve administrative systems, as well as allow them to experience first-hand some of the objectives of the PFDP. The intensive seminars will take place in Budapest.

### ***Objective 3: To promote an institutional culture of teaching and learning***

- **Centers of Teaching Excellence:** PFDP will offer support to individual institutions or groups of institutions to create a new center for teaching excellence or to upgrade existing facilities with the support and cooperation of at least one U.S.-based center of excellence in teaching. The long term goal is to support an institutional culture of quality

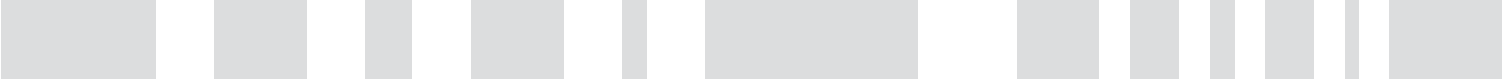
teaching and sustain many of the PFDP program elements. Bethlehem and An-Najah universities have been selected through a competitive process to receive support for creating new centers of teaching excellence.

- **Faculty Grants:** The PFDP will award grants up to \$25,000 each to support the scholarship and best practices of teaching and learning within Palestinian universities and colleges. The next round of grant applications will be winter 2011. Revised guidelines and application procedures will be posted on the PFDP website.
- **Collaborative Projects in Teaching (CPT):** The goals of CPT Projects are to develop scholarly and innovative undergraduate teaching and critical thinking on a specific subject within the social sciences and humanities. CPT projects involve a collaborative structure that fosters peer exchanges and learning among local and international faculty through seminars and workshops and the development of materials such as new programs or curricula. Current projects are in the areas of Special Needs Education and English for Specific Purposes.
- **Teaching Excellence Awards:** These awards highlight the importance of teaching in higher education, inspire teachers within academia, and recognize success. Individual awards of up to \$2,000 will be given to faculty for outstanding achievement in teaching. Eligible individuals include junior and senior, full- and part-time faculty currently teaching at a university or college in the West Bank and Gaza.
- **Monitoring and Evaluation in Teaching and Learning:**
  - a. The National Study of Undergraduate Teaching is the first of its kind, providing the higher education community, as well as the general donor community, with invaluable information on questions such as: What is the state of teaching practice among Palestinian universities and colleges? What are teachers and students doing in a typical university classroom? What materials and pedagogical approaches are commonly used? How are teachers assessing student learning?
  - b. PFDP Needs Assessments: PFDP conducted the first needs assessment in 2007, with a follow-up study in 2009. A further study will inform program offerings for the remainder of the program.
- **Scholarships to Students at Local Universities:** Al Azhar University has been selected as the first recipient of this support in Gaza. PFDP will provide partial scholarships to students in years two and three whose academic achievement is 75% or higher. It is estimated that approximately 2000 scholarships will be awarded.

### **B.3.2.2. The Teaching Practicum**

Several projects of the TEP/QIF program have been previously described that supported practical education, also known as the teaching practicum. Other important interventions in this field will be covered in the in-service teacher training section. Here we will focus on the West Bank TEIP project's first component – Strengthening “*School-based Practice*” of Pre-Service Teacher Education Programs.

This component, just getting underway, will support the institutionalization of school-based practice within the teacher qualification system. It will be managed by MoEHE's DSQ and implemented in two phases. During the first phase, a small number of schools will be selected to test different approaches over a two-year period. These approaches will be evaluated to assess positive and negative design aspects. Based on the evaluation results, the MoEHE will decide on the most appropriate way to scale up school-based practice initiatives.



The MoEHE has identified a group of four HEIs to pilot programs in the schools. The HEIs selected are Al-Azhar University in Gaza; Arab American University in the north; Bethlehem University in the south, and; Ramallah Men's Training Center - RMTC (UNRWA) in Ramallah. As the Arab American University in Jenin has a very small Education faculty with only about 13 students, An-Najah University may be added to the group.

In addition, this component will fund international technical assistance to assist MoEHE and the participating HEIs with designing, testing, implementing and evaluating school-based practice programs, using well established and proven international practices. Other elements of this component will include: (i) on-the-job training for staff from the HEIs that will be administering the school-based practice programs; (ii) training and study tours for faculty to ensure that they have adequate skills to deliver school-based practice programs; (iii) training of school mentors, cooperating teachers, and other school-based staff; (iv) hiring of consultants to work with selected higher education institutions toward improved delivery of the practicum programs; (v) upgrading teaching equipment and learning materials at the participating schools; and (vi) program evaluation-related data collection and analysis.

### B.3.3. Gaps

Teacher Education Programs and the Institutions that Provide them (Pre-service)				
Declared Activities and Target Dates According to TES				
<p>To summarize, TES is recommending the following:</p> <ol style="list-style-type: none"> <li>1. Develop and endorse a national framework for teacher education.</li> <li>2. CDTP and AQAC align with the vision for knowledgeable teachers, and announce minimum specific standards for accrediting each type of teacher education program and educational specialists programs (special education and guidance and counseling).</li> <li>3. CDTP sets minimum standards for teacher education program curricula and teaching and learning methodologies.</li> <li>4. HEIs identify a specific number of Teacher Education Programs to develop; planning for these programs is done according to the new TES principles and standards. HEIs develop appropriate human, physical, and financial resources, and enhance their networking and research work.</li> <li>5. HEIs coordinate with MoEHE and other relevant bodies to identify schools where practical education can take place, increasing opportunities for field experiences. The selected schools receive training and assistance to create an environment and support systems that will allow student-teachers to derive the most benefit from their practical experience.</li> <li>6. HEIs apply for accreditation of new/updated programs, AQAC reviews applications, and AQAC accredits programs that meet the new standards.</li> <li>7. HEIs accept students and run programs adhering to the accreditation standards.</li> </ol>				
Milestones				
Starting from the scholastic year 2014/2015, only qualified teachers are hired to teach in all Palestinian schools.				
Implemented / Planned (Reasonably Assured) Activities				
	Key	Running Well	Needs some work	Late – Needs immediate attention
	Results	Achievements	Comments and Gaps	
1	A national framework for teacher education in place and endorsed	The TES proposed a framework specifying 4 types of teacher education programs for the different school levels (pre-school, 1-4, 5-10, 11-12, and a fifth type for university teachers.	This framework is critically viewed by AQAC; AQAC notes that across the Arab world, the school level structure is 1-6, 7-9, and 10-12. <b>Need to confirm that the proposed TES framework is the final, nationally endorsed framework.</b>	
2	Minimum standards set for accrediting each type of Teacher Education Program, educational specialists programs (special education teachers and school counselors), and programs for school principals and education supervisors	CDTP has developed teacher standards but not set minimums for teacher education programs. NIET has developed a competency profile for principals, and has worked on professional diplomas in school management, supervision, and special education. CDTP is planning to work on developing standards for school principals in the near future.	TES states that teacher education programs are accredited according to minimum standards set by CDTP and AQAC, in harmony with the vision for knowledgeable teachers. If the teacher standards are the intended learning outcomes for all 5 types of TE programs, then this should be stated clearly, otherwise standards need to be developed. AQAC has alternatively published the <i>National Council for Accreditation of Teacher Education</i> (NCATE) standards and is advocating HEIs to follow them in order to be accredited. The TES calls for an MA or postgraduate diploma for educational specialists and principals and supervisors, whereas NIET has developed a professional diploma instead. <b>Need to develop and formally endorse standards and have all relevant bodies abide by them.</b> <b>Need to make a firm decision regarding post graduate diploma versus a professional diploma for educational specialists.</b>	

3	Minimum standards set for TE curricula and learning methods	Nothing has been done on this recommendation.	The TES does not clearly state who should develop the minimum standards for the curricula of the teacher education programs. Developing methods of teaching and learning for teacher education programs is to be undertaken by CDTP according to TES. <i>Need to clarify who develops minimum standards for TE curricula as well as for the learning/ teaching methods.</i>	●
4	TE programs developed and capacity building undertaken at HEIs	TEP, TEIP, QSQT, etc. have produced major outputs on this track with the participation of all HEIs. This has led to improving human and financial resources for teacher education programs. HEIs began to develop an institutional identity, focusing on developing a specific number of programs based on the strengths in their teacher education programs.	<i>Need to develop new programs in early childhood BA, music, sports, arts and crafts teaching, trainers for TVET, and teacher education for the tertiary level.</i> <i>Need for HEIs to conduct research on the quality of the graduates of their teacher education programs.</i>	○
5	Practical education in schools set up	The school-based practice component of the TEIP is planned to be implemented soon. QIF has addressed this component. A variety of programs addressing this component have been implemented and are discussed in the in-service training chapter.	Quality control mechanisms to assure the existence of expert teachers and qualified education supervisors are crucial to guarantee the success of this component. <i>Need to ensure that the various projects implemented on this track are coordinated, that clear control mechanisms are applied in all projects, and that lessons learned are captured and shared.</i>	●
6	Programs accredited	It is not evident if any HEI has formally requested AQAC accreditation for any new or updated programs. It is unknown if AQAC has accredited any new program according to new standards.	<i>HEIs need to act quickly to finalize their preparation for new programs and apply for accreditation.</i> <i>AQAC needs to accredit programs in-line with endorsed standards.</i>	●
7	Accredited programs running	No new programs are running that have been accredited according to new standards.	<i>Need for HEIs to promote new programs, accept students, and run programs.</i>	●

## B.4. Continuing Professional Development Program (In-Service)

### B.4.1. TES Objectives and Targets

The TES recommends the following:

- **Developing and adopting a framework for in-service teacher education programs, and the general characteristics of the program:** This includes recommendations for experienced teachers without any or with insufficient educational qualifications, experienced teachers with insufficient education (holders of 2-year diplomas), qualified experienced teachers, and new qualified graduates.
- **Accrediting of programs and principles used in the process:** MoEHE identifies accredited institutions that provide in-service teacher education programs and activities, and accredits these institutions and programs according to specific standards determined by CDP in coordination with AQAC, as long as the programs are aligned with the stated vision of teachers.
- **Capacity building of the system supporting the professional development of teachers:** 1) Training of trainers and developing the institutions that offer professional development, 2) Training of principals, educational supervisors, and other related staff at MoEHE, and 3) Conducting research on teacher professional development within and among institutions, fostering knowledge sharing, cooperation, and exchanges.

Five Year Plan 2008 - 2012 <sup>2</sup>	
2008-2009	Specify the standards for accrediting the providers of in-service teacher education activities.
2009-2010	Accreditation of providers of in-service teacher education activities starts. Higher education institutions design an educational qualification Diploma for experienced teachers without sufficient educational qualifications. Principals', managers and educational supervisors' qualification programs are designed.
2010-2011	In-service programs for principals, educational supervisors and administrative are offered. Experienced teachers without educational qualifications are accepted in educational qualification Diploma programs. Higher education institutions, in coordination with MoEHE, UNRWA and private schools, design induction programs for the qualified new graduates. Mechanisms and methods for evaluating the needs of qualified experienced teachers for continuous professional development are designed. Standards for choosing mentors in schools are set, mentors are chosen and trained.
2011-2012	Induction programs start to be offered (the first class of graduates from the modified educational Diploma graduates) Continuous professional development programs are designed for qualified experienced teachers.
2008-2012	Providers develop interaction and research within the institutions and between them.
Long Term Plan 2013-2017	
<ul style="list-style-type: none"> <li>• Starting on 2013, the continuous professional development programs are offered to qualified experienced teachers.</li> <li>• Continuous evaluation and regular accreditation of providers and programs.</li> <li>• The development of interaction and researches continues.</li> <li>• In-service programs continue to be offered for new employees (principals, supervisors, and administrative staff).</li> </ul>	

## **B.4.2. Achievements and Plans**

Numerous programs and interventions carried out by various implementers supported this component. The interventions can be categorized as those related to developing in-service standards and frameworks, and those related to in-service training programs being implemented in the various relevant institutions.

### **B.4.2.1. Development of In-Service Standards and Frameworks**

Among others, the UNESCO/QSQT supported this component, primarily through CDTP. NIET has also contributed substantially to this component, and the GIZ has developed a proposal for a new conceptual approach to HRD in the TVET system.

#### **Quality Systems for Quality Teachers**

As part of QSQT Component 3/*enhanced relevance and coherence of teacher training and professional development*, and under the management of CDTP, in-service teacher courses have been developed in line with national professional standards.

This included the development of a framework for in-service courses by a curriculum development working group. The working group comprises selected deans of educational colleges at Palestinian universities and the UNRWA teacher training college. The group focused on suggesting options for efficient and effective ways to upgrade the qualifications of teachers that currently do not meet the requirements of the Teacher Education Strategy. In addition, the team developed an outline and framework for in-service courses that will qualify teachers who do not possess the required qualifications. The framework has been finalized and was ratified on January 27, 2011.

#### **National Institute for Education Training**

NIET's focus on teacher training was traditionally limited as the organizational structure of the institute has not been officially endorsed, and DSQ was doing pedagogical training of teachers. NIET focused on building the human resource capacity of the MoEHE, based on needs assessments and job descriptions. A comprehensive strategy for capacity building was developed with an emphasis on training school principals. **A competency profile for principals** was developed and, based on the profile, trainers at NIET were certified to conduct a 60-hour training program to qualify principals. This training directly supports the TES. **A professional diploma in school leadership** was developed.

NIET is also developing programs in special education, and school libraries, both of which are in a pilot phase. A professional diploma program in supervision has not yet been developed due to entrenched views and practices surrounding supervision (support vs. inspection, role of principal vs. supervisor), that require significant change.

Addressing another dimension of TES, NIET registered all training that took place at MoEHE from 2004 to 2010. A database was developed that is intended to contribute to the development of an educational management information system with the whole MoEHE.

Other NIET programs that support the TES include preparing a draft document on Quality of Training; using a bottom-up approach to develop the Palestinian Standards of Effective Schools that was published in June 2010; and designing a pilot program for grade six science that uses active learning techniques and learning by playing. Within the Finnish program (PALFEP III), NIET has focused on using IT to support learning. NIET conducted an impact assessment of a blended learning program for school principals that used Moodle, and found no difference between face-to-face and blended approaches. The use of open source course management systems (Moodle in this case) provided some additional advantages such as increased communication among teachers and with students and promoted self-learning.

### **German International Cooperation (GIZ)**

Positive developments have been taking place at the TVET level in the oPt. The national strategy on TVET has been revised and was formally signed in the second half of 2010. The Higher Council for Technical and Vocational Education and Training, having been paralyzed over the past years, has been reactivated and, after being restructured, held its first meeting at the end of February 2011.

The TES recommends new programs for trainers of the TVET system as part of the pre-service teacher education component but no action has been taken on this to date. There is, however, movement at the level of in-service training of TVET trainers. In 2010, the GIZ supported the development of a proposal for a new conceptual approach for human resource development in the TVET system. The proposal is not linked to the broader TES, and does not build on the TVET trainers competency profile and other local TVET literature developed earlier.

### **B.4.2.2. Implementation of In-Service Training Activities**

A wide spectrum of in-service training activities are being implemented and planned to be implemented in the near future. Following is a description of the main in-service training activities.

#### **World Bank Teacher Education Improvement Project (TEIP)**

The second component of TEIP, *Upgrading Academic and Professional Teaching Qualifications of Under-Qualified Class Teachers*, will support development of quality programs offered by HEIs for under-qualified practicing class teachers.

The objective is to upgrade the skills and competencies of approximately 2,000 - 2,500 under-qualified teachers in grades one through four, out of a total of approximately 4,400 as seen in Table (2), to a level equivalent to a professional certification. This will enable teachers who do not hold a teacher certificate to meet the standards required for certification, and it will support the development and administration of a teacher certification program. Experienced and new under-qualified teachers will be given the opportunity to upgrade their academic and/or professional teaching qualifications to meet the new teacher certification standards.



**Table (2): West Bank Teachers Statistics on 10/11/2010 (Source: CDTP 2011)**

Stage Taught	Total Number	BA Education (1-4)	BA Teaching Methods	Ped. Diploma after BA Teach. Methods	Ped. Qualification prior to BA	Ped. Qualification with BA	BA with Minor in Education	Ped. Qualification after BA	Higher Diploma in Education	Ped. Qualification prior to MA	MA in Education	Ped. Qualification prior to PhD	PhD in Education	Qualified according to CDTP	Ped. Qualification with Diploma	Diploma	BA	Higher Diploma	MA	PhD	Tawjihi	Less than Tawjihi	Unqualified according to CDTP
<b>All Teachers in West Bank</b>																							
G(1-4)	5292	1702	553	1	13	3	44	13	11	12	63	0	1	2416	72	2015	763	11	12	0	3	0	2876
G(5-10)	6816	22	1359	0	35	8	144	68	61	17	56	0	3	1773	53	1364	3455	36	131	4	0	0	5043
G(11-12)	1862	0	118	0	14	3	105	30	23	14	52	2	2	363	1	36	1327	17	115	3	0	0	1499
G(1-10)	4478	88	1040	0	31	5	72	31	24	1	47	0	2	1341	49	1273	1756	12	41	2	3	0	3137
G(5-12)	2463	4	259	0	16	2	25	29	8	11	34	0	1	389	12	231	1720	12	97	2	0	1	2074
G(8-12)	3739	1	412	1	30	3	88	56	27	22	62	0	5	707	7	183	2589	33	216	4	0	0	3032
G(1-12)	840	4	91	0	2	0	11	8	6	1	8	0	0	131	7	192	491	2	16	0	1	0	709
NA	537	74	79	0	7	0	3	2	1	1	4	0	1	172	4	105	241	1	11	2	1	0	365
G. Total	26027	1895	3911	2	148	24	492	237	161	79	326	2	15	7292	205	5399	12342	124	639	17	8	1	18735
T. Males	11169													2626									8543
T. Femal.	14858													4660									10192
%	100	7.3	15.0	0.0	0.6	0.1	1.9	0.9	0.6	0.3	1.3	0.0	0.1	28.0	0.8	20.7	47.4	0.5	2.5	0.1	0.0	0.0	72.0
<b>Teachers less than 50 years old in West Bank</b>																							
G(1-4)	4419	1664	535	1	10	3	32	8	7	11	61	0	1	2333	72	1327	665	10	10	0	2	0	2086
G(5-10)	6037	19	1320	0	25	8	125	59	46	17	52	0	3	1674	52	979	3173	33	122	4	0	0	4363
G(11-12)	1637	0	106	0	10	3	78	27	18	11	50	2	2	307	1	23	1180	14	109	3	0	0	1330
G(1-10)	3964	84	1022	0	27	4	62	26	16	1	45	0	2	1289	48	930	1644	11	38	2	2	0	2675
G(5-12)	2300	3	254	0	15	2	20	23	8	10	34	0	1	370	12	191	1620	12	93	2	0	0	1930
G(8-12)	3435	0	400	1	24	2	69	45	21	21	59	0	4	646	7	183	2404	29	207	4	0	0	2789
G(1-12)	784	4	90	0	2	0	11	8	6	1	8	0	0	130	7	175	475	1	14	0	0	0	654
NA Total	507	74	78	0	7	0	3	2	1	1	4	0	1	171	4	89	230	0	10	2	1	0	336
G. Tot.	23083	1848	3805	2	120	22	400	198	123	73	313	2	14	6920	203	3834	11391	110	603	17	5	0	16163
%	100	8.0	16.5	0.0	0.5	0.1	1.7	0.9	0.5	0.3	1.4	0.0	0.1	30.0	0.9	16.6	49.3	0.5	2.6	0.1	0.0	0.0	70.0

NIET will administer this program consisting of modular courses to be delivered by teacher colleges. Teachers will be eligible to obtain a Class Teacher Professional Certificate (CTPC) that will upgrade their qualifications to that of a licensed teacher graduating from an accredited teacher education program. The CDTP will define the type of certificate that successful participants in the program will obtain.

For this TEIP component, the MoEHE selected four universities in the West Bank (Birzeit, Al-Quds, Hebron, and An-Najah Universities) and Al-Azhar University in Gaza. Al-Azhar will coordinate with other appropriate universities in Gaza. During the first two years, the selected HEIs will design and deliver an integrated set of training modules that will be administered to about 300 under-qualified teachers in nearby schools. Each of the HEIs will establish an Education Faculty Team (EFT) to liaise with the NIET team responsible for overseeing this component and develop detailed implementation plans specific to each HEI. Each EFT will be responsible for the development and implementation of the in-service teacher upgrading programs administered by its institution.

One of the first activities will be a skills-competency assessment of current class teachers. This assessment will be designed by NIET working with the EFTs and international and local technical assistance providers. Each HEI will be responsible for its own data collection, with assistance from school principals and inspectors. Data analysis will be conducted by the HEIs with technical assistance from a competitively selected international institution. The results of this assessment will be used to design a modular program that will be offered to under-qualified teachers to enable them to meet the minimum requirements to obtain a Class Teacher Professional Certificate (CTPC). This Certificate will indicate that their qualifications are equivalent to that of a licensed teacher graduating from an accredited teacher education program. Each HEI will prepare its own proposal (including a detailed implementation plan, deliverables and cost estimates) on how it intends to contribute to the design of the modular program, and to undertake the development and implementation of the in-service teacher upgrading programs. The MOEHE will sign individual contracts with each of these HEIs. This component will fund:

- Two local consultants, one based in Gaza, to provide technical assistance and implementation support to NIET.
- International technical assistance to be provided by a well-known institution with extensive experience in professional development and in-service teacher training. This international institution will assist NIET and the HEIs with preparing assessment tools and designing the modular program. It will also provide implementation support for the evaluation of phase one and the preparation of a plan for scaling up this initiative using the evaluation data.
- Training of trainers to be provided by the international institution.
- The delivery of these training programs by the HEIs through a consultant service contract.
- Development and printing of training materials.
- A communication and dissemination campaign to inform eligible teachers about the program.
- Incremental operating costs to support NIET-TMT during project implementation.

The program is now in the preparation phase. It is a four-year program that began on January 1, 2011. As of March 2011, working teams have been set up in the universities, a representative from each university has been selected, job descriptions for the work teams have been drafted, and the local consultant and international technical assistance institution have been selected. A detailed two-year implementation plan has been developed, and work plans are due by October 1, 2011. According to the plan, the training modules will be developed by August 20, 2011, accredited by November 1, 2011, and conducted for the first group of 80 teachers from January 1 through October 30, 2012.

### **PFDP Masters of Arts in Teaching – Al Quds University and Bard College**

The Al Quds University- Bard College Masters of Arts in Teaching (MAT) Program is the first in Palestine and the first in the region. It focuses on the application of contemporary pedagogy to specific disciplines and features a close integration of theory and practice. The first class of 52 was drawn from in-service teachers at cooperating “pioneer schools.” The program is structured around five disciplinary areas: Biology, English Literature, General Science, Mathematics, and History. MAT students will complete the program in two years, studying full-time and teaching half-time in the first year, and working on their Master’s research projects and academic field experience on a part-time basis in the second year. This allows them to apply their new skills immediately in the classroom. Subsequently, these teachers will serve as mentors for MAT students including pre-service teachers. The program will be taught primarily in English. In the first two trimesters of the two-year program, students take courses in pedagogy and a course in their academic discipline. In the third and fourth trimesters, they combine further study of educational theory with a Teaching Lab that allows them to test their new knowledge in the classroom under the supervision of an experienced mentor teacher. The students devote their final two trimesters to writing a Master’s thesis.

The program opened in August 2009. After an extensive recruitment, application and review process, 52 students enrolled in the program. Al-Quds Bard selected 50 students to receive full scholarships through AMIDEAST’s USAID-OSI grant. Of the 52 students in the first cohort, 51 are practicing teachers, 36 (71%) currently teach at public schools; 15 (29%) currently teach at private schools; and 67% are female. The MAT students are drawn from 29 schools, of which 18 are located on the West Bank and 11 in Jerusalem. The MAT faculty for the first and second trimesters comprise four from Al-Quds University, one from Bard College, two from other U.S. or international institutions, and one from The Hebrew University.

The MAT Program has benefited from close collaboration with the Palestinian MoEHE. The Ministry approached schools and principals on behalf of the MAT Program to encourage their participation, contributing to the program’s large pool of over 250 applicants for 50 places. Al-Quds Bard’s partnership with AMIDEAST has also advanced the MAT Program. AMIDEAST carried out English language screening for the top tier of applicants, conducted an intensive language course for students in advance of first trimester, and has provided valuable support and input around issues of program planning and development.

In its first year, the MAT program recruited in-service teachers from schools in Jerusalem, Ramallah, Bethlehem, and Jericho areas. With close support from MAT graduate faculty, teachers reconsidered their teaching approaches in light of what they were studying and worked to revise and restructure curriculum and pedagogy to advance student learning. In year two, teachers returned to their classrooms on a full-time basis but continued their studies through

the completion of an academic research project related to their particular field and a classroom research project that builds a model of reflection that is essential to the clinical work of teaching effectively.

By working with in-service teachers in its first year, the MAT Program created a cohort of mentor teachers as adjunct MAT faculty who can mentor MAT apprentice teachers in the years that follow. Beginning in 2010, the Al-Quds Bard MAT Program admitted new teacher candidates as well as in-service teachers. These new candidate teachers will satisfy requirements for a teaching diploma in their first year and complete their Master's degrees during the second year as they begin to teach in MAT partner schools and other schools in the oPt. The expanding population of MAT graduates will become a larger teaching community and the MAT faculty and graduates will contribute to professional development initiatives for teachers throughout the region to foster and sustain continued school improvement.

There are 130 students currently enrolled in the MAT program (81 in their first year of education/second cohort and 49 in their second year of education/first cohort). The majority are teachers, but also included are 16 supervisors, and 1 principal coming from 79 schools in the 5 governorates of Jericho, Jerusalem, Ramallah, Bethlehem, and Hebron. The intake capacity of the program is normally 75 students with 15 in each discipline.

### **British Council, English School Partnerships**

Since 2008, the British Council (BC) has been running a major English language trainer training and teacher training program for government and UNRWA school teachers in cooperation with the MoEHE and UNRWA. This program supports the government's objective of continuing to improve the learning of students by enhancing the skills of teachers. Trainees, who are mainly supervisors, participate in three weeks of training during the summer with seven days devoted to training of trainers. Additional time is spent on adapting and localizing the material. During the second half of the programs, trainees are observed delivering training to teachers, and receive individualized feedback.

In 2009, the BC trained 46 supervisors and teachers from the West Bank and Gaza who in turn trained approximately 1,000 teachers in the subject of Classroom Language, specifically adapted to the needs of the national curriculum through English for Palestine.

In 2010, the BC continued to work with this group of trainers and trained a new group of 75 supervisors and teachers. Following the training, both groups cascaded this training to another 4,000 teachers in the West Bank and Gaza. By the end of the academic year, more than 5,000 teachers (4,000 in the West Bank and 1,000 in Gaza) had benefited from this program since its inception. Based on an estimated 10,000 English teachers in the Palestinian schools, this program has trained half of them. Going forward, the BC believes that more emphasis should be put on measuring the effect of the training on teachers as well as students. The BC has done an evaluation of the trainers and has recorded substantial differences in the quality of training conducted by these trainers this year as compared to last year.

All the trainees that attended the training of trainers sat for the Teacher Knowledge Test (TKT<sup>16</sup>) Module 3 Exam, a Cambridge exam that is acknowledged internationally. Most of the trainers sitting for the test achieved a score of three or four on a one to four scale. Only two trainers achieved a score of two, which is a passing score.

16 <http://www.cambridgeesol.org/exams/teaching-awards/tkt.html>

The next phase of the project will begin in April 2011, and will extend over a three-year period. Expectations are that all the remaining English teachers in Palestinian schools will be trained.

### **Bethlehem University “Quality of Education for All through Partnership” Project**

Bethlehem University, with support from *Fundación Promoción Social de la Cultura*, implemented a project with two broad objectives: To enhance the quality of education for Palestinian children and to increase the integration of the democratic values and human rights in education through partnerships and by developing active learning in schools. The multi-year project (2007-2010) combined professional training, community meetings, teacher mentoring, educational fairs, conferences and forums to benefit some 5,000 students, teachers and administrators from 11 public and private schools.

Creating partnerships was another strategy to improve the skills and qualifications for both current school teachers and university students preparing to be teachers. Mentor teachers from the 11 partner schools supervised Bethlehem University students as they practiced their teaching methods in the classroom. The mentor teachers expanded their own knowledge base by attending university workshops, free of charge. In these professional development and training workshops, teachers explored ways to move beyond the standard curriculum to create an active learning experience for students. These continuing education opportunities included general approaches to dynamic teaching and comprehensive assessment as well as specific teaching tools such as drama in education and technology in the classroom. Education faculty members also conducted model classes in specific subject areas (English, Arabic, Math and Science), with recordings of those sessions made available as a teacher resource. Faculty also worked one-on-one with a group of current subject area teachers on training priorities identified by the teachers themselves.

The project also created useful teaching resources on the Bethlehem University campus and in partner schools. The Zou’rub Teachers’ Resource Center at the Faculty of Education provides comprehensive educational resources and teaching practice space under one roof. It also links programs run by the Faculty of Education, non-governmental and governmental educational institutions and is the focal point for interaction between Bethlehem University, local schools and other institutions. Smaller satellite versions of the center, called Educational Corners, have also been established in all 11 partner schools. With teaching materials and computers, the spaces were designed to provide an on-site resource for innovative teaching methods.

Bethlehem University believes that ultimately this broad participation has made the project not only successful but sustainable. The Palestinian MoEHE has deemed the project a realistic translation of its five-year plan and of the national Teacher Education Strategy. As a result, it has supported the funding of a project expansion as a pilot model for national educational reform. The new EUR 3.5 million project was initiated in June 2010 and will end in June 2014. Fifty public and private schools situated in Jerusalem, Bethlehem, and North Hebron, where 408 schools are in existence, will participate in this new project. The project will be implemented through three components: 1) special education for those suffering from learning difficulties and deficiencies (estimated to be around 20% of the student body), 2) incorporating instructional technology in education (ICT and other), and 3) pedagogy focusing on new learning theories on innovation and critical thinking. Additionally, 150 teachers from the 50 schools will have the opportunity to join a teacher diploma program.

## **The Model Schools Network (MSN)**

Launched in 2007, the MSN Program is a USAID-funded initiative that aims to build institutional capacity in the Palestinian school system. The MSN Program is focused on developing a school improvement network that will serve as a model for basic education in Palestine. In its initial phase, the program supported 17 private schools in the West Bank. A second phase, begun in the fall of 2009, includes an additional 40 public schools. This second phase, expected to end in September 2012, also provides local student scholarships and a range of in-service teacher training initiatives for 12 private schools in Gaza.

The MSN Program is implemented in the West Bank and Gaza in partnership with the Palestinian MoEHE and a dozen other organizations and institutions based in Palestine and the United States.

The main goals of the program are:

- To introduce a student-centered, contemporary approach to teaching and learning in the areas of English, science, technology and mathematics within a network of 69 public and private schools that will serve as the foundation for replicating lessons learned and best practices among other Palestinian schools
- To introduce educational concepts, teaching approaches, techniques, and resources that will measurably improve student learning outcomes at participating schools
- To develop a collective leadership approach among public school principals which builds the capacity of district offices in order to support a school-based reform agenda with a focus on instructional leadership
- To upgrade schools' physical capacities, including science and computer labs, libraries, and playgrounds, and provide teaching resources such as netbooks and internet connectivity
- To promote communication and linkages between schools and their communities so that parents have a greater stake in the teaching and learning of their children.
- To introduce a wide range of student extracurricular programming, such as summer camps, cultural and scientific field trips, and student clubs, which foster creative and critical thinking and student engagement
- To evaluate and document results of the project in order to establish evidence-based practice as a means toward school improvement

The MSN Program, now in its fourth year of five, focused on the 17 private schools during the first years of implementation. Initial results include an in-service approach to teacher training that supports the TES and provides a useful context for how a national approach to in-service teacher development could be implemented. Sustainable approaches to improving how schools engage their local communities through extracurricular activities and parents may also be apparent. The importance of strong leadership within schools and designing school improvement initiatives that have the understanding and commitment of school leaders are also important elements of the project.

The MSN Program's efforts in the 40 public schools is on-going. Progress on the main components of the project provide a rich perspective and demonstrate a greater breadth and scope of involvement in schools than any other donor funded initiative in recent memory. Recent efforts to engage the MoEHE through District Leadership Teams, School Improvement Teams and integrate DSQ supervisors illustrate an important commitment to institutionalization and increase the probability that some aspects of the project will be sustainable. There will surely be important lessons to be learned from this initiative.

The MSN Program is committed to monitoring and evaluation—more so than perhaps any other project working in support of the TES. The monitoring and evaluation approach itself may be worth modeling in other projects, particularly with respects to the analysis and reporting associated with the 40 public schools. AMIDEAST made efforts to engage the MoEHE's AED in this process, while relying on local and international resources for developing a mixed-methods, independent, pre/post evaluation of its initiatives, and triangulating this data with in-house evaluations, satisfaction surveys and focus groups. This approach may provide a critical insight as to why the project will, or will not meet its goals. With MSN still underway, a full review of its outcomes and impact remain to be seen, although the MSN Program's contribution to data driven education decisions is likely to have a lasting influence. A key factor to success will be engaging the MoEHE in reflecting on MSN's outcomes as they relate to policy and practice.

### **The MoEHE Assessment and Evaluation Department**

AED currently serves an important supportive role for the in-service teacher training, and there is more that AED could do to support the TES. AED is involved in the following four areas:

**Quality assessment:** As described in Section B.1.1.5, AED provides achievement indicators for students at schools and contextual indicators on teaching. AED feels that its assessment reports are not activated and used adequately or effectively for the purpose of educational policy making in general, and for teacher training more specifically.

**Teacher training:** Teachers need to know how to evaluate their students and how to assess their performance. However, a critical problem exists as the only assessment tool the teachers know and use is the exam, but the quality of the exams they develop are of a poor quality and do not provide true evidence on the students' achievements. The assessment component in the Palestinian curricula and text books is also very weak. The sample questions available in the books are inappropriate, yet they are the very examples upon which the teachers rely to develop their own questions.

AED was addressing this problem through compulsory training until 2007. Up until then, every teacher at the Palestinian schools was required to take a 25-30-hour training course conducted by the department on how to build a good achievement test. In 2007, doubts were raised about the quality of the training as the trainers were the supervisors who had no background in this subject. AED subsequently trained a new team and redesigned the learning/teaching material, but due to budget constraints has not been able to conduct the training.

In 2008, 2009, and 2010, training on assessment and evaluation took place on a small scale only in those directorates that had funds to cover the cost, as no central funding was available. In 2010, a new vision was reached to develop a learning/teaching package on assessment that includes, but is not limited to, developing a good achievement test. Agreement was reached with universities to develop various modules that make up the package. After much effort, the modules were produced but were of low standard. To date, the package is not ready, despite the great need for such material, and funding to conduct the training remains a problem.

AED believes that training on assessment and evaluation should not be restricted to the teachers, but should also be provided to principals and supervisors. Accordingly, AED believes it should address this in the future. It also believes that it should have a major role in helping to better assess the training provided to teachers in general.

Curricula and programs assessment: Curricula and assessing programs is another area of concern to AED. There has been no assessment of the developed curricula but AED wants to assist with this, as a good teacher with a bad curriculum will lead nowhere. There are numerous pilot educational development projects carried out at the level of the MoEHE but these projects and their impact have not been properly assessed. Many have been scaled up simply because there is funding available. Assessments are usually in the form of questionnaires that are not taken seriously and are filled out by the teachers in a manner advantageous to themselves. This is another area where AED can and should be involved.

Policy formulation support: In addition to the above activities that directly support TES, AED is a solid body that has valuable views at the policy level regarding TES and its implementation and its linkages to assessment and evaluation. These include but are not restricted to the areas of evaluating new teachers to be employed, and general teacher evaluation, including evaluation approaches and who has responsibility for evaluating the teachers.

AED has identified two major tasks for itself going forward:

1. Developing an educational assessment strategy
2. Developing a national item/questions bank that will enable more rapid and cost efficient test development. (An item bank is a large collection of test questions organized and catalogued like the books in a library. The idea is that the test user can select test items as required to make up a particular test.).

The department is planning to conduct a conference on assessment and evaluation in May 2011. The conference aims at strengthening the assessment culture in the oPt. The conference will focus on three components: assessment culture, assessment of individuals (management, teachers, and students) at the school and at the HEI level, and program and curriculum evaluation.



### B.4.3. Gaps

Continuing Professional Development Program (In-Service)			
Declared Activities and Target Dates According to TES			
<p>To summarize, TES is recommending the following:</p> <ol style="list-style-type: none"> <li>Standards setting: Specifying the standards for accrediting the providers of in-service teacher education activities determined by CDTP in coordination with AQAC; and standards for choosing mentors in schools are set.</li> <li>Capacity Building: Training of trainers and developing the institutions that work in professional development, and; choosing and training Mentors.</li> <li>Accreditation: Accreditation of providers of in-service teacher education activities according to the developed standards.</li> <li>Qualification of teachers: Higher education institutions design and offer an educational qualification Diploma for experienced teachers with insufficient educational qualifications.</li> <li>Qualification of educational specialists: Qualification programs for principals, managers and educational supervisors are designed, and in-service programs for principals, supervisors and administrators are offered.</li> <li>Induction: Higher education institutions, in coordination with MoEHE, UNRWA and private schools, design and conduct induction programs for qualified new graduates.</li> <li>Continuous professional development: Mechanisms and methods for assessing the needs of qualified experienced teachers for continuous professional development are designed, and continuous professional development programs are designed for qualified experienced teachers.</li> <li>Interaction and research: Providers develop interaction and research within the institutions and between them.</li> </ol>			
Milestones			
Starting on 2013, the continuous professional development programs are offered to qualified experienced teachers			
Implemented / Planned (Reasonably Assured) Activities			
Results	Achievements	Comments and Gaps	
1 Standards setting	Under CDTP, a curriculum development working group is developing an outline and framework for in-service courses that would qualify teachers who do not possess the required qualifications.	Need to finalize and formally endorse framework.	● ○ ●

2	Capacity Building	Various programs have worked extensively on the capacity building of training providers. The TEIP for example will be providing on-the-job training to staff from the HEIs that will be administering the school-based practice programs; will train faculty to ensure that they have adequate skills to deliver school-based practice programs and train school-mentors, cooperating teachers, and other school-based staff.	Need to develop capacities in adult training methodologies.	<input type="radio"/>
3	Accreditation	No progress has been made on this track.	Need to act quickly to accredit training providers, particularly the non-governmental providers.	<input checked="" type="radio"/>
4	Qualification of teachers	The curriculum development working group is focusing on suggesting options for efficient and effective ways to upgrade the qualifications of teachers that currently do not meet the requirements of the Teacher Education Strategy. A range of teacher qualification activities are underway and are planned for the coming period. These are both geographically and school level focused. (For example, Al Quds Bard MAT and Bethlehem University <i>Quality of Education for All through Partnership</i> , are focused in the West Bank and Jerusalem; TEIP is focused on all grade 1-4 teachers.)	The CDTP data is up-to-date and provides vital information for planning purposes. Deciding on the need to train 2,000 teachers lacking pedagogical qualification in grades 1-4 was based on this data. The BC now knows for sure how many English teachers there are in the Palestinian schools. Need to develop a program to support training of all unqualified teachers in stage 5-10 and stage 11-12.	<input type="radio"/>
5	Qualification of educational specialists		Need to formally review NIET's work and formally endorse if positively evaluated.	<input type="radio"/>
6	Induction	Nothing has been done on this track.	Need to develop induction programs.	<input checked="" type="radio"/>
7	Continuous professional development	This is taking a general form and a subject matter focus such as the BC English school partnerships.	Need to provide funds for this element as it should be an on-going process.	<input type="radio"/>
8	Interaction and research		Need to provide funds for research and networking.	<input type="radio"/>

## B.5. The Teaching Profession

### B.5.1. Policy Formulation

To understand fully how to improve the teaching profession, it is important to know where policies related to the TES and its implementation is formulated. Policy development at the MoEHE level is the responsibility of the Policy Committee, made up of the Minister, Deputy Minister, and four specialized Assistant Deputy Ministers as well as the Director General for Infrastructure.

TES is the responsibility of the Assistant Deputy Minister for Planning and Development. He undertakes this responsibility along with the directorates under his supervision—Planning, Projects, NIET, AED, DSQ, ICT, and CDTP (temporarily until a head is appointed and then CDTP will report directly to the Minister as is the case with AQAC). Day-to-day decisions regarding TES are taken at this level, with more critical or overarching issues being referred to the Policy Committee as well as to the national and international advisory committees.

### B.5.2. TES Objectives and Targets

The TES recommends the following:

- **Improving the working conditions and considering increasing teachers' salaries:** Conduct a study for improving the working conditions and the possibility of increasing teachers' salaries.
- **Developing a Career Scale for the Teaching Profession:** Teachers will be classified in ranks of novice teacher, teacher, first teacher, and expert teacher. The allowances, rights and obligations of teachers in each rank and the salary allowances will be specified. CDTP will specify the criteria for promotion from one rank to another.
- **Specifying Teachers' Standards:** CDTP will specify the standards for teachers in each rank according to the school level and specialization.
- **Licensing Teachers:** The CDTP will identify the mechanism for evaluating teachers in order to be granted the license to practice the profession of teaching following a probation period. Current working teachers are automatically given the license if they are educationally qualified, and after obtaining the educational qualification if they were not qualified. The CDTP will inspect the educational qualifications of graduates from non-Palestinian universities, and will recommend their certification or determine any complementary education required for them to be certified.
- **Improving the Process of Selecting and Employing Teachers:** The process for selecting and deploying teachers in public and UNRWA schools should be improved to focus on evaluating the applicant's skills, knowledge, values and orientation. The process should be reliable, valid, and transparent. Applicants should be aware of all evaluation criteria in advance, and have some choice in selecting the school just as principals should have some choice in selecting the teachers.
- **Improving the Role of Teachers' Unions:** Teachers' unions in government, UNRWA and private schools are encouraged, with the cooperation of HEIs and relevant institutions from civil society, to provide the necessary professional attention for improving their participation in decision making related to the education profession, such as training

teachers, supervising teachers' continuing professional development, building networks between teachers, improving experience exchange and interaction, and carrying out joint action research.

Five Year and Long Term Plan 2008 - 2020	
2008-2009	Starting from the scholastic year 2008/2009, the priority in employment will be given to those educationally qualified. Those employed without educational qualification are offered a special contract that will be renewed on a yearly basis, until they obtain the proper educational qualifying Diploma (specific to the stage and subject) in a maximum of a three-year period.
2008-2012	All recommendations regarding the teaching profession should be implemented during the coming five years; otherwise until the end of the scholastic year 2012-2013.
2014-2015	Teachers with associate degrees will not be employed starting from the scholastic year 2014/2015. Teachers with an associate (two-year) Diploma will be assigned only in the fields where there are no B.A programs, such as music, arts or sports.
2019-2020	Unqualified teachers currently employed are given until the year 2019/2020 to get the proper educational Diploma.

### B.5.3. Achievements and Plans

All achievements in this component can be attributed to the work of the CDTP supported by the Quality Systems for Quality Teachers (QSQT) Program. In relation to the TES component on "The Teaching Profession", the following has been achieved.

#### **Related to Component 1 - Improved management and institutional capacity of the teacher education system (for pre-service, in-service and career development)**

- Developing National Professional Standards (for teachers and principals):** A working group comprising people from HEIs and the MoEHE, including NIET, has been created by the CDTP to develop the Core Professional Standards for Teachers. The process of developing the Standards followed a participatory approach where teachers, head teachers, and supervisors were consulted periodically. More consultation on the standards was done during a seminar, organized under the auspices of this project, on the promotion of the ILO/UNESCO Recommendations Concerning the Status of Teachers. The piloting of the core standards was conducted during the past months and a final version will be ready in February 2011, for approval by the CDTP Advisory Board. New standards for new teachers have been developed as well, and the MoEHE is soliciting feedback from universities to foster their ownership of the standards. A consultative process to develop standards for first and expert teachers and Heads of school has been initiated by the MoEHE through the CDTP.

- **Mechanism for Licensing of Teachers:** This is currently under discussion by the CDTP's Qualification Committee. This proposal seeks to motivate teachers to improve their qualifications, rather than requiring the existing teaching workforce to take a test to be awarded a teaching license. The proposal suggests that all teachers possessing the qualifications set out in the TES be recognized by awarding them a *Professional Teaching Certificate*. Those teachers who do not have the TES qualifications will have until 2020 to undertake appropriate upgrading programs and, when they attain the qualifications, they will also receive a *Professional Teaching Certificate*. The licensing system began with new teachers as of September 2010. All newly recruited teachers at the MoEHE meet the TES qualifications criteria, however, the full licensing scheme has yet to be implemented.

## Related to Component 2 - Improved status and motivation of teachers

- **Conducting Research on key areas in relation to teacher status and motivation:** A study on teachers' working conditions, motivation and retention has been commissioned and is on-going. *Riyada*, a local company, is conducting the study and expects to complete it by the end of April 2011.
- **General Advocacy for the promotion of the teaching profession**
  - A comprehensive Information, Education and Communication (IEC) Strategy was developed in 2010. The strategy, currently being implemented, aims to promote the status of teachers as well as the work of the CDTP. To date, a variety of publicity materials have been produced.
  - In a May 2010 seminar, UNESCO promoted the 1966 International Recommendations regarding the status and role of teachers, underscored in the ILO/UNESCO Recommendations Concerning the Status of Teachers, and the 1997 UNESCO Recommendations Concerning the Status of Higher-Education Teaching Personnel.
  - An event was held jointly in Ramallah and Gaza to promote UNESCO World Teachers' Day on October 5, 2010. More than 120 teachers and education professionals attended the event and engaged in a fruitful discussion on how to raise the status of the teaching profession in the oPt. Attendees included representatives from the MoEHE, the EU, UNESCO, UNRWA, and the Palestinian teachers' union. The event included the broadcasting of two films that were produced as part of this program. Both films chronicle the contribution of Palestinian teachers to the recovery of students through a variety of narratives. In addition, the event included the introduction of draft policy papers—the standards document and the code of conduct—that seek to professionalize teaching in the oPt. Promotion of the teaching profession to the wider Palestinian public also included the airing of various TV spots on issues surrounding the World Teacher's Day. In addition, the Palestinian Teacher Day was celebrated on 16th December 2010.

## Additional CDTP Achievements and Plans

As discussed in Section B.1.1.1, the CDTP was established in September 2009. It is financially supported by the QSQT with EU funding and managed by UNESCO. The program covers salaries for some CDTP staff, committee meeting costs, technical assistance, and publications, among other activities. The project began in the spring of 2009 and runs to the end of 2011. It is highly likely that the project will be extended. The CDTP set up a national team that held its first meeting on June 29, 2010. At a second meeting, set for June 1, 2011, the team will review progress in relation to the TES.

The CDTP is working on the following activities:

- 1. Professional standards for teachers and principals.** In a year-long process, CDTP has developed almost 95% of the standards for the novice teacher and teacher ranks. In 2011, the standards for the first teacher and expert teacher ranks will be developed along with those for the principals. These standards will serve as a reference for teachers themselves and for the supervisors and principals who evaluate them. Ten years from now it is envisaged that principals will be fully responsible for teachers' evaluations.
- 2. Licensing of the teacher profession.** For teachers already in service, new standards have to be developed and adopted. CDTP is looking into the laws needed to provide new teachers with a preliminary professional license to work, progressing eventually to a permanent teaching license.
- 3. Policies for acceptance at the Education Faculties** are being developed by CDTP and will be proposed to the universities.
- 4. MoEHE's employment policies related to the hiring of new teachers** are on the agenda to be developed by the CDTP in accordance with the newly developed standards, although this has not started.
- 5. National qualification framework.** Data on all teachers will be collected and entered into a database that will be accessible through a portal. CDTP does not plan to evaluate teachers itself. Evaluating teachers for granting licenses will be a process based on evaluation data from principals and others being matched against the 223 criteria for teachers specified in the newly developed standards. To date, CDTP has collected data for all teachers in the West Bank. Although the civil service law says that it should be public, the current evaluation system is not transparent. The new system should create more transparency.
- 6. Teacher qualification requirements.** CDTP helped set up a committee made up of the education faculty deans to review teacher qualification requirements. With approximately 12,000 BA teachers pedagogically unqualified, it has been suggested that rather than taking 30 credit hours of formal teaching to become qualified, a teacher's past experience and prior learning should be considered. The Higher Education Committee for Teacher Qualifications was established in September 2010 to look at this issue. Their proposal, recently ratified, recommends that teachers be exempted from studying certain modules if they are able to provide evidence of prior learning. HEIs decide on

the minimum number of modules that should be studied regardless of prior learning. The Committee further proposes that teachers be exempted from up to 12 credits in the Educational Qualification Diploma programs and up to 60 credits in the B.Ed. programs. A related issue is the need to review and further develop criteria for continuing teacher training. AQAC should, in principle, adopt the standards developed by CDTP and license institutions and programs accordingly.

- 7. Standards for pre-service teacher qualification.** CDTP plans to implement a desk and field study to define and recommend criteria for accepting students at the local HEIs' education faculties. The study should be finalized by December 2011.
- 8. Higher Education "Ledger".** CDTP wants to work on a "ledger" or a catalogue of HEIs and programs that produce qualified teachers, locally, across the Arab region, and internationally.
- 9. MIS system .** CDTP believes that providing professional licenses should be based on a professional information system that is reliable and current. Hence, CDTP is working on developing an up-to-date management information system that can provide reliable information on teachers.
- 10. Promoting a positive image of the teaching profession** is the mandate of the Publication and Media Unit. It produces brochures and TV spots, arranges celebrations and events, and contributes to other activities, all aimed at raising the status of the teaching profession.

## B.5.4. Gaps

The Teaching Profession			
Declared Activities and Target Dates According to TES			
<p>In summary, TES is recommending the following:</p> <ol style="list-style-type: none"> <li>1. Conducting a study for improving the working conditions and the possibility of increasing teachers' salaries.</li> <li>2. Developing a Career Scale for the Teaching Profession.</li> <li>3. Specifying the standards for teachers in each rank, and according to the school level and specialization.</li> <li>4. Identifying the mechanism for evaluating teachers in order to be granted the license to practice the profession of teaching at the end of the period of probation.</li> <li>5. Inspecting the nature of the educational qualification of graduates from non-Palestinian universities, and recommending their certification or determining any complementary education required to receive certification.</li> <li>6. Improving the Process of Selecting and Employing Teachers.</li> <li>7. Improving the Role of Teachers' Unions.</li> </ol>			
Milestones			
<ul style="list-style-type: none"> <li>• Starting from the scholastic year 2008/2009, the priority in employment will be given to those educationally qualified. Those employed without educational qualification are offered a special contract that will be renewed on a yearly basis, until they obtain the proper educational qualifying Diploma (specific to the stage and subject) in a maximum of a three-year period.</li> <li>• Teachers with associate degrees will not be employed starting from the scholastic year 2014/2015.</li> <li>• Teachers with Associate (2-year) Diploma will be assigned only in fields where there are no B.A programs, such as music, arts or sports.</li> <li>• Unqualified teachers currently employed are given until the year 2019/2020 to get the proper educational Diploma.</li> </ul>			
Implemented / Planned (Reasonably Assured) Activities			
Results	Achievements	Comments and Gaps	
1 Study on improving teachers' conditions	On-going; will be concluded by the end of April 2011.	Need to wait until the study is finalized and then decide how to implement the recommendations.	● ○ ●



2	Career scale for teaching profession	Despite its great importance, it is not clear that any achievements have been made on this track.	Need to start working on this, specifying the criteria for promotion from one rank to another, and the allowances, rights and obligations of teachers in each rank.	●
3	Teachers' standards	Standards for teachers and new teachers have been developed and piloted. The consultative process to develop standards for first and expert teachers, as well as for Heads of School has been initiated.		○
4	Mechanism for evaluating teachers to be licensed	Proposals have been developed and are under study. CDTP helped set up a committee made up of the education faculty deans that is looking at the teacher qualification requirements.	Need to review and formally adopt developed mechanisms and move into the implementation of the full licensing scheme.	○
5	Educational qualification of graduates from non-Palestinian universities	A ledger or a catalogue defining HEIs and programs that produce qualified teachers locally, across the Arab region, and internationally is being contemplated but work on it has not yet begun.	Need to make the higher education ledger/catalogue a priority.	●
6	Process of selecting and employing teachers	CDTP is working on the MoEHE employment policies for hiring new teachers.	Need to finalize, review, formally adopt, and implement policies.	○
7	Role of Teachers' Unions	No progress has been recorded on this track.	Need to develop and implement a plan to enhance the teachers' unions capacities and role in decision-making in relation to the education profession.	●

## B.6. Managing the Teacher Education System

### B.6.1. TES Governance and Financing

Governance and financing are two important elements in understanding the management of the teacher education system.

#### B.6.1.1 TES Governance

The governance of TES consists of three levels:

1. The MoEHE **Minister** provides overall political support to TES and its implementation, oversees the discussion of milestones, provides policy direction, and supports adoption of policies and processes.
2. The executive level and has two tiers. One is the **Deputy Minister for Planning and Development** who orchestrates all TES activities supported by various Director Generals. Another tier includes various important committees and taskforces set up specifically to support TES. For example, a general committee such as the **National Taskforce on Teacher Education** represents all local stakeholders that communicate about the implementation of the TES, and the **International Advisory Committee on Teacher Education** provides a forum for input from all international stakeholders. Specialized committees include the CDTP Advisory Committee and the committee of HEIs that is developing the teaching standards. **The various directorates** constitute another tier tasked with following up on TES related issues. These directorates include NIET, CDTP, DSQ, AQAC, QIF, AED, among others.
3. The third level of governance resides with the **HEIs and their boards of trustees**, where decisions are made about education program offerings in support of TES.

Logically, CDTP should play a major role in the governance of TES. According to its mandate, CDTP is responsible for submitting recommendations to MoEHE and AQAC in the following two areas.

- Developing standards for: a) teacher education programs, b) programs that prepare special education teachers and school counselors, c) programs of continuing professional development for teachers, d) teachers in every rank, according to the school level and subject(s) taught, and e) the preparation of principals and educational supervisors.
- Specifying: a) the conditions for promoting teachers from one rank to another, and b) a mechanism to evaluate teachers in order to grant them a license to teach.

The impression gained as a result of interviewing the head of CDTP, and the acquisition of up-to-date data on teachers, was that CDTP is a good and professional body working systematically on fulfilling its mandate. However, its status is weakened by the following:

- The CDTP has not been formally endorsed by the Government, thus its status is unclear and it has not yet been adequately institutionalized. The proposal to the Cabinet to designate CDTP as an independent body has been recently turned down, and MoEHE has been asked to have CDTP report and make recommendations directly to the Minister of Education and Higher Education, just as AQAC does.

- There is no formally appointed leader for CDTP. It is currently managed by a technical assistant although the latest information is that a head will be appointed very soon.
- CDTP has five staff members, four are temporary project staff whose salaries are paid by the UNESCO QSQT project. Sustainable capacity of CDTP is questionable as long as it is not institutionalized.

The structure and responsibilities of CDTP as well as NIET are included in the new MoEHE overall structure that is soon to be submitted. Until this happens and the structure is formally endorsed, CDTP staff will remain to be UNESCO-QSQT project staff.

### B.6.1.2 TES Financing

At least seven major programs, with a total budget exceeding USD 81 million, are underway or have just begun that directly support the implementation of the TES. These programs are shown in the chart below.

Project	Managed by	Budget (USD)	Start Date	End Date
QSQT	UNESCO	€3.6 m from EU (= \$ 5.0 m)	March 2009	December 2012
TEP-QIF	World Bank	\$ 10.0 m from WB €4.9 m from EU (\$6.8m)	March 2005	October 2011
TEP-QIF (add-on)	World Bank	\$ 5.0 m from WB		December 2012
PFDP	AMIDEAST	\$ 24.1 m from USAID and OSI	October 2005	September 2012
MSN Program	AMIDEAST	\$ 22.1 m from USAID	September 2007	September 2012
TEIP	World Bank	\$ 5.0 m from WB	September 2010	December 2014
English School Partnership	British Council	MENA regional BC project	April 2011	March 2014
Quality of Education for All	Bethlehem University	€3.5 from FPSC / Spain (= \$4.8m)	June 2010	June 2014

The MoEHE conducts budget planning based on allocations to eight strategic programs. These are 1) infrastructure, 2) equipping and learning teaching material, 3) curriculum, 4) counseling and school health, 5) teacher training, 6) planning, 7) HR management, and 8) TVET and higher education.

Each program has a maximum of ten major activities. Up to four major activities are prioritized annually per program. Funding for the priority activities comes from the Ministry of Finance (supporting mainly operational costs), donor-supported program and projects (described in earlier sections of this report), and the Joint Financing Agreement (JFA) that is a pooled fund equal to USD 92 million over three years. The JFA is allocated for the top two priorities for all programs except for the TVET/HE program.

The overall budget for all eight programs for 2011 is USD 136 million. The TES share of the budget for 2011 is USD 6.1 million or 4.5% of the overall budget. Although the infrastructure budget share is 44.9%, the TES share is not insignificant considering that TES activities are mainly “soft” activities and do not require the levels of funding needed for infrastructure activities.

## B.6.2. TES Objectives and Targets

The TES recommends the following:

- ***Improving the Ministry's performance in organizing and supervising teacher education***

1. Develop internal mechanisms at higher education institutions to assure and enhance the quality of teacher education programs when accredited by AQAC
2. Accredite teacher education programs regularly, in accordance with AQAC regulations
3. Motivate highly competent students to enroll in teacher education programs, and encourage male student-teachers, especially in the specializations needed in schools, by decreasing the tuition fees or providing scholarships or early contracts
4. MoEHE, in cooperation with universities, to conduct studies about the quality and performance of graduates in different teacher education programs
5. Improve the balance between supply and demand by:
  - a) conducting planning studies that consider graduates from Palestinian universities as well as other universities, expected needs for teachers by grade level and specialization, and characteristics of applicants applying to teach at MoEHE and UNRWA;
  - b) limiting the numbers of students accepted into teacher education programs and specifying the lowest acceptable average in the General Secondary Exam required for admission into teacher preparation programs;
  - c) disseminating the results of studies about supply and demand regularly, so that prospective students understand their chances of employment after graduation; and
  - d) requiring HEIs to report on the number of graduates employed as teachers, so that MoEHE can analyze and publish the information.

- ***Improving the performance of the MoEHE in organizing and supervising programs for the continuing professional development of teachers.***

1. Specify bodies within MoEHE that are responsible for supervision, accreditation, organizing or offering services for in-service teacher education.
2. Accredite and evaluate institutions and MoEHE bodies that offer continuing professional development programs and activities.
3. Educational supervisors and principals to evaluate teachers' needs for professional development according to the new criteria.

- ***Improving the MoEHE's abilities to perform the previous tasks and supporting the personnel.***

1. Develop the human resources at MoEHE. This includes providing continuing professional development for principals and administrators in different directorates and at the Ministry's central system.

2. Build the capacity of AQAC to enable it to regularly accredit teacher education programs.

3. Develop the Educational Management Information System (EMIS) that is currently under construction.

4. Establish a less centralized system at MoEHE to empower and better meet the needs of schools and teachers.

5. Establish the Commission for Developing the Teaching Profession to support MoEHE and AQAC in managing the teacher education system.

- ***Making decisions about implementing and executing the strategy.***

The MoEHE will specify a timeline for announcing recommendations and to begin implementing decisions that result from these recommendations. MoEHE will manage the changes needed to implement these recommendations.

### **B.6.3. Achievements and Plans**

CDTP and AQAC are the two main governmental institutions that contribute to the TES "Managing the Teacher Education System" component. Three programs in particular are helping to strengthen the human resources capacity and operational and management information systems of these two institutions.

#### **B.6.3.1. The World Bank Tertiary Education Project (TEP)**

The TEP project is implemented through four components.

##### **Component 1: Strengthening the policy-making role of the MOEHE, CHE and AQAC**

**(US\$2.4 million).** The objective of this component is to strengthen the capacity of the MoEHE, the Council for Higher Education (CHE), and AQAC to formulate, plan and monitor the tertiary education policy framework for the West Bank and Gaza. Substantial progress has been made under this component.

##### **Component 2: Increasing the internal and external efficiency of tertiary education institutions**

**(US\$1.3 million)** The objective of this component is to improve the internal and external efficiency of universities and technical colleges. Project activities include supporting institutional planning and management, and institutional self-assessment and quality improvement.

##### **Component 3: Improving quality at tertiary education institutions (US\$5.5 million).**

The Quality Improvement Fund (QIF) provides support to improve the quality of Palestinian HEIs and programs so they are (i) relevant to the job market and economic development of the West Bank and Gaza; (ii) competitive with international standards; and (iii) capable of developing income-generating programs.

**Component 4: Building capacity to improve and expand the student aid program (US\$.0.8 million).** The objective of this component is to improve the management and performance of the student aid program, including loans, grants and scholarships.

## **AQAC**

AQAC is responsible for the accreditation of new academic higher education programs, and accreditation and licensure of new HEIs. AQAC was involved in developing the TES and is represented in various committees and bodies that support TES.

AQAC just completed a comprehensive evaluation of the education programs at the universities offering BA and MA degrees. The study was finished in December 2010, and general conclusions and recommendations will be made public in March 2011. Programs were evaluated based on 11 criteria and the evaluation results are not encouraging. In 2011, all other programs offered at universities will be evaluated by AQAC.

AQAC reviewed the variety of programs offered at HEIs, and has addressed issues of naming and distribution. Universities were very cooperative in this undertaking. In addition, AQAC downloaded the National Council for Accreditation of Teacher Education's (NCATE) standards and posted them on the AQAC website making them easily accessible to the education faculties. Saudi Arabia has translated these standards to Arabic and AQAC has obtained them free of charge.

AQAC presented its work on the Intended Learning Outcomes (ILOs) expected from the teacher education programs at two workshops. Some universities felt, however, that this was not within AQAC's purview but rather CDTP's. AQAC has responsibility for accreditation and licensure of programs and institutions while CDTP has responsibility for setting standards and licensure for teachers.

### **B.6.3.2. Quality Systems for Quality Teachers (QSQT)**

The QSQT program has achieved the following in relation to the TES component of "Managing the Teacher Education System".

#### **Related to QSQT Component 1 - Improved management and institutional capacity of the teacher education system (for pre-service, in-service and career development)**

- **The Commission for Developing the Teaching Profession has been set up.** The CDTP is to be integrated into the MoEHE structure. Once the Cabinet approves the structure, the CDTP Advisory Board will review policy changes such as standards, code of conduct, etc.
- **A teacher database has been established within the existing MoEHE EMIS structure.** Based on UNESCO's October 2008 "Review of the MoEHE's Education Management Information Systems (EMIS) for Training and Professional Development", it was determined that the current MoEHE EMIS does not capture required information on teachers' qualifications. Such information is necessary to identify how many teachers within the education system will need to upgrade their qualifications to meet TES standards. It is essential that further data collection be added to fully capture this information. The HR database software has been upgraded and data gathering and entry was finalized in February 2010. A statistical tool has been developed to enable easy access to information

in the HR database and to extract reports according to the CDTP's needs. The tool is considered a prototype for use by CDTP. Further development of the teachers' database depends on the finalization and adoption of the national standards, teachers' appraisal forms, and licensing scheme.

- **A CDTP portal has been developed** to disseminate information and support professional development and networking. The portal is scheduled to be finalized in early 2011.

### **Related to QSQT Component 3 – Enhanced relevance and coherence of teacher training and professional development**

- **Post graduate studies for senior educationalists from MoEHE.** Currently, there are 11 staff from the MoEHE pursuing their PhDs in teacher education at universities in Egypt and Jordan. The scholarships seek to develop capacity within the MoEHE to manage the reform of the teacher training process.

#### **B.6.3.3. AMIDEAST - Palestinian Faculty Development Program**

An important component of the PFDP is building capacity building of mid-level administrators within the MoEHE.

**Master's Program for Teachers and Principals of Public Schools and Ministry of Education Officials.** This program, initiated in September 2010, targets school principals, mid-level MoEHE administrators, and teachers who will receive M.Ed. degrees in educational administration, educational leadership, curriculum design, education policy, education technology, school counseling or special education with the goal of having these individuals return to Ministry positions. This program will build capacity in the Ministry in accordance with the TES. Pre-academic assessments and training will be conducted for all participants six months prior to their program start date. This includes a needs assessment that identifies appropriate training courses, leading to a learning schedule for test preparation, test administration, intensive English instruction, and professional skills training.

## B.6.4. Gaps

Managing the Teacher Education System				
Declared Activities and Target Dates According to TES				
<p>In summary, TES recommends the following:</p> <ol style="list-style-type: none"> <li>Organization and supervision of teacher education <ul style="list-style-type: none"> <li>Developing internal mechanisms at higher education institutions to assure and enhance the quality of teacher education programs when accredited by AQAC.</li> <li>Accrediting teacher education programs regularly, in accordance with the regulations of AQAC.</li> <li>Motivating students with high competencies to enroll in teacher education programs, and also encourage male student-teachers, especially in the specializations needed in schools.</li> <li>MoEHE, in cooperation with universities, to conduct studies about the quality and performance of teacher education program graduates.</li> <li>Improving the balance between supply and demand through planning studies that consider graduates from Palestinian universities as well as other universities.</li> </ul> </li> <li>Organization and supervision of continuing professional development of teachers <ul style="list-style-type: none"> <li>Specifying bodies within MoEHE that are responsible for supervision, accreditation, organizing or offering services for in-service teacher education.</li> <li>Accrediting institutions that offer continuing professional development programs and activities, and regularly review and accredit their programs through periodic evaluations or reviews. This also applies to bodies at MoEHE that offer continuing professional development programs.</li> <li>Educational supervisors and principals to evaluate teachers' needs for professional development according to the new criteria.</li> </ul> </li> <li>Capacity building of MoEHE and its related institutions <ul style="list-style-type: none"> <li>Developing the human resources at MoEHE. This includes providing continuing professional development for principals and administrators in different directorates and at the Ministry's central offices.</li> <li>Building the capacity of AQAC to enable it to regularly accredit teacher education programs.</li> <li>Developing the Educational Management Information System (EMIS), currently under construction.</li> <li>Establishing a less centralized system at MoEHE to empower and better meet the needs of schools and teachers.</li> <li>MoEHE to establish, in collaboration with concerned parties, the Commission for Developing the Teaching Profession (CDTP).</li> </ul> </li> </ol>				
Milestones				
<ul style="list-style-type: none"> <li>There are no milestones designated for this section.</li> </ul>				
Implemented / Planned (Reasonably Assured) Activities				
	Results	Achievements	Comments and Gaps	<span style="color: red;">●</span> <span style="color: gray;">○</span> <span style="color: blue;">●</span>
1	Organization and supervision of teacher education	No evidence that anything has been done on this track.	<p style="color: red;">Need to develop internal mechanisms at HEIs to assure the quality of teacher education programs.</p> <p style="color: red;">Need to develop and implement a plan to motivate highly competent students to enroll in teacher education programs.</p> <p style="color: red;">Need to conduct studies about the quality and performance of graduates.</p> <p style="color: red;">Need to conduct planning studies focusing on improving the balance between supply and demand.</p>	<span style="color: blue;">●</span>
2	Organization and supervision of continuing professional development of teachers	No evidence that anything has been done on this track. A debate is underway regarding the teachers' evaluation.	<p style="color: red;">Urgent need to clearly define and ratify structures, roles, and responsibilities of CDTP, NIET, and DSQ.</p> <p style="color: red;">Need to accredit institutions that offer continuing professional development programs and activities.</p> <p style="color: red;">Need to review the teachers' evaluation system and further involve the AED in the process.</p> <p style="color: red;">Need to link principals and supervisors job descriptions to teacher evaluations.</p>	<span style="color: blue;">●</span>



3	Capacity building of MoEHE and its related institutions	<p>Under PFDP, school principals, mid-level MoEHE administrators and teachers will benefit from pre-academic assessments and training.</p> <p>Under QSQT, 11 staff from the MoEHE pursuing PhDs in teacher education in Egypt and Jordan.</p> <p>The MSN Program and several other programs contribute substantially to upgrading the skills and qualifications of school principals including supporting 42 principals in a Leadership program within NIET and a similar number of supervisors are receiving training tied to MSN's in-service teacher development of approximately 400 public school teachers.</p> <p>AQAC's capacity building has been addressed by the TEP project.</p> <p>The CDTP has been set up.</p> <p>Regarding EMIS, the HR database software has been upgraded and data entry was finalized in February 2010.</p> <p>The new EMIS is clearly providing reliable up-to-date data on current teachers, however the data on Gaza is lacking. MoEHE data on HEIs is outdated and needs to be produced on a timely basis.</p> <p>A statistical tool was developed and a CDTP portal has been set up.</p> <p>MSN's District Leadership Teams are trying to address the decentralization issue by finding ways to create official "space" at the school and district levels for reform.</p>	<p>Further development of the teachers' database depends on the finalization and adoption of the national standards, teachers' appraisal forms, and licensing scheme.</p> <p>Need to develop and implement a comprehensive decentralization plan at the MoEHE level.</p> <p>Need to institutionalize CDTP and formalize it through laws and regulations.</p> <p>Need to collect and enter data on teachers in Gaza.</p>	○
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## **C. CONCLUSIONS & RECOMMENDATIONS**

# C. Conclusions and Recommendations

## C.1. General Conclusions

### C.1.1. Awareness of, Consensus regarding, and Support to TES

#### Awareness

In general, everyone interviewed showed a high degree of awareness and understanding of TES and its components.

#### Consensus

There is a general consensus among the stakeholders around the various components of TES including the technical approaches recommended, the framework implementation plan, and the governance structure. However, there are some minor disagreements among the main stakeholders that could become obstacles to implementation if not addressed swiftly and adequately. These areas of disagreement can be summarized as follows:

- In Service Training: Professional diploma vs. academic diploma; universities vs. NIET or others as implementers.
- Licensing and Accreditation: AQAC vs. CDTP – who has authority to do what?
- Teacher Qualification Programs' Standards and ILOs: HEIs vs. AQAC – the responsibilities and authority is also not clear.
- HEIs Capacity: To support in-service training in addition to pre-service and their ability to integrate a school-based practicum and other modes of practical training. Are there alternatives?
- NIET and DSQ mandates: Particularly when it comes to in-service teacher training, who should be doing what?
- Terminology: Various terms are used by different entities without clear definition, such as unqualified vs. insufficiently qualified vs. under-qualified teachers.

The most significant challenges to implementation of the TES include:

- Overall political and economic instability
- Attracting high achievers to the teaching profession
- Managing the TES implementation and coordination of efforts
- HEIs capacity and seriousness
- Teacher evaluation and promotion and related benefits
- Assessment of teachers' prior learning
- Research and measuring outcomes and impact of TES interventions
- Allowing time for change to happen without losing momentum

## Support

Most of the interviewees support the full implementation of TES, although some think that amendments need to be made to some of its components. There is also substantial support from the Government. The Cabinet, in an attempt to improve the situation of teachers, has agreed to a 10% salary increase (2,000NIS – 4,000NIS) for teachers, effective from the end of February 2011. The Cabinet wanted to base the salary increases on teacher evaluations and their rankings in line with TES, but MoEHE advised that it was not yet ready to provide such an evaluation. Therefore, it was agreed to grant the 10% increase for all teachers.

There has been no survey of what teachers, principals, and district staff think of TES and its implementation thus far, and whether teacher training is feasible from their perspective. However, teachers, principals and district staff were actively involved in the development of TES. The belief is that if training provided to teachers is effective and leads to real professional development, then buy-in and support from teachers will follow and emerging obstacles to TES implementation will be more easily overcome.

## C.1.2. TES Implementation

### Implementation Plan

Great efforts have been made by various local and international institutions in support of implementing the TES. Although TES provides outlines and targets for implementation, the absence of a comprehensive, detailed implementation plan and budget makes it difficult to follow the implementation process and to identify who is responsible for what and when.

### Accomplishments

It is difficult to adequately summarize what has been accomplished to date under the various programs implemented. The following sections attempt to capture these accomplishments:

#### **Output Level Results**

The following are the main outputs of the various activities related to TES so far:

#### **Pre-Service**

- Frameworks and standards are being addressed by CDTP, AQAC and NIET. Additional coordinated work is needed.
- QSQT focused on education faculty development at the HEIs (11PhDs). AMIDEAST's PFDP has done the same having funded 34 doctoral scholarships in the US (although education was not an exclusive discipline area) and provided grants and awards for teaching excellence, and scholarships for students of high academic achievement.
- The World Bank's QIF focused mainly on program development, and has addressed the following areas.
  1. Teacher education diploma programs for secondary schools (grades 11-12)
  2. Teacher education diploma programs for upper basic level schools (grades 5-10)
  3. Teacher education diploma programs for unqualified experienced teachers (in-service teacher education)
  4. Existing Bachelor of Education programs for teachers at the upper basic level (teachers of a specific subject)
  5. Special education teachers

- QIF has further supported pre-service teacher education development in the areas of science education; technology education; social sciences; language arts (reading, writing, speaking); foundation disciplines (philosophy, psychology, sociology of education); practice teaching, and; classroom teachers (grades 1-4).
- The WB TEIP program will further support the development of the teaching practicum supported partially through QIF and by many others as shown in the in-service component described below.

### **In-Service**

- Frameworks and standards are being addressed by CDTP and NIET. Further coordinated work is needed. The recent ratification of the CDTP working group proposal is a crucial and positive step in moving forward with formal accredited programs for in-service teacher qualifications. NIET's important work in this area should be revised and consolidated.
- Several programs address the qualification of under-qualified teachers.
  1. TEIP focuses on grade 1-4 teacher professional development, but has not actually started training teachers yet.
  2. The Al Quds University / BARD MAT program supports the qualification of over 130 teachers from all levels focusing on five governorates in the middle and the south.
  3. AMIDEAST's MSN Program is training over 400 math, science, English and technology teachers from 40 public schools in a comprehensive program that contains elements of scalable model toward certification.
  4. BC is focusing on English teachers—5,000 have been trained so far—and has integrated an interesting training model linked to international testing. The value of its efforts, beyond the project's direct impact on beneficiary schools, will be the kinds of reporting and recommendations for replication that derive from the program's extensive monitoring and evaluation activities.
  5. Bethlehem University is targeting over 150 teachers from 50 schools.

### **The Teaching Profession**

- A study of teachers' working conditions is being finalized. As a result, a 10% salary increase for all teachers will take effect in February 2011.
- More work is needed on developing career scales, teachers' standards in each rank, and mechanisms for evaluating and licensing teachers. QSQT-supported CDTP's role is crucial here. Improving the role of teachers' unions has yet to be addressed.

### **Managing the TES System**

- This is mainly about improving the capacity and performance of MoEHE and its directorates and related bodies. Prior to the launch of the TES, TEP worked on capacity building of the MoEHE in general, as well as AQAC. The QSQT is focusing on CDTP, high-level MoEHE administrators, and the EMIS, while PFDP is focusing on mid-level MoEHE administrators.

## Outcome Level Results

Little data is currently available on the outcomes and impact of various interventions. A few indicators have been captured but they are not linked in a way that enables one to see the whole picture. For example, we know that all of the English teachers undergoing the BC training passed the TKT and the majority received a three or four grade out of a four-point scale. We know that as a result of one of QIF 4<sup>th</sup> cycle projects—Improving the Quality of Technology Education Teacher Preparation Programs in the Universities and Colleges in Gaza Strip—the application rate for joining such a program has increased greatly.

Most of the programs are still underway or have just begun, thus outcome and impact data is not yet available. As noted earlier in this report, an impact assessment of all World Bank QIF cycle grants has been just finalized and those results will be presented in March 2011.

## Milestones

The table below is a consolidation of the milestones to be achieved as stated by TES and their status. As is evident from this table, the overall timeline for the TES is becoming unrealistic, and major efforts are needed to expedite activities that are marked with in red.

Pre-Service Teacher Education		
2008-2009	<ul style="list-style-type: none"> <li>Higher education institutions start planning for Teacher Education Programs according to the new principles and to develop their own identity.</li> <li>Encourage some institutions to develop early childhood education programs, and Teacher Education Programs for the Secondary and Upper Basic Levels.</li> <li>Develop specific standards for each type of Teacher Education Programs.</li> </ul>	○
2009-2010	<ul style="list-style-type: none"> <li>Start accrediting the programs according to the new standards.</li> <li>Start developing standards for the educational specialists programs (special education and guidance and counseling).</li> <li>The Ministry announces it will not hire unqualified teachers starting from the scholastic year 2014/2015.</li> </ul>	●
2010-2011	<ul style="list-style-type: none"> <li>Start accepting students in the modified Teacher Education Programs.</li> <li>Stop accepting students at all programs that do not comply with new framework.</li> <li>Start accrediting educational specialists programs according to the new standards.</li> </ul>	●
2011-2012	<ul style="list-style-type: none"> <li>Start accrediting students at the modified educational specialists programs.</li> </ul>	●
2008-2012	<ul style="list-style-type: none"> <li>Improve human and financial resources at higher education institutions.</li> <li>Higher education institutions develop research and increase interaction.</li> <li>HEIs improve teachers and specialists' education programs on a regular basis.</li> <li>Certify and review programs periodically.</li> </ul>	○
2013-2017	<ul style="list-style-type: none"> <li>Starting from the scholastic year 2014/2015, only qualified teachers are hired to teach in all Palestinian schools.</li> <li>Regular evaluation and modification of programs.</li> <li>Reconsider the standards when needed.</li> <li>Periodical accreditation of the programs</li> </ul>	○
In-Service Teacher Education		
2008-2009	<ul style="list-style-type: none"> <li>Specify standards for accrediting providers of in-service teacher education activities.</li> </ul>	○

2009-2010	<ul style="list-style-type: none"> <li>• Accreditation of providers of in-service teacher education activities starts.</li> <li>• Higher education institutions design an educational qualification Diploma for experienced teachers without sufficient educational qualifications.</li> <li>• Principals', managers and educational supervisors' qualification programs are designed.</li> </ul>	●
2010-2011	<ul style="list-style-type: none"> <li>• In-service programs for principals, educational supervisors and administrators are offered.</li> <li>• Experienced teachers without educational qualifications are accepted in educational qualification Diploma programs.</li> <li>• Higher education institutions in coordination with MoEHE, UNRWA and private schools design induction programs for the qualified new graduates.</li> <li>• Mechanisms and methods for evaluating the needs of qualified experienced teachers for continuous professional development are designed.</li> <li>• Standards for choosing mentors in schools are set, mentors are chosen and trained.</li> </ul>	●
2011-2012	<ul style="list-style-type: none"> <li>• Induction programs start to be offered (the first class of graduates from the modified educational Diploma graduates).</li> <li>• Continuous professional development programs are designed for qualified experienced teachers.</li> </ul>	●
2008-2012	<ul style="list-style-type: none"> <li>• Providers develop interaction and research within the institutions and between them.</li> </ul>	○
2013-2017	<ul style="list-style-type: none"> <li>• Starting in 2013, the continuous professional development programs are offered to qualified experienced teachers.</li> <li>• Continuous evaluation and regular accreditation of providers and programs.</li> <li>• The development of interaction and researches continues.</li> <li>• In-service programs continue to be offered for new employees (principals, supervisors, and administrative).</li> </ul>	○
<b>The Teaching Profession</b>		
2008-2009	<ul style="list-style-type: none"> <li>• Starting from the scholastic year 2008/2009, the priority in employment will be given to those educationally qualified. Those employed without educational qualification are offered a special contract that will be renewed on a yearly basis, until they obtain the proper educational qualifying Diploma (specific to the stage and subject) in a maximum of a three-year period.</li> </ul>	●
2008-2012	<ul style="list-style-type: none"> <li>• All recommendations regarding the teaching profession should be implemented during the coming five years, or until the end of the scholastic year 2012-2013.</li> </ul>	○
2014-2015	<ul style="list-style-type: none"> <li>• Teachers with associate degrees will not be employed starting from the scholastic year 2014/2015.</li> <li>• Teachers with an associate (two-year) Diploma will be assigned only in the fields where there are no B.A programs, such as music, arts or sports.</li> </ul>	○
2019-2020	<ul style="list-style-type: none"> <li>• Unqualified teachers currently employed are given until the year 2019/2020 to get the proper educational Diploma.</li> </ul>	○

## C.2. Recommendations

Recommendations have been put forward in each section of this report, particularly in the gap analysis sections. The following is a summary of the main recommendations.

### Awareness of and Support to TES

- Hold a workshop to review TES assumptions, recommendations, and achievements at the end of this year (three years after the official launch of TES). This will provide additional momentum to the TES implementation, but will also allow for formal amendments based on lessons learned to date.
- Address issues of disagreement openly and swiftly.
- Adjust the communication strategy implemented by CDTF to become a two-way communication strategy that captures teachers, principals and district staff views regarding TES and its feasibility.

### TES Implementation

- Develop a detailed Implementation Plan (showing clearly tasks, responsibilities, time frames, and budgets) for the coming three years (2012-2014) following the TES review workshop recommended above. It is proposed that this be led by a unit reporting to the Assistant Deputy Minister of Planning.
- Develop a results chain/logical framework to document the linkages between inputs, activities, outputs, outcomes, and impact at all levels of the TES undertakings.
- Consider the following questions at the outcome/impact level of the analysis:
  - Is the teaching profession becoming more attractive?
  - Are the Faculties of Education at HEIs attracting better students?
  - Are the teachers and others more satisfied with their situation?
  - Are only qualified teachers being recruited?
  - Are teachers ranked transparently and according to clear criteria?
  - How many HEIs have actually upgraded their programs and/or introduced new programs and have applied for accreditation?
  - How many teacher education programs have been accredited by AQAC according to new standards? And is the quality of these new programs graduates better?
  - Are better teachers produced? And is this reflected in the learning outcomes of students?
  - Is there more collaboration among HEIs and among all stakeholders in general?
  - Do teachers and other education staff find continuous professional development programs that fit their needs and are they joining such programs?



## TES Stakeholders

### TES Stakeholders in General

- Adequately involve all stakeholders in the further development and implementation of TES, particularly those with the greatest influence such as the Cabinet and NIET.
- Prioritize supporting activities that would further empower important but less influential actors such as CDTP and teachers' unions.
- Any changes in the TES recommendations should be made through a formal, transparent process. To do otherwise will lead to individual stakeholders doing whatever they like, and then the existence of a national framework such as TES becomes meaningless.

### Governmental Institutions Supporting TES

- Conduct a capacity assessment of the relevant governmental institutions, and develop and implement a three-year capacity building program targeting these institutions and supporting their operational and developmental needs

### Higher Education Institutions (HEIs)

Since many doubt the ability of HEIs to handle pre-service as well as in-service training of teachers, and as the MoEHE seems more inclined to support the provision of professional diplomas to qualify teachers lacking required educational qualifications, the following is recommended.

- Assessments be conducted immediately of the capacity of alternative governmental institutions such as NIET, and education NGOs to support the implementation of TES.
- Technical and financial support must be provided to these institutions to enable them to do the job.

### Teacher Education Program (Pre-Service)

- Confirm that the TES proposed framework is final and nationally endorsed.
- If the teacher standards are the intended learning outcomes for all five types of TEP, then clearly state so, otherwise develop standards.
- Develop and formally endorse standards and ensure all relevant bodies abide by them.
- Resolve the debate about a post graduate diploma versus a professional diploma for educational specialists and announce the resolution.
- Assign clear responsibility for developing minimum standards for TE curricula; develop the standards and the learning/teaching methods.
- Develop new programs in early childhood BA, music, sports, arts and crafts teaching, trainers for TVET and teacher education diploma for the tertiary level.
- HEIs conduct research on the quality of the graduates of their teacher education programs.
- Ensure that projects implemented on this track are coordinated, that clear control mechanisms are applied in all projects, and that lessons learned are captured and shared.

- HEIs prioritize finalizing their preparation for new programs, and apply for accreditation.
- AQAC to accredit programs in-line with new endorsed standards.
- HEIs to promote new programs, accept students, and run programs.

### **Continuing Professional Development Program (In-Service)**

- Finalize and formally endorse framework for in-service courses to qualify teachers.
- Develop capacities in adult training methodologies.
- Fast-track the accreditation of training providers and particularly the education NGOs.
- Develop a program to support training of all unqualified teachers in stages 5-10 and 11-12.
- Review NIET's work and formally endorse it, if positively evaluated
- Develop induction programs.
- Provide funds to sustain the on-going process of continuous professional development.
- Provide funds for research and networking.
- Review the GIZ proposed TVET conceptual approach and ensure it is aligned with the TES

### **The Teaching Profession**

#### **Policies**

- Install a two-person unit to work directly with the Assistant Director for Planning on an ad-hoc basis to support the follow up of the TES implementation. CDTP could potentially house such a unit. It is strongly recommended that project management, monitoring and follow-up support be housed in existing accepted bodies.
- Various policies need to be developed, and certain laws need to be drafted or amended to allow for the smooth implementation of TES. Many suggestions in this regard are included in the TES. Additional suggestions might be important in the areas of:
  - Provision of incentives based on achievement for schools and teachers
  - Provision of funds to HEIs to enable them to offer scholarships at their education faculties to attract high achieving students
  - Provision of education research funds
  - Decentralization and empowerment of school administration
- Formally endorse the structures and roles of CDTP, NIET and DSQ as soon as possible to avoid overlap and unhealthy competition.

## Teachers' Working Conditions

- When the study on teachers' working conditions is finalized, decide how to implement its recommendations.
- Begin work on a career scale for the teaching profession, specifying the criteria for promotion from one rank to another, and the allowances, rights and obligations of teachers in each rank.
- Review and formally adopt the teacher evaluation and licensing mechanisms, and implement the full licensing scheme.
- Fast-track developing a ledger/catalogue of institutions and programs that produce qualified teachers.
- Review, finalize, and formally adopt and implement teacher employment policies
- Develop and implement a plan to enhance the teachers' unions capacities and role in decision making.

## Managing the Teacher Education System

### Governance

- Regulate the reporting and follow up responsibilities between the CDTP (and AQAC<sup>17</sup>) and the Minister through official legislation. As CDTP will report to the Minister, this should be regulated by a governmental law that mandates the Minister to implement any CDTP (or AQAC) recommendations, or to provide reasons for his/her decision not to implement the recommendations. A decision against a recommendation should be challengeable in the courts.
- Involve the Teachers' Union and Higher Council on TVET in the governance of TES.

### Financing

- Establish a system for donor coordination related to TES implementation. If the International Advisory Committee for Teacher Education is to serve as the coordinating body, ensure it is empowered to do so and that it has support for maintaining an electronic platform such as the CDTP portal.
- Ensure that teacher training activities in MoEHE are based on the detailed TES implementation plan and budget. This will serve as an indicator as to whether ongoing and planned projects by local and international organizations are sufficient to implement TES objectives.

## Quality Assurance, Attractiveness, Accreditation, and Capacity Building

- Develop internal mechanisms at higher education institutions to assure and enhance the quality of teacher education programs.
- Develop and implement a plan to motivate students with high competencies to enroll in teacher education programs.
- Conduct studies about the quality and performance of the graduates in different teacher education programs.
- Conduct planning studies focusing on improving the balance between supply and demand.
- Clarify structures and responsibilities of CDTP, NIET, and DSQ.
- Accredite institutions that offer continuing professional development programs and activities.
- Review the teachers' evaluation system; further involve the AED in the process; and link evaluations to principals' and supervisors' job descriptions.
- Develop and implement a comprehensive decentralization plan at the level of MoEHE.
- Institutionalize CDTP and formalize it through laws and regulations.
  
- Collect data on teachers in Gaza, as the EMIS is currently limited to data on teachers in the West Bank.
- Set up an electronic website where all stakeholders (educators, teachers, donors, governmental institutions) can upload relevant material on regular basis.

# ANNEXES

## Annex (1): List of Individuals Interviewed

1. Andrew Foster	British Council	English Country Project Manager
2. Ashraf Al Mimi	WB - Quality Improvement Fund	Director
3. Barakat Fawzi	AQAC - MoEHE	
4. Basri Saleh	MoEHE	Assistant Deputy Minister
5. Bassam Kort	USAID Education Office	Deputy Director
6. Chris Shinn	MSN – AMIDEAST	Chief of Party
7. Fahoum Shalabi	MoEHE	Assistant Deputy Minister
8. Hadeel Nasser	British Council	Program Coordinator
9. Hanan Jibril	NIET - MoEHE	WB Coordination Team member
10. Ihsan Salem	NIET - MoEHE	Training Supervisor
11. Iyad Abu Samra	AQAC - MoEHE	
12. Jihad Draid	Directorate of Projects - MoEHE	Acting Director
13. John Shumaker	PFDP - AMIDEAST	Chief of Party
14. Maher Al Sus	NIET - MoEHE	Head of Training Section
15. Maher Hashweh	Birzeit University	Dean / Faculty of Education
16. Marina Patrier	UNESCO	Education Program Specialist
17. Michael Connolly	British Council	English Country Project Manager
18. Mohammad Al Subu	AQAC - MoEHE	Head
19. Mohammad Matar	AED - MoEHE	Director General
20. Murad Awadallah	AQAC - MoEHE	
21. Nariman Khalf – Rajab	PFDP - AMIDEAST	Operation & Compliance Manager
22. Nabil Sub Laban	ECRC	Director
23. Nuha Uteir	NIET - MoEHE	Head of Department / Program Development and Research
24. Rizek Sleibi	Bethlehem University	Dean / Faculty of Education
25. Said Assaf	MSN – AMIDEAST	Deputy Chief of Party
26. Samar Abboushi	PFDP - AMIDEAST	Education Program Manager
27. Shahnaz El Far	NIET - MoEHE	Director General
28. Suha Al Khalili	WB - TEIP	Project Coordination Unit Director
29. Tahsin Mughrabi	Al Quds Bard MAT Program	Director
30. Thaer Abu Khalil	NIET - MoEHE	School leadership – Professional Diploma Program
31. Tharwat Zeid	DSQ – MoEHE	Director General
32. Volker Ihde	GTZ	
33. Zaher Atwa	CDTP - MoEHE	Technical Assistant

## Annex (2): List of Annotated Resources

Annotated Resource Listing of Relevant Document		
	Document Details (Author, Title, Date of Publication)	Annotation
<b>ENGLISH</b>		
	Cristillo, L. – Palestinian Faculty Development Program – USAID and AMIDEAST, <i>National Study of Undergraduate Teaching Practices in Palestine</i> , November 2009	146 pages in English with an additional 4-page Arabic summary
	MoEHE – CDTP, <i>Insufficiently Qualified Teachers and How to Qualify Them</i> , January 2011	Full Arabic version, and an 11-page English summary
	MoEHE – NIET, <i>School Improvement Based on Standards – The Palestinian Standards of Effective Schools</i> , June 2010	121 pages in English
	MoEHE – NIET, Training Manual, 2006	25 pages in English
	MoEHE – NIET, Training Programs Descriptions	25 leaflets in English
	MoEHE – UNESCO and Rep. Office of Norway to PA, <i>Teacher Education Strategy in Palestine</i> , May 2008	48 pages in English and 47 pages in Arabic
	MoEHE, Statistical Yearbook 2007-2008. Ramallah, Palestine	
	MoEHE, Statistical Yearbook 2009-2010. Ramallah, Palestine	
	Shinn, C and Assaf, S. - Model School Network (MSN) Program – USAID and AMIDEAST, <i>In-service Teacher Professional Development: Recommendations for Policy and Practice in Palestinian Education (Discussion Paper)</i> , August 2010	28 pages in English and 23 pages in Arabic
	Staudte, A., <i>HRD in the TVET System: Proposal for a New Conceptual Approach</i> , GTZ, 2010	36 pages in English plus annexes
	TEP, <i>Conducting a Comparative Study on Existing Management Structures at Tertiary Education Institutions (TEIs) with the Aim of Improving their Governance and Management</i> , 2005	101 pages in English plus various annexes
	Bekhradnia, B. et al, <i>The Governance of the Higher Education System in Palestine</i> , hepi, 2008	67 pages in English plus annexes
	The Tertiary Education Project – Additional Funding, The Quality Improvement Fund (QIF) – Operations Manual, March 2010	
	UNESCO, <i>Implementation of 35C/Resolution 75/EX/Decision 54 concerning Educational and Cultural Institutions in the Occupied Arab Territories</i> , February 2010	6 pages in English
	USAID and JBS, <i>Institutional Needs of Teacher Training Processes in West Bank and the Gaza Strip</i> , July 2010	119 pages in English
<b>ARABIC</b>		
	الهيئة الوطنية للاعتماد والجودة والنوعية لمؤسسات التعليم العالي. دليل إرشادي لتقييم البرامج التعليمية الفاعلة في مؤسسات التعليم العالي الفلسطيني وإعداد التقارير الخاصة بها. آب ٢٠١٠	55 pages in Arabic
	المعهد الوطني للتدريب التربوي – وزارة التربية والتعليم العالي. الدليل التدريبي. ٢٠٠٩	28 pages in Arabic
	هيئة تطوير مهنة التعليم. المعايير المهنية للمعلمين (مسودة). تشرين أول ٢٠١٠	39 pages in Arabic
	هيئة تطوير مهنة التعليم. المعايير المهنية للمعلم الجديد (مسودة). تشرين أول ٢٠١٠	25 pages in Arabic

هيئة تطوير مهنة التعليم. أخلاقيات مهنة التعليم وقواعد السلوك (نسخة أولية تجريبية). تشرين أول ٢٠١٠	23 pages in Arabic
هيئة تطوير مهنة التعليم. المعلم صاحب مهنة	6-page Arabic brochure
<b>Papers</b>	
Bekhradnia, B., Faramand, G., and Kuhail, H. - HEPI for WBTIP, The Governance of the Higher Education System in Palestine, September 2008	67 pages
NIET Action Plan for WB project	
QIF Cycle 4 Projects Outputs and Achievements	16 pages
QIF Presentation, December 2010	6 pages
QIF Project Cycles and Projects List	7 pages
QIF, Concept Note about QIF 4 <sup>th</sup> Cycle titled: Partnerships to Modernize Teacher Education Programs in Tertiary Education Institutions in Palestine, July 2008	4 pages
Quality Improvement Fund – Overview, Achievements, and Future Work	3 pages
Teachers Statistics on 10/11/2010, CDTP	2 pages
The Pre-Service Teacher Education Development Program, December 2010	26-page power-point presentation
The Quality Improvement Fund (QIF)	2 pages
World Bank TIP, Conducting a Comparative Study on Existing Management Structures at Tertiary Education Institutions (TEIs) with the Aim of Improving their Governance and Management, October 2005	101 pages in English plus several annexes
World Bank, Project Appraisal Document on a Proposed Grant of USD 10.0 million to WBG for a Tertiary Education Project, March 2005	96 pages
World Bank, Project Appraisal Document on a Proposed Grant of USD 5.0 million to the PLO for a Teacher Education Improvement Project, May 2010	87 pages
صندوق تطوير الجودة	2 pages
خطة هيئة تطوير مهنة التعليم لثلاث سنوات ٢٠١١ - ٢٠١٣	2 pages
<b>Electronic Links</b>	
<a href="http://www.cdtp.ps/">http://www.cdtp.ps/</a> <a href="http://www.aqac.mohe.gov.ps/">http://www.aqac.mohe.gov.ps/</a> <a href="http://www.almawridtdc.com/">http://www.almawridtdc.com/</a> <a href="http://www.qattanfoundation.org/qcerd/en/index.asp">http://www.qattanfoundation.org/qcerd/en/index.asp</a> <a href="http://www.ecrc-jer.org/home.php">http://www.ecrc-jer.org/home.php</a> <a href="http://www.teachercc.org/">http://www.teachercc.org/</a> <a href="http://www.tamerinst.org/">http://www.tamerinst.org/</a> <a href="http://www.elham.ps/english.php">http://www.elham.ps/english.php</a> <a href="http://birzeit.edu/academics/education/irued/">http://birzeit.edu/academics/education/irued/</a> <a href="http://www.canaan.org.ps/html/index.htm">http://www.canaan.org.ps/html/index.htm</a> <a href="http://TEP.ps">http://TEP.ps</a> <a href="http://www.britishcouncil.org/ps-english-partnership-page.htm">http://www.britishcouncil.org/ps-english-partnership-page.htm</a> <a href="http://www.bethlehem.edu/archives/2010/2010_020.shtml">http://www.bethlehem.edu/archives/2010/2010_020.shtml</a> <a href="http://www.amideast.org/msn">http://www.amideast.org/msn</a> <a href="http://www.amideast.org/pfdp">http://www.amideast.org/pfdp</a>	



## Annex 3- Institutions Projects Matrix (Ongoing & Planned)

	HEIs																			MoEHE				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AED	DSQ	NIET	AOAC	CDTP
<b>QSQT</b>																								XXX
<b>TEIP</b>																								
School Based Practice	XX				XX										XX				XX					
Upg. Teach. Qual. 1-4	XX			XX		XX	XX														XX			
<b>TEP QIF – 4<sup>th</sup> Cycle</b>																								
Technology Educ. TEP			XX																					
Practical Aspects of TE	XX																							
Tert. Scien. Ed. Up. Basic						XX																		
Dip Sec. Sch. & Up. Basic							XX																	
Web-TV Ed. Film Library										XX			XX											
Educ. Technology Ctrs.								XX	XX															
<b>TEP QIF – 6<sup>th</sup> Cycle</b>																								
Technology Education								X	XX	X									X					
Science Education						X																		
Foundation Discipline	XX	X																						
Practice Teaching																								
Classroom Teacher 5-9				X					X							XX			X					
Classroom Teacher 1-4	X	X	XX																					
Social Science				XX	X	X																		
Language Arts				X		X																		
<b>PFDP</b>																								
Ctrs of Teaching Excell.					XX																			
MIAT						XX																		
<b>English Sch. Partner.</b>																								
<b>Quality of Ed. For All</b>					XX																			
<b>MSN</b>																								

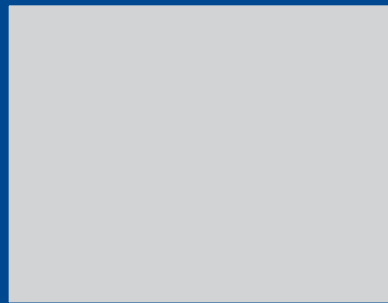
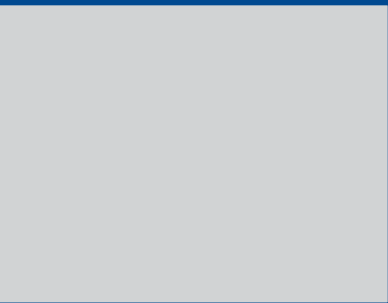
1 = Al Azhar University; 2 = Islamic University; 3 = Al Aqsa University; 4 = Hebron University; 5 = Bethlehem University; 6 = Al Quds University; 7 = Birzeit University; 8 = Al Najah University; 9 = PTU – Khadouri; 10 = Al Quds Open University; 11 = PTC – Al Arroub; 12 = PTC – Ramallah; 13 = PTC – Der Al Balah; 14 = Ramallah Women C. College; 15 = Ramallah Men Training Center; 16 = Ibrahimieh Com. College; 17 = Al Rawda Tech. Com. College; 18 = CC of App. Science & Tech.; 19 = Arab American University



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Model Schools Network (MSN) Program  
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34 Municipality Street.  
El-Bireh, Ramallah & El-Bireh District.  
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Website: [www.amideast.org/msn](http://www.amideast.org/msn)