

**Ministry of Education
General Administration of Curricula
(Palestinian Curriculum Development Center)**



First Palestinian Curriculum Plan



1998



Palestinian National Authority

Ministry of Education

General Administration of Curricula
(Palestinian Curriculum Development Center)

FIRST PALESTINIAN CURRICULUM PLAN

UNESCO

1998

First Palestinian Curriculum Plan
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First Edition
Ministerial Curriculum Committee
Ministry of Education

Approved by the Palestinian National Authority on the 12th December 1997
Approved by the Legislative Council on the 31st March 1998

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Dedication

The Ministry of Education, represented by the General Administration of Curricula dedicates the First Palestinian Curriculum Plan to the people of Palestine headed by their President Yassir Arafat, God save him. It is our pleasure to introduce to His Excellency the outcome of an industrious effort exerted by the Ministerial Curriculum Committee and the serious contributions of Palestinian educators from all over Palestine and the Diaspora, endeavoring to present this project which is very contemporary and suitable to achieve our aspirations towards the development of education in Palestine.

The Ministry of Education also extends its gratitude to all international organizations, especially the UNESCO, and friendly governments, especially the Government of Italy for its technical and financial help to bring this national project into being. Thanks are also due to all who contributed to the realization of this project into light.

The Ministry of Education
General Administration of Curricula
January 1, 1998

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Preface

The national project of planning the First Palestinian Curriculum is of a central concern to our society, particularly to the educational sector. This interest is justified when we consider the curriculum as a central element of education, influencing its quality no less than other elements such as the teacher, the school and the system of educational administration.

A comprehensive plan for the Palestinian Curriculum must not merely consist of lists of subjects or adaptation of existing programs. The planning of a curriculum of outstanding quality is a multidimensional process with technical aspects. It is also a democratic process that realizes the past, acknowledges the present and looks to the future.

The Palestinians are aware that through education human resources can be developed and the goals of society achieved. The general orientation of the Palestinian Curriculum is based on a comprehensive view of the educational process, on the variety and integration of knowledge and the recognition of the curriculum as the cornerstone of the educational structure: (educational goals, system, environment, etc).

We, the Ministry of Education, need to establish a modern and comprehensive curriculum to prepare the Palestinian people to restore all of their national rights on their land and to establish their independent state whose capital is Jerusalem, under the leadership of President Yasser Arafat.

By perceiving the curriculum as a matrix of goals, contents, teaching methods and evaluation, we attain an integrated perspective, which is more important than separate plans for subjects and their contents. We are aware that successful implementation of the curriculum is essential, if appropriate levels of knowledge and skills are to be reached.

The Palestine Liberation Organization (PLO) and other national institutions have given serious attention to the creation of the curriculum. This led to partnership with UNESCO to produce a unified national curriculum. Through cooperation between both sides, the idea of establishing a national curriculum center emerged. As a result of a recommendation adopted by the Basic Education Conference (1990), by the Secondary Education Conference (1993)¹, and by the agreement between UNESCO and the Ministry of Education (1994), a decision was reached to establish the Palestinian Curriculum Development Center. The center is jointly supervised by the Ministry of Education and UNESCO, and is financed by the Italian Ministry of International Cooperation.

¹ Attended by the Higher Education Council, UNESCO, and national teams of the Unification of the Palestinian Curricula Project.

The General Administration of Curricula represented by the Palestinian Curriculum Development Center, accomplished the plan of the **First Palestinian Curriculum**, which will be put into effect between 1998 and 2004 building on the following initiatives:

1. Documents of the Palestinian Liberation Organization.
2. Reports of the Unification of the Palestinian Curriculum Project (1994).
3. The Comprehensive Plan of the First Palestinian Curriculum for General Education (1996).
4. Curricula from Arab and foreign countries.

The General Administration of Curricula has taken into consideration the need to develop this plan according to the priorities of the Ministry of Education for entering the twenty-first century.

In order to develop education in Palestine, the Ministry of Education identified five programs with the aim of:

1. Securing the opportunity for all students to enroll in the Basic Stage, establishing and developing schools in rural areas, and improving both environmental and educational surroundings.
2. Improving the quality and sources of learning through setting a Palestinian Curriculum in order to improve the quality of learning.
3. Developing formal and non-formal education, through varying secondary curricula as well as through the expanding of involvement of the society.
4. Developing the educational administration system.
5. Developing human resources in the educational system.

In order to achieve the goals of the second program 'improving the quality and sources of learning,' a committee was formed according to the Minister of Education, Mr. Yasser Amro's decision on September 30, 1996; as follows:

1. Dr. Naem Abu al-Hummus, *Deputy Minister of Education*, President
2. Mr. Muti' Abu Hijleh, *Deputy Assistant of West Bank Affairs*, Vice President
3. Dr. Abdullah Abid al-Min'im, *Deputy Assistant of Gaza Affairs*, Vice President
4. Dr. Salah Yassin, *Director General of Curriculum*, Secretary

5. Dr. Said Assaf, *Director General of Training, Qualifications and Educational Supervision*, Member
6. Mr. Waleed al- Zaghera, *Director General of General Education*, Member
7. Mr. Khaleel Mahshi, *Director General of International and Public Affairs*, Member
8. Ms. Zainab Habash, *Secretary of the Educational Committee*, Member
9. Mr. Subhi al-Kayd, *Director General of Instructional Materials*, Member
10. Mr. Jabir Shaqaleh, *Assistant of G.D. of Curriculum*, Member

This report consists of five chapters:

Chapter 1: General principles of the curriculum

Chapter 2: Current state of education in Palestine

Chapter 3: Palestinian Curriculum Plan

Chapter 4: Plan Implementation

Chapter 5: Estimated budget of the PCDC from 1998 until 2004.

Chapter I

The General Principles of the Palestinian Curriculum

The Palestinian curriculum is based on the general educational philosophy of the Palestinian Arab society. Its principles have been derived from our heritage and religion, from our Declaration of Independence, and from our ambitions for the future of our people, and our understanding of the role of education in developing this society. They are:

1. Palestine is a democratic State, ruled by a democratic parliamentary system.
2. Palestine is a peace-loving state, working towards international understanding and cooperation based on equality, liberty, dignity, peace and human rights.
3. Palestinian national and cultural identity must be fostered and developed.
4. The Palestinian people are an integral part of the Arab nation, working toward unity, liberty, development and prosperity of the nation.
5. Social justice, equality and the provision of equal learning opportunities for all Palestinians, to the limits of their individual capacity must be ensured without discrimination on grounds of race, religion, color, or sex.
6. Opportunities must be provided to develop all Palestinians intellectually, socially, physically, spiritually and emotionally, to become responsible citizens, able to participate in solving problems of their community, their country and the world.
7. Education plays a vital role in social and economic development within the context of the Arab world and the world in general.

Educational Policy and Objectives:

The Palestinians' overall policy objectives for development of the education sector are as follows:

1. To achieve Basic education (grades 1-10) for all by the year 2000.
2. To develop the knowledge and skills necessary for active participation in modern society by emphasizing languages, mathematics, science and technology, the development of critical thinking, and problem solving skills.
3. To further the diversity of secondary education.

4. To expand secondary education (11-12) with the objective that 70% of the student age group will reach grade 12.
5. To eradicate illiteracy and to expand non-formal education.
6. To contribute to human resource development in the various specializations needed for economic development.
7. To develop a new curriculum for basic education and textbooks needed at the first stage of development.
8. To improve the efficiency of the educational process, and to give special attention to the teaching community and the school environment.
9. To improve the skills and the status of Palestinian teachers through better teacher training.
10. To introduce special programs for dealing with gifted children, physically handicapped ones and those with learning disabilities.

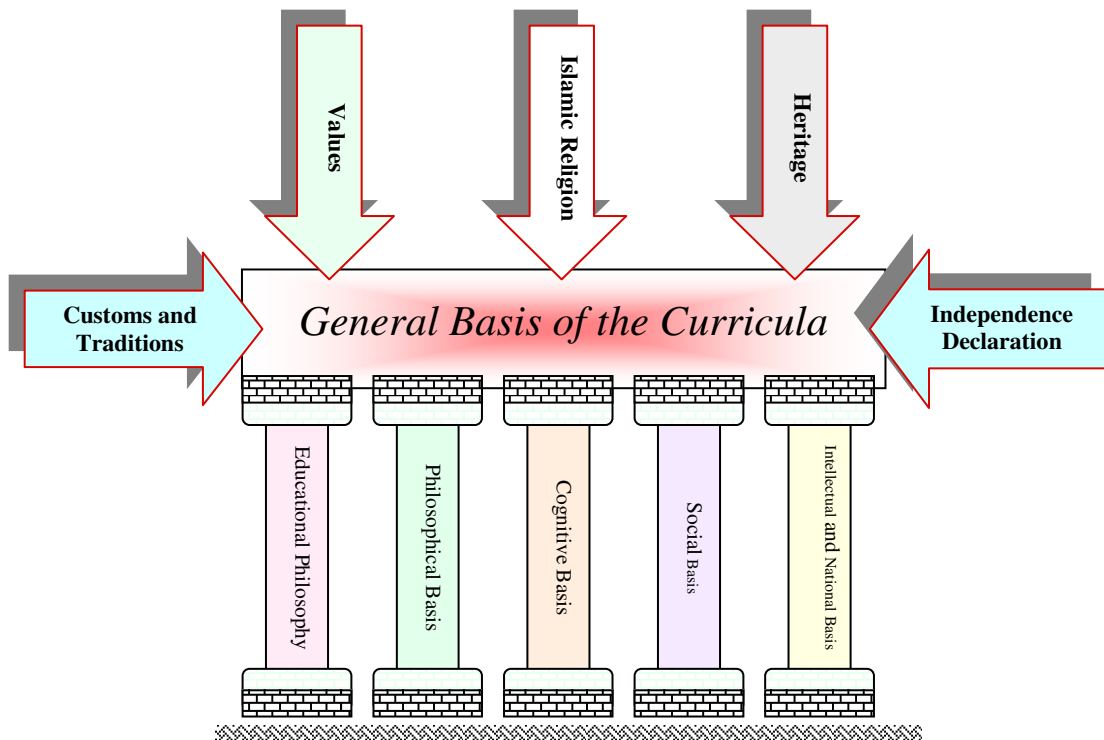


Figure (1): Basic Principles of Education

The Philosophy of the Curricula

Education is considered the society's means of realizing and achieving its objectives in forming a contemporary modern unified society able to cope with and adapt itself to the ever changing circumstances and launching its way towards other societies and nations in terms of equality and independence. So efforts are directed and oriented towards developing

the individual and his physical, psychological, emotional and mental abilities, in order to develop the society, in return. This is actually devoted to the benefit of the individual as well as his society.

Societies, as granted, never develop without having a clear specific educational vision and strategy. The Palestinian educational strategy adopts the document of the Declaration of Independence as a framework viewing the motto “Palestine is the permanent homeland for all Palestinians wherever they are over time and space”.

It becomes a necessity to produce a curriculum spun by the Palestinian mentality for the fact that curriculum is the most important factor of emphasizing an independent educational leadership of the Palestinians in the field of education.

The Basic Principles of the Palestinian Curriculum:

The Palestinian Uniqueness:

Never has the identity of a people been exposed to dangers of vanquish or demolition as the Palestinian one has. The preservation of this identity from dissolution remains the basic indication of the existence of this people and a guarantee for its survival at the present and in the future.

A great proportion of the Palestinian people lives outside Palestine in the Diaspora assimilating with other societies. Providing a Palestinian curriculum will be a great help to the PNA to rebuild and re-establish a unified society in aspiration, loyalty, culture, behavior and goals or objectives. This can be achieved through producing a Palestinian curriculum reflecting the intellectual, cultural and geographical characteristics of the Palestinian people.

The intellectual basis of the Palestinian curriculum stems from faith in Allah, the Almighty, concentrating on the Arab-Islamic cultures. Palestine is the land of Divine messages and Palestinians are known for their ability to adapt and acquaint themselves with various models of life throughout history as well as their ability to respect others while preserving one's own affiliation and originality.

Concerning affiliation, the Palestinian identity is deeply rooted into that of the Arab-Islamic one. Such affiliation has preserved the Palestinian identity, its frame and reference, whenever it is subject to threats.

The Declaration of Independence Document specified the Palestinian Pan-Arab National affiliation as follows: “Palestine is an Arab State and cannot be detached from the Arab Nation assimilated in its tradition, civilization, culture and its special ambition to realize its ultimate goals of freedom, emancipation, development, democracy and unity”.

Acquaintance with and understanding of the history of the Palestinian people and comprehending it within the Arab-Islamic history forms a basic

element of awareness of the present and the outlook towards the future of mankind. The Palestinians have a rich vivid history shared with other peoples and nations due to the strategic geographical location of their country and to their religious historical characteristics. It should be borne in mind that human thought is a collective conception and product shared by all members of the societies on the one hand. On the other hand, Palestinian people are part of this wholeness having the right of participation in forming their own distinguished independent historical personality open to other societies, but not subject to dissolution.

To sum up, the Palestinian curriculum must reflect the dimensions of the Palestinian identity and its special features. It should also reflect the Islamic affiliation, endeavor to achieve the unity of the Arab and Islamic worlds, work for its freedom, realize its independence, act constructively with other nations, and participate in the development of human ideas, and in humanitarian, political, economic, and cognitive issues.

Curriculum and Society:

Human behavior is generally governed by a set of positive norms drawn from: religion, culture, history, tradition and aspirations.

Norms are helpful in formulating the law and yielding to it in terms of equality and respect for the freedom of others, and through the participation of the individual in building society. The role of the curriculum is vital in developing and producing positive norms from their original sources and putting them into real practice within a comprehensive context of norms matrix leading to the prosperity and productivity of the society on the one hand; and the solidarity of allegiance and recognition of one's own limits of growing perfectly, on the other hand.

The degree of the employment and integration of all elements of societies decides the future of human societies. Bearing in mind that education is the concrete foundation of this future, it becomes vital that individuals have the right to share the responsibility for building this curriculum. Overall social participation in producing the curriculum guarantees its comprehensiveness and a sound response to meet the needs of all individuals.

Overall participation in producing the curriculum strengthens the national unity of the society since it brings a balance in the relationship between the individual and society, on the basis of social justice that must be reinforced by the curriculum.

The Palestinian cultural heritage has played a vital role in preserving the Palestinian identity. Bringing tradition into life does not mean using it as seclusion or a shelter; on the contrary, it means providing the young people with principles of understanding their own limits and to what extent they can participate in international culture. The role of the curriculum is deepened to include full and better understanding of tradition and produce a

creative thinking ability to preserve and develop it, too.

The Palestinian family is best known for its unity and perfect welfare of its members. It is very probable that family relationship is the strongest bond that marked the preservation of the unity of the Palestinian society despite the geographical dispersion the Palestinians are subject to. The Palestinian curriculum has taken into consideration the importance of keeping the solidarity and unity of the family and methods of developing the internal relationships that strengthen it.

Education is strongly related to development. Separation between the outputs of education and inputs of development weakens the role and presence of education. The curriculum reflects the dialectical relationship between education and development by strengthening the relationship between education and technical vocational rehabilitation of students. This kind of relationship is strengthened to the extent that education participates in providing qualified and skilled human resources necessary for comprehensive development.

The Cognitive Basis:

The Palestinian curriculum is based on the essence of the Islamic culture, doctrine and affiliation to Islam. This actually deepens the rooting of the establishment of the Palestinian society. Palestinians are also deeply rooted in Arab Nationalism. The Palestinian Charter and the document of the Declaration of Independence emphasize this affiliation. The Palestinian people are part of the Arab nation and Palestine is also part of the Arab Homeland. As a result, commitment to using the Arabic language as a means of communication and transmitting thoughts remains a basic principle of the Palestinian curriculum and encouraging students to use it with full competence in speaking, reading and writing.

Mastering foreign languages is one of the gateways to other nations' cultures and keeping in touch with them. The Palestinian curriculum does not neglect this and emphasizes teaching foreign languages. Being on the threshold of the 21st century implies that the prevailing curricula during this century will be greatly different from those prevailing in centuries earlier. They will be different in content and approach. The Palestinian curriculum is distinguished by being selective in various fields of knowledge, culture, and sciences with special emphasis and focus on technology, ecology, demography and their relation to development and social growth. All branches of culture and knowledge are introduced to students in ways which avoid preaching and reciting as these are useless in producing or building the character able to use the scientific critical thinking in research, analysis and application. Concentration on pure sciences is just one aspect of forming the personality of the character.

Allah, the Almighty, has granted our homeland a fantastic natural beauty that inspires art and artists. This is clear from the historical features

and sites that attract visitors and tourists. The Palestinian curriculum confirms students' ability to appreciate the wonders of the arts and literatures, too.

The vastness of the various fields of knowledge and sciences that are limitless and cannot be listed in specified paradigms make the individual's growth in need of being free to choose from different fields or domains that are helpful in innovation to start work and keep it running. The Palestinian curriculum provides elective subjects that help students to search in fields suitable to their abilities and personal preferences.

The Curriculum and the Individual:

Education is basically built on the principles of breeding the individual on the basis of serving the society as a whole. The ultimate goal of education is to enable the individual to perform his duties successfully. It is necessary to provide him with different strands of knowledge -with full awareness of the past, the present and the future- to produce a balanced qualified personality that leads to development. Moreover, a balanced personality ensures allegiance in the Palestinian identity, the Arab-Islamic affiliation, and the ability to cooperate with others and respect their rights and possessions. The successful person is the one who represents the set of norms and values prevailing in local and international societies and encourages the trend towards love of cooperation, peace and a balanced relationship in the realm of national or international relations.

The Palestinian curriculum concentrates on producing a psychologically and socially balanced people aware of others' limitation and themselves.

Chapter II

Current Situation of Education in Palestine

2.1 Current Situation 1997/1998

The Ministry of Education, since the Palestinian National Authority assumed its responsibilities towards the Palestinian people, sets the educational policies for General Education, prepares plans to secure compulsory education for grades 1-10, and promotes free education for both 1st and 2nd secondary grades. The Ministry is responsible for the administrative as well as the technical aspects related to improving the quality of education, its development, and providing appropriate environment to ensure the implementation of these plans.

The general education system provides the broad base for the three stages of education in Palestine: Kindergartens, Basic, and Secondary. Its huge size and the great number of personnel involved characterize it. Based on the statistical indicators of the Ministry of Education for the year 1997/1998, Table (1) shows the number of schools, classrooms, teachers and students.

Table (1)
Number of schools, classrooms, teachers and students in Palestine

	Public	UNRWA	Private	Total
Students	522789	200876	45344	769009
Schools	1176	268	177	1621
Classrooms	14726	4353	1767	20846
Teachers	24163	5475	2857	32495

Kindergartens: There is a total of 754 kindergartens providing education to 60394 children in 2194 classrooms, and taught by 2506 teachers.

Public (Government) schools: The Ministry of Education bears major responsibility for student education, reaching approximately 68% of students in 1997/1998 (excluding kindergartens). Education is generally funded by the PNA, constituting about 17% of its annual budget.

UNRWA schools: Offer education to refugees, including grades 1-9, providing schooling for 26.1% of students.

Private schools: Provide education for 5.9% of the total number of students.

2.2 Present State of Schools in Palestine:

The schools face several difficulties such as:

1. Some schools have a two-shift system, which starts at 7:30 a.m. and continues until 5:00 p.m. Table (2) illustrates the number of government schools with two shifts.

Table (2)^(*)
Number of schools with a two-shift system in comparison with the total number

1996/1997	West Bank Districts			Gaza Districts		
	Total	Two shifts	Percentage	Total	Two shifts	Percentage
No. of :schools	949	83	8.7%	167	147	88%
classroom ms	10354	381	3.7%	3251	1218	37.5%

The previous table shows that 88% of the schools in Gaza are two-shift schools, while the number of actual classrooms is only 37.5% in Gaza and 3.8% in the West Bank. This system creates educational problems, preventing some students from being involved in school activities.

2. The participation of the private sector is very limited at present.
3. Students take classes in rented rooms, which do not meet the minimum standards of classroom requirements. These rooms comprise about 8.7% of the total number of classrooms.
4. A decrease in the average achievement is due to the closure of schools during occupation.
5. Student numbers are increasing and expenses are increasing in proportion.
6. There is a shortage of classrooms for the number of students enrolled, with an expected rate of increase ranging between 4 and 7%. The number of students in the year 2012 is expected to exceed 1.5 million including kindergartens.
7. School drop out rates: These rates increase generally as the grade level increases according to the statistics of 1997-1998. Table (3) shows the rate of dropouts in the Basic Stage.

Table (3)
Drop outs' rates in the Basic Stage

Grade	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Rate	0.6%	0.3%	0.4%	0.6%	1.2%	2.2%	3.4%	4.6%	5.7%	7.3%

^(*) Statistics for 1997/1998 were not available upon preparation of this plan.

8. The student/ teacher ratio is relatively high.
9. High cost of building and running schools: the construction cost reaches \$300/m². Providing the school with the necessary equipment for teachers, classrooms and laboratories, in order to prepare the schools for students, can reach a cost of \$1500 per student (estimate of the Building and Project Administration).
10. There are about 16000 students who fail their secondary education exam each year in addition to others who are not accepted at the Higher Education institutions due to poor academic records (1995/1996 statistics). This requires a review of the current vocational and technical system. See Appendix (1).
11. Educational equipment, halls, various learning resources, and libraries that have become essentials of the learning/teaching process are inadequate.
12. The lack of an organized program for the in-service training of educators (teachers, principals, and supervisors) during the Israeli occupation has negatively affected the competence and performance of educators.

Current curriculum taught in Palestine:

The following subjects are taught in the West Bank and Gaza Strip: Islamic religion, Arabic and English languages, Mathematics, Science, Social Sciences, National Education, Vocational Education, Arts Education, Home Economics, and Physical Education. In spite of the similarities in the subjects in both areas, there are some differences:

1. Philosophy, logic, psychology and economics - which are included in the Gaza curriculum within social sciences - have no parallel in the West Bank.
2. Statistics, which is taught as part of Mathematics in the West Bank, is taught as a separate subject in Gaza.
3. Mathematics is taught in the West Bank for the 1st and 2nd Secondary classes (literary stream), while it is not taught for these grades in the literary stream in Gaza.
4. General Science is also taught for the 2nd Secondary (literary stream) in the West Bank, and not taught in Gaza.
5. Male students in Gaza study Agriculture, while males in the West Bank do not.
6. In most grades, the number of weekly classes in the West Bank differs from that in Gaza provinces. Table (4) shows the number of classes distributed according to grades in both the West Bank and Gaza.

Table (4)
Number of classes distributed according to grades
in both the West Bank and Gaza

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th		12 th	
											L	S	L	S
Males Gaza	2 7	27	2 9	3 0	3 4	3 5	3 3	3 3	3 3	34	2 9	3 3	3 0	3 2
Females Gaza	2 7	27	2 9	3 0	3 5	3 6	3 4	3 4	3 4	36	3 1	3 5	3 2	3 4
Males West Bank	2 7	27	2 8	2 8	3 5	3 4	3 4	3 3	3 4	35	3 2	3 3	2 8	3 1
Females West Bank	2 7	27	2 8	2 8	3 5	3 4	3 4	3 3	3 4	35	3 2	3 3	2 9	3 2

* L = Literary S= Scientific

2.3 Indicators for reforming the present structure of the curriculum:

The comprehensive responsibility of the Ministry of Education is running and supervising the system of education. This gives the Palestinian National Authority a historical opportunity to produce a special well-developed curriculum of its own that fulfills the needs and aspirations of the Palestinian society. The indicators for reform or change can be stated as follows:

1. Unifying the curriculum applied in all schools in Palestine:

Palestinian education should be unified to consolidate the education of students who were exposed to dual curricula, such as students in the West Bank studying the Jordanian curriculum, and students in Gaza studying the Egyptian one, in addition to the Palestinians in Diaspora who study different curricula; where each state has its own educational philosophy emerging from its goals. The task of the new curriculum is to realize national unity through education and overcome divergence.

2. Adapting the curriculum to the present situation:

The current curriculum is not suitable for the Palestinian reality, and does not coincide with its future and the fact of the dispersion of the Palestinian people nor does it provide the student with proper learning and adaptation to his environment. Therefore, the Palestinian curriculum should cope with the ever-increasing technological changes. This will lead to the coherence and prosperity of the society, as well.

A good curriculum should suit the Palestinian society and express its culture positively. It is commonly known that curricula never emerge from a void; on the contrary they are strongly related to the physical and spiritual pragmatic principles of the society. So the ideal curriculum is the one that is suitable for the Palestinian society and expresses its culture well.

3. Consolidating values in the Palestinian society:

The national, economic, social, cultural and political needs require the consolidation of a number of values and concepts that will help in building the State of Palestine, with Jerusalem as its capital. This confirms that the curriculum should be responsible for:

1. Fostering within the coming generation certain national, regional, religious and human values.
2. Endowing students with needed skills.
3. Conveying essential knowledge.

4. Coping with population growth:

The Ministry of Education has taken upon itself the responsibility to plan for the rate of population growth. Statistics show one fourth of the population is between the ages of 5 and 14. This certainly confirms the need to produce a comprehensive integrated Palestinian Curriculum that is able to supply trained and well-qualified workforce.

5. Developing the economy:

Palestinians are well aware of the fact that education is the basic tool for economic development. Therefore, we should prepare a curriculum that will produce a skilled workforce bearing in mind the priorities of the PNA and its plan to rebuild the nation.

6. Providing good education:

Good education implies providing a number of conditions related to external systematic and administrative aspects, as well as internal ones that are concerned with the educational system through curriculum, teaching methods, and teacher's competence.

The destiny of the independent Palestinian State is determined by the quality of education that the PNA provides to the coming generations. It should set the first step in the right direction that creates proper changes to improve the quality of education, management, and its curriculum. The economic need for high levels of skills should be addressed in the curriculum, by relating theory to practice, public cultures to professional and technical ones,

intellectual to manual efforts, and the schools to the local environment.

7. Development and the Curriculum:

The ability to create and employ science in technology and production methods is strongly related to the enhancement of the human effort and its quality to the procedure and the way we organize it in order to establish the true fortune ... the human being... the individual who is the source and tool of progress. The development of the society is also related to the employment of science in solving the problems of productivity.

Science and technology are the main factors necessary for exploiting the effort and capital fruitfully. They are helpful in achieving the economic growth. A curriculum that does not employ science and technology for the full use of available resources in the development and prosperity of the Palestinian society is deficient.

Chapter III

The Palestinian Curriculum Plan

3.1 General Education Structure in Palestine

General Education lasts 12 years; it starts at the 1st Basic grade and continues for 12 years ending in the 2nd Secondary grade. The Pre-schooling stage (kindergartens) remains within the private sector. Including it with General Education is yet to be decided.

Admission

A student can enroll in the 1st (Preparatory) grade if he/she will reach the age of six by the end of December of the year he/she is legally enrolled.

General Education Stages:

General Education Stages are divided into two main stages:

First: Preparatory Education consists of grade (1-10) and is also divided into:

- a) The Preparatory stage: grades (1-4).
- b) The Empowerment stage: grades (5-10).

Second: General Secondary stage (Take-Off) also has two branches:

- (a) Academic education for grades (11-12).
- (b) Vocational and Technical education for grades (11-12).

See Figure (2) which shows the school subjects for Academic General Education in the Palestinian Curriculum.

Secondary Level	Grades 11-12	<ul style="list-style-type: none"> 痾 Religion 痾 Languages: (Arabic and English) 痾 Mathematics 痾 Technology and Applied Sciences 痾 Sciences (Chemistry, Biology, Physics) 痾 Literary subjects (Social Sciences, Economics & Management, History, Geography) 痾 Arts and Crafts 痾 Physical Education
	10 th grade	<ul style="list-style-type: none"> 痾 Technical Sciences (Agriculture, Industry, Commerce and Administration, Tourism)
Upper Basic Level Grades 5-10	Grades 5-9	<ul style="list-style-type: none"> 痾 Religion 痾 Languages (Arabic, English) 痾 Mathematics 痾 General Science 痾 Technology and Applied Sciences 痾 Social Sciences and National Education 痾 Elective Subject (third language, health and environment, home economics). 痾 Free Activity 痾 Arts and Crafts 痾 Civics 痾 Physical Education
Lower Basic Level	Grades 1-4	<ul style="list-style-type: none"> 痾 Religion 痾 Languages (Arabic and English) 痾 Mathematics 痾 General Science 痾 Social Sciences and National Education 痾 Free Activity 痾 Arts and Crafts 痾 Civics 痾 Physical Education

Vocational and Technical Education and Training

Figure (2): School Subjects of the Academic General Education in the Palestinian Curriculum

First: Basic Education:

(I) *Preparatory Education for grades 1-4*: This includes students whose ages range from 5.8 to 10 years. In this stage they study: Religion (Islamic Education), Languages (Arabic, English), General Science, Mathematics, Social Sciences, National Education, Arts and Crafts, Physical Education, Free Activity, and Civic Education. A total of thirty classes per week will be taught to every grade in this stage. Table (5) shows the number of weekly classes for this stage. Grades (1-4).

Table (5)
Number of weekly classes/ periods for the Preparatory Stage (1-4)

Grade	West Bank Districts	Gaza Districts	PCP
1 st	27	27	30
2 nd	27	27	30
3 rd	28	29	30
4 th	28	30	30

Features of the Curriculum Plan for grades (1-4):

- (1) The number of weekly classes has been increased to 30 instead of 27, distributed as follows:
 - (a) English is introduced for the first time. Students will have 3 classes per week. This is because English is a global language. Moreover, English language will facilitate cross-cultural understanding and international cooperation. It also provides an access for using the computer at an early stage especially in this age of information.
 - (b) Free Activity: (1 class per week): This is a new subject for this cycle. The course description will be explained in the general guidelines of the curriculum. Students will study other extra activities to enable them to deal efficiently and competently with themselves, their school and their society. This new subject aims to encourage individualized ongoing learning, to show the effect of parent-teacher association in this process and to reveal facts about the desires of learners at this stage. The suggested activities are: **computer activities**, for schools with computer labs, **scientific activities**, through societies and exhibitions, **cultural activities**,

through library visits and wall-magazines, **physical activities**, through sports teams and social activities such as scouting.

The general guidelines of the curriculum will show in detail the contents of this weekly class and how to teach it.

(c) Civics: (1 class per week).

This is a complement to the free activity class.

The international trend towards teaching this subject at this stage illustrates its importance. It aims to teach students how to interact with others, how to preserve local environment, and how to establish responsible use of natural resources, water and electricity. It deals with the citizen, his rights and duties.

(2) Reducing the weekly classes of Arabic from 9 per week to 8 per week.

Crafts Education will become part of Arts and Crafts. Also the number of weekly classes in science will be reduced to 3 instead of 4.

Table (6) shows the number of weekly classes for grade (1-4) in the Palestinian Curriculum Plan.

Table (6)
Number of subject classes for each grade in the Preparatory Stage (1-4)
in the Palestinian curriculum

Subjects	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	Total	Percentage
Islamic Education	3	3	3	3	12	10%
Arabic Language	8	8	8	8	32	26.7%
English Language	3	3	3	3	12	10%
General Science	3	3	3	3	12	10%
Mathematics	5	5	5	5	20	16.66%
Social Sciences and National Education	2	2	2	2	8	6.66%
Arts and Crafts	2	2	2	2	8	6.66%
Physical Education	2	2	2	2	8	6.66%
Free Activity	1	1	1	1	4	3.33%
Civics	1	1	1	1	4	3.33%
Total	30	30	30	30	120	100%

For comparison see appendix number (2)

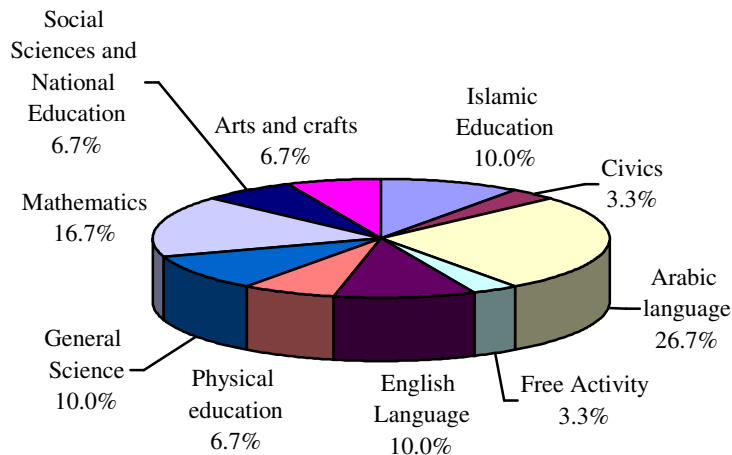


Figure (3): Percentage of school subjects in the Preparatory Stage for grades (1-4) according to the Palestinian Curriculum Plan.

(II) *The Empowerment Stage: Grades (5-10)*: This stage includes students whose ages range from (11-16) years old. Table (7) shows the number of weekly classes for grades (5-10) at present and as projected according to the Curriculum Plan.

Table (7)
Number of weekly classes for the Empowerment Stage (5-10)

Grade	West Bank Districts	Gaza Districts		PCP
		F	M	
5 th	33	35	34	35
6 th	34	36	37	35
7 th	34	34	33	36
8 th	34	34	33	36
9 th	35	35	34	36
10 th	35	36 ⁽¹⁾	34	36

The steering Ministerial Committee for Curricula decided to add 1 class per week while modifying the distribution of weekly classes as shown in Table (8) for subjects to be instructed in each grade.

Table (8)
Number of subject classes for every grade in the Empowerment Stage (5-9) in the Palestinian Curriculum Plan

Subjects	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	Total	Percentage
Islamic Education	3	3	3	3	3	15	8.43%
Arabic Language	7	7	7	7	7	35	19.66%
English Language	4	4	4	4	4	20	11.24%
General Science	5	5	5	5	5	25	14.04%
Mathematics	5	5	5	5	5	25	14.04%
Social Sciences and National Education	3	3	3	3	3	15	8.43%
Arts and Crafts	2	2	2	2	2	10	5.62%
Physical Education	2	2	1	1	1	7	3.93%
Free Activity	1	1	1	1	1	5	2.81%
Civics	1	1	1	1	1	5	2.81%
Technology and Applied Sciences ⁽²⁾	2	2	2	2	2	10	5.62%
Elective Subject ⁽³⁾	-	-	2	2	2	6	3.37%
Total	35	35	36	36	36	178	100%

⁽¹⁾ Home-economics is taught in half classes.

⁽²⁾ Technology and applied sciences is a new subject included in the curriculum.

⁽³⁾ The elective subject includes a third language (French, Hebrew or German), Home economics, or Health and environmental sciences.

For comparison of subjects taught in the West Bank and Gaza under the Palestinian Curriculum Plan, see Appendix (3).

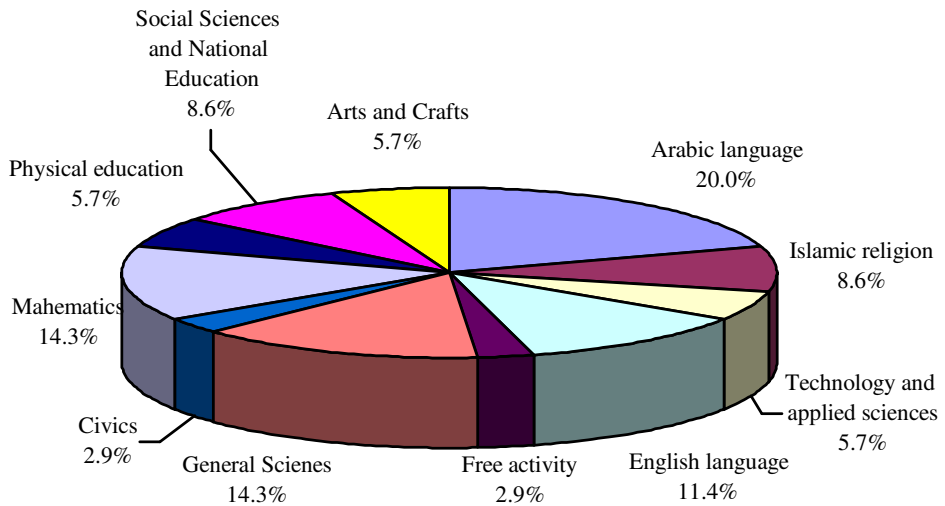


Figure (4) shows the percentage of weekly classes for grades (5-6).

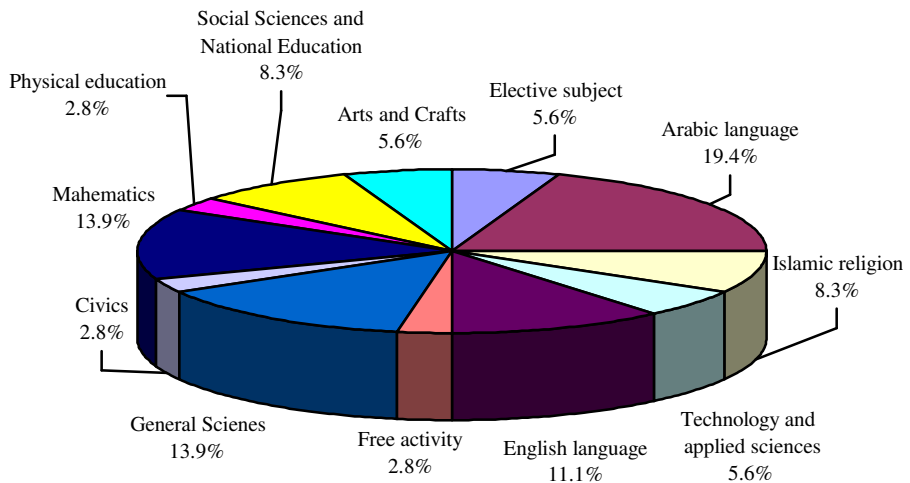


Figure (5) shows the percentage of weekly classes for grades (7-9).

The 10th Grade:

This grade has two special educational characteristics:

First: Basic Education is free for every citizen in accordance with the Thailand Conference of 1990.

Second: It is preliminary for grades that follow in the secondary stage: it precedes branching into academic or technical education, providing students with the opportunity to choose according to their abilities and desires.

Table (9) shows the distribution of classes for different subjects and the percentages of classes decided for each subject taught in the (10th) grade according to the Palestinian Curriculum.

Table (9)
Numbers and percentages of classes for the subjects taught in the tenth grade in the Palestinian Curriculum Plan

Subjects	No. of classes	Percentage	Technical Subjects: Students choose two only	No. of classes
Islamic Education	3	8.3%	Agriculture	3
Arabic Language	5	13.9%	Industry	3
English Language	4	11.1%	Commerce and Administration	3
Science (Physics, Chemistry, Biology)	4	11.1%	Tourism	3
Mathematics	5	13.9%		
Social Sciences and National Education	2	5.6%		
Arts and Crafts	1	2.8%		
Physical Education	1	2.8%		
Technology and Applied Sciences	2	5.6%		
Elective Subject	2	5.6%		
Vocational Literacy	1	2.8%		
Technical Subjects	6	15.6%		
Total	36			

The table above shows 4 additional technical subjects. The students can choose 2 out of the 4 subjects in addition to their Vocational Literacy class, in order to provide them with knowledge and skills needed to choose which branch (academic or vocational/ technical) to pursue in the 11th grade. The Ministries of Education, Higher Education, and Labor are to be responsible for the Vocational and Technical Education and Training System.

Appendix (4) shows the subjects taught in the West Bank and Gaza Provinces and the weekly classes for each subject in the 10th grade.

Second: The Secondary Stage: (The take off)
Grades (11-12)

(1)The Academic Education:

- * **1st Secondary Academic Grade:** All students have equal opportunities in this grade, eliminating streaming to the literary or scientific streams, aiming to make secondary education compulsory in future. Students are free to study: Islamic Education, Arabic Language, English Language, Mathematics, and scientific and literary subjects. See Appendix (5).
- * **2nd Secondary Academic Grade:** Students continue their academic education as it is in the 1st Secondary grade. They have the option to choose two scientific and two literary subjects, in addition to the basic subjects of: Islamic Education, Arabic and English languages, and Mathematics. It is worth noting that the number of scientific or literary classes per week has been increased.

Table (10) shows the number of weekly classes for subjects taught in the 1st and 2nd secondary academic grades. See Appendix (6).

Table (10)
Number of weekly classes for the subjects taught in the 1st and 2nd academic secondary grades

No. of classes for Subjects	1 st Secondary	2 nd Secondary	
Islamic Education	3	3	
Arabic Language	5	5	
English Language	4	4	
Mathematics	4	4	
Physics	3	4	Student selects two subjects
Chemistry	3	4	
Biology	3	4	
Economics and Administration	2	3	Student selects two subjects
History	2	3	
Geography	2	3	
Arts and Crafts	1	1	
Physical Education	1	1	
Technology and Applied Sciences	2	-	
Total	35	32	

The General Secondary Examination (GSE) (Tawjihi):

Students who complete the 2nd secondary grade are given a certificate from their school stating that they have completed 12 school years and the stages of General Education. Passing the (GSE) exam is another matter. The Ministry of Education is the only institution that grants this certificate.

Institutions of Higher Education have to set the foundations and principles of enrollment for those who have passed the (GSE) in accordance with the Curriculum Plan.

The Curriculum Ministerial Committee decided the subjects in which the GSE should be taken:

- Islamic Education
- Arabic Language
- English Language
- Mathematics
- Two scientific and two literary subjects

Table (11)

The distribution of marks for subjects in the 2nd Secondary grade in the GSE.

Subject	Grand Mark
Islamic Religion	100
Arabic Language	200
English Language	150
Mathematics	150
Two scientific subjects	200 (100 for each subject)
Two literary subjects	200 (100 for each subject)
Total	1000

II: Vocational Technical Education & Training (VTET):

Students are eligible to apply to this branch after finishing the 10th grade. It aims to provide students with technical and vocational education. In the first phase, students study for 2 years and are granted a first Diploma in the field of specialization.

Students can fulfill their study through a program that lasts 6 months to four years according to the field of study. A special council will sponsor this system. Experts from the Ministry of Education, Higher Education and Labor will supervise the program, which will be the same in all vocational centers.

A plan for technical vocational education will be presented in a separate document complementary to this General Education Plan. It will include 5 chapters:

1. Objectives
2. Present Situation
3. Suggested System
4. Performance
5. Suggested Budget

Days of Attendance

210 days were set as the total number of days of attendance in the academic year. This is also subject to the curriculum content and the views of educators.

Duration of class (period)

Class duration is set to 45 minutes for all grades, due to the fact that there are no separate schools for grades (1-4), (5-10) and (11-12). Many teachers also teach in more than one stage.

Appendix (7) shows the distribution of schools according to grades taught. Figure (6) shows the distribution of subjects in the Palestinian Curriculum for grades (1-12).

3-2 The Prominent Features of the First Palestinian Curriculum and Justifications for its Presentation

Feature (1):

It becomes a national necessity for Palestinians to produce a curriculum of their own, which meets the demands and aspirations of the Palestinian people for the first time in the history of education in Palestine: a curriculum that emphasizes the Palestinian identity and independence. The present curriculum is the responsibility of other states, primarily Jordan and Egypt. It represents the philosophy of education in those countries and does not meet the aspirations of Palestinians towards achieving independence. It is not directed to the national identity and the socio-economic needs of the Palestinian people. The most prominent features of the Palestinian Curriculum Plan are to:

1. Concentrate on establishing the Palestinian identity of the people of Palestine.
2. Provide Palestinians with roles of leadership and productivity instead of dependency on others and dispersion.
3. Reform the national structure.

The plan also concentrates on four major dimensions:

1. The national dimension.
2. The Arab national dimension.

3. The religious dimension.
4. The international dimension.

The National dimension concentrates on realizing the Palestinian identity in its traditional, historical, political and social aspects.

The Arab national and religious dimensions concentrate on strengthening the relations between the people of Palestine and the peoples of the Arab and the Islamic worlds.

Figure (6): Distribution of subject classes in the Palestinian Curriculum Plan for grades 1-12

The fourth dimension shows the Palestinians' role and affiliation to other nations and cultures. The world has become a small village due to the great progress in the field of communications.

These dimensions can be identified in the teaching of Arabic, history, Literature, Arabic and Islamic norms and other foreign cultures and languages.

Feature (2):

The curriculum aims to eliminate the traditional rigid educational system, by adding elective subjects starting from the 7th grade, to provide students with more comprehensive information. This will encourage them to pursue their ambitions. Students will also acquire various scientific and technical skills.

Feature (3):

The curriculum focuses on integration, balance and a variety of technical subjects. This kind of curriculum aims to establish continuous education in various stages of formal and non-formal education according to the ambition and ability of the student. It relates to real life.

Feature (4):

The curriculum balances the strengths of different known curricula such as:

- (a) The curriculum of separate subjects.
- (b) The curriculum of activity.
- (c) Axial or pivotal focusing curriculum.
- (d) The curriculum of technology.

Prominent Features of the Palestinian Curriculum in Every Stage:

- (1) The Lower Basic stage (Preparatory): grades (1-4): This stage is separated from other stages (in time and place).

The Curriculum is a comprehensive one. It is a link to the curriculum in later stages.

What's new in this stage?

- (a) Introducing English for the first time (3 classes per week).
- (b) Introducing Free activity (1 class per week).
- (c) Introducing Civics (1 class per week).

The new books will be based on modern methods of teaching.

(2) The Higher Basic Stage (Empowerment), grades (5-10): specialization is a basic feature in this stage.

Students study subjects such as:

- Social sciences (history, geography and national education)
- Arabic (including reading, anthologies, grammar and composition)
- General science (including physics, chemistry and biology).

Students at this stage have the opportunity to choose an elective subject according to the schools' capacity. The desires of the students and the number of students govern the possibility of choice in:

- (a) Home-economics.
- (b) Third language.
- (c) Hygiene and environmental sciences.

Some schools have enough rooms for teaching home economics, others have French or Hebrew teachers and private schools teach a third language prior to this plan. This choice gives a kind of balance between the present situation and the ambitions of the students.

The Curriculum is contemporary and modern. Technology and applied sciences are introduced for grades (5-11). It prepares for a complete change in the structure of General Education in Palestine. It endeavors to bridge the gap between theory and practice. It gives a proper chance for actual practical training in technical sciences in the technology field and with or without the use of computers.

A course in Civics is introduced for grades (1-9). Students can acquire knowledge that will help them to deal with others in their own society and other societies from a national perspective. They also gain experience in how to preserve the environment and lay foundations of economizing general consumption.

The Curriculum at this stage provides a cultural basis that consolidates language skills, develops logical and critical scopes and strengthens affiliation to tradition and to national religious social principles.

The 10th Grade

The traditional way of living in Palestinian society depends on traditional activities in agriculture, industry, construction, trade and tourism. Building a strong Palestinian economy implies that the curriculum must provide the well-qualified and trained technical personnel to achieve this goal. In consideration of this, the curriculum has added four technical subjects for the 10th Basic Grade including agricultural sciences, commercial-management sciences and industrial sciences. The aim of this is:

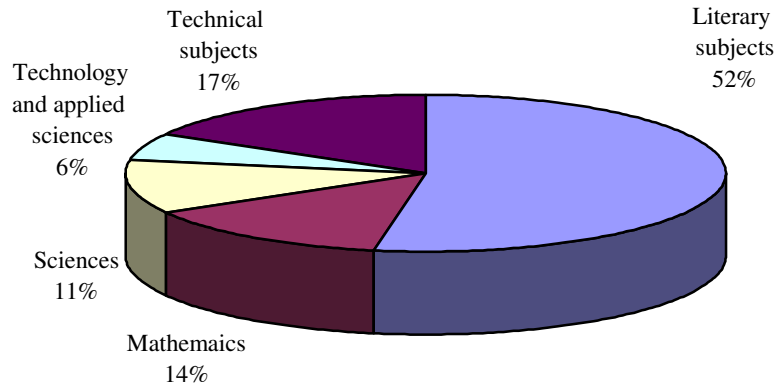
- (1) Providing students with technical skills that are necessary for performing these economic activities. They can choose two subjects out of four according to their desires and abilities. These two subjects will help the students to:
- (a) Determine their vocational future and to determine their option in the 1st secondary grade either to academic or technical education.
 - (b) Achieve balance between pure academic education and vocational education and to prepare for technical professions in the 1st secondary grade.
- (2) There is a dire need for specialization in the field of vocational technical education to develop and/or activate the local economy.
- (3) Education in the secondary stage needs continuous development to adapt to the continuous scientific and technical changes in the world. There are two classes per week for technology and applied sciences in the Palestinian Curriculum for the 10th grade. This is also continued in 1st secondary in order to broaden the students' experience in the field of Technology from the 10th grade and to enable them to have a broader experience. This will attract the best students to enroll in the 1st secondary grade.

Table number (12) shows the number of weekly classes for literary, scientific, and technical subjects for the 10th grade.

Table (12)
Number of weekly classes for the literary, scientific and technical subjects taught in the 10th grade

Subjects	West Bank Districts	Gaza Districts Males	Gaza Districts Females	PCP
Literary subjects	22	23	25	19
Mathematics	5	5	5	5
Science (Physics, Chemistry, Biology)	6	6	6	4
Technology and Applied Sciences	2	0	0	2
Technical Subjects: Agriculture, Tourism, Commerce, Industry	0	0	0	6
Total No. of Classes	35	34	36	36

Figure (7) Percentages of the subjects taught in the 10th grade



The percentage of scientific subjects in the 10th grade is 47.2% while in the present Jordanian Curriculum it is 33.3% and 30.3% in the Egyptian Curriculum. Figure (7) shows the percentage of subjects for the 10th grade.

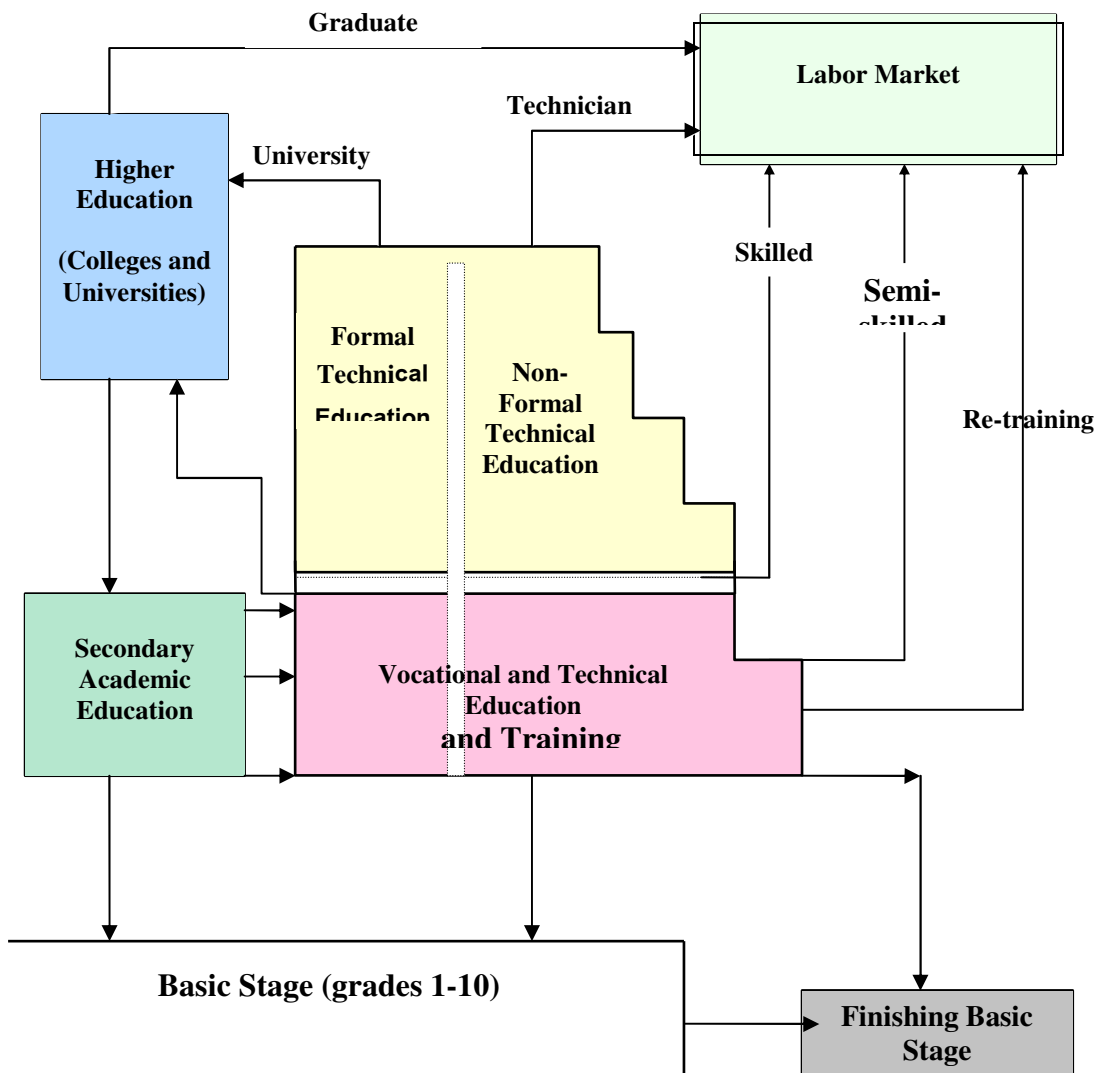


Figure (8): shows the plan of branching in the secondary stage

Third: The Secondary Stage (Take off)

Prominent Features of the Palestinian Curriculum in the Secondary Stage:

- (1) At this stage, there is no compulsory streaming along scientific or literary tracks. In this way general education becomes more academic. This branching plan coincides with the technical project adopted by the ministries of Education, Higher Education and Labor. This Project is considered complementary to the achievement of the reform of the new curriculum: it will limit the great number of students enrolling in both literary and scientific streams according to the present system.
- (2) The lower achievement of students in the secondary stage is due to the compulsory streaming to either literary or scientific tracks and to the present curriculum.

In order to improve the standard of education in the secondary stage, the Palestinian Curriculum outlines the introduction of students to the study of all basic subjects;

- *Islamic Religion
- *Arabic Language
- *English Language
- *Mathematics
- *Biology
- *Chemistry
- *Physics
- *Social Sciences
- *Civics
- *Technology
- *Applied Sciences
- *Physical Education
- *Arts Education

These subjects are complementary and are a continuation of what the students have studied in the 10th grade. In the 2nd secondary grade, two literary and two scientific subjects can be chosen.

Features of this system

1. Providing maximum help and opportunity to all students to gain knowledge and develop their skills according to their desires and abilities
2. Giving special concentration to the sciences of the future: Mathematics, Science and Technology. This starts from the 10th grade and continues to the end of the 2nd secondary grade (12th grade).

Table (13)
Percentage of scientific subjects in the present curriculum and the Palestinian Curriculum Plan.

Grade	West Bank Districts		Gaza Districts		PCP
	Scientific	Literary	Scientific	Literary	
1 st Secondary	45%	15.6%	47%	0%	37.5%
2 nd Secondary	53.9%	14.3%	48%	0%	41.2%

Table (14)
Number of weekly classes for scientific and literary subjects in 1st secondary academic grade

Subjects	West Bank Districts		Gaza Districts Males		Gaza Districts Females		PCP
	Scientific	Literary	Scientific	Literary	Scientific	Literary	
Literary subjects	19	28	17	27	19	29	20
Mathematics	5	3	7	0	7	0	4
Science (physics, chemistry, biology)	9	2	9	2	9	2	9
Technology and applied sciences	0	0	0	0	0	0	2
Total no. of classes	33	32	33	29	35	31	35

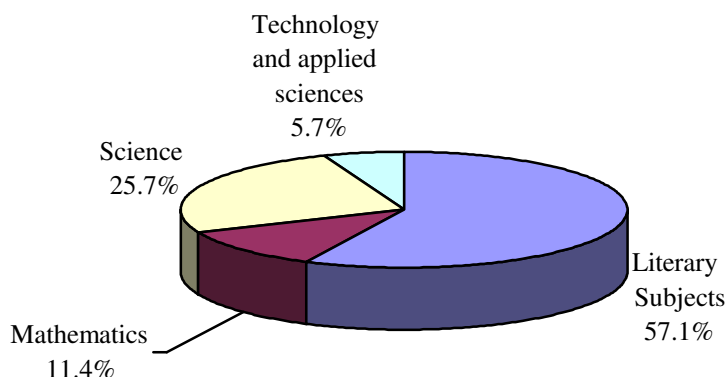


Figure (9): Percentage of subjects in the Palestinian Curriculum Plan for the 1st secondary academic grade.

Table (15) shows the Number of weekly classes for literary and scientific subjects in the 2nd secondary academic grade.

Table (15)
Number of weekly classes for scientific and literary subjects in 2nd secondary

Subjects	West Bank Districts				Gaza Districts				PCP
	Males		Females		Males		Females		
	Sc.	Lit	Sc.	Lit	Sc.	Lit	Sc.	Lit.	
Literary subjects	14	22	15	23	16	30	18	32	20
Mathematics	6	3	6	3	7	0	7	0	4
Sciences: physics, chemistry, biology	11	3	11	3	9	0	9	0	8
Total no. of classes	31	28	32	29	32	30	34	32	32

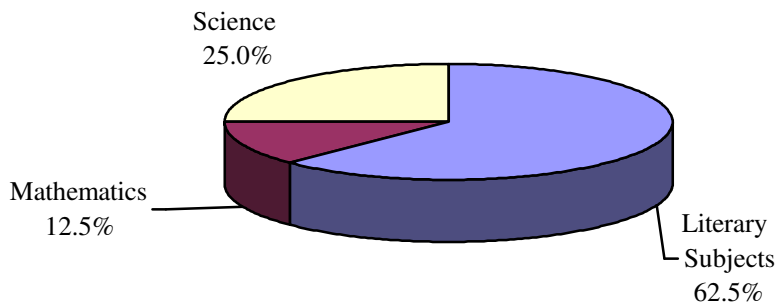


Figure (10): shows sectors' percentage of subjects in the Palestinian Curriculum Plan for the 2nd secondary academic grade.

* Statistics is instructed as a separate subject in Gaza Provinces.

Chapter IV

Curriculum Implementation Mechanism

The Curriculum project should be initially implemented in sequential and successive basic stages as follows:

(4-1) The First stage: Forming the National Teams for Syllabi Courses

The General Administration of Curricula (Palestinian Curriculum Development Center PCDC) will form the board staff of the national teams for syllabi courses from grade (1-12) after the approval of this plan by the Ministerial Curriculum Committee, the Cabinet and the Legislative Council. Figure (11) shows the mechanism of forming the national teams for executing the Curriculum.

Steps Adopted by the PCDC in Relation to National Teams

1. The PCDC has selected a staff of educationalists including directors of education, supervisors, distinguished teachers, and educators from universities and community colleges to participate in the national teams to set the general standards of the curriculum.
2. The PCDC will ratify special contracts or agreements signed by all the members of the teams commissioned to implement this task.
3. These contracts specify requirements of preparation, dates of implementation and finance.
4. The PCDC will discuss with the teams the contents of the guidebook that contains the guidelines specifying the style of writing adopted by the Ministry of Education.
5. Preparing the guidebooks of the academic courses and the teachers' manual that forms the basis of training for the teams of authors. Both guidebooks are discussed with the national team and authors of courses to produce a mutual understanding of specifications of styles of writing in general and specifications of writing every element or component of the guidebooks in particular.
6. A coordinator from the PCDC will participate in each team for arrangements, administration and supervision of the progress of the task.
7. The written materials will be modified according to the remarks or observations and comments of the Ministerial Curriculum Committee and the PCDC will then return them to the national teams for completion.

8. The PCDC discusses the manual for designing the academic courses with the national teams of authors and supervision.
9. The written texts are sent to the committee of investigation and verification appointed by PCDC to secure that the curriculum plan will succeed in the following areas:
 - (a) Covering the objectives.
 - (b) Suiting the amount of written material with the number of weekly classes.
 - (c) Precision of the texts.
 - (d) Adequacy of courses to students' levels in both Educational Stages (Basic and Secondary).
 - (e) Ensuring that teaching visual aids, figures and tables are in coherence with the scientific contents of the texts.
 - (f) Specifying the exact definition of basic concepts and expressions and idioms prevailing in the written texts.
10. The written texts are sent again to the team for modification needed according to the observations of the PCDC and controllers and scrutinizers.
11. Finally, the written texts will be sent to the Department of Design and Production.

The National Teams' Responsibilities Concerning Curricula:

1. Setting the guidelines for every subject or course in the three stages: (preparatory, empowerment and secondary).
 - (a) Stating the general objectives of every course in accordance with the general objectives and principles of the Palestinian Curriculum.
 - (b) Stating the general objectives of every subject in every stage.
 - (c) Stating the general objectives of every subject for every grade in each stage.
 - (d) Setting the table of scope and sequence chart for each subject including skills and objectives to be achieved.
2. Setting a schedule for preparing the curricula guidelines and the final date of completion.
3. The script is handed to the General Administration of Curriculum which in turn shows it to the Ministerial Curriculum Committee for discussion and approval.
4. Modifications are done by the General Administration of Curriculum.
5. Making use of the Palestinian Guidelines for subjects prepared by curriculum-standardizing committees and PCDC.
6. Reading and investigating local, Arab and international studies and research related to curriculum.

7. Having into consideration the integration of the curriculum
8. Producing the parents' handbook about the curriculum.
9. The national team discusses, edits, and reviews what the teams of authors have produced, unit by unit.
10. Directing and supervising the committee of authors of texts and doing the necessary coordination.
11. Making the necessary follow up and modifications during the trial period of the project until its implementation.

Some of the Activities of the National Teams Concerning Course Syllabi:

1. Commitment to the total cost necessary to produce the draft - script of the curriculum.
2. Pointing out the various references needed by the national team to perform the task.
3. Communicating with specialists, teachers, supervisors, pupils, experts in assessment and evaluation and members of the public concerned with this topic.
4. Conducting a survey study of schools' present situation (what is available and what is not) in order to:
 - (a) Identify the general and specific educational environmental circumstances of pupils;
 - (b) Specify the prerequisites for applying this curriculum and ensuring their presence in the present curriculum;
 - (c) Analyze the special characteristics of Palestinian students.
5. Identifying instruments, aids, appliances, references and necessary equipment for implementing the core-curriculum.
6. Specifying the principles and general objectives which the curriculum will be based on, derived from the Palestinian Curriculum Philosophy.
7. Producing a precise analysis of the content of the current curriculum.
8. Specifying the content of the curriculum with examples and models for certain units.
9. Specifying the scope of correlation between the components of the curriculum.
10. Specifying the components of the curriculum concerning subjects, chapters, units, lessons and educational skills for each lesson.
11. Clarifying the relationship between the educational situation and parts of the curriculum as a whole.
12. Defining the behavioral approaches necessary for applying the curriculum.
13. Defining the principles that regulate or govern the content of the curriculum.

14. Specifying the activities helpful in creating motivation for learning.
15. Specifying methods suitable for training concerning every syllabus in the curriculum.
16. Specifying remedial alternative methods for unexpected circumstances.
17. Participating in training teachers and completing the necessary follow-up.
18. Specifying remedial methods of individual differences.
19. Specifying methods and means of evaluation used for designing the curriculum.
20. Drawing a chart comparing features of behavioral objectives and methods of training.
21. Designing tests of different types: reference testing, formative evaluation and summative or collective evaluation.
22. Designing a daily memo for planning the teaching of a lesson, a unit and a chapter.
23. Drawing a plan for teaching or instructing the elements of core curriculum.

Points to be considered by the National Team when setting the standards:

1. Gradation in introducing concepts according to levels of growth with consideration of pre-requisites for new concepts.
2. Preference: choosing or selecting necessary information according to priority and need.
3. Variety: Variety of contents leads to diversity of pupils' performance, methods of teaching, supervision, evaluation and assessment.
4. Making a balance in organizing the subject matter for teaching and learning through:
 - (a) Organizing by subjects
 - (b) Organizing by correlation among other subjects
 - (c) Organizing core program
 - (d) Organizing around persistent life situations
 - (e) Organizing in themes and topics
 - (f) Organizing around the students' experiences.
5. Specifying the target aspects in the invisible curriculum in the teacher's books (The invisible curriculum is that accompanying the specified curriculum or the one that occurs unintentionally).
6. Integration and comprehensiveness.

(4-2) The Second stage: Forming Teams of Authors and Supervision

The guidelines of the Palestinian curriculum have a new perspective based on the educational goals determined by the Ministry of Education. The authors of the textbooks should have a comprehensive understanding of these goals in order to put them into practice. This can be achieved by the continuous supervision of the national team for each subject. The committee for writing textbooks consists of (3-5) members depending on the number of weekly classes for each subject. The members of the team are elected by the General Administration of Curriculum and the Ministry of Education.

Responsibilities of Committees of Authors of Textbooks

1. Signing the agreement concerning writing the textbooks with the PCDC.
2. Specifying the time limit for achieving the work. This can be done by dividing the syllabus into units handed according to certain appointments. The general aims are transformed into specific ones for each subject.
3. Setting the guidebooks for producing the school textbooks.
4. Specifying the layout for every school textbook.
5. Setting the guidebooks for producing the textbook of every subject.
6. Preparing necessary requirements such as: Educational technicalities, methods of evaluation and training teachers.
7. Setting the schemes for introducing the texts that include: circularization, evaluation and probation or piloting.
8. Producing the Teacher's Books for subjects.
9. Preparing the materials (subject matter) for the syllabus including objectives, concepts, facts, skills, habits, trends, activities, methods of thinking, etc.
10. Taking part in supervising courses or sessions held for training teachers.
11. Making the suggested necessary modifications after one year of producing the textbook.
12. Coordination with course producing committees and making the modifications suggested by the supervision committee.
13. Making the modifications suggested by the verification and revision committee.
14. Superintendence of introducing designs such as: figures, maps and drawings in the school textbook.

(4-3) The Third Stage: Linguistic & Scientific editing, and Verification & Revision

1. Signing the agreement of completing the texts with the PCDC.

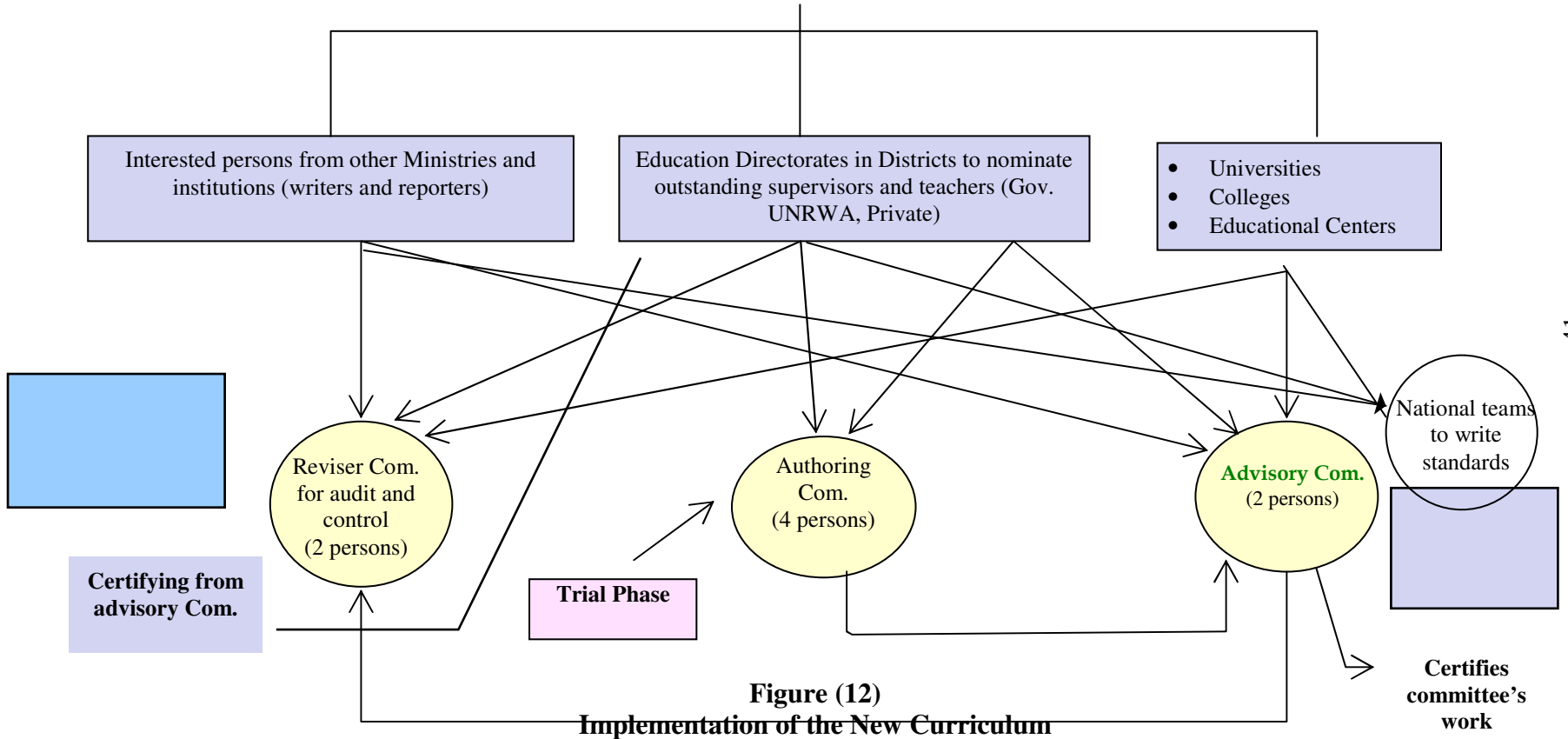
2. Specifying the schedule of achievement of the work.
3. At this stage, the academic editor verifies the precision of the scientific data while the linguistic one verifies the precision of language.
4. Investigating and revising the draft script then sending it to the production department then to publishing, editing and distributing establishments.

(4-4) The Fourth Stage: Piloting the Curriculum

Applying the Curriculum in the first year is considered as a trial phase. Suggestions are collected and modifications will be made. The revised edition is sent back again for printing in its final form. The national teams, committees of authors, committees of supervision, investigation and follow-up are responsible for making modifications, using suggestions sent from the field.

1. This is very useful in proving the precision of the contents concerning thoughts, principles and projects or plans. Trial of the Curriculum will determine either approval or disapproval of the contents.
2. Defining the points of strength and weakness and consolidating the positive ones after making the necessary modifications to eliminate the weaknesses.
3. Specifying the necessary conditions and opportunities for implementing the curriculum before circulating it.
4. Creating the proper opportunities to find suitable solutions for problems expected in the trial period, especially those neglected by designers during the initial preparation of the curriculum.

Figure (11)
The mechanism of forming the National Teams of Implementing the Curriculum



The PCDC will adopt the following steps in the implementation of the First Palestinian Curriculum:

1. Preparing the standards for grades 1-12 requires forming the National Teams for school subjects (5-12 members) from a, b, c, d: they will consist of:
 - a. Outstanding teachers with experience.
 - Two. Supervisors.
 - Three. Experts from universities and higher colleges.
 - Four. Interested and specialized persons in education.
2. Preparing school textbooks according to the standards.
3. Scientific and language revision and auditing.
4. Trial of the curricula on a sample of schools.
5. Generalizing the curricula after modification.

National Teams	
One.	Team for writing standards (6-10 members), and the coordinator is chosen from the team.
Two.	Team for preparing textbooks (4-6 members).

The following figure shows the sequence of implementation:

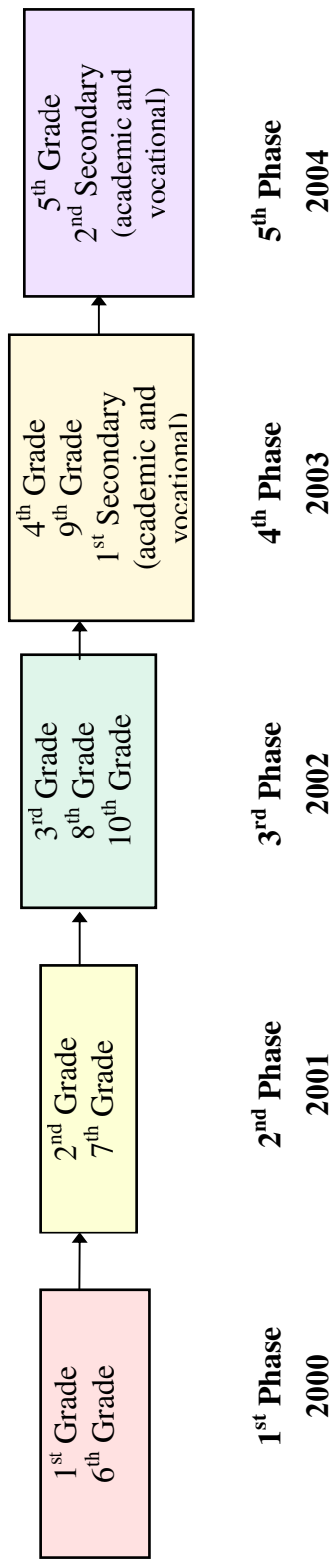
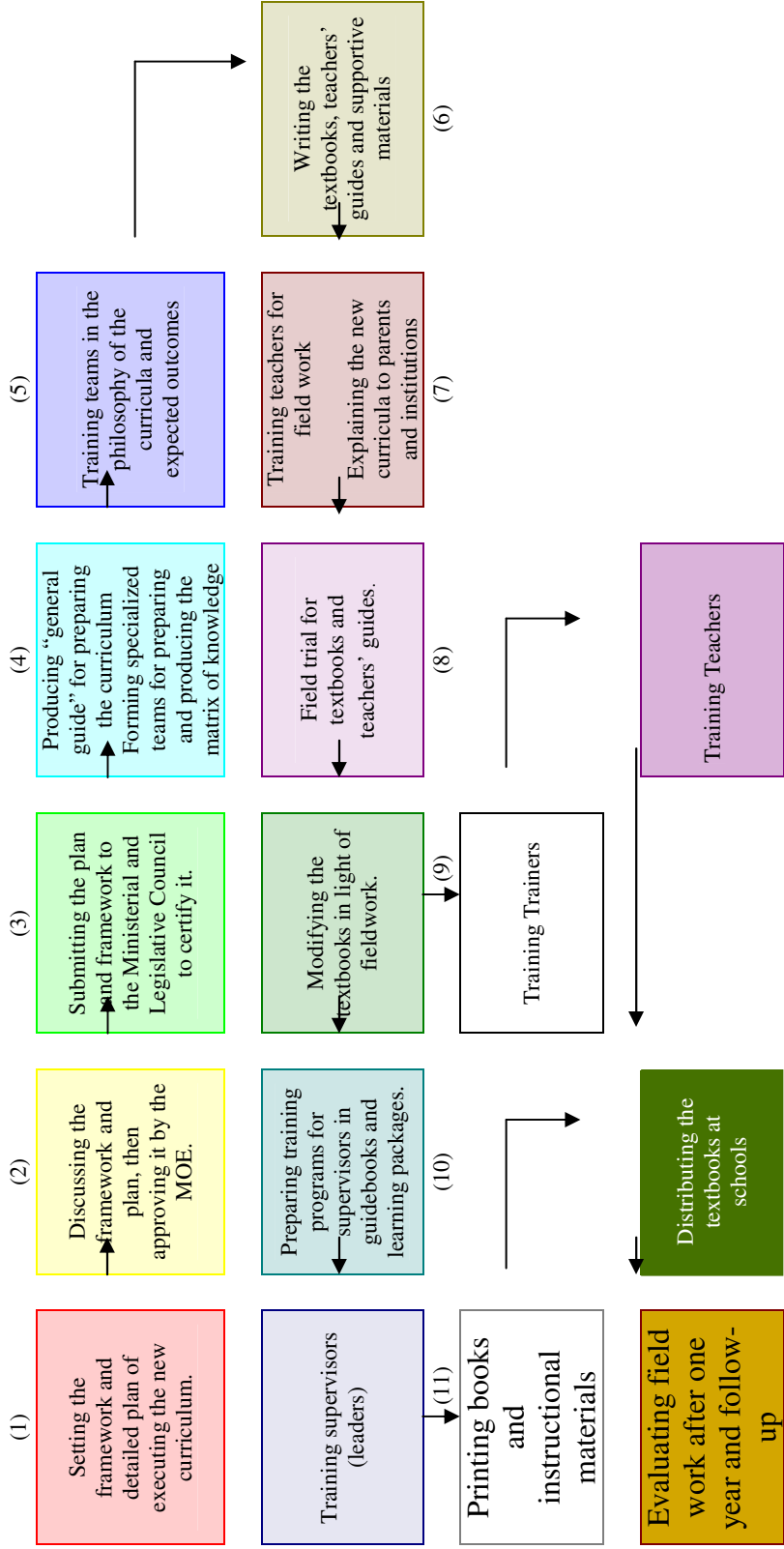


Figure (13)
Stages of Production



Chapter V

Estimated Budget for the Palestinian Curriculum Development Center 1998-2004

In order to prepare a contemporary Palestinian Curriculum it requires a budget to cover the cost of an estimated 6-year production period, from 1998 until 2004.

The success of the project depends on the availability of the resources needed to produce the curriculum.

	Description	Cost in \$US
Experts	<ol style="list-style-type: none"> 1. Team preparing the curriculum guidelines for grades 1-12. 2. Authoring teams for textbooks for grades 1-12. 3. Auditing and revision teams for textbooks for grades 1-12 4. Consultants (evaluators) 5. Total 	<p>131810 1952580 370160 555240 3009790</p>
Training	<ol style="list-style-type: none"> 1. Local and international experts to train the national team preparing and authoring the curriculum, needed for ten subjects, then repeated when needed in the coming four years. (20 experts x 11 days x \$294 x 5 years) 2. Training of trainers and teachers for the new curriculum (3000 teachers x 10 days x \$20 x 5 years) 3. Total 	<p>294000 3000000 3294000</p>
Preparation:		
<p>Preparing first copies of the curriculum, and printing them in the Palestinian Curriculum Development Center². Total of 250 books distributed as follows:</p> <ol style="list-style-type: none"> 1. First copies of books for year (2000) for the 1st grade (15 books), and 6th grade (17 books). 2. First copies of books for year (2001) for the 2nd grade (15 books), and 7th grade (25 books). 3. First copies of books for year (2002) for the 3rd grade (15 books), and 8th grade (25 books), and 10th grade (37 books). 4. First copies of books for year (2003) for the 4th grade (15 books), and 9th grade (25 books), and 1st secondary (23 books). 5. First copies of books for year (2004) for the 5th grade (17 books), and 2nd secondary (21 books). 		
Production	<p>Producing instructional materials for subjects in the PCDC:</p> <ol style="list-style-type: none"> 1. Supplementary materials (audio recording, films, pictures). 2. Visual materials (slides ...) 3. Internet and E-mail 4. Teacher training for producing instructional material 5. Total 	<p>560000</p>
Expenses	<p>Capital expenses:</p> <ol style="list-style-type: none"> 1. Additional furniture 2. Upgrading equipment 3. Total..... 	<p>280000</p>

²Details of new books are available in a separate document.

	Administrative and overhead expenses:	
	1. Rent of premises (28200 x 6 years)	168000
	2. General expenses [electricity, water, phone] (3525 x 6 years)	21000
	3. Maintaining equipment (3525 x 6 years)	21000
	4. Transportation (3525 x 6 years)	21000
	5. Stationery and tools (3525 x 6 years)	21000
	6. Salaries (30 employees x \$700 x 12 months x 6 years)	1512000
	7. External transportation (5640 x 6 years)	33600
	8. Local transportation (5640 x 6 years)	33600
	9. Miscellaneous expenses (8460 x 6 years)	50400
	10. Total	<i>1881600</i>
Total	Sum of all costs	9025390
	General increase in prices and unexpected expenses (10% of total)	902539
Grand Total		9927929

In order to achieve a modern curriculum, the following items are needed:

1. Increasing and activating school laboratories.
2. Activating the role of school libraries.
3. Establishing a school resource center.
4. Increasing and activating school computer laboratories.
5. Developing the school assessment and evaluation system.

These goals were identified in the second item in the five-year plan, which the General Administration of Instructional Materials is supervising in cooperation with other departments to coincide with the introduction of the Palestinian Curriculum.

Estimated Increase in Salaries

	Estimated Increase in wages
Annual increase in the first year in the number of positions, year 2000 for grades 1 and 6 when applying the new curriculum = 213	$213 \times \$500 \times 12 \text{ months} = \$ 1278000$
Annual increase in the second year in the number of positions, year 2001 for grades 2 and 7 when applying the new curriculum = 248	$248 \times \$500 \times 12 \text{ months} = \$ 1488000$
Annual increase in the third year in the number of positions, year 2002 for grades 3,8 and 10 when applying the new curriculum = 264	$264 \times \$500 \times 12 \text{ months} = \$ 1584000$
Annual increase in the fourth year in the number of positions, year 2003 for grades 4,9 and 1 st secondary when applying the new curriculum = 281	$281 \times \$500 \times 12 \text{ months} = \$ 1686000$
Annual increase in the fifth year in the number of positions, year 2004 for grades 5,10 and 12 th secondary when applying the new curriculum = 244	$244 \times \$500 \times 12 \text{ months} = \$ 1464000$

\$ 7500000

Table (16)
Estimated increase in the number of teachers due to applying the new curriculum

Grade	No. of students	No. of classrooms	No. of present classes	No. of classes in the new curriculum	No. of increase in classes	Total increase in classes/ grade	Increase in positions ³
1	89944	1500	27	30	3	4500	167
2	84196	1419	27	30	3	4257	158
3	79776	1411	28	30	2	2822	105
4	71976	1267	28	30	2	2534	94
5	69780	1289	33	35	2	2578	96
6	65779	1252	34	35	1	1252	46
7	58915	1115	34	36	2	2230	90
8	53873	997	33	36	3	2991	120
9	45574	874	34	36	2	1748	70
10	36075	968	35	36	1	968	39
11 sciences	9122	258	33	35	2	512	23
12 sciences	7989	214	31	32	1	642	28
11 Literary	19763	537	29	35	6	2148	94
12 Literary	17134	460	28	32	4	2760	120
Total	709896	13561					1250

* No. of positions = no. of classes/ total teaching load for the grade or stage.

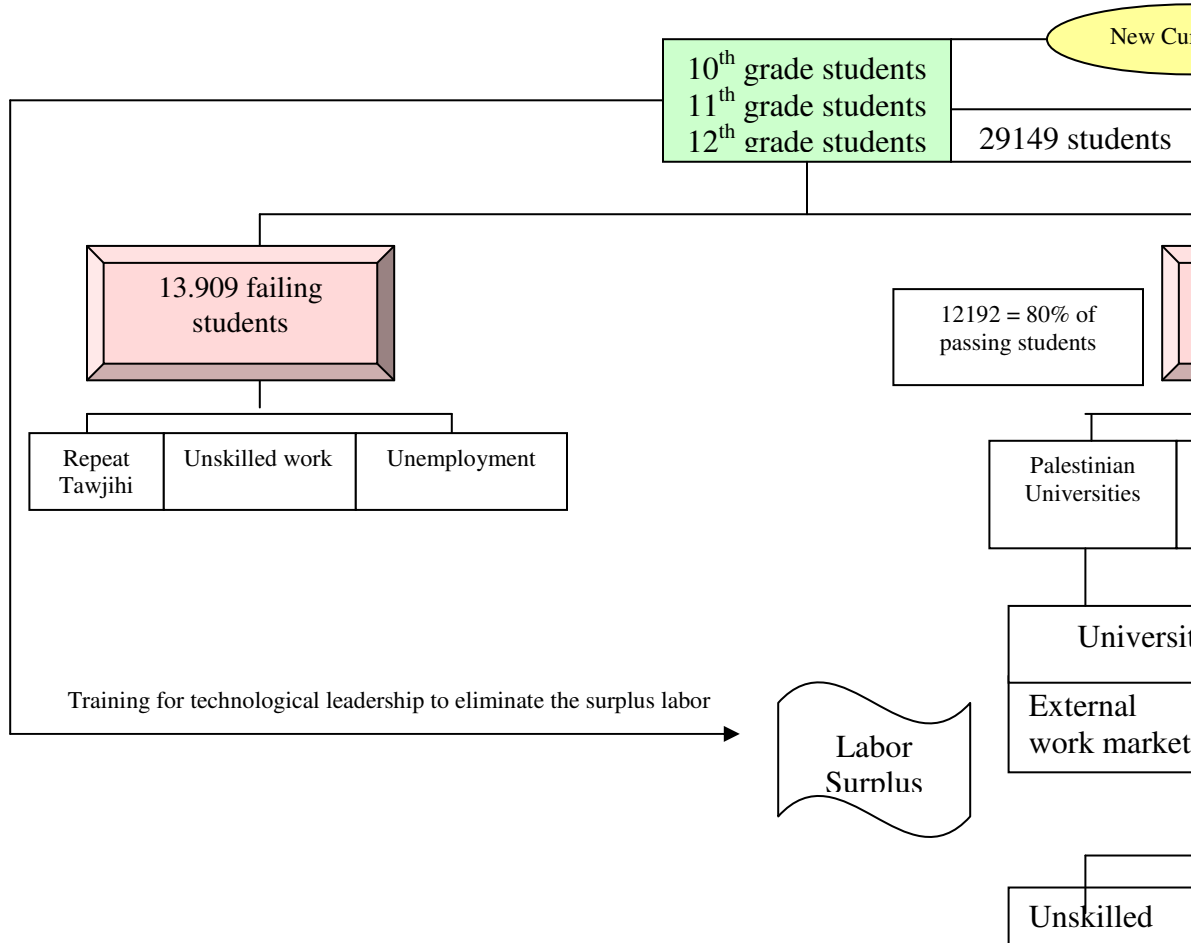
Appendices

Distribution of students at the end of the secondary stage 1995/1996

1. Subjects taught in the West Bank and Gaza districts for grades 1-4 and number of periods allotted to each subject compared with the Palestinian Curriculum Plan 1997/1998.
2. Subjects taught in the West Bank and Gaza districts for grades 5-9 and number of periods allotted to each subject compared with the Palestinian Curriculum Plan 1997/1998.
3. Subjects taught in the 10th grade in the West Bank and Gaza districts and the number of periods allotted to each subject in comparison with the Palestinian Curriculum Plan 1997/1998.
4. Subjects taught in the 11th grade in the West Bank and Gaza districts and the number of periods allotted to each subject in comparison with the Palestinian Curriculum Plan 1997/1998.
5. Subjects taught in the 12th grade in the West Bank and Gaza districts and the number of periods allotted to each subject in comparison with the Palestinian Curriculum Plan 1997/1998.
6. Distribution of schools according to grades 1996/1997.
7. Organizational structure of the Palestinian Curriculum Development Center.

Appendix (1)

Distribution of Students at the End of the Secondary Stage 1995/1996



Appendix (2)

Subjects taught in the West Bank and Gaza Districts for grades (1-4) and number of periods allotted to each subject compared with the Palestinian Curriculum Plan 1998/99

Grades	West Bank Districts						Gaza Districts						Palestinian Curriculum Plan					
	1	2	3	4	Total	%	1	2	3	4	Total	%	1	2	3	4	Total	%
Religion	3	3	3	3	12	10.9	3	3	3	3	12	10.6	3	3	3	3	12	10.6
Arabic Language	9	9	9	9	36	32.7	9	9	9	9	36	31.9	8	8	8	8	32	28.6
English Language	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	12	10.6
Sciences	3	3	4	4	14	12.7	3	3	3	4	13	11.5	3	3	3	3	12	10.6
Mathematics	5	5	5	5	20	18.1	6	6	6	6	24	21.3	5	5	5	5	20	18.1
Science Education	2	2	2	2	8	7.3	2	2	2	4	10	8.8	2	2	2	2	8	7.3
Crafts	1	1	1	1	4	3.6	2	2	2	2	8	7.1	2	2	2	2	8	7.1
Arabic Language Education	2	2	2	2	8	7.3	2	2	2	2	8	7.1	2	2	2	2	8	7.1
Physical Education	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	4	3.6
Arabic Language	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	4	3.6
Islamic Chants	1	1	1	1	4	3.6	0	0	0	0	0	0	0	0	0	0	0	0
Arabic Language (m), Home Education (f)	0	0	0	0	0	0	0	0	1	1	2	1.7	0	0	0	0	0	0
Arabic Language Education	1	1	1	1	4	3.6	0	0	0	0	0	0	0	0	0	0	0	0
Total	27	27	28	28	110	100	27	27	29	30	113	100	30	30	30	30	120	100

Appendix (3)

Subjects taught in the West Bank and Gaza Districts for grades (5-9) and number of periods allotted to each subject compared with the Palestinian Curriculum Plan 1998/1997

Subjects	West Bank Districts							Gaza Districts							Palestinian Curriculum Plan						
	Grades	5	6	7	8	9	Total	%	5	6	7	8	9	Total	%	5	6	7	8	9	Total
Religion		3	3	3	3	3	15	8.9	3	3	2	2	2	12	7.1	3	3	3	3	3	15
Arabic Language		7	7	7	7	7	35	20.8	8	8	7	7	7	37	21.9	7	7	7	7	7	35
English Language		5	6	6	5	5	27	16.2	5	6	6	6	6	29	17.1	4	4	4	4	4	20
Science		4	4	4	5	6	23	13.7	3	3	4	4	4	18	10.6	5	5	5	5	5	25
Mathematics		5	5	5	5	5	25	14.9	6	6	5	5	6	28	16.7	5	5	5	5	5	25
Physical Sciences and National Education		3	3	3	3	3	15	8.9	4	4	4	4	4	20	11.9	3	3	3	3	3	15
Arts and Crafts		1	1	1	1	1	5	3	2	2	2	2	2	10	5.9	2	2	2	2	2	10
Physical Education		2	2	2	1	1	8	4.7	2	2	2	2	2	10	5.9	2	2	1	1	1	7
Physical Education (f/G)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	5
Physical Education (W)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	5
Technology and Applied Sciences		0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	2	2	2	2	2	10
Physical Education Subject		0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0	0	2	2	2	6
Arts and Chants (W)/ Agriculture		1	1	1	1	1	5	2.95	1	1	1	1	1	5	2.9	0	0	0	0	0	0
Physical Education (W)/ Home Education (f/G)		2	2	2	2	2	10	5.95	2	2	2	2	2	10	5.9	0	0	0	0	0	0
Males		33	34	34	33	34	168	100	34	35	33	33	34	169	100	35	35	36	36	36	178
Females									35	36	34	34	35	174	100						

Appendix (4)

Subjects taught in the 10th grade in the West Bank and Gaza Districts and the number of periods allotted to each subject in comparison with the Palestinian Curriculum Plan 1997/1998

Subjects	West Bank Districts		Gaza Districts		Palestinian Curriculum Plan	
	No.	%	No.	%	No.	%
Islamic Religion	3	8.6%	2	5.9%	3	8.3%
Arabic Language	6	17.1%	6	17.6%	5	13.9%
English Language	5	14.25%	6	17.6%	4	11.1%
General Science (Physics, Chemistry, Biology)	6	17.1%	6	17.6%	4	11.1%
Mathematics	5	14.25%	5	14.75%	5	13.9%
Social Sciences and National Education	3	8.6%	5	14.75%	2	6%
Arts and Crafts	1	2.9%	2	5.9%	1	2.8%
Physical Education	1	2.9%	2	5.9%	1	2.8%
Technology and Applied Sciences	2	5.7%	0	0%	2	5.6%
Elective Subject *	0	0%	0	0%	2	5.6%
Vocational Education	2	5.7%	0	0%	1	2.8%
Technical Sciences **	0	0%	0	0%	6	15.6%
Music and Chants	1	2.9%	0	0%	0	0%
Home Economics (F)	0	0%	2	5.6%	0	0%
Total (males)	35	100%	34	100%	36	100%
Total (females)	35		36	100%	36	

Elective subject includes: third language, home economics, health and environmental sciences.

** Students can choose two of these subjects (total of 6 classes)

Appendix (5)

Subjects taught in the 11th grade in the West Bank and Gaza Districts and the number of periods allotted to each subject in comparison with the Palestinian Curriculum Plan 1997/1998

Subjects	West Bank Districts		Gaza Districts		Palestinian Curriculum Plan
	Literary	Scientific	Literary	Scientific	
Islamic Religion	3	3	2	2	3
Arabic Language	6	4	7	5	5
English Language	6	5	7	6	4
Mathematics	3	5	0	7	4
General Science	2	0	2	0	0
Chemistry	0	3	0	3	3
Physics	0	4	0	3	3
Biology	0	3	0	3	3
Arab Society	2	2	2	2	0
History	3	0	3	0	2
Geography	3	0	3	0	2
Economics and Administration	0	0	0	0	2
Arts and Crafts	1	1	1	0	1
Physical Education	1	1	2	2	1
Technology and Applied Sciences	0	0	0	0	2
Vocational Education (male)	2	2	0	0	0
Home Economics (female)	2	2	2	2	0
Total (Males)	32	33	29	33	35
Total (Females)	32	33	31	35	35

Appendix (6)

Subjects taught in the 12th grade in the West Bank and Gaza Districts and the number of periods allotted to each subject in comparison with the Palestinian Curriculum Plan 1997/1998

Subjects	West Bank		Gaza		Palestinian Curriculum Plan
	Literary	Scientific	Literary	Scientific	
Islamic Religion	3	3	2	2	3
Arabic Language	6	5	6	6	5
English Language	6	5	6	6	4
Mathematics	3	6	0	7	4
General Science	3	0	0	0	0
Chemistry	0	3	0	3	4 ^(**)
Physics	0	5	0	3	4 ^(**)
Biology	0	3	0	3	4 ^(**)
Philosophy and Logic	0	0	3	0	0
Psychology and sociology	0	0	3	0	0
Economics and Administration	0	0	2	0	3 ^(***)
History	3	0	3	0	3 ^(***)
Geography	3	0	3	0	3 ^(***)
Arts and Crafts	0	0	0	0	1
Physical Education	1	1	2	2	1
Home economics (females)	1	1	2	2	0
Total (Males)	28	31	30	32	32
Total (Females)	29	32	32	34	32

(*) In Gaza, Statistics is taught as a separate subject from Mathematics.

(**) Students can choose two subjects from (Chemistry, Physics and Biology) for a total of 8 classes.

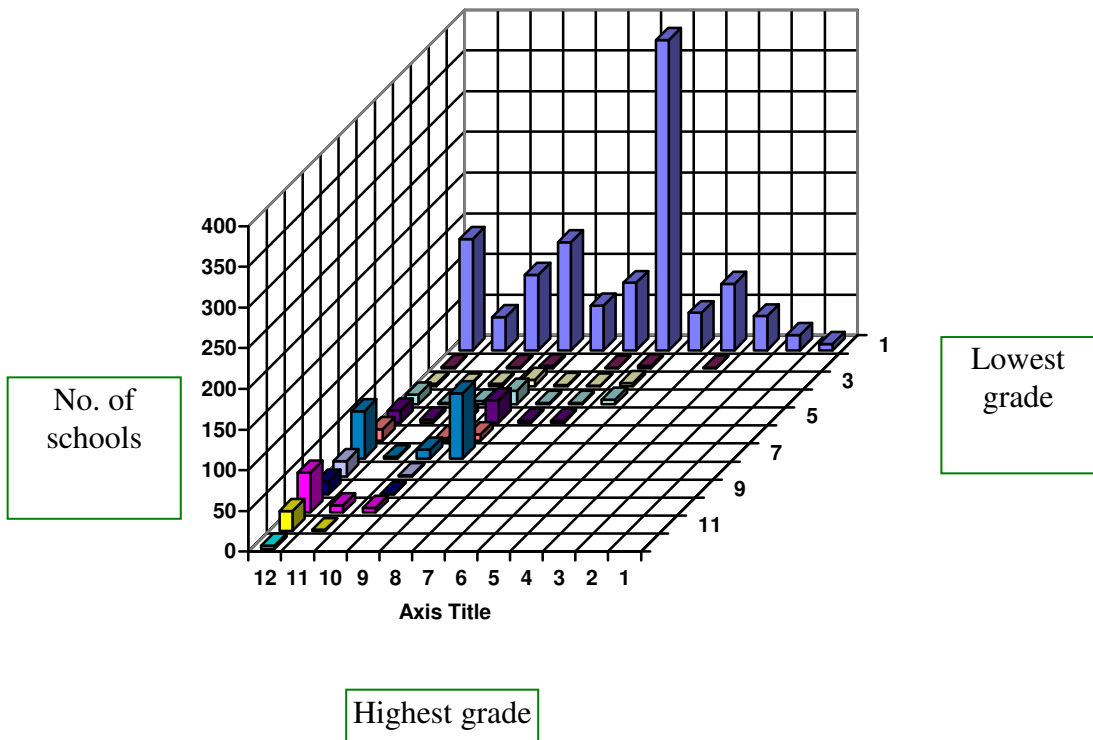
(***) Students can choose two subjects from (Economics and Administration, History, or Geography) for a total of 6 classes.

Appendix (7)

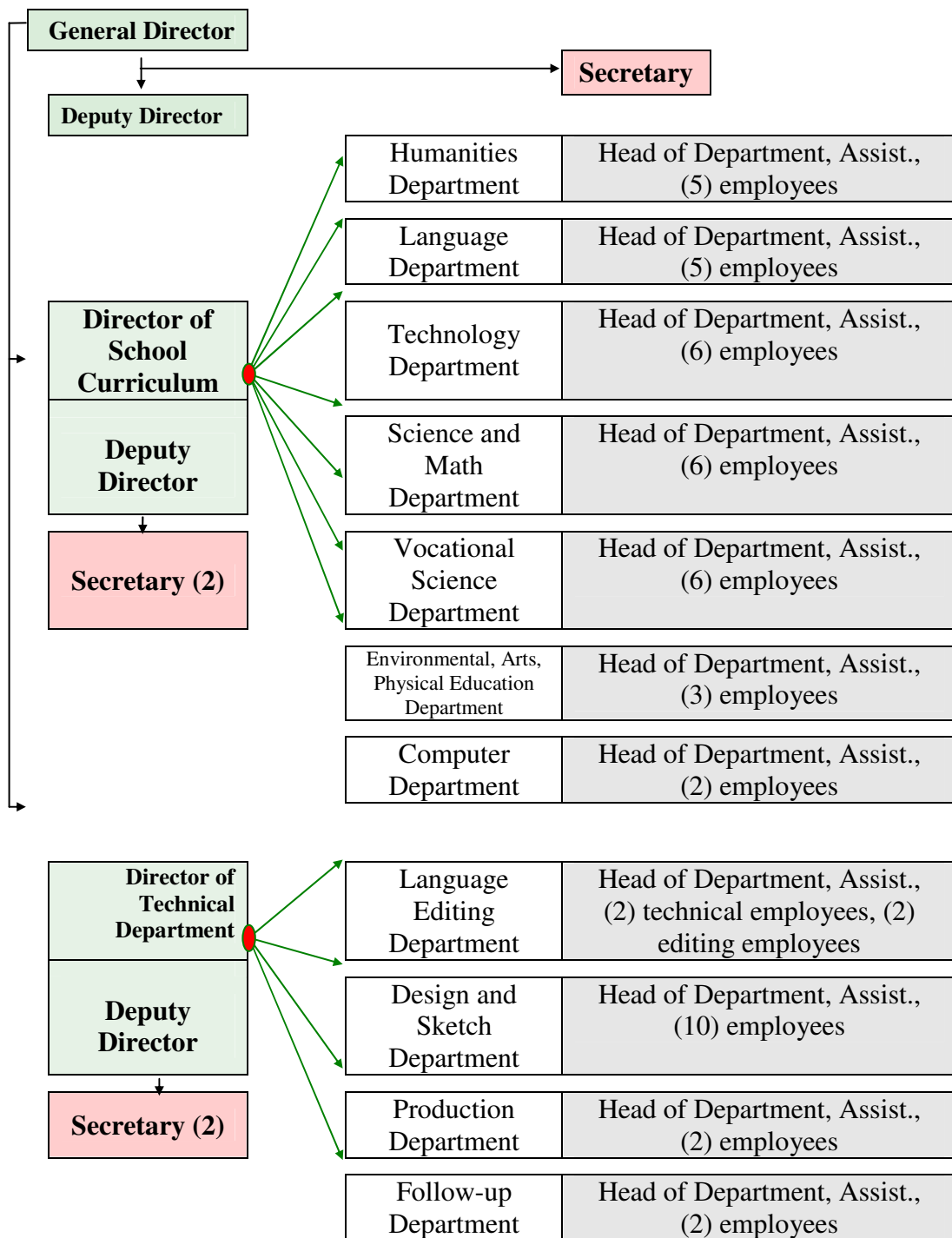
Distribution of schools according to grades 1996/1997

Lowest Grade	Highest Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
1	8	19	42	82	46	381	83	55	133	93	41	137
2		0	0	1	0	3	1	0	3	2	0	2
3			0	0	0	4	1	2	8	3	1	3
4				0	0	6	2	2	17	4	2	12
5					0	0	2	2	27	5	4	15
6						0	0	0	8	3	0	14
7							0	0	50	11	2	58
8								0	0	2	0	19
9									0	1	1	16
10										6	9	49
11											1	24
12												4

Appendix (8)



Organizational Structure of the Palestinian Curriculum Development Center



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